

Supervision in Schools: A Developmental Approach

Jessica Miserentino

Montclair State University, miserentinj1@montclair.edu

Michael D. Hannon

Montclair State University, hannonmi@mail.montclair.edu

Follow this and additional works at: <https://digitalcommons.sacredheart.edu/jcps>



Part of the [Counselor Education Commons](#)

Recommended Citation

Miserentino, J., & Hannon, M. D. (2022). Supervision in Schools: A Developmental Approach. *Journal of Counselor Preparation and Supervision*, 16(1). Retrieved from <https://digitalcommons.sacredheart.edu/jcps/vol16/iss1/3>

This Article is brought to you for free and open access by DigitalCommons@SHU. It has been accepted for inclusion in *Journal of Counselor Preparation and Supervision* by an authorized editor of DigitalCommons@SHU. For more information, please contact lysobeyb@sacredheart.edu.

Supervision in Schools: A Developmental Approach

Abstract

School counselor supervision has been identified as both integral to effective school counseling practice and significantly underrepresented in counseling research. We provide a critical review of school counseling supervision literature and provide a rationale for using the Integrated Developmental Model for supervising school counselors through a case study. We conclude with recommendations for counselor preparation programs to integrate sustainable practices to help advocate for more frequent supervision support for school counselors.

Keywords

School counselor supervision, clinical supervision, Integrated Developmental Model

School counselors perform a range of duties including individual and group counseling, classroom guidance, and individual student planning as they support students' academic, socio-emotional, and career development (American School Counselor Association [ASCA], 2019a; Wambu & Myers, 2019). Appropriate supervision for school counselors assists them in fulfilling those roles and duties. Supervision, however, is not always readily available, even when school counselors express a desire for it (Somody et al., 2008). The provision of school counseling supervision can vary based on multiple factors. For example, some school counselors are not supervised by personnel with school counseling experience (DeKruyf & Pehrsson, 2011). Also, some schools or districts may only have a few school counselors on staff which can result in high student-to-counselor ratios (ASCA, 2021a) and limit opportunities for supervision. What is clear is that the practice of and research about school counseling supervision is significantly underrepresented in professional counseling journals (Black et al., 2011; Uellendahl & Tenenbaum, 2015; Wambu & Myers, 2019) and the topic merits a more consistent presence in refereed journals.

In the text that follows, we highlight the need for a more robust school counselor supervision knowledge base by providing a critical review of the literature. We also articulate the merits of a particular supervision model for school counselors, the Integrated Developmental Model (IDM; McNeill & Stoltenberg, 2016; Stoltenberg et al., 1998), through a case study. Finally, we conclude with recommendations for actionable steps counselor education programs can take to support increased school counselor supervision and subsequent research. It is our hope that this paper, along with the current research about the value of school counseling supervision, does three things. First, we hope it reiterates the critical need for school counselors to receive appropriate supervision for their professional growth and counselor educators' roles in advocating for it.

Second, we hope it informs or reminds school leaders (e.g., superintendents, principals, and other supervisors) about this need and encourages them to leverage their influence to access important support for their school counselors. Finally, we hope this paper provides a sound rationale for additional research on this topic by school counseling researchers to contribute to the current knowledge base.

Review of the Literature

School counseling supervision has been inconsistent and understudied for several years (Bledsoe et al., 2019). This point is highlighted by Bledsoe et. al (2019) when they wrote, “...trends in school counseling supervision research remain unclear. A cursory search through counseling and supervision journals suggests that school counseling supervision research has been scattered and inconsistent” (p. 1). Much of what does exist about school counseling supervision is drawn from specialty counseling and allied mental health professions (e.g, clinical mental health counseling, social work, etc.). Consequently, school counseling supervision is less explicitly defined and much more difficult to implement in comparison to other counseling and related disciplines (Bledsoe et al., 2019). Dunn (2004) investigated three types of school counseling supervision: clinical, administrative, and developmental. Developmental supervision includes program development and professional development of individual school counselors (Dunn, 2004). In this review, we will be focusing on the two most frequently identified forms of school counseling supervision: administrative supervision (Sandifer et al., 2019) and clinical supervision.

Administrative Supervision

Administrative supervision is the more common type of supervision provided to school counselors (Perera-Diltz & Mason, 2012; Sandifer et al., 2019). The Association of Counselor Education and Supervision ([ACES], 2011) defines administrative supervision as, “...supervisory

activities which increase the efficiency of the delivery of counseling services” (p. 1). The focus on efficiency in the context of administrative supervision suggests that it is primarily task-related versus process-oriented. Administrative supervision fits well in the context of school settings, especially when personnel without counseling knowledge or experience are tasked with supervising school counselors. Past and recent research indicates many school counseling supervisors are school personnel (e.g., principals, content supervisors) with little to no training in school counseling, which can be a barrier to school counselors’ professional development (Bledsoe et al., 2019; Page et al., 2001).

While the utility of administrative supervision of school counselors is evident, Linton and Deuschle (2006) found that school counselors have expressed the need to debrief, process, and further develop their counseling skills. Unfortunately, this is not explicitly consistent with the function of administrative supervision given its primary focus on developing organizational efficiency (Dollarhide & Miller, 2006; Kreider, 2014). As a consequence, some scholars have focused their research on what school administrators (e.g., supervisors) and counselors (i.e., supervisees) can do to collaborate, grow, and improve student outcomes. One example of this is at the preservice level. For example, Boyland et al. (2019) suggested aligning school counseling preparation standards with educational leadership/principal preparation standards in hopes to increase collaboration, understanding, and more meaningful administrative supervision. Responding to this knowledge gap is critical given principals and school administration have reported being unclear about school counselors’ roles (Boyland et. al, 2019).

Clinical Supervision

Clinical supervision involves activities in which a counseling supervisor educates and supports a counseling supervisee to improve the application of theory and techniques used with

clients (ACES, 2011). Unfortunately, there is limited research about the clinical supervision of school counselors and what does exist leaves several important questions (Black et al., 2011). For example, in Page et al.'s (2001) study of 1,557 school counselors, many acknowledged lacking clinical supervision, but a majority of them (i.e., 57%) indicated a desire to receive clinical supervision in the future. Appropriate clinical supervision of school counselors has a tremendous effect on the learning community, providing further evidence of the importance of this experience. Robertson et al. (2016) suggested the reach of appropriately implemented comprehensive school counseling programs allow school counselors to have strong professional identities and advocacy skills. The authors suggested that eight school counseling supervisors' support of 544 school counselors potentially influences up to 225,401 students.

Three publications about school counseling supervision provide an important glimpse of prior research and offer clues about the direction of additional research. First, Borders (2005) conducted a meta-analysis of articles published in American Counseling Association (ACA) and its sister division journals, along with the *International Journal for the Advancement of Counselling* and the *British Journal of Guidance and Counselling* from 1999-2004. Borders (2005) organized the review into conceptual and empirical study categories, addressing 14 overall topics. Borders (2005) reported 11 articles were published about school counseling and the school counselors in those studies reported a desire for more supervision in Australia, Israel, and the United States.

Next, Bernard and Luke (2015) aimed to identify publications and patterns therein about clinical counseling supervision and compared those trends to Borders' (2005) findings. Bernard and Luke (2015) coded 184 articles published between 2005-2014, using a methodology similar to Borders (2005). The authors reported a decrease in domestic publications about clinical

supervision, but an increase in international journals about clinical supervision (Bernard & Luke, 2015).

Subsequently, Bledsoe et al. (2019) completed a review of 69 articles to analyze content of school counseling supervision articles published from 1968 to 2017. In their review, the authors identified 10 prominent supervision topics that included, but were not limited to, multicultural supervision/advocacy, supervision relationships, client/student presenting issues, supervision modalities, and ethical/legal/professional issues among others. Nine of the 10 topics identified by Bledsoe et al. (2019) were topics reported by Bernard and Luke (2015). Bledsoe et al. (2019) reported a decrease in supervision publications over the past decade in domestic counseling journals and an increase in publications about counseling supervision in international journals. Authors of all three meta-analyses recommended advocacy by school counselors and others to ensure school counselors receive adequate clinical supervision. As Bledsoe et al. (2019) concluded from their analysis, the form and functions of counseling supervision vary depending on the modality (i.e. group or individual), structure, and purpose of the supervision.

ASCA (2019b) has advocated for schools to support school counselors in assuming specific roles. Research has informed the knowledge base and determined that given adequate supervision (e.g., adherence to ASCA National Model, 2019b), school counselors experience less burnout and experience professional growth that positively influences students (Randick et al., 2019). What has been researched more consistently is supervision experiences of preservice counselors.

Preservice Supervision Concerns

Clinical supervision for school counseling students is usually first introduced while enrolled in their clinical and fieldwork courses (e.g., counseling skills, group counseling, practicum, internship). This typically comes in the form of group supervision facilitated by

counseling faculty, and individual supervision provided by their site supervisors while in their fieldwork experiences (Brott et al., 2016; Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2016). Unfortunately, the supervision preservice school counselors receive during their fieldwork is, many times, their last experience with clinical supervision (Brott et al., 2016) and site supervisors have reported feeling under-prepared to provide adequate supervision to preservice school counselors. Site supervisor participants in Uellendahl and Tenenbaum's (2015) study expressed concerns with limited training and support for site supervision, particularly in comparison to allied mental health professionals. They reported 71% of respondents wished for more training, support, and did not feel prepared to fill the role of site supervisor (Uellendahl & Tenenbaum, 2015). Wambu and Myers' (2019) study affirmed Uellenhdahl and Tenenbaum's (2015) earlier work about site supervisors' agency and readiness. The authors reported site supervisors expressed concerns about inadequate time for site supervision and ethical concerns, calling for state regulations to help ensure site supervisors are more adequately trained to support the development and readiness of school counseling students.

Barriers to School Counseling Supervision

The aforementioned review of research illustrates the frequency, types, and associated challenges with school counseling supervision as reported in peer-reviewed journals. One additional consideration for how effective school counseling supervision is provided for school counselors is schools' organizational routines and how much those routines facilitate opportunities for the supervision referenced earlier. Organizational routines are defined by Feldman and Pentland (2003) as "a repetitive, recognizable, pattern of interdependent actions, involving multiple actors" (p. 96), which, according to Sherer and Spillane (2011) are critical to the life of all organizations but are often taken for granted. Specifically, school leaders (e.g., principals,

assistant principals, school counseling supervisors) can be influential in developing organizational routines that support or prevent opportunities for the implementation of comprehensive school counseling programs, including school counselor supervision (Hannon et al., 2019).

One barrier to adequate school counseling supervision highlighted in the research is time. School counseling supervisors and other school leaders are frequently challenged with managing their time to support school counselors in the midst of competing priorities and even crises. However, the lack of adequate and timely supervision has been identified as leading to the potential for school counselors' role-ambiguity and varying duties (Holman et al., 2019). One way to address this issue is the implementation of group supervision, as suggested by several researchers (Kovač, et al., 2017; Linton & Deuschle, 2006). A benefit of group supervision is that it is time sensitive and collaborative (Bernard & Goodyear, 2018). Due to the isolating nature of certain counseling tasks (e.g., academic advising), group supervision could provide a space for school counselors to receive feedback and the opportunity to connect with others struggling with similar challenges.

Another barrier to school counselors receiving adequate supervision is unprepared or underprepared personnel to provide the supervision. The limited research about school counseling supervision has acknowledged that school counselors have been supervised by school personnel with no school counseling experience or lead counselors with no supervision experience (Herlihy et al., 2002). This dilemma creates a challenging situation for school counselors in hopes of enhancing their clinical skills to support students' academic, socio-emotional, and career development. There is little the ASCA (2021b) explicitly communicates about who is fit to serve as school counseling supervisors except those supervisors should be school counselors, or members of allied mental health professions, and have supervision training.

School leaders have an opportunity, then, to create organizational routines that both lend themselves to consistent school counseling supervision (e.g., individual or group supervision) and attract and/or train the personnel (i.e., school counseling supervisors with counseling experience and supervision training) to provide such supervision. The ability to lead systemically and organizationally is explicitly encouraged by the ASCA (2019b) National Model and supports the implementation and execution of a comprehensive school counseling program. What follows is an introduction to the Integrated Development Model (IDM) and its application in a case study about school counseling supervision.

The Integrated Developmental Model

A developmental approach to school counseling supervision acknowledges that school counselors' skills grow over time, given a range of learning experiences and the provision of ongoing supervision. The Integrated Developmental Model (IDM; McNeill & Stoltenberg, 2016; Stoltenberg et al., 1998) was developed in 1998 and has been researched and applied to various populations, including school counselors (Anderson, 2000; Bang, 2006; Gallo, 2013). Stoltenberg (2005) intended to expand the scope of counseling supervision research and practice by developing the IDM. The IDM suggests counselor development occurs in four stages. In each stage, supervisee processes and supervisor interventions are described (Bernard & Goodyear, 2018) as both parties function at one of four levels, informed by their motivation, autonomy, and awareness (Stoltenberg & McNeill, 2011).

Supervisees (i.e., school counselors) functioning at level one can be described as novice in practice overall, or within a specific intervention or modality. Level one supervisees are both highly motivated and highly anxious. Level two supervisees experience motivation levels that vacillate between confident and insecure, can better empathize with students, but may find that

experience overwhelming. Level three supervisees “are focusing more on a personalized approach to practice” (Bernard & Goodyear, 2018, p. 35); they have more confidence in their professional judgement and demonstrate increasing independence. Stoltenberg (2005) described level three i (integrated) as one when supervisees use a personal approach in their practice and are able to move across domains including assessment, conceptualization, and interventions. They are self-aware enough to understand their strengths and their areas for growth (Bernard & Goodyear, 2018). Supervisory considerations for supervisees across each level include varying levels of motivation, autonomy, and awareness. These considerations, therefore, require differentiated interventions used by the supervisor (Bernard & Goodyear, 2018). The case study presented below illustrates how IDM can be used for the supervision of school counselors.

Applying the Integrated Developmental Model-A Case Study

Anna is a school counselor who is a cisgender, middle-class, second generation Italian-American woman in her late twenties who lives in the southwestern region of the United States. She identifies as Catholic but not religious; Anna does not attend church as much as her parents or other members of her nuclear family. She is the first in her family to earn a master’s degree and is passionate about school counseling.

Anna’s first school counseling experience was during her fieldwork. She decided to intern at a middle school with three school counselors, one per grade level. She was not quite sure which age students she would like to work with and found an approved site close to her home so she could still fulfill family obligations and maintain her part-time job. Anna had a site supervisor who was invested in Anna’s growth, but did not always have the time to provide in-depth supervision. They used their time to assign tasks, debrief cases, and for didactic instruction about tasks and classroom lessons. Anna used her time in her group supervision with classmates and faculty to ask

questions about her individual skills, receive peer feedback on tapes, and bridge gaps in supervision that there was not time for at her site. After a busy year, and eventually graduation, Anna landed her first job at a local high school.

She was anxious to start and began in the summer by meeting new entrants and their families and learning with the student information system. Although Anna was assigned a mentor through the new district-level mentor program, the mentor was not often present during the same summer hours as Anna. As she started her year, she met her mentor and received more support, but still struggled to understand all the nuances of her new job. She was acclimating to new students and families and understanding the various counseling approaches and styles of her colleagues. Anna found herself stressed assisting students with the college admissions process. She continued to compare herself to her students as a first-generation college graduate and recognized similar challenges in some of her students; she often felt frustrated when they did not follow through with certain tasks.

As the years progressed, Anna adjusted well to her high school site. She connected to students and families on her caseload and began to take on more responsibilities at the school including advisor of the Student Government Association. She met with students daily, ran parent presentations, and continued to set annual goals. Anna no longer was overwhelmed with many student situations. Although she felt burned out after long weeks, she came back rested after weekends. She generally worked through her issues about student expectations in the college application process and became interested in partnering with colleges and community programs that assist students through this process. Although she sometimes felt overwhelmed with all varying administrative duties and changes, she was confident that she successfully transitioned to this site and would like to stay and grow at the school.

As years passed, Anna became more comfortable in her role and deepened her relationships at the school. Anna began to advocate for her students and profession with more trust of teachers, families, students, and administrators. She built meaningful relationships with community agencies and became comfortable using her voice and skillset to grow the school counseling program in the school. Anna was able to involve the students in the club she advised to partner with community initiatives to support family and student goals, such as Free Application for Federal Student Aid (FAFSA) completion and small business summit attendance. She continued to grapple with certain cases and concerns as socio-political stressors grew, but she found solace in her practice and support that she could provide to students as a school counselor.

Level 1: First Experiences through Site Supervision

Anna's earliest experiences with clinical supervision, like many other preservice school counselors, took place in her fieldwork experiences (i.e., practicum, internship). Given how Bernard and Goodyear (2018) and Gallo (2013) described school counseling students and novice school counselors from a developmental standpoint, we offer recommendations for clinical supervision for Anna that is guided by the IDM.

Some activities in this first stage might include basic counseling skills (e.g., active listening, meaning-making activities) practice and role-playing to help reduce her anxiety and affirm her high level of motivation. Additional supervisory activities might include explicitly outlining tasks with follow-up support due to a preference for structure at this early point in her professional development. These activities can be facilitated by her site supervisor and/or her faculty/group supervisor. At this level, motivation and anxiety are also typically high, and the need for structure is also high (Stoltenberg, 2005); implications with Anna might include weekly or bi-weekly supervision sessions, even if they are short. This could be performed at her internship site

and supported in her internship course. Defined supervision spaces could promote both comfort and stability.

Level 2: Post-Internship Concerns

Clinical supervision is just as critical for school counselors during their induction phase as it is during their fieldwork experiences and has been found to alleviate their stress (Konstam et al., 2015). New school counselors are challenged with building on their counseling skills developed as students while becoming acclimated to school culture, climate, and norms. Drawing on the IDM, clinical supervision for Anna in her first year, and in level two, suggests that she would benefit from facilitative interventions and even prescriptive interventions, although the prescriptive interventions should be used less frequently. Facilitative interventions are interventions that are supportive, encouraging, and promote reflection of the supervisee (Stoltenberg, 2005). A facilitative intervention Anna's supervisor could use would be attentively listening and praising the work she is doing with her students in individual counseling sessions. Her supervisor would likely observe that Anna's motivation fluctuates, and she has a greater ability to empathize with students (Bernard & Goodyear, 2018). Her supervisor can pay attention to this when Anna describes the challenges and rewards of supporting students through the college application process, particularly those who will be first-generation college students like Anna. This observation can provide opportunities for more processing and confrontation, when needed, to acknowledge the potential for transference by her students, and projection and/or countertransference by Anna.

Level 3: Continuing in the Field

As Anna has continued to develop and grow into her school counseling role, like other school counselors with her experience, she can still benefit from clinical supervision. Facilitative

interventions such as support and encouragement are two ways to support Anna at level three. An example of this would be noting her passion and community outreach and offering support if needed. Less confrontation about inconsistencies is needed in this stage rather than stage two, and helping the supervisee work through blocks is important in this more developed stage (Bernard & Goodyear, 2018). Lastly, conceptual interventions about the work she is doing and any issues she runs into may help her orient to her work and the meaning of it. Similar techniques would be continued as Anna transitions into level 3i.

Level 3i: A Determined Counselor

In the final stage of the IDM, conceptual interventions will continue to be supportive to Anna. Counselors in this stage thrive in multiple domains and personalize their style of counseling; they successfully assess, conceptualize, and provide therapeutically appropriate interventions (Bernard & Goodyear, 2018). At this stage, there may be less prescriptive interventions, similar to level three. Supervisees may still need extra support when experiencing minor hurdles, and these interventions are known as catalytic interventions. An example of this could be related to the stress Anna is experiencing due to the socio-political climate and what that means for her family and her work. A supervisor may explore this with Anna and recommend professional development or district-wide initiatives to support her through this stressful period.

It is important to note that in this example, Anna moved through the levels over five years and not all counselors develop in this amount of time or in this fashion. It is also important to note other factors that may impact the motivation, autonomy, and awareness that are examined in Stoltenberg and McNeill's (2010) framework. Though some counseling issues Anna experienced were related to identities and power in her own and her students' lives, the focus on social justice

and multicultural issues could be more explicitly explored in future supervision to complement the IDM.

Conclusions and Recommendations

In the literature review and case study provided, we reiterated the value of school counseling supervision for school counselor educators and researchers, school counselors, school counseling supervisors, and school leaders. The IDM, along with other counseling supervision models and theories, provide school counselor educators and supervisors a basis for responsive and transformative support to school counselors delivering services to students, families, and allied school personnel (e.g., teachers, principals, district-level administrators). Three points of consideration for school counselor educators and school personnel are offered to facilitate more consistent and effective supervision of school counselors.

First, it is critical for school counseling training programs and school counselor educators to develop relationships with school districts that extend beyond field placement of school counseling students. There are various ways faculty in school counseling programs can engage their local school districts and leaders as important stakeholders beyond partners in field placement. One way to accomplish this is by offering school counselors and supervisors professional development. Leveraging counseling faculty expertise to offer continuing education units can be extremely beneficial for local school counselors and demonstrates a commitment to investing in the local community of professional school counselors. Another way to deepen program and district relationships beyond field placement is to engage local school counselors and supervisors as content experts in school counseling classes. Inviting school counselors and supervisors as guest lecturers, panelists, and/or presenters is evidence of the value school counseling programs believe their local community of school counseling leaders have in school

counselor preparation. While not an exhaustive list, these are fairly simple and actionable steps for deeper and more meaningful engagement.

Another way faculty in school counseling programs can engage in efforts for more consistent and effective supervision is to continue advocating for schools to employ school counseling supervisors as standard practice and to advocate for the standardization of training for school counseling supervisors. This advocacy can and should take place locally and nationally, particularly through county and state school counselor associations along with the ASCA. There is also opportunity for collaboration with local and national school principal and supervisor associations for this type of advocacy, as well. The school counseling supervision research base, albeit limited, clearly demonstrates the benefit of school counselors being supervised by personnel with school counseling experience and counselor supervision training for school counseling supervisors in schools.

Finally, the school counseling supervision research base is in dire need of more research about school counseling supervision. Unfortunately, there is little published about topics such as the qualities of effective school counseling supervisors, school counselors' experiences with school counseling supervision, the most urgent professional development needs of school counselors, and/or if certain supervision models or theories are related or predictive of school counselor effectiveness. Quantitative, qualitative, and mixed-method studies like these can inform school counseling researchers, school counseling supervisors, school counselors, and school district leaders on timely and relevant issues that can directly and indirectly influence the school counselors' performance in delivering comprehensive services to students and other school stakeholders.

References

- Association for Counselor Education and Supervision, ACES *Best Practices in Clinical Supervision Taskforce*. (2011). Best practices in clinical supervision. <https://acesonline.net/wp-content/uploads/2018/11/ACES-Best-Practices-in-Clinical-Supervision-2011.pdf>
- American School Counselor Association (2019a). *ASCA School counselor professional standards & competencies*. <https://schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- American School Counselor Association. (2019b). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Author.
- American School Counselor Association (2021a). *School counselor roles & ratios*. <https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios>
- American School Counselor Association (2021b). *The school counselor and school counselor supervision*. <https://schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-School-Counselor-Supervis>
- Anderson, C. E. (2000). Supervision of substance abuse counselors using the Integrated Developmental Model. *Clinical Supervisor*, 19(2), 185-195. https://doi.org/10.1300/J001v19n02_11
- Bang, K. (2006). Applying the integrated developmental model to Korean supervisees. *Asia Pacific Education Review*, 7(1), 11–18. <https://doi.org/10.1007/BF03036780>
- Bernard, J. M., & Goodyear, R. K. (2018). *Fundamentals of clinical supervision* (6th ed.). Pearson.
- Bernard, J. M., & Luke, M. (2015). A content analysis of 10 years of clinical supervision articles in counseling. *Counselor Education and Supervision*, 54(4), 242–257. <https://doi.org/10.1002/ceas.12024>
- 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.
- 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/10.1177/2156759X19838454>
- Borders, L. D., (2005) Snapshot of clinical supervision in counseling and counselor education: A five year review. *The Clinical Supervisor*, 24(1/2), 69-113. https://doi.org/10.1300/J001v24n01_05
- Boyland, L. G., Geesa, R. L., Lowery, K. P., Quick, M. M., Mayes, R. D., Kim, J., Elam, N. P., & McDonald, K. M. (2019). Collaborative principal-school counselor preparation: National standards alignment to improve training between principals and school counselors. *International Journal of Educational Leadership Preparation*, 14(1), 188–205.
- Brott, P, 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>
- Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP standards*. <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

- DeKruyf, L., & Pehrsson, D. E. (2011). School counseling site supervisor training: An exploratory study. *Counselor Education and Supervision*, 50(5), 314-327. <https://doi.org/10.1002/j.1556-6978.2011.tb01918.x>
- Dollarhide, C., & Miller, G. (2006). Supervision for preparation and practice of school counselors: Pathways to excellence. *Counselor Education & Supervision*, 45(4), 242-252. <https://doi.org/10.1002/j.1556-6978.2006.tb00001.x>
- Dunn, R., (2004). The knowledge and competencies of effective school counselor supervision (3148381). [Doctoral Dissertation, The Ohio State University]. ProQuest Dissertations Publishing.
- Feldman, M. S., & Pentland, B. T. (2003). Reconceptualizing organizational routines as a source of flexibility and change. *Administrative Science Quarterly*, 48(1), 94-118. <https://doi.org/10.2307/3556620>
- Gallo, L. L. (2013). The need for developmental models in supervising school counselors. *Journal of School Counseling*, 11(19).
- Hannon, M. D., Sheely-Moore, A. I., Conklin, T., Reitter, A. J., & Gainor, K. A. (2019). The experiences of school counselors as Anti-Bullying Specialists: A phenomenological study. *Professional School Counseling*, 22(1), <https://doi.org/10.1177/2156759X19870799>
- Herlihy, B., Gray, N., & McCollum, V. (2002). Legal and ethical issues in school counselor supervision. *Professional School Counseling*, 6, 55-60.
- Holman, L. F., Nelson, J., & Watts, R. (2019). Organizational variables contributing to school counselor burnout: An opportunity for leadership, advocacy, collaboration, and systemic change. *Professional Counselor*, 9(2), 126-141. <https://doi.org/10.15241/lfh.9.2.126>
- Konstam, V., Cook, A. L., Tomek, S., Mahdavi, E., Gracia, R., & Bayne, A. H. (2015). What factors sustain professional growth among school counselors? *Journal of School Counseling*, 13(3), 1-40. <http://jsc.montana.edu/articles/v13n3.pdf>
- Kovač, J., Krečič, M. J., Čagran, B., & Mulej, M. (2017). Effect of supervision on stress and burnout in school counsellors: A case of action research. *Systemic Practice and Action Research*, (4), 395. <https://doi.org/10.1007/s11213-016-9400-9>
- Kreider, H. D. (2014). Administrative and clinical supervision: The impact of dual roles on supervisee disclosure in counseling supervision. *The Clinical Supervisor*, 33(2), 256-268. <https://doi.org/10.1080/07325223.2014.992292>
- Linton, J. M., & Deuschle, C. J. (2006). Meeting school counselors' supervision Needs: Four models of group supervision. *Journal of School Counseling*, 4(6), 1-27. <https://files.eric.ed.gov/fulltext/EJ901142.pdf>
- McNeill, B. W., Stoltenberg, C. D. (2016). *Supervision essentials for the integrative developmental model*. American Psychological Association.
- Page, B. J., Pietrzak, D. R., & Sutton, J. M., (2001). National survey of school counselor supervision. *Counselor Education and Supervision*, 41(2), 142-150. <https://doi.org/10.1002/j.15566978.2001.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>
- Randick, N. M., Dermer, S., & Michel, R. E. (2019). Exploring the job duties that impact school counselor wellness: The role of RAMP, supervision, and support. *Professional School Counseling*, 22(1). <https://doi.org/10.1177/2156759X18820331>

- 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), 1-25. <https://jsc.montana.edu/articles/v17n12.pdf>
- Somody, C., Henderson, P., Cook, K., & Zambrano, E., (2008). A working system of school counselor supervision. *Professional School Counseling*, 12(1), 23-33. <https://www.jstor.org/stable/42732860>
- Sherer, J. Z., & Spillane, J. P. (2011). Constancy and change in work practice in schools: The role of organizational routines. *Teachers College Record*, 113(3), 611-657.
- Stoltenberg, C. D. (2005). Enhancing professional competence through developmental approaches to supervision. *American Psychologist*, 60(8), 857-864.
- Stoltenberg, C., D., & McNeill, B. W. (2011). *IDM supervision: An integrative developmental model for supervising counselors & therapists* (3rd ed.). Routledge.
- Stoltenberg, C. D., McNeill, B. W., & Delworth, U. (1998). *IDM: An integrative developmental model for supervising counselors and therapists*. Jossey-Bass.
- Uellendahl, G. E., & Tenenbaum, M. N. (2015). Supervision training, practices, and interests of California site supervisors. *Counselor Education & Supervision*, 54(4), 274-287. <https://doi.org/10.1002/ceas.12026>.
- Wambu, G. W., & Myers, C. E. (2019). School counselor site supervisors' perceptions of preparedness and training needs. *Journal of School Counseling*, 17(14).