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The Culturally Informed Social Justice-School Counselor Supervision Model

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Abstract

School counselors cultivate spaces of equity and inclusion for all students. However, many school counselors lack preparedness to fulfill these responsibilities. During graduate programs, school counseling graduate students are provided practical opportunities to develop skills to examine school policies and practices. However, site supervisors are not always adequately prepared or trained regarding the theory and practice of supervision to facilitate fieldwork experiences. Program faculty are called to provide support for site supervisors to strengthen their ability to fulfill this role. The authors discuss and outline their designed comprehensive culturally informed social justice-school counselor supervision model (CISJ-SCSM) for school counselor site supervision and training. Practice examples and implications for counselor educators and site supervisors are provided.

Significance to the Public

The culturally informed social justice-school counseling supervision model is a framework aimed to bridge the professional gap between training, access, and delivery of supervision for school counselors in training. Counselor educators and supervisors might consider this model to address appropriate professional development and andragogical strategies focused on integrating culturally affirming, social justice-oriented practices during the practicum and internship experiences for school counselors in training.

Keywords: school counseling, supervision, social justice, culturally informed

Social justice in school counseling has garnered increased attention as members of marginalized populations continue to be impacted by discriminatory policies and practices in schools. School counselors (SCs) interrupt these practices through implementation of social justice-oriented counseling practices (Atkins & Oglesby, 2019), which are efforts intended to dismantle barriers and threats to student well-being, safety, and success while affirming student identities (Ratts et al., 2007). However, many SCs report lack of preparedness to meet these demands (American School Counselor Association [ASCA], 2021c).

Counselor educators (CEs) must ensure that school counselors-in-training (SCITs) have

opportunities to engage with students from differing backgrounds, apply classroom learning, and better understand the needs of the communities they will serve (Joe et al., 2021). Experiential learning opportunities (i.e., fieldwork) are key experiences that foster knowledge acquisition, personal growth, critical thinking, and practical application of skills. SCITs complete a 700-hour fieldwork experience (100-hour practicum and a 600-hour internship) during graduate programs, both of which are supervised by site supervisors (SSs) and program faculty (Council for the Accreditation of Counseling and Related Educational Programs [CACREP], 2023). However, inconsistent support (McKibben et al., 2022) and inadequate education related to supervision theory and practice have been indicated

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as areas of concern (Brown et al., 2018) regarding site supervisor (SS) preparedness to fulfill these responsibilities. Researchers have also noted that when supervision training is provided topics specific to multicultural issues and advocacy are less frequently covered (McKibben et al., 2022).

Supervisors are responsible for engaging in culturally affirming supervision and using models of supervision (ASCA, 2022). There are few supervision models and frameworks that capture the nuanced role of SCs (Hilts et al., 2022; Ieva et al., 2022; Ockerman et al., 2013). One common supervision model for SCs is Luke and Bernard's (2006) school counseling supervision model (SCSM). The SCSM has been used in research since its origin and has yielded positive results related to school counselor (SC) supervision experiences and practice (Bernard & Goodyear, 2019; Brown et al., 2018) but there is limited focus on navigating cultural considerations. Dollarhide et al. (2021) published the social justice supervision model (SJSM), which underscores the importance of exploring cultural and social differences between supervisor, supervisee, and client. Although the SJSM does not include school-specific considerations it is one of the more recent frameworks that address this crucial area in the training of all counselors.

Therefore, this article focuses on the integration of two models of supervision (SCSM, SJSM) to develop a culturally informed and social justice-oriented supervision model for SC training. We developed the culturally informed social justice-school counselor supervision model (CISJ-SCSM) after gaining permission from the original authors of the two aforementioned supervision models. The CISJ-SCSM is designed as a comprehensive model to address these professional and ethical areas that SSs and faculty can apply.

Social Justice in School Counseling

According to the annual report by the National Center for Education Statistics (2022), the percentages of students who are Hispanic, Asian,

and of two or more races are projected to continue increasing between 2020 and 2030. Social justice in school counseling has gained prominence in recent years as minoritized groups, underserved populations, and individuals from lower socioeconomic backgrounds continue to be targets of discriminatory policies and practices (e.g., retention policies, advanced placement selection, zero tolerance policies, discipline practices). Recently, a Texas high school student was suspended from school for refusing to cut the length of his locs and he pursued legal action for hair discrimination (Duster, 2023). DePalmer and Livick (2022) discussed the disparities between race, gender, and disability status associated with punitive and exclusionary discipline approaches, which tend to be deeply entrenched in U.S. schools. These practices have been directly linked to the school-to-prison pipeline, which refers to the relationship between school disciplinary practices and increased risk of juvenile justice contact (Welfare et al., 2021). SCs interrupt these practices through social justice-oriented counseling services inclusive of advocacy, collaborative leadership, and consultation (Atkins & Ogelsby, 2019). A social justice-oriented approach is “a non-prescriptive model in response to the specific needs in today’s schools that potentially go unnoticed unless consciously and clearly delineated within the framework of comprehensive school counseling programs (CSCP)” (Dollarhide & Saginak, 2017, p. 130). SCs demonstrate cultural awareness and advocacy for equitable practices and cultural inclusiveness by engaging and collaborating with invested parties (ASCA, 2021c, 2022). However, many SCs report the need for more training to serve students from various backgrounds (ASCA, 2021c, 2021a).

There is a need to better prepare practitioners to address the contemporary challenges students face. The U.S. Department of Education (2022) awarded nearly \$1 billion in grant funds to increase the number of high quality trained mental health practitioners in schools. Efforts of the initiative underscore the importance of creating inclusive and supportive school environments that are responsive to underserved students, protect student rights, and

demonstrate respect for student dignity and potential (U.S. Department of Education, 2022). Fieldwork experiences provide ripe opportunities to meet this demand and are informed by specific accreditation standards laid out by CACREP, which require supervised fieldwork experience provided by trained SC supervisors (CACREP, 2023).

School Counseling Site Supervision

CACREP (2023) outlines supervision as a practice to support critical reflection to identify cultural blind spots and prevent ethical lapses (3B). West-Olatunji et al. (2011) found that supervision provides opportunities to engage in discussions regarding culturally appropriate counseling strategies. The need to conscientiously navigate these discussions during supervision is imperative given the rise of *divisive concepts* legislation throughout the United States, which limits what can be taught about disputed issues (i.e., race, ethnicity, gender). Although policy specifics vary among states, critical analysis, viewpoint diversity, and essential classroom conversations are broadly at stake (Bennion, 2023).

SSs are experienced practitioners with at least a master's degree and are certified/licensed according to regional standards (CACREP, 2023). SSs provide a singular yet direct and interactive supervisory relationship with SCITs. SSs engage with SCITs in the school environment and oversee conceptualization and application of skills. University supervisors include program faculty and, in some cases, doctoral students. University supervisors must have completed CACREP counseling degree requirements and preparation training in counseling supervision. University supervisors lend a broad oversight of the supervisee and offer feedback from an overall perspective as trainer and teacher to reinforce acquisition of concepts and skills. Doctoral students who are serving in this role must be under supervision of a qualified faculty representative (CACREP, 2023). Although CACREP (2023) standards require faculty to have relevant preparation or experience for the

subjects they teach, SCITs may be taught and/or supervised by program faculty who do not identify as SCs or were not trained as SCs (Mecadon-Mann & Tuttle, 2023; Sandifer et al., 2019), leaving a gap between experiences and training for university supervisors and SSs. Additionally, SSs may experience deficits due to a lack of awareness of current training, techniques, and emerging themes in research and academia.

Teaching

It is the responsibility of CEs to ensure that SSs are qualified to provide supervised experience (ASCA, 2018), receive relevant training for the supervision medium, and have information regarding the policies and procedures of the university program (CACREP, 2023). This is especially important since criteria to serve as an SS hinges on years of experience working in the field and formal educational training in the supervisory role is not mandatory during master's-level graduate programs. Therefore, it is important for SSs to work closely with counseling graduate programs to strengthen supervision skills. Despite this responsibility, McKibben and colleagues (2022) noted inconsistent training and support provided by CEs and the existing gap between the provided training and access to training by SSs. These issues were related to funding, scheduling, consistency of the service, and the delivery method of training.

SSs are expected to utilize a model of supervision, engage in culturally affirming supervision (ASCA, 2022), and assist SCITs in the development of a culturally informed lens. This includes developing self-awareness (understanding one's values, beliefs, biases, and privileges), knowledge (learning about cultural worldviews and understanding patterns of oppression and marginalization), and skills (employing culturally sensitive and relevant counseling interventions) to serve diverse populations (Cook et al., 2015). However, according to ASCA's State of the Profession survey (2021a), SCs report lack of training and preparedness to meet these demands themselves. Moreover, when training was provided to SSs, topics specific to multicultural issues and

advocacy were less frequently covered compared to other topics, such as ethics (McKibben et al., 2022). Therefore, it is imperative that CEs focus efforts on training SSs to support the development of SC professional identity in SSs as well as SCITs.

Supervision Models

There is a slight increase in the professional literature related to supervision in school counseling (Bledsoe et al., 2021). The change agent for equity model (CAFE) is designed to promote understanding the systemic view of school counseling for comprehensive identity development of SCITs (Ockerman et al., 2013). The supervisor's role as a catalyst for change is pivotal in this model and is based on influencing the development of the SCITs under their guidance, and the educational experiences of K–12 students who are impacted by the SCITs. While this model primarily focuses on university supervisors, its principles can be applied conceptually to SSs as well (Ockerman et al., 2013). The model for supervision of school counseling leadership (MSSCL) is a framework designed for supervisors and supervisees to cultivate school counseling leadership skills (Hilts et al., 2022). The MSSCL presents a framework that empowers supervisors and SCITs to navigate various entry points of the model and promotes critical examination of social justice and ethical leadership within the context of the school and community (Hilts et al., 2022). The antiracist inclusive model of system supervision (AIMSS) is grounded in antiracist tenets, peer supervision, and systemic engagement (Ieva et al., 2022). The AIMSS is a co-led process that assists SCs in developing an antiracist lens and further develops identity and critical skills as individuals and systems counselors (Ieva et al., 2022). One of the more commonly known supervision models for SCs is Luke and Bernard's (2006) school counseling supervision model (SCSM). While the SCSM (Luke & Bernard, 2006) is widely approved for SC supervision (Bernard & Goodyear, 2019), there is limited focus on social justice and cultural humility within the model.

According to Cook et al. (2015), there is also a need for CEs to consider how to incorporate strategies that prepare SCITs to become committed to social justice through culturally informed supervision practices. Various supervision models exist, which CEs may utilize as a resource to provide training and to inform SSs. The synergistic model for multicultural supervision (Ober et al., 2009) focuses on processing and facilitating cognitive growth and self-reflection. Structured interventions from the supervisor are delivered with the goal of developing more culturally competent counselors. Supervision utilizing a feminist model (Degges-White et al., 2013) includes the supervisor and supervisee discussing systems of power and oppression with a goal of empowerment for both the supervisee and the client(s). More recently, Dollarhide et al. (2021) published a social justice supervision model through which the supervisor facilitates self-evaluation, exploration of identity, teaching, and processing. While these models highlight the importance of exploring cultural and social differences between supervisor, supervisee, and client, school-specific supervision considerations are not the focus.

The CISJ-SCSM was designed based on the recently developed social justice supervision model (SJSJ; Dollarhide et al., 2021) and the widely used school counselor supervision model (SCSM; Luke & Bernard, 2006), after gaining permission from the original authors. These models are foundational in the development of the CISJ-SCSM because of their familiarity and applicability to the supervision practices of counselors, as they address the evolving demographics of U.S. school systems.

The Social Justice Supervision Model

The SJSJ was developed with the aim to incorporate regular conversation and reflection of social justice into supervision, counseling, and counselor education (Dollarhide et al., 2021). The internal components of the SJSJ are based on the Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts et al., 2016) and encourage supervisory and counselor/client conversation surrounding identity, intersectionality,

systemic oppression and racism, power dynamics, and transformation of the counseling profession to validate and empower counselors and clients (Dollarhide et al., 2021). Dollarhide et al. (2021) include four stages in the SJSM to guide conversation and transformation (a) supervisor self-evaluation; (b) supervisee identity exploration, facilitated by the supervisor; (c) modeling and teaching from the supervisor; and (d) collaborative processing of social justice work.

The School Counselor Supervision Model

The SCSM (Luke & Bernard, 2006) was developed as an extension of the discrimination model (DM; Bernard, 1979) to better meet supervision needs of SCs. Bernard's (1979) DM of supervision provides space for the supervisor to respond and interact with the supervisee in nine different ways (Timm, 2015). The DM requires supervisors to continually observe and assess the supervisee and respond under the posture of either three functions (process skills, conceptualization skills, and personalization skills) and approaches. These three foci are approached from the teacher, counselor, or consultant positions (Bernard & Goodyear, 2019). The SCSM includes consideration for the point of entry, as SCs deliver counseling services in varied modalities (Luke & Bernard, 2006). The SCSM requires the supervisor to understand that school counseling includes more than individual and group counseling, and therefore the *point of entry* section of the model refers to the services being delivered by the SCITs; this may include direct services such as large group instruction, individual counseling, individual or group advisement, or indirect services such as consultation, collaboration, planning, or assessment (ASCA, 2019; Luke & Bernard, 2006). The *focus of supervision* component of the SCSM requires the supervisor to understand that SCs work to build a CSCP that meets the needs of all students (ASCA, 2019). Because of this, the supervisor can choose to focus the supervisory discussion on intervention, conceptualization, or personalization (Luke & Bernard, 2006).

Building social justice–oriented counseling skills as a unique area of practice and competency is an ethical responsibility and critical for SCITs' development (Ockerman et al., 2013; Sandifer et al., 2022). CEs should infuse SS training to include culturally informed, social justice–oriented supervision practices to better meet the needs of SCITs. The authors of this article recognize the need for culturally affirming supervision based on ethical and professional standards and the need to promote a strength-based SC identity. The authors respond by providing a supervision model to address these areas of development. The following section presents an integrated, culturally informed, and social justice–oriented supervision model for SCs that provides the conceptual framework, discussion, and a case example describing application of the CISJ-SCSM.

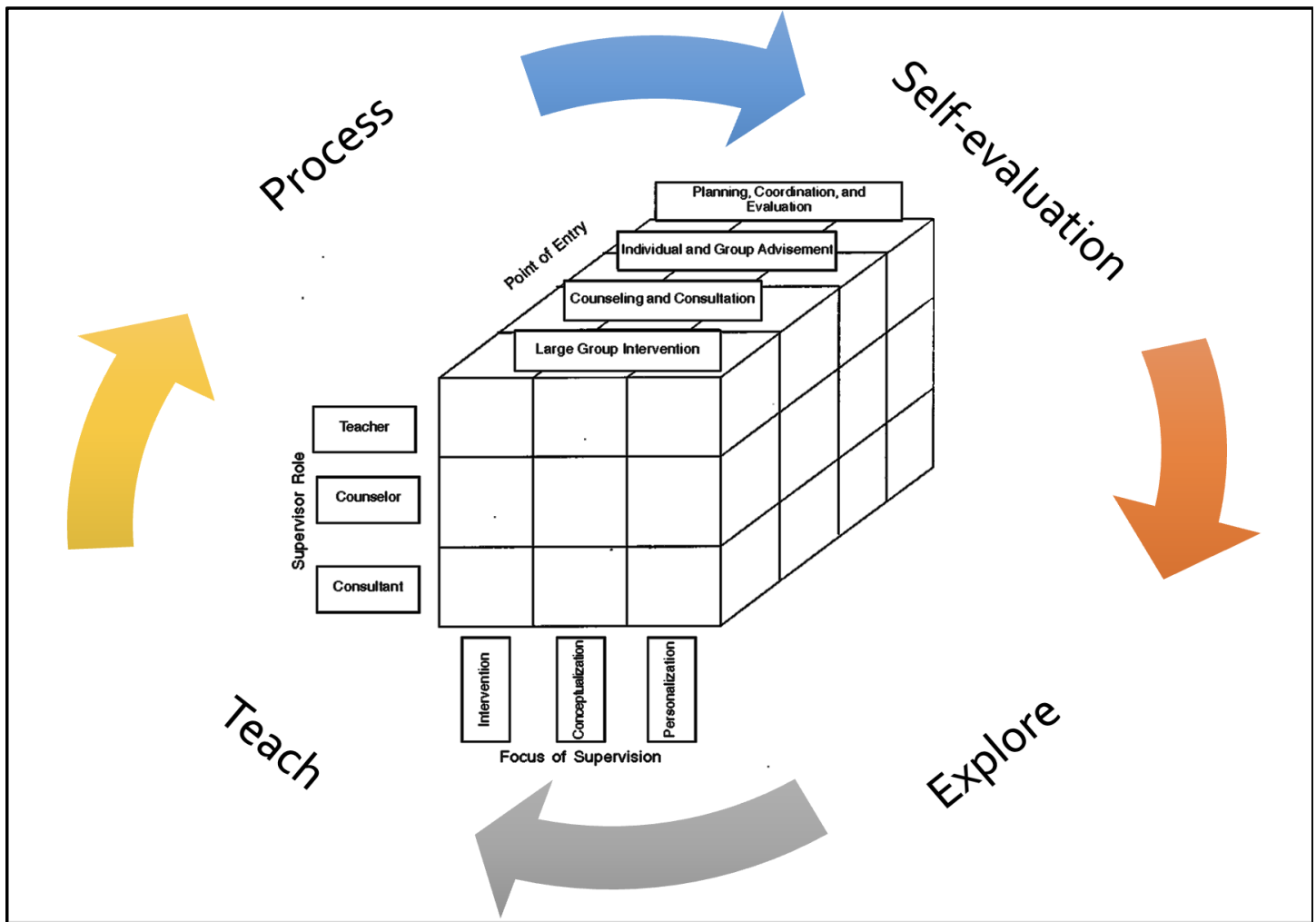
The Culturally Informed Social Justice-School Counselor Supervision Model (CISJ-SCSM)

The previously mentioned supervision models were selected after reviewing a number of existing models. The SCSM is widely utilized and accepted in the training and supervision of SCs (Bernard & Goodyear, 2019; Bledsoe et al., 2021) and the SJSM is dedicated to social justice practices and personal reflection from both the supervisor and supervisee (Dollarhide et al., 2021). In recognition of the need for a concise school counseling supervision model that encompasses these areas, the authors integrated the models. The CISJ-SCSM is user-friendly and can be used as a tool to promote culturally informed, social justice–oriented SC development.

The CISJ-SCSM includes the SCSM in its entirety at the center. Supervisors can take the role of teacher, counselor, or consultant, depending on the focus of supervision and the point of entry. The outside circle, derived from the SJSM, has been added around the SCSM to highlight stages that encourage supervisor facilitation of culturally

Figure 1

The Culturally Informed Social Justice-School Counselor Supervision Model



Note. The image and information in the figure are used with permission from the authors of the SCSM (Luke & Bernard, 2006) and the SJSM (Dollarhide et al., 2021).

informed, social justice–oriented conversations and strategies in school counseling supervision sessions.

This may look different based on the services provided at the elementary, middle/junior high, and high school levels. These levels could influence application of the model based on developmental needs of students, frequency of the types of services provided at the specific grade level, and conversations focusing on social justice implications for what is occurring at the grade level based on academics, social-emotional, and career development. Within the CISJ-SCSM, the stages

(self-evaluation, explore, teach, process) should be applied across all points of entry (large group instruction, counseling/consultation, individual/group advisement, planning/coordination/evaluation), while the supervisory role (teacher, counselor, consultant) and the focus of supervision (intervention, conceptualization, personalization) may oscillate. This allows SCITs to build knowledge and skills to support a CSCP that is data-informed, involves tiered levels of support, normalizes conversation and reflection regarding social justice, and fortifies

the role of the SC as a change agent. As the SCIT progresses from practicum to internship, the supervisor should see themselves in the role of consultant more often than teacher and the SCIT should be able to identify strengths and areas of growth more independently and introspectively.

First Stage

The first stage involves supervisor evaluation of self. Self-evaluation and self-awareness are essential in the development of the counseling professional. The incorporation of these skills with a culturally informed lens are important in building social justice principles. SSs may opt to begin with a structured evaluation tool, a number of which are listed in the CISJ-SCSM application chart (see Appendix). The ASCA mindsets and behaviors for student success were updated in 2021 and integrated the social justice standards (Learning for Justice, 2022) throughout. With an understanding of strengths and growth areas, SSs can facilitate their own growth by examining the root of personal biases, exploring positionality related to privilege and power, and expanding on professional and personal relationships with diverse people. Self-reflection will be important in this stage as well. SSs may consider journaling, art, personal therapy, or conversations with trusted individuals as a means for reflection. This leads into the second stage where the SS implements evaluation of cultural and social bias into sessions with the SCIT.

Second Stage

The concept of exploration is then applied during the second stage of this model and the direct work with the SCIT begins. The SS, having already evaluated oneself in the first stage, introduces the SCIT to the process. The SCIT is guided through the delicate process of exploring themselves with a culturally informed lens, utilizing tools that evoke this reflection. For example, the SCIT may need support identifying and understanding how their privilege and bias may influence the planning of a school open house event. The *point of entry* would focus on *planning, coordination, and evaluation*.

The SS may utilize a supervisory focus of personalization and/or conceptualization to facilitate exploration of the SCIT's personal strengths and cultural experiences that have shaped the individual and built knowledge that may benefit or harm others. The SS can then take the role of teacher, counselor, or consultant, as appropriate, to discuss the impact of the self-discovery within the role of the SC. It is important for the supervisor to conceptualize and discuss barriers that may come up for the SCIT within the various points of entry for school counseling (large group instruction, counseling/consultation, individual/group advisement, planning/coordination/evaluation).

Third Stage

In the third stage, the SS begins to teach the SCIT to apply a culturally informed, social justice-oriented lens across all three domains of school counseling. It is important to note that, while the third stage of CISJ-SCSM highlights teaching, the SS may or may not assume the teaching role. This stage builds on the concept of both parties exploring cultural identity and assumptions and moves into the delivery of school counseling services. For example, SSs and SCITs might explore grouping options during classroom instruction that go beyond the traditional gender binary approach of boy/girl grouping for class activities (Boyce-Rosen & Mecadon-Mann, 2023). The SCIT might opt to ask students to number off to form groups, rather than unintentionally othering students by assuming gender. In this example, the supervisory focus is intervention, and the point of entry is a large group intervention. If the SS takes the role of consultant, pedagogical strategies for delivering classroom instruction might be explored. These strategies should be geared toward creating a safe, inclusive, collaborative learning environment (Learning for Justice, 2022). The SS may consider using the school counselor standards in practice (ASCA, 2020), which highlights the relevant student standards that SCs may use to provide direct instruction.

Fourth Stage

In the fourth stage of the model, the process stage, the SS and the SCIT review progress and overall outcomes (i.e., direct work with students, programming, planning, as well as the supervision experience). The SS can take the role of teacher, counselor, or consultant, as appropriate, during the fourth stage. This time should be spent identifying strengths of the SCIT over the four-step process and outlining how the SCIT might commit to future growth as a culturally informed, social justice-oriented SC. For example, with the focus of supervision on conceptualization and intervention, the SCIT and SS may review work done with and for the school community. With a point of entry focused on *planning, coordination, and evaluation*, time could be spent looking at student outcome data, discussing lessons and interventions, or engaging in other action items. This stage should be a positive and encouraging experience for the SCIT that promotes a growth-mindset. An outline of all CISJ-SCSM stages, points of entry, supervisory roles, and foci of supervision can be found in the CISJ-SCSM application chart (see Appendix).

Case Example

The SCIT is planning a classroom lesson based on the ASCA (2021b) student standards that support the development of student sense of acceptance; respect, support and inclusion for self and others (M.2); and positive, respectful, and supportive relationships with students who are similar to and different from themselves (B-SS 2). The SCIT discovered a book in the SS's library that would be a great foundational tool to teach and reinforce these concepts. However, the SCIT is aware of the book banning in their state on topics such as race and gender and is questioning the appropriateness and legality of the book for the lesson. The SCIT expressed fear of a legal misstep as well as frustration regarding the restrictiveness of the laws. This scenario applies to stage three (teaching) of the CISJ-SCSM because the primary issue is related to the delivery of direct counseling services based on

the national student standards that promote equity and respect for differences. The supervisor then identifies *intervention* as the *focus* of supervision to strengthen the teaching of the related concepts through the counseling curriculum. Next, the supervisor chooses *planning, coordination, and evaluation* as the *point of entry* and assumes the *role of teacher* to best facilitate this process of SCIT development.

The primary dilemma in the case example is uncertainty regarding interpretation of book banning laws and policies, and their impact on school counseling curriculum. The SS should first affirm the SCIT's intentions to meet the diverse needs of students as well as their awareness of the complexities of this issue. Encouragement of the SCIT's intent is essential given the scrutinization of methods to support student identity development, which can be intimidating at this stage of training. The SS should review and refer to the ASCA ethical standards and other informative resources, such as the ASCA school counseling position statements. Next the SS should access governing documents regarding banned books in the state/district and provide resources, lesson examples, and alternative strategies that could be used to teach the lesson. The SS could also assist the SCIT in finding legislation impacting SCs as a way to acquire knowledge of laws to empower their decision-making skills. Because the SCIT expressed frustration with the bounds of the laws, they could engage in dialogue with the SCIT regarding personal beliefs as well as advocacy efforts to explore ways to get involved with related national and local initiatives.

This application example of CISJ-SCSM highlights the importance of the SS role in empowering SCITs to navigate the impact of sociopolitical issues in the educational setting. SCs understand that there are parameters around their work, especially regarding polarizing legislation, which may conflict with personal and professional beliefs. SCs are social justice change agents, therefore it is imperative that school counseling supervision includes a focus on continued growth of cultural competence.

Implications

Contemporary advocacy issues evolving from the cultural challenges of ensuring diversity, inclusion, and social justice are becoming a focal point across the profession. SCs incorporate opportunities to positively impact students, faculty, parents, and communities. As such, the CISJ-SCSM can serve as a useful resource for SSs to broadly reinforce application of school counseling practices through a culturally informed, social justice-oriented lens during the practicum and internship experiences for SCITs.

CEs are called to provide appropriate training and support to SSs. The CISJ-SCSM could serve as an ideal resource to provide relevant training to SSs focused on the role of the SC. Because the CISJ-SCSM extends from previous supervision models that SSs and CEs may be familiar with, it allows for ease of conceptualization and application of practices. CEs could also consider the CISJ-SCSM to prepare SCITs to become supervisors themselves. This would further address deficiencies in training and enhance the preparation of future SSs, as most SSs hold a master's degree but may not have received supervisor training. The CISJ-SCSM can be used in program curriculum to guide conversations with SCITs regarding what to expect as supervisees and development as future supervisors. CEs should model integration of cultural ideologies and strategies and challenge the SCITs to consider how their worldview might impact their work. CEs can leverage this as an opportunity to promote cultural pluralism and equity across populations.

Lastly, the CISJ-SCSM could be used broadly for professional development to address the issues related to generalized supervisor training and access. Trainings, workshops, and other services provided by CEs and graduate programs should be intentional to include school counseling supervision practices and models. To ensure that more SCs can access professional development opportunities, graduate programs should consider strategies such as delivering trainings utilizing the CISJ-SCSM via

multiple modalities (in person, virtual and/or hybrid), providing free continuing education credits, and other incentives (e.g., free materials, stipends).

Conclusion and Future Research

Supervision focused on strengthening skills to effectively intervene with diverse students is a critical component of SCITs' skill and professional identity development as leaders and change agents (Brott et al., 2021; Lopez-Perry et al., 2021). The CISJ-SCSM is a framework to bridge the professional gap between training, delivery, and access of supervision. This framework can aid in improved SSs' ability to provide these services. Although this model adds a needed resource to school counseling literature that is centered around culturally informed, social justice-oriented supervision, future research is warranted.

The CISJ-SCSM is a comprehensive approach designed for CEs and SSs to apply to SCs' and SCITs' supervision in preparation for work in K–12 schools. While the CISJ-SCSM provides considerations for supervision practice and implications for training programs, future research should focus on the impact of the model on SCITs' preparedness to work in the field. This could be helpful in understanding SCITs' and SCs' perceptions about professional needs, their direct work with K–12 students, and their impact on student outcomes. Future research could also examine developmental patterns in the ability of SSs to effectively provide supervision over time. This could be informative for improving areas of the model and maximizing its effectiveness related to SC education and training. Other areas of research could include exploration of the practical use of this model in training programs and the impact on preparedness of SSs to engage in culturally informed social justice-oriented school counselor supervision. Opportunities for future research focusing on training may include providing SS training on the CISJ-SCSM and conducting focus groups to gain insight of the SSs' perceptions regarding the model and implementation.




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Appendix: CISJ-SCMS Application Chart

Points of Entry					
Stages	Large Group Intervention	Counseling and Consultation	Individual and Group Advisement	Planning, Coordination, and Evaluation	Supervisory Roles
Self-Evaluation	Supervisor identifies and examines their own biases and barriers to providing comprehensive large-group interventions that support the student body.	Supervisor identifies and examines their own biases and barriers to providing counseling and consultation services for <i>all</i> students.	Supervisor identifies and examines their own biases and barriers to providing comprehensive individual and group advisement.	Supervisor identifies and examines their own biases and barriers to providing social justice-oriented planning, coordination, and evaluation.	The supervisor is not interacting with the SCIT during this stage. However, the supervisor may benefit from seeking their own supervision as they process and reflect on their own biases.
	Potential Reflection: <i>Do my classroom lessons include visual and verbal representations of my school’s students? Do the speakers we invite for school assemblies provide a message of belonging for all students? Are my classroom lessons fostering a safe place for student personal and communal growth?</i>	Potential Reflection: <i>Are my beliefs or values preventing me from providing the best services to students? Am I actively working to break down barriers that prevent minoritized students from succeeding? Am I able to consult with faculty and staff about the impact of race or culture on academic and holistic success?</i>	Potential Reflection: <i>Am I aware of programs and grants that support post-secondary success for minoritized youth? Do I have open conversations with students and caregivers about race and identity as part of the advisement process? Do all students in the school have a place (class, group, club, etc.) where they feel a sense of belonging?</i>	Potential Reflection: <i>Do I plan large school events based on the cultural needs of the community (i.e., providing childcare at school open house events)? Do I continually work to practice cultural humility? Does my resource and referral list include community support programs that are culturally sustaining?</i>	

Explore	Large Group Intervention	Counseling and Consultation	Individual and Group Advisement	Planning, Coordination, and Evaluation	<p>Teacher: The supervisor may need to provide education to the SCIT on the importance of cultural humility and a social justice lens within school counseling. The supervisor may also need to teach the SCIT how to use any evaluative tools and/or what to expect from the reflection process.</p> <p>Counselor: The supervisor will address any emotions that arise generally or specifically along social justice themes (i.e., stereotypes, biases) with empathy and provide reflective feedback to increase the effective delivery of services to marginalized populations.</p> <p>Consultant: The supervisor may need to provide resources and insight that will lead to continued growth.</p>
	Supervisor guides SCIT to examine biases and barriers that may prevent them from providing comprehensive large-group interventions that support the student body.	Supervisor guides SCIT to examine biases and barriers that may prevent them from providing counseling and consultation services for <i>all</i> students.	Supervisor guides SCIT to examine biases and barriers that may prevent them from providing comprehensive individual and group advisement.	Supervisor guides SCIT to examine biases and barriers that may prevent them from providing social justice-oriented planning, coordination, and evaluation.	
<p>Focus of Supervision:</p> <p>Intervention – The supervisor will work with the SCIT to make connections between their reflection of self and how it may impact direct and indirect student services.</p> <p>Conceptualization – The supervisor will work with the SCIT to understand how cultural and social biases may affect case conceptualization and how they can take steps to practice with cultural humility.</p> <p>Personalization – The supervisor may need to address perspective if the SCIT begins to blame themselves for negative outcomes or inequities within the school community.</p> <p>Potential Resources: <i>(These resources can be used across all points of entry)</i> The School Counselor Multicultural Self Efficacy Scale (Holcomb-McCoy et al., 2008); The School Counselor Multicultural Competence Checklist (Holcomb-McCoy, 2004); ASCA Mindsets and Behaviors for Student Success (ASCA, 2021b)</p>					

Teach	Large Group Intervention	Counseling and Consultation	Individual and Group Advisement	Planning, Coordination, and Evaluation	
	Supervisor teaches SCIT how to plan and apply culturally informed, social justice-oriented large group interventions.	Supervisor teaches SCIT how to provide culturally informed, social justice-oriented counseling and consultation.	Supervisor teaches SCIT how to plan and apply culturally informed, social justice-oriented individual and group advisement sessions.	Supervisor teaches SCIT how planning, coordination, and evaluation can be done through a culturally informed, social justice lens.	<p>Teacher: The supervisor may need to provide education to the SCIT on the importance of cultural humility and a social justice lens within school counseling. The supervisor may also need to teach the SCIT how to apply specific resources to their practice.</p> <p>Counselor: The supervisor will address any emotions that arise generally or specifically along social justice themes (i.e., stereotypes, biases) with empathy and provide reflective feedback to increase the effective delivery of services to marginalized populations.</p> <p>Consultant: The supervisor may need to provide resources and insight that will lead to continued growth.</p>
<p>Focus of Supervision:</p> <p><i>Intervention</i> – The supervisor will teach the SCIT how to implement data-driven direct and indirect services that serve the needs of the entire school community.</p> <p><i>Conceptualization</i> – The supervisor will teach the SCIT to understand any cultural or social nuances within the school community that may affect case conceptualization and how they can take steps to practice with cultural humility.</p> <p><i>Personalization</i> – The supervisor may need to address perspective if the SCIT begins to blame themselves for negative outcomes or inequities within the school community,</p>					
	<p>Potential Resources:</p> <p>Learningforjustice.org</p> <p>Edutopia.org</p> <p>Antiracist Counseling in Schools and Communities (Holcomb-McCoy, 2022)</p> <p>Making Supervision Work (Quintana & Gooden-Alexis, 2020)</p>	<p>Potential Resources:</p> <p>Improving Cultural Competence: Quick Guide for Clinicians (SAMHSA, 2016)</p> <p>Antiracist Counseling in Schools and Communities (Holcomb-McCoy, 2022)</p> <p>Making Supervision Work (Quintana & Gooden-Alexis, 2020)</p>	<p>Potential Resources:</p> <p>Improving Cultural Competence: Quick Guide for Clinicians (SAMHSA, 2016)</p> <p>Learningforjustice.org</p> <p>Edutopia.org</p> <p>Antiracist Counseling in Schools and Communities (Holcomb-McCoy, 2022)</p> <p>Making Supervision Work (Quintana & Gooden-Alexis, 2020)</p>	<p>Potential Resources:</p> <p>Learningforjustice.org</p> <p>Edutopia.org</p> <p>Antiracist Counseling in Schools and Communities (Holcomb-McCoy, 2022)</p> <p>Making Supervision Work (Quintana & Gooden-Alexis, 2020)</p>	

Process	Large Group Intervention	Counseling and Consultation	Individual and Group Advisement	Planning, Coordination, and Evaluation	
	Supervisor and SCIT evaluate the large-group interventions that have been a part of the fieldwork practicum or internship process.	Supervisor and SCIT evaluate the counseling and consultation that have been a part of the fieldwork practicum or internship process.	Supervisor and SCIT evaluate the individual and group advisement that has been a part of the fieldwork practicum or internship process.	Supervisor and SCIT evaluate the planning, coordination, and evaluation that has been a part of the fieldwork practicum or internship process.	<p>Teacher: The supervisor may need to identify and/or address areas of strength and areas for growth.</p> <p>Counselor: The supervisor will address any emotions that arise generally or specifically along social justice themes (i.e., stereotypes, biases) with empathy and provide reflective feedback to increase the effective delivery of services to marginalized populations.</p> <p>Consultant: The supervisor may need to provide resources and insight that will lead to continued growth.</p>
	<p>Focus of Supervision:</p> <p>Intervention – The supervisor will process and evaluate the interventions they have implemented and discuss strengths and areas of growth.</p> <p>Conceptualization – The supervisor will process and evaluate any cultural or social nuances within the school community that may affect case conceptualization and how they can take steps to practice with cultural humility.</p> <p>Personalization – The supervisor may need to address perspective if the SCIT begins to blame themselves for negative outcomes or inequities within the school community.</p>				
	<p>Potential Reflection:</p> <p><i>Do my classroom lessons include visual and verbal representations of my school’s students? Do the speakers we invite for school assemblies provide a message of belonging for all students? Are my classroom lessons fostering a safe place for student personal and communal growth?</i></p> <p><i>What can I do to continue my practice as a culturally informed, social justice-oriented school counselor?</i></p>	<p>Potential Reflection:</p> <p><i>Are my beliefs or values preventing me from providing the best services to students? Am I actively working to break down barriers that prevent minoritized students from succeeding? Am I able to consult with faculty and staff about the impact of race or culture on academic and holistic success? What can I do to continue my practice as a culturally informed, social justice-oriented school counselor?</i></p>	<p>Potential Reflection:</p> <p><i>Am I aware of programs and grants that support post-secondary success for minoritized youth? Do I have open conversations with students and caregivers about race and identity as part of the advisement process? Do all students in the school have a place (class, group, club, etc.) where they feel a sense of belonging? What can I do to continue my practice as a culturally informed, social justice-oriented school counselor?</i></p>	<p>Potential Reflection:</p> <p><i>Do I plan large school events based on the cultural needs of the community (i.e., providing childcare at school open house events)? Do I continually work to practice cultural humility? Does my resource and referral list include community support programs that are culturally sustaining? What can I do to continue my practice as a culturally informed, social justice-oriented school counselor?</i></p>	

