School Counselors' Lived Experiences in Supervision

A Dissertation Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Leigh Bagwell
December 2021

Dedication

This dissertation is dedicated to my two nephews, Graydon and Barrett. May you never lose your curiosity in the world because they will lead to all the wonderful moments that will make up the story of your lives.

I also dedicate this work to the thousands of school counselors who work tirelessly every day to make a positive impact on their students' lives. Know that your work matters. Your dedication and commitment to serve your children inspires me to continue to find ways to better support you in your efforts.

Acknowledgements

Although my name rests on this complete dissertation, there are many others who have left their imprint on my journey. To my amazing dissertation chair, colleague and friend, Dr. Pamelia Brott, I am forever grateful for your leadership and mentoring throughout this process. Your commitment to my growth and development was steadfast. I have learned so much from working alongside you and I am certainly better for the time we spent together. To my outstanding dissertation committee members, Dr. Joel Diambra, Dr. Sharon Bruner, and Dr. Sondra LoRe, your expertise in counseling, supervision, and qualitative studies was very influential in my study and in my development as a researcher. Even more, I appreciate your support and encouragement of me throughout this process. I have learned so much from all of you that I will carry with me.

To my School Counseling family, your support, cheerleading, and encouragement have carried me through this chapter. Thank you for investing in me. I hope that I can make you proud moving forward. To my fellow PhD Cohort, when we began this journey, we had no idea that we would have to endure virtual learning and teaching, taking our comps online, and completing our dissertations during a pandemic. Thank you for creating a safe space where we could question, wonder, cry, reflect, grow, and succeed together!

To my family, who quietly (and rightly) questioned the decision to quit my job and go back to school, you have been so supportive at every step along this journey, even if it meant that I had to spend more time with my laptop than with you. You have given me the best of yourselves through this chapter and I am proud to represent you all.

"Anything is possible when you have the right people there to support you." Misty Copeland had it right. I have been blessed with so many friends that embraced this chapter with

me. You sent messages and encouragement at the moments I needed it most, you celebrated the little wins along the way, and you never ceased to believe that it was “when” not “if” I finished the program. What a blessing to have so many people that it would be impossible to name them all. There are a few folks that went well above and beyond to help carry the weight of this journey. To Heather, thank you for your constant reassurance and confidence that I was on the right path and that I could overcome any challenge that I faced. To Sarah, you are the consummate cheerleader and encourager! Thank you for your belief in what was possible and what is to come. To Nicole, you said I should have done this years ago and you were right! I can’t wait to see how we will partner together to advocate and support school counselors. To my new school counselor crew, Sarah, Haley, Natalie, Carie, Katie M, and Katie C (we still claim you), I am so proud of the work that you all are doing and extremely grateful that I got to be a part of your stories. Thanks for letting me hang out with “the girls!” To Huck, thanks for believing in me from the very beginning. You make me want to be the person you think I am. To Anne, Jay, Erin, Shawn, Elliott, Maddie and Mallory, I am so incredibly blessed to do life with you all. What you have done for me during this chapter could be its own dissertation. Thank you for all your words and acts of service that beautifully express your love and support. I simply could not have made it through this journey without you. And to my Riley and Cooper, you sacrificed the most for your mom to pursue this goal. Throughout all the challenges you continued to love me as much as you did the day before and stayed by my side every single day. I will always love you two the most!

Abstract

Supervision for practicing school counselors is an integral part of their professional growth and development (ASCA, 2019a). This is delivered through three modes of supervision as administrative, programmatic, and clinical with researchers identifying administrative as the most prevalent mode of supervision delivered as evaluation by school administrators (Perera-Diltz & Mason, 2012). However, school counselors have stated that they want access to programmatic and clinical supervision (Sandifer et al., 2019). Derived from a synthesis of the related literature, a Suite of Supervision (SoS) was proposed that integrated the three modes, identified appropriate supervisors, and provided focus areas for professional growth and development through supervision. To further investigate school counseling supervision, school counselors' lived experiences in supervision were explored through a phenomenological study. Semi-structured interviews were completed with eight licensed school counselors with an average of 16 years of experience and who had participated in at least two modes of school counseling supervision. Moustakas' (1994) modification of Van Kaam's methods guided data collection and analysis to uncover the textural and structural descriptions of how each participant experienced the phenomenon of supervision. A process of reduction and elimination of the horizontalizations was used to identify emerging subthemes within each of the themes aligned to interview questions as (a) professional growth and development, (b) supervision experience, (c) understanding of supervision, and (d) impact of Covid-19 on supervision. The essence of supervision for these participants was a bridge between what they do and who they are as school counselors. Implications for practitioners, counselor educators, and researchers are included.

Keywords: supervision, school counseling, modes of supervision, professional growth and development

Table of Contents

List of Tables

List of Figures

Introduction

Supervision for school counselors can enhance their professional growth and development by providing feedback and support for their role as a school employee, a school counseling program manager, and a counselor (ASCA, 2019a; Cinotti, 2014; Tan, 2019). The three modes of supervision as administrative, programmatic, and clinical are important to the school counselor's integrated professional identity as both a counselor and an educator (Cook et al., 2012; Luke & Bernard, 2006; Roberts & Borders, 1994). However, many school counselors encounter barriers to supervision as a part of their professional growth and development such as lack of understanding of the roles of school counselors, lack of access to qualified supervisors, and lack of time to participate in supervision (Perera-Diltz & Mason, 2012; Sandifer, 2019). An in-depth review of the school counseling supervision literature led to a proposed model of professional development and growth through supervision. The Suite of Supervision (SoS) is a coordinated effort to provide school counselors with supervision reflecting the totality of their work in each mode of supervision, by supervisors who have been trained in school counseling and supervision and is a part of their annual professional growth plan.

The second manuscript presents findings from a phenomenological study of eight school counselors' lived experiences in supervision. Moustakas' modification of Van Kaam's data analysis was applied to the data. Themes aligned to the semi-structured interview questions as (a) professional experience, (b) professional growth and development, (c) understanding of supervision, (d) supervision experience, and (e) impact of Covid-19 on supervision. Various subthemes then emerged providing a deeper understanding of the themes. The essence of their collective experience is that supervision is a bridge that connects what they do as school

counselors to who they are as school counselors. Implications for school counselors, school counseling supervisors, counselor educators, and researchers are discussed.

CHAPTER I: School Counselors' Need for a Suite of Supervision

Abstract

The author presents a model to deliver supervision for practicing school counselors as part of an annual professional growth and development plan. Researchers have demonstrated that supervision leads to increased self-efficacy for delivering best practices in school counseling (e.g., Tang, 2020). However, previous findings indicate that school counselors experience barriers to and are not receiving the supervision they want (e.g., Sandifer et al., 2019). One significant barrier for school counselors is subscribing to a binary identity: counselor-first or educator-first (DeKruyf et al., 2013). Adopting an integrated professional identity as both counselor and educator through a "blending of influences" (Brott & Myers, 1999, p. 346) calls for a Suite of Supervision (SoS) that includes administrative, programmatic, and clinical supervision while supporting positive self-care strategies. The goal of the SoS is for school counselors to be competent school employees, program managers, and counselors who engage in wellness practices. Suggestions for implementation and recommendations for research are included.

Keywords: supervision, models of supervision, school counselors, professional identity, professional development

School Counselors' Need for a Suite of Supervision

Since the inception of school counseling, there has never been a more critical time to advocate for ongoing school counselor professional growth and development that includes supervision. Historically, school counselors have had to overcome obstacles such as high student caseloads, competing professional identities, and inconsistencies in work responsibilities to support their students (Cinotti, 2014). School counselors are now facing unprecedented challenges to deliver effective services through an intentional school counseling program given the increasing needs of students and their families (Meyers, 2020; Savitz-Romer et al., 2020). These needs are currently tied to a global pandemic, heightened unrest regarding social and racial inequities, and a highly charged political environment (Meyers, 2020; Patel & Raphael, 2020; Savitz-Romer et al., 2020). For the first time, school leaders are adapting to virtual learning challenges and safety protocols for students attending in-person that impact the educational system (Meyers, 2020; Sheikh et al., 2020). This has affected students developmentally, socially, academically, and emotionally while they are experiencing less access to support services that include school counseling, which can help them understand and navigate these challenging times (Meyers, 2020; Savitz-Romer et al., 2020; Supriyanto et al., 2020).

School counselors are key supports for students by providing academic support for those who have fallen behind; advising support to stay on track for promotion, graduation, and post-secondary plans; and counseling support for students experiencing a range of emotions such as isolation, anger, loss, grief, anxiety, and stress. (American School Counselor Association [ASCA], 2019a; Pincus et al, 2020). School counselors are struggling to adapt their school counseling program to a virtual delivery model (Savitz-Romer et al., 2020; Supriyanto et al., 2020). For the first time, school counselors are balancing the need to support students attending

school both in-person and virtually (Meyers, 2020; Savitz-Romer et al., 2020). In addition to following up on virtual attendance and securing academic resources for their online learners, many school counselors need to find strategies for monitoring students' mental health, provide counseling for students when requested, and reach out to connect with students who may be reluctant to ask for help (Meyers, 2020; Savitz-Romer et al., 2020).

School counselors need support as they experience both professional and personal stress in these unprecedented times. Taylor et al. (2020) found that far more people are suffering from the emotional impact of COVID-19 than those who the virus has infected. In addition to delivering their services in creative and innovative ways, many school counselors are also experiencing worry and stress about their health and their loved ones related to COVID-19 (Savitz-Romer et al., 2020). Some are juggling their workload while providing support for their own children's virtual learning at home. Others have faced family members' loss or have battled the virus themselves (Barnum, 2021). School counselors have an ethical obligation to engage in self-care and wellness activities to maintain effective practice (ASCA, 2016). Although self-care during a pandemic is a considerable challenge, engaging in supervision can be a professional learning and development support.

Traditionally, school counselors have relied on a variety of professional development opportunities as support for themselves and their programs by attending conferences, participating in school in-service trainings, and engaging in consultation and supervision (Bickmore & Curry, 2013). For the past 35 years, school counseling supervision has included three modes of delivery: administrative, programmatic, and clinical (Barrett & Schmidt, 1986; Roberts & Borders, 1994). Researchers have demonstrated that this supervision trilogy has beneficial outcomes for school counselors, including self-efficacy (Cashwell & Dooley, 2001),

professional identity development (Dollarhide & Miller, 2006), ethical practice (Page et al., 2001), intentional program delivery (Henderson & Gysbers, 2006), knowledge and strategies (Perera-Diltz & Mason, 2012), and wellness and self-care (Lenz et al., 2018). School counselors need the support provided through supervision to be productive employees, effective program leaders, skilled counseling specialists, and intentional self-care practitioners (Barrett & Schmidt, 1986). Now more than ever, access to and delivery of supervision as a professional support need to be adaptable to meet the ongoing and present-day challenges school counselors face.

School Counselor Supervision

Supervision is a practice provided by a more experienced member of a profession, the supervisor, to another member of the same profession, the supervisee (Bernard & Goodyear, 2019). Supervision provides regular support, instruction, and feedback that enhances skills, reinforces ethical practice, safeguards client welfare, and aids in professional gatekeeping (Henderson & Gysbers, 2006; Perera-Diltz & Mason, 2012). Supervision is an opportunity for counselors to seek guidance and support as they carry out the responsibilities of their work (Black, et al., 2011; Tan, 2019).

In the school counseling literature, researchers expand upon Bernard and Goodyear's (2019) definition to include supervision topics such as school counselors' role as an employee in a school setting and as a manager of a school counseling program (Tang, 2020). Supervision fosters school counselors' wellness by mitigating stress and workplace challenges (Randick et al., 2018) and attends to the "blending of influences" (Brott & Myers, 1999, p. 346) that shapes one's professional identity (Tang, 2020). These expanded topics reflect the supervision modes for school counselors as administrative, programmatic, and clinical (Barrett & Schmidt, 1986; Roberts & Borders, 1994). Administrative supervision, often provided by a school principal,

refers to the direction provided to maintain school operations and includes performance evaluation (Dollarhide & Miller, 2001). Programmatic supervision supports the implementation of a comprehensive school counseling program and is usually offered by a district school counseling director or school counseling department chair (Page et al., 2001; Perera-Diltz & Mason, 2012). Clinical supervision provided by a trained supervisor encourages school counselors to utilize ethical practices, maintain counseling competencies, engage in self-care, and attend to their professional identity (Black et al., 2011; Brott et al., 2016; Cinotti, 2014).

Clinical supervision is first introduced to counselors-in-training (CIT) during their academic preparation programs. National accreditation standards for training school counselors, set by the Council of Accreditation for Counseling and Related Educational Programs (CACREP, 2016) and the Council for the Accreditation of Educator Preparation (ASCA, 2019b), require supervision of field experiences for CIT. This supervision provides CIT the opportunity to receive feedback and support as they are applying counseling skills and theories for the first time in a school setting (Black et al., 2011; Brott et al., 2016; Cashwell & Dooley, 2001; Cinotti, 2014; Henderson & Gysbers, 2006; Page et al., 2001; Tan, 2019). Supervision experiences help CITs apply feedback to develop sound counseling practices and their emerging professional identity (Gordon & Luke, 2016).

The supervision trilogy can provide the necessary support for a positive transition from CIT to practicing school counselors. Novice school counselors experience a process of induction or socialization into the school setting, generally receiving administrative supervision that focuses on being a successful new employee (Dollarhide & Miller, 2006). Brott and Myers (1999) purport that this socialization experience influences decisions made by the school counselor about program delivery and services provided to students and the school community.

Expanded opportunities for programmatic supervision can support these school counselors in developing, implementing, and evaluating comprehensive school counseling programs to meet identified needs and demonstrate the effectiveness of services. Increasing clinical supervision can support entry-level school counselors as they begin using their professional judgment to meet student needs, navigate ethical dilemmas, and balance work responsibilities with self-care (Dollarhide & Miller, 2006).

ASCA identified standards and competencies to ensure that school counselors have the skills needed to develop, implement, and evaluate an effective school counseling program (ASCA, 2019a). Effective supervision promotes school counselors' professional growth and development by addressing ASCA School Counselor Professional Standards and Competencies (ASCA, 2019a; Brown et al., 2017). Examples of these competencies include (a) ensuring school counselors engage in ethical and legally sound practices (Competency B-PF 3); (b) understanding how cultural and social influences impact students' academic success (Competency B-PF 6); and (c) being a change agent as they implement a school counseling program (Competency B-PF 9). Supervision goes beyond consultation services. This consultation typically refers to the school counselor seeking input from related professional disciplines for a singular case or short-term situation; whereas supervision serves as an ongoing safeguard for school counselors to navigate the complex process of working with children in a school setting (Wilkerson, 2006).

Although much of the literature on supervision for school counselors is focused on CITs and site supervisors, several studies have been conducted to assess supervision activities for practicing school counselors. Sutton and Page (1994) found that only 20% (n = 97) of school counselor respondents received clinical supervision while 48% (n = 337) desired it. Roberts and

Borders' (1994) study revealed similar findings: 37% (*n* = 51) of the participating school counselors received clinical supervision although, 79% (*n* = 120) wanted it. Page et al. (2001) reported that 24% (*n* = 62) participated in clinical supervision, but 57% (*n* = 146) of the participants indicated a desire for clinical supervision. In 2019, Sandifer et al. reported that 44% (*n* = 83) participated in clinical supervision, however, these participants indicated that supervision was infrequent, sometimes only once per semester or year.

Barriers for practicing school counselors to engage in supervision as part of their professional growth and development plan include lack of qualified supervisors (Brown et al., 2017; Duncan et al., 2014; Herlihy et al., 2002; Tan, 2019), lack of training to provide supervision (Perera-Diltz & Mason, 2012), lack of time (Duncan et al., 2014; Perera-Diltz & Mason, 2012; Tan, 2019), misaligned responsibilities (Perera-Diltz & Mason, 2012), school leaders' misunderstanding of school counselors' professional training (Borders & Usher, 1992; Luke & Bernard, 2006), and lack of guidance from professional associations that addresses supervision practices (Black et al., 2011). These barriers may exemplify why some school counselors struggle to develop a clear professional identity (DeKruyf et al., 2013).

Professional counseling organizations have taken different views on school counselors' professional identity. In 2009, ASCA failed to endorse the single definition of counseling as established by the *20/20 Vision of the Future of Counseling* consensus work led by the American Counseling Association (ACA; Kaplan et al., 2011). This eventually led to ASCA dissolving its formal relationship with ACA and becoming an independent organization outside the umbrella of other counseling-related professional organizations (Brubaker, 2019). Further, ASCA partnered with CAEP (2019b) to endorse school counselor preparation standards as a new pathway to accreditation for counselor preparation programs that reflect an educator-first identity.

Professional counseling organizations are sending a mixed message to professionals and school leaders with regards to school counselor identity. Are school counselors educators-first, or are they counselors-first? The issue of professional identity is not just about semantics. A clear school counselor professional identity informs how other stakeholders understand and support the work of school counselors, specifically providing a supervision trilogy for their professional growth and development.

School Counselor Professional Identity

Professional identity is recognized as a crucial factor in how counselors approach their work (Brott & Myers, 1999; Gibson et al., 2010; Kaplan & Gladding, 2014; Luke & Goodrich, 2010). Gibson et al. (2010) define professional identity as the "integration of professional training with personal attributes in the context of a professional community" (p. 21). School counselors' professional identity contributes to situating and applying their knowledge and skills to support complex student and system needs. School counselors' experiences shape their professional identity and, by extension, supervision needs (Webber & Mascari, 2006).

Using grounded research, Brott and Myers (1999) described a school counselor's professional identity model as a "blending of influences" (p. 346). These influences include their experiences as both a CIT and a professional school counselor within the context of their work environment, administrators' understanding of school counseling, a myriad of student needs, and the presence or absence of school counselor colleagues (Brott & Meyers, 1999). School counselors evaluate these experiences and conditions and their responses inform and reflect their professional identity. Supervision provides a space for that process to take place under the guidance of an experienced supervisor.

Many school counselors are trained within an academic program that promotes a counselor-first professional identity (Webber & Mascari, 2006). The emphasis of these training programs is on applying counseling skills and theories through a curriculum that reflects a whole-person, wellness-focused counselor model (CACREP, 2016). However, as CIT become employed in a school setting, many shift their focus to an educator model. They may adapt their training to meet varying roles and responsibilities often assigned by administrators who may be unaware of their training, expertise as counselors, and program leaders (Leuwerke et al., 2009). In their educator role, school counselors implement a comprehensive school counseling program (e.g., ASCA, 2019a) that addresses educational competencies and standards, manages materials and resources, and uses accountability measures (Cinotti, 2014). As school employees, they participate in general education trainings and workshops for classroom teachers because opportunities specific to their work as counselors often do not exist (Robertson et al., 2016). Over time, school counselors may become more focused on appraisal and advisement and decrease counseling services due, in part, to administrators' expectations, misaligned job responsibilities, and large student caseloads (Cinotti, 2014; Dollarhide & Miller, 2006).

Historically, the debate over school counselors' professional identity has been from a binary position (Cinotti, 2014; Paisley et al., 2007; Warren et al., 2020; Webber & Mascari, 2006): Are school counselors counselors-first or are they educators-first? Authors are challenging the exclusionary use of binary terms and subscribing to an integrated school counselor identity that acknowledges school counselors as counselors and educators (Cinotti & Springer, 2016; DeKruyf et al., 2013; Watkinson, 2015). "Privileging one end of the professional identity spectrum over the other may unnecessarily restrict the ways in which school counselors may be able to promote the welfare of students with mental health needs" (DeKruyf et al., 2013,

p. 273). Having an integrated identity means that school counselors use both identities as a counselor and an educator to equitably meet students' needs across the three developmental domains (i.e., academic, career, and social/emotional) (ASCA, 2019a) and empowers school counselors to act and engage as both educational leaders and mental health professionals. An integrated professional identity begins to mitigate barriers school counselors face accessing appropriate professional learning and development, which includes supervision and clarifies the message about how school counselors comprehensively support their students.

Now more than ever, there is an urgency for an integrated school counselor identity. They are using their clinical skills in response to the growing mental health needs of children and adolescents (Duncan et al., 2014) and their leadership skills in planning and implementing programs that serve all students to meet identified needs (Randick et al., 2018). When school counselors adopt and advocate for an integrated professional identity, school leaders can better align school counselor responsibilities and expectations to their training and expertise (Warren et al., 2020). In turn, this will lead to role clarity that may be a protective factor to lessen stress and burnout (Blake, 2020; Cinotti, 2014; Kim & Lambie, 2018). The supervision trilogy addresses all aspects of school counselors' work as an employee, program manager, and counselor through the lens of an integrated professional identity (Cinotti, 2014; Cook et al., 2012).

A Suite of Supervision (SoS)

Supervision is an integral part of the school counselor's professional growth, development, and expertise (Borders et al., 2012), which benefits students, teachers, and administrators (Somody et al., 2008). School counselors' success is dependent not only on their training but also on their self-efficacy to apply that training to effectively support students (Cashwell & Dooley, 2012) and their ability to overcome challenges, achieve goals, and

demonstrate outcomes (Bandura, 1984). School counselor self-efficacy influences engagement in, how they attempt, the effort they put forth, and their persistence in completing a task (Bandura, 1984). Supervision can bolster school counselors' self-efficacy, which helps them to effectually address increased student need, manage demands on their time, and pursue continued growth and development (Cashwell & Dooley, 2001; Cook et al., 2012; Henderson & Gysbers, 2006; Page & Sutton, 2001; Tan, 2019).

School counselors should have access to supervision that reflects their varied responsibilities to provide academic, programmatic, and clinical services to address the needs of all students (Cinotti & Springer, 2016). Although the literature supports the need to differentiate supervision for school counselors (Borders & Usher, 1992; Brown et al., 2017; Luke & Goodrich, 2010; Walsh-Rock et al., 2017), there is no model or structure as to how to achieve this goal in schools. Authors propose a Suite of Supervision (SoS) to convey an integrated structure of support for school counselors that focuses on enhancing their professional identity and self-efficacy, transforming school counseling programs, and functioning as a valued member of the school community. The SoS includes administrative, programmatic, and clinical supervision that provides comprehensive support; delivered by trained supervisors; and included in every school counselors' professional learning and development plan. Just as supervision is differentiated for school counselors' various responsibilities, those providing supervision should also reflect that differentiation. School counselors have indicated that they want supervisors who understand their unique training, knowledge, and skills (Page et al., 2001; Perera-Diltz & Mason, 2012; Roberts & Borders, 1994). Figure 1 is a visual presentation of the SoS model.

Administrative Supervision

Administrative supervision is support intended for the development of the counselor as a professional member of the school community. Administrative supervision provided in the SoS can lead to multiple benefits for the school counselor as an educational leader and collaborator (Bringman et al., 2010; Dahir et al., 2010; Henderson & Gysbers, 2006; Yavuz et al., 2017). Most school counselors indicate that administrative supervision is provided by a building principal (Perera-Diltz & Mason, 2012).

This type of supervision includes a professional evaluation and review of the school counselor as an employee of the school system (Henderson & Gysbers, 2006). Administrative supervision targets professional skills, standards compliance, applications of professional judgment, and work habits (Henderson & Gysbers, 2006). Additionally, administrative supervision provides school counselors and administrators the opportunity to collaborate on how the school counseling program can address student needs and contribute to meeting school improvement goals. The ASCA *School Counselor Professional Standards and Competencies* (2019a) can serve as a resource for administrative supervisors. These are the mindsets of a "collaborative process involving school counselors, ...administrators, other school staff and education stakeholders" (M5., p. 95) and behaviors as the professional foundation "to promote professional growth and development" (B-PF4.c., p. 97). The ASCA *School Counselor Performance Appraisal* template can be used to guide administrative supervision conversations about appropriate professional behaviors (ASCA, 2019a).

When administrators and school counselors work together, schools are often physically, socially, and emotionally safer for all students (Yavuz et al., 2017). The principal-counselor teaming is a significant factor in determining the role school counselors play in student success

(Dollarhide et al., 2007; Leuwerke et al., 2009; Stone & Clark, 2001). When administrators understand and advocate for school counselors and their programs, better results for students occur including decreased discipline issues, improved academic achievement, increased attendance and graduation rates, greater sense of safety, fewer inter- and intra-personal problems, and improved mental health functioning (Robertson et al., 2016). Administrative supervisors can be advocates for aligning school counselor job responsibilities to their training and expertise (Dahir et al., 2010; Edwards et al., 2014). This reduces role confusion and diffusion that often leads to increased counselor stress and burnout (Blake, 2020).

Administrative supervisors should understand school counselors' training and expertise and be familiar with state and national models for school counseling programs. Bringman et al. (2010) found that when administrators-in-training were introduced to the ASCA National Model (2019a) their perceptions of school counselors' role changed to reflect the importance of aligning their responsibilities to their training as both a counselor and an educator. This knowledge aids supervisors in providing meaningful and actionable feedback through administrative supervision. School counselors, district school counseling coordinators, principals, counselor educators, and preservice administrator program faculty share the responsibility for ensuring administrative supervisors receive the appropriate training to facilitate effective administrative supervision, focusing on teaming and collaboration.

Programmatic Supervision

Programmatic supervision supports school counselors as managers of comprehensive school counseling programs that attend to all students' academic success, social and emotional development, and college and career readiness (Sandifer et al, 2019). Working with a programmatic supervisor by managing, evaluating, and reporting program results can mitigate

challenges in the delivery of a comprehensive school counseling program, such as a misunderstanding of the school counselor's role and assignment of non-counseling responsibilities (Cashwell & Dooley, 2001; Dollarhide & Miller, 2006; Lambie & Williamson, 2004; McMahon & Patton, 2000). Programmatic supervision supports school counselors who are involved with initiating a comprehensive school counseling program and those with well-established and nationally recognized programs, such as the Recognized ASCA Model Program (RAMP; Sandifer et al., 2019). Effective programmatic supervision is often provided by a lead school counselor colleague, district school counseling coordinator, or district office leader (Bledsoe et al., 2019; Tang, 2020).

School counselors are responsible for implementing comprehensive school counseling programs that serve all students in a developmentally appropriate way. ASCA's *National Model* provides a template for the counseling program; however, each school's program should be tailored to meet student and school needs, developed with stakeholder feedback, and aligned to school and district goals (ASCA, 2019a). Through programmatic supervision, school counselors examine student, school, and district data to identify needs and appropriate prevention and intervention activities. Then, align those activities to ASCA's *Mindsets and Behaviors for Student Success* and utilize program management tools to organize, evaluate, and share the outcomes of program components with stakeholders (Sandifer et al., 2019). Programmatic supervisors support school counselors to use effective advocacy strategies that promote their comprehensive school counseling program.

The focus of programmatic supervision is on professional behaviors that "demonstrate leadership through the development and implementation of a comprehensive school counseling program" (B-PF7., p. 97) and "design and implement school counseling action plans aligned

with school and annual student outcome goals and student data" (B-PE4.a., p. 101). The ASCA *National Model* (2019a) and *School Counselor Professional Standards and Competencies* (2019c) are valuable resources for programmatic supervisors to help individual school counselors align their programs to improvement goals. When programmatic supervisors understand school operations and instructional methods, they can guide and supervise school counselors who collaborate with teachers and school personnel to deliver individual and school-wide interventions (Perera-Diltz & Mason, 2012).

Clinical Supervision

Clinical supervision supports school counselors' growth and development as a counselor: practicing ethically, protecting students' well-being, focusing on empirically based counseling skills, increasing self-awareness, assuring multicultural competence, consulting on specific cases, identifying issues that could impede one's ability to deliver counseling services, and engaging in self-care (Bernard & Goodyear, 2019; Black et al., 2011; Page et al., 2001; Perera-Diltz & Mason, 2012). Clinical supervision can be a protective factor in addressing professional concerns (Bryant-Young et al., 2014; Cashwell & Dooley, 2001; Cinotti, 2014), such as role stress, lack of professional identity development, job dissatisfaction, and burnout (Perera-Diltz & Mason, 2012). A clinical supervisor has an ethical responsibility to ensure student welfare, demonstrate expertise in supervision models and techniques, and typically is a member of the counseling profession (Bernard & Goodyear, 2019), such as a school counselor, counselor educator, or licensed professional counselor (LPC) supervisor.

With students' increased mental health needs, school counselors need to examine and further develop their counseling competencies (Wilkerson, 2006). With ongoing clinical supervision, school counselors can be supported to appropriately identify student mental health

conditions, provide effective interventions and resources to students, and practice ethically (Black et al., 2011). Page et al. (2001) found that school counselors want clinical supervision to improve counseling practice and techniques, acquire self-awareness, and identify appropriate strategies for specific cases. Participating in clinical supervision helps school counselors navigate complex circumstances working with children and youth in a school setting. School counselors can explore how their implicit biases may influence their cultural competency, impacting how they deliver counseling services (Merlin-Knoblich & Chen, 2018). When clinical supervision focuses on wellness, supervisees can increase awareness of their well-being and consider and practice appropriate self-care strategies (Meany-Walen et al., 2016).

Like school social workers, school psychologists, and school nurses, similar school-based personnel have professional position statements setting expectations for clinical supervision practices (Borders et al., 2014). The Association for Counselor Education and Supervision (ACES) developed *Best Practices in Clinical Supervision* (2020) to guide clinical supervision in counseling specialties, including school counseling. Clinical supervision helps school counselors demonstrate ASCA *School Counselor Professional Standards and Competencies* (2019c) to "stay current with school counseling research and best practices" (B-PF4.a., p. 96); "use personal reflection, consultation, and supervision to promote professional growth and development" (B-PF4.c., p. 97); and "understand personal limitations and biases, and articulate how they may affect the school counselor's work" (B-PF6 f., p. 97).

Practicing school counselors who serve as site supervisors for CIT need to meet specific requirements that include having "relevant training in counseling supervision" (CACREP, 2016, p. 16). The *ASCA Ethical Standards for School Counselors* (2016) set expectations that school counseling site supervisors "have the education and training to provide clinical supervision.

Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills" (D.b., p. 8). This training equips site supervisors to also serve as peer clinical supervisors for their school counseling colleagues.

SoS Implementation: Professional Growth and Development Plan

The SoS creates a structure of supervision and a gateway for professional growth and development included in school counselors' annual agreement discussed during an administrative conference (ASCA, 2019a). As part of an annual agreement, the school counselor and administrator collaborate to establish the expectations and outcomes that reflect the supervision trilogy (ASCA, 2019a). For each mode of supervision, consideration needs to be given to its unique focus by identifying professional goals, a trained supervisor, frequency of sessions, and access to supervision.

Administrative supervision focuses on developing the school counselor as a school employee, educational leader, and collaborator (Dollarhide & Miller, 2006). A school principal most often provides administrative supervision. It is recommended that formal administrative supervision meetings between the school counselor and principal be held at least twice during the academic year. The annual administrative conference and the professional evaluation meetings are two important components of administrative supervision; however, monthly administrative supervision sessions may enhance the administrator-counselor team by improving communication and addressing school issues that impact student success. Specific supervision goals should be related to meeting the school counselor's employment contract expectations and collaborating on prevention and intervention strategies. To ensure the school counselor receives administrative supervision, both parties should schedule regular meetings at the start of the

academic year. There are no additional financial costs associated with administrative supervision.

Programmatic supervision supports the school counselor as a manager of the comprehensive school counseling program (Page et al., 2001; Perera-Diltz & Mason, 2012). Programmatic supervision should be held quarterly at a minimum; however, school counselors who are beginning implementation of a comprehensive school counseling program may need it more frequently. Programmatic supervision is typically conducted in groups with a district school counseling supervisor or lead school counselor as the supervisor. In the absence of a district supervisor or lead counselor, school counselors can take turns in facilitating peer programmatic supervision. Specific goals of programmatic supervision reflect needs identified from the ASCA *School Counseling Program Assessment* (2019a). Scheduling programmatic supervision during designated district professional development dates can ensure access for school counselors. Additionally, virtual platforms, such as Zoom, Microsoft Teams, and Google Meet, are viable options for conducting synchronous programmatic supervision and can decrease the amount of time a school counselor is unavailable for school and student matters. If programmatic supervision is coordinated through the school district, there should be no additional costs to the school or school counselor.

Clinical supervision focuses on the school counselor's ethical practice, counseling skills, client well-being, and self-care (Black et al., 2011; Brott et al., 2016; Cinotti, 2014). Clinical supervision should be held at least monthly and can be conducted individually or in small groups, depending on the school counselor's needs. A trained clinical supervisor may be a school counselor, district coordinator, LPC supervisor, or university counselor educator. Training in clinical supervision needs to include the ethics, roles, foci, approaches, and delivery methods that

support counselors' growth and development in a school setting (CACREP, 2016). Counselors can access opportunities for this training through a university course, workshops, seminars, counseling conferences, or professional associations. School counselors who serve as site supervisors for CIT also need training as clinical supervisors. Goals for clinical supervision should focus on supporting the school counselor's counseling skills and self-care practices. Clinical supervision can be conducted in person or synchronously using a virtual platform and scheduled at regular, on-going dates and times. In most cases, there will be no additional financial costs; however, there may be associated training fees that could be negotiated during the discussion of budget and materials as part of the annual administrative conference. A school counselor may request funding to attend clinical supervision training and, in return, will agree to conduct clinical supervision for other school counselors in the school or district.

The SoS is a dynamic and responsive structure of supervision for practicing school counselors. When the three modes of supervision are included in the annual agreement, school counselors will have access to an important professional development component. Each mode may be necessary at varying degrees and points of time throughout the school year so that school counselors can be responsive to changing student needs and learning conditions. Once the SoS is fully implemented, supervisors and school counselors can reflect on access to and experience with supervision to identify areas of strength and improvement to ensure that school counselors' growth and development remains relevant to professional, student, and school needs.

SoS Recommendations and Needed Research

Studying the supervision experiences of school counselors may provide critical feedback for implementing the SoS and ensure school counselors have the necessary professional development support to provide effective school counseling programs. Researchers have

reported on and made recommendations for site supervisor training (e.g., Brott et al., 2016), clinical supervision for practicing school counselors (e.g., Luke et al., 2011), how supervision is experienced (e.g., Cigrand et al., 2014), and the impact supervision has on student outcomes (e.g., Borders et al., 2014). Further, researchers have called for ways to identify maintainable supervision models for practicing school counselors (e.g., Walsh-Rock et al., 2017), such as the SoS. To determine if the SoS is an effective supervision model for practicing school counselors, an exploration of how school counselors (a) define supervision as part of professional growth and development, (b) experience each supervision mode, (c) perceive the value of the supervision experience in their practice, and (d) assess the impact of supervision on student outcomes is needed. Further, understanding how the SoS can be wrap-around support during a global pandemic can be explored by examining school counselors' perceptions about delivering a school counseling program in a virtual environment.

Summary

Conceptually, the SoS shows promise as a support system for the growth and development of school counselors with an integrated professional identity as both counselor and educator. The SoS is proposed as a model of comprehensive administrative, programmatic, and clinical supervision for practicing school counselors as a significant aspect of the annual professional development plan. The goal of this dynamic and responsive supervision model is for school counselors to have the agency and pathways to be valued school employees, intentional program managers, and effective counselors while mindfully engaging in self-care.

References

American School Counselor Association. (2016). *ASCA ethical standards for school counselors.* Author. https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

American School Counselor Association. (2019a). *ASCA national model: A framework for school counseling programs* (4th ed.). Author.

American School Counselor Association. (2019b). *ASCA standards for school counselor preparation programs.* Author. https://www.schoolcounselor.org/asca/media/asca/Standards/ASCA-Standards-for-School-Counselor-Preparation-Programs.pdf

American School Counselor Association. (2019c). *ASCA school counselor professional standards & competencies.* Author. https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf

Association for Counselor Education and Supervision. (2011, April). *ACES taskforce on best practices in clinical supervision*. www.acesonline.net/wp-content/uploads/2011/10/ACES-Best-Practices-in-clinical-supervision-document-FINAL.pdf

Bandura, A. (1984). Recycling misconceptions of perceived self-efficacy. *Cognitive Therapy and Research*, *8*(3), 231-255. https://doi.org/10.1007/BF01172995

Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-efficacy: The exercise of control. https://doi.org/10.1891/0889-8391.13.2.158

Barnum, M. (2021, January 12). COVID cases among teachers appear to be rising. What does that mean? https://www.chalkbeat.org/2021/1/12/22227990/covid-teachers-school-reopening

Barrett, R. L., & Schmidt, J. J. (1986). School counselor certification and supervision: Overlooked professional issues. *Counselor Education and Supervision*, *26*, 50-55. https://doi.org/10.1002/j.1556-6978.1986.tb00693.x

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (7th ed.). Pearson.

Bickmore, D. L., & Curry, J. R. (2013). The induction of school counselors: Meeting personal and professional needs. *Mentoring & Tutoring: Partnership in Learning*, *21*(1), 6-27. https://doi.org/10.1080/13611267.2013.784057

Black, A. L., Bailey, C. L., & Bergin, J. J. (2011). Status of clinical supervision among school counselors in southeast Georgia. *Georgia School Counselors Association Journal*, *18*(1), 12-21. https://assets.noviams.com/novi-file-uploads/gsca/Publications/Journal/Fall_2011_Journal.pdf

Blake, M. K. (2020). Other duties as assigned: The ambiguous role of the high school Counselor. *Sociology of Education*, https://doi.org/10.1177/0038040720932563

Bledsoe, K. G., Logan-McKibben, S., McKibben, W. B., & Cook, R. M. (2019). A content analysis of school counseling supervision. *Professional School Counseling*, *22*(1). https://doi.org/10.1177/2156759X19838454

Borders, L. D., Glosoff, H. L., Welfare, L. E., Hays, D., DeKruyf, L, Fernando, D. M, & Page, B. (2014). Best practices in clinical supervision: Evolution of a counseling specialty. *The Clinical Supervisor*, *33*, 26–44. https://doi.org/10.1080/07325223.2014.905225

Borders, L. D., & Usher, C. H. (1992). Post-degree supervision: Existing and preferred practices. *Journal of Counseling & Development, 70*(5), 594-599. https://doi.org/10.1002/j.1556-6676.1992.tb01667.x

Bringman, N. M., Mueller, S. M., & Lee, S. M. (2010). Educating future school principals regarding the role of professional school counselors. *Journal of School Counseling*, *8*(3). http://www.jsc.montana.edu/articles/v8n3.pdf

Brott, P. E., & Myers, J. E. (1999). Development of professional school counselor identity. *Professional School Counseling*, *2*(5), 339-348.

Brott, P. E., Stone, V., & Davis, T. E. (2016*)*. Growing together: A developmental model for training school counseling site supervisors. *Professional School Counseling*, *20*(1), 139-148. https://doi.org/10.5330/1096-2409-20.1.139

Brown, C. H., Olivárez, Jr., A., & DeKruyf, L. (2017). The impact of the school counselor supervision model on the self-efficacy of school counselor site supervisors. *Professional School Counseling*, 21(1), 152-160. https://doi.org/10.5330/1096-2409-21.1.152

Brubaker, M. D. (2019). Getting involved in professional organizations and honor societies. *Handbook of Counseling and Counselor Education*. tinyurl.com/4c66ee9y

Bryant-Young, N., Bell, C. A., & Davis, K. M. (2014). A supervisory issue when utilizing the ASCA national model framework in school counseling. *Georgia School Counselors Association Journal*, *21*(1), 35-41. https://assets.noviams.com/novi-file-uploads/gsca/Documents/Journals/GSCA_2014_Journal.pdf

Cashwell, T. H., & Dooley, K. (2001). The impact of supervision on counselor self-efficacy. *The Clinical Supervisor*, *20*(1), 39-47. https://doi.org/10.1300/J001v20n01_03

Cigrand, D. L., Wood, S. M., & Duys, D. (2014). School counselors' use of solution-focused tenets and techniques in school-based site supervision. *Journal of School Counseling*, *12*(15). http://www.jsc.montana.edu/articles/v12n15.pdf

Cinotti, D. (2014). Competing professional identity models in school counseling: A historical perspective and commentary. *Professional Counselor*, *4*(5), 417-425. https://doi.org/10.1300/J001v20n01_03

Cinotti, D. A., & Springer, S. I. (2016). Examining the impact of non-counseling supervisors on school counselor self-efficacy. *Ideas and research you can use: VISTAS 2016*. https://www.counseling.org/knowledge-center/vistas/by-year2/vistas-2016/docs/default-source/vistas/article_71_2016

Cook, K., Trepal, H., & Somody, C. (2012). Supervision of school counselors: The SAAFT model. *Journal of School Counseling*, *10*(21). http://jsc.montana.edu/articles/v10n21.pdf

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP standards*. http://www.cacrep.org/for-programs/2016-cacrep-standards/

Dahir, C. A., Burnham, J. J., Stone, C. B., & Cobb, N. (2010). Principals as partners: Counselors as collaborators. *NASSP Bulletin*, *94*(4), 286-305. https://doi.org/10.1177/0192636511399899

DeKruyf, L., Auger, R. W., & Trice-Black, S. (2013). The role of school counselors in meeting students' mental health needs: Examining issues of professional identity. *Professional School Counseling*, *16*(5). https://doi.org/10.1177/2156759X0001600502

Dollarhide, C. T., & Miller, G. M. (2006). Supervision for preparation and practice of school counselors: Pathways to excellence. *Counselor Education and Supervision*, *45*(4), 242-252. https://doi.org/10.1002/j.1556-6978.2006.tb00001.x

Dollarhide, C. T., Smith, A. T., & Lemberger, M. E. (2007). Critical incidents in the development of supportive principals: Facilitating school counselor-principal relationships. *Professional School Counselor, 10*(4), 360-369. https://doi.org/10.5330/prsc.10.4.k111116677917913

Duncan, K., Brown-Rice, K., & Bardhoshi, G. (2014). Perceptions of the importance and utilization of clinical supervision among certified rural school counselors. *Professional Counselor*, *4*(5), 444-454. https://doi.org/10.15241/kd.4.5.444

Edwards, L., Grace, R., & King, G. (2014). Importance of an effective principal counselor relationship. *Alabama Journal of Educational Leadership, 1*, 34-42. https://www.icpel.org/uploads/1/5/6/2/15622000/aapel_journal_revise_8_26.pdf

Gibson, D. M., Dollarhide, C. T., & Moss, J. M. (2010). Professional identity development: A grounded theory of transformational tasks of new counselors. *Counselor Education and Supervision, 50*(1), 21-38. https://doi.org/10.1002/j.1556-6978.2010.tb00106.x.

Gordon, C., & Luke, M. (2016). Metadiscourse in group supervision: How school counselors-in-training construct their transitional professional identities. *Discourse Studies*, *18*(1), 25-43. https://doi.org/10.1177/1461445615613180

Henderson, P., & Gysbers, N. C. (2006). Providing administrative and counseling supervision for school counselors. *VISTAS: Compelling Perspectives on Counseling*, 161-163. https://www.counseling.org/docs/default-source/vistas/providing-administrative-and-counseling-supervision-for-school-counselors.pdf?sfvrsn=29db7e2c_10

Herlihy, B., Gray, N., & McCollum, V. (2002). Legal and ethical issues in school counselor supervision. *Professional School Counseling*, *6*, 55-60. https://www.researchgate.net/profile/Barbara_Herlihy2/publication/234714178_Legal_an

d_Ethical_Issues_in_School_Counselor_Supervision/links/5667197808ae34c89a022844.pdf

Kaplan, D. M., & Gladding, S. T. (2011). A vision for the future of counseling: The 20/20 principles for unifying and strengthening the profession. *Journal of Counseling & Development*, *89*(3), 367-372. https://doi.org/10.1002/j.1556-6676.2014.00164.x

Kim, N., & Lambie, G. W. (2018). Burnout and implications for professional school counselors. *Professional Counselor*, *8*(3), 277-294. https://doi.org/10.15241/nk.8.3.277

Lambie, G. W., & Williamson, L. L. (2004). The challenge to change from guidance counseling to professional school counseling: A historical proposition. *Professional School Counseling*, 8(2), 124-131.

Lenz, A. S., Blount, A. J., & Norris, C. A. (2018). A multi-method synthesis of studies evaluating wellness-informed approaches to counselor supervision. *The Clinical Supervisor*, *37*(2), 339-359. https://doi.org/10.1080/07325223.2018.1507858

Leuwerke, W. C., Walker, J., & Shi, Q. (2009). Informing principals: The impact of different types of information on principals' perceptions of professional school counselors. *Professional School Counseling*, *12*(4), 263-271. https://doi.org/10.1177/2156759X0901200404

Luke, M., & Bernard, J. M. (2006). The school counseling supervision model: An extension of the discrimination model. *Counselor Education and Supervision*, *45*(4), 282-295. https://doi.org/10.1002/j.1556-6978.2006.tb00004.x

Luke, M., Ellis, M. V., & Bernard, J. M. (2011). School counselor supervisors' perceptions of the discrimination model of supervision. *Counselor Education and Supervision*, *50*(5), 328-343. https://doi.org/10.1002/j.1556-6978.2011.tb01919.x

Luke, M. & Goodrich, K. M. (2010). Chi Sigma Iota chapter leadership and professional identity development in early career counselors. *Counselor Education and Supervision, 50*(1), 56–78. https://doi.org/10.1002/j.1556-6978.2010.tb00108.x

McMahon, M., & Patton, W. (2000). Conversations on clinical supervision: Benefits perceived by school counsellors. *British Journal of Guidance & Counselling*, *28*(3), 339-351. https://doi.org/10.1080/713652301

Meany-Walen, K. K., Davis-Gage, D., & Lindo, N. A. (2016). The impact of wellness-focused supervision on mental health counseling practicum students. *Journal of Counseling & Development*, *94*(4), 464-472. https://doi.org/10.1002/jcad.12105

Merlin-Knoblich, C., & Chen, J. A. (2018). A survey of school counselor multicultural education behaviors and the obstacles that impede them. *Journal of School Counseling*, *16*(22), 1. https://jsc.montana.edu/articles/v16n22.pdf

Meyers, L. (2020, September 28). School counseling in the time of the coronavirus. *Counseling Today*. https://ct.counseling.org/2020/09/school-counseling-in-the-time-of-the-coronavirus/

Page, B., Pietrzak, D., & Sutton, Jr., J. (2001). National survey of school counselor supervision. *Counselor Education and Supervision, 40*, 142-150. https://doi.org/10.1002/j.1556-6978.2001.tb01278.x

Patel, M., & Raphael, J. L. (2020). Acute-on-chronic stress in the time of COVID-19: Assessment considerations for vulnerable youth populations. *Pediatric Research*, *88*(6), 827-828. https://doi.org/10.1038/s41390-020-01166-y

Perera-Diltz, D. M., & Mason, K. L. (2012). A national survey of school counselor supervision practices: Administrative, clinical, peer, and technology mediated supervision. *Journal of School Counseling 10*(4). http://www.jsc.montana.edu/articles/v10n4.pdf

Pincus, R., Hannor-Walker, T., Wright, L., & Justice, J. (2020). COVID-19's Effect on Students: How School Counselors Rise to the Rescue. *NASSP Bulletin*, *104*(4), 241–256. https://doi.org/10.1177/0192636520975866

Randick, N. M., Dermer, S., & Michel, R. E. (2018). Exploring the job duties that impact school counselor wellness: The role of RAMP, supervision, and support. *Professional School Counseling*, *22*(1), 1-11. https://doi.org/10.1177/2156759X18820331

Roberts, E. B., & Borders, D. L. (1994). Supervision of school counselors: Administrative, program, and counseling. *The School Counselor*, *41*(3), 149-157. https://www.jstor.org/stable/23900653

Robertson, D. L., Lloyd-Hazlett, J., Zambrano, E., & McClendon, L. (2016). Program directors' perceptions of school counselor roles. *Journal of Professional Counseling: Practice, Theory & Research*, *43*(2), 1-13. https://doi.org/10.1080/15566382.2016.12033952

Sandifer, M. C., Martin, D., Range, L. M., & Fonseca, T. (2019). Factors associated with programmatic orientation and supervision in schools. *Journal of School Counseling*, *17*(12). http://www.jsc.montana.edu/articles/v17n12.pdf

Savitz-Romer, M., Rowan-Kenyon, H. T., Nicola, T. P., Carroll, S., & Hecht, L. (2020). Expanding support beyond the virtual classroom: Lessons and recommendations from school counselors during the COVID-19 crisis. *Harvard Graduate School of Education & Boston College Lynch School of Education and Human Development*, 1-16.

https://www.gse.harvard.edu/sites/default/files/documents/School-Counseling-Covid-19-Report.pdf

Sheikh, A., Sheikh, A., Sheikh, Z., & Dhami, S. (2020). Reopening schools after the COVID-19 lockdown. *Journal of Global Health*, *10*(1), 1-3. https://doi.org/10.7189/jogh.10.010376

Somody, C., Henderson, P., Cook, K., & Zambrano, E. (2008). A working system of school counselor supervision. *Professional School Counseling*, *12*(1), 22-33. https://doi.org/10.1177/2156759X0801200103

Stone, C. B., & Clark, M. A. (2001). School counselors and principals: Partners in support of academic achievement. *NASSP Bulletin*, *85*(624), 46-53. https://doi.org/10.1177/019263650108562407

Supriyanto, A., Hartini, S., Irdasari, W. N., Miftahul, A., Oktapiana, S., & Mumpuni, S. D. (2020). Teacher professional quality: Counselling services with technology in Pandemic Covid-19. *Counsellia: Jurnal Bimbingan dan Konseling*, *10*(2), 176-189.

Sutton, J. M., & Page, B. J. (1994). Post-degree clinical supervision of school counselors. *The School Counselor*, *42*(1), 32-39. https://www.jstor.org/stable/23901709

Tan, S. Y. (2019). Clinical group supervision experiences of Singapore school counsellors. *British Journal of Guidance & Counselling*, *47*(4), 432-445. https://doi.org/10.1080/03069885.2017.1371275

Tang, A. (2020). The impact of school counseling supervision on practicing school counselors' self-efficacy in building a comprehensive school counseling program. *Professional School Counseling*, *23*(1), 1-11. https://doi.org/10.1177/2156759X20947723

Taylor, S., Landry, C. A., Paluszek, M. M., Fergus, T. A., McKay, D., & Asmundson, G. J. (2020). COVID stress syndrome: Concept, structure, and correlates. *Depression and Anxiety, 37*(8), 706-714. https://doi.org/10.25273/counsellia.v10i2.7768

Walsh-Rock, V. J., Tollerud, T. R., & Myers, C. E. (2017). Assessment of school counselor supervision in Illinois. *Journal of Counseling in Illinois, 4*(1), 24-35. https://cdn.ymaws.com/www.ilcounseling.org/resource/resmgr/publications/2017_Publications/JCI_Volume_4_Number_1_-1.pdf

Warren, J. M., Jones, S. J., & Unger, D. L. (2020). Strengthening professional school counseling: A call to action. *Professional Issues in Counseling*, *4*(1), 61-76. https://www.shsu.edu/academics/counselor-education/piic/journals/2020/

Watkinson, J. S. (2015). "I just thought I would be the school counselor": Vision as a reflective practice. *Journal of Counselor Leadership and Advocacy*, *2*(1), 14-28. https://doi.org/10.1080/2326716X.2014.974784

Webber, J. M., & Mascari, J. B. (2006). Counselor or educators: Strengthening the professional identity of school counselors. *ACA VISTAS Online*. https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf

Wilkerson, K. (2006). Peer supervision for the professional development of school counselors: Toward an understanding of terms and findings. *Counselor Education and Supervision, 46*(1), 59-67. https://doi.org/10.1002/j.1556-6978.2006.tb00012.x

Yavuz, Y., Cayirdag, N., Dahir, C., & Gümüseli, A. Í. (2017). Improving student achievement through strengthening principal and school counselor partnership. *International Journal of Educational Reform, 26*(2), 176-201. https://doi.org/10.1177/105678791702600205

CHAPTER II: A Phenomenological Study of School Counselors' Lived Experiences in Supervision

Abstract

This research is a phenomenological study of professional school counselors' lived experiences in supervision. The researcher conducted semi-structured interviews with eight licensed or certified school counselors with at least three years of school counseling experience who use a State Model or the ASCA National Model (2019) for school counseling programs and have participated in at least two of the three modes of supervision (administrative, programmatic, clinical). Moustakas' (1994) modification of van Kaam's methods guided data collection, analysis, and report of the findings. Five themes with corresponding subthemes illuminated the eight school counselors' lived experiences in supervision. The themes aligned with the interview questions as (a) professional experience, (b) professional growth and development, (c) understanding of supervision, (d) supervision experience, and (e) supervision during Covid-19. The essence of the lived supervision experiences for these participants was formulated as "a bridge that connects what we do with who we are." Implications for school counselors and supervisors, counselor educators, and researchers are included.

Keywords: school counseling, supervision, professional growth and development, Covid-19, counselor educator

School Counselors' Lived Experiences in Supervision

Professional school counselors who participate in supervision take advantage of an integral component of their professional growth and development (American School Counselor Association [ASCA], 2019a; Bledsoe et al., 2019; Brown et al., 2017). Supervision is an intentional professional practice in providing support, direction, and feedback that safeguards student welfare, enhances a counselor's skills, reinforces ethical practice, and aids in professional gatekeeping (Henderson & Gysbers, 2006; Perera-Diltz & Mason, 2012; Tan, 2019). In 1975, Boyd and Walter likened a school counselor's career to that of a cactus: "Both survive on a minimum of nutrients from the environment" (p. 103) and without proper support (e.g., climate and conditions) school counselors would not reach their potential. Boyd and Walter (1975) go on to say that supervision can facilitate professional growth and development that leads to becoming a "master practitioner" (p. 104).

Supervision is essential to school counselors' integrated professional identity as counselor and educator (Cinotti, 2014; Cook et al., 2012). The three modes of supervision for school counselors include administrative, programmatic, and clinical (Luke & Bernard, 2006; Roberts & Borders, 1994). Of the three modes, school counselors are more likely to participate in administrative supervision provided by the school principal with the focus on meeting employee responsibilities and expectations (Henderson & Gysbers, 2006; Perera-Diltz & Mason, 2012). Some school counselors receive programmatic supervision to support the development and implementation of their comprehensive school counseling program, usually facilitated by a district or lead school counselor (Dollarhide & Miller, 2006). Fewer receive clinical supervision which focuses on enhancing counseling skills, promoting self-care, and protecting the well-being of students (Bledsoe et al., 2019). The benefits school counselors receive from supervision

include increased self-efficacy (Cashwell & Dooley, 2001), professional identity development (Dollarhide & Miller, 2006), attention to ethical practice (Page et al., 2001), knowledge and strategies for program delivery (Perera-Diltz & Mason, 2012), and awareness of self-care and wellness (Lenz et al., 2018).

Researchers have found that school counselors recognize the value of supervision for their professional growth and development (Roberts & Borders, 1994; Sutton & Page, 1994) and most frequently participate in administrative supervision, although they would like greater access to clinical supervision (Page, et al., 2001; Perera-Diltz & Mason, 2012; Roberts & Borders, 1994, Sutton & Page, 1994). Further, school counselors prefer to receive supervision from someone knowledgeable about school counseling (Page et al., 2001; Roberts & Borders, 1994). Primary barriers to supervision for school counselors include time, cost, access, qualified supervisors, and the absence of a model to deliver school counseling supervision that includes all three modes of supervision. (Brown et al., 2017; Dollarhide & Miller, 2006; Perera-Diltz & Mason, 2012; Sutton & Page, 1994; Walsh-Rock et al., 2017). In response to the lack of models of supervision specific to school counseling, Bagwell (2021) proposed the Suite of Supervision (SoS) as an integrated structure of professional growth and development for school counselors (see Appendix A). The SoS utilizes coordinated and regular supervision delivered by trained supervisors to enhance their professional identity and counseling skills, transform their school counseling programs, and support their role as a valued member of the school community.

A recent content analysis of school counseling supervision literature (N = 69 articles analyzed) spanning the past 50 years (Bledsoe et al., 2019) suggests that investigations related to school counseling supervision research have been "scattered and inconsistent" (p. 1). Over 55% of the articles in the content analysis were conceptual articles most frequently presenting reviews

or commentaries and introducing or modifying supervision models. A little over one-fifth (20%) describe the practice or training of supervisors. The methods reported for empirical studies (*n* = 31) were mostly quantitative (65%) and approximately 25% were qualitative. Research topics address multicultural supervision and advocacy, students' presenting issues, and supervision modalities. However, little school counseling supervision literature addresses how school counselors experience supervision, their perceptions of the value of supervision in their practice, and how supervision is a part of their professional growth and development.

Research is needed to better understand how school counselors experience supervision and how it informs their professional growth and development. Understanding the lived experiences of school counselors who participate in supervision can illuminate another dimension of school counseling supervision that is missing in previous research and provide meaningful insights that extend our knowledge about school counseling supervision. Thus, the following research question guided this study: What are school counselors' lived experiences in comprehensive supervision?

Methods

The researcher conducted a qualitative data analysis as the means to examine the phenomenon of school counseling supervision, which includes administrative, programmatic, and clinical modes of supervision, by those who have experienced it and through a summary description of experiences to identify a "universal essence" (Creswell, 2013, p. 76) of the phenomenon (Merriam & Tisdell, 2015). A phenomenological lens using Moustakas' (1994) modification of van Kaam's methods was applied to the data to discover the essence of school counselors' lived experiences in supervision.

Participants

Phenomenological studies often include three to 15 participants who, as a heterogeneous group, have experienced the phenomenon (Creswell, 2013). Upon receiving the university's institutional research board approval (see Appendix B), the researcher recruited eight participants who met the following criteria: (a) a current licensed or credentialed school counselor in the respective state where they are employed, (b) at least three years of experience as a school counselor, (c) use either a State School Counseling Model or the ASCA National Model (2019) as the framework for the school counseling program, and (d) participate in at least two of the three modes of supervision (administrative, programmatic, clinical). Some Departments of Education issue educational licenses for school counselors, while others offer educational certificates for school counselors. Because the researcher conducted a national recruitment for participants, both terms were used to communicate that all school counselors would be considered. School counselors must typically work with an introductory license for three years before they can apply for a professional license so the participant requirement of a minimum of three years' experience as a school counselor aligns to the licensure requirement.

Recruitment consisted of emails to professional school counseling organizations, social media announcements on Facebook, Twitter, LinkedIn, and the ASCA Scene listserv inviting school counselors who meet the selection criteria to participate in the study by clicking on a link to indicate their interest. The researcher developed an online questionnaire (see Appendix C) to screen participants: (a) Those who did not meet the selection criteria received a response thanking them for their interest or (b) those who met the selection criteria were routed to the informed consent (see Appendix D). Eligible participants were prioritized first according to the types of supervision that they received, and then by the grade levels they served to make certain

recipients of all three modes of supervision were included in the study. Eight participants were selected from this convenience sampling as a heterogeneous group with regards to experience, school level and type, caseload, and number of school counselors in building (see Appendix E). As a group, the participants were predominantly female Caucasians between the ages of 42 to 55 with 5 to 27 years of experience as a school counselor. One Caucasian male participant, age 42, has worked as a school counselor for 17 years. One black female age 43 and one black/Afro-Caribbean female age 49 have 18 and 5 years of experience in school counseling, respectively. Half of the participants worked in a high school setting, 38% worked with elementary students, and 12% served an elementary and middle school population. The participants work setting was suburban (50%), urban (25%), and rural (25%). Caseload ratios ranged from 268 to 1,050 students to one counselor, and school counselors in the respective building ranged from one to six. Seventy-five percent of the participants experienced all three modes of supervision.

Procedures and Data Collection

Once participants acknowledged that they met the qualifications to participate in the study and agreed to informed consent, they completed an online demographic questionnaire (see Appendix F). The researcher sent these participants an email thanking them for their interest and notifying them they have been selected for an interview. The email contained a link to Calendly www.calendly.com and each participant selected a day and time that was convenient for an online interview. The participants received a confirmation email as a reminder of their scheduled interview.

The researcher conducted pilot interviews and data analyses with two participants to gather feedback on question clarity and to provide the researcher an opportunity to practice the interview protocol and data analysis before proceeding with additional data collection. The

participants met the criteria for the study and the researcher followed the interview protocol and data analysis method so that their data could be included in the findings. The researcher conducted individual interviews, recorded through a HIPPA–compliant Zoom account, and stored on a password-protected computer using two-factor authentication. Each interview lasted between 30 and 60 minutes. The researcher followed a semi-structured interview protocol based upon previous school counselor supervision literature and designed to address the current study's research question (see Appendix G). Each participant in the study was asked the same interview questions with probes and individualized follow-up questions used to prompt rich descriptions of the participant's lived experiences in supervision (Hays & Singh, 2012).

Once the data were collected, each interview was transcribed using the Zoom transcription feature to create a Word file of the text. The researcher verified each transcription and resolved discrepancies by reviewing the original video recording. A master Word file for each participant's verbatim transcription that was certified as accurate by the researcher was stored on a password-protected computer using a two-factor authentication process. Data analysis began once each interview was completed, transcribed, and verified as accurate.

Positionality and Bracketing

The researcher is a white, female, cisgender doctoral candidate in counselor education and supervision in a southern university in her late-40s. She is a third-generation college graduate and has earned a M.S. in school counseling and an Ed.S. in administration and supervision prior to entering the doctoral program. She has more than 20 years of cumulative experience as a K-12 school counselor, district school counseling coordinator, and director of school counseling for a state education agency. Throughout her career, she has delivered district, state, regional, and national trainings specific to school counseling, developed policies to remove

barriers to delivering comprehensive school counseling programs, and created regional networks with school counseling coaches to provide programmatic and clinical supervision to school counseling colleagues. Her work includes consultation with school administrators and district school counseling coordinators.

A hallmark of phenomenological research is the bracketing of researcher experiences and bias to prevent influence or interpretation of the participants' lived experience of the phenomenon being studied (Creswell, 2013). Prior to beginning the study, the researcher asked a white male social work graduate student that identifies as LGBTQ to interview her using the demographic survey and semi-structured questions from the study. This afforded the researcher the opportunity to go through the interviewee experience, noting how answering the questions felt and using that experience to inform how she conducted interviews with participants.

The researcher collected and maintained detailed field notes of contacts with participants, interview protocols, and research meetings to create an audit trail. Additionally, the researcher used reflexive journaling and participated in debriefing interviews with committee members to minimize biases and assumptions.

Trustworthiness

Strategies to establish trustworthiness address the credibility of the data, the validity of the findings, and the rigor of the study (Creswell, 2013; Hunt, 2011). Member checking was used to confirm identified themes from the interview transcript analysis (Hays & Singh, 2012). Once the textural and structural descriptions were completed as part of the data analysis process (Moustakas, 1994) each participant received their descriptions via email. They were asked to review the description, ensure that the researcher accurately represented their experiences, and provide feedback by a specific date. The researcher included a passive agreement option, telling

the participant that if they did not respond, the researcher would determine that the descriptions were accurate. The researcher is the primary instrument of data collection in phenomenological studies (Creswell, 2013), so debriefing interviews with a committee member were conducted throughout the collection, analysis, and interpretation of the data (Onwuegbuzie & Leech, 2007). Thick descriptions from the participants established credibility and transferability (Creswell, 2013; Merriam & Tisdell, 2015). Transcription software and multiple reviews of transcriptions confirmed dependability. Finally, the researcher maintained a detailed audit trail as documentation of adherence to research protocols.

Data Analysis Procedures

Phenomenological studies seek to understand a specific experience by adhering to procedural consistency throughout the data analysis process, which enhances methodological rigor (Flynn & Korcuska, 2018; Glesne, 2016). Moustakas' (1994) modification of van Kaam's method for analysis provides a structure for analyzing data that will prioritize each participant's experience, leading to a composite description of the essence of the phenomenon. Belk (2019) notes Moustakas' modifications include attention to writing both textural and structural descriptions of each participant's experiences. van Manen describes phenomenological analysis as an exercise of writing to "compose a story that captures the important elements of the lived experience" (Starks & Trinidad, 2007, p. 1376) so that any reader will "feel that she has vicariously experienced the phenomenon…[and] come to similar conclusions about what it means" (p. 1376). Using this method of analysis may lead to a new perspective in school counseling supervision.

Moustakas' data analysis in this study began with horizontalization by listing every significant and relevant expression from the interview transcript that was a "moment of the

experience that is necessary to understand it" (Moustakas, 1994, p. 121). Each expression, or horizon, was given equal significance and was reviewed so that vague or repetitive horizons were removed. The unique horizons were clustered into thematic labels as the core themes of the experience through deductive coding based on the semi-structured interview questions. Appendix H presents a code book of the clusters of meanings as themes and the subthemes for the participants in the current study. The researcher validated the themes by cross-checking them against the original transcript, then wrote individual textural and structural descriptions by integrating these themes and subthemes, which were illuminated by the respective participant's quotes.

As an example, from Devin's verbatim transcription of her response to the researcher's prompt, "Has supervision played a role in your professional development?", six horizontalizations were identified as significant responses that included "I feel like my administrator wants me to be up on the latest things" and "I just don't feel like they're knowledgeable enough to know how specific professional developments related to school counseling would help me unless I bring it to them." Using elimination and reduction (Moustakas, 1994), five unique horizons remained and were named, such as "building supervisor actions prescribe trainings that impact functions of school" and "barriers of getting professional development from building supervisor [because they] lack specific school counseling knowledge." These unique horizons were developed into clusters of meaning as "supervision is action taken by supervisor [to set expectations, prescribe trainings]" and "lack of school counseling knowledge is a barrier to building supervisor providing relevant professional growth and development" These clusters of meaning informed the core meaning for "PGD [professional growth and development]" with subthemes of "sources", which was further defined as "internal

sources", and "barriers." Devin's textural description included PGD "to help her meet many of those [school] responsibilities...prescribe specific trainings on school initiatives...but [building administrators] are not knowledgeable enough to know how professional development specific to school counseling would help me unless I bring it to them." The structural description was "the impact of supervision on Devin's professional growth and development is grounded in how Devin experienced supervision...with conflicting direction from her building and district supervisors."

Participants received their individual textural and structural descriptions via email as part of a member-checking process to support trustworthiness. The researcher included instructions in the emails to inform participants that if they chose not to respond the researcher would accept their descriptions as accurate. Four of the participants responded and confirmed that their descriptions were accurate; three of the participants did not respond. One participant was not available to confirm the textural and structural description. After the participants verified their descriptions, the researcher composed a composite description as the essence of the phenomenon reflecting the entire group of participants.

Findings

Through a phenomenological process, five themes with corresponding subthemes illuminated the eight school counselors' lived experiences in supervision. The core themes aligned to the interview questions as (a) professional experience, (b) professional growth and development, (c) understanding of supervision, (d) supervision experience, and (e) supervision during Covid-19. Subthemes emerged to reveal the participants' perceptions of their supervision experiences within each of the core themes. The essence of the lived supervision experiences for these participants was formulated as "a bridge that connects what we do with who we are." In

each of the following sections, the themes in bold align with the interview questions and are detailed through the subthemes in bold italic and narrated meanings that lead to the essence of supervision for these participants.

Professional Experience

Each participant's unique supervision experience was grounded in their professional experience, which included the subthemes of (a) school counseling experience, (b) the roles and responsibilities as a school counselor, and (c) the context of their work environment. Their collective experience as a school counselor ranged from five to 27 years with six of the eight describing all three modes of supervision as part of this experience. Many shared similar roles and responsibilities in providing services directly to students, which included counseling, college readiness activities, school counseling curriculum lessons, and behavioral interventions. These services were described as doing the job and collaborating with others because "there is not one person in the school that is not a relevant resource for students" [Kathy]. The context of their work environment was described through their school setting, student caseload, number of school counselors in their building, whether they have a school counseling supervisor, and programs they manage, such as Section 504 or Dual Enrollment. Sometimes the context of one's roles and responsibilities can be overwhelming, such as Gabby's experience with college counseling and support for 100 seniors that "almost killed me."

Professional Growth and Development

These participants articulated that professional growth and development was important in their role as school counselors. Professional growth and development provided information, inspiration, resources, and staying up to date with effective school counseling practices. Claire shared, "[I] really have always enjoyed professional development [because] I am a lifelong

learner." This theme was explored through the subthemes of (a) sources, (b) barriers, (c) impact on practice and professional identity development.

Sources: Internal and External

Professional growth and development opportunities came from within the school system as internal sources and from outside as external sources. Internal sources included attending regular school counselor meetings, annual school counselor trainings, and informal groups led by school counselors to discuss the challenges they encounter in their buildings. Outside their district, the school counselors attended conferences and online webinars through state and national professional organizations, engaged in school counseling social media, and studied professional resources. Sparkles has provided professional development for fellow school counselors; Sam and Devin have presented at state conferences and training events. For Kathy, professional growth and development has led to leadership opportunities. Further, Devin and her elementary school counseling colleagues created their own professional learning committee to discuss pertinent issues and offer support to each other. Scruffy pointed out that a lot of learning and growth comes from "just good old-fashioned experience."

Barriers

Most participants indicated that there were "scarce" [Sparkles] or "limited learning opportunities" [Kathy] specific to school counseling from internal sources. Gabby attributed this to the school district focusing on instruction and academic achievement of students so "[school counselors] are forced to go out and get your own [professional development]." Sparkles' barrier was "not having a district school counselor supervisor with an understanding of school counseling." Some of the school counselors faced challenges because their administrators were

not “knowledgeable enough to know how professional development specific to school counseling would help me unless I bring it to them” [Devin].

Barriers to external sources of professional growth and development included “lack of funding” [Sparkles] and time to attend. Sam, Sparkles, and Peanut had previously facilitated regional trainings for school counselors with their state department of education, but these positions were eliminated due to decreased state funding. Claire found it hard to get away from the school building to attend professional trainings because of her roles and responsibilities. Others who work with a team of school counselors often rotated who could attend because administrators do not want “all the counselors out of the building at the same time” [Claire]. Claire pointed out that receiving information secondhand from a colleague who attended a conference can be a barrier when the information is not accurately shared.

Impact on Practice and Professional Identity Development

Through professional development, the participants received information that improved their school counseling practice, connected their work to district initiatives, and increased their advocacy of school counselors. Peanut and Claire have participated in professional development that helped them better support their students. Gabby was able to improve her counseling services with resources that “made my life easier.” Kathy attended professional development offerings focused on district initiatives to identify how she could support them through the counseling program. Kathy also focused much of her professional development on enhancing her leadership skills to “elevate the voice of school counselors” with school and community leaders.

Understanding Supervision

Prompted by the interview questions, the participating school counselors conceptualized their understanding of supervision based upon (a) a definition of supervision, (b) the barriers to

supervision, and (c) the characteristics of a good supervisor. Participants explored the purpose of supervision in their own experiences by crafting a definition of supervision; they reflected on its accessibility by identifying barriers they encountered to participating in supervision; and they identified important supervisor characteristics. In some cases, the participants' understanding of supervision was specific to a particular mode of supervision, while others maintained a broader application to all three modes of school counselor supervision.

Definition of Supervision

The school counselors' understanding of supervision ranged from being a supervisor for school counseling graduate students by providing teaching and mentoring to receiving support and coaching from others for improving their own services and outcomes with students. Scruffy and Claire referenced experiences supervising a school counseling intern or practicum student before adding the completion of their own professional evaluations to their definitions of supervision. Peanut also characterized supervision as her professional evaluation but went on to include "getting critical information." Most of the participants described a process of support that enhanced their growth and development as a school counselor. For Kathy, supervision was "guiding new counselors as they are putting their knowledge into practice." Devin and Sam captured the purpose of supervision as "help me be supportive of my students" and "to promote growth and ensure your program is effective," respectively. The ongoing nature of supervision was reflected as "a continuous mentorship" [Gabby] and "gentle molding over time" [Sparkles]. Kathy and Sparkles both characterized supervision as a safe space "to learn, be vulnerable, and develop their professional identity" [Sparkles] and a "space to let someone make mistakes and give them freedom to make mistakes" [Kathy]. The definitions of supervision from all

participants reflected how it could be applied at different points of a school counselor's development.

Barriers to Supervision

Most participants reported that they encountered multiple barriers to accessing supervision that were clustered around a lack of supervisors who understand both school counseling and supervision. The participants emphatically claimed that both building and district supervisors lacked knowledge and understanding of school counseling, and they were unable to provide meaningful supervision or relevant feedback. Supervisors have not seen the whole picture of their school counselor's work. Sam points out that having supervisors who do not understand the counseling process observe an individual or small group session may actually change the dynamics of the counseling experience for the student. If the supervisor does not recognize the nuances of the counseling process, it could negatively impact a professional evaluation. Kathy had a similar experience when an administrator observed her conducting a small group. "[The administrator] was expecting students to raise their hand when they wanted to talk but this is not a classroom. We do things differently in small groups." Several participants commented that the evaluation system that is used during administrative supervision is designed for classroom teachers, which leads to administrators often having to "fit the school counselor into a teacher's box" [Peanut]. Peanut went on to share that in her district there was no accountability for school administrators who do not appropriately utilize their school counselor.

Sparkles recounted that, for a time, school counselors "had access to programmatic and clinical supervision through the school counselor coaches," but that initiative "is no longer funded by the state department of education" so this supervision is no longer available. In Devin's district, building administrators and district supervisors sometimes provide differing

views on plans of action leaving her to feel "caught in the middle" between supervisors. She attributed this to a lack of communication between supervisors. "It is important for our district leaders to continue to advocate for school counselors and discuss with principals [building supervisors] what is realistic [expectations] if you want to get the very best out of your school counselors."

Adequate time was another barrier experienced by several participants. Claire shared that sometimes she needs to make a choice between receiving supervision for herself or gaining content knowledge that she can use to support her students. Sam and Kathy found that their supervisors have been tasked with many responsibilities that have prevented them from investing adequate time in providing supervision. Claire mentioned that some school counselors have been resistant to mental health providers coming into the school to offer supervision and support. "It creates a turf war where school counselors get very protective. They do not want someone coming in who does not know their students, telling them what to do."

Characteristics of a Good Supervisor

When the participants were asked to describe traits they desired in a supervisor, their responses focused on the skills and knowledge the supervisor should use in supervision and how the supervisor treated the school counselors. All participants stressed the importance of the supervisor having a deep understanding of school counseling, including the "appropriate roles and responsibilities" [Peanut], "ethical guidelines and regulations" [Gabby], "the training of a school counselor" [Devin], and "the scope of our work" [Sparkles]. Similarly, Scruffy, Sam, Claire, and Kathy all mentioned that it is important for the supervisor to provide relevant feedback. In most cases, this was directed at administrative supervisors that conduct professional evaluations. Kathy wanted the supervisor to "evaluate me as a school counselor, not a teacher."

When considering the qualities of a clinical supervisor, Scruffy wanted “someone who is better at it [counseling] than me. So that I can be a better counselor.” He went on to say, “I don't really care if they [clinical supervisor] know about school counseling and the ASCA Standards because that's not what I want from that person, I just want him to teach me how to be a better counselor.” Sam believed a good supervisor will “help you identify your own strengths and weaknesses, and help you figure out how to improve.” Several participants noted that supervisors should be available to the school counselors, and Peanut suggested that supervisors should come out to visit them in the school so that they can “see what each counselor is required to do within each school and help them make the [school counseling] program the best that it can be.” Gabby felt it was important that her supervisor understood the needs of the specific school community and how the counseling program worked to address those needs. Claire appreciated it when her supervisor provided timely follow-up. Sparkles and Devin wished for a supervisor that would advocate for the school counselors. Kathy and Sam wanted both the administrative and programmatic supervisors to support the entire school counseling program, not just one aspect such as classroom lessons. Several participants indicated that supervisors should be strong communicators in “both written and verbal communication” [Gabby].

The participants wanted to feel supported by their supervisors. They believed this would happen if a supervisor treated them with respect and valued the work of school counselors. Sparkles compared a supervisor’s qualities with those of a teacher: “firmness, fairness, and consistency.” Sam wanted a supervisor who is “flexible” and “compassionate,” and Devin valued a supervisor who is “not biased.” Kathy and Gabby appreciated supervisors who came to them open to learning more about school counseling. Most of the participants stressed the importance of being listened to by their supervisor.

Supervision Experience

As each participant recounted their supervision experiences, they shared the activities and conversations that occurred as well as how they felt about their supervision. The descriptions of these experiences formed subthemes as (a) the context, (b) the activities and conversations they experienced in supervision, (c) how they experienced supervision, (d) providers of supervision, (e) their desires for future supervision, and (f) the impact of supervision on their professional growth and development. These subthemes captured a thorough experience of school counselor supervision.

Context of Supervision Experience

Participants shared several contextual factors that influenced their supervision experience. Context embraces who supervises and how they supervise. Foremost is whether supervisors understand and appreciate school counselors, which informs the supervision experience. Gabby, Kathy, and Sam report to both a building administrator and a district school counseling supervisor. Kathy found that dual supervisors can both enhance supervision as well as create barriers to supervision. For Sam, her district supervisor "attempted to make things too structured," and her building administrator "[did not] give actionable feedback." When supervisors understand school counseling, this contributes positively to the supervision experience. Sparkles noted that her administrative supervisor's father was a school counselor "so he was raised with that understanding" about school counseling, and this informed the approach to supervision. Having meaningful evaluation as part of the administrative supervision experience needs to include listening and understanding concerns as well as providing feedback for the school counselor to reflect on. Evaluation models need to be aligned to school counseling.

Peanut said that her district had recently changed their evaluation models and that the previous one was “more appropriate...was more of the counselor.”

School Counselors’ Experiences in Modes of Supervision

The participants detailed their supervision experiences through the activities and conversations the supervisors facilitated and how the participants engaged in the experience. They described aspects that represented supervision broadly as well as shared examples specific to a particular mode of supervision. When participants had a supervisor that understood their roles and responsibilities, there was more consistent communication from their supervisor. “She would communicate with us so that we would always be included” [Gabby]. Several participants said their supervisors advocated for them, listening to what they needed and then working to meet those needs. The participants found that their supervisors often expressed value and appreciation for their school counseling work, even if they could not articulate all that the work encompassed. “I usually come out of those [evaluations] feeling pretty encouraged…but a lot of principals don't even know everything that counselors are doing” [Scruffy].

When the participants told their stories of supervision, many of them had similar experiences, particularly with professional evaluations, which they recognized as part of administrative supervision. Most of the participants had their evaluations conducted by their building administrator, while Kathy, Sam, and Gabby had both building and district supervisors perform professional evaluations. When Scruffy’s administrator held his evaluation, he highlighted what Scruffy had done well and “asked me what I wanted to work on.” Claire’s experience reflects a similar exchange with her administrator. She included that she had to “coach up” her administrative supervisor “to prove the value” of her work. However, Gabby’s evaluation, conducted by her district supervisor, was “punitive rather than constructive” and not

focused on “her learning and growth.” Peanut and Kathy both shared that they did not receive an evaluation of their full program, but for two different reasons. Kathy’s evaluation was conducted by a district supervisor who was not as familiar with her school counseling program, “there's only so much time people have to be able to see the whole picture of something you're doing.” Peanut said her administrator used an evaluation model that was not appropriate for school counselors. Sam had a very different experience with her district supervisor who had very “clear and structured guidelines” for the professional evaluation. The supervisor required Sam and her colleagues to “maintain notebooks filled with evidence” of how they were meeting state school counseling standards and expectations. Sam submitted her notebook to her supervisor who reviewed and scored it. In addition to the professional evaluation, Sparkles and Devin had administrative supervision experiences where information about district policies and procedures for issues such as suicide prevention and child abuse reporting were discussed.

Scruffy and Peanut recalled that they received policy updates during their programmatic supervision with their district supervisor. Kathy described her programmatic supervision as “getting feedback related to the three domains” of school counseling programs. Both Sparkles and Gabby received programmatic supervision from their building supervisors. Gabby’s supervisor provided “constructive criticism with support for improvement” and protected the counselors’ time so they could focus on delivering counseling services. Sparkles’ supervisor invited the school counselors “to the table” to discuss how “school counseling standards could support the school goals.” Sam reviewed examples of high-quality work when she sought out supervision from a counselor educator. Most of the participants commented that they consulted and collaborated with their school counseling colleagues during programmatic supervision.

Although some participants classified this as programmatic supervision while others called it clinical supervision, most experienced a supervisor that encouraged them to focus on their own wellness and self-care.

Kathy remembered clinical supervision she received from her district supervisor that focused on identifying the proper protocols for supporting a student in a complex crisis situation. Claire characterized a mental health training she attended as clinical supervision. She reported that the training was "very interactive and included various ways for synthesizing the information" like small group discussions with other attendees. Sam and Devin identified learning about current issues that students face from mental health providers as clinical supervision because they "are better equipped to help students" [Devin]. Gabby's building administrator provided clinical supervision when she had a negative experience with her district supervisor. "She would have already heard about it so when I got back to the school, she would have butter rolls and coffee and we would talk to release it all."

How School Counselors Experience Supervision

The participants in this study described the positive and negative impressions of their supervision in terms of how they felt and reacted to the experience. Most of the participants felt encouraged, supported, and reassured when they received supervision from a supervisor who understood their roles and responsibilities. Sparkles felt valued by her building administrator and that she was "part of the school team…. I felt like I had something to offer." Gabby appreciated that her building supervisor "focused on developing skills as a school counselor," especially since her supervisor did not have school counseling experience. Devin was grateful for her district supervisor's "unbiased perspective" when trying to determine the appropriate support for a student. "They [district supervisor] don't have the burden of worrying about the administrator's

feelings about a situation or the emotions of a parent. They can provide level-headed, non-biased insight" [Devin]. Claire enjoyed the opportunity to share her program with her administrator. She also noted when she received clinical supervision it was much "more relational than transactional" which made it more effective.

The participants had strong reactions to supervision experiences that they deemed ineffective. Kathy, Peanut, and Scruffy expressed frustration during their professional evaluations because their supervisors were observing them through the lens of a teacher and were not particularly helpful in their own growth and development as a school counselor. Sam understood why her district supervisor's evaluation system had structure; however, she believed that the supervisor "attempted to make things too structured and did not provide room to account for specific school and counseling program needs." Sam also noted that she did not have opportunities to "actually discuss the counseling program. We had to write everything and include it" in the notebooks. When Devin reported being "caught in the middle" between her building and district supervisors, she felt a sense of urgency to resolve the situation. In Gabby's experience with a district supervisor, she felt "very uncomfortable and isolated...I could not be my authentic self and began to wonder if I was in the right profession." Most of the participants shared feelings of disappointment and frustration with supervision experiences if their supervisors did not understand school counseling and the roles and responsibilities of school counselors.

Providers of Supervision

Beyond identifying the characteristics of a good supervisor, the participants suggested various roles and positions that would encompass those traits and facilitate meaningful

supervision. Scruffy, Claire, and Sam recognized that a school counseling professor would be a good supervisor because of their deep knowledge of school counseling and supervision. Sparkles mentioned that a professional licensed counselor understood the supervision process and could help address the "guiding principles of ethics." Devin would like for mental health professionals to support her clinical supervision experience. Kathy and Sam mentioned that school counseling colleagues can offer peer supervision to each other. Sam went on to say that school counseling leaders, such as state directors, can also facilitate supervision.

Desires of Supervision

As participants imagined what would enhance their supervision experiences in the future, they all want supervisors that understand school counseling, relevant and actionable feedback with specific strategies, and more time and opportunities to participate in supervision in-person and with their fellow school counselors. Most of the participants also wish for more clinical supervision to strengthen their counseling skills as well as a supervisor that will advocate for them. They also suggested formats and frequency for supervision.

Peanut wants a supervisor that "actually understands school counseling," and Sam said her supervisors should "understand her work and advocate for them for school counseling roles and responsibilities." Kathy wants "more relevant feedback" for her entire school counseling program, which would require that all her supervisors have a strong understanding of school counseling. She also wants to know that her supervisors "know what she is going through … and listen to what their needs are." Devin desires "more feedback from school counselors as to what works and what does not," while Scruffy needs "constructive criticism" from someone that "knows more about what we [school counselors] are doing" so that he has "something to aim for" with his school counseling program. When Sam receives clinical supervision from mental

health professionals, she would like them to include “tangible, actionable strategies” for supporting students that are at risk for mental health issues. Claire appreciates how supervision has helped her identify areas to work on; however, she would like some “support on actually having a strategy to improve the counseling program or myself.”

Sparkles imagines more opportunities for both “new and experienced school counselors to learn from each other.” She also wishes that the state department had continued their regional school counselor supervision. Gabby would like supervisors to emphasize diversity and help school counselors deliver fair and equitable programs. Peanut would like to add more time during their monthly meetings to work with district school counselors to make sure they “are on the same page…deciding our lessons” and to collaborate on how “to meet the [counseling] standards.” Sam wants more time with her supervisor “to discuss her specific counseling program.” Many of the school counselor’s tasks are completed on an annual basis, so Claire would like there to be a “bit more direction to help move through the processes and complete the tasks a little more quickly.” Kathy desires “increased in-person interactions, more partnership and coaching, and transparent guidance and provision of information.”

Many of the participants want more clinical supervision to help their students be more successful. Scruffy longs to have “clinical supervision” because “I am not getting it,” and he is “always looking for ways to be a better counselor.” Peanut would also like opportunities for clinical supervision to address issues such as “multicultural competence, gender issues, and racial equality.” Devin wants more clinical supervision on issues such as counseling theory and how they work in a school setting to explore ″What would Maslow do in this situation*?*″ Sam would like to have access to “supervisors who could intentionally investigate issues [related to professional identity] with you” such as awareness of self and how values of the counselor

impact the counseling space they create for students. Devin wants more advocacy from her supervisor that will provide "more clarity about our roles, particularly when some are assigned by the district supervisor and others by the building supervisor." Peanut believes that for supervision to happen there needs to be "someone with authority" to help "clarify the roles and responsibilities" for school counselors and "make sure they have what they need" to meet those responsibilities.

Several of the participants suggested formats and the frequency of supervision they would appreciate. Scruffy likened a clinical supervision session to his experience in his graduate program. "If the [counseling] session was recorded…then you could review that recording with somebody who could critique it." Claire does value the online delivery of supervision but would like to have a "chance to review materials before [the supervision] and then discuss." Because many elementary school counselors in her district work by themselves, Sam thinks it would be helpful to have "regular monthly supervision."

Impact of Supervision on Professional Growth and Development

Participants were asked to share how their supervision experiences influenced their own professional growth and development, and their responses clustered around impacting what they do as school counselors and who they are as school counselors. However, some of the participants explained that there were supervision experiences that did not have an impact on their growth and development.

From a programmatic perspective, Sparkles was better prepared to fulfill the expectations that the state's revised school counseling model created. She reached out to "collaborate with behavior specialists" in her district to "work more efficiently and effectively for her students." She was also inspired to continue "to grow and learn and be better in finding ways" for helping

students. Programmatic supervision helped Claire “identify areas of improvement, programs that I want to implement, and the skills I need to work on.” Through her programmatic supervision, Sam “became more intentional” with her counseling program.

Devin felt like “programmatic supervision helps me do my job with fidelity,” while clinical supervision helped her “to address students’ mental and emotional wellness.” Gabby's programmatic and clinical supervision with her building supervisor led her to focus more on “practicing ethically, continuing her learning by seeking out professional development opportunities, and advocating” for herself and her school counseling program with administrators and stakeholders. However, after the administrative supervision with her district supervisor, Gabby found that she shifted her focus from doing what was best for students to “trying to prove that she was capable and competent to her supervisor.”

Through administrative supervision, Sam believed that the professional evaluation helped her “identify areas of desired growth and makes me commit to working” on that growth. Kathy’s administrative supervision taught her to always ask supervisors to observe classroom lessons because that does not “infringe on confidentiality and it [feedback] will be more through the lens of teaching a lesson.”

Kathy also noted that when she transitioned to her district coach position this past year, her own supervision experiences informed how she provided professional development and support to her school counselors dealing with the impact of Covid-19. She intentionally designed programmatic supervision to address their feelings of fear and to provide specific action steps to help them move forward and advocate for their program. “They were really scared about…how am I going to do my counseling program…so we did a session on creating a calendar…we are going to work on it together … and it just worked out really well.”

Supervision also impacted how the participants saw themselves as school counselors. Scruffy said "it just reaffirms you are doing something correctly or doing a good job…It is good to know somebody is there to give you a little recognition." That recognition has been very impactful in Scruffy's growth and development. "It may not sound like it has helped me grow professionally, but I feel like it [programmatic supervision] has." He has become "more confident" through that supervision. Kathy has seen it impact her role as an advocate by making "me know I needed to do a better job…educating [administrators] proactively." Clinical supervision helped Sparkles feel equipped to "handle the social and emotional needs" of her students, and her administrative supervision experiences made her "want to do more for her students." For Gabby, her experience with her building supervisor "really pushed me…to become a counselor leader," which led to her new position as lead counselor for her district this year. Conversely, Gabby began to "doubt her abilities as a school counselor and lost credibility in herself" because of the administrative supervision from her district supervisor. Clinical supervision afforded Claire an opportunity to reflect on "the role of school counselors from a mental health focus" and has found she has a renewed confidence in her counseling skills. Sam felt more "fulfilled" and committed to continue to grow and learn as a school counselor. She said that some of her supervision has led her "to an internal reflection of who I am as a school counselor." It challenged Sam to consider "who you are and what you bring into the counseling space." Exploring "issues related to one's beliefs and values, such as multicultural competence," increased Sam's "awareness of herself and her professional identity as a school counselor."

Several participants noted that their supervision experiences did not have a lasting impact on their professional growth and development. When asked how her administrative supervision helped her, Peanut said, "if I am being totally honest, …it did not really." Scruffy did "not feel

like I have changed much about what I do or improved much or gotten worse as a result of supervision from a principal." Claire had not seen that her administrative supervision has made a significant impact on her professional growth and development. Devin did "not feel like her supervision impacts her professional growth and development," although she wishes it did. When Sam received supervision from supervisors who did not have a strong understanding of school counseling, it had a limited impact.

Covid-19

Participants in this study provided insights on how the recent global pandemic due to Covid-19 has impacted their experiences during the last school year. As a unique and challenging circumstance during the previous 15 months, the researcher provided a space for participants to explore their experiences through this filter. This developed into a theme with subthemes as (a) impact of Covid-19 on supervision, (b) barriers specific to Covid-19, and (c) impact of supervision during Covid-19.

Impact of Covid-19 on Supervision

Most participants experienced a reduction in the supervision opportunities available to them, a shift to supervision utilizing virtual platforms, feelings of isolation, and less availability of supervisors. Devin noted that supervision was not formal or strategic this year. Gabby's supervision was "disjointed and lacked connection," and she "did not receive support for her own growth or improvement." Peanut said she did not get any supervision at all. Scruffy did not receive a professional evaluation after schools shut down in the spring of 2020. Because her district had very limited opportunities for supervision in previous years, Sparkles did not see much change during the global pandemic**.** However, she noted that school counselors in her district "felt so isolated as a department and as a role." Kathy echoed feelings of isolation among

her school counseling colleagues. Sam, Claire, Scruffy, and Kathy did indicate that their district supervisors took advantage of virtual platforms like Zoom and Microsoft Teams to conduct programmatic supervision; however, they agreed that it was not as effective as the in-person experience. Claire found that she had less access to her supervisors because of the additional Covid-related responsibilities they were given. Sam felt like there were a lot of "missed opportunities to support and help each other."

Barriers Specific to Covid-19

As schools worked to educate students both virtually and in-person and developed new policies and protocols to preserve the health and safety of students and school staff, the participants discovered new barriers to participating in supervision. Managing student learning in new formats shifted the focus of school leaders to concentrating only on students' needs. Gabby recalled that her supervisor directed the school counselors to continue to serve students without acknowledging the impact of the situation on the school counselors. "When we said we were overwhelmed, the statement was that it is the same job you have always done." Both Peanut and Gabby's districts provided mental health and wellness information to and check-ins with their students but did not offer the same support to those serving students. Claire noticed that her district school personnel could not visit more than one school per day to minimize the risk of contagion, which meant she had less access to her district supervisor. Several other participants experienced less access to their building supervisors because they were given additional responsibilities related to Covid-19.

Impact of Supervision During Covid-19

All the participants expressed that increasing supervision rather than reducing it would have had a significant impact on how the school counselors served their students during the

global pandemic and experienced the crisis themselves. “Supervision would have made all of the difference in the world” [Sparkles] because school counselors would have been better equipped to provide mental health resources to students and families. Peanut, Kathy, and Sam believed supervision would have given school counselors clarity on how to adapt their school counseling program to a virtual platform. “We needed assistance on utilizing technology to deliver our services” [Peanut]. In Kathy’s district, school counselors with a mastery of using virtual platforms and online resources created short tutorial videos for their school counseling colleagues. Those efforts really “increased their [school counselors] sense of confidence and competence” [Kathy]. Several participants commented that supervision would have been a source of connection for school counselors to combat feelings of isolation and fear.

Essence of the Phenomenon

The essence of the supervision experience for these eight school counselors emerged from the analysis process. The themes, subthemes, textural and structural descriptions, and synthesis of the findings continually spoke to the researcher about the school counselors' narratives as what I do and who I am. Their experiences were similar to a bridge in music that allows the listener to link parts of the song together and reflect on the message. In this current study, the essence of the lived experiences in school counseling supervision for these participants was "school counselor supervision as part of professional growth and development is an essential bridge between what I do and who I am."

Discussion

The findings from this study illuminated that supervision was valued by these school counselors and was an important part of their professional growth and development. They saw benefits in their professional practice because of supervision. It was noted that Covid-19 has

brought to the forefront for these school counselors that when there are major disasters supervision is needed for support in processing how both school counselors and others in the school community are impacted. The importance of supervisors understanding school counseling and supervision was critical to their supervision experience. Building administrators and district supervisors need opportunities to be trained in how to deliver supervision by understanding what school counselors do and effective communication strategies so school counselors do not feel "caught in the middle." Although school counselors in this study did not subscribe to academic definitions for supervision, their definition included who provided supervision and what was delivered in supervision. The significance of a relevant definition for school counseling supervision is needed; one that can be agreed on, communicated, and used to create practical applications that will be a bridge between what school counselors do and who they are.

School counselors value supervision and recognize that it can play a significant role in their own growth and development. Professional growth and development typically came from attending school counseling conferences and participating in relevant trainings offered by school districts. Bickmore and Curry (2013) suggested that supervision is a third important source of professional growth and learning. The participants echoed that supervision can nurture their own maturation as a school counselor when it included goals for learning (Perara-Diltz & Mason, 2012), addressed all aspects of their counseling program (Cinotti & Springer, 2016), and was delivered by knowledgeable and competent professionals (Page et al., 2001; Perera-Diltz & Mason, 2012; Roberts & Borders, 1994). The ASCA School Counselor Professional Standards and Competencies (2019a) share the value that supervision contributes to professional growth and development as evidenced by the inclusion of supervision as a strategy to "apply school counseling professional standards and competencies" (p. 3).

Supervision can be a beneficial influence on how school counselors approach their work and conceptualize their own professional identity (Tan, 2019). In this study, positive supervision experiences bolstered the school counselors' commitment to grow and learn. Supervision led to more intentional work with students. For some of these school counselors, they experienced greater engagement in self-care practices and more reflection on their own values, beliefs, and biases that they carried into the counseling space with students. Through supervision, participants were able to navigate complex situations to better advocate and support students. The participants' responses to supervision substantiated the same benefits of supervision that has been identified in school counseling supervision literature such as increased self-efficacy, professional identity development, ethical practice, intentional program delivery, and self-care and wellness (Meany-Walen et al., 2016; Merlin-Knoblich & Chen, 2018).

Early research on the impact of Covid-19 has suggested that the emotional toll of this crisis has a significant effect on students and school staff (Meyers, 2020; Savitz-Romer, 2020). Supervision may be an effective strategy to equip school counselors to manage their own experiences during a crisis and equip them with strategies to better support their students. The school counselors in this study called for more supervision rather than less during a disaster or crisis situation. Specifically, programmatic supervision may assist school counselors when they must adapt the delivery of their counseling program due to circumstances of the crisis (Sandifer et al., 2019). Clinical supervision can provide an opportunity for school counselors to address their own feelings about the crisis situation and explore self-care and wellness practices (Bernard & Goodyear, 2019; Black et al., 2011; Page et al., 2001; Perera-Diltz & Mason, 2012).

The participants appreciated that supervision can be differentiated as well as blended for different aspects of their work, and this reflects to some extent what has been reported in the

literature. Various writers have presented administrative supervision as providing direction to maintain school operations that includes performance evaluation (Dollarhide & Miller, 2001). Although these school counselors described administrative supervision as evaluative, they felt that their building administrator did not provide appropriate or meaningful feedback. Programmatic supervision was a source of support and coaching for developing, implementing, and evaluating the school counseling program, which closely aligns with the literature (Page et al., 2012; Perera-Diltz & Mason, 2012). Clinical supervision allowed school counselors to enhance their counseling skills and explore the impact of their own values and beliefs on how they delivered ethical counseling services to all students that echo similar perspectives by other writers (Black et al., 2011; Brott et al., 2016; Cinotti, 2014).

School counselors wanted supervisors that understood their unique roles and responsibilities and how they contribute to student success. Supervisors that understood school counselors' knowledge, training, and their scope of work, provided feedback and guidance that had more credibility and impact on the work of school counselors. When a supervisor did not demonstrate a strong understanding of school counseling, the supervision became far less meaningful and had little impact on the school counselor's growth and development. This supports previous research identifying lack of qualified supervisors as a barrier to getting supervision (Brown et al., 2017; Duncan et al., 2014; Herlihy et al., 2002; Tan, 2019). Recognizing that there is a broad scope in school counselors' work, multiple supervisors with specialized training and knowledge aligned to one of the three modes of supervision may be necessary to ensure that school counselors have access to qualified and competent supervisors.

In addition to having knowledge about school counseling, supervisors need to understand how to provide meaningful supervision. School counselors indicated their desire for relevant and

actionable feedback during supervision. They also described supervision experiences that lacked substance and even one that was likened to "being bullied." Supervision is a practice that requires specific skills and knowledge of models to be effective (Bernard & Goodyear, 2019). Supervisors need the opportunity to learn and practice those skills so they can provide meaningful supervision that contributes to school counselors' professional growth and development. A model such as the Suite of Supervision (Bagwell, 2021) can provide a practical approach to organizing and delivering supervision for school counselors.

Finally, the school counselors in this study did not ascribe their definition of supervision to the academic meaning reported in supervision literature (e.g., Bernard & Goodyear, 2019). They did express a fundamental understanding of what supervision is and how it can be beneficial in their professional growth and development. There is a need to further define supervision that is appropriate to the school setting. The modes of supervision for school counselors are well-established in the literature (Barrett & Schmidt, 1986; Roberts & Borders, 1994). However, a specific definition of general supervision for school counselors would provide a framework or context for the three modes of supervision. When school counselors and supervisors can articulate what supervision looks like, they will be better positioned to advocate for supervision as an intentional strategy for professional growth and development of school counselors.

Limitations

This study provided exploratory research highlighting these school counselors' lived experiences in supervision. This study was limited by the small group of participants. The findings of the study reflect eight school counselors' unique experiences in supervision. The participants reflected some diversity; however, a more heterogenous group of participants might

yield expanded findings, particularly when including school counselors with less than three years of experience. Deductive coding methods that guided the development of themes and subthemes were aligned to the semi-structured interview questions. Open or inductive coding could identify and expand the themes and subthemes of the participants' supervision experiences. The researcher took multiple actions to minimize her own bias as well as participants' bias; however, it is unlikely that one can completely remove all bias.

Implications

The findings from this study showcase the potential for supervision to be an effective strategy for school counselors' professional growth and development. School counselors should advocate for supervision with qualified supervisors in all three modes, namely administrative, programmatic, and clinical. Administrators and district school counseling supervisors should seek out opportunities to learn more about how school counselors contribute to student success as well as how supervision can contribute to their professional growth and development. Investing in training about supervision models such as the Suite of Supervision (Bagwell, 2021) may provide school and district leaders with a structure to ensure that school counselors have access to all modes of supervision with qualified supervisors that is enhanced by regular communication among the supervisors.

Counselor educators should consider how they educate school counseling graduate students regarding supervision, both as a supervisee and as a supervisor. There may be opportunities for counselor educators to engage in outreach efforts by providing individual or group supervision to school counselors practicing in their local schools. Another consideration is for counselor educators to include models of supervision in their training of site supervisors for school counseling practicum and internship experiences. Equipping those practicing school

counselors with a strong sense of how to provide supervision might prepare them to serve as peer supervisors for their colleagues. Finally, counselor educators could partner with principal preparation graduate programs to deliver workshops or trainings on administrative supervision that is intentional and effective for school counselors. This advocacy work could impact supervision as well as increase administrators' general understanding of the work of school counselors.

While this study illuminated the practical experiences of supervision for these eight school counselors, future research can deepen our understanding of the phenomenon leading to more nuanced recommendations and practical applications for school counseling supervision. Research is needed to expand our understanding by capturing a larger sample of school counselors' experiences from a more diverse viewpoint. Further, research can focus on supervisors' engagement in and delivery of supervision. Exploring how counselor educators provide for the unique needs and delivery of school counseling supervision to counselors-in-training and by site supervisors can be an opportunity to initiate a Suite of Supervision (Bagwell, 2021) that is effective and appropriate for the professional growth and development of school counselors.

Conclusion

Although supervision has been established as an integral component of the development of counselors, these school counselors have voiced their need to have supervision differentiated for their varied responsibilities in the school setting. Implications from the current study point to adopting models of school counseling supervision that (a) distinguish a definition of supervision; (b) integrate the three modes of supervision as administrative, programmatic, and clinical that capture the diversity of their work; (c) inform and train supervisors who deliver each mode; and

(d) provide relevant and actionable feedback to school counselors. A differentiated approach to school counseling supervision can provide a bridge between what school counselors do and who they are as professionals in the school setting. The findings in this study highlight that ongoing supervision is a necessary and desired source of school counselors' professional growth and development.

References

American School Counselor Association. (2019). *ASCA national model: A framework for school counseling programs* (4th ed.). Author.

American School Counselor Association. (2019a). *ASCA school counselor professional standards & competencies*. Author. https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf

Bagwell, L. (2021). School counselors' need for a suite of supervision. [Unpublished manuscript]. Educational Psychology and Counseling Department, University of Tennessee-Knoxville.

Beck, C. T. (2019). *Introduction to phenomenology: Focus on methodology*. Sage.

Bledsoe, K. G., Logan-McKibben, S., McKibben, W. B., & Cook, R. M. (2019). A content analysis of school counseling supervision. *Professional School Counseling*, *22*(1), 1-8. https://doi.org/2156759X19838454

Boyd, J., & Walter, P. (1975). The school counselor, the cactus, and supervision. *The School Counselor*, *23*(2), 103-107. http://www.jstor.org/stable/23903134

Brown, C. H., Olivárez, Jr., A., & DeKruyf, L. (2017). The impact of the school counselor supervision model on the self-efficacy of school counselor site supervisors. *Professional School Counseling*, *21*(1), 152-160. https://doi.org/10.5330/1096-2409-21.1.152

Brott, P. E., Stone, V., & Davis, T. E. (2016). Growing together: A developmental model for training school counseling site supervisors. *Professional School Counseling*, *20*(1), 1096-2409.

Cashwell, T. H., & Dooley, K. (2001). The impact of supervision on counselor self-efficacy. *The Clinical Supervisor*, *20*(1), 39-47. https://doi.org/10.1300/J001v20n01_03

Cinotti, D. (2014). Competing professional identity models in school counseling: A historical perspective and commentary. *Professional Counselor*, *4*(5), 417-425. https://doi.org/10.1300/J001v20n01_03

Cook, K., Trepal, H., & Somody, C. (2012). Supervision of school counselors: The SAAFT model. *Journal of School Counseling*, *10*(21), 1-22. http://jsc.montana.edu/articles/v10n21.pdf

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches.* Sage.

Dollarhide, C. T., & Miller, G. M. (2006). Supervision for preparation and practice of school counselors: Pathways to excellence. *Counselor Education and Supervision*, *45*(4), 242-252. https://doi.org/10.1002/j.1556-6978.2006.tb00001.x

Flynn, S. V., & Korcuska, J. S. (2018). Credible phenomenological research: A mixed-methods study. *Counselor Education & Supervision*, *57*, 34–50. https://doi.org/10.1002/ceas.12092

Glesne, C. (2016). *Becoming qualitative researchers: An introduction*. Pearson.

Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. Guilford Press.

Henderson, P., & Gysbers, N. C. (2006). Providing administrative and counseling supervision for school counselors. *VISTAS: Compelling Perspectives on Counseling*, 161-163. https://www.counseling.org/docs/default-source/vistas/providing-administrative-and-counseling-supervision-for-school-counselors.pdf?sfvrsn=29db7e2c_10

Hunt, B. (2011). Publishing qualitative research in counseling journals. *Journal of Counseling & Development*, *89*(3), 296-300. https://doi.org/10.1002/j.1556-6678.2011.tb00092.x

Lenz, A. S., Blount, A. J., & Norris, C. A. (2018). A multi-method synthesis of studies evaluating wellness-informed approaches to counselor supervision. *The Clinical Supervisor*, *37*(2), 339-359. https://doi.org/10.1080/07325223.2018.1507858

Luke, M., & Bernard, J. M. (2006). The school counseling supervision model: An extension of the discrimination model. *Counselor Education and Supervision*, *45*(4), 282-295. https://doi.org/10.1002/j.1556-6978.2006.tb00004.x

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

Moustakas, C. (1994). *Phenomenological research methods*. Sage. https://www.doi.org/10.4135/9781412995658

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron? *Quality & Quantity*, *41*(2), 233-249. https://doi.org/10.1007/s11135-006-9000-3

Page, B. J., Pietrzak, D. R., & Sutton, Jr., J. M. (2001). National survey of school counselor supervision. *Counselor Education and Supervision*, *41*(2), 142-150. https://doi.org/10.1002/j.1556-6978.2001.tb01278.x

Perera-Diltz, D. M., & Mason, K. L. (2012). A national survey of school counselor supervision practices: Administrative, clinical, peer, and technology mediated supervision. *Journal of School Counseling*, *10*(4), 1-34. https://files.eric.ed.gov/fulltext/EJ978860.pdf

Roberts, E. B., & Borders, L. D. (1994). Supervision of school counselors: Administrative, program, and counseling. *The School Counselor*, *41*(3), 149-157. https://www.jstor.org/stable/23900653

Saldana, J. (2016). *The coding manual for qualitative researchers*. Sage.

Starks, H., & Brown Trinidad, S. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, *17*(10), 1372-1380. https://doi.org/10.1177/1049732307307031

Sutton, J. M., & Page, B. J. (1994). Post-degree clinical supervision of school counselors. *The School Counselor*, *42*(1), 32-39. https://www.jstor.org/stable/23901709

Tan, S. Y. (2019). Clinical group supervision experiences of Singapore school counsellors. *British Journal of Guidance & Counselling*, *47*(4), 432-445. https://doi.org/10.1080/03069885.2017.1371275

Appendix A

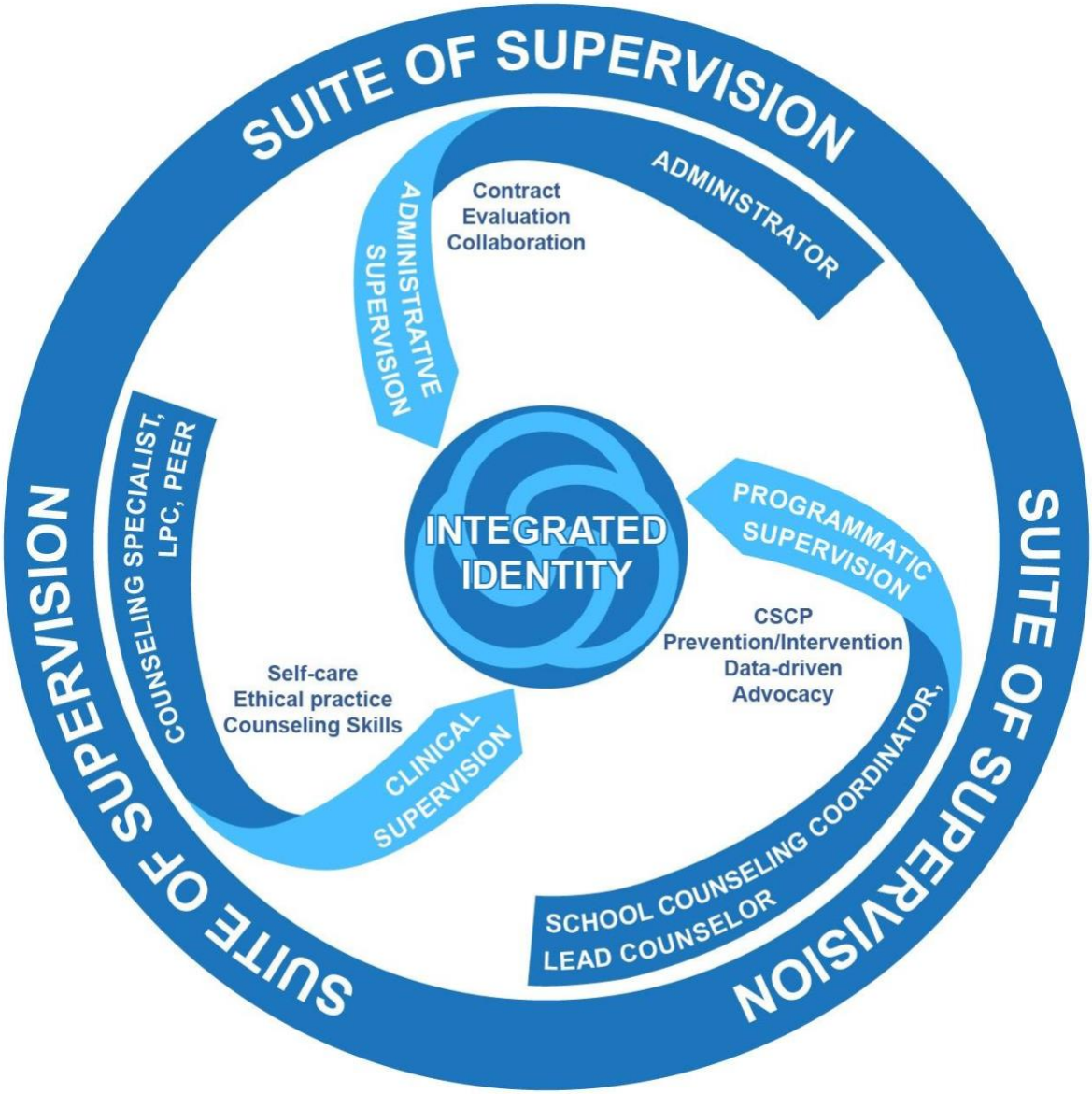

Figure 1

Suite of Supervision

Appendix B

IRB Approval

May 24, 2021

Leigh Sanland Bagwell

UTK - Coll of Education, Hlth, Human - Educational Psych & Couns

Re: UTK IRB-21-06404-XM

Study Title: School Counselors' Lived Experiences in Supervision

Dear Leigh Sanland Bagwell:

The Human Research Protections Program (HRPP) reviewed your application for the above referenced project and determined that your application is eligible for exempt review under 45 CFR 46.101.

The Human Research Protections Program (HRPP) reviewed your application for the above referenced project and determined that your application is eligible for exempt review under 45 CFR 46.101. Category 2: Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met: i. The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects; ii. Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation; or iii. The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by .111(a)(7).

Your application has been determined to comply with proper consideration for the rights and welfare of human subjects and the regulatory requirements for the protection of human subjects.

Therefore, this letter constitutes full approval of your application (version 1.2). You are approved to enroll a maximum of 8 participants. Approval of this study will be valid from 05/24/2021.

Approval Information:
Exempt Category 2 with Limited IRB review
8 participants
Waiver of documentation of consent
Application version 1.2

Appendix C

Table 1

Online Participant Screening Survey

Screening Question	Answer Format
Are you currently licensed or credentialed as a school counselor in the state where you are employed?	Yes or No
Do you have at least three years of experience as a school counselor?	Yes or No
Do you use either a State School Counseling Model or the ASCA National Model as the framework for your school counseling program?	Yes or No
Please indicate which model you use.	State, ASCA, Both
Have you participated in at least two of the three modes of supervision (administrative, programmatic, clinical)? ***Administrative supervision*** *is support intended for the development of the counselor as a professional member of the school community; targets professional skills, standards compliance, applications of professional judgment, and work habits; may include professional evaluation; and is usually provided by a school administrator.* ***Programmatic supervision*** *supports school counselors as managers of comprehensive school counseling programs that attend to all students' academic success, social and emotional development, and college and career readiness and usually provided by a lead school counselor colleague, district school counseling coordinator, or district office leader.* ***Clinical supervision*** *supports school counselors' growth and development as a counselor: practicing ethically, protecting students' well-being, focusing on empirically based counseling skills, increasing self-awareness, assuring multicultural competence, consulting on specific cases, identifying issues that could impede one's ability to deliver counseling services, and engaging in self-care member of the counseling profession. Clinical supervision is often provided by someone with counseling training such as a school counselor, counselor educator, or licensed professional counselor (LPC) supervisor.*	Yes or No

Appendix D

Informed Consent

Consent for Research Participation

Research Study Title: School Counselors' Lived Experiences in Supervision
Researcher(s): Leigh Bagwell, University of Tennessee, Knoxville
Dr. Pamelia Brott, University of Tennessee, Knoxville

Why am I being asked to be in this research study?

We are asking you to be in this IRB approved research study (UTK IRB-21-06404-XM) because you are a current licensed or credentialed school counselor, with at least three years of experience as a school counselor, use either a State School Counseling Model or the ASCA National Model as the framework for your school counseling program, and participate in at least two of the three modes of supervision: administrative, programmatic, clinical.

What is this research study about?

The purpose of the research study is to understand how school counselors experience supervision as part of their professional growth and development.

How long will I be in the research study?

If you agree to be in the study, your participation will include a brief online survey, 1 virtual interview lasting approximately one hour, and 1 follow-up email review to confirm a summary of your interview.

What will happen if I say "Yes, I want to be in this research study"?

If you agree to be in this study, we will ask you to:

- Complete a demographic questionnaire.
- Participate in one 60 minute recorded virtual interview conducted through Zoom.
- Review a summary of your interview to confirm that it represents the information shared during your interview.

What happens if I say "No, I do not want to be in this research study"?

Being in this study is up to you. You can say no now or leave the study later. Either way, your decision won't affect your relationship with the researchers or the University of Tennessee.

What happens if I say "Yes" but change my mind later?

Even if you decide to be in the study now, you can change your mind and stop at any time. If you decide to stop before the study is completed, contact Leigh Bagwell (lbagwell@vols.utk.edu**)** to let her know that you no longer want to participate in the study. Your recorded interview will be deleted. Any data analysis that has been conducted will be disregarded and not included in the study results.

Are there any possible risks to me?

It is possible that someone could find out you were in this study or see your study information, but we believe this risk is small because of the procedures we use to protect your information. These procedures are described later in this form.

Are there any benefits to being in this research study?

We do not expect you to benefit from being in this study. Your participation may help us to learn more about how school counselors experience supervision as part of their professional growth and development. We hope the knowledge gained from this study will benefit others in the future.

Who can see or use the information collected for this research study?

We will protect the confidentiality of your information by keeping the recorded video, responses to the survey and questionnaire, and email correspondence stored on a password protected computer that uses two-factor authentication.
If information from this study is published or presented at scientific meetings, your name and other personal information will not be used.
We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information or what information came from you. Although it is unlikely, there are times when others may need to see the information we collect about you. These include:

- People at the University of Tennessee, Knoxville who oversee research to make sure it is conducted properly.
- Government agencies (such as the Office for Human Research Protections in the U.S. Department of Health and Human Services), and others responsible for watching over the safety, effectiveness, and conduct of the research.
- If a law or court requires us to share the information, we would have to follow that law or final court ruling.

What will happen to my information after this study is over?

We will keep the content of your information to use for publication and presentations. Your name and other information that can directly identify you will be kept secure and stored separately from your research data collected as part of the study. Once your interview has been transcribed and verified, the Zoom videos will be deleted. We will not share your research data with other researchers.

Who can answer my questions about this research study?

If you have questions or concerns about this study, or have experienced a research related problem or injury, contact the researcher, Leigh Bagwell, lbagwell@vols.utk.edu, 615-631-8657 or faculty advisor, Dr. Pamelia Brott**,** pbrott@utk.edu, 865-974-5487.
For questions or concerns about your rights or to speak with someone other than the research team about the study, please contact:
Institutional Review Board
The University of Tennessee, Knoxville
1534 White Avenue
Blount Hall, Room 408
Knoxville, TN 37996-1529
Phone: 865-974-7697
Email: utkirb@utk.edu

STATEMENT OF CONSENT

I have read this form and the research study has been explained to me. I have been given the chance to ask questions and my questions have been answered. If I have more questions, I have been told who to contact. By signing this document, I am agreeing to be in this study. I will receive a copy of this document after I sign it.

Name of Adult Participant	Signature of Adult Participant	Date

Appendix E

Table 2

Participant Summary

	Claire	Gabby*	Scruffy	Devin	Sparkles	Peanut	Kathy**	Sam
Gender	Female	Female	Male	Female	Female	Female	Female	Female
Ethnicity	Caucasian	Black/Afro-Caribbean	Caucasian	Black	Caucasian	Caucasian	Caucasian	Caucasian
Age	53	49	42	43	43	55	48	43
Years of School Counseling Experience	13	5	17	18	12	27	22	14
Current School Level	9-12	9-12	9-12	K-5	9-12	K-8	K-5	3-5
Current School Type	Suburban	Suburban	Urban	Suburban	Rural	Rural	Urban	Suburban
Current School Caseload	500	268	315	600	300	400	NR	1,050
# of SC at School	6	4	4	2	4	1	1	1.2
Do you have a District SC Supervisor with SC Experience?	Yes	Yes	Yes	No	No	No	Yes	No
Administrative Mode of Supervision	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Programmatic Mode of Supervision	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Clinical Mode of Supervision	Yes	Yes	No	Yes	Yes	No	Yes	Yes

*Gabby moved to a district lead counselor position in the fall of 2020. **Kathy transitioned to a district elementary school counseling coach position in December of 2020; she gave no report (NR) for her caseload.

Appendix F

Table 3

Participant Demographic Questionnaire

Questions	Answer Format
Name	Short Answer
Gender	Short Answer
Race/Ethnic	Short Answer
Age	Short Answer
Years of Experience as a School Counselor	Short Answer
Years at Current School	Short Answer
Grade Level of School	Elementary (K-5); Middle (6-8); High (9-12); K-8; K-12; Other (please specify)
Location of school	City, State
School Counselor Caseload	Short Answer
Total School Counselors in School	Short Answer
Does your district have a School Counseling Supervisor?	Yes or No
Have you participated in Administrative Supervision? ***Administrative supervision*** *is support intended for the development of the counselor as a professional member of the school community; targets professional skills, standards compliance, applications of professional judgment, and work habits; may include professional evaluation; and is usually provided by a school administrator.*	Yes or No
Have you participated in Programmatic Supervision? ***Programmatic supervision*** *supports school counselors as managers of comprehensive school counseling programs that attend to all students' academic success, social and emotional development, and college and career readiness and usually provided by a lead school counselor colleague, district school counseling coordinator, or district office leader.*	Yes or No

Table 3 Continued

Have you participated in Clinical Supervision? ***Clinical supervision*** *supports school counselors' growth and development as a counselor: practicing ethically, protecting students' well-being, focusing on empirically based counseling skills, increasing self-awareness, assuring multicultural competence, consulting on specific cases, identifying issues that could impede one's ability to deliver counseling services, and engaging in self-care member of the counseling profession. Clinical supervision is often provided by someone with counseling training such as a school counselor, counselor educator, or licensed professional counselor (LPC) supervisor.*	Yes or No
Please share your email address and phone number so that we can contact you regarding participation in this study.	Email/Phone Number

Appendix G

Table 4

Semi-Structured Interview Questions

Interview Questions
1. What pseudonym would you like to be used to refer to your responses in the study? This is an effort to protect your confidentiality.
2. Tell me about your experiences as a school counselor. Describe your roles and responsibilities.
3. Please tell me about your professional growth and development. How has supervision been a part of that?
4. How do you define supervision?
5. Can you describe a specific supervision experience that stands out to you?
6. What are your perceptions of this experience?
7. What about that experience worked well?
8. What was missing or what would you have liked? Why?
9. In what ways was this supervision experience a part of your professional growth? Why or why not?
10. Which mode of supervision do you believe this experience reflects? Why?
11. Please describe another supervision experience you have had that may reflect another mode of supervision.
12. What are your perceptions of this experience?
13. What about that experience worked well?
14. What was missing or what would you have liked? Why

Table 4 Continued

15. In what ways was this supervision experience a part of your professional growth? Why or why not?
16. Which mode of supervision do you believe this experience reflects? Why?
17. Can you describe a third supervision experience that reflects the third mode of supervision?
18. What are your perceptions of this experience?
19. What about that experience worked well?
20. What was missing or what would you have liked? Why?
21. In what ways was this supervision experience a part of your professional growth? Why or why not?
22. Why do you believe this experience reflects the last mode of supervision?
23. What constitutes a good supervisor?
24. In what ways has Covid-19 impacted the supervision you receive?
25. Is there anything else that you would like to share with me?

Appendix H

Table 5

Code Book Cross-referencing Participants with Themes and Subthemes

Sparkles	Scruffy	Sam	Peanut	Kathy	Gabby	Devin	Claire	**Clusters of Meaning**	***Subthemes***	
								Professional Experience		
X	X	X		X	X	X	X		***SC experience***	
X	X	X	X	X	X	X	X		***roles and responsibilities***	
X	X		X	X	X	X	X		***context of work environment***	
								PGD		
X	X	X	X	X		X			***Sources***	*internal sources*
			X	X	X	X	X			*external sources*
X				X	X	X	X		***Barriers***	
				X					***professional identity [development]***	
		X			X	X	X		***impact of PGD***	
								Understanding Supervision		
X	X	X	X	X	X	X	X		***Barriers***	
X	X	X	X	X	X	X	X		***Definition***	
X	X	X	X	X	X	X	X		***good supervisor [characteristics]***	
								Supervision Experience		

Table 5 Continued

X	X	X	X	X	X	X	X		***Modes***	
X	X	X	X	X	X	X	X		***what happens***	*positive*
					X					*negative*
X		X	X	X	X	X			***context of supervision***	
X	X	X	X	X	X	X	X		***how experienced***	*positive*
					X					*negative*
X	X	X	X	X		X	X		***Desires***	*of participant*
		X								*hear from others*
		X							***sources of***	
X	X	X	X	X	X	X	X		***impact of supervision [on PGD]***	*positive*
					X					*negative*
				X						*as site supervisor*
X		X					X			*professional identity*
								Covid-19		
	X	X	X	X	X	X	X		***impact [of Covid] on supervision [& practice]***	
						X	X		***[Covid as] barriers***	
X		X	X	X	X				***impact of supervision [during Covid]***	

Conclusion

School counselors' growth and development can be enhanced by supervision that is tailored to their specific setting and needs. Currently, there are a lack of models to deliver supervision to school counselors in a coordinated and meaningful way. The Suite of Supervision (SoS) is a proposed model of professional growth and development that focuses on delivering the three modes of supervision as administrative, programmatic, and clinical, to support the totality of school counselors' roles and responsibilities. The hallmark of the SoS is a coordination between the different modes of supervision as well as increased communication among the supervisors. The goal of this dynamic supervision model is for school counselors to have the agency and pathways to be valued school employees, intentional program managers, and effective counselors while mindfully engaging in self-care.

Further research will provide important details to help revise and refine the SoS as an effective way to invest in the professional growth and development of school counselors. This research should include studying how school counselors define school counseling supervision, understanding school counselors' experiences in supervision, determining the value that supervision has in school counselors' professional growth and development. This study adds to these research areas through a phenomenological data analysis of eight school counselors' experiences of supervision.

These school counselors have voiced their need to have supervision differentiated for their varied responsibilities in the school setting. Although they adopted various definitions of supervision, they expressed a basic understanding of how supervision can contribute to their own professional growth and development. The findings of this study suggest that a shared definition

of supervision specific to school counseling within the context of professional growth and development is needed; those providing supervision should have a deep understanding of school counseling and supervision; and school counselors want relevant and actionable feedback they can employ to improve their school counseling programs as well as their work as a school counselor. These implications provide some clarity and implications for the refinement of the SoS model. Integrating these findings with the strategies suggested in the SoS can help deliver school counseling supervision that can be a bridge between what school counselors do and who they are as professionals in the school setting.

VITA

Dr. Leigh Bagwell most recently served as the Director of School Counseling Services at the Tennessee Department of Education. She led transformational work in school counseling throughout the state through the revision of the school counseling model and standards, the creation of a regional peer-support network, and the launch of a dedicated communications channel for counselors, supervisors and administrators. As a school counseling leader, her mission is to provide school counselors with the training and resources needed to deliver high quality, student driven, data informed comprehensive school counseling programs to all students. She believes counselors and school leaders need to work together to ensure that all students have access to the opportunities and supports they need to successfully move through their elementary, secondary, and postsecondary education into their chosen career.

In addition to her work in Tennessee, Leigh has shared her experiences and knowledge with school counselors and school counseling leaders in Georgia, Texas, Kentucky, North Carolina, and Michigan as well as working with the American School Counselor Association. Leigh recently earned her doctorate in Counselor Education and Supervision at the University of Tennessee and is working as a school counseling consultant. Leigh has authored two books in the 15 Minute Focus Series – *Anxiety: Worry, Stress, and Fear* and *Self-Harm and Self-Injury: When Emotional Pain Becomes Physical* and served as an editorial consultant on several SEL children's books. Her experience includes working as a school counselor and school counselor supervisor in both suburban and urban school districts.