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Exploring the Experiences of Counselor Educators Recognized for their Excellence in Teaching

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EXPLORING THE EXPERIENCES OF COUNSELOR EDUCATORS RECOGNIZED
FOR THEIR EXCELLENCE IN TEACHING

by

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FOR THEIR EXCELLENCE IN TEACHING

Allison E. Buller, Ph.D.

Western Michigan University, 2013

Teaching is a deeply held value for counselor educators. Nonetheless, counselor education programs have historically provided only minimal attention to preparing doctoral students to actually teach. Furthermore, little of the research in the field of counselor education addresses the way counselor educators are prepared to teach. Using qualitative methods, this author engaged counselor educators identified as excellent teachers in an examination of meaningful experiences that contributed to their development as faculty in counselor education. By exploring experiences that prepared them to teach, excellent teachers provided the next generation of faculty members with rich descriptive strategies for teacher preparation in counselor education.

This study applied the term *excellent* to counselor education faculty who are: (a) recipients of the North Central Association for Counselor Education and Supervision's (NCACES) Outstanding Professional Teaching Award, or (b) identified by Counselor Education department chairs as excellent teachers. Ten counselor educators, recognized for their excellence in teaching, participated in this study. Data was collected during initial and follow-up interviews with participants. Phenomenological methods of data analysis were used to formulate a collective description of meaningful experiences related to the development of excellent teachers in counselor education. Three common

themes were identified in this study: (1) *Teacher-training*: the meaningful training experiences that prepared participants to teach; (2) *Influential instructors*: previous instructors and the meaningful qualities that made them influential; and (3) *Personal style as teachers*: meaningful qualities used by participants to describe their personal style as a teacher. The common themes support the existing literature in counselor education on the benefits of real-world teaching experiences for doctoral students in counselor education. Findings also support higher education literature on the need for teacher-mentors as models of excellent teaching. Implications of the findings for counselor education research and practice are discussed.

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Allison E. Buller

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CHAPTER I

INTRODUCTION

Teaching preparation is a critical concern in the discipline of counselor education. Nonetheless, counselor education programs have historically provided only minimal attention to preparing doctoral students to actually teach (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 1988; CACREP, 1994; CACREP, 2001; CACREP, 2009; Carter, Bowman, Kher, Jones, & Tollerud, 1994; Hall, 2007; Hoyt, 1986; Magnuson, 2002; Magnuson, Shaw, Tubin, & Norem, 2004; Magnuson, Black, & Lahaman, 2006; NAGPS, 2000; Tollerud, 1990). Furthermore, little of the research in the field of counselor education addresses the way counselor educators are prepared to teach. As a result, there is little to guide counselor educators in their development as faculty, as a generally accepted rubric for teacher training in counselor education is absent from the literature.

This study engaged counselor educators recognized for teaching excellence in an examination of meaningful experiences that contributed to their development as faculty in counselor education. The term *excellent* was applied to counselor education faculty who: (a) received the North Central Association for Counselor Education and Supervision's (NCACES) Outstanding Professional Teaching Award; or (b) were identified by Counselor Education department chairs as excellent teachers. Department chairs are often aware of the awards, accomplishments, and teacher evaluation records of

faculty within their departments. This process allowed individuals who knew the awards and accomplishments of their colleagues to put forth names of prospective participants.

Focus of the Study

As mentioned above, this study focuses on the lived experiences of counselor educators recognized for their excellence in teaching. Teaching is a significant and necessary component of a counselor educator's career for many reasons. Studies indicate that the counselor education degree is sought in the employment market specifically to fill faculty positions for which teaching is a primary role (Bernard, 2006; Davis, Levitt, McGlothlin, & Hill, 2006). Counselor educators spend the majority of their time teaching (52%) compared to time spent on research (24%) and service (19%) (Davis et al., 2006). Because teaching is such an integral part of a counselor educator's career, it is important to explore how individuals recognized as excellent teachers develop in the field of counselor education. Included in the definition of teaching are teaching-related activities such as developing new syllabi, preparing course materials, reflecting on learning experiences, and evaluating student assignments.

Teaching is also a valuable part of the tenure and promotion process in counselor education. In a recent study on perceived expectations related to promotion and tenure, counselor education faculty reported that teaching constitutes a large percentage of time, and is a priority for faculty pursuing promotion and tenure (Davis et al., 2006). While the relative importance of teaching on tenure and promotion decisions may vary depending on the research classification of the university, counselor educators generally derive a great deal of professional satisfaction from their teaching responsibility. More specifically, studies have shown that teaching core courses in counselor education is

satisfying for new faculty, especially when they have mentorship from senior faculty and clearly identified departmental expectations (Magnuson, 2002; Magnuson, Black, & Lahman, 2006; Magnuson et al., 2004).

While teaching holds considerable value and importance within the field of counselor education, methods of preparing counselor educators to teach are still developing. At one point, teacher preparation was absent from the profession's standards for doctoral training in counselor education. In 2009, CACREP added to the description of teacher preparation in its standards for doctoral training in counselor education. According to the standards, doctoral students must obtain knowledge of instructional theory in counselor education, develop a personal teaching and learning philosophy, and demonstrate skill at course design, delivery, and evaluation methods (CACREP, p. 56).

Prior to the 2009 CACREP revisions, several authors described teacher preparation in counselor education as inadequate at helping advanced doctoral students learn to teach (Carter et al., 1994, p. 441; Hall, 2007, p. 17). Hall conducted a study to explore counselor educators' experiences during their doctoral training and the perceived effectiveness of those experiences in preparing them to teach. According to the findings of Hall's study, courses aimed at teacher training were deemed least helpful, while practicum experiences and teaching internships were deemed most helpful in preparing doctoral students to teach. Overall, participants reported a general dissatisfaction with the outcome of their teacher training during their doctoral programs. Other researchers have reported similar findings related to teacher preparation in counselor education including low self-efficacy related to teaching (Tollerud, 1990), limited formal coursework in college teaching (NAGST, 2001; Tollerud), few opportunities for practicum and

internship experiences in teaching (Castellano, 2002; Tollerud), and a lack of mentoring

and feedback from faculty related to teaching performance (Carter et al., 1994;

Magnuson, 2002).

Given the lack of information on teacher preparation in counselor education,

recommendations for preparing doctoral students to teach at the university level from the

field of higher education are useful for the context of this study. These recommendations

include regular mentoring, advising and feedback, diverse and developmentally oriented

teaching opportunities, and regular opportunities for guided reflection (Austin, 2002a;

2002b; Meacham, 2002; Silverman, 2003). In consideration of these recommendations,

and to add to the literature concerning teacher preparation in counselor education, this

study explored the lived experiences of counselor educators recognized for teaching

excellence in order to discover how they developed as teachers in the discipline of

counselor education. Understanding how they developed their craft provides important

insight into the art of teaching and informed teacher preparation in counselor education.

Research Problem and Purpose of the Study

To summarize what has been established in the focus of this study, teaching is an

important and valuable aspect of counselor education for a variety of reasons. Counselor

educators are desirable candidates as faculty members in higher education (Bernard,

2006). Further, teaching is valuable as a means of evaluating faculty members in the

tenure and promotion process (Davis et al., 2006). Teaching is also valuable as a source

of professional satisfaction for counselor education faculty (Magnuson, 2002; Magnuson,

Black, & Lahman, 2006; Magnuson et al., 2004). Given the importance of teaching

within counselor education, there is a need to train counselor education doctoral students

to teach at the university level. Unfortunately, there is a limited amount of research on teacher preparation in counselor education. Of the few studies that address teacher preparation, the majority are dissertations. The outcomes of such studies point to the problem of inadequate teacher preparation in counselor education at the doctoral level (Carter et al., 1994; Hall, 2007; Sexton, 1998; Tollerud, 1990).

Despite reports that teacher preparation within counselor education is inadequate, there are a number of excellent teachers in the field as evidenced by peer recognition in the form of awards and nominations. What can be learned from their reflections concerning how they developed as teachers in higher education? By reflecting on the experiences that prepared them to teach, excellent teachers may provide the next generation of faculty members with rich descriptive strategies for teacher preparation in counselor education. The purpose of this study, therefore, was to explore the development of counselor educators who have been recognized as excellent teachers.

Research Questions

The following research questions were designed and used for the purpose of this study:

1. What experiences contributed to the development of excellent teachers in counselor education, and how were those experiences were meaningful in preparing them to teach?

   a. How do excellent teachers in counselor education describe the early experiences that contributed to their development as teachers?

   b. How do excellent teachers in counselor education describe the doctoral training that contributed to their development as teachers?

    c.   How do excellent teachers in counselor education describe the postgraduate school experiences that contributed to their development as teachers?

2.   What can we learn about teacher preparation in counselor education by exploring the meaningful experiences of excellent teachers in counselor education?

Significance of the Study

Counselor education is unique given that the profession's licensure laws are geared toward master's level practitioners. Doctoral level training in counselor education is primarily focused on preparing graduates for a career in higher education. As Lanning (1990) stated expressly, counselor education "does not need doctoral training that duplicates what the psychology programs already do…one area in which we as counselor educators perform a unique task of doctoral level preparation is in the area of producing graduates who are systematically prepared to fill the role of educators " (p. 164). In light of counselor education's distinctively different doctoral training, and its emphasis on educating master's level practitioners, it benefits the profession to pay attention to how doctoral students are prepared to teach.

The outcomes of this study are intended to inform teacher preparation in counselor education doctoral programs, and add to the research literature on the way counselor educators develop as teachers. Since counselor education's purpose in training doctoral students is different than other disciplines (Calley & Hawley, 2008; Lanning, 1990), this study illuminates the qualities that make the field a unique entity within higher education, while also adding clarity to what makes an excellent teacher in counselor education.

In order to more fully describe this study and its significance to the field of counselor education, a review of literature on the history of teaching in counselor education and the importance of teacher preparation in higher education is presented in Chapter II, as well as a review of the qualities of excellent teachers in higher education and how faculty in other disciplines develop teaching excellence. The literature review provides the reader with a comprehensive examination of the elements that make up the phenomenon excellence in teaching in counselor education.

Definition of Terms

In this study, teaching excellence in counselor education is defined as receipt of the North Central Association of Counselor Education and Supervision's (NCACES) Outstanding Professional Teaching Award, or identification by counselor education department chairs as an excellent teacher. Recipients chosen for the NCACES Outstanding Professional Teacher Award are honored for their excellence in teaching counseling at counselor education programs. This teaching award is unique in that it is the only one of its kind in both the American Counseling Association (ACA) and the Association for Counselor Education and Supervision (ACES). To be eligible for the award, nominees must meet the following criteria: (a) maintain membership within ACES, (b) teach at a CACREP institution of higher education, (c) receive excellent student evaluations, and (d) be nominated for the award through their departments.

Methodology Overview

Qualitative phenomenological methods were used to study how excellent teachers in counselor education develop as teachers. Several approaches exist for organizing and analyzing data in a phenomenological qualitative study. This study utilized a

transcendental phenomenological approach. Based on principles identified by Husserl (1931), transcendental phenomenology focuses on the "meaningful" experiences of the phenomenon. The phenomenon was an exploration into the experiences that contributed to the development of excellent teachers in counselor education, and how those experiences were meaningful in preparing them to teach. Participants consisted of 10 counselor educators recognized for teaching excellence. To identify participants, the researcher contacted recipients of the Outstanding Professional Teacher Award.

In addition to award recipients, department chairs of Counselor Education doctoral programs were asked to nominate counselor education faculty to serve as possible participants for this study. Department chairs serve as leaders within their respective departments of counselor education. Due to their extensive involvement within their departments, chairs proved to be a good resource for identifying counselor educators with excellent teaching experience.

CHAPTER II

LITERATURE REVIEW

Chapter II is a review of literature relevant to this dissertation. It places the research problem of this study in perspective, and is divided into two main parts: (a) the history of teacher training in counselor education, and (b) the qualities of excellent university teachers. The first part covers the importance of teaching in counselor education, teacher preparation in counselor education, and preparation of doctoral students to teach in higher education. The second part of Chapter II covers conceptual and empirical best practices related to excellent university teachers, and presents a discussion on the process of reflective practice.

History of Teacher Training in Counselor Education

The history of counselor education dates as far back as the early 1900s (Bradley, Mills, & Powell 2002; Gladding, 2004; Sweeny, 2001). During the early 1900s, school and vocational guidance was utilized to assist young people in exploring their talents and making informative career choices. Several major federal initiatives were enacted to further assist in vocational guidance in the years between the late 1920s and 1950s. These initiatives, which were national and focused on guidance to assist in determining aptitude, became especially important during the Great Depression and World Wars I and II. In 1958, the political climate of World War II, and the government's concern for national security, prompted the passage of the National Defense Education Act (NDEA)

(Sweeney, 1992). The NDEA sought to expand counseling and testing of talented young

people into careers that served to defend the nation. Specifically, the NDEA did three

things: (1) increased the number of guidance and testing programs in the schools; (2)

provided money to institutions of higher education to improve, expand, or develop

programs that would train counselors; and (3) offered fellowships to entice people into

earning advanced degrees (Bradley et al., 2002). The act also provided training programs

with access to $15,000,000 per year for three years to improve or develop programs in

counselor education. This funding for training programs led to the development of 92

departments of counselor education, which at this time was an undergraduate degree

housed in the education department taught by education faculty (West, Bubenzer, Brooks,

& Hackney, 1995).

During the 1960s, another federal initiative had a significant impact on the field of

counseling. The Community Mental Health Services Act, Title II of 1963 provided

$150,000,000 over three years for the construction of community mental health centers in

an effort to better address the needs of individuals with developmental delays and mental

disabilities (Bradley et al., 2002). The result was that state mental hospitals lost funding

and were forced to discharge patients in staggering numbers. Deinstitutionalization left

the former residents of these hospitals to be absorbed into the surrounding communities,

further increasing the need for mental health workers and agencies (Gladding, 2004).

In response to the influx of displaced patients into the community mental health

system, counselor education programs began to provide training not only for school

counselors, but agency counselors as well (Sweeney, 2001). The preparation for

counselors in non-school settings had a powerful effect on counselor education training

programs; counselors were no longer primarily established as part of the school system (West et al., 1995). The growing demand for mental health counselors trained at the master's-level led to an increased need for faculty to meet instructional demands. With the increased need for additional faculty, new counselor education doctoral programs were established to prepare doctoral students to teach in counselor education.

In 1977, the Association for Counselor Education and Supervision (ACES) approved guidelines for doctoral preparation in counseling (Stripling, 1978). In 1979, ACES drafted additional standards titled *Preparation for Counselor Education.* These standards established three core areas of training: (a) individual and group counseling, (b) consulting, and (c) research. Teaching was not identified as a core area of doctoral preparation at that time. Three years later, the standards were revised and served as the basis for the standards implemented when CACREP was incorporated in 1981.

In 1988, CACREP's standards were revised again, this time with the title *Doctoral-level Standards for Programs in Counselor Education and Supervision*. Under these standards, eight specialty areas were listed, none of which included a specialty area in teaching (CACREP, 1988). Only one program required a pedagogical course in teaching as part of the doctoral training work. Other programs offered internships or mentor relationships for students who wanted experience in teaching (Hoyt, 1986). It was not until 1994 that CACREP designated preparation in "instructional theory and methods *relevant* to counselor education" as part of the standards for doctoral training (CACREP, 1994, p. 63). This major addition forced program faculty members to be more explicit in the examination of their craft as teachers, and required them to design curricular

experiences that enabled doctoral students to become thoughtful and well-prepared instructors.

The last two revisions of the CACREP standards have provided even more explicit instruction regarding training in teaching for doctoral students. The 2001 standards state, "It is expected that doctoral students will have experiences that are designed to…develop collaborative relationships with program faculty in teaching, supervision, research, professional writing and service to the profession and the public" (CACREP, 2001, p. 57). Moreover, the 2009 standards clarify the knowledge needed to understand the roles and responsibilities of instructional theory and the skills required to design, deliver, and evaluate course methods (CACREP, 2009).

Figure 1 presents a timeline of prominent events chronicling the history of teacher training in counselor education. The timeline starts in 1908 with the publication of a seminal text by Frank Parsons, establishing counseling as a profession. It moves through a series of professional milestones that establish the need for doctoral education and training in counselor education. Some of these milestones include the founding of the National Vocational and Guidance Association, the founding of the American Personnel and Guidance Association (APGA), the passage of the National Defense Education Act, the passage of the Community Mental Health Act, and the incorporation of CACREP. The timeline ends in 2009 with the CACREP Standards, which emphasize doctoral learning outcomes in teaching.
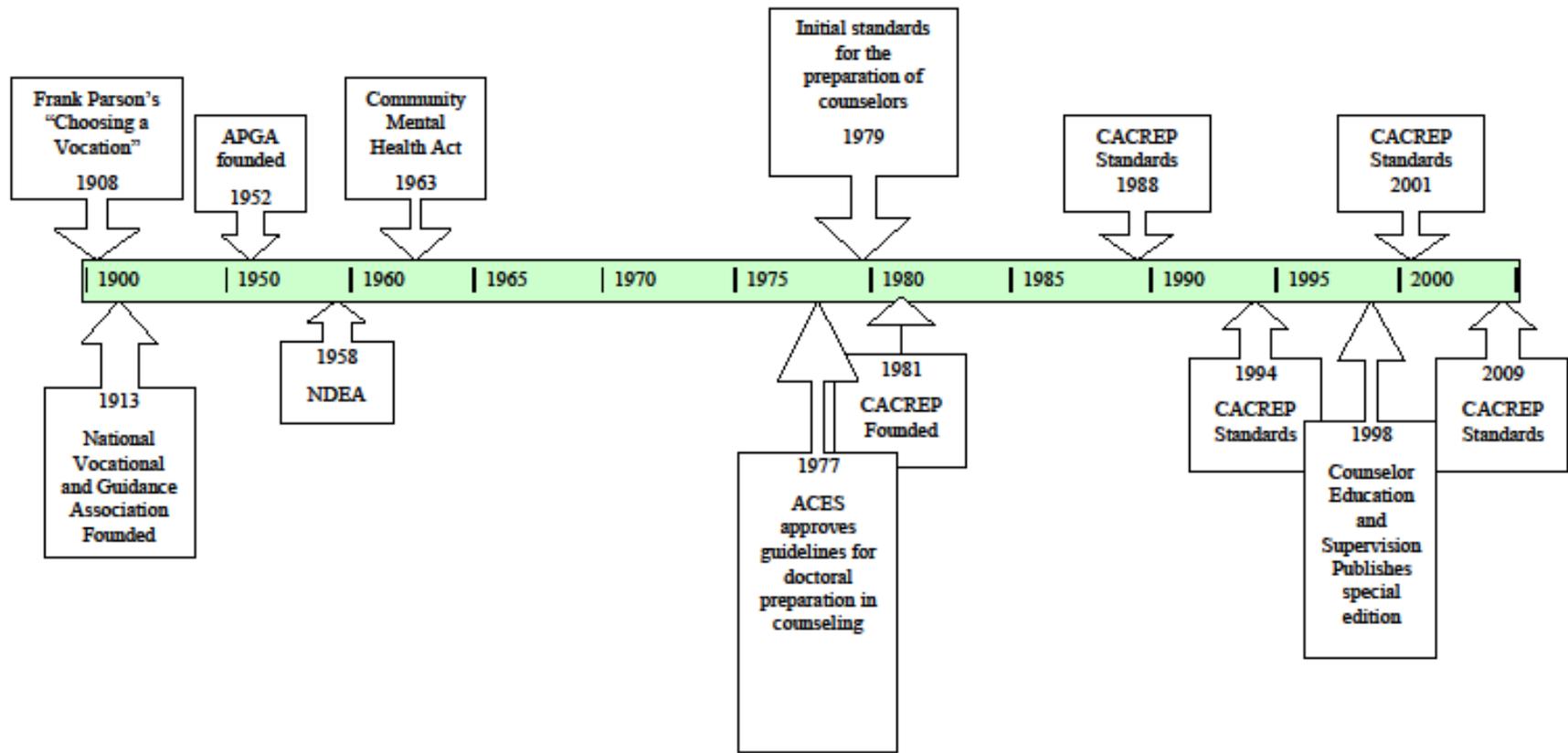
Figure 1. History of teacher training in counselor education.

The Importance of Teaching in Counselor Education

Ernest Boyer (1990), in his landmark work *Scholarship Reconsidered,* addressed the wisdom and rationale for promoting teaching as a legitimate form of scholarship. He reframed the issue stating, "…we need to get beyond the old teaching versus research debate, rise above the theory/practice hierarchy plaguing higher education, and begin to think in new ways about the alignment of faculty priorities and institutional mission" (Boyer, p. 1). Boyer's statement alludes to the idea that teaching is more than a routine function of the institution. He attempted to redefine teaching as an art, writing that teaching was more than just the mere transmission of knowledge from teacher to student; it was also the act of transforming and extending knowledge. Boyer maintained that inspired teaching keeps the flame of scholarship alive. The connection between inspired teaching and keeping scholarship alive is an important argument for placing more emphasis on teacher training for graduate students. Beyond this, the importance of teaching in counselor education can be considered within the context of jobs, time, professional satisfaction, tenure and promotion, and accreditation standards.

Jobs

The counselor education degree has a clear identity in the job market, especially for faculty positions. According to Bernard (2006), CACREP has made counselor educators more marketable since its inception in 1981. In particular, the large number of master's level programs seeking CACREP accreditation has increased the number of employment options for graduates of CACREP accredited doctoral counselor education programs. In her study of employment opportunities for graduates in counseling psychology and counselor education, Bernard found that of 520 tenure track positions

posted, nearly 40% of the positions advertised were for counselor educators. By comparison, only 10% of the positions identified counseling psychology as the preferred degree. The evidence points to a clear need for counselor educators with the training to teach, especially as CACREP (2009) standards call for all new hires within accredited counseling programs to have degrees from CACREP accredited doctoral programs.

Time

Faculty members in counselor education reportedly spend over half (52%) of their time engaged in teaching-related activities (Davis et al., 2006). In a national survey of CACREP programs, Davis and colleagues found that the average teaching load for counselor education faculty was four courses per academic term. Time spent teaching did not differ according to rank (i.e., assistant, associate, or full professor) or type of degree granting institution (i.e., doctoral or master's programs); however, Davis and colleagues speculated that teaching is especially time consuming for junior faculty because of the time required to develop new syllabi, prepare course materials, reflect on learning experiences, and evaluate student assignments.

Professional Satisfaction

Studies have shown that counselor educators derived a great deal of professional satisfaction from their teaching responsibilities (Magnuson, 2002; Magnuson, Shaw, Tubin, & Norem, 2004; Magnuson, Black, & Lahman, 2006). Magnuson examined professional satisfaction among a cohort of 42 new assistant professors in counselor education programs. Data were collected using survey questionnaires and participants' written comments. Results showed that teaching was a contributing factor of professional satisfaction for many of the study's participants during their first year as incoming

faculty. One respondent wrote, "I enjoy teaching and derive most of my satisfaction from this" (p. 312). Although generally satisfied with their positions, the first year cohort reported feeling dissatisfied and unprepared for the expectations placed on them by university administration. Magnuson suggested that training was needed to help new professors learn to teach effectively and be prepared for other responsibilities of the professoriate, such as directing dissertations, advising, and mentoring.

In a follow-up to Magnuson's (2002) study, Magnuson and her colleagues (2004) found that successful experiences improved satisfaction and confidence among new counselor educators during their second year as faculty, especially in the realm of teaching. As one participant stated, "…speaking about teaching, I have more confidence now that I got my feet wet…I know what to expect" (p. 14). While satisfaction improved during their second year, dissatisfaction among participants resulted from an increase in workload, strife among faculty, and sensitivity to personal needs and isolation. Again, suggestions were made to include veteran faculty in the socialization of junior faculty with assistance related to teaching and scholarship.

A second follow-up to Magnuson's (2002) study found that by the third year, the cohort of new counselor educators experienced more confidence and satisfaction in areas of scholarship, teaching, and service (Magnuson et al., 2006). Nevertheless, these counselor educators continued to articulate their desire for mentorship, collaboration, encouragement, and assistance in the area of scholarship and teaching. At the end of the three years, it was evident from the findings of the studies conducted by Magnuson and her colleagues that teaching was a chief contributor to professional satisfaction among

junior faculty in counselor education, along with clear expectations related to tenure and promotion.

Tenure and Promotion

The struggle for balance between research and teaching is a long-standing issue in higher education. Faculty and graduate students are frequently challenged by competing responsibilities to publish, serve, and teach. Moreover, faculty and graduate students are often given mixed messages from university administrators regarding expectations for their work. Criteria for tenure and promotion vary according to the different missions and types of institutions, however, many pre-tenured faculty encounter a publish-or-perish mentality in the counselor education profession. A common awareness among faculty and advanced doctoral students, therefore, is that they are expected to put their research responsibilities ahead of their teaching obligations, as more accepted scholarly activities such as publication of journal articles may be weighted more heavily in promotion and tenure decisions (Ramsey, Cavallaro, Kiselica, & Zila, 2002).

While teaching has traditionally been viewed as less important to tenure and promotion, recent studies show that these views may be changing in some counselor education programs. Davis and colleagues (2006) studied the perceptions of CACREP liaisons regarding tenure and promotion decisions in counselor education, and found that teaching, service, and research activities typically used in these decisions were perceived to be relatively equal in weight. These results raise questions about what is valued by departments relative to time allocations of their faculty. The importance placed on the teaching in the tenure and promotion process may be higher than was originally predicted in previous studies (e.g., Ramsey et al., 2002). Although the literature suggests that

counselor educators are under such pressure to publish that they spend a disproportionate amount of time on research and writing, data from the study conducted by Davis and colleagues suggests that expectations for teaching may be gaining in its relative importance compared to scholarship and service.

2009 CACREP Standards

After 30 years and six editions, the 2009 CACREP Standards specifically addressed the role of teacher preparation in doctoral education. While previous editions acknowledged teacher training somewhat, this edition highlights extensively the need for doctoral students to be prepared for their future role as faculty. Specific information on how CACREP addressed teacher preparation is found under the doctoral learning outcomes in the current edition of the CACREP standards (Appendix A).

Teacher Training in Counselor Education

Several studies address what is being done in counselor education to prepare graduates to teach at the university level. Tollerud (1990) studied the acquisition of teaching skills in counselor education among 193 doctoral students and recent graduates from CACREP accredited programs. Using the Self-Efficacy Toward Teaching Inventory (SETI), Tollerud explored the following descriptive variables: (a) amount of post-doctoral teaching, (b) perceived need to include training in teaching skills as part of all doctoral counselor education programs, (c) career goal to include teaching for the advanced doctoral students, and (d) current role of teaching in the work setting of recent graduates. Experiential factors were: (a) prior professional teaching, (b) graduate school teaching experience, and (c) amount of pedagogical coursework.

The total possible range of scores on the SETI was 35 to 140. The range of scores for Tollerud's (1990) sample was 85 to 140 ($M = 122.14$; $SD = 12.78$; $Mode = 120$). Data analysis of the descriptive variables revealed a statistically significant association between high levels of self-efficacy and increased post-doctoral teaching experience, the advanced doctoral students' goal to teach full-time, and the recent graduates' role of teaching full-time versus teaching part-time or not at all. As it relates to experiential factors, a significant relationship was noted between graduate school teaching experience and level of efficacy toward teaching skills. Students and graduates with no prior teaching experience demonstrated higher levels of self-efficacy compared to those with actual teaching experience of one to two courses, however, graduates and students with experience teaching three to five courses had the highest self-efficacy for teaching.

Based on the results of her study, Tollerud (1990) concluded that perhaps a critical period exists in teacher development, wherein increased teaching experience results in greater understanding of the skills needed to teach and a higher level of confidence in personal ability to perform. In her study, self-efficacy in teaching was largely associated with experience in teaching. On the job training after graduation was associated with the greatest increase in self-efficacy toward teaching skills. Varying amounts of coursework did not result in any significant differences in self-efficacy toward teaching, which suggests that cognitive training alone is not enough to prepare students in teaching skills.

In another study of teacher preparation at the doctoral level, Carter and colleagues (1994) explored perceptions of satisfying and dissatisfying teaching experiences among full time counselor educators holding associate or professor ranks. Participants of the

study commented on their preference for teaching based on course content, course design (i.e., lecture, experiential, group), and preparation to teach. Results related to teaching preparation revealed that only 21% of respondents had actually taken a course related to teaching, 16% had teaching experience through their internships, and 19% had teaching experience in their practicums. Nevertheless, most participants reported that their doctoral program had adequately prepared them to teach. Forty-three percent indicated they were "very well prepared" while 56% indicated that they were only "fairly well/ somewhat prepared." In concluding their study, Carter and colleagues recommended that doctoral-level counselor education programs consider how they prepare their students to teach stating, "expertise in research and clinical skill is not adequate preparation for the faculty role" (p. 444).

The National Association of Graduate-Professional Students (NAGPS; 2000) conducted an online survey to assess current doctoral students and recent PhDs (1995 or later) responses on educational practices in doctoral programs. More than 32,000 current and recent doctoral graduates across 75 different disciplines participated. Included in the survey were statements related to teacher preparation such as, "Teaching assistants in my program are appropriately prepared and trained before entering the classroom," "The teaching experience available through my program is adequate preparation for an academic/teaching career," and "Doctoral student needs and interests are given appropriate consideration for determining which courses students in my program teach" (http://www.nagps.org/survey2000).

A total of 77 current Ph.D. students in counselor education took part in the NAGPS survey. The aggregated results for counselor education/counseling and guidance

revealed that while students were generally satisfied (73%) with their overall program of study, only 51% of respondents indicated that their teacher training was sufficient preparation for an academic/teaching career. Due to the average rating counselor education programs received regarding teacher preparation, the authors concluded that the results might be reflective of the individual differences that exist among counselor education teacher training programs, with different programs placing differing emphases on teaching (http://www.nagps.org/survey2000).

In another study of counselor educators, Hall (2007) examined perceptions of the effectiveness of doctoral training experiences in preparing one to teach. Data were collected electronically from faculty members in CACREP accredited counselor education programs using the Preparation for Teaching Survey (PFTS). The PFTS included items related to teaching experiences participants received in their doctoral programs, and ratings of how effective they believed these experiences to be. In addition to specific survey questions, the PFTS also included a qualitative section to gather information about what was done or what could have been done during doctoral training to further prepare the participants to teach at the graduate level. Results confirmed that observation and feedback from faculty, teaching under supervision, being mentored to teach, and attending seminars on college teaching were all positively correlated with perceptions of overall teaching preparedness. Teaching an entire course from start to finish was rated the most effective tool in teaching preparation, while taking courses in college teaching was rated the lowest. Themes from the qualitative portion of the PFTS were: (1) mentoring, (2) a teaching practicum, (3) more courses on teaching, and (4) observation/feedback from faculty.

In summarizing the results of her study, Hall (2007) admitted that items on the PFTS may not accurately reflect factors that contribute to effective teaching preparation, and the counselor educators who were willing to participate in this study may not provide an accurate representation of all counselor educators. She reported that participants who had experiences such as teaching an entire course, teaching under supervision, and being given the opportunity to ask faculty questions about teaching (items included in the PFTS) more often rated themselves as highly prepared for teaching as a faculty member. The current study, which explored experiences that prepare counselor educators to teach beyond doctoral training, adds to the literature on teacher training and expands the definition of excellent teaching in counselor education.

Table 1 summarizes the research on teacher training in counselor education presented above.

Preparing Doctoral Students to Teach in Higher Education

With the increased importance placed on teaching in higher education, it follows that doctoral training programs would be asked to respond to the need for greater teacher training. Boice (1991) wrote, "…there is little evidence to suggest that graduate schools, despite their purview of graduate education, normally see the preparation of professors as teaching faculty as one of their more important priorities" (p. 27). This puts advanced doctoral students and new faculty at a disadvantage, as there is an enormous difference between possessing content knowledge, and having the ability to effectively convey that information to students.

Table 1

Summary of Research on Teacher Training in Counselor Education

Study	Method	Research Results
Tollerud (1990)	The Self-Efficacy Toward Teaching Inventory (SETI) was administered to doctoral students and recent CED graduates to gather information about the teaching skills necessary for counselor educators to feel efficacious. $N = 193$	• Students and graduates with no prior teaching experience demonstrated higher levels of self-efficacy compared to those with actual teaching experience of 1 to 2 courses. • Graduates and students with experience teaching 3 to 5 courses had the high level of self-efficacy for teaching. • Coursework was not associated with significant levels of efficacy.
Carter et al., 1994	A survey was designed to collect responses indicating which courses were satisfying and dissatisfying to teach. Participants commented on their preference for teaching based on course content, design of the course (i.e., lecture, experiential, or group), and preparation to teach. $N = 84$	• 21% of respondents had taken a course related to teaching. • 16% had teaching experience through their internships. • 19% had teaching experience in their practicums.
The National Association of Graduate-Professional Students (2000)	Online survey collected responses from current doctoral students and recent PhDs (1995 or later) on educational practices in doctoral programs. $N = 77$	• 73% of respondents were generally satisfied with their program of study. • 51% of respondents indicated that their teaching training was sufficient preparation for an academic/teaching career.
Hall (2007)	The Preparation for Teaching Survey (PFTS) was distributed electronically to CED faculty to assess counselor educators' perceptions of their doctoral-level teaching preparation. Interview questions were included for additional information on preparing students to teach.	Participants rated themselves highly prepared for teaching if they had experience: • Teaching and entire course. • Teaching under supervision. • Working with faculty one-on-one.

Teacher training in counselor education has been described as insufficient or inadequate; however the problem of inadequate teaching preparation is not unique to counselor education–it is pervasive throughout the field of higher education (Boice, 1991; Boyer, 1990; Benassi & Fuld, 2003; Chism, 1998; Gale & Golde, 2004; Rice, 2002). This issue has been frequently addressed in the higher education literature with some agreement about what might remedy the problem (Meacham, 2002; Silverman, 2003). Gale and Golde, for example, asserted that the doctoral program is the ideal place to begin to instill in prospective faculty the importance of teaching as a form of academic scholarship. The authors stated, "…it is graduate school that prepares future faculty for the challenges of teaching and learning…doctoral students most cite 'enjoyment of teaching' as the reason for their interest in faculty positions, and many report feeling inadequately prepared for chosen careers" (p. 9).

Research is a primary part of doctoral training. If doctoral students leave school without the potential to be productive scholars, it is unlikely that they will survive in an academic position. To be truly successful, however, new faculty members must be able to manage all parts of their job, including the ability to teach. An inordinate amount of time spent conducting research, and frustration due to a perceived lack of competency, is likely to have a negative impact on the ability to teach and adjust to life as a faculty member.

Silverman (2003) offered practical suggestions to encourage the teacher preparation process in higher education. These suggestions included taking courses in teaching, participating in a teaching practicum, and receiving mentoring. Specifically, Silverman advocated for courses that emphasize teaching methods, assessment and

grading principles, ethics, and college student development. The teaching practicum should consist of supervision, sharing of pedagogical resources, conversations about teaching philosophies, and instructional decision-making. Regarding mentoring, Silverman noted that "mentoring should go beyond the mere delivery of a lecture, it should be a reciprocal relationship in which students are comfortable asking for clarification and feedback about teaching duties" (p. 74). According to Silverman, coursework in teaching, practicums in teaching, and mentoring help doctoral students acquire the tools they need to become more competent teachers, adjust to future positions as faculty, feel good about teaching, and have a better chance of managing various professional roles.

Meacham (2002) also discussed teacher preparation at the doctoral level and its impact on students in higher education. He argued that the qualities sought in new faculty and those taught in doctoral programs are very different. According to Meacham, institutions hiring new faculty are seeking applicants with strong teaching backgrounds; yet, doctoral programs are not preparing their graduates to teach. He suggested that graduate faculty are primarily trained as researchers, and are very good at what they do, but they have not been prepared to be effective teachers. To produce more effective teachers, Meacham recommended preparation that included opportunities for mentoring, opportunities for future faculty to follow faculty through a typical day on campus, opportunities to participate in high-level graduate seminars and courses on college teaching, preparing a course syllabus and having it critiqued, being supervised in teaching, engaging in self-assessment and self-reflection as a teacher, and assembling a teaching portfolio.

In an exploration of the lack of preparation for faculty positions in higher education, Austin (2002) conducted a four-year longitudinal qualitative study that examined the graduate experience of 79 doctoral students enrolled in two large doctoral granting institutions. Participants were from various disciplines, desired faculty positions, and held teaching assistantships. They reported having few opportunities for regular interactions with faculty. As a result, the majority of students were left to informally observe their environments (i.e., faculty members and peers) to get a picture of life as a faculty member. Participants reported receiving mixed messages about how they should prepare for faculty careers, resulting in confusion on whether to focus on research or teaching preparation. Unfortunately, those interested in teaching received very little training. Austin reported, "most teaching opportunities for doctoral students are offered in response to institutional needs, and seldom present the doctoral student a chance to develop into a competent and experienced teacher" (p. 14). For example, a doctoral student may be assigned an undergraduate course to teach because there is no faculty member available. According to Austin, this type of experience provides no room for supervision or feedback. Austin asserts that faculty must be effective teachers, with knowledge about individual learning differences, and wide ranges of teaching strategies.

In summary, participants of Austin's (2002) study reported feeling ill prepared upon graduation for their roles as faculty. They felt confused about what was expected of them and valued by college administrators, and believed that they received conflicting information during their doctoral training. Austin's conclusions align with the notions of Silverman (2003), who suggested mentoring as a part of teacher training, and Meacham (2002) who also suggested that doctoral students should receive mentoring and close

interaction with faculty in order to prepare for the role of teacher. Participants in Austin's study offered other recommendations for improving teacher preparation for faculty members, including more attention to regular mentoring, advising and feedback, diverse and developmentally oriented teaching opportunities, and regular opportunities for guided reflection.

Table 2 summarizes the research on preparing doctoral students to teach in higher education presented above.

Qualities of Excellent University Teachers

Outstanding teaching is an important goal in institutions of higher education, of which counselor education is a part (Bernard, 2006; Boyer, 1991). There is no guaranteed formula for high quality teaching in counselor education, nor one fixed model of a good teacher. Teaching is both a science and an art. Individual teaching styles differ, as do teachers, their students, their subjects, and the learning environments in which they converge. As noted by Hativa, Barak, and Simhi (2001), "…there are as many good ways of teaching as there are good teachers" (p. 725). Nevertheless, it remains desirable to seek definitions of effective teaching. Taken together, characterizations of effective teaching provide a guide for self-improvement (Hildebrand, 1973).

In an attempt to capture the characteristics of high quality teachers, this section of the paper will be broken down into two sub-sections: (1) *Empirically Based Practice*, focusing specifically on the practices and experiences of high quality teachers; and (2) *Conceptual Best Practices*, consisting of widely accepted conceptual theories on the nature of excellent teaching, (Boyer, 1991; Hildebrand, 1973; Kreber, 2002; McKeachie, 2006; Palmer, 2000).

Table 2

Summary of Research on Preparing Doctoral Students to Teach in Higher Education

Study	Research Focus	Methods	Strategies for Preparing Doctoral Students to Teach
Silverman (2003)	Preparation of university teaching	Shulman's model of knowledge and teaching	• Taking courses in teaching • Participating in a teaching practicum • Receiving mentoring
Meacham (2002)	Preparation of future faculty	Interviewed 50 faculty and administrators at community colleges, undergraduate, and graduate degree granting institutions	• Mentoring • Shadowing • Graduate teaching seminars • College teaching courses • Supervised teaching • Self-reflection • Teaching portfolio
Austin (2002)	Future faculty socialization	Interviewed graduate students twice a year over four years	• Providing explicit feedback • Review curricula to include specific coursework in how learning occurs, how to create effective learning environments, how to design curricula, and how to use technology • Offer opportunities to develop as teachers • Open discussion on creating a scholarly life

Empirically Based Practice in Teaching Higher Education

Narratives touching on pedagogical philosophies and practices offered by faculty who have been recognized for their outstanding teaching add depth to the portrait of exemplary college teachers (Hativa et al., 2001; Hildebrand, 1973; Kreber, 2002;

Sherman et al., 1987). The studies offered here are based on information gathered from teacher participants deemed to be excellent at their craft.

Dunkin and Precians (1992) interviewed 12 recipients of awards for excellence in teaching at the University of Sydney. Participants responded to a series of questions designed to tap into their perceptions and thoughts regarding teaching. Questions included: (1) "How do you judge your success as a teacher?" (2) "How do you know when you have given a good lecture?" and (3) "How can you enhance student learning?" The sample consisted of a very mature, highly experienced, diverse group of respondents. Interviews with award-winners were audiotaped and subsequently transcribed. Data was compiled into four dimensions of teaching: (a) teaching as *structuring learning*, (b) teaching as *motivating learning,* (c) teaching as *encouraging independence in learning,* and (d) teaching as establishing *interpersonal relations conducive for learning.*

Of the four dimensions of reaching in Dunkin and Precians' (1992) study, results indicated that concepts associated with the structuring learning dimension took priority over the other four dimensions. For example, one participant stated, "I heavily indicate what is important to be learned for examination purposes" (p. 488).

The second most recognized dimension in Dunkin and Precians' (1992) study was motivation. The statements associated with this concept illustrated participants' thoughts about the importance of motivation in teaching: "I think the most important thing you can do is to definitely motivate the students." "I think you've first of all got to pass on your love of the subject." "Make them enthusiastic about the subject." (p. 488).

Independence relates to the encouragement of individual activity and self-directed learning by students. This was the third most recognized dimension in the Dunkin and

Precians (1992) study. About independence, one participant said, "The most important thing you can do, I believe, is to involve the students in their own preparation for courses and to involve them in issues related to the course…there is always the temptation to tell the students what it is they need to know, but if you can relate to their particular situation rather than give them what is standard results…it's amazing how quickly they crystallize their thoughts" (p. 489).

Finally, participants mentioned the interpersonal dimension of teaching least frequently. One participant provided this comment: "You must talk to your students, you must make your students feel that you are a person and not just a fact machine. When students come to see me, I believe the most important thing I can do is to listen to what they are saying" (Dunkin & Precians, 1992, p. 489).

The research conducted by Dunkin and Percians (1992) offers good insight into how university faculty members conceptualize teaching strategies for the purpose of enhancing student learning. Participants in the study were successful in talking about teaching and learning using a combination of conceptual dimensions. What Dunkin and Percians' study leaves to be discovered, however, are the personal and professional experiences that promoted, supported, or challenged participants' conceptualization of teaching. In an attempt to address the gap, the current dissertation study asked award winning teachers or faculty nominated by department chairs as excellent teachers to describe their experiences as they developed as teachers.

In a study similar to that of Dunkin and Percians (1992), Ballantyne and colleagues (1999) interviewed 44 university teachers who were nominated by their department heads or deans as exemplary or noteworthy in their teaching practice, to

explore effective teaching. The authors used narrative inquiry to assist participants in a self-analysis of the assumptions and values underlying their teaching. Specifically, participants were asked to describe and analyze their teaching practice, and articulate their understanding of what constitutes effective teaching and learning in their personal contexts. The participants described the complexities of teaching, the contexts in which they taught, and the beliefs and values underpinning their teaching.

Emerging from the stories derived through Ballantyne and colleagues' (1999) study were three major aspects of exemplary teaching: (1) perceptions of exemplary teaching, (2) an understanding of high-quality university teaching, and (3) factors influencing the development of high quality teaching. The authors collected keywords used to describe the perceptions of exemplary teaching and clustered them into groups based on type of teaching (e.g., lecture, small group), teaching objectives (i.e., reflective practice, problem-solving, critical thinking), and teaching methods (e.g., self-directed learning, experiential learning) practiced by the participant. The authors also gathered key phrases used by participants to describe how they understand exemplary teaching, and generated the following themes: (a) a love for one's discipline, (b) valuing students and their perspectives, and (c) making learning possible. Finally, the authors examined the "factors influencing the development of quality university teaching," which were as follows: (a) personal experience, (b) student feedback, (c) collegial relationships, (d) research literature on teaching, and (e) institutional rewards and constraints.

In their study, Ballantyne and colleagues (1999) collected the personal narratives of exemplary university professors to discover the qualities of effective teaching in higher education. Outcomes were used to gather institutional support for development

opportunities that focus on teaching. In a similar way, outcomes of this dissertation study are intended to inform and support development opportunities for doctoral students in their preparation to teach.

Hativa and colleagues (2001) studied a group of exemplary university teachers in order to identify beliefs and general pedagogical knowledge regarding effective teaching strategies, the extent to which various classroom strategies are used, and the relationship between beliefs and knowledge in the classroom. The authors chose to sample exemplary teachers for this study because their thinking about teaching and general pedagogical knowledge was considered more developed than those of other teachers. The participants were four exemplary teachers, two from Hebrew literature and two from psychology. Teacher interviews served as the primary source of data collection, in addition to information collected from student interviews and videotaped class sessions.

Emerging from the data collected by Hativa and colleagues (2001) were four main dimensions of effective teaching: (1) organization, (2) clarity, (3) interesting/engaging, and (4) classroom climate. All four teachers recognized the importance of clarity, providing motivation for learning, and creating a pleasant classroom climate. Two participants regarded lesson organization as not very important for effective teaching. All of the teachers demonstrated similar levels of clarity and pleasant classroom climates. Two teachers excelled in course and lesson organization and, by contrast, the other two excelled in making their lessons interesting and engaging. None of the four exemplary teachers excelled in *all* main dimensions of effective teaching, thus supporting the intuitive belief that exemplary teachers achieve effectiveness in a variety of ways.

Effective teaching connotes an objective and measurable outcome in teaching and

learning. It was not the goal of this dissertation to study effective teaching, nor was it the goal to collect measureable outcomes on teacher performance. Instead, this study sought to explore the developmental processes by which effective teachers have mastered their craft.

Acker (2003) conducted research on the reflections of professors who had been recognized for their outstanding teaching in order to identify attributes commonly associated with exemplary college and university teaching. To pursue this line of research, a number of professors in criminal justice and closely related disciplines were asked to provide a brief remembrance recounting whom they considered their best undergraduate or graduate school teacher and why. The reflective statements provided the following themes: (1) Outstanding teachers exhibit a sense of passion for learning, for their discipline, and for teaching. About this, participants were quoted as saying, "On entering the classroom, he created an atmosphere that can only be seen and felt in a bullfighting arena." "My professor roared into class and dove into theory with a level of energy and enthusiasm for the subject that was infectious" (p. 223); (2) Outstanding teachers tend to elevate the tools of learning including critical thinking and problem solving skills above transmitting knowledge. One teacher recollected, "Employing the Socratic method, [the professor] was able to help students discover and develop within themselves the skills of academic inquiry and evaluation which enabled us to think critically" (p. 223); and (3) Outstanding teachers set and enforce high standards and persuade students to perform the full measure of their potential. Teachers described their professors in the following ways, "Busted my butt" "Did not tolerate shoddy work" "Demanding" and "Rigorous" (p. 225).

Participants of the Acker (2003) study almost uniformly recalled that their mentors were genuinely caring and committed to their students' academic and personal development, as evidenced by the following comment, "[The professor] exercised a mentor-like wisdom that came not from the brain but from the heart…he always understood that his graduate students were more than disembodied brains with no existence other than classes, work and assignments in the department and research agendas" (p. 227). Participants of the study also indicated that outstanding professors are organized and clear in their presentation skills. The importance of this dimension was captured by one participant stating "He was a wonderful lecturer, organized in his ideas, fluid in his presentation and seeming all knowing in his command of theory and research" (p. 228). Overall, Acker's research highlights the importance of a working relationship in fostering effective teaching among university professors. Moreover, his research adds value to the characteristics of clarity, passion, and caring as qualities of outstanding university teachers.

Building on the work of Acker (2003), Jenkins and Speck (2007) explored the caring as a characteristic of effective teaching among award winning university professors. The authors designed a study to explore effective teaching using structured interviews with 29 undergraduate and graduate professors from 16 disciplines, all of which had won teaching awards at either the academic, divisional, or university wide level from 1993 through 1999. The researchers constructed 12 questions about teaching effectiveness and tape-recorded interviews, which were later transcribed. Research questions included "What formal training have you had in pedagogy?" "What part do student evaluations plays as you consider how to improve your teaching?" and "What one

or two techniques or strategies do you use to help students learn?" (p. 60).

Given the variety of participant personalities, teaching styles, and disciplines, Jenkins and Speck (2007) concluded that effective teaching was more than just a cluster of strategies used in a meaningful way. Effective teaching was the product of a belief in a caring attitude toward teaching and learning. Specific themes emerged as essential to the study's participants. The theme "Being available to students-both inside and outside of class" was placed as high priority (p. 46). Participants expressed a genuine desire to interact with students, saying, "I'm interested in them as people, and I do spend a lot of time encouraging them to come in and talk with me about their situations, particularly in regard to the class" (p. 46). The idea of not making fun of or belittling students was repeated often enough for the authors to include it in the analysis. One reason some professors may belittle students is unrealistic expectations about student learning. Another theme found in the study was the theme of academic freedom. Students need to feel like the atmosphere in the classroom is open. In other words, students need to feel that they can ask questions and will be respected for their intellectual involvement in the class as the professor encourages their contribution.

In addition to the information gathered from the participants, Jenkins and Speck (2007) offered recommendations concerning how professors can cultivate a caring environment while helping students learn. Their first recommendation was that the classroom should be based on active learning. The essence of active learning is ownership of learning by students who are engaged in the learning process. As expressed by one professor, "I don't just present students with information…I try to help students arrive at the answers themselves rather than just telling them the answer" (p. 49).

Secondly, professors should not only engage students in an active learning environment, they should also use a variety of teaching strategies to structure student learning. They promoted the use of scaffolding, a concept originally developed by Bruner (1956), as a way of organizing the classroom to promote learning through a step-by-step approach that reinforces professors' expectations.

Both Acker (2003) and Jenkins and Speck (2007) explored the qualities of effective teaching among university professors. They sought to identify the intangible, as well as the tangible qualities that distinguish effective teachers from all others. Similarly, this dissertation study sought to discover qualities of excellent university teachers; however, there is a qualitative difference. This research was invested in the experiences that contributed to the development of effective or excellent teacher. This dissertation research did not intend to define effective teaching or the qualities that contribute to effective teachers. As previously stated, the goal of the dissertation was to qualify those experiences that have led to the development of excellent teachers in counselor education.

Table 3 summarizes the empirical research on qualities of excellent teachers in higher education presented above.

Conceptual Best Practices in Teaching Higher Education

Best practice is an agreed upon method or process that is more effective at producing a particular outcome compared to other methods or processes. This section on conceptual best practices is written in two parts: Part one includes conceptual studies chosen for their widely accepted theories on the characteristics that contribute to high quality teachers (Boyer, 1991; Hildebrand, 1973; McKeachie, 2006; Palmer, 2000). Part

Table 3

Summary of Research on Qualities of Excellent Teachers: Empirically Based Practice

Study	Method	Qualities of Excellent Teachers
Dunkin & Percians (1992)	12 recipients of awards for excellence in teaching responded to a series of questions designed to tap into perceptions and thoughts regarding teaching	Excellent Teachers: • Structure learning • Motivate learning • Encourage independent learning • Establish interpersonal relationships with students
Ballantyne et al. (1999)	Interviewed various university teachers nominated by their department head or deans as exemplary or noteworthy	Excellent Teachers: • Love their discipline (enthusiasm, maintain student interest) • Value students and their perspectives (care for students) • Make learning possible (manage discomfort, interact with students)
Hativa et al. (2001)	Teacher interviews served as the primary source of data collection. The teachers studied were four exemplary teachers, two from psychology and two from Hebrew literature	Excellent Teachers: • Emphasize the importance of organizing the lesson • Recognize the importance of lesson clarity (good examples) • Maintain student interest and attention (use humor and enthusiasm) • Create pleasant classroom climate (respect and care for students)
Acker (2003)	Reflections of professors in criminal justice and closely related disciplines who had been recognized for their outstanding teaching	Excellent Teachers: • Exhibit passion for learning, their discipline, and teaching • Elevate critical thinking and problems solving skills above transmitting knowledge • Enforce high standards
Jenkins & Speck (2007)	Structured interviews with 29 undergraduate and graduate professors from 16 different disciplines who had won teaching awards	Excellent Teachers: • Promote and cultivate caring attitudes • Express a genuine desire to interact with students • Endorse a variety of teaching techniques

two of this section includes a discussion on the reflective practitioner. Reflective practice is related to professional competence among teachers in higher education. Participants engaged in the act of reflective practice as part of this study. They were asked to reflect on the experiences that contributed to their development as excellent teachers. Through their reflections, insight into people, experiences, and personal qualities that prepared them to teach well is gained.

Conceptual studies in teaching in higher education. An early conceptual piece written by Hildebrand (1973) sought to "identify and describe effective teaching so that instructors could be helped to improve" (p. 43). To this end, Hildebrand described five components of effective performance: (1) command of the subject, (2) clarity, (3) instructor-group interaction, (4) instructor-individual student interaction, and (5) enthusiasm (p. 46). He argued, "teachers regarded as strong in all five of the components of effective performance are considered to be fine instructors by virtually everyone" (p. 48).

Boyer, (1991) in his book, *Scholarship Reconsidered,* explored qualities that make up the professional lives of academics. He believed that the work of the professoriate could be thought of as having four separate, yet overlapping scholarly functions: (1) the scholarship of discovery, (2) the scholarship of integration, (3) the scholarship of application, and (4) the scholarship of teaching. Boyer claimed that teaching begins with what the teacher knows, adding, "…those who teach must, above all, be well informed, and steeped in the knowledge of their fields" (p. 23). According to Boyer, teaching is also a dynamic endeavor that bridges the gap between the teacher's understanding and the student's learning. Teachers, therefore, must carefully plan,

continuously examine, and directly relate teaching strategies to the subject taught. Great teachers stimulate active, not passive, learning and encourage students to be critical, creative thinkers with the capacity to go on learning after their college days are over. Furthermore, good teachers are also learners. Professors may even be pushed in new directions by comments and questions posed by students.

Palmer (2000) proclaimed in his book, *The Courage to Teach,* that "…good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher" (p.6). Palmer drew his definition of identity from the culture in which he was raised, people who have sustained him, people who have done him harm, the good and bad he has done to others and to himself, and his experiences of love and suffering (p. 6). He interpreted integrity as whatever wholeness one is able to find within the patterns of life. According to Palmer, integrity requires discernment between what fits and what does not.

In his book, Palmer (2000) acknowledged that his writings were not guided by research, but by his own reflections and the reflections of his students. According to Palmer, good teachers teach from an integral and undivided self that is manifested in their daily lives. They also evoke in their students a capacity for connectedness. Palmer believed the following about good teachers: They share a strong sense of personal identity. They have the ability to connect with students, as well as the ability to connect students with the subject. Good teachers depend less on methods than on the degree to which he or she has self-trust. Good teachers have a personal sense of selfhood, or a willingness to be available and vulnerable to the service of learning. Finally, Palmer believed that good teachers are able to draw complex connections between themselves,

their subjects, and their students, thus making it possible for student to draw similar connections. The connections made by good teachers are held not in their methods, but in their hearts.

Kreber (2002) believed that there were fundamental differences in the way teachers exhibited characteristics of teaching, and sought to distinguish between those differences. She identified three different ways in which higher education instructors engage with teaching: (1) teaching excellence, (2) teaching expertise and, (3) the scholarship of teaching. According to Kreber, excellent teachers are those who know how to motivate their students, convey concepts, and help students overcome difficulty in learning. Excellent teachers often derive their knowledge of teaching from active experimentation and reflection on personal experiences, especially those perceived as successful by students faculty or peers.

Kreber (2002) went on to say that expert teachers not only use personal experience to validate knowledge construction, but they also engage in continuous self-regulated learning about teaching. Expert teachers rely strongly on an inner or intrinsic motivation resulting from the degree to which they value the satisfaction gained from learning about teaching. According to Kreber, the difference in excellent and expert teachers is that experts are excellent teachers, but excellent teachers are not necessarily experts. People pursuing expertise continually reinvest the mental resources set free by individuals who only carry out practiced routines. This means that experts continuously seek out new opportunities to further their understanding of problems. Expert teachers often find value in expanding their repertoire of knowledge construction related to course content and teaching and learning, whereas excellent teachers are often content with their

existing practices and procedures.

The qualities of both excellent and expert teachers are combined in what Kreber (2002) called scholars of teaching. Scholars of teaching, however, differ from both excellent and expert teachers in that they share their knowledge while at the same time advancing the knowledge of teaching and learning in the discipline a way that can be peer-reviewed. They differ from excellent teachers in the nature and sources of their knowledge construction, with personal teaching experience being only one of various sources. Scholars of teaching engage in self-regulated learning about teaching, relying on and building on their knowledge of teaching and learning in the discipline; however, they go further than expert teachers by making the knowledge public.

McKeachie (2006) contributed to the literature on university teaching through his book, *Teaching Tips: Strategies, Research and Theory for College and University Teachers.* In the book, McKeachie offered suggestions for designing and conducting classes at the college and university level. Based on his own philosophy of teaching, McKeachie highlighted qualities he deems are important for teachers to possess. First, teaching effectiveness depends not on what the teacher does, but what the student does. A teacher's task is to help students develop mental representations of the subject matter. Second, teachers should work to keep their students interested, but not depend on their interest 100% of the time. Third, since most learning occurs outside the classroom, teachers should motivate students to continue learning after leaving college. Finally, reflection is a key component for the improvement of teaching. Teachers should reflect on what they want to accomplish, and engage students in a conversation about what is necessary to achieve goals.

Table 4 summarizes the conceptual work of leading authors concerning qualities of excellent teachers presented above.

The reflective practitioner. It is a well-accepted notion within the higher education literature, that faculty learn about teaching largely as a result of their personal teaching experience (Boice, 1992). Generally, teaching a trial and error approach in which strategies that work well are retained, and those that do not work well are dismissed. Excellent teachers engage in reflective thinking about what works and why. Excellent teachers continuously seek out new opportunities to further their understanding of teaching (Schon, 1987). In the education, literature this kind of reasoning is referred to as *reflective practice.*

Many view the development of reflective practice as the foundation for the highest professional competence (Bereiter & Scardamalia, 1993; McAlpine & Weston, 2000; McLean & Blackwell, 1997). Bereiter and Scardamalia suggested that faculty who continuously engage in reflective practice develop excellence in teaching. These teachers approach problems at increasingly higher levels of complexity, which in turn leads them to develop more sophisticated skills and knowledge. Reflection is considered to be a crucial component of the development of excellent teachers. As noted by McLean and Blackwell, "…excellence in teaching resides in a reflective, self-critical, theoretically informed approach" (p. 85). Their interviews probing teaching excellence at the university level found that "…excellent teachers use self-reflection to develop a model for teaching within a particular context; they then attempt to 'live the model' and be authentic to and congruent with their model" (p. 87). McAlpine and Weston's work with

Table 4

Summary of Scholarly Work on Qualities of Excellent Teachers: Conceptual Best Practices

Author	Theoretical Framework	Qualities of Excellent Teachers
Boyer (1991)	The Scholarship of Teaching	Scholarly teaching involves: • Striving for a high level of proficiency in stimulating students and fostering their learning in a variety of appropriate ways • Being familiar with the latest ideas in one's subject • Evaluating and reflecting on one's teaching practice and the student learning that follows • High levels of discipline-related excellence • An understanding of who the learners are, how they learn, and what practices are most effective in the context of the discipline (pedagogical content knowledge) • Groundbreaking innovation • Replication and elaboration • Documentation and subjection to peer-review
Palmer (2000)	Community of Truth	Good teachers: • Teach from and integrated and undivided self • Love teaching • Possess a capacity for connectedness • Weave the fabric that joins them with the student and subject
McKeachie (2006)	Strategies, Research, and Theory for College and University Teachers	• Teaching involves listening as much as talking • Teachers can occasionally be wrong, be humble • Classes are unpredictable, teachers need to be flexible • Teachers increase students' motivation to continue learning long after college • Teachers guide student learning outside of the classroom as well as in class • Teachers reflect and think about what they want to accomplish and what they with the students can do to accomplish goals

exemplary university teachers described "reflection as a mechanism for the improvement and development of teaching" (p. 382). Overall, it is clear that the relationship between reflective practice and professional competence among teachers in higher education is inextricable.

Summary

Teaching is an established and integral part of a counselor educator's career. While teaching is important in counselor education, preparing doctoral students to teach is only minimally addressed in the research literature and the CACREP standards. Given the limited amount of research available on teacher preparation in counselor education, recommendations for improvements were drawn from research on qualities of excellent teachers and teacher training in higher education. The qualities were extrapolated from higher education literature to serve as a model for the field of counselor education on characteristics of excellent teachers. While, excellent teachers share many similar qualities across the board in higher education, research on the topic did not exist in counselor education specifically.

The counseling profession is among a few unique degree programs that recognize the master's degree as a terminal degree; that is, professional licensing laws usually call for only a master's degree to practice as a licensed professional counselor. The doctoral degree in counselor education does not generally lead to an additional license per se, but rather reflects the individual's increased knowledge and skill as a counselor, a supervisor, a researcher, and a teacher.

Counselor education is unique when compared to related professions such as social work, psychology, and psychiatry, and should embrace its distinctive qualities

through the doctoral students are trained in order to further delineate our position in the field as counselor educators. This dissertation study adds to the research literature on teacher preparation by providing descriptions of the experiences that contribute to the development of excellent teachers in counselor education. Outcomes are intended to inform the field on issues related to doctoral preparation to teach. The next chapter will discuss the methodology and steps taken to develop and execute this study.

CHAPTER III

METHODOLOGY

This chapter provides an overview of the research methodology that was used to conduct this study. As indicated in Chapter I, the purpose of this study was to explore the development of counselor educators who have been recognized as excellent teachers. Using a phenomenological approach, participant reflections on the experiences that prepared them to teach well at the university level were explored. Through the process of interviewing award-winning faculty in counselor education, rich descriptive data concerning the subsequent meanings participants gave to their experiences were also collected. The major sections below review: (a) qualitative research; (b) phenomenology; (c) participant sampling, recruitment, and selection; (d) data sources; (e) data collection methods; and (f) data analysis.

Overview of Qualitative Research

Historically, scientific inquiry relied on positivism and the quantification of data. Yet, certain constructs are difficult to capture with traditional quantitative methods. A fundamental assumption of positivism is that scientific method is the most valid way of discovering truth about the world. Scientific method and traditional quantitative research, however, have been criticized as being limited in their ability to explain human behavior (Colaizzi, 1978). By studying observable human behaviors, traditional scientific inquiry focuses on the outcomes, instead of underlying and complex human processes.

While technology has increased the ability to quantify human patterns of information, Husserl (1970) asserted that the meaning of such information cannot be interpreted without access to the individual's lived experience. To access the lived experiences of individuals, researchers use qualitative methods of data collection (Creswell, 2007).

Qualitative researchers study phenomena in their natural settings, attempting to make sense of or interpret the meaning people bring to various experiences. They often collect data in the field at the site where participants encounter the issue or problem under study, having face-to-face interviews over an extended period of time. Sources of qualitative data beyond face-to-face interviews include observations, field notes, photographs, recordings, and notes to self.

Qualitative researchers rely on inductive reasoning to interpret multiple sources of data. Inductive reasoning involves establishing a comprehensive set of themes based on a cooperative research alliance with participants. Interpretation of what is said, heard, and understood cannot be separated from the researcher's background, history and context, and prior understanding. It is important, therefore, that researchers remain focused on the meaning participants hold about the issues under study and allow the data to emerge while being mindful of their own personal agendas and the meaning the researcher brings to the study (Creswell, 1998).

This study was conducted using qualitative inquiry based on several considerations including: (a) the exploratory nature of study and its research questions, (b) a desire to present detailed information, the characteristics of the audience, (c) a willingness to bring oneself as researcher into the process, and (d) the researcher as an active learner (Creswell, 1998). The researcher of this study has experience with teacher

preparation in counselor education, and feels intimately drawn to investigate this phenomenon open and fully. The section below provides an overview of phenomenological inquiry as part of the qualitative research tradition. It includes three subsections: (a) transcendental phenomenology, (b) phenomenology and data collection, and (c) phenomenology and data analysis.

Overview of Phenomenology

Phenomenological research is one of five significant traditions in qualitative research, along with biography, grounded theory, ethnography, and case study (Creswell, 1998). Originating from philosophy, sociology, and later psychology disciplines, the focus of phenomenology is on understanding the essence of a lived experience or phenomenon. Through phenomenological research, the essence of a phenomenon is communicated in such a way that readers are able to "…understand better what it is like for someone to experience that" (Polkinghorne, 1989, p. 46). The data analysis process in phenomenological research begins with examining statements and meanings from individual participant's descriptions with the phenomenon of interest. The researcher then uses participant reflection and data analysis to identify meaningful themes from which a general description of the phenomenon emerges. It is from the general description that essence is identified and described in narrative form.

According to Husserl (1970), essence, or the presence of meaning in experience, is the central focus of phenomenological research. Phenomenological inquiry also examines the socially shared aspects of an individual's life world, which makes this method of inquiry suitable for exploring the lived experiences of a small intimate group of award winning faculty. For Husserl, knowledge based on intuition and essence

precedes empirical knowledge. He asserted that, "Ultimately, all genuine…scientific knowledge, rests on inner evidence: as far as the inner evidence extends, the concept of knowledge extends also" (p. 61). The essence of the phenomenon is derived from the rich, contextual descriptions from the participants. To capture a description of the essence of human experience, one must evoke within the reader an experience (e.g., thoughts, feelings) of the phenomenon.

Transcendental Phenomenology

Edmond Husserl is most commonly recognized as the founder of transcendental phenomenology, a research tradition developed to address the numerous philosophical problems associated with traditional scientific inquiry. Husserl believed that traditional science rejects its roots in philosophy and subjectivity in order to legitimize empirical research. He further believed that as long as researchers fail to grasp the essential features of human experience, scientific discoveries will remain tentative and incomplete.

The essence of an experience is the structure that describes the "single, unifying meaning" of a phenomenon (Creswell, 1998, p. 55). According to Moustakas (1994), the challenge facing the scientific researcher is "to permit what is before one to enter consciousness and be understood in its meanings and essences in the light of intuition and self-reflection" (p. 27). As previously mentioned, Husserl was concerned with the meaning and essence of knowledge, which he believed could not be achieved through pure scientific means; thus, a transformation was needed to understand the knowledge of human experience. Husserl called this transformation "ideation" where by the object that appears in consciousness mingles with the object in nature so that a meaning is created and knowledge is extended" (Moustakas, p. 27).

The methods used for discovery of essence in phenomenology have evolved out of philosophical principles, primarily those of Husserl. Through careful explorations of the ways participants make meaning, the researcher is able to produce a rigorous description of human experience, one that provides a foundation for empirical findings (Husserl, 1970). Transcendental phenomenology fit the overarching goal of this study, which was to understand the meaning participants bring to the experiences that prepared them to teach. Extrapolating meaning from their experience may provide rich descriptive data on how they developed as excellent teachers in counselor education. To understand the nature of transcendental phenomenological inquiry, it is important to explore several of its key concepts, including natural attitude, intuition, and intentionality.

Natural attitude. Natural attitude refers to the idea that individuals tend to judge or presuppose to know more about their everyday activities than they actually do. Moustakas described the natural attitude as "the biases of everyday knowledge, represented as a basis for truth and reality" (1994, p. 85). To begin to reflect on the state of one's mind, one must move beyond the natural attitude and give up their presuppositions about the nature of human experience.

Intuition. Intuition is the start of seeking knowledge of human experience. Moustakas (1994) reflected on this concept stating, "Whatever else may enter into my awareness, my intuitive knowing of myself…does not betray me." (p. 32) Intuition is essential in describing whatever presents itself, whatever is actually given. For Husserl, intuition "is the presence of consciousness of an essence…" (Moustakas, p. 34)

Intentionality. Husserl refers to intentionality as the direction of consciousness. As Husserl continued to explore his experience through phenomenological reduction, he

noticed that an essential feature of all of his experiences was that he was always directed towards something. "When I think, I think about something; when I love, I love something and so on" (Natanson, 1973, p. 85).

Phenomenology and Data Collection

Within phenomenological research, the goal of data collection is to obtain descriptions of a phenomenon as it is experienced, and not to determine or define reality (Moustakas, 1994). Throughout the literature, two sources of data have been identified as crucial to the phenomenological process: a researcher's self-reflection regarding the experience of a phenomenon, and the participants' experience of a phenomenon (Creswell, 1998; Moustakas). The self-reflection process serves to prepare the researcher for data collection, and consists of an examination of the researcher's assumptions, biases, and presuppositions. These aspects of the researcher's experience with the phenomenon are important to identify so that the researcher is more open to the flow of information obtained from participants.

The second source of data collection, participants' experience of a phenomenon, is usually conducted through linguistic methods, such as written descriptions or focused interviews with participants. Data obtained from participant interviews should be concrete, specific, and focused on the phenomenon under investigation. Concrete examples and stories from participants facilitate the abstraction of meaning (Creswell, 1998). The researcher's role in this dissertation included establishing rapport and trust, encouraging participants to provide concrete and specific responses, and keeping the focus of interviews on the experiences that contributed to participants' development as excellent teachers.

Phenomenology and Data Analysis

Data analysis in phenomenological inquiry utilizes a process that allows meaning to emerge from the data collected. During this process, qualitative researchers build patterns and themes from the "bottom up," by organizing the data into increasingly more abstract units of information (Creswell, 1998). These levels of abstraction range from the epoche, to transcendental phenomenological reduction, to imaginative variation, and are discussed below.

Epoche. The process of data analysis in phenomenological research begins with what is known as the epoche. The epoche is the first step in understanding human experience free from assumptions, prejudices, and biases. According to Moustakas (1994), "Epoche is a Greek word meaning to refrain from judgment, to abstain from or stay away from the everyday, ordinary way of receiving things" (p. 33). In the epoche, researchers set aside in writing, or brackets, their personal experiences and any pre-existing theories or ideas related to the phenomenon being investigated. In the process of documenting presuppositions and biases, the researcher attempts to return to a natural attitude about the phenomenon.

In the data collection section of this study, the researcher documented her biases, presuppositions, and experiences related to teacher preparation in counselor education. By accounting for her experience and the meaning she has made of it in her life, the researcher allows the reader to know the natural theory created from her experiences and exposure to various theories or ideas related to teacher preparation in counselor education. The bracketing of her personal experience also served as a check for bias and influence in data analysis. Thus, the reader can examine the extent to which the

researcher approached the study with a curious and natural attitude versus a theory-laden approach.

Reduction. The next step in phenomenological data analysis, transcendental phenomenological reduction, is the task of describing what one sees not only in terms of the external object, but also the internal consciousness. The process involves reflecting on the description of phenomena as they appear, and then gradually reducing them into meaningful themes. According to Husserl (1931), "The method of phenomenological reduction takes on the character of graded pre-reflection, reflection and reduction, with concentrated work aimed at explicating the essential nature of the phenomenon" (p. 114). To this end, Husserl recommended that researchers stay with the phenomenon, view it from different angles, and persist to the point of exhausting what it has to offer. To some extent, each reflection modifies conscious experience and offers a different perspective of the object (Moustakas, 1994). Phenomena become clearer as they are considered again and again. In the end, whatever shines forth in consciousness as the researcher perceives, reflects, or imagines the phenomena is what is attended to, and stands out as meaningful.

Reduction allows one to transcend everyday surroundings in order to explore how understanding is structured. An example given by Natanson (1973) clarifies this point:

> If I look at the pencil lying on my paper, I may begin to notice that what I actually see is not a single pencil but instead a multiplicity of presentations. Standing in my present position, I see one side of the pencil. As I move to the left or right, I notice that I still see the same pencil even though I am seeing a different side of the pencil at this moment. In other words, although I am only seeing part of the pencil in each of these presentations, I still perceive it as a unitary phenomenon. (p.130)

Imaginative variation. Following phenomenological reduction, the next step in

data analysis is imaginative variation. According to Moustakas (1994), "…the task of imaginative variation is to seek possible meaning through the utilization of imagination, varying the frames of reference…and approaching the phenomenon from divergent perspectives. The aim is to arrive at the underlying and precipitating factors that account for what is being experienced…" (p. 98). Imaginative variation enables the researcher to derive structural themes from textural descriptions that have been obtained through phenomenological reduction. Through imaginative variation, the researcher learns to understand that "…there is not a single inroad to truth but that countless possibilities emerge that are intimately connected with the essences and meanings of an experience" (Moustakas, p. 99).

Participant Sampling, Recruitment, and Selection

Participant sampling, recruitment, and selection techniques for this study were developed in consideration of research methods developed by several authors (e.g., Colaizzi, 1978; Creswell, 2007; Moustakas, 1994; Polkinghorne, 1989). Generally, the number of participants in a qualitative study varies depending upon the nature of the research question and method (Creswell, 2007). The goal of participant selection, nevertheless, is to obtain a sample of participants who are varied in experience with the phenomenon under inquiry. The participants in the sample also need to be able to provide rich descriptions of the phenomenon from which essence can be extracted. Creswell (2007) suggested that 10 participants is an appropriate number for studies using interviews lasting one and one half to two hours. This should provide the researcher with enough time and variation to elicit detailed descriptions of the phenomenon under study. The following subsections describe the methods of participant sampling, recruitment, and

selection used in this study.

Participant Sampling

This dissertation utilized purposeful participant sampling procedures. Purposeful sampling is a hallmark of qualitative inquiry (Creswell, 2007; Moustakas, 1994). By definition, purposeful sampling is a non-random method of selecting information-rich cases for study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. Criterion sampling is a specific kind of purposeful sampling. It requires that participants meet the conditions related to the phenomenon to be eligible to participate in the study (Creswell, 1998; Moustakas; Polkinghorne, 1989). For the purpose of this study, participant criteria were: (a) receipt of an award for outstanding teaching in counselor education, or (b) selection as an excellent teacher by a counselor education department chair.

The primary award for excellence in teaching in counselor education is the Outstanding Professional Teacher Award, which is given out annually by the North Central Association of Counselor Education and Supervision (NCACES). NCACES is a 13-state region of ACES: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin. Its parent organization, the Association of Counselor Education and Supervision (ACES), emphasizes the need for continual quality improvement in the education, credentialing, and supervision of counselors. ACES also publishes a journal focused on current issues, relevant research, proven practices, and ethical standards in counselor education. An award granted by this organization is the one of the highest honors given to counselor education faculty. Consequently, a teaching award represents the highest honor a

counselor educator can receive in the area of teaching. To be eligible for the award, faculty members must be nominated by their department or by an individual or group of their peers. Nominations are usually made in support of a counselor educator who has shown superior teaching skills in the classroom.

As mentioned, in addition to Outstanding Professional Teacher Award recipients, participants for this study were also obtained through chairs of counselor education programs who nominated excellent teachers from their respective departments. Department chairs are often privy to faculty strengths and any university awards for which a faculty member may have received teaching recognition. They are, therefore, a valuable resource for identifying excellent teachers in counselor education.

Participant Recruitment

Participant recruitment in this study was conducted through methods conducive to purposeful sampling and participant selection. As discussed in the section above, the specific criteria driving participant recruitment for this study included recognition for excellence in teaching through the receipt of the Outstanding Professional Teaching Award, or identification by department chairs as having the qualities of an excellent teacher. Potential participants for this study were identified in two ways: First, the ACES online newsletter was searched for the names of previous recipients of the Outstanding Professional Teacher Award. In addition, the researcher and doctoral chairperson of this dissertation sent an inquiry on CES-Net, the online counselor education listserv, for any information on previous award winners. These methods generated a list of six names. Since 2000, the award for Outstanding Professional Teacher has been given out six times (i.e., 2003, 2004, 2005, 2007, 2008, and 2010). After obtaining the list of six names,

procedural guidelines for contacting participants via phone and e-mail were followed (Appendix B and Appendix C).

The second way in which potential participants for this study were identified was by contacting department chairs of counselor education programs. The Outstanding Professional Teacher Award is given out bi-annually to faculty in the North Central region of the United States; therefore, department chairs were also limited to the North Central region. Criteria for nominations to be considered included: (a) full-time faculty teaching in a CACREP accredited counselor education program; (b) excellent teacher evaluations; and (c) recognized award for teaching by the university or department. Using the CACREP online directory, (http://www.cacrep.org/directory/directory.cfm), the names and contact information of 166 counselor education programs within the North Central region of the United States were identified. Department chairs were then contacted using procedural guidelines via phone and e-mail (Appendix D and E).

Participant Selection

Initial contact was made with potential participants via phone or email (Appendix B through E) to describe the focus of the study and invite participation. A standard script was followed, which included an explanation of the risks and benefits of participation, and the criteria for inclusion.

Potential participants who responded to the initial contact and were interested in learning more about the study were sent an information sheet (Appendix F). A research packet containing a recruitment letter introducing the study (Appendix G), the informed consent document (Appendix H), a contact form (Appendix I), and the background information form (Appendix J) was sent following the information sheet. After sending

out the research packets, interviews were scheduled. Initial interviews took place at the participants' discretion, and were audiotaped and transcribed. Follow-up emails to potential participants and department chairs were not necessary, as the initial inquiry resulted in a representative sample.

Data Collection: Participant Interviews

Participant interviews were used as the primary source of data in this study. In phenomenological research, the participant interview involves mutual engagement from both researcher and participant. During the interview process, the researcher should be open and have an empathic presence while listening to the participant (Creswell, 1998; 2007; Moustakas, 1994; Polkinghorne, 1989; Wertz, 2005). As noted by Colaizzi (1978), the researcher must "listen with the totality of his being and with entirety of his personality" (p. 64). This form of active listening creates the conditions necessary to elicit more descriptive data from the participant. Researchers must be careful, however, to balance an open attitude toward participant experience with a more directive attitude that emphasizes concreteness over interpretation of participant descriptions (Wertz).

The researcher of the current study attempted to meet the balance described by Wertz (2005) through the use of initial semi-structured participant interviews focused on the following topic areas: (a) early experiences that contributed to teacher development; (b) graduate school experiences that contributed to teacher development; and (c) post-graduate school experiences that contributed to teacher development. In the following sections, the specific process used to conduct initial participant interviews and follow-up participant interviews are described.

Initial Participant Interviews

In accordance with Western Michigan University Human Subject Institutional Review Board (HSIRB) policies, confirmed participants of this study were sent informed consent documents that were completed before the data collection phase of the study proceeded. Once HSIRB approval was granted (Appendix K), the researcher contacted the participants to set up initial interviews. The researcher conducted eight initial participant interviews in person, traveling long distances to locations designated by participants as private and accessible (e.g., participant's home, participant's office). Two interviews were conducted via the phone. Digital audio recordings were made of all 10 initial interviews. At the beginning of each interview session, prior to audio recording, specific details of the interview process were reviewed including the right to refuse certain questions and/or discontinue the interview at any time.

Initial participant interviews were conducted between August 2011 and December 2011, following a semi-structured interview guideline (Appendix L). Semi-structured interviews are flexible enough to permit researchers to address research questions, while also allowing new questions to be brought up during the interview as a result of participant responses. *Why, what,* and *how* questions were asked to facilitate elaboration or explanation of participant responses. Participants were also asked if there was anything they would like to add to their interview at its conclusion.

Follow-up Participant Interviews

Follow-up interviews were scheduled (Appendix M) with participants between January 2012 and April 2012 after data analysis of the initial interviews was completed. During follow-up interviews (Appendix N), participants were presented with transcripts

of their initial interviews for review and feedback. Participants were also asked to review these transcripts in preparation for the follow-up interview. The primary function of the follow-up interview was to determine accuracy and collect any additional information that may have transpired since the initial interview. Accordingly, participants were asked to provide clarification and feedback regarding their reactions to the initial interview transcript. All follow-up interviews were conducted over the phone and digitally recorded for accuracy.

Missing Data

During the data collection process, an incident occurred that resulted in missing data. An interview was erased inadvertently and remained unrecoverable from the recording device. The participant and dissertation committee were made aware of the situation. The participant was recognized as Outstanding Professional Teacher by NCACES.

Protocol Deviation

During data analysis, the qualitative research software failed due to the large amount of information being processed. Fortunately, the software was restored to full capacity by the manufacturer of "HyperRESARCH" (Researcherware) and no data was lost. HSIRB was made aware of the situation and approved the recovery process. The lead programmer working on the case did not have access to the interview transcripts. The software did not contain any identifying information and the company adheres to strict confidentiality of information and non-disclosure agreements related to data recovery, storage and handling of sensitive material.

Data Collection: Researcher's Self-reflection

In addition to semi-structured participant interviews, a second source of data in this study was the researcher's self-reflection on her experience of teacher preparation. In a phenomenological study, it is common for the researcher to have experienced the phenomenon of interest. Often, this experience is what drives the researcher to investigate the phenomenon. Bracketing of the researcher's prior notions about the subject matter under investigation, therefore, is critical. As discussed earlier, bracketing has been referred to as the epoche of the natural sciences (Colaizzi, 1978; Moustakas, 1994). This process involves the researcher exploring his or her initial interest in the subject matter, as well as the researcher's general hypotheses and conceptualizations related to the subject under study. The result of this process is an increased openness and ability to enter into participants' subjective experiences of the phenomenon.

The lived experiences of the researcher are considered highly integral in phenomenology due to the researcher's involvement with the phenomenon and relationships with participants. The interview process and the dialogue between researcher and participant allows for sharing in the process of data discovery together. Several authors have highlighted the importance of researcher characteristics such as openness, engaging, empathic, and self-reflection (Colaizzi, 1978; Creswell, 2007; Moustakas, 1994). These researcher characteristics are considered essential in order to facilitate movement from naïve descriptions of the phenomenon to in-depth descriptions and discovery of the essential structure of the phenomenon. The researcher of the current study believes that her education and training in counselor education has contributed to the development of these characteristics. The topics of pedagogy, constructivism,

qualities of excellent counselor educators, and teacher training in particular shaped the researcher's interest in the self-reflections of excellent counselor educators. These topics are discussed through first-person narrative accounts in the sections below.

Pedagogy

My first exposure to pedagogy was at a very young age. In fact, I heard the term quite a bit from my parents. I grew up the child of two teachers, and as a result I was often privy to their discussions about students and classroom management. They talked a lot about different types of pedagogy including token economies, self-directed learning, and collaborative group dynamics. My mother was earning her master's degree in education during my formative years, and I would often attend classes with her. I was exposed to the concept of pedagogy long before I really understood its utility.

As a student, I was exposed to many different styles of pedagogy. Some were more successful than others in my opinion. I have a clear sense of the type of pedagogy that works best for me based on my experience as a student. As the daughter of teachers, I have observed the preparation and planning that is a necessary part of being a teacher. Now, as an aspiring counselor educator, I have training and experience teaching my own classes. Considering that teachers are exposed to their vocation earlier and longer than any other profession, it seems reasonable to assume that the process of learning to teach is almost second nature. I, however, disagree with the assumption that learning the process of teaching or pedagogy is tantamount to osmosis, a passive process in which, exposure and experience as a student qualifies one to be a teacher. I have worked to establish myself as an educator with a philosophy and purpose for how and why I teach. The philosophy of education that drives my approach is constructivism.

Constructivism

Constructivism refers to "the philosophical belief that people construct their own understanding of reality" (Oxford, 1997, p. 36). Constructivism is a theory of learning, not a theory of teaching. A constructivist views learning as a fluid, reciprocal transmission of knowledge between teacher and student. Information is conceptualized through contextual experiences by which the learner raises his or her own questions and constructs personal meaning systems. Autonomy, mutual respect, and empowerment are the goals of a constructivist-learning environment (Fosnot, 1996). Some educators deliberately design learning activities so their students can make personal and social meaning experiences. They invite students to respond to the activity before referring to the text or excellent source. In this way, students are given the opportunity to critically analyze the opinions of others and recognize their own contribution as unique and valuable (Fosnot).

I gravitate towards constructivism because it appeals to my belief in the variability of knowledge construction. Von Glaserfeld (1991) asserted that there are no particular forms or sequences of instruction that secure successful transmission of information in education. He based this premise on the notion that students invariably bring an infinite amount of culture and experience into class; therefore, educators must be willing to amend their models of instruction to reach students where they are. How can we cling to the notion that a given task has one solution and only one way of arriving at an answer? The student may see what the teacher presents as a problem differently. For example, the student may produce a solution that makes no sense to the teacher. It may be better to explore how students see problems, and why their path towards a solution seems

promising to them (von Glaserfeld). Essentially, constructivism is a learner-focused philosophy of education.

Qualities of Excellent Counselor Educators

Students internalize the qualities of teaching and learning that they both enjoy and deplore. As educators, we reflect on those qualities and decide how they will influence our practice. It is through the process of self-reflection that I analyze the qualities of teaching and learning that have influenced my opinion of an excellent teacher, specifically, an excellent counselor educator. In counselor education, I have been most influenced by professors who have challenged me and invested in my future as a counselor and counselor educator. Challenging professors are those who respect the profession as a separate but equal part of the mental health field. Counselor education is a part of the larger system of mental health, and is often coupled with other professions like psychology or social work. An excellent counselor educator recognizes and celebrates the unique and important contributions we make to the field apart from other disciplines. Examples include using textbooks written by counselor educators, highlighting journals written specifically for counselor educators, and recognizing the contributions counselor education has brought to the field of mental health.

Excellent counselor educators uphold rigorous standards of academic excellence. They expect a lot from their students in terms of writing ability, clinical skill development, test scores, ethical decision-making, professional organizational involvement, and scholarly activity. In addition, excellent teachers in counselor education encourage students to engage in self-reflection as part of their graduate school education. If students are lacking in any of these areas, excellent counselor educators offer

assistance to help bring about the student's full potential. Excellent counselor educators help students recognize their shortcomings, guiding them out of the counseling program if needed. Excellent counselor educators are advocates for student success both personally and professionally.

Characteristics of excellent counselor educators abound. The qualities presented in this section do not provide a comprehensive list, nor are they intended to be a factual description of an excellent counselor educator. The qualities mentioned in this section were extrapolated from my experience as a student in counselor education, and therefore serve as my reference point by which I define excellent counselor educators.

Teacher Training

My personal experience with teacher training is lengthy. Beginning with my first semester as a doctoral student, I took a class on college teaching. The class was designed for doctoral students who will be teaching in counselor education programs. The course used activities and assignments intended to prepare students to teach and train counselors. Activities included lecture and class discussion, a developmental journal, faculty interview, in-class presentation, syllabus construction, teaching presentation in a counseling course, and assessment of peer's teaching in a counseling course. I received the maximum amount of points for this course and passed with an A. While I embraced the course at the time for its novelty, it quickly sank into the cobwebs of my memory. All that remains salient about that experience comes from reading the required textbooks.

During my second year working for the counseling department, I served as a teaching assistant for a graduate level counseling techniques course. The course relied on lecture as well as small groups to provide students with plenty of practice and immediate

feedback. As a teaching assistant I was responsible for facilitating and evaluating students within their small groups. This experience served as a catalyst, inspiring my interest in teaching graduate students. I really enjoyed training students to use counseling skills within their personal and professional frameworks. I enjoyed the autonomy and trust I received from the instructor of record, and the respect I got from the students. I felt myself grow as a professional counselor educator for the first time.

At the end of my second year as a doctoral student, I traveled home to Louisiana to teach a graduate level multicultural counseling course for the University of Louisiana. The class was taught in an intensive four-week semester. For two and a half hours every day, the class met to discuss, reflect, share, and participate in reading, listening, presenting multicultural counseling content. With creative freedom as the instructor of record, I reflected on instructional tools from previous classes as a guide for developing the course. Unfortunately, the short duration of the course did not provide for much feedback on my progress as an instructor. In fact, teacher evaluations were absent that summer. Nevertheless, I felt qualified and eager to continue teaching.

Nearly a year later, I had the chance to teach again as co-instructor in a counseling supervision practicum. The four-hour course was held once a week, and consisted of one hour of techniques and two hours of actual counseling experience in the department's clinic, followed by one hour of professional development. This class had a demanding time commitment, yet the environment created a dynamic working relationship among the students and instructors. During this experience, I learned the boundaries of my ability to provide educational opportunities, and how to function in multiple roles during that semester. During my fourth year of doctoral studies, I applied for two teaching

positions within the community, and began teaching Introduction to Psychology at a private university and a community college. I also taught three days a week as part of my internship experience. Currently I work as a part-time instructor at a mid-sized, mid-western university.

Data Analysis

After considering data analysis methods proposed by several authors, (e.g. Creswell, 2001; Van Kaam, 1966; Wertz, 2005) data analysis in this study proceeded through the steps presented by Moustakas (1994), combined with ideas proposed by Colaizzi (1973), Keen (1975), and Stevick (1971). These steps are described in a linear fashion in the sections below; however, each step involves a validation process that requires the researcher to oscillate between the emerging data and the more naïve data contained in the previous steps. At every step of this process, the researcher kept a journal to reflect upon the potential influence of her initial theories and ideas about the phenomenon, as well as her on-going reactions from engaging in the study. The following paragraphs describe each of 12 steps used to conducted data analysis for this study, summarize the data analysis process, and illustrate the main steps of data analysis in a pictorial representation.

Step 1: Transcription of Participant Interviews

In step 1 of data analysis, individual summary paragraphs of each participant's interview were generated, as well as supplemental background identification forms. The summary paragraphs were for the researcher's use in the data analysis process, and were devoid of any identifying information. The background summary included general demographics such as race/ethnicity, ability status, age range (e.g., mid 30s), number of

years as a counselor educator, and general geographic location (e.g., rural Midwest town). The summary paragraphs were eventually developed for use as participant profiles in the body of the manuscript.

A professional transcription service was used to transcribe all of the initial interviews from the audio recordings. Every measure was taken to ensure that the professional transcription service handled the data in compliance with protection of human subjects. To ensure the participants confidentiality and privacy, the audio recordings were labeled using the participants' pseudonym only. Any potentially identifying (e.g., city name, reference to specific event) information was removed from each transcript. After receipt of the transcribed interviews, each interview transcript was verified to see if it matched the content of the interview. In addition, the researcher verified that all potentially identifying information was removed from the transcript and replaced with general information before including the interviews as part of the documents in this study.

The art of transcribing involves translating from an oral language with one set of rules to a written language with another set of rules. Transcripts are not representations of reality, but are instead interpretations of reality. Just as maps are abstractions of the original landscape, transcripts are de-contextualized conversations. According to Kvale (1996) "…there is no true, objective transformation from the oral to the written mode…and since the correct way to transcribe cannot be answered perhaps a more constructive question might be: What is a useful transcription for my research purposes?" (p. 166).

Without a standard form or code by which to transcribe research interviews,

researchers must adhere to the standards set by choices made while transcribing. These choices involve issues such as deciding if interviews should be transcribed verbatim including pauses, repetitions, and the use of non-words; or if interviews should be transformed into a more formal, written style by condensing and summarizing parts that have little relevant information. According to Kvale, (1996) there are no correct or standard answers to decide such issues: "the answers will depend on the intended use of the transcripts. One possible guideline for editing is to imagine how they (the interviewee) would have wanted to formulate their statements in writing. The transcriber then on behalf of the subjects translates their oral style into a written form in harmony with the specific subjects' general modes of expression" (pp. 170-171).

Decisions about style of transcribing depend on the use of the transcriptions. If transcriptions are used to give some general impressions of participant views, rephrasing and condensing of statements may be in order. If the analysis is meant to condense the general meaning of what is said, then a certain amount of editing of the transcript may be desirable. If transcripts are to serve as material for sociolinguistic or psychological analysis, they need to be in a detailed, verbatim form along with the pauses, repetitions of words, and the emotional tone of the transcript (Kvale, 1996). According to Bloom (1993), the real issue that researchers face in using transcription data is not how to represent everything exhaustively in the text, but rather how to selectively reduce the data in a way that preserves the possibility of different analyses and interpretations. Bloom describes this goal as "lean descriptions" that allow for "rich interpretations" (pp. 152, 154).

As Kvale (1996) noted, there are no standard methods for collecting essential

meanings and the deeper implications of what is said in an interview. In general, the use of transcriptions raises questions about the nature of reality and how to represent it, in addition to questions concerning the relationships between talk and meaning, and the place of the researcher in this interpretive process. Meaning making takes place and understandings are derived through the process of listening and re-listening, and viewing and re-viewing the transcription data. An emphasis on method versus the search for meaning may disregard the knowledge and expertise of the researcher.

Some participants may experience a shock as a consequence of reading their own interviews. The verbatim, transcribed oral language may appear as incoherent and confused speech, or even as indicating a lower level of intellectual ability. The participant may be offended and refuse any further cooperation and any use of what they have said. Kvale offer this advice to researchers, "…if the transcripts are to be sent back to the participant, structuring them in a more fluent written style might be considered" (p. 174).

Step 2: Read and Re-read Transcripts

In step 2, the researcher read and re-read each interview transcript in order to "acquire a feeling for them" (Colaizzi, 1978, p. 59). It was at this step that the researcher wrote individual memos for each participant transcript. After reviewing each transcript three times and rereading each individual memo, the researcher then wrote an overall impression memo. According to Moustakas, (1994) the attitude of the researcher in approaching the data is very important; one needs to be open and empathic to the experience of the participant. It was the goal of the researcher to read and interpret the transcribed interviews with a genuine and open mind to the experiences of participants.

Step 3: Select Text From Transcripts for Coding

Step 3 of data analysis involved the researcher selecting meaningful text from the transcripts. Using the qualitative software HyperResearch, the researcher was able to select passages and assign them a code. Some passages were assigned several codes revealing the complexity of their meaning. The codes were then stored in the electronic codebook for further data analysis.

Researchers often have questions concerning what should be coded when selecting text from transcripts. Saldana (2009) recommended coding "anything and everything that was collected…there will always be brief passages of minor or trivial consequence scattered throughout interviews and field notes. Code these N/A-not applicable" (pp. 14-15). Somewhat differently, Richards (2005) suggested that researchers ask "Why is it interesting?" or "Why am I interested in that?" when selecting material for coding (p. 94). Figure 2 below is a model developed by Saldana (2009), used to demonstrate how one moves from texts to codes to categories to themes and ultimately theory. The model offers a visual, albeit simplified, representation of the data analysis process, the results of which were intended to add insight into how the researcher of the current study conceptualized the process.

Step 4: Place Coded Text in Categories

After coding the selected text, appropriate categories were created to place the coded text in the electronic codebook, starting with three major categories that corresponded to the study's research questions: (1) Early Experiences, (2) Doctoral Training Experiences, and (3) Post-Doctoral Training Experiences. Subsequent categories emerged from the data analysis, representing groups of codes that were related.

According to Saldana (2009), categories are static in qualitative research; researchers often move and arrange them in an effort to explore the relationship between the coded data. The qualitative software provided an ease with which the researcher could move or duplicate codes at different categories to understand how they were related. It also allowed for the addition, subtraction, and integration of relevant codes and categories throughout the data analysis process.
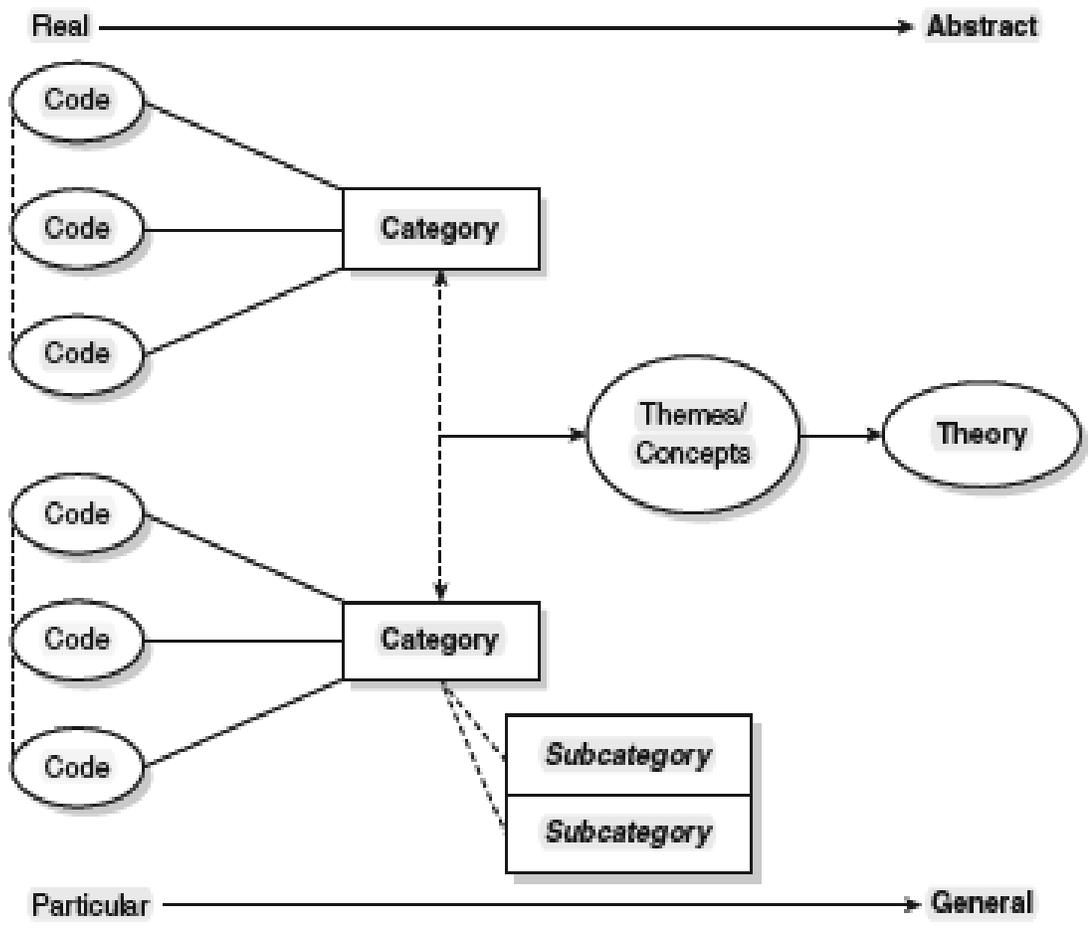
Figure 2. Progression from texts, to codes, to categories, to themes, and ultimately to theory.

Step 5: Integrate Data From Follow-up Interviews

In step 5, data from the follow-up interviews was integrated into the analysis process. Steps 2 through 4 of data analysis were implemented with the follow-up interviews, and resulting changes deemed necessary were made to the original analysis.

Participants were sent their individual transcribed interviews prior to their follow-up interviews. They were asked to review the interview transcripts and give feedback regarding their clarity and accuracy. Two participants made editorial changes to their transcripts. One participant asked that editorial changes be made to remove non-words from his interview transcript. During the follow-up interview participants were asked to provide additional information related to their development as an excellent teacher in counselor education. Upon analysis of these interviews, the theme *counseling influences my teaching* was revised and elaborated.

Step 6: Recycle Through Data Analysis and Reflect

In step 6, the researcher revisited the coded data in each category, and reflected on the material. Revisiting the data served to further develop ideas and organize existing codes. Organization is paramount in qualitative research. The focus of the study can be lost if material is coded improperly or stored in the wrong category.

According to Richards, (2005), the process of revisiting data, or what Richards called, *cleaning house* includes un-coding certain passages that no longer fit original categories, moving codes into more appropriate categories, renaming codes for greater clarity, jumping back to the context and reading the original transcript from which the code was derived, expanding the code to give the appropriate context, and checking that the coded text is interpretable from the context from which it came. As researchers

continue to revisit the data, new categories and concepts emerge and codes develop and change. This process needs to be embraced openly for further inquiry to take shape.

Step 7: Organize Categories Into Thematic Clusters

Step 7 of data analysis involved the creation a frequency table to organize the collection of categories into clusters of themes (Appendix O). The frequency table was used to ascertain how certain categories overlap with other categories, to develop common themes, and to discover the frequency with which each participant was represented in each theme. Through this process, the way in which overlapping categories emerged into themes and the active engagement of participants in each theme became apparent. The researcher designed the table in conjunction with a committee member.

Step 8: Create Textural Descriptions for Themes Using Verbatim Examples

In this step, an individual description of each theme was created using textural descriptions from participant interviews. Passages were extrapolated from interview transcripts to demonstrate how each theme was represented in the text. This involved returning again and again to the text for examples of themes. Using the qualitative software HyperResearch allowed the researcher to access each participant's transcript readily.

Husserl (1931) describes the process in which one describes in textural language just what one sees as an element of phenomenological reduction. Moustakas (1994) noted that "the task [in phenomenological reduction] requires that I look and describe; look again and describe; look again and describe; always with reference to textural qualities" (p. 90). The process of reducing data toward what is texturally meaningful depends on

competent clear reflections on the part of the researcher. Reflections become clearer and lead to deeper layers of meaning as they are considered again and again.

Step 9: Create Structural Descriptions Using Imaginative Variation

Step 9 consisted of reflections on the textural descriptions, and through imaginative variation, construction of structural descriptions of individual themes. According to Moustakas (1994) "the task of imaginative variation is to seek possible meaning through the utilization of imagination, varying the frames of reference…and approaching the phenomenon from divergent perspectives. The aim is to arrive at…the underlying and precipitating factors that account for what is being experienced…" (p. 98). This process functions as a way of sorting through the multiplicity of actual and possible explanations for how the themes are related. Imaginative variance enables the researcher to derive structural themes from the textural descriptions that have been obtained through phenomenological reduction.

Step 10: Create Textural and Structural Descriptions of the Meanings and Essences of the Experiences Being Investigated

In step 10, the structural descriptions of the imaginative variation were integrated with the textural descriptions of the phenomenological reduction in order to arrive at a textural-structural synthesis of meanings and essences for the experiences investigated in this study. For Husserl (1931), *essence* is defined as "that which is common or universal, the condition or quality with out which a thing would not be what it is" (p. 43). According to Moustakas (1994), the essence of any particular experience is never fully exhausted. The textural-structural descriptions created through this study represent

essence from the vantage point of an individual researcher as they arose in a particular time and place.

Step 11: Consult With an External Auditor

In step 11, the researcher consulted with an external auditor by providing her access to the research method, non-identified participant interview transcripts, analysis notes, individual summaries, and final analysis products (e.g., general structural description of resilience and collective, analytic narrative). The external auditor was a doctoral level counselor education student familiar with qualitative methods and phenomenological inquiry. The external auditor was also personally and professionally interested in teaching. At the time of the study, she was a white, 30-year-old counselor education doctoral candidate currently working on her own qualitative dissertation, while simultaneously teaching undergraduate psychology and working as a doctoral assistant at a large Midwestern institution.

The external auditor examined the research process with special attention to data collection and analysis. Specifically, the auditor reviewed data collection from the initial participant interviews prior to step 10. The auditor provided feedback on if the data collected and the results generated represented the actual study. The auditor also examined the essence of the data for authenticity and representativeness, and examined the common themes for authenticity and representativeness. Changes that were indicated during this step of the data analysis process were corrected and re-worked as needed. These changes included removing extraneous details, two theme categories, which were not pertinent to answering the research questions.

Step 12: Integrate Findings With the Chapter II Literature Review

The final step in data analysis consisted of a reviewing findings from the study, as well as the information contained in Chapter II. Data and relevant literature from Chapter II were then integrated throughout Chapter IV. This integration was accomplished through a zigzag movement among the results of this study, direct participant quotes, relevant literature, and the researcher's self-reflective data. The most salient aspects of the findings were selected for Chapter IV, and it is acknowledged that there are other approaches that could have been taken to describe the results of this study.

<center>**Summary**</center>

Chapter III described the research methodology that was used to conduct this study. As previously noted, the steps of data analysis were described in a linear fashion; however, the reality of this process involved movement among the various sources of data and their analysis. The final analysis emergent from this process represents the goal of this phenomenological inquiry. Themes are presented in textural format as Colaizzi (1973) and Moustakas (1994) recommended, in Chapter IV. In this study, the general structural description of qualities that contribute to the development of excellent teachers give the reader a better understanding of the phenomenon under study. The transferability of these findings is highly dependent upon context and target population.

CHAPTER IV

FINDINGS

This chapter presents the major findings from data collected and analyzed in this phenomenological study. Data was collected during initial and follow-up interviews with participants who were asked to reflect on the early experiences, graduate school experiences, and post-graduate school experiences that contributed to their development as excellent teachers. Data from these interviews was examined according to the data analysis process outlined in Chapter III. The goal of the phenomenological data analysis method was to describe the overall meaningful experiences that contributed to the development of professors in counselor education who have been recognized for their excellence in teaching.

Chapter IV is divided into three main sections: (1) summary of participant demographic data, (2) participant profiles, and (3) description of common themes. In section 1, participant demographic information is presented in tabular form. Section 2 provides profiles to give the reader a more detailed description of each participant of this study. Finally, section 3 describes the common themes that emerged during the data analysis process.

Summary of Participant Demographic Information

Ten individuals participated in this study. The majority of participants identified as male ($n = 7$) and the remaining as female ($n = 3$). Participants ranged in age from 35 years old to 66-years-old ($M = 55$ years). Nine of the participants identified as

Caucasian/White European/Non-Hispanic, and one participant identified as African

American. All 10 participants reported no physical disability. Eight of the participants

identified their social class as middle class. One indicated upper middle class and one

indicated an "other" response to the question of social class, a subjective measure of

economic prosperity. All 10 of the participants have doctoral degrees. Seven hold full

professor rank, two hold associate professor rank and one holds assistant professor rank.

All 10 participants work in counselor education departments. In terms of educational

background, four participants have doctoral degrees in Counselor Education, two in

Counseling Psychology and four in related fields (i.e., Academic Guidance and

Counseling; Community and Human Resources; Counseling, Personnel Services and

Educational Psychology; and Psychology, Counseling, and Guidance). Their number of

years teaching in counselor education ranged from 5 to 39 years. The majority of

participants ($n = 7$) had over 20 years of experience teaching in counselor education. A

summary of the participant demographics is listed in Table 5 below.

Participant Profiles

This section provides participant profiles to give the reader relevant background

information and character descriptions of the participants in this study. Participants

supplied background information during their interviews. Additional background

information was obtained through the demographic questionnaire collected at the

beginning of the study, insight gained through repeated exposure to participants during

the interview process, and interview transcripts. Some information has been excluded or

intentionally masked to protect participant confidentiality.

Table 5

Participant Demographic Information

Variable	N
Gender	
Male	7
Female	3
Age	
30-39	1
40-49	3
50-59	1
60-69	5
Race/Ethnicity	
Caucasian	9
African American	1
Ability Status	
Physical disability	0
No disability	10
Social Economic Status	
Upper middle class	1
Middle class	8
Other	1
Education	
PhD	7
EdD	3
Field of Study	
Counselor Education	4
Counseling Psychology	2
Related field	4
Work Context	
Professor	7
Associate Professor	2
Assistant Professor	1
Years Teaching in CED	
0-10	1
11-19	2
20-29	4
30-39	3

Professor 1

Professor 1 is an associate professor and department chair in counselor education at a large mid-western university. He obtained a Ph.D. in a closely related field, and has been teaching counseling for over 10 years. Professor 1 was recognized for teaching excellence at the university level. He began his career as a high school teacher, where he taught for 5 years before becoming a school counselor. He worked as a school counselor for a number of years before returning to school to earn a doctoral degree. Professor 1 was greatly influenced by his family, and the warm, inviting teachers of his youth. He credits faculty in his graduate program for dedicating time outside of class and supporting his potential to teach in counselor education. He believes that confidence in one's ability to teach, creativity, passion for the content matter, and preparation for teaching adults are meaningful to the development of excellent teaching in counselor education.

Professor 2

Professor 2 is an associate professor in counselor education at a large mid-western university. She obtained her Ph.D. in a closely related field, and has been teaching for over 10 years. Her accomplishments in teaching have been recognized at both the university and regional professional association level. Professor 2 began her career as an elementary school teacher in a major metropolitan area. She remained there for three years before returning to school for her master's degree, and eventually her doctorate. It was during her training as a doctoral student that she discovered her passion for teaching adults. She is a self-described "people person" and "adult returning student." As a faculty member, she acknowledges "students have lives outside of school," and respects the "life

experiences they bring to class." She is sensitive to the "sacrifices they make as adult returning students" and the impact of the "economy" on jobs.

Professor 3

Professor 3 is a professor in counselor education at a large mid-western university. He obtained a Ph.D. in Counselor Education, and has been teaching for over 20 years. Professor 3 has received recognition multiple times at the state and national association levels for his outstanding contributions to the counseling profession. He started his professional career as a master's level counselor working in schools. Through the influence of his advisor and mentor, he returned to school for his doctorate. Under her tutelage, he learned how to teach in higher education. As a faculty member, he admits to the importance of being "passionate" and "enthusiastic" as a teacher. He acknowledges the "variability," "creativity," and "flexibility" inherent in teaching. At the same time, he recognizes the need for standardization in learning outcomes. He praises the students in his department for their work hard, intelligence, and respect.

Professor 4

Professor 4 is a professor of counselor education at a large mid-western university. She obtained an Ed.D. in a closely related field, and has been teaching counseling for over 20 years. Professor 4 received multiple awards at the university level for her accomplishments in teaching. After graduating with an undergraduate degree in psychology, she accepted a job as a school counselor. She immediately began working on her master's degree in school counseling to maintain her position at the school. Professor 2 was an extremely motivated student with a gift for synthesizing information. The graduate faculty recognized her potential immediately and offered her a position to teach

in the department. With their influence and support, she decided to pursue a doctoral

degree. As a faculty member, Professor 4 stresses the importance of "knowing your

content" and "knowing how to get it across." She acknowledges that learning is a

"partnership" and students need to "take responsibility for their education."

Professor 5

Professor 5 is a professor in counselor education at a large mid-western

university. He obtained an Ed.D. in Counselor Education, and has been teaching

counseling for over 20 years. Professor 5 was recognized for excellence in teaching

counseling at the university, regional, and national level. He began his career as a middle

school teacher, during which time he developed an affinity for helping students develop

academically and emotionally. After serving in the military, he returned to pursue a

master's degree in counseling. Professor 5 enjoyed working as a school counselor and felt

effective at his job. After 10 years in the field, he obtained a doctoral degree in order to

train school counselors. As a faculty member, Professor 5 explained that he "models

hard-work" and "professionalism" for students. In return, he expects students to perform

as responsible, caring, and qualified school counselors. Professor 5 describes his role as

one who challenges students throughout their program of study, and values "authentic"

working relationships with students and colleagues.

Professor 6

Professor 6 is a professor of counselor education and an administrator for the

School of Education a large mid-western university. He obtained an Ed.D. in a related

field, and has been teaching counseling for over 20 years. Professor 6 received university

recognition for exceptional contributions to teaching in the counseling profession. He

credits his family and his grade and junior high school teachers with influencing his

teaching career. Professor 6 began his career as a high school teacher, which was soon

followed by a master's degree in Guidance and Counseling. After a few years working as

a school counselor, Professor 6 returned for his doctorate. He spent the next 18 years

working for the university as a counselor and later as an administrator at a campus-

counseling center. As a faculty member, Professor 6 attributes his success as an educator

to his experience as a counselor and an administrator. He reports to using the latest trends

in classroom technology as a way of staying relevant in the lives of students.

Professor 7

Professor 7 is an associate professor, chair, and program coordinator for the

Department of Counselor Education at a large mid-western university. She obtained a

Ph.D. in a closely related field, and has been teaching counseling for over 15 years. She

was nominated and decorated multiple times for excellence in teaching specifically at the

university level. From a young age, Professor 7 displayed natural teaching abilities.

Growing up, she was very involved in the education of her younger sibling and spent a

great deal of time tutoring other students. She began her professional career as a high

school math teacher. A few years later she earned a master's degree and transferred to a

job in higher education. She established a career in higher education administration

where she worked for almost 20 years. Professor 7 maintains, "Teaching is in everything

I do." As a faculty member, she describes her role as being a "positive figure in the

classroom" and believes that enthusiasm is contagious. She works with graduate students

and full time faculty as a teacher-mentor to develop their skills as teachers. She is an

advocate for teacher education in the field of counselor education, and a model of professionalism.

Professor 8

Professor 8 is Professor and Chair of Counselor Education at a large mid-western university. He obtained an Ed.D. in Counselor Education, and has been teaching counseling for over 30 years. Professor 8 received multiple awards for excellence in teaching counseling, at national, regional, state, and university levels. He began his professional career with a degree in psychology followed closely by a master's in school counseling. While he loved working as a school counselor, Professor 8 returned to school for his doctorate to be able to train school counselors. He reports that "hard work," a straightforward attitude, and "feedback from students" has influenced his development as a teacher. He credits the faculty, staff, and students for being knowledgeable and experienced. He described his ability to teach and train school counselors with confidence and enthusiasm.

Professor 9

Professor 9 is a professor in counselor education at a large mid-western university. He obtained a Ph.D. in a closely related field, and has been teaching counseling for over 30 years. Professor 8 received recognition from the field with a regional award for excellence in teaching counseling. He began his professional career with a degree in biology, which was followed by a master's degree in guidance personnel a year later. His first real teaching experience took place as he was finishing his doctoral program. As a result of that experience, he discovered his passion for teaching in higher education. Professor 9 utilizes creativity in his classes, and reports that his innovative

tactics are designed to help students develop as counselors and professionals. He works tirelessly with students to pursue scholarship and research in the field, and actively works to develop new ways of teaching counselors in training.

Professor 10

Professor 10 is an assistant professor in counselor education, and Administrator of School Counseling at a large mid-western university. He obtained a Ph.D. in Counselor Education, and has been teaching for over 5 years. The profession recognized Professor 10 with a regional award for excellence in teaching counseling. With the influence and knowledge he gained from his mother who was a teacher, he majored in education and soon left the U.S. after completing his undergraduate degree to explore his career opportunities abroad. While traveling and teaching abroad, he developed his skills as an educator and later returned to the U.S. to pursue a master's degree in school counseling. Professor 10 worked as a school counselor for a number of years before earning his doctorate. As a faculty member, he describes his relationship with students as being "genuine" and "authentic." As a counselor educator, he works tirelessly at designing course content where students feel challenged and supported to produce quality work.

<div align="center">

Common Themes

</div>

Common themes emerged in this study as a result of the data analysis process outlined in steps 1 through 7 of Chapter III. During step 7 of data analysis, which consisted of organizing the collection of categories into clusters of themes, a frequency table was established to delineate the number of responses given by participants for each individual theme. This process involved creating a table by which categories were cross-referenced along the y-axis with number of participant responses along the x-axis.

Qualitative software (HyperResearch) allowed for tracking of the number of responses by participant for each category. As the collection of categories merged into clusters of themes, the frequency of responses changed. The frequency table was continually updated throughout the data analysis process to reflect the changes.

It is important to note that while the majority of participants are represented at each theme, some are not. As Moustakas (1994) explained that it is what one chooses to reflect upon or attend to that makes it meaningful. Therefore, an in-frequent or absent response to a particular theme or sub-theme should not imply an absence of knowledge, awareness, or interest with that particular experience; it simply means that during the interview the experience was not raised to consciousness and reflected upon by the participant.

Common themes were established to answer the primary research question "What are the experiences that contributed to the development of recognized excellent teachers in counselor education?" The themes are reported in descending order, with frequently endorsed themes appearing first. Following the example provided by Bischof (1997), numerical values were categorized into ranges and assigned a descriptive word (Appendix O). Table 6 presents the numeric ranges and corresponding descriptive words.

Table 6

Participant Frequency of Response and Corresponding Descriptive Words

Frequency of Response	Descriptive Word
10	All
7-9	Most
6 or more	Majority
5	Many
3-4	Some
1-2	Few

Common themes are important because they represent key units of meaning identified in the analysis process. Common themes also represent the progression of data from individual transcripts to elements of a shared, collective experience. Three common themes were identified in this study: (1) *Teacher training*: the meaningful training experiences that prepared participants to teach; (2) *Influential instructors*: previous instructors and the meaningful qualities that made them influential; and (3) *Personal style as teachers*: meaningful qualities used by participants to describe their personal style as teachers. The common themes support the focus of this study, which is to explore the meaningful experiences that contributed to the development of excellent teachers in counselor education.

Teacher Training: Reflections on Meaningful Training Experiences That Contributed to Development as Teachers

During their interviews, participants gave credence to a myriad of teacher training experiences, including: (a) earned teaching certificate, (b) on-the-job training, (c) teaching an entire course as a graduate student, (d) co-teaching, (e) counseling informs teaching, and (f) coursework.

Figure 3 represents teacher training experiences that were meaningful in preparing the participants of this study to teach. The graph in Figure 3 was developed using a frequency table, which allowed the researcher to quantify participant responses. The number of responses is represented along the x-axis. The name of the participant is represented along the y-axis. The legend contains colors representing individual themes in teacher training. To read the graph, use the legend to determine which color-block corresponds with each of the seven meaningful aspects of teacher training. Now, examine the bar graph and observe the presence or absence of color-blocks for each participant.

Further, observe the relative size of individual color-blocks for each participant. A large block of color indicates a greater number of responses by the participant related to a certain teacher training experience. A smaller block of color indicates a fewer number of responses. The graph communicates if and how frequently a participant reflected on a particular teacher training experience.
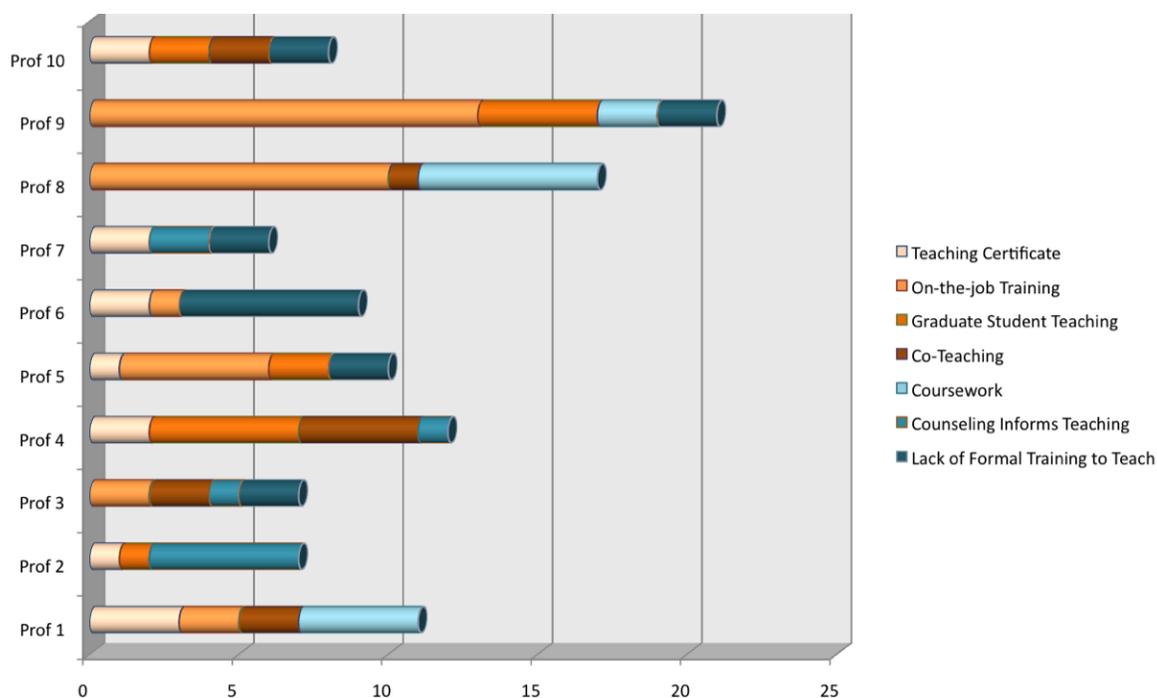
Figure 3. Meaningful teacher training experiences.

Earned Teaching Certificate

In this study, 7 out of 10 participants had earned teaching certificates, and worked in the K-12 education system for a time. As a result, they had formal pedagogical training and real-life experience working as elementary, middle, or high school teachers. For some, teaching was the beginning of their professional career. For others, teaching was not a long-term position. The majority went on to earn master's degrees in school counseling shortly after graduating with a teaching certificate. Professor 6 commented, "I

was a teacher for a year before I became a school counselor for two years." According to

Professor 4, "I received a barebones teaching certificate…my intentions [were] to teach

high school psychology [however] the first job I got was as an elementary school

counselor." Professor 2 was a teacher for three to four years before becoming a school

counselor. Professor 10 studied elementary education, but never got a teaching job in the

United States, except as school counselor.

On-the-job Training

As mentioned, the majority of participants in this study began their careers as K-

12 teachers. This provided them an education in how to teach children and young adults.

In contrast, teaching in higher education is often "a trial-by-fire" experience that requires

an understanding of how adults learn, which is somewhat different than how children and

young-adults learn.

On-the-job training is the process by which one learns to teach through

experience. For the majority of participants (6 out of 10), on-the-job training was both

beneficial and challenging. It was beneficial as a means of learning how to teach, yet,

challenging because most participants did not feel prepared to teach in higher education.

Participants commonly reflected on resilience and the capacity to adapt as new faculty.

Professor 3 explained how he adapted during his first few years on-the-job, "When I look

back on the way I worked 15 years ago, I did what I thought was best and I didn't have

any basis for that." Professor 5 responded in a similar way stating, "I think all my life I've

been pretty good at adapting to the environments I find myself in, not only in

education…" He gives credit to his "internal resources or resiliencies" for helping to keep

him focused. "I think if it's important and I was determined, then I was going to try to

make myself successful…" (Professor 5). Professor 9 described his on-the-job training in

the following statement,

> I've always felt prepared. I'm sure I wasn't, but I always felt like I was. I
> never felt like I was in water over my head or anything. It felt like
> something that I was well prepared to do, although I didn't have
> experience.

Learning how to teach via on-the-job was not comfortable or easy for participants.

According to Professor 5, learning how to teach "came out of terror, fear, and desire to

not fail." Professor 8 relied on fortitude and his work ethic to get him through those early,

on-the-job experiences.

> When I first started I was so intimidated…they were having me
> teach…classes which I knew nothing about. I had to wing it. I tried to stay
> one chapter ahead of the students and they were suspicious of me anyway,
> because I was young, I was American, and I had never been a teacher.

In addition to resilience and fortitude, participants acknowledged that feedback is

a very meaningful resource for learning how to teach on-the-job. For participants,

feedback is a valuable source of information on "what is working or not working in

class" (Professor 1). Professor 6 stated, "The best feedback is from students." In his early

career a couple of master's degree students offered him feedback on "the way I was

presenting material, or the lecture that I gave, or the assignments that the class was

pursuing, or even in terms of grading papers…I got a lot of information from students

and that was valuable."

Feedback is about learning from students what they need. Professor 4 offered this

reflection on feedback from students and what she learned on-the-job: "I learn from

students…especially those who were willing to say what they think even though I have

the power over their grade." For Professor 8, feedback contributes to his professional

growth. He acknowledged how feedback helped to remedy his misgivings related to being a new professor and having all the answers:

> I think in the beginning, I overcompensated by trying to strut my stuff and pretend that I knew more than I did…finally, one of the students came up to me after class and in essence said, "Stop trying so hard…You have the knowledge. We have the experience with the kids. Meet us half way." After that I loosened up. [If] someone would ask me something, and I didn't know the answer, I would say, "I don't know the answer. Can anyone help?" Bingo! Then the class loosened up… I think that began to help me learn that it was the interactions with my students, and not me imparting my wisdom. (Professor 8)

Overall, participants believed that there is no substitute for real-life experience. While on-the-job training may have been challenging, it was ultimately beneficial. In the next section, participants describe what it was like to teach entire courses as a doctoral student, and how those experiences contributed to their development as excellent teachers in higher education.

Teaching an Entire Course as a Graduate Student

Graduate students in counselor education seldom teach an entire course during their tenure as students. The rules governing many institutions of higher education dictate that instructors should have the degree or a degree higher than the students for whom they are responsible or teaching. The situation was quite different for the participants in this study. Five out of the 10 participants had the opportunity to teach an entire course in counselor education while still in their doctoral programs. Professor 5 served as an adjunct professor while working on his dissertation: "an opportunity opened up…the department needed an adjunct professor to teach one course each of two semesters..." He was worked fulltime as a school counselor, and taught in the evening. He described the

experience as "impossibly crazy busy…I remember being left pretty much on my own for those courses."

Professor 2 got an adjunct teaching position while working on her Ph.D., and discovered that she "liked teaching higher education…there's some flexibility…a little bit more autonomy with your time." She had a bourgeoning interest in "teaching adults" and described herself as a "people person" so teaching felt like a natural fit.

Professor 9 taught a full course-load during his final semester as a doctoral student, "I really enjoyed it… That was a meaningful experience… It was fun doing the actual teaching." Similarly, Professor 4 spent the remaining few semesters of her doctoral program teaching as a full-time instructor in counselor education. She explained that the graduate faculty "saw my potential and that I had a knowledge base…and I was fairly good at explaining things."

For participants who were given the opportunity to teach an entire course while still in graduate school, these experiences were valuable in contributing to their development as excellent teachers. In the next section, co-teaching is defined, and participant reflections on how co-teaching added to their development as excellent teachers are offered.

Co-teaching

In this study, the term *co-teaching* is defined as assisting faculty with their teaching responsibilities, including delivering lectures, presentations, and seminars. Some of the participants reflected on co-teaching experience as being a valuable part of their doctoral preparation. Co-teaching assignments varied among participants depending on the nature of the course and relationship with the instructor. For example, Professor 4

worked with a variety of instructors, largely co-teaching the counseling techniques class in addition to "running in-service presentations for the counseling center staff and other interns." Likewise, Professor 10 served as a co-teacher for a group counseling class during his doctoral training. Professor 8 "had to actually make lesson plans and share them" as part of his co-teaching responsibilities. Co-teaching "provided a framework by which [he] could get feedback from faculty."

Many co-teaching experiences were those that just "opened-up" or "presented itself." For Professor 1, the opportunity to co-teach "seemed like an exciting, fun opportunity." He actually re-discovered his "energy" for teaching through co-teaching as a doctoral student. Professor 5 spent a great deal of time working with his doctoral advisor to conduct workshops and grants. He "learned to teach and present and put together teaching plans" from his advisor. "My pedagogical training really came out of a tutelage under her…She is my mentor to this day."

In this study, 4 of the 10 participants reflected on co-teaching and the activities involved in co-teaching (e.g., assisting in teaching an entire course, getting feedback from faculty on teaching, preparing course material). While varied and sometimes informal, co-teaching was a meaningful experience that contributed to participants' overall development as excellent teachers. The next section offers descriptions provided by participants on coursework as part of their doctoral preparation to teach.

Coursework

The role of coursework in preparing doctoral students to teach was reflected upon by 2 of the 10 participants in this study. For those fortunate enough to receive pedagogical coursework, the experience was valuable and constructive. Professor 8

described his pedagogical training by stating, "I actually had to study pedagogy and write a teaching philosophy as part of my coursework in my doctoral training…I had to take school law classes, I had to take adult learning classes." He acknowledged, "I had more formal training than most…doctorate students get today." Professor 1 acknowledged a similar sentiment, "Teacher preparation was huge in my doctoral program… there were certain core requirements that I had to take on teaching adults and how adults are different than the younger, audiences. I think that's something that gets ignored a lot…"

For a select few participants, coursework on teaching in higher education was available in their doctoral programs. According to those participants, the education was very meaningful and has contributed to their development as teachers. In the next section, participant reflections on the way counseling experience informs their teaching are discussed.

Counseling Informs Teaching

A few participants in this study reflected on counseling experience as a medium for knowing how to teach. As stated by Professor 2, "…it was my love of counseling that became the vehicle for me wanting to teach. A lot of my thinking about teaching comes as a result of my understanding of counseling." There seems to be a natural, symbiotic relationship between the two vocations. According to Professor 10, "…I've been teaching for a long time…learning about [teaching] is almost a parallel process [to] becoming a very good counselor. You learn what your client needs, you adjust what do you do to meet the needs of your clients… The same thing happens when teaching, you adjust your course to meet the students' needs."

Professor 8 also reflected on his knowledge of counseling, and how it has influenced his knowledge of teaching.

I think when I go up in front of a classroom for the first time, especially when I have students that I've never had before, I have to remember that I have years of experience, that they don't know me, and I'm going to have to win them over. It's like counseling. [When you meet a new client] you can't say, "Just trust me. You can open-up and spill your guts to me. I'm a good counselor." You can't do that. You still have to dance with them for a while. They have to learn that they can trust you. I think it's the same thing with teaching.

Among instructors in higher education, counselor educators have a unique advantage in that counseling skills can inform teaching skills, and vice versa. As a result, counselor educators are able to establish rich relationships with students, and create positive learning environments for clients.

Influential Instructors: Reflections on Previous Instructors and the Meaningful Characteristics That Made Them Influential as Teachers

Included in this section are participant descriptions of previous instructors and the meaningful characteristics that made them influential as teachers. Some participants chose to identify teachers from K-12, while faculty in undergraduate or graduate school influenced most others. The characteristics that made these persons influential are of primary interest to this study, as they are the very same characteristics carried-over admittedly by participants into their own teaching styles. These qualities include the following: (a) caring, (b) challenging, and (c) clarity of content.

Figure 4 communicates if and how frequently a participant reflected on the three meaningful attributes of influential instructors. The x-axis represents the number of responses participants made concerning each attribute. The name of the participant is represented along the y-axis.
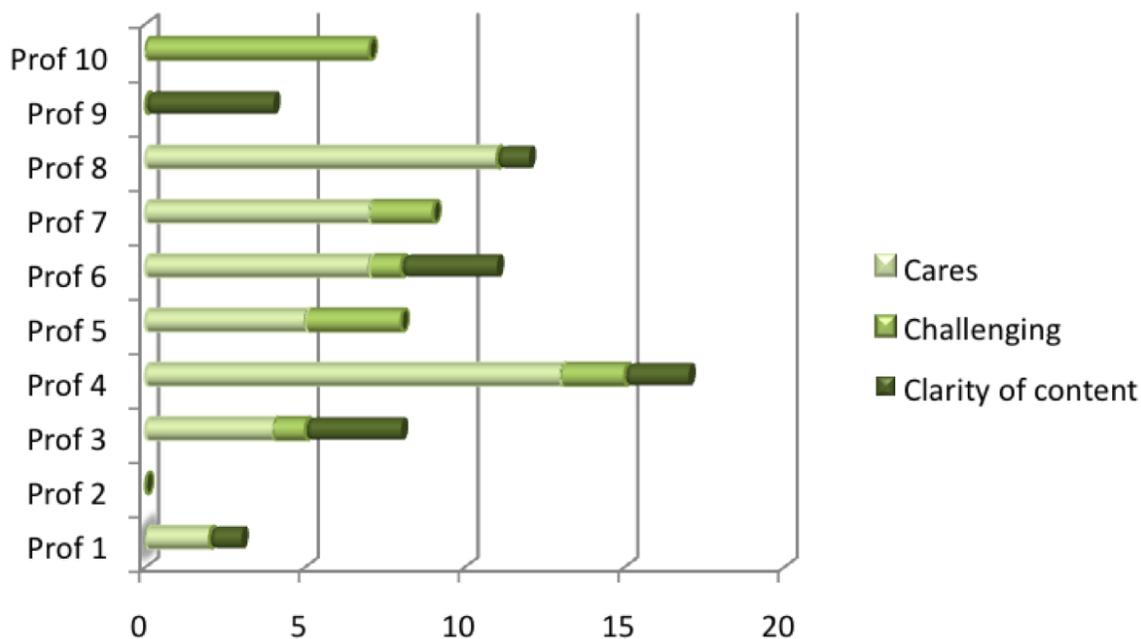
Figure 4. Meaningful attributes of influential instructors.

Caring

Influential instructors were remembered most for their quality of caring. To the participants, caring from influential instructors was shown in the following ways: "Made me feel special," "Took time to process information with me," "Saw my potential," "Committed and supportive," and "Respect." In the following passages, participants describe how instructors demonstrated care through their words and deeds.

The majority of participants chose to reflect on graduate faculty for being inviting, supportive, non-judgmental, and often making time for students outside of class. Professor 6 was particularly impressed with his graduate faculty: "…They always seemed to have the time and the inclination to process things so that I could learn at a deeper level." Professor 1 described his graduate professors as the type of "people that you smile when you see them… They were people-people, and they all had a great sense of humor." It was important to him that they "took the time to get to know me outside of the content

of the course." Professor 8 admired his instructors for being "very accepting" and "non-judgmental…they would entertain your ideas even if they were wrong." For Professor 8, it was all about the feeling, "I remember coming home from class feeling really good, feeling like I had been heard and had been valued." He carried that impression with him, "When I got my first teaching job as a counselor educator, those [experiences] would come back, and I would try to duplicate them."

Caring instructors are effective at establishing strong healthy relationships with students. Participants remembered their instructors and the special bonds that were created as a result of their caring nature. Professor 3 was especially fond of his doctoral advisor, and did his best to describe the intangible qualities that made her so special: "She just had that quality that every student is special to her and she conveyed that. She's one of these people that you just know that you're the special one, but there are probably 50 of us." In the following passage, Professor 3 describes their special bond and how it has influenced his personal style as a teacher, "I really emulate [her] in what I do, the way I practice and the way I teach and mentor other students. I know she was good and people who took classes with her just thought she was wonderful."

Professor 4 shared a meaningful relationship with a very influential science teacher. She reflected on their time spent after class, "He was positive role model in my life, and a very, very good teacher. He went above and beyond on a regular basis with a lot of students he really influenced me as an educator, so very much."

In addition to being effective at establishing strong healthy relationships, caring instructors also invest time and offer their support in helping students succeed. Professor 4 noted that the faculty in her graduate school program invested time and attention in

developing her potential to teach. They offered their support as they "saw that I had a

knowledge base. They saw that I was fairly good at explaining things [so] they invited me

to teach and mentored me along in the process." In a similar way, Professor 7

remembered her elementary math teacher for investing in her potential as a student and a

person:

> She allowed me to become a tutor when I was tremendously bored with
> the content in her class…She saw that I could help other students to learn,
> and she gave me that opportunity…She helped me to see that it was okay
> to be smart.

Caring instructors respect students and the experiences they bring to class. The

capacity to demonstrate respect for students was meaningful and honorable among

participants. As Professor 6 stated, "[Instructors] honored my opinions. They didn't

always agree, but if they didn't agree, they were very clear as to why." For Professor 8,

respect was vital in building self-esteem and confidence as a young adult:

> I had an 8th grade science teacher who had a way of connecting with me
> and helped me discover information as opposed to just imparting facts. I
> really looked forward to his class. I think what it was, is that he made me
> think and he respected our answers, even if they were wrong. He would
> come out and say, "That's an interesting take on that…what do the rest of
> you think?" He was very accepting…he would entertain your ideas, even
> if he didn't agree with them. He was not judgmental. That was the main
> thing, and that's what really stuck with me. Now, if I have to correct
> somebody, even if they're wrong on some factual thing, I always try to do
> it in a respectful way.

The quality of caring can be interpreted in many different ways. In this study,

influential instructors demonstrated the quality of caring by establishing working

relationships with students, developing their potential, inviting their participation, and

respecting their opinions. Instructors ranged from graduate faculty to high school and

elementary school teachers. The quality of caring was reflected upon as one of the most

meaningful attributes of influential instructors. The next section offers participant reflections on how challenging instructors were considered influential.

Challenging

The majority of participants reflected on how instructors who were challenging were influential. According to participants, influential instructors often challenged students through complex experiences that shape their development in profound ways. Instructors were there to offer their support in the presence of a challenging situation. Professor 7 felt her major advisor was "really good at the challenge part…[but] didn't always give quite as much support." Overall, it requires balance to provide students with just enough material where they feel challenged but not overwhelmed. For Professor 4, graduate school did not provide enough of a challenge on its own; therefore, the faculty would give her "extra materials, extra reading…they would feed me." She credits them for seeing her potential and challenging her to excel.

Challenging instructors help students to think critically about knowledge. They ask students to consider the opinions of others and question their assumptions, which is how individuals grow and develop in meaningful ways. For Professor 10, a challenging instructor was a psychology professor he met in graduate school. In the following passage Professor10 provides a description of the professor, and the meaningful way he challenged students to grow and develop:

> I had a psychology professor who described his teaching philosophy as creating little mini crises… [He] was probably the best teacher that I have ever had. He was really, really hard… He created these small educational crises that he controlled… and then supported [students] through the crisis… He believed that anytime we go through a crisis in our lives we grow… I emulate what he did with my own students.

Professor 5 reflected on a similar situation where he was challenged to step outside of his comfort zone and face his fears as a beginning counselor. In the following passage, Professor 5 recalls a conversation with his practicum instructor about the situation:

> [He] was able to create a little bit of dissonance in our conversations…I remember a pivotal moment in my training… He very honestly looked at me and he said, "You've only got one more tape to do here and you're not going to pass the course. You've got to trust the process...You've got to let go of trying to run it." I remember thinking, "My God, that's going to feel like I'm on the edge of a cliff and I'm going to step off into nothingness. I have no idea what's waiting for me at the end of the fall," and I thought, "Man, this is scary."

In addition to being caring and challenging, having clarity of content was another meaningful quality of influential instructors mentioned by participants. According to participants, influential instructors were those that had a firm grasp of their subject matter, and knew how to transmit that knowledge to students. In the next section, participant reflections are used to describe the quality of clarity of content as it relates to influential instructors.

Clarity of Content

The majority of participants remembered influential instructors for their love of subject content and gift of clarity in teaching. The ability to convey information clearly and concisely was meaningful to participants during their development as students. Professor 9 was particularly impressed with the research faculty at his institution: "They were incredible teachers in terms of getting the information across, and doing so in a manner that was understandable." Professor 3 was similarly impressed with his doctoral mentor for having "a real passion for what we do and an ease in being able to communicate that to people, with a depth of importance that has been evident to me from

day one." Professor 4 described her influential instructor and his love of "content expertise." She credits him with having "a big influence on [her] in terms of knowing your content." In the following passage, she describes his influence on her personal style as a teacher:

> He loved content expertise. I think that had a big influence on me in terms of knowing your content. If you're going to be a teacher, there are two pieces: know your content and how to get it across… He would talk openly like I was a student assistant… He'd talk about pedagogy and his attempts to present material in an understandable way… He really influenced me as an educator, very much.

Finally, perhaps one of the most entertaining anecdotes came from Professor 1 in the description of his statistics professor. In the following passage, he describes how important it was for him to feel confident in his professor's ability to communicate his knowledge to students.

> I took a class in statistics, that I was kind of fretting and the guy came in the first day, a little old man, a cute guy and puts all his stuff down and says, "I know some of you are nervous, but I can teach math to a stick." I thought that was just great. I thought, hey, this guy is going to be patient and able to give us the content. He expressed confidence that he was going to be able to teach us statistics and I think that was helpful.

An interesting and unexpected phenomenon occurred regarding Professor 2 and the lack of influential instructors present during her development. She explained that the real heroes have been "ordinary people" who extended their support in extraordinary ways:

> …Growing up I've been heavily influenced by women, hard-working women and ordinary people… The influential people were not necessarily my teachers… The people who did stand out were the folks who were not in my classroom, but they were around me… It was part of the whole academic community; it wasn't just the classroom teacher… Like so many African-American girls growing up, my whole career development wasn't structured… I didn't have those people who would have gone before me, to advise me. It just happened.

Professor 2's experience with "ordinary people" heavily influenced the way she relates to students in her department. She acknowledged that students "want to come to me for advising and mentoring…they know I'm going to be different. They don't want the same old business as usual… I get tapped in terms of service because race does enter the picture." Despite her lack of influential instructors she excels as a teacher in counselor education.

Personal Style: Reflections on Personal Teaching Styles

In this section, participants reflected on the qualities they believe are meaningful in their personals style as teachers. In generating their responses, participants particularly reflected on how they want to be perceived as teachers. They considered both how their students might describe them and actual feedback received from students. Participants gave specific examples to illustrate the following qualities of their personal teaching styles: (a) pride in teaching, (b) caring, (c) authentic, (d) passionate, (e) challenging, (f) organized, and (g) creative.

Figure 5 communicates if and how frequently a participant reflected on each of the seven qualities of personal teaching styles. The x-axis represents the number of responses participants made concerning each quality. The name of the participant is represented along the y-axis.

Pride

The term *pride* can sometimes be interpreted to mean arrogance or conceit; however, in this study, participants considered pride an endearing quality. Through the participant reflections, one can gain a better understanding of what it means to have pride

in being a teacher. Here are a couple of good examples: "I take pride in doing a good job of teaching, and I think some people think I'm a pretty good teacher" (Professor 1). "I can teach, I'm a good teacher" (Professor 10). "I know about teaching. I know about my love of teaching" (Professor 7). "I like the material that I teach. I'm good at it" (Professor 2). "I think I am a good teacher and I think my students would tell you that. I think students enjoy taking classes with me…" (Professor 3).
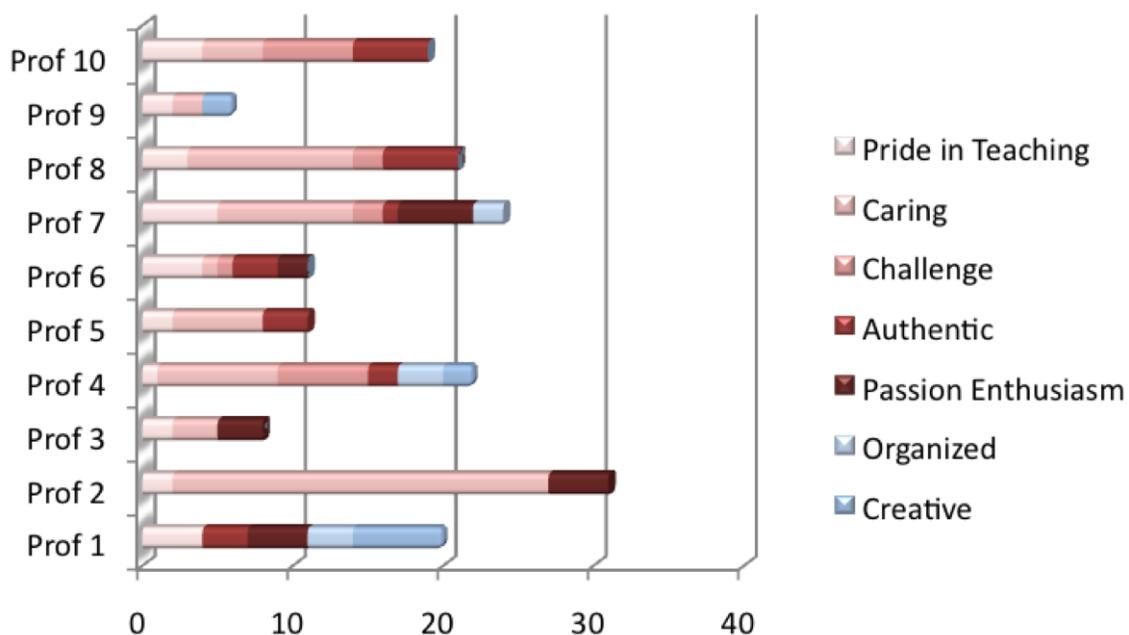
Figure 5. Qualities of personal teaching styles.

Perhaps one of the best descriptions of pride in teaching came from Professor 6: "I think that there is the underlying foundation of a desire, a wanting to be good at [teaching]…a passion for trying to do the best we can and seeking out opportunities to get the experience to hone those skills." He openly acknowledged that good teachers are often those who want to be.

Having pride in one's vocation adds value and purpose to one's life. It seems the old adage is true: if you love what you do, you'll never work a day in your life. Professor

5 expressed a similar point stating, "The one thing I wanted to do, I've been able to do... I wanted to train school counselors [and] I've been in front of students 12 months a year for 23 years." He admits that, "there's been satisfaction [but] it's been a bumpy road, too." Ultimately, he feels "blessed" to have "had a chance to do the thing that I said brought me to the profession."

Pride in being a good teacher was described in many ways. Participants expressed their pride through love of teaching, confidence in their ability to teach, and a satisfaction at having chosen to teach as part of their career. Pride in being a teacher was the only quality shared by all 10 participants in this study. In the next section participants describe their personal style as teachers, specifically how they communicate care for students.

Care

Most of the participants reflected on the importance of communicating care for students. *Caring* is a broad term that may refer to any number of words or deeds. In this study, participants demonstrated care for students by building relationships, respecting student opinions, and openly aligning with the students through shared experiences. Professor 3 offered this reflection on the importance of caring for students: "[Students] might not remember what we say, but they will remember how we made them feel." Likewise, Professor 4 made a good case for the benefits of communicating that you care for students. In the following passage, she acknowledged her personal responsibility in caring for students:

> [Students] really couldn't care less what you've done in the past, what your resume says, what your grades have been, whether you got a teaching award last year. What they care about is what you do for them in their class and also beyond content. They know if you care. And they will work harder when you care about their education and care about them as individuals. Before the end of the first class every semester, I know every

student's first and last name. I go around without notes and recite them to
the class. I walk around and introduce everybody to the whole class. I say,
"So if you wonder if I'll know you're here next week, the answer is yes."

There are many ways to demonstrate care for students. For instance, most participants acknowledged that establishing relationships and getting to know students one-on-one is a vital and rewarding part of caring for students. In fact, relationships are "the core of learning," and faculty should "think of [their] classrooms as places to build relationships" and "earn respect," stated Professor 10. According to Professor 5 relationships with students should be constructive, yet, also professional. He stated that, "conversations with students shouldn't sound like a conversation between best buddies or best friends or people you're hanging out with after work." There needs to be "boundaries in some formality in your relationship with students." For Professor 2, "it's the relationships you build with students, and the time you give them" that really matters to students. According to Professor 7, it is important to build long lasting relationships, "[students] know that I care deeply about them, and that I will be in touch ten years from now. I'm in touch with almost all of our graduates in this department, and I hear from many of them very regularly."

 Part of establishing relationships is participating in the shared experiences that make one human, and communicating that to others. Professor 2 reflected on her experience as an adult returning student, and in the following passage she describes how her knowledge and understanding of that experience has enriched her relationships with students:

> I understand what it's like to be an adult returning student. I recognize that
> this is tough. It's not just one person who goes through a program; it's the
> whole family… My understanding of the economy and how hard things
> are allows me to know that students are under a different level of stress

now. I want to be aware of the challenges… Students don't come to us in a vacuum.

In addition to building relationships, respect is another key element in demonstrating care for students. *Respect* is a positive feeling of esteem for another person. The following passages offer a look into how participants demonstrated respect for students. In the following instance, Professor 5 wrestled with the decision of how to remove a student from a practicum site. It was a delicate situation that called for professionalism and respect.

> I did have one student that I had to pull out of a practicum site. That's hard to do… Her performance anxiety levels were so high that she couldn't hear her clients… It was the hardest thing I ever did. I stayed up all night long worrying about having to break the news to her and wondering "Is she going to be upset? Is she going to complain and file grievances?" At the end of it all, she said, "Well, thank you for leaving my dignity." So I took that to mean, even though she didn't like what she heard, she felt respected.

For Professor 8, it is important to respect students for their dedication to the profession. He acknowledged that many students enter the counseling program with varying amounts of skill, and a whole host of life experiences. Regardless, "everyone has something that they can contribute as a counselor." For many students, school is not their only priority. According to Professor 4, it is important to recognize their sacrifice and respect their commitment to the profession. "As much as we'd like to think the world revolves around our classes, it doesn't. A lot of our students…are working full-time. Most of them have families. Most of them have responsibilities and they have us." According to Professor 2, "[students] really sacrifice a lot to be in the program," and that deserves respect. She acknowledged that, "I understand the sacrifices that people make." She often tells students "I've been there. I'm an adult returning student. I know."

To summarize this section, care for students is a multifaceted quality that was described by participants as one of the most important aspects of their job. Building relationships with students, demonstrating respect, and acknowledging shared life experiences are a few of the ways participants described how they demonstrate care for students. In the next section, participants describe the quality of being challenging as it relates to their personal style of teaching.

Challenging

Participants used a variety of examples to describe the ways in which being challenging is a quality of their personal teaching styles. They described themselves as having "high expectations," being "really hard," or using "difficult course material." Participants were intentional about challenging students as a means of promoting growth and change. Professor 10 acknowledged that he pushes students to their limits, which "is part of the process that makes them grow into knowing who they are…" Students are accountable for learning assigned material, and are expected to answer questions in class. Professor 6 tells his students, "In my class, you may be put on the spot, so be ready for it… I won't mind whatever your answer is, but I'll expect some kind of an answer even if it is, 'I don't know.'"

Whether intentionally or unintentionally, challenging instructors often develop a reputation among students. Professor 7 reflected on her reputation among students stating, "[Students] would describe me as passionate, very hard working, continual high expectations, and some might say hard." She tries to balance challenge with support, although admittedly, "sometimes challenge gets to be a little higher." Professor 4 also

reflected on her reputation among students. In the following passage she describes a very candid conversation with a student related to her status as a challenging instructor.

> I had a student come in the other day…she said, "you know what they say about you, don't you…they say, 'you learn a lot in your classes. But you are really hard.'" Yes, I know that... That's true. Guilty as charged.

To summarize this section, participants described their personal teaching styles as challenging if they "introduced difficult material," "have high expectations," or "are really hard." In the next section, participants described the quality authentic as it relates to their personal style as teachers.

Authentic

Being authentic can have different meanings to different people. For the participants in this study, being an authentic teacher was akin to being genuine, sincere, or down to earth with students and colleagues. Being authentic also meant being honest and real with students, especially as it relates to their capacity to make mistakes. Professor 10, for example, stated, "there is confidence in knowing that failure is always in the back pocket… If you fail you are learning too so you might as well go ahead and try new things." It takes courage to be imperfect (Dreikurs, 1967), particularly in higher education. Instructors are often seen as experts in their field, which makes it hard to admit when one does not have all the answers. In the following passage, Professor 1 offers advice to faculty wrestling with how to respond authentically to difficult questions from students.

> …It's far better just to say, "Beats me. Gee, it's a great question. Either you figure it out and we'll talk next week or I'll go try to find out," but just leave the pride at the door and be human and don't know all the answers.

Establishing trust with students is an important part of being authentic as a teacher. According to Professor 8, establishing trust with students is similar to establishing trust in the counseling process. "You can't just say trust me. You can open and spill your guts to me. [Students] have to learn that they can trust you, and I think it's the same thing with teaching." When professors allow students to see their vulnerabilities, it creates an environment where students feel safe to access their own. As a matter of fact, Professor 6 believes that "it's part of honoring the students… [They] like it when I have something go wrong. Generally, there's somebody in my class that can come up and fix it." Part of being authentic is admitting your mistakes and asking for help.

Being authentic is a desirable quality; it suggests that one is "not superficial or a phony," but "easy and worthwhile to be around." Professor 5 reflected on his desire to be seen an authentic figure among his peers:

> I would hope, if asked, people would say that I'm not a phony. I don't try to come off superficially. I'm comfortable trying to influence people and processes from the side. I don't need to be the center of attention… I'm easy and also worthwhile to be around.

For participants, the quality of authenticity takes courage and humility, especially to admit when having to admit mistakes. Authentic teachers are often those that allow students to see their vulnerability, and will ask for help when needed. They long to be seen as genuine persons, not superficial or phony. In the next section, participants describe the quality passion as it relates to their personal style as teachers.

Passionate

Passion is a term that is used to describe an intense emotion or feeling about a person or thing. Many of the participants in this study endorsed passion as a part of their

personal style as a teacher. When asked, "How would students describe you?"

participants often used the term *passionate*. The following passages are in-depth

reflections on that very question.

> I think he is passionate about his profession, and that's contagious and I feel differently about my profession because of him. (Professor 3)

> I think passionate is the first word [students] would use to describe me… A part of my passion is making sure that the future of our profession is strong, and that we have exceptional teachers… I get really excited when I think about what we're creating, and what our students will get to learn in the process. (Professor 7)

> [I think students would describe me as] energetic, passionate, enthusiastic and probably caring. First of all, [students] have to see your enthusiasm… When you see other people excited about a topic, it's hard not to get excited, too… You have to like the content area and you really have to have a passion for it. I think that comes out when I teach. (Professor 2)

Thus far, participants have used pride, caring, authentic, passionate and

challenging to describe their personal style as teachers. In the next section, participants

describe the importance of being organized as part of their personal style.

Organized

Being organized was reflected on by 4 of the 10 participants in this study. The

details for how one organizes information were not at the heart of their explanation;

rather, it was the act of being organized that was important for some. According to

Professor 7, "I think being prepared for class lets students know that I care about them. I

would never show up for class unprepared. That's just not responsible, and I'm

responsible." Professor 1 learned through experience that being organized is important.

He stated that "I try very hard to be prepared…when you go into the classroom you better

have a plan for [students] or they're going to have a plan for you."

It takes a lot of preparation to successfully present a lesson. Professor 10 explained, "There's a lot of effort behind the scenes that [students] don't know about … I have to be ready to support… I have to know what they are going to need before they need it." It requires a lot of time and skill. Professor 4 has a gift of organization "that is my great skill. I'm a good synthesizer."

In addition to being organized, participants reflected on being creative as a quality of their personal teaching style. In the next section, participant reflections are offered concerning their creativity in the classroom.

Creative

Creativity in teaching was reflected upon by 3 of the 10 participants in this study. Creative strategies such as short stories, special clothing, and humor were used to generate unique and profound ways of introducing concepts to students. Professor 9 described his creative approach to teaching counseling theory in the following passage:

> I develop stories to help convey important concepts in counseling… Each of the stories is related to an important concept that I want to get across… There was this one psychology student who had a hard time with the whole concept of empathy. "Why is that important?" A usual perspective, particularly for a more scientific-oriented individual. So I was sitting at home with my wife, actually on the porch, and there was a thunderstorm. It was raining. I said, "That's it. I think I can use that." So the story came out of that individual and the juxtaposition of the thunderstorm.

Professor 9 also uses a creative approach to teach counselors about self-care, "an important active ingredient in the counseling process." To remind students about the importance of self-care, Professor 9 told his students, "every week I'm going to wear a different hat…weird hats, hot hats, funny hats, ball caps." His point was, "every week, they see the hat and at least at some point think I've got to take care of myself."

Professor 1 reflected on creativity in the form of humor. He believes that "you have to have a sense of humor. You have to deliver the content, but you have to do it with a little bit of enthusiasm." In his experience "in order to be successful and to keep their attention you have to be somewhat entertaining. You have to tell stories." His students would describe him as having "a great sense of humor." They would also say, "I love his stories… [He] brings the concepts to life with examples."

Summary

The purpose of this study was to engage counselor educators identified as excellent teachers in an examination of meaningful experiences that contributed to their development as faculty in counselor education. Chapter IV presented participants' reflections on these experiences. Three common themes emerged: (1) *Teacher training*: the meaningful training experiences that prepared participants to teach; (2) *Influential instructors*: previous instructors and the meaningful qualities that made them influential; and (3) *Personal style as teachers*: meaningful qualities used by participants to describe their personal style as teachers. Chapter V discusses these findings in relation to teacher preparation and development in counselor education, as well as implications and recommendations for future research.

CHAPTER V

DISCUSSION OF FINDINGS

In this chapter, the findings presented in Chapter IV are discussed as they relate to the larger topic of teacher preparation and development in counselor education. There are numerous conclusions that could be drawn given the depth of information discovered from the study's data. This discussion of the findings focuses on the major contributions of this study as they relate to the literature reviewed in Chapter II. It is organized into five major sections: (1) application of the study's findings; 2) limitations; (3) implications; (4) recommendations; and (5) areas for future research.

The findings from this study provide a deeper level of detail for understanding how excellent teachers develop in counselor education. While these findings cannot be removed from the context from which they emerged, they can offer information about the phenomenon that could transfer to other contexts and other populations. It is hoped that the reader will discover compelling discussion points within Chapter V, as with the results presented in the previous chapter.

Application of the Findings As Related to the Literature Review

Teacher training in counselor education has evolved over the years. Before ACES developed guidelines for doctoral study in 1977, decisions concerning training doctoral students to teach were left up to individual programs. This program oriented directive led to varying outcomes in doctoral student preparation to teach. In 1994, CACREP

recognized teacher training in its doctoral level standards, and today teacher training is included as a doctoral level skill in the 2009 CACREP Standards.

At varying times throughout history, researchers have called into question teacher preparation in counselor education due to imbalanced teacher training across programs (Carter et al., 1994; Hall, 2007; Hunt & Gilmore, 2011; Hoyt, 1989; Tollerud, 1990). Participants of this study added to the discussion concerning the lack of training to teach at university level provided by counselor education programs. Additionally, through the common themes discovered in this study, participants also added to what is known in counselor education concerning the role of opportunities for real-world teaching experiences, mentors, and personal qualities in the development of excellent teachers. The following sections discuss participant reflections in these areas in relation to existing literature.

Lack of Formal Training to Teach in Higher Education

Formal training to teach refers to program sanctioned, doctoral level teacher preparation (e.g., course work, practicum, internship). The majority of participants in this study acknowledged that they lacked formal training to teach in higher education. Professor 5 stated, "Graduate students weren't allowed to teach a course… There wasn't a philosophical bent towards developing superior teachers." Similarly, Professor 10 acknowledged that his "doctoral program focused on making sure people became practitioners and supervisors," not teachers. For Professor 6, the emphasis on supervision was "direct and very, very helpful, but not for teaching." He never had the opportunity to teach an entire class. Likewise, Professor 3 had "no counselor education didactic training

of any sort" in his master's or doctoral training. Professor 9 confessed that prior to working as an adjunct instructor, he "didn't have any teacher training at all."

One possible reason for the lack of teacher training received by participants in this study may be that some received their doctorate at or around the time that the field of counselor education first established its doctoral degree. At that time, doctoral preparation to teach in counselor education was nearly non-existent. Most participants were trained as doctoral students before CACREP announced the addition of teacher training to the standards for practice in doctoral education in 1994. Before 1994, counselor education as a discipline focused doctoral training on preparing faculty for their roles as mentors, supervisors, and researchers–not teacher. For 6 of the 10 participants, teacher preparation was missed in their doctoral training.

As part of this study, participants were asked to reflect on the experiences that prepared them to teach. Interestingly, the majority of participants reflected upon their lack of formal training to teach in higher education. As a result, participants found other means of learning to teach. In fact, participants frequently cited a number of real-world training opportunities as significant contributors to their development as teachers. As discussed in theme 1, *Teacher training,* these real world experiences included co-teaching, adjunct teaching, undergraduate teaching certification, and on-the-job-training. Although real world experiences (e.g. co-teaching, adjunct teaching) were viewed as influential to the participants of this study, these opportunities are most helpful when offered in the context of a mentoring or supervised experience. Such collaborative experiences allow for consultation, feedback, and guidance during the training experience.

Opportunities for Real-world Teaching Experiences

In this study, opportunities to teach, including co-teaching, adjunct teaching, undergraduate teaching certification, and on-the-job-training, were beneficial for the preparation and development of participants as teachers. The literature on teacher preparation and training in counselor education makes a number of similar assertions. Tollerud (1990) studied the acquisition of skills for teaching in counselor education. Data analysis of the descriptive variables revealed that on the job training completed after graduation was associated with the greatest increase in self-efficacy toward teaching skills. Varying amounts of coursework did not result in any significant differences in self-efficacy toward teaching. Likewise, in a study conducted by Hall (2007), participants rated teaching an entire course from start to finish as the most effective tool in preparing them to teach during doctoral training.

In addition to the research conducted in counselor education, literature on teacher preparation in higher education also supports the need for real-world teaching experiences. Silverman (2003) promoted a teaching practicum for the preparation of future faculty. The teaching practicum would consist of supervision, sharing of pedagogical resources, conversations about teaching philosophies, and lessons on instructional decision-making. He asserted that giving doctoral students the tools they need to become competent teachers would help them adjust to their future positions as faculty, feel good about their teaching, and have a better chance of managing their various professional roles.

Participants in a study conducted by Austin (2002), also offered recommendations for improving graduate school in relation to preparation of future faculty. Among the

recommendations was the creation of diverse, developmentally oriented teaching opportunities. Participants advocated for universities to provide graduate students opportunities to take on increasingly complex and more autonomous teaching responsibilities. Based on her study, Austin made the recommendation that "all students who aspire to be faculty members should have opportunities to think deeply about teaching (including philosophical assumptions that guide teaching, diverse teaching strategies, characteristics of learners, curriculum development, and the implications of technology for teaching and learning)" (p. 113).

Meacham (2002), in his Preparing Future Faculty (PFF) movement, advocated for a major cultural shift in the way graduate students are prepared for their faculty roles. He asserted that graduate students would benefit from a training program wherein the completion of 150 hours of preparation for teaching, including seminars, workshops, courses, and supervised teaching, would earn students a certificate of college and university teaching. This very practical approach was built upon the premise that experience in the classroom is the best teacher.

Meacham's work has been supported in programs like The Responsive Ph.D., a project of the Woodrow Wilson National Fellowship Foundation (2005). Using a model similar to the PFF, the Woodrow Wilson National Fellowship Foundation affirmed that "Teaching and service, as evolving aspects of the doctorate, demand new kinds of training" (p. 17). Programs associated with The Responsive Ph.D. create opportunities, fellowships, internships, and practicums for graduate students to learn to teach in higher education. The researcher of the current study is aware of a similar initiative in counselor education, wherein a single doctoral student was granted a teaching internship between

Ohio University and the University of Wisconsin-Whitewater. The student was allowed full access to the host department, including opportunities to teach courses, sit in on faculty meetings, observe others teaching courses, and receive mentorship from a faculty advisor.

Emulating Teachers and Mentors

In theme 2, *Influential instructors,* participants of this study gave credit to their own instructors for influencing their development as teachers. The qualities that made these instructors influential were: (1) caring, (2) challenging, and (3) clarity of content. The relationships between participants and their instructors were so meaningful that participants wanted to emulate their instructors, especially the qualities of being challenging and caring. Having an influential instructor to admire and emulate was key in the preparation and development of this study's participants as teachers. Doctoral students look to instructors to model qualities of excellent teaching, and long for positive working relationships to support their development as teachers. The research literature on preparing doctoral students to teach in higher education validates this assertion.

According to Meacham (2002), the lack of teacher preparation at the doctoral level has had a negative impact on students in higher education. He suggested offering students opportunities for mentoring that include allowing students to follow faculty through a typical day on campus, preparing a course syllabus and having it critiqued, and being supervised in teaching by excellent teachers. Components of preparing future faculty with the greatest impact include being mentored by one or several faculty within the institution.

Also concerning mentoring, Austin (2002) gave recommendations for improving teacher preparation based on assertions made by the participants of her study. The participants called for faculty members to provide careful and thorough advising, and regular supportive mentoring. They wanted guidance on how to negotiate their way through the challenges of "graduate education, the expectations and criteria that define success in academe, how to interpret conflicting explicit and implicit messages, how to balance the personal and professional aspects of their lives, and the possibilities for alternative career routes" (p. 101). In addition, participants wanted faculty to provide more explicit feedback about their progress as students, as teachers, and as future faculty members.

In his article, Silverman (2003) discussed the importance of mentoring as an aspect of helping graduate students prepare for college teaching. He believed that those who have an interest in helping graduate students become successful university teachers practice mentoring. Mentoring includes supervising instruction, sharing resources related to teaching, and engaging in discussions about teaching philosophy and why instructional decisions were made in certain classes. Mentoring works best when professors model professionalism, and work to improve their own classes. Silverman also believed that mentorship does not end once the student graduates and secures an academic position. Faculty can continue the mentoring process by discussing classes, sharing syllabi and providing graduates with someone to talk to about teaching.

Personal Qualities

In theme 3, *Personal style as teachers,* participants in this study used a number of qualities to describe their personal style as teachers including: (1) pride in being a

teacher, (2) passion for teaching, (3) communicating care for students, (4) initiating challenging experiences, and (5) authenticity. The research literature describes similar qualities of excellent teachers. Hativa and colleagues (2001), for example, studied a group of exemplary university teachers at a large undergraduate institution. Emerging from the data were four main dimensions of effective teaching: (1) organized, (2) clarity, (3) interesting/engaging, and (4) classroom climate (e.g., exhibits care, behaves respectfully, provides feedback).

Acker (2003) conducted research on the reflections of professors who had been recognized for their outstanding teaching in order to identify attributes commonly associated with exemplary college and university teaching. According to the author, outstanding teachers exhibit a sense of passion for learning, for their discipline, and for teaching. They tend to elevate the tools of learning including critical thinking and problems solving skills above transmitting knowledge. They set and enforce high standards, and persuade students to perform the full measure of their potential. They are organized and clear in their presentational skills.

Jenkins and Speck (2007) explored the aspect of caring as a characteristic of effective teaching among award winning university professors. Given the variety of participant personalities, teaching styles, and disciplines, the authors concluded that effective teaching was more than just a cluster of strategies used in a meaningful way, but struggled to find the common thread connecting these award-winning professors to sound teaching practices. In the end, what they decided united award-winning professors was their belief that good teaching requires meeting student needs. In essence, excellent professors promote and cultivate a caring attitude toward teaching and learning.

The research literature on qualities of excellent teachers that formed the basis of Jenkins and Speck's (2007) study was derived from a number of disciplines in higher education (e.g., criminal justice, Hebrew literature, psychology, history). Regardless of their differences, the qualities used to describe excellent teachers are remarkably similar. The current study confirms and supports the previous research on this subject. It also adds to the limited literature on teacher preparation and development in counselor education. Through this research, the field gains a better understanding of the qualities of excellent teachers thus informing learning outcomes for the preparation of doctoral students in counselor education. This study is the first of its kind to explore the experiences of counselor educators recognized for their excellent in teaching.

Limitations

The limitations for the study's research design are discussed in the following section. One limitation of the phenomenological design used to conduct this study was that while the data fostered in-depth information about the development of excellent teachers in counselor education as a phenomenon, the data did not result in a breadth of information.

A second limitation of this study concerns the goal of obtaining data that required an examination of meaningful reflections of participant experiences. An advantage of this approach was that the data allowed for an exploration into the development of excellent teachers specific to a common set of contextual (e.g., award winners, nominated by their chair) and environmental factors (e.g., working as counselor educators, situated in the mid-west, CACREP accredited). As a result of attending to these contextual and environmental influences, the results of this study provide a rich description of the

development of excellent teachers in counselor education that had not yet been explored. Yet, a limitation of this approach is that this data is bound to the specific, award winning counselor education faculty from which the information was derived.

A third limitation of this study is that the participants represented a fairly homogenous sample with regard to certain individual demographics (e.g., generational cohort, race, level of education, national locale). The sample in this study provided a depth of information about the commonalities experienced in the development of excellent teachers in counselor education; however, the outcomes found herein might not accommodate the experiences of a more diverse sample of participants. Participants from different racial statuses, age cohorts, or stages of career development could have provided additional information on the development of excellent teachers in counselor education.

A fourth limitation of this study was the exclusion of unidentified excellent teachers. Participants of this study were all award winning counselor education faculty. Award winning participants were singled out for their dedication and commitment to teaching in counselor education, and much valuable data was extracted as a result. Nevertheless, there are many excellent teachers in counselor education who have not received recognition, and were therefore, not included in this study.

A fifth limitation of this study was that the primary researcher conducted all of the data collection and the majority of data analysis alone. The strength of this approach was that the researcher became intimately immersed in the data, and was able to use her direct experiences interacting with participants during data collection to facilitate the analysis process. Nevertheless, the researcher viewed and interpreted the data from a particular point of view that could have varied from other viewpoints. Important aspects of the data

collection and interpretation could have been missed, though several intentional strategies (e.g. bracketing) were used to minimize the impact of this limitation.

Another limitation of this study as it relates to the researcher was that the researcher shared some of the same social group identities with the participants (e.g., white, counselor educator, teacher). The similarities facilitated an insider approach to investigating the phenomenon, and allowed the researcher to align with participants, design questions, and formulate interpretations of the data specific to the shared experiences (e.g., doctoral training, familial influence, current teaching practices). The similarities, however, could have created interference in fully detecting and exploring the nuances of differences that the participants described. The researcher attempted to minimize her own bias by consulting with an auditor, and seeking feedback from participants. The qualitative process of bracketing to set aside personal experience as a doctoral student with a burgeoning interest in teaching was also used to view the current phenomenon with an open mind.

A final limitation of this study relates to a reality that, while difficult to avoid, is important to consider when interpreting the results. The decision to include participants with doctoral degrees from *both* counselor education *and* related fields to counselor education was important. While most counselor educators may come from counselor education training programs, the history of the profession reflects contributions from those who have come from some other disciplines, including counseling psychology. Recent changes to the 2009 CACREP Standards require all new counselor education faculty hires to have graduated from counselor education programs. The ability to ensure

that training experiences are, at least, consistent in terms of professional identity and emphasis on certain CACREP standards will be a benefit to the profession.

Hearing from those who are excellent teachers in counselor education was the primary focus of data collection. An advantage of the inclusion of participants from related fields was that all of the counselor educators awarded for excellence in teaching were allowed to participate in the study.. Further, participants were not excluded on the basis that their degree was granted before the counselor education doctoral degree was firmly established. Including those from outside of the counselor education profession, while necessary, may limit the usefulness of the findings in revealing anything definitive about counselor education programs specifically. Therefore interpretations about the perceived quality of their experiences and the degree to which they reflect positively or negatively on counselor education teacher preparation should be made cautiously. This research was an attempt to study the development of excellent teachers in counselor education; however, the direct training to teach participants received may have been more or less competent depending on their program of study and level of accreditation standards.

Implications

This study provides a description of the qualities of excellent teachers in counselor education and how they developed as faculty. Outcomes point to the need for counselor education programs to include opportunities for doctoral students to teach, feedback on teaching, mentorship, observation of teaching, and college teaching courses. Implications of this study are meant to influence curriculum change among doctoral

programs in counselor education, and inform the next generation of CACREP standards for doctoral learning outcomes.

Counselor education doctoral programs are asked to consider the results of this study in establishing support for curriculum changes to doctoral programs. Programs are also encouraged to act intentionally in creating opportunities for doctoral students to teach. Perhaps counselor education programs will consider developing a specialized experience for advanced doctoral students to further their knowledge of how to teach. The Council of Graduate Schools (CGS) in collaboration with the Association of American Colleges and Universities (AAC&U) has done extensive work with institutions to encourage a similar initiative. In fact, according to its website, "the Preparing Future Faculty (PFF) program is a national movement to transform the way aspiring faculty members are prepared for their careers" (http://www.preparing-faculty.org/). The program advocates for college and universities to legitimize teacher training for doctoral students through credentialing programs in college teaching. The PFF program offers training for institutions, departments, or programs interested in developing these areas for their doctoral students.

The Woodrow Wilson National Fellowship Foundation (WWNFF) has also published its own program initiative related to the concerns of doctoral preparation. *The Responsive Ph.D.* explored the value of training doctoral students to teach using new practices and new partnerships. Important questions were posed such as, "By what means can we make all aspects of doctoral training, including pedagogy, truly developmental?" and "How do we evolve from the habit of assigning our least-experienced teacher to our least-experienced students…?" A number of recommendations were offered along with

some examples from participating institutions. The next section will explore these

recommendations in-depth, and extend the conversation on best practices in preparing

doctoral students to teach in counselor education.

Recommendations

A number of recommendations have been made from higher education interest

groups to address the gap in training doctoral students to teach. Suggestions include the

need for authentic teaching opportunities, courses on teaching and learning, and

mentorship that includes feedback and observations. The profession faces a challenge in

designing a program that meets CACREP standards while advancing doctoral students'

preparedness to teach. Most doctoral training programs, with the exception of Counselor

Education, include opportunities for doctoral students to teach undergraduate courses.

However in Counselor education where the discipline is most often graduate only, the

opportunity for teaching is understandably limited. As a result, restrictions on who is

allowed to teach graduate level courses may limit training opportunities for doctoral

students in counselor education programs. Therefore, program faculty are encouraged to

advocate to college Deans and administrators for teacher-training experiences for

doctoral students that include teaching or co-teaching select, graduate level courses for

which they have the requisite training and supervision.

Leading the movement on doctoral preparation to teach is the Preparing Future

Faculty (PFF) program. As mentioned earlier, the PFF advocates for collaborative

relationships between institutions to develop opportunities for doctoral students to learn

about faculty roles from participating faculty. Doctoral students enroll to participate in

certificate programs, workshops, mentoring, and instruction in modern teaching, just to

name a few. There are a number of aspects in the PFF program, and universities cannot hope to succeed without institutional support. The University of Cincinnati (UC) offers a good example of a first-rate PFF certificate program. The program is elective, and UC doctoral students from any discipline are allowed to sign up at no cost. The requirements to complete the PFF certificate are: (a) take part in two colloquia (i.e., teaching effectiveness and academic job search), (b) attend five workshops on the enhancement of teaching and learning, (c) attend two reading groups on topics in effective teaching, and (d) complete a 40-hour mentoring experience (http://grad.uc.edu/student-life/grow/pff.html, 2012).

Participation in UC's PFF certificate program is widely recognized, and does not interfere with time to degree. Students agree that it gives them an advantage among their peers in the job market. However, most of the participants will enter the field as professors of undergraduate education. Counselor education could learn from the PFF program about how to develop curriculum characteristics and establish institutional support; the difference would be a focus on graduate level teaching preparation.

A number of doctoral degree granting institutions have developed similar versions of the PFF that incorporate some, but not all, of the essential elements of the program. Institutions with campus-wide initiatives include Michigan State University (MSU). MSU offers a Certificate in College Teaching wherein participants are asked to develop a teaching portfolio. Student completing the program receive a transcript notation for their participation. Iowa State University (ISU) offers a one-credit seminar series, a three-credit course, and two independent studies for doctoral students interested in preparing for their career as faculty.

There are a number of options for interpreting the PFF that align with the goals of the program. Institutions that offer departmental-based versions include Pennsylvania State University's (Penn State) Department of Communication, which offers a Graduate School Teaching Certificate. Requirements for this program include: (a) a semester of supervised experience in college teaching, followed by (b) a course on college teaching, then a subsequent semester of supervised experience in college teaching, and (c) development of a website that includes a teaching philosophy. The certificate program is self-directed by students wanting recognition for their commitment to college teaching.

In addition to the PFF program, the Woodrow Wilson National Fellowship Foundation (WWNFF) (2005) has also joined the movement on preparing doctoral students for future role as faculty. In their publication, *The Responsive Ph.D.*, the authors highlight programs such as those at Howard University for developing a certificate-training program in college teaching, and credit-bearing courses for practicum and field experience in college teaching. Princeton University is also highlighted for offering a four-week mini course on faculty development for advanced doctoral students assuming their first academic appointment. This program covers a range of topics including aspects of tenure and promotion, how students learn, and suggestions for preparing lectures (WWNFF, 2005).

Areas of Future Research

Outcomes of this study revealed a number of relevant themes related to the development of excellent teachers in the field of counselor education. Some themes were consistent with this study's research, focus while others were not. The major findings of this study are included in Chapter IV and answer the research aim of this study, which

was to explore the experiences that contribute to the development of excellent teachers in counselor education. Other themes, while representative of participants' views, moved away from the main objectives of the study, and were therefore excluded from the results chapter. These themes, which were unrelated to the research focus, should nevertheless be considered for further development in future research projects. These themes include: (1) *Views on teaching and learning,* and (2) *Professional development activities*.

In the process of reflecting on their development as teachers, participants described their active views on teaching and learning in counselor education. Specifically, participants commented on adult learning styles, learning as a reciprocal process, and creating learning environments. Research focused on understanding the way recognized excellent teachers conceptualize their classrooms could make for an important contribution to field of counselor education.

Another important area of research worth exploring is the professional development activities of excellent teachers in counselor education. For participants, their professional development activities include: attending workshops and professional conferences, dialoguing with faculty, co-teaching, mentoring junior faculty, and observing other faculty. There is an obvious social component in each of these activities. The idea that teachers learn from each other could be a natural progression for further study on this topic.

A final possible area of future research concerns the importance of recognition for identifying excellence in teaching in counselor education. It has been previously mentioned in this paper that there are as many good teachers as there are way of teaching. Excellent teachers abound; however, many of them go unrecognized. Future research

could explore ways in which counselor education programs can best utilize departmental

resources to establish and maintain excellent teaching in counselor education.

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Appendix A

CACREP Doctoral Learning Outcomes

CACREP Doctoral Learning Outcomes

<u>TEACHING</u>

C. Knowledge
1. Understands the major roles, responsibilities, and activities of counselor educators.
2. Knows instructional theory and methods relevant to counselor education.
3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

D. Skill and Practices
1. Develops and demonstrates a personal philosophy of teaching and learning.
2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors

Appendix B

E-mail Recruitment Guidelines: Outstanding Professional Teacher Award Recipients

E-mail Recruitment Guidelines: Outstanding Professional Teacher Award Recipients

[The following script is intended to provide a standard guide for use in explaining the study in more detail through email contact with potential participants.]

Good morning, _____. My name is Allison E. Buller, and I am a doctoral student in counselor education at Western Michigan University. I am conducting a dissertation research study on excellent teaching in counselor education. In this study, I am supervised by Dr. Stephen E. Craig. I am writing to you to invite you to participate in this study. The following information provides you with a summary of information on the study. If you are interested in receiving additional information about the study, contact me. Please let me know if you are not interested in participating in this study.

Thank you for your time in reading and responding to this inquiry. I look forward to hearing form you. Please feel free to contact me with any additional questions.

Thank you,

Allison E. Buller

Title: Excellent Teaching in Counselor Education

- I am seeking participants who have been recognized for their excellence in teaching.

- This study seeks to engage counselor educators who are identified as "excellent" teachers in an examination of the meaningful experiences that contributed to their development as faculty in counselor education.

- Findings are intended to inform teacher preparation in counselor education doctoral programs and add to the research literature on the process of developing teaching excellence in counselor education.

- Since our approach to teaching is different than in most other disciplines, perhaps this study will add clarity to the definition of what makes an "excellent" counselor educator and illuminate the qualities that make us a unique entity within higher education.

Appendix C

Phone Recruitment Guidelines: Outstanding Professional Teacher Award Recipients

Phone Recruitment Guidelines: Outstanding Professional Teacher Award Recipients

[The following script is intended to provide standard guidelines for use during the initial phone contact with potential participants. The script may not be followed verbatim but all information and general process will be followed.]

Hello _____. My name is Allison Buller, and I am a doctoral student in counselor education at Western Michigan University. I am conducting a dissertation research study on excellent teaching in counselor education. In this study, I am supervised by Dr. Stephen E. Craig. I identified you as a potential participant for this study. I am wondering if you have a few minutes to talk briefly about my study? [if the individual has time to talk, proceed with the script; if not ask for a good time to call back.] I would like to invite you to participate in a study in exploring the lived experiences of excellent teachers in counselor education. Specifically, I am interested in exploring the process of how counselor educators developed excellence in teaching.

I am seeking participants who have received the "Outstanding Professional Teaching Award". Given that this award is the only one of its kind at the regional, state and national level, you are among an elite and unique group of individuals.

I will be sending you an e-mail with specific information about the study. If you decide to participate, I would like you to complete the forms attached to the e-mail message (contact form, informed consent form, and background information form) which should take about 10-15 minutes. This information will be used to collect participant demographics. All information collected will be kept confidential and secure. Next, you will be invited to participate in two interviews, an initial interview and a follow-up interview. Both interviews will be conducted at your convenience. I would like to send you a research packet that contains more information on the study. [if the individual indicates they are interested, proceed with the script, if not, then thank the individual for their time.] Please be aware that you may discontinue your participation at anytime during this research study with any penalty.

Mailing Research Packet Guidelines
The research packet will contain an informed consent form to read in further considering whether or not you would be willing to participate in this study. The consent form contains my contact information so that you can reach me any time with your questions or comments about the study. I will also include additional forms and a self-addressed stamped envelope to be used in returning completed research materials.

Thank you,
Allison E. Buller

Appendix D

E-mail Recruitment Guidelines: Counselor Education Department Chair

E-mail Recruitment Guidelines: Counselor Education Department Chair

[The following script is intended to provide a standard guide for use in explaining the study in more detail through email contact with counselor education department chairs and potential participants.]

Good morning,_____. My name is Allison E. Buller, and I am a doctoral student in counselor education at Western Michigan University. I am conducting a dissertation research study on excellent teaching in counselor education. In this study, I am supervised by Dr. Stephen E. Craig. I would like to invite you to nominate an excellent teacher from your department to participate in a study exploring the lived experiences of excellent teachers in counselor education. Specifically, I am interested in exploring the process of how counselor educators developed excellence in teaching. The following information provides you with a summary of information on the study. If you are interested in nominating a faculty member for this study, please forward this information along to the potential participant for additional information. Please let me know if you are not interested in participating in this study.

Thank you for your time in reading and responding to this inquiry. I look forward to hearing from you. Please feel free to contact me with any additional questions.

Thank you,

Allison E. Buller

Title: Excellent Teaching in Counselor Education

- I am seeking participants who have been recognized for their excellence in teaching.

- This study seeks to engage counselor educators who are identified as "excellent" teachers in an examination of their teaching practices and their development as faculty in counselor education.

- Outcomes are intended to inform teacher preparation in counselor education doctoral programs and add to the research literature on the process of developing teaching excellence in counselor education.

- Since our approach to teaching is different than in most other disciplines, perhaps this study will add clarity to the definition of what makes an "excellent" counselor educator and illuminate the qualities that make us a unique entity within higher education.

Appendix E

Phone Recruitment Guidelines: Counselor Education Department Chair

Phone Recruitment Guidelines: Counselor Education Department Chair

[The following script is intended to provide standard guidelines for use during the initial phone contact with potential participants. The script may not be followed verbatim but all information and general process will be followed.]

Hello _____. My name is Allison Buller, and I am a doctoral student in counselor education at Western Michigan University. I am conducting a dissertation research study on excellent teaching in counselor education. In this study, I am supervised by Dr. Stephen E. Craig. I identified you as the department chair of counselor education at (University). I am wondering if you have a few minutes to talk briefly about my study? [if the individual has time to talk, proceed with the script; if not ask for a good time to call back.]. As Department chair, you are you are privy to faculty strengths and teaching awards for which a faculty member may have received recognition; therefore, you are a valuable resource for identifying excellent teachers in counselor education. I would like to invite you to nominate an excellent teacher from your department to participate in a study exploring the lived experiences of excellent teachers in counselor education. Specifically, I am interested in exploring the process of how counselor educators developed excellence in teaching.

I will be sending you an e-mail with additional information. If you are interested in nominating a faculty member for this study, please forward the e-mail message along to the potential participant.

Thank you,

Allison E. Buller

Appendix F

Follow-up E-mail for More Information

Follow-up E-mail for More Information

Hello _____. Thank you for responding and for your interest in receiving more information about the study. I will mail you a research packet that contains information on the study and the necessary documents. The research packet will contain an informed consent form to read in further considering whether or not you would be willing to participate in this study. The consent form contains my contact information so that you can reach me should any questions arise once you read the materials. I will also include the additional forms and a self-addressed stamped envelope for you to return the forms after completing them.

How would you like me to send you the research packet? Please provide an email address if this is your preferred method or a U.S. postal mailing address.

Please let me know if you have any questions at this time. Thank you for your time and consideration of this study.

Thank you,

Allison E. Buller

{The research packet will be mailed and follow-up contact made to the individual approximately one week after the forms have been mailed.}

Appendix G

Recruitment Letter

Recruitment Letter

This letter serves as an invitation to participate in a doctoral dissertation research study entitled "Excellent Teaching in Counselor Education."

My name is Allison E. Buller, and I am pursing my doctoral degree in counselor education in the department of Counselor Education and Counseling Psychology at Western Michigan University. This research study is part of my dissertation under the supervision of Dr. Stephen E. Craig. I am seeking potential participants who are recognized excellent teachers in counselor education. I am interested in interviewing excellent teachers in counselor education who have recognized for their accomplishments through the receipt of the "Outstanding Professional Teacher Award" or those nominated by Department Chairs of Counselor Education programs as excellent teachers in their departments.

 This study seeks to engage counselor educators who are identified as "excellent" teachers in an examination of their teaching practices and their development as faculty in counselor education. This study is the first of its kind in counselor education. Results are intended to inform teacher preparation in counselor education doctoral programs and add to the research literature on the process of developing excellence in teaching counselor education. Since our approach to teaching is different than in most other disciplines, perhaps this study will add clarity to the definition of what makes an "excellent" counselor educator and illuminate the qualities that make us a unique entity within higher education.

If you choose to participate, your responses will be held in the strictest of confidence. If you are interested in learning more about participating in this study, please contact me by e-mail (allison.e.buller@wmich.edu) or phone (269-823-3634) to receive additional information.

Thank you for you time and consideration,

Sincerely,

Allison E. Buller

Appendix H

Informed Consent

Western Michigan University
Department of Counselor Education and Counseling Psychology

Principal Investigator: Stephen E. Craig, Ph.D.
Student Investigator: Allison E. Buller, M.S.

Title of Study: *Excellent Teaching in Counselor Education*

You have been invited to participate in a dissertation study being conducted by Allison E. Buller, M.S., in partial fulfillment of the requirements for the doctoral degree in Counselor Education at Western Michigan University. This study is conducted under the supervision of Stephen E. Craig, Ph.D. of Western Michigan University, Kalamazoo, Michigan. The purpose of this study is to engage counselor educators, identified as "excellent" teachers, in an examination of the experiences that contributed to their development as a faculty in counselor education. By reflecting on the experiences that prepared them to teach, excellent teachers may provide the next generation of faculty members with rich descriptive strategies for teacher preparation in counselor education. Given that our approach to training doctoral students is different than in most other disciplines, perhaps this study will illuminate the qualities that make us a unique entity within higher education and add clarity to what makes an "excellent" teacher in counselor education.

Participation in the study involves two steps. The first step involves completing a background information form, an informed consent form, and a contact form, which should take about 10-15 minutes. The background information form includes personal demographic information and professional information.

The second step involves participating in two interviews, an initial interview and a follow- up interview. The goal will be to complete the initial interview in person at a private location. However, phone interviews may be arranged. As a participant, you will be asked to choose a location and time that is convenient for the interviews. I will travel to meet with you at the location that you designate (e.g., office). The initial interviews will last between 1 to 2 hours and you will be asked questions about your experiences that contributed to your development as an excellent teacher in counselor education. Prior to the initial interview, you will be sent a guide providing general topics of interview questions on which to reflect in order to prepare for the interview. You will be asked to share personal stories and examples that illustrate your preparation and development as a teacher. The interview questions will cover the following general areas: (a) early life experiences that were meaningful at influencing you to teach; (b) teacher preparation during your doctoral studies; (c) experiences post graduate school that contributed to your continued development as a teacher in counselor education; and (d) your definition of what makes an excellent teacher. The interviews will be audio- recorded and transcribed.

The follow-up interviews will occur 1-2 months after the initial interviews and will last approximately one hour. Considering the distance I will conduct the follow-up interviews via phone or Skype. I will contact you in order to schedule the time for the follow-up

interview. Prior to the follow-up interview you will receive the interview transcript for review. During the follow-up interview, you will be asked to clarify any inaccurate information and to describe any additional information that may have surfaced since our initial interview. These interviews will also be audio recorded and transcribed. I anticipate the total participant time will be approximately five to seven hours across four months which includes reading and completing forms, preparing for interviews, and participating in interviews.

All of the information collected from participants is confidential. The following procedures will be followed in order to maintain your confidentiality. First, all research materials will be coded using the pseudonym provided by the participant. Pseudonyms will be used to identify the information form, interview audio recording, and interview transcript. Participant names will be replaced with pseudonyms as the audio recordings are transcribed, and other identifying information such as town names will be omitted from the transcripts. All contact forms will be destroyed upon completion of the data analysis so that participants' identities will not be connected to their responses in any way. When results of this study are published or presented at professional conferences no information will be included that will reveal participants' identities.

Second, research materials (forms, recordings, transcripts) will be stored in a secure, locked location under restricted access. The contact forms will be securely stored separate from the data. The student investigator and principal investigator will be the only people with access to the contact forms and consent documents. Prior to the external auditor review of the transcripts and research results, all potentially identifying information (such as town or workplace names) will be removed from the transcripts. Access of research materials to the external auditor will be supervised by the student investigator.

Third, upon completion of the data analysis, the contact forms, consent forms, and the audio recordings will be destroyed. Through this procedure, once the contact forms are destroyed and the audio recordings erased, there will be no remaining record of who participated in the research. The de-identified transcripts and the other research materials will remain stored under the supervision of the principal investigator in a locked file at the Department of Counselor Education and Counseling Psychology at Western Michigan University for seven years post publication. The student investigator will also securely store a copy of the de-identified transcribed interviews and data for a minimum of seven years post publication. After this time, all data will be destroyed.

Possible risks of participation in this study include manageable mild to moderate stress or emotional discomfort in recalling and sharing information about your development as a teacher in counselor education. *Should you can choose to stop participating in the study at anytime for any reason, you will not suffer any prejudice or penalty as a result of your decision.* Benefits of participation may include increased understanding of what it means to be recognized as an excellent teacher. Likewise, you may benefit from reflecting on the experiences that contributed to your development as an excellent teacher and the awareness that you are providing information that can inform teacher preparation in

counselor education.

Should you have any questions prior to or during the study, you can contact the primary investigator, Allison E. Buller at (269) 823-3634 or allison.e.buller@wmich.edu. You may also contact the Chair, Human Subjects Institutional Review Board at 269-387-8293 or the Vice President for Research at 269-387-8298 if questions arise during the course of the study.

This consent document has been approved for use for one year by the Human Subjects Institutional Review Board (HSIRB) as indicated by the stamped date and signature of the board chair in the upper right corner. Do not participate in this study if the stamped date is older than one year.

I have read this informed consent document. The risks and benefits have been explained to me. I agree to take part in this study.

_____

Please Print Your Name

_____

Participant's signature   Date

Appendix I

Contact Form

Contact Form

This study will consist of in person or telephone interviews. The researcher will cover all expenses for travel or phone use. If you are interested in participating in this study please complete this contact form and return it with both the background information form and signed informed consent form. This form will be kept separately from the Background Information Form in a secure location. The information on this form will only be used to contact you in order to set up interviews. After the analysis of the interviews has been completed, this form will be destroyed. If you are not selected for participation in the interviews, then this form will be destroyed upon completion of all first interviews.

NAME_____

TELEPHONE CONTACT:

Preferred phone number including area code:_____

Best times to reach you at this number:_____

May I leave a message for you a this number on a machine? _____Yes _____ No
May I leave a message for you with someone at this number? _____Yes _____No

MAILING ADDRESS
_____

_____

_____

EMAIL ADDRESS: _____

Preferred Method for Receiving Written Correspondence Regarding this Study:

_____U.S. Mail   _____E-mail

Appendix J

Background Information Form

Background Information Form

Please complete this background information form and return it with both the contact form and signed informed consent form.

Please respond to the questions below by filling in the blanks or circling the choices that best describe you.

Gender:_____

Age:_____

Race/ethnicity (please circle):
1. American Indian Alaskan Native
2. Asian or Pacific Islander
3. African American/ Black, nor of Hispanic Origin
4. Hispanic or Latina
5. Caucasian, European American, not of Hispanic Origin
6. Bi-racial/ Multi-racial (please specify)_____

Disability (Please circle all that apply)
1. None—No Disability
2. Physical/Orthopedic Disability
3. Blind/Visually Impaired
4. Deaf/Hard of Hearing
5. Learning/Cognitive Disability
6. Developmental Disability
7. Serious Mental Illness
8. Other:
   _____

Social Class (please circle):
1. Lower class
2. Lower middle class
3. Middle class
4. Upper middle class
5. Upper class

Work Profile

Number of years working as a counselor educator:_____

Number of years teaching as a counselor educator:_____

Current professional title:

_____

State in which you currently work: _____

Thank you for taking the time to complete this questionnaire.

Appendix K

Western Michigan University Human Subjects Institutional Review Board Approval

WESTERN MICHIGAN UNIVERSITY

Human Subjects Institutional Review Board

Date: November 14, 2011

To: Stephen Craig, Principal Investigator
Allison Buller, Student Investigator for dissertation

From: Victoria Janson, Interim Chair

Re: HSIRB Project Number 11-08-09

This letter will serve as confirmation that the change to your research project titled "Excellent Teaching in Counselor Education" requested in your memo dated November 14, 2011 (to revise exclusion criteria to not preclude participants with similar degrees [to a doctoral degree in counseling education] and who meet the criteria for inclusion) has been approved by the Human Subjects Institutional Review Board.

The conditions and the duration of this approval are specified in the Policies of Western Michigan University.

Please note that you may **only** conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: August 19, 2012

Walwood Hall, Kalamazoo, MI 49008-5456
PHONE: (269) 387-8293 FAX: (269) 387-8276

Appendix L

Semi-structured Interview Guide

Semi-structured Interview Guide

The following will serve as the interview guide. Throughout this process, the researcher will facilitate the process of active listening, reflection, clarifications, and probes in addition to specific questions and prompts to respond.

Early Experiences
1. I would like to talk about the experiences that contributed to your development as a recognized excellent teacher in counselor education. To begin,
    a. Would you reflect on the experience(s) that influenced your decision to become a teacher?
    b. Did someone influence your decision to become a teacher? Who?

Graduate Training
2. Would you reflect on the experiences that prepared you to teach as a faculty member in counselor education? Specifically, would you talk about your graduate level teacher training?
    a. What was meaningful about these experiences?
    b. What factors within you were important in fostering your development as a teacher during this experience?
    c. What factors within your environment were important in fostering your development as a teacher during this experience?

Post Graduate Training
3. Since your graduate school training, would you talk about the most meaningful experiences that have contributed to your development as a teacher?
    a. What was meaningful about these experiences?
    b. What factors within you were important in fostering your development as a teacher during this experience?
    c. What factors within your environment were important in fostering your development as teacher during this experience?

Personal

4. Would you describe what it means to you to be recognized by your colleagues as an excellent teacher?

    a. Describe how this experience has changed you

    b. What does is mean to be an excellent teacher in counselor education?

Conclusion

5. Is there anything else you'd like to add?

Appendix M

Contact Guideline for Scheduling Follow-up Interviews

Contact Guideline for Scheduling Follow-up Interviews

{The following script is intended to provide a standard guideline for use in scheduling and arranging the follow-up interview.}

Hello, _____(name of respondent), this is Allison Buller. I am contacting you because the first set of interviews have been completed and I am now scheduling follow-up interviews. The next step is for us to schedule a time to complete the follow-up interview. These interviews are important so that we have the opportunity to talk about how accurately your own experiences are reflected in the interview transcripts. Given the distance, I would like to conduct the follow-up interview by phone or Skype. When are you available for the interview? I will be sending you a reminder of our scheduled time and a copy of the transcript to review for accuracy. I am interested in any additional thoughts you had since our initial interview. Would you like me to email you these materials or mail them to you prior to our meeting?

Thank you again and I look forward to meeting with you on _____ (time of meeting) via (phone or Skype). Please contact me in the meantime should any questions or concerns arise (give contact information).

{This script will be sent in the form of an email if the potential participant has indicated that this is the preferred method of contact.}

Appendix N

Follow-up Interview Guide

Follow-up Interview Guide

The following guide will help focus the follow-up interview process. This is not intended to be a script but a document to provide the researcher with guidance in asking questions that will deepen the understanding of the data collected. The researcher will facilitate the process by using interviewing skills such as active listening, reflection, clarifications, and probes.

<u>Participant Check of Interview Transcript</u>

1. Ask for specific feedback and changes that could clarify or alter the individual transcript to better reflect the participant's experience.

2. Discuss the participant's reactions to reading their individual transcript.

3. Discuss any additional reflections that may have surfaced since the initial interview regarding teacher preparation and teacher development in counselor education.

4. Ask for any additional feedback on the study.

Appendix O

Participant Response Frequency Tables

Participant Response Frequency Tables

Teacher Training

Case 1: Teacher Training in CED	Prof 1	Prof 2	Prof 3	Prof 4	Prof 5	Prof 6	Prof 7	Prof 8	Prof 9	Prof 10
1. Counseling informs teaching		3x		x			2x			2x
2. Coursework	x							4x	x	
3. Teaching experience										
(Taught mater's level course)				2x					x	
4. Teaching certification	3x	x		2x	x	2x	2x			2x
5. On-the-job training	2x					x		x	X	
6. Co-teaching experience								4x	2x	
(Feedback/evaluations)	x			2x				x		

Theme 2: Qualities of Influential Instructors

Case 1: Qualities of Influential People	Prof 1	Prof 2	Prof 3	Prof 4	Prof 5	Prof 6	Prof 7	Prof 8	Prof 9	Prof 10
Teaching mentor			5x	x	2x	x		4x		3x
Family members	2x	5x		2x		2x	2x			4x
1. Challenging			x	2x	2x	x				2x
2. Clarity of content	x		2x	2x		2x		x	2x	
3. Cares	2x		4x	10x	4x	3x	6x	5x		
(Learned my name/made me feel special)			3x	x		x		2x		
(Took time to process info)				2x				x		
(Committed to students/inviting/supportive)				4x	4x	2x	2x	2x		
(Saw my potential)				3x			4x			
(Respect)				x		x		6x		
Case 2: Qualities of Doctoral Faculty										
Emulate teacher/mentor			2x	x	x	x			2x	x
1. Challenging					x		2x			5x
2. Good at getting info across			x			x			2x	
3. Cares				2x	x	3x	x			
(Respectful)						2x				
(Committed to students)				2x	x	x	x			

Theme 3: Personal Qualities

Case 1: Personal Qualities	Prof 1	Prof 2	Prof 3	Prof 4	Prof 5	Prof 6	Prof 7	Prof 8	Prof 9	Prof 10
1. Pride in Teaching	x	x	x	x		2x	4x	2x		4x
2. Challenge Students						x				
3. Organized/professionalism/Content							x			3x
4. Empathic		9x	x		x			2x		x
5. Creativity	4x									
6. Authentic	x			2x				x		
Case 3: Personal Characteristics										
1. I take pride in teaching	3x	x	x		2x	2x	x	x	2x	
2. I challenge				6x			2x	2x		6x
3. I know content and organize it	3x			3x			x			
4. I care		10x	x	4x	x	x	6x	4x		
(Demonstrated investment/working relationship)		2x	x	2x	2x		2x	x	2x	3x
(Respect for students)		4x		2x	2x		x	4x		
5. Creativity	2x			2x					2x	
6. Authenticity	2x				3x	3x	x	4x		5x
7. Passion/enthusiasm	4x	4x	3x			2x	5x			