School Counseling Site Supervision: Training Recommendations to Benefit School Counselor Interns and Site Supervisors

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Abstract

The importance of supervision is supported in the research literature. Site supervision in school counseling does not require formal training. The absence of formal training has potential implications for the novice school counselor, the P-12 students they serve, and future school counseling supervisees. The authors compare current training models and explore best practices to improve site supervision for school counseling interns. accreditation, ethics, and current needs in school counseling for the school counselor intern and the site supervisor. Finally, the authors review supervision training and models, accreditation, ethics, and current needs for the school counselor intern and the site supervisor, including a recommendation for a school supervisory endorsement.

Keywords

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The school counseling profession has a notable history of adapting to evolving political and social upheaval, varied program delivery models, and ongoing training and accreditation standards (Dollarhide & Saginak, 2008; Gysbers, 2001; Gysbers & Henderson, 2000; Schmidt, 2008). While the training and practice of school counseling have adapted, the supervision of school counseling interns has not kept pace with the changing profession. In this manuscript, we will review counseling supervision models, training processes, and best practices, including recommendations for school counselor educators to address challenges related to school counselor site supervision. More specifically, we questioned: (1) How can school counselor educators support site supervisors who are working/supervising with supervisees in schools? Moreover, (2) How can school counselor educators support supervisees working with site supervisors who have not been trained in supervision methods?

Multiple school counseling supervision models have been offered, yet systematic training in supervision in the master's level curricula is absent. The lack of standardized training for school counselor site supervisors impacts local communities. We believe that school counselor educators are uniquely positioned to improve school counseling site supervision. More specifically, we assert that school counseling supervision must emphasize a robust, unified model and utilize best practices to lead, coach, mentor, and teach school counselor trainees. Additionally, to assist trainees in being effective in multicultural school settings, it is essential to promote professional identity development, critical self-reflection, and advocacy for students and the profession.

Accreditation, Ethics, and Gatekeeping

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the leading accrediting body for graduate-level counseling programs in the United States. CACREP (2016) standards separate supervision needs into several categories that

counselor education programs must follow. The standards guide supervisors to types of supervision offered, individual, group, or triadic, emphasizing relational mentoring. CACREP focused on the need for live (synchronous) supervision in an in-person setting in their 2016 standards but adapted those standards for COVID-19 in 2020 to allow for virtual supervision on secure/HIPAA-compliant platforms depending on the program focus.

The practicum and internship experiences are paramount to establishing a practitioner's counselor identity and quality of experience (ASCA, 2016, 2021). CACREP's professional practice standards outline minimum educational and experience requirements for site supervisors, including relevant training in counseling supervision (CACREP, 2016). While standards cannot guarantee the quality of a practitioner or supervisor, standards do provide a framework for ethical practice. Moreover, counseling programs and organizations seek guidance for professional practice guided by standards of ethics (ASCA 2016; Burns et al., 2018).

University and site supervisors are expected to adhere to ethical requirements related to the supervision of counselors-in-training (ACA, 2014; Association for Counselor Education and Supervision [ACES], 2011; ASCA, 2016; CACREP, 2016). ACA's 2014 Code of Ethics (ACA, 2014) established expectations for site supervisors, including the necessary training to provide supervision. Supervisors are encouraged to pursue ongoing education to ensure they are trained in an accepted supervision model (Bernard & Goodyear, 2019).

The Best Practices in Clinical Supervision for ACES (2011) delineates the expectation for "formal training in clinical supervision" (11.a.iii) for supervisors, while CACREP requires supervisors also to have "relevant training in supervision" (CACREP, 2016, 3.P.5) and identifies expectations for the frequency and duration of supervision. ASCA's Ethical Standards for School Counselors (2016) also communicated ethical expectations for site supervisors. Having essential

training, pursuing ongoing supervision training, and using "a collaborative model of supervision" (Standard D.c.) are essential for site supervisors to meet the supervisory role requirements ethically.

The on-site school counseling supervisor must be a licensed or certified school counselor who can demonstrate competence, knowledge, and understanding of the ethical standards of practice (ASCA, 2016, Standard D). ASCA recommends that supervisors adopt a collaborative model, which promotes professional development and growth. Supervisors should receive continual personal and professional development and demonstrate competence related to the supervisee's performance, evaluation, tools, cultural awareness, technology, and adherence to policy and procedures (ASCA, 2021). ASCA (2021) bases its recommendation of two years of experience as a licensed school counselor on CACREP's standards (2016).

The Council for the Accreditation of Educator Preparation (CAEP) is a specialized program accreditor whose mission is focused on excellence and improvement of P-12 educator training and student learning (CAEP, 2021). While CAEP accreditation standards promote learning excellence from educator preparation programs, they do not expressly provide professional school counselors' training and accreditation standards. Recently, however, CAEP has approved ASCA standards for the "National Recognition of School Counselor Educator Preparation Programs" for CAEP member institutions (CAEP, 2021). The CAEP and ASCA professional standards and competencies emphasize school counselor mindsets and behaviors that align with the ASCA National Model, thus assuring the accreditation partnership between CAEP and ASCA expands standardized school counselor training opportunities at CAEP-accredited institutions. While the accreditation partnership expands educational opportunities for school counselors in training in the ASCA National Model, the ASCA Ethical Standards, and ASCA

School Counselor Professional Standards and Competencies (2019), it does not explicitly address related standards to the on-site supervision of school counselor trainees. Instead, ASCA (2021) adopted the position statement for school counseling supervision to help guide the recommendation for more intentional site supervision.

Counselor educators have a significant responsibility in gatekeeping for the profession. Sending ethically sound and competent counselors into the workplace is a task that helps reinforce public trust in the profession. Training and advocating for active, institutional gatekeeping of counselors-in-training is ethically imperative and required as best practice (CACREP, 2016; Schuermann et al., 2018). Formal, documented gatekeeping policies provide due process for students and minimize faculty bias or perception (Schuermann et al., 2018), while gatekeeping assessment data dictates program needs for collaboration and problem-solving and policies and procedures needs (Schuermann et al., 2018).

University programs begin the gatekeeping process at admission, monitor progress throughout the program, and remedy as needed (Freeman et al., 2016). Joffray (2017) found that counseling training programs oversee the professionalism of future counselors, and nearly three-fourths of the CACREP-accredited programs' educators valued involvement in gatekeeping. However, Freeman et al. (2016) noted that site supervisors are the primary influence on the remediation of clinical counseling interns. We question the continual practice of placing partial gatekeeping responsibilities on a site supervisor who may not have been adequately trained in supervision and suggest that this is a priority concern for the profession.

Nature of Supervision

Supervision is a cornerstone of training in the counseling profession. It provides support and instruction to supervisees, aims to both attend to and enhance supervisee competence, fosters

professional identity development in supervisees, focuses on ensuring client welfare, and maintains the standards of the counseling profession (Bernard & Goodyear, 2019; Borders, 2014; Borders & Brown, 2005). Additionally, models of supervision provide a conceptual and theoretical framework for counselors who serve as supervisors, and the models outline the various tasks and roles of supervision (Corey et al., 2010). Furthermore, the models help make supervision cohesive, consider the context (e.g., organizational, societal, and professional), and guide supervisors toward providing supervision that best addresses their supervisees' needs (Bernard & Goodyear, 2019).

Supervision is a process in which a counseling professional with expertise, training, and experience supports a junior professional in fostering professional development, preparing them for effective practice, and knowing when to seek additional supervision to ensure client welfare (Bernard & Goodyear, 2019). Supervision is a critical component of professional identity development in school counselors (Brown et al., 2018). It allows the supervisee to learn skills needed to effectively address the needs of P-12 students (Swank & Tyson, 2012) while learning to apply what they have learned (Brown et al., 2018). For school counseling graduate students, supervision is also a vital component of a successful field experience. Specifically, school counseling supervision is essential because school counseling graduate students rely upon on-site supervisors to bridge theory and practice (Brown et al., 2018).

However, despite the importance of the school counseling supervision process, many school counseling master's programs do not include formal training in supervision within the course curriculum (Dollarhide & Miller, 2006; Studer, 2016). Instead, students learn about the supervision process and the duties of a supervisor through their role as a supervisee yet do not receive training which is typically only offered and required in counselor education doctoral programs. Since most school counselors are master's level practitioners, many supervisors are

inadequately prepared for the supervision experience and to meet their supervisory role expectations (Corey et al., 2010).

Unfortunately, school counselors have received limited training in clinical supervision in their graduate programs and limited access to clinical supervision within their schools (Bultsma, 2012; Dollarhide & Miller, 2006; Gallo, 2013). Swank and Tyson (2012) note that school counselors are not required to participate in post-master's supervised experiences or post-master's clinical supervision with an approved supervisor. This practice contradicts the employment path of graduates from clinical mental health counseling (CMHC) programs with specific supervision requirements from state licensing boards. As a result, it can be difficult for novice school counselors to find experienced and qualified school counselors who can provide adequate supervision (Gallo, 2013; Perera-Diltz & Mason, 2012). Suppose novice school counselors have access to school counselors willing to provide supervision. In that case, they may be untrained or model their delivery of supervision based on their own first supervision experience, which may insufficiently address the roles and duties of school counselors (Brown et al., 2018). More specifically, supervisors who did not receive formal supervision training might only learn to supervise their supervisees based on their personal supervision experiences (Walsh-Rock et al., 2017).

In other situations, novice school counselors may rely on other professionals for guidance. More specifically, school counselors may engage in peer supervision with colleagues or receive administrative supervision from principals or superintendents (Perera-Diltz & Mason, 2012). While they may find some support, the absence of experienced school counselors trained in supervision methods has potential implications for the novice school counselor, the P-12 students they serve, and their future school counseling supervisees. Furthermore, the lack of a clear path

regarding supervision and expectations surrounding continuing education requirements for school counselors makes advancing the profession challenging (Tang, 2020).

Consequently, the lack of formal supervision from trained supervisors has implications. Supervisors without adequate training in clinical supervision may be ineffective, unproductive, and insensitive to the needs of supervisees (Wallace et al., 2010). They may also contribute to inadequate supervision provided in school settings (Dollarhide & Miller, 2006; Studer, 2016), which could lead to a range of ethical and legal issues (American Counseling Association [ACA], 2014; American School Counselor Association [ASCA], 2016).

The research literature also outlines a wide range of benefits to supervision. School counselors who have participated in supervision have made developmental progress in counseling-related skills and are much more prepared to meet the diverse needs of P-12 students (Gallo, 2013). Additionally, supervision tailored to address the specific needs of school counselors can increase self-efficacy (Tang, 2020) and enhance professional identity development. Supervision is also a key component in school counselor development and training (Bender & Dykeman, 2016; Brown et al., 2018). ASCA (2021) recently published its position statement on the benefits of supervision for school counselors, which outlines several roles and responsibilities of each participant in the supervision process. ASCA's position noted that based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards and expectations, school counselor site supervisors should be trained by graduate counseling programs. With this in mind, we aim to present several school counseling supervision models, training processes, and best practices while exploring the challenges that have occurred in the supervision of school counseling graduate students.

School Counseling Supervision Models

Despite proven school counseling models of supervision offered throughout most CACREP programs (Bledsoe et al., 2021), most new and experienced school counselors do not have experience as practicing school counselors under a model of supervision (Bryant-Young et al., 2014; Dollarhide & Miller, 2006). A review of the literature reveals a significant gap in the use of supervision models of school counseling, which confirms a discrepancy between the amount of training of school counseling interns with a school counseling supervision model at their University compared to their site supervisor's training and their application of supervisory models (Bledsoe et al., 2019; Bledsoe et al., 2021). Specific to school counselors, the literature identifies several school counseling supervision models, such as the School Counselor Supervision Model (SCSM; Luke & Bernard, 2006), the Adlerian Alliance Supervisory Model for School Counseling (Devlin et al., 2009), the Goals, Functions, Roles, and Systems Model (GFRS; Wood & Rayle, 2006), the Peterson-Deuschle Model for Preparing Nonteachers (Peterson & Deuschle, 2006), and the Integrative Psychological Developmental Model of Supervision (IPDSM) for Professional School Counselors-in-Training (Lambie & Sias, 2009).

Each of the school counseling supervision models considers the unique roles and responsibilities of school counselors and can potentially enhance the professional identity of school counselors and school counseling graduate students and aid in enhancing the school counseling field and the ultimate success of the students' welfare in the school community. Based on a phenomenological study of school counseling models of supervision, Bledsoe et al. (2021) found that new school counselors found value in their experience with supervision as interns so much that they missed the experience once they were practicing. Brown et al. (2018) explored supervisor self-efficacy using the SCSM and found statistical and practical significance in

participants who participated in training in the SCSM. Merlin and Brendel (2017) recently proffered the School Counseling Faculty Program (SCFP) to train site supervisors for a semester. Additionally, in their content analysis of school counseling supervision, Bledsoe et al. (2019) identified the most common themes and topics which included, but were not limited to, supervision interventions, the supervisory relationship, supervision types, supervision modalities, and legal, ethical, and other related professional topics. Brown and Carrola (2022) suggest that supervision is just as necessary for school counselors as other counseling professions, and creativity should be used to meet the needs of school counseling students.

Administrative and Clinical Supervision

Two overarching categories of supervision are administrative supervision and clinical supervision (Remley & Herlihy, 2016). Administrative supervision focuses on job performance regarding the organization's goals and professional responsibilities (e.g., scheduling, documentation, and staffing), typically includes some form of summative evaluation (Dollarhide & Miller, 2006), and is based on principles of management, administration, and leadership (Henderson, 2009). This type of supervision is provided by school administrators (Remley & Herlihy, 2016). Although it can be beneficial, the gap between school counselors and administrators regarding their role can result in role confusion, difficulties with professional identity development, ethical concerns, and insufficient counseling practice (Cinotti & Springer, 2016). In some situations, fellow counselors provide administrative supervision and serve as an indirect service to counseling clients.

Clinical supervision, on the other hand, takes a different approach. As Bernard and Goodyear (2019) describe, clinical supervision extends over time, is evaluative and hierarchical, aims to enhance the professional functioning of the supervisee by monitoring the services provided

to clients, and offers a form of gatekeeping for the counseling profession. Clinical supervision aims to protect client welfare, provide a supportive environment to enhance supervisee growth and development, improve supervisees' application of counseling theory and techniques, monitor supervisee effectiveness and skills, and evaluate client outcomes (Aasheim, 2012; Bernard & Goodyear, 2019; Corey et al., 2010; Remley & Herlihy, 2016). To best meet the needs of supervisees, clinical supervision can take a holistic approach and is framed by a range of distinct supervisor roles, including that of a teacher, counselor, consultant, evaluator, or administrator (Bernard & Goodyear, 2019).

Models of Clinical Supervision

A review of the literature delineates categories of clinical supervision models, including models grounded in counseling theory, developmental models, and social role/process models (Aasheim, 2012; Bernard & Goodyear, 2019; Corey et al., 2010; Studer, 2016). Models grounded in counseling theory, like psychotherapy-based supervision models, are rooted in the principles and practices of the various counseling theories (Bernard & Goodyear, 2019). As noted by Aasheim (2012), supervisors adjust the tasks from the therapeutic approach for supervision while staying grounded in the core beliefs and techniques of the approach.

Developmental models focus on how supervisees develop over time through training and supervision tailored to their skills (Bernard & Goodyear, 2019). Such models include the Integrated Developmental Model (IDM; Stoltenberg,1981; Stoltenberg & Delworth, 1987; Stoltenberg et al., 1998), Ronnestad and Skovholt's Lifespan Developmental Model (1993, 2003; Skovholt & Ronnestad, 1992), Loganbill, Hardy, and Delworth's Systemic cognitive-developmental Supervision Model (Rigazio-DiGilio et al., 1997), reflexive developmental models, and lifespan developmental models. Emphasis is placed on assessing the supervisee's

developmental level, providing interventions and interactions with the supervisor to enhance their development, and supporting them with progressing through various stages/levels (Bernard & Goodyear, 2019). A key aspect of developmental models is that as supervisees gain knowledge and experience, the supervisor's approach should adapt to the supervisee (Bernard & Goodyear, 2019). Aasheim (2012) describes developmental models as the most used and accepted models of supervision (p. 39).

Lastly, social role or process models focus mainly on the functions and roles of the supervisor during supervision. Social role models are considered a foundational approach to supervision (Bernard & Goodyear, 2019; Pearson, 2004) and outline the expectancies and behaviors associated with the various roles supervisors incorporate during supervision (Bernard & Goodyear, 2019). Such models include The Discrimination Model (Bernard, 1979, 1997), Critical Events in Supervision Model (Ladany et al., 2016), The Seven-Eyed Model of Supervision (Hawkins & Shohet, 2012), and The Systems Approach to Supervision Model (Holloway, 1995). Through these models, supervisees gain a sense of security and find the process predictable because supervisors display patterns in their behavior (Aasheim, 2012).

Supervision Training and Requirements

Site Supervisor Training

Researchers recommend intentionally including content for site supervisors to learn about their roles and responsibilities as much as possible. More specifically, McCoy and Neal-McFall (2016) recommend improving online training by incorporating training modules rich in content that address the supervisory role, relationship, models, expectations, and opportunities for collaboration. Including content specific to supervision models and formats is essential and highly

recommended to prepare better site supervisors (Borders et al., 2014; Brown et al., 2018; McCoy & Neal-McFall, 2016).

Interestingly, Bledsoe et al. (2019) found that the development of supervisees is heavily represented in the literature, as are models and interventions that site supervisors can utilize. Nevertheless, there is a significant lack of adequate school counseling supervisor training. The prevalence of supervision content in the literature was also noted by DeKruyf and Pehrsson (2011), who asserted that site supervisors need adequate training to learn about the various models despite the availability of essential content responsibilities. There continues to be room to better prepare school counseling supervisors to understand and effectively implement available supervision models.

Limited Supervision Training

The literature indicated a need for improved supervision training. Many site supervisors have limited or no supervision training (Brown et al., 2018; DeKruyf & Pehrsson, 2011) despite being permitted to provide supervision (McCoy & Neal-McFall, 2016). Supervision training is typically offered in academic settings. It is not part of the curriculum for school counselors, meaning an in-service school counselor may eventually serve as a site supervisor despite multiple studies confirming the lack of supervision training offered in school counselor training programs (DeKruyf & Pehrsson, 2011; Kahn, 1999; Perea-Diltz & Mason, 2012; Uellendahl & Tenenbaum, 2015).

This staggering information provides additional support for improving supervision training to prepare future site supervisors better. Not surprisingly, researchers also found that site supervisor training has been found to improve site supervisor self-efficacy (Brott et al., 2017;

Brown et al., 2018; DeKruyf & Pehrsson, 2011), thereby providing a clear direction for improving support for preparing for future supervisors and counselors.

As counseling students begin their fieldwork experience, they might assume that their site supervisor has the necessary skills to meet the expectations of their role (McCoy & Neal-McFall, 2016). Unfortunately, the current situation exists in which a student enters a supervisory relationship with a site supervisor who may not fully understand their role in the same manner as the faculty supervisor, so the student does not get the highest quality supervision or training experience (McCoy & Neal-McFall, 2016). In addition to the lack of training in the supervisory role, there is also a need for training specific to the various types of supervision, including administrative, program, and clinical supervision (Roberts & Borders, 1994). Interestingly, many site supervisors tend to engage more in evaluation or administrative supervision than clinical supervision because it has been primarily their experience to receive that type of supervision (Brott et al., 2017). Furthermore, during fieldwork, students' clinical supervision is often the only clinical supervision they receive throughout their careers (Brott et al., 2017).

Bledsoe et al. (2019) recommended future research on school counselor supervision to explore similarities and differences with clinical supervision to address gaps in the literature and advance supervision practices. Cinotti (2014) asserted that counselor educators should intentionally advocate for increasing supervision opportunities because it can result in "more appropriate and satisfying supervision" (p. 423) specifically related to the unique school counseling role and responsibilities.

Another area for more specific supervision training and improvement involves clear communication between the counselor educator and the site supervisor to establish expectations for how the student will be evaluated both by the counselor educator and the site supervisor.

Evaluative feedback to the student and university supervisor is essential for the counseling interns' overall supervision process and learning experience. Bernard and Goodyear (2019) briefly address the hesitation that some site supervisors have regarding the evaluative portion of their role and note that experienced site supervisors who have had the opportunity to supervise several students are more prepared to use their experience to identify areas of strength as well as opportunities for growth in their supervisees.

Needs in the Field of School Counseling

School supervision training is less developed than other counseling supervisor training and has even been described as in its "infancy" (Bledsoe et al., 2019, p. 6). Clinical mental health supervision training is extensive, yet Bledsoe et al. described school counseling supervision as "scattered and inconsistent" (p. 1). In a recent content analysis of school counseling supervision, Bledsoe et al. (2019) found that school counseling supervision has not been researched enough to fully understand the issues specific to this role (Bledsoe et al., 2019). McCoy and Neal-McFall (2016) also affirmed the need for continued research related to the type of and availability of more formal training to better prepare site supervisors. As a result of the gap in the literature, school counseling supervision is not clearly defined nor fully understood, and there continues to be a need for additional research to understand better how to improve site supervisor training to meet the needs and current trends.

Bernard and Goodyear (2019) asserted that counselor educators and site supervisors have a mutual interest that contributes to student learning needs in the counseling profession. Both are responsible for preparing students for the field while adhering to ethical and professional expectations. While it is the primary responsibility of counselor educators to initiate and maintain communication with site supervisors primarily related to program expectations, site supervisors

also need to be intentional about connecting with counselor educators (Bernard & Goodyear, 2019). Bernard and Goodyear (2019) highlight the potential for role confusion and added stress for students attempting to meet both university and field site/placement with varying schedules, responsibilities, and expectations. Additionally, they note differences across settings, so acknowledging and accepting them is necessary to proactively "increase the quality and quantity of communication" (Bernard & Goodyear, 2019, p. 201) and minimize problems.

Ongoing collaboration and communication regarding shared professional goals are strongly advised between counselor educators and site supervisors because initial and ongoing communication is essential for the partnership and student experience (Bernard & Goodyear, 2019). Professional and field placement issues and social, cultural, political, and professional topics that could impact the field placement are essential to ensure that counselor educators stay up-to-date about supervisees' experiences at their sites (Bernard & Goodyear, 2019).

Continued research is essential to ensure that future counselors will be supervised by trained site supervisors who can better prepare them to meet the expectations of the school counseling role (Brown et al., 2018). School counseling programs need consistency and consensus around how these vital learning experiences are conducted and supervised (Ockerman et al., 2013).

Recommendations

Several school counselor supervision models that consider the unique responsibilities of the PSC have been tendered, yet the literature indicates inconsistent implementation of school-related supervision models (Bryant-Young et al., 2014; Dollarhide & Miller, 2016) and limited training for site supervisors (Bledsoe et al., 2019). The literature, CACREP accreditation standards (2016), the ASCA National Model (2019), and the school counselor supervision position statement (2021) support the need and benefits of providing site supervision. Although accreditation

standards support using experienced professionals in the site supervisor role, we offer recommendations based on best practices for counselor educators to train and support site supervisors more effectively.

Counselor educators are responsible for ensuring site supervisors meet the basic requirements described in accreditation standards. To better meet the expectations of the supervisory role, site supervisors would also benefit from improved access to essential supervision training. There is a need for more logistically sound solutions for improving access and availability to site supervisor training that should be offered across multiple modalities (McCoy & Neal-McFall, 2016). Additionally, increasing the availability of training options, including in-person and online, with synchronous and asynchronous options. Content-driven training modules focus on supervision models, supervisory role expectations, and collaborative working relationship development. Brown et al. (2018) also recommended that counselor educators conduct additional research related to accessible and brief training in flexible formats, including in-person and online, and via synchronous and asynchronous options to identify additional training modules for site supervisors. Accreditation standards permit experienced counselors to provide site supervision. While we do not undervalue the skill and experience of competent professional school counselors and their role in helping develop school counseling interns, we see the value of including supervision training in the school counselor curricula and advocating for research to promote a systematic training module in supervision for school counseling site supervisors.

Additionally, to improve current training and site supervision of future school counselors, we reflect upon and offer best practices grounded in our initial research questions: (1) How can school counselor educators support site supervisors who are working/supervising with supervisees

in schools? and (2) How can school counselor educators support supervisees working with site supervisors who have not been trained in supervision methods?

We offer several recommendations based on best practices related explicitly to maximizing supervision and integrating supervision models to train future school counselors effectively. Best practices include but are not limited to increased advocacy for more robust site supervisor training, increased availability of such training, and more effective and frequent communication with site supervisors.

For School Counselor Educators, we recommend advocacy for increased training for school counseling site supervisors (ASCA, 2011; CACREP, 2016) and integrating school counseling-specific models to strengthen the effectiveness of supervision and the future school counselor (Bledsoe et al., 2019; Borders et al., 2014; Brown et al., 2018; Bryant-Young et al., 2014; Dollarhide & Miller, 2016; McCoy & Neal-McFall, 2016). Specifically, promoting and providing training to school site supervisors that is more frequently offered and easily accessible for in-person and virtual formats is recommended (Brown et al., 2018; McCoy & Neal-McFall, 2016).

Counseling programs and counselor educators provide training and support to school counseling site supervisors (Brown et al., 2018; Cinotti, 2014). Additionally, counselor educators initiate and maintain clear, consistent, and frequent communication with site supervisors (Bernard & Goodyear, 2019) while establishing clear expectations for evaluation, remediation, and gatekeeping (CACREP, 2016; Freeman et al. (2016); Schuermann et al., 2018).

Conclusion

A thorough review of the school counseling literature has demonstrated the benefits of supervision for school counseling interns. The literature, CACREP, ASCA, and associated ethical

codes lend additional support to the use of supervision models to assure the delivery of quality and ethical school counseling services. However, a gap exists between the recommended and the actual practice of school supervision. As previously stated, we value the knowledge and skill an experienced school counselor can provide to a school counseling intern. Nevertheless, the fact remains that many experienced school counselors are not experienced school counselor supervisors and may only offer administrative supervision.

Based upon these highlighted gaps, we recommended strategies to help meet the gap between recommended and actual practices so that school counselor educators can more effectively utilize their role to support site supervisors and supervisees through increased collaboration. As a final recommendation, we propose considering advanced school certifications to include a supervisory endorsement after several years of experience and additional supervision training.

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