

SMITH, ASHLEY DEVON. Ph.D. Supervise Me: Strengthening School Counselor Professional Identity Through Peer Supervision. (2021)
Directed by Drs. Kelly Wester & Carrie Wachter Morris. 185 pp.

The concept of professional identity is deeply engrained into the beings of counselors-in-training, regardless of their specified track. Having a solid understanding of the roles, responsibilities, and the duties that bind us to our profession are tantamount to our actual skills practice and case conceptualization. Counselors-in-training learn the importance of positioning themselves with those in the profession, seeking supervision, and consultation ad nauseum during their graduate program and in practice. Although, clinical supervision is a crucial part of the training to-be-professionals in the counseling field, when professional school counselors enter the education system, they primarily experience on-the-job training under the direction of administrative supervisors (e.g., school administrators). In other words, when entering the work-force school counselors are tasked with addressing the academic, career, and social-emotional developmental concerns of all students, while also considering multiple stakeholders (i.e., faculty, parents, community members, district leadership). And yet, while they tackle these roles, they attempt to stay true to their counselor identity – all without clinical supervision. Early on, these “new professional school counselors learn they are personally responsible for the development of their professional identity” (Gibson, Dooley, Kelchner, Moss, & Vacchio, 2012, p. 19), and their identity fades over time. Realigning oneself with clinical supervision provided by a peer can empower the school counselor’s professional identity as a clinician. In essence, the lack of school counselor engagement with clinical supervision with each additional year in the system is a contributor to burn-out and diminished professional identity.

The purpose of this study was to explore in more depth professional school counselors’ experiences of receiving clinical supervision through a peer supervision lens grounded by Luke and Bernard’s (2006) School Counseling Supervision Model. Specifically, the impact peer supervision plays in strengthening the school counselor’s professional identity and highlighting

the school counselor's experiences of the peer supervision intervention was explored. The researcher utilized a sequential explanatory mixed methods research design spanning two phases, the first utilizing an AB single case research design in which participants experienced a 4-week peer supervision intervention, and a qualitative semi-structured interview analyzed through thematic analysis to explore findings and gain depth of understanding of the results from the quantitative phase in order to answer the research questions. The following research questions were addressed in this study: (1) *Is a 4-week peer supervision intervention effective at increasing school counselor professional identity?* (2) *Is a 4-week peer supervision intervention effective at increasing school counselor self-efficacy in the area of collaboration?* and (3) *How do school counselors describe their experiences with the school counselor peer supervision intervention? How have those experiences impacted their professional identity?* Through the semi-structured interviews, the perspectives of professional school counselor's experiences with peer supervision and its influence on their professional identity and self-efficacy were explored and three themes emerged from data analysis across all six interviews (1) *peer connection*, (2) *professional identity*, and (3) *self-efficacy*. Each of the three themes included subordinate themes that further described the ways in which peer supervision impacted the professional identity, and self-efficacy of professional school counselors. Implications for school counselors, and counselor educators, limitations, and future research are discussed based on the results.

SUPERVISE ME: STRENGTHENING SCHOOL COUNSELOR PROFESSIONAL IDENTITY
THROUGH PEER SUPERVISION

by

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A Dissertation

Submitted to

the Faculty of The Graduate School at
The University of North Carolina at Greensboro

in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

Greensboro

2021

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DEDICATION

Dedicated to the ones who dare to believe in the beauty of their dreams

APPROVAL PAGE

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ACKNOWLEDGEMENTS

I would like to sincerely extend my gratitude and appreciation to my family for always supporting me, encouraging me to reach for my goals, and for lifting me up throughout this process. Mommy and Daddy, you encouraged me to strive for a good education early on, and never complained when I mentioned I longed to go back to school for more learning. NeeNee, I wouldn't be where I am without you, you frequently called to check on me to see how things were going with school and were so excited for this day to come. Losing you this year shattered my heart into a billion pieces and motivated me to keep pushing because I know you were looking forward to the day. You were the best big sister, the best champion I could have ever hoped for. Dawnie, thank you for making sure I ate, listening to me complain when I got stuck, and making sure I had everything I needed to do this work. Joel, thank you for always holding my hand and supporting me along the way. You challenged me to think outside the box, you motivated me to keep up my momentum and let me be my authentic self. I'd also like to thank seven men, of 방딘소년단 who mean the world to me and have been by my side throughout my academic career. When I started to get in my own way, they were always there with love, and support that tomorrow would always be brighter. Together, you picked me up when I second-guessed myself, when I lost hope, and because of your impact on my life, I am here today. Through your love, encouragement, and belief in the beauty of my dreams, I have finally reached my goal of obtaining my Ph.D.

I would like to also give thanks to all of my committee members for your contributions, knowledge, and encouragement throughout this long and arduous process. Our journey began a few short years ago, when I had big, beautiful dreams, thank you for seeing them, accepting them, and helping me navigate how to make those dreams possible. I'd like to give a special thanks to Dr. Kelly Wester and Dr. Carrie Wachter Morris for guiding me through this process.

Thank for your patience and guidance in helping me become a better researcher, writer, and educator. I wasn't sure what the realm of research held for me in its beginning stages, however, I must say that your zeal of research, acceptance of my research interests, and my goals as a counselor educator, helped me become the counselor educator I am today. Dr. Wester, thank you for your belief in me, even in times when I didn't believe in myself, and for always encouraging me to seek depth and insight. Dr. Wachter Morris, thank you for encouraging me and giving me the opportunity to flex my wings as a school counselor, you provided an example of the way school counselor educators can satisfy their missions as both educators and as counselors.

Lastly, I want to say thank you to all of my friends, cohort members, CED faculty, and the sisters of Theta Nu Xi Multicultural Sorority, Incorporated. It has been a blessing getting to know each of you throughout the years. Your love and support of me, has meant so much to me and I hope you know how much I appreciate you. Going through this experience with you by my side has helped me embrace my own power and understanding of the role I play in this world. You have all had an impact on who I have become as a person, and as an educator. Throughout the years, there have been moments of laughter, tears, heartbreak, and celebrations; and I have learned so much from each of you in various ways. Thank you for encouraging me to chase after and amplify my own ambitions; because you each helped me learn that I too, can be great.

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CHAPTER I: INTRODUCTION

Overview

The first recollection I have of my school counselor occurred in 1994, at the time they were still referred to as a guidance counselor, and I'll never forget the impact they had on my life. In 1994, I experienced the tragic passing of one of my dearest friends in a freak scouting accident. The school counselor came to my class and escorted me to their office, where we chatted a bit, getting to know each other before they checked in to see how I was coping with the death of my friend. It was one of the first times someone had ever talked to me about grief, loss, and what it meant to cope. The next memory of a school counselor occurred when I was in the eighth grade and it involved high school registration. I was adamant that I wanted to study Japanese in high school, and the school counselor thought it would be too challenging for me and tried to steer me towards another language. They dismissed my desires repeatedly. Fortunately, my will was stronger, and I got what I wanted. One of my last memories of a school counselor occurred during my senior year of high school where I had the opportunity to work in the counseling department as a peer helper. Here I got an inside look at what it meant to be a school counselor, balancing student scheduling, academics, and college/career readiness and managing to always have their door open when I needed someone to lend an ear.

As evident in my formative years, the school counseling field has experienced many changes in their roles and responsibilities and with those changes have come different identities to which the school counselor ascribed to in their professional lives. This research study is an opportunity to explore what school counselor professional identity looks like from their perspective, and the ways in which school counselor professional identity can be strengthened through peer supervision.

Introduction

As a relatively young field, the school counseling profession has undergone its own identity crises throughout the years (Cinotti, 2014). Although, born out of a need for vocational guidance, school counselors today tackle academic, career, and social-emotional development as a part of their comprehensive school counseling programs (Bodenhorn, Wolfe, & Airen, 2010). Traditionally, a comprehensive school counseling program consists of the following elements: individual and group counseling, classroom guidance, responsive services, and system support (Gysbers & Henderson, 2000; 2006). Along with the need to identify and put a name to a school counselor's roles and responsibilities (American School Counselor Association [ASCA], 2012), researchers and leaders in the field have struggled to identify the key components of the school counselor's identity (Lambie & Williamson, 2004). Some of that difficulty has been noted in the general need for school counselors to advocate and take action within their schools, which has been noted to be a difficult task, causing school counselors to experience role ambiguity and insecurity in their professional identity (Lambie & Williamson, 2004). The breakdown of security in the school counselor's professional identity is caused by "the reconfiguring of [school] leadership posts and organizational lines within the school system, at both the district and local level(s), where school counselors were no longer being supervised by those certified or experienced in school counseling" (Johnson, 2000, p. 32). Although the ASCA National Model was created in an effort to reestablish and align school counselor professional identity with a set of professional standards; many practicing school counselors continue to be supervised by school administrators who operate using outdated reactive administrative supervision models (Henderson & Gysbers, 2006; Herlihy, Gray, McCollum, 2002; Zalaquett, 2005).

Traditionally, school administrators provide administrative supervision for school counselors and are primarily concerned with targeting professional skills, standards compliance, employee attendance, impact on school climate and outreach to parents (Henderson & Gysbers

2006; Roberts; Borders (1994). As a result, school counselors are increasingly asked to take on roles and responsibilities described by ASCA as noncounseling duties (i.e., discipline, attendance records) (Dollarhide & Miller, 2006). Whereas, from 1910 until 1970, school counselors fulfilled the role of a mental health counselor (Gysbers, 2001; Johnson, 2000; Lambie & Williamson, 2004), school counselors today are taking on an increased adherence to serving their schools in roles defined as non-school counselor tasks (i.e., scheduling, data maintenance, and testing coordination (Johnson, 2000; Lambie & Williamson, 2004).

In the first half of the 1900s, school counselors were trained and supervised to identify academic and intellectually gifted students with an emphasis on addressing the student's mental wellness, cognitive, and vocational development (Gysbers, 2001; Lambie & Williamson, 2004). Allowing school counselors to meet with students one on one, in what would be deemed more along the lines of individualized counseling (Gysbers 2001; Johnson, 2000; Lambie & Williamson, 2004). It wasn't until the 1970s where the school counseling field began to experience drastic changes in their roles and responsibilities, as the field began to focus on globalization, and career counseling (Gysbers, 2001; Lambie & Williamson, 2004). Mercer (1981) described this change in school counselor roles and responsibilities as a consequence of decreased enrollment, and an inability to assess outcomes and confidentiality (as cited in Lambie & Williamson, 2004).

As school counselors take on more administrative duties, in roles [AIG/MTSS coordinator] and responsibilities that more closely aligned with those of an educator (Cinotti, 2014), their supervision is frequently provided by a member of the school's administration (Herlihy et al., 2002; Perera-Diltz & Mason, 2012). As a result, school counselors are being supervised by school personnel who do not have training in either counseling or counselor supervision (Lambie & Sias, 2009). Receiving more administrative supervision results in the alignment of "school counselor duties with the administrator's own identity as an educator" (Cinotti, 2014, p. 419). In essence, school counselors are consistently asked to perform in

supplemental roles such as, scheduling, records management, and test coordination instead of the school counselor's intended roles and responsibilities (i.e, individual and group counseling, classroom guidance) (Dollarhide & Miller, 2006; Henderson & Gysbers, 2006; Page et al., 2001). Although school counselors still champion holistic academic, social-emotional, and career development, ultimately, the school counselors of today experience confusion regarding their professional identity, which impacts their ability to effectively and efficiently implement a comprehensive school counseling program consisting of: individual and group counseling, classroom guidance, responsive services, and system support (Lambie & Williams, 2004).

The school counselor's ability to aid students in their academic, career, and socio-emotional skills during their formative years can seem out of reach as they literally and figuratively straddle the realms of counseling and education. The ASCA National Model provides in-depth descriptions and standards for school counselors' roles, responsibilities, and tasks, including, but not limited to, direct and indirect services, classroom guidance, consultation/collaboration, and supervision (ASCA, 2012). The ASCA National Model states that 80% of the school counselor's day should be grounded in the delivery system (ASCA, 2019; ASCA, 2012), as it consists of direct (i.e., individual counseling, small group counseling, classroom guidance) and indirect (i.e., system support, responsive) services provided by the school counselor. Despite school counselor standards being in place, school counselors across the country struggle with spending their time on what they are trained to do in their master's programs, because they are required to, instead, focus on fulfilling duties that are non-counseling tasks (e.g., disciplinary actions, substitute teaching) (DeMato & Curcio, 2004). This is due primarily to non-counseling tasks being assigned to school counselors throughout the academic year by school administrators, which can be remedied by supervision. However, this "remedy" becomes difficult when the primary supervisor tends to be a school administrator.

Supervision is a consistent staple of the counseling profession enhancing the supervisee's ability to learn (Goodyear, 2014), with Bernard and Goodyear's (2014) assertion

that “every mental health professional should acquire supervision skills, because virtually all eventually will supervise others in the field” (p. 2). Moreover, supervision has been identified as having two main purposes: (1) nurturing the supervisee’s professional identity development and (2) gatekeeping to protect client welfare (Bernard & Goodyear, 2014). Supervision is vital to the support of the school counselor’s development in their own personal awareness, professional growth, and counseling performance leading to more competent and capable counselors (Bernard & Goodyear, 2014). Supervision is typically defined as

a process by which a more experienced professional provides guidance to a novice entering the profession, providing education for the trainee, as well as a social process involving immersion in the professional culture where the novice learns mores, attitudes, values, modes of thinking, and strategies for problem solving, thereby acquiring a professional identity (Dollahide & Miller, 2006, p. 242)

Therefore, supervision, when provided by a peer or another mental health professional, can encourage school counselors to continually improve their own skills and professional competence (Herlihy, Gray, & McCollum, 2002).

Three types of supervision were first categorized when Barret and Schmidt (1986), administrative, developmental/program, and clinical. These three distinct types can provide an understanding of what supervision can look like for school counselors. The first type of supervision is administrative, that is typically provided by school administrators, and focuses on aspects such as staff and parent relations, or student attendance. The second type of supervision is developmental/program, which is typically provided by district coordinators or school counselor colleagues and focuses on activities such as in-service training. And finally, the third type of supervision is clinical, typically provided by a trained counseling supervisor, and usually focuses helping school counselors be proactive and reactive in providing direct and indirect services in the school (Dollahide & Miller, 2006; Roberts & Borders, 1994). More information on each of these types is provided below.

Administrative Supervision

Administrative supervision focuses on the school counselor's performance and adherence to standards, ethics, roles, and responsibilities as employees and is frequently provided by a member of the school's administration (Herlihy et al., 2002; Perera-Diltz & Mason, 2012). As a result, school counselors are usually being supervised by school personnel who do not have training in clinical supervision or contemporary counseling roles (Lambie & Sias, 2009). In essence, administrative supervision focuses heavily on supporting the educational system, and helping the school run efficiently, with less (or no) focus on the clinical or professional development of the supervisee (i.e., the school counselor) (Dollarhide & Miller, 2006; Henderson & Gysbers, 2006; Page et al., 2001). Close adherence to administrative supervision encourages supervisors to add more administrative tasks, such as, scheduling, records management, and test coordination to the school counselor's roles and responsibilities which align "school counselor duties with the administrator's own identity as an educator" (Cinotti, 2014, p. 419).

Developmental/Program Supervision

Although there isn't much information about developmental/program supervision in recent literature, developmental/program supervision typically focuses on the school counselor's ability to implement a comprehensive school counseling program and the school counselor is checked for program effectiveness by a district supervisor who may or may not have a school counseling background (Gysbers & Henderson, 1994). However, like the administrative supervision (mentioned above), developmental/program supervisors frequently do not have the same training or licensing as needed to be effective school counseling supervisors (Roberts & Borders, 1994; Dollarhide & Miller, 2006; Henderson & Lampe, 1992). Thus, similar problems remain in that little to no focus is provided on clinical skills or counselor professional identity, as the focus remains more on the larger systemic program management and accountability that is being implemented at the school level (Dollarhide & Miller, 2006).

Clinical Supervision

For school counselors, clinical supervision is “the rarest...and most necessary of the three types of supervision” (Brott, Stone, & Davis, 2017; Cinotti, 2014, p. 422) and is defined as an intervention provided by a more experienced member of the counseling profession with the goal of enhancing the supervisee’s (i.e., school counselor) “clinical knowledge and skill working with students in individual or group counseling sessions, and in consultation with parents and teachers” (Roberts & Borders, 1994, p. 150). Clinical supervision allows experienced counselors to provide support, instruction, and feedback while adhering to the school counselor’s professional development by focusing on their clinical skills (Bernard & Goodyear, 2009; Lambie & Sias, 2009; Studer, 2005). Ultimately, researchers found that because clinical supervision can provide opportunities for school counselors to experience continued growth, “the lack of clinical supervision may result in role stress, lack of professional identity development, job dissatisfaction, and eventually burnout” (Perera-Diltz & Mason, 2012, p. 5). However, it is important to note, that while clinical supervision in and of itself, attends to the school counselor’s clinical skills, and case conceptualization ability, it does not, in most cases, lend itself to the ability to enrich and validate the school counselor’s other roles and responsibilities within the school system.

Considering the three types of supervision, each having its own strengths and limitations, highlights a deficit in the school counselor’s professional needs not being met, due to the school counselors lack of access to supervisors who are able to provide comprehensive supervision. this leads to the importance of clinical supervision from the perspective of a peer, who is also well acquainted with the field of school counseling by virtue of being able to navigate the education system, the unique roles and responsibilities of a school counselor, and possesses the ability to conceptualize students’ well-being. Peer supervision would be provided by someone in the school, such as a school counselor, who has training in counseling,

understands counselor identity and counseling skills, but also recognizes the school counselor's other responsibilities within the educational system.

Peer Supervision

Peer supervision has often been described as an alternative form of clinical supervision that is easily accessible to school counselors, in which a program coordinator at the district level, or another school counselor within the school district may be assigned to supervise or to serve as a resource (Benshoff & Paisley, 1996; Crutchfield & Borders, 1997; Sutton & Page, 1994; Wilkerson, 2006). Peer supervision seeks to create partnerships with other school counseling professionals, encouraging them to support one another in ensuring they are implementing school counseling programs that align with district and school mission statements. However, it can be taken beyond the school counseling program (which is the focus typically provided by district supervisors in developmental/program supervision), as attention may be paid to case conceptualization, along with providing motivational and emotional support to one another (Perea-Diltz & Mason, 2012). Wilkerson (2006) defines peer supervision as "a structured, supportive process in which counselor colleagues (or trainees), in pairs or in groups, use their professional knowledge and relationship expertise to monitor practice and effectiveness on a regular basis for the purpose of improving specific counseling, conceptualization, and theoretical skills." (p. 62). Peer supervision focuses on the implementation, and coordination of the comprehensive school counseling program, which ideally is a good thing. Peer supervisors are then better able to help each other attend to the five components of peer supervision: (1) creating relationships with peers from the same profession, (2) increased accountability, (3) counselor oriented development of clinical skills, (4) consistent supervision meetings that cultivate continued learning, and (5) structured peer supervision meetings; creating a supervisory experience that allows the school counselor to further strengthen their professional identity by exploring areas for growth and development in all areas of the school counselor comprehensive program (Wilkerson, 2006).

While peer supervision seems ideal for school counselors, school counselors are rarely trained in supervision. Additionally, it is unknown whether peer supervision by school counselors has an impact on school counselor professional identity. Therefore, the impact of supervision – and more specifically peer supervision - on the school counselor’s professional identity must be explored further by considering the ways supervisors can address multiple facets of the school counselor’s professional identity. Leading to the importance of professional school counselor supervision models, namely, Luke and Bernard’s School Counselor Supervision Model (2006) in addressing school counselor professional identity. Luke and Bernard’s School Counselor Supervision Model (SCSM) provides a more concrete lens of a how to supervise a comprehensive school counseling program. The SCSM is an extension of the Discrimination Model (Bernard, 1979; 1997) and combines the delivery system of the ASCA National Model (2012; 2019). The SCSM model consists of a 3x3x4 matrix that considers: supervisor focus (intervention, conceptualization, personalization), supervisor roles (teacher, counselor, consultant), and points of entry (large group intervention, counseling and consultation, individual and group advisement, and planning, coordination, and evaluation) (Luke & Bernard, 2006). When utilized by a supervisor, the SCSM encourages the supervisor to identify the point of entry, identify a supervision focus, and determine the supervisor role while highlighting a comprehensive school counseling program (Luke & Bernard, 2006). Unlike, other supervision models, the SCSM recognizes that comprehensive school counseling programs are holistic, proactive, preventative, reflective, and serve the needs of all students (Dollarhide & Saginak, 2017). Therefore, the SCSM attempts to address the idea that school counselors should be supervised holistically, honoring various parts of their professional identity (Luke & Bernard, 2006).

During supervision sessions, the supervisor utilizing the SCSM focuses on intervention skills, conceptualization skills, organization of themes, establishing process and outcome goals, and interpersonal skills that allow the school counselor to do their work in a professional manner

(Luke & Bernard, 2006). The supervisor also takes on one of the supervisor roles to assess the supervisee's ability from each lens; for instance as a teacher, the supervisor may focus on modeling and providing feedback, as a counselor, the supervisor may focus on asking the supervisee to reflect on their feelings about the activity or interaction, and in the consultant role, the supervisor may serve as a resource to exchange information and expertise (Luke & Bernard, 2006). As noted above, none of the three types of supervision (administrative supervision, developmental/program, or clinical supervision) recognize all parts of a school counselor's unique role as a counselor within an educational system. Specifically, each type of supervision lacks a focus on a minimum of one component of this role: the comprehensive school counseling program, the unique roles and responsibilities of the school counselor or the system of education that they exist in, or the school counselor's professional identity and skill development. However, the SCSM as a clinical supervision model is designed to address these areas of concern for school counselors which supports and strengthens all parts of the school counselor's professional identity (Luke & Bernard, 2006), and it is believed that if peer school counselors provide supervision using this model, then all professional identity would be enhanced.

Professional Identity

Not surprisingly, the counseling profession as a whole has had a tumultuous history of defining a collective professional identity, a problem that has slowly begun to trickle into the other specialized areas (i.e., school counseling, substance abuse) (Gibson et. al., 2012). Auxier, Hughes and Kline (2003) argued that after framing their own understanding of professional responsibilities, ethical standards, and membership within the field, counselors began forming their professional identity. Noting that when the counselors-in-training received continual supervision that included practical application of skills, it resulted in a clearer professional counseling identity (Auxier et al., 2003). When considering the professional identity of school counselors, the school counselor's own uncertainty of their role and the lack of

agreement regarding school counselor roles and functions by school administrators and staff must be examined (Gray & McCollum 2002). Unlike other mental health professions, school counselors have contrasting expectations from both the counseling field, and the education field leading to role conflict and ambiguity (Cinotti, 2014; Lambie & Williamson, 2004). Perry (2012) argues that “professional identity is socially constructed and dynamic, changing as an individual interacts with significant others (e.g., mentors, supervisors, etc.), events (e.g., education, clinical training, etc.) and experiences” (p. 56). Therefore, allowing professional school counselors to engage in ongoing peer supervision can help them nurture and maintain clinical skills, navigate issues concerning the student and student’s family, and practice ethically as a part of maintaining their professional development (Herlihy, Gray, & McCollum, 2002; Lambie & Williamson, 2004; Mellin, Hunt, & Nichols, 2010).

Supervision provides school counselors with the ability to attend to clinical skills, and practical application for the school counselor causing increased levels of counselor self-efficacy and supportive connection to others in the field (Cashwell & Dooley, 2001; Mellin et al., 2010; Perera-Diltz & Mason, 2012). Thus, strengthening counselors’ counseling skills, theoretical integration, and implementation accountability can contribute to the further development of their professional identity. Inherent in supervision is the supervisory relationship; having a good supervisory relationship leads to more trust, respect and understanding between the supervisee and supervisor. Thus, one might consider that a peer supervisor who has an understanding and a solid foundation of the school counselor’s roles and responsibilities, could lessen the school counselor’s feeling of isolation, reduce stress and potential burnout (Herlihy et al., 2002), as long as the supervisory relationship was strong.

Statement of the Problem

In contrast to mental health counselors, who typically are required to complete a minimum number of direct practice hours under supervision while pursuing professional licensure after graduation, school counselors are more likely to obtain certification from their

state's Department of Education, which often does not include a post-master's supervision requirement (Bledsoe, Logan-McKibben, McKibben, & Cook, 2019; Wilkerson, 2006). Coincidentally, many school counselors begin developing their professional identities following graduation from their master's program (Auxier, Hughes, & Kline, 2003; Brott & Myers, 1999; Gibson et al., 2012). While beginning their careers as professional school counselors, their identities are shaped by the professional community they work in, which may explain why school counselors may struggle with defining their professional identity being that of an educator or a counselor (Gibson et al., 2012; Paisley, Ziomek-Daigle, Getch, & Bailey, 2006). Additionally, school administrators often do not have training in counseling. This lack of counseling experience can limit development of school counselors' clinical skills (Page et al., 2001) and leave school counselors to navigate complex counseling issues and student needs without clinical support and guidance (Bledsoe et al, 2019). Consequently, school counselor's helping skills and theoretical competencies experience a decline, which can negatively impact the school counselor's ability to provide an effective comprehensive school counseling program (Dollarhide & Miller, 2006; Johnson, 2000; Lambie & Sias, 2009; Luke & Bernard, 2006). Thus, being able to understand the impact of supervision, provided by another peer school counselor that focuses on comprehensive school counseling programs and the conceptualization and processing of students, on professional identity is important.

Purpose of the Study

When school counselors enter the education system, they tend to experience on-the-job training and have to navigate a new environment in which they are asked to serve the needs of multiple populations (e.g., students, parents, teachers, staff, administration, district leadership), while still attempting to stay true to one's professional self as a counselor. Therefore, it would be helpful if school counselors would continue to experience supervision that considers relevant theories, techniques and practices of a comprehensive school counseling program, allowing for

exploration and strengthened professional identity through peer supervision with a clinical supervision lens.

The purpose of this study is to explore in more depth the professional school counselor's experience of receiving clinical supervision through a peer supervision intervention utilizing Luke and Bernard's School Counselor Supervision Model (Luke & Bernard, 2006) supported by their ability to follow Benshoff and Paisley's Structured Peer Consultation Model for School Counselors (Benshoff & Paisley, 1996). And more specifically to explore the impact of peer supervision on the professional identity of professional school counselors (Auxier et al., 2003; Herlihy et al., 2002; Lambie & Williamson, 2004; Mellin et al., 2010) assessed by the Professional Identity Scale in Counseling (PISC-s; Woo, Lu, & Bang, 2018; Woo, Henfield, & Choi, 2014), and the School Counselor Self-Efficacy Scale- Collaboration (SCSE-C; Bodenhorn & Skaggs, 2005) in order to assess the impact of peer supervision on the school counselor self-efficacy as it applies to collaboration and consultation with colleagues. Finally, a purpose is to highlight the school counselor's experiences of the peer supervision intervention. Specifically, the impact of a four-session peer supervision intervention on school counselor professional identity will be explored in the current study. The study will incorporate an explanatory mixed methods design utilizing single-case research design (SCRD) to evaluate the effectiveness of a peer supervision intervention on the professional identity of professional school counselors, and thematic analysis on school counselors' experience in the peer supervision intervention.

In an effort to establish baseline data, the professional school counselor participants will be assessed on their consultation practices with assessments occurring prior to the intervention, as well as throughout the intervention to evaluate its impact on school counselor professional identity. Participants will be asked to fill out the PISC-s and SCSE-C weekly, and the Assessment of Peer Consultation Model (APCM) scale (Benshoff & Paisley, 1996) at the culmination of the study to assess the participant's reactions to and satisfaction with the peer supervision experience via Qualtrics. A review of the literature revealed that school counselors

desire supervision post-degree (Borders & Usher, 1992; Page et al., 2001, Roberts & Borders, 1994; Sutton & Page, 1994), yet rarely do they receive it (Dollahide & Miller, 2006), which may be due to a lack of training in supervision. As peer supervision encourages school counselors to perform their duties, build a relational network and strengthen professional identity (Cashwell & Dooley, 2001; Mellin et al., 2010; Perera-Diltz & Mason, 2012).

Significance of the Study

A limited number of current researchers (Somody, Henderson, Cook, & Zambrano, 2008; Protivnak, 2003; Sutton & Page, 1994; Henderson & Lampe, 1992) focus on the exploration of post-degree clinical supervision of school counselors and the importance of clinical supervision to combat feelings of isolation and role confusion. In general, these authors support my own personal beliefs about the importance of supervision, especially in regard to number of school counselors who state there is a high need for supervision (63%) (Sutton & Page, 1994). The amount of supervision required of school counselors-in-training differs vastly from the amount of supervision they may receive as professional school counselors, and this difference is indicative of the disconnect school counselors experience in their professional identity.

School counselors can uphold and promote their professional identity and by advocating for themselves and the profession within their school communities in a multitude of ways, one of which, being frequent and ongoing supervision (Lambie & Williamson, 2004). Nevertheless, Bledsoe, Logan-McKibben, McKibben, and Cook (2019) conducted a content analysis of school counseling and supervision articles, underscoring the need for ongoing advocacy to ensure practicing school counselors received clinical supervision. As previously stated, because of school counselors' precarious positionality between two fields, it is important to lay the foundation by which school counselors can build upon. By encouraging school counselors to explore the various parts of themselves (counselor and educator), engaging in supervision can

help establish a foundation of empowerment and strengthen professional identity through which they can promote adequate comprehensive school counseling programs.

Therefore, school counselor supervisors must recognize that new school counseling professionals are typically responsible for their own professional development and integration of the educator and clinical roles they have (Gibson et al., 2012); thus, supervisors should work to empower the school counselor supervisee's ego development and also their professional identity as clinicians. In essence, the lack of school counselor engagement with peer supervision with each additional year in the system is a contributor to burn-out and diminished professional identity. If it is shown in this study that peer supervision provided by a school counselor enhances professional identity, this will help to establish peer supervision in schools moving forward.

This study seeks to fill in the gaps in the literature by asking school counselors to explore the supports and barriers to seeking and maintaining supervision and how peer supervision with a clinical supervision lens can impact their professional identity. Illuminating what emerges can lead to more information surrounding best practices to strengthen school counselor professional identity through peer supervision; thus, promoting adequate comprehensive school counseling programs.

Research Questions

R1: Is a 4-week peer supervision intervention effective at increasing school counselor professional identity?

R2: Is a 4-week peer supervision intervention effective at increasing school counselor self-efficacy in the area of collaboration?

R3: How do school counselors describe their experiences with the school counselor peer supervision intervention? How have those experiences impacted their professional identity?

Definition of Key Terms

Administrative Supervision – is most often provided by a school principal is focused on organizational topics such as staff communications, planning, implementation, and evaluation of individuals, programs, or both individuals and programs (Dollarhide & Miller, 2006; Page et al., 2001; Remley & Herlihy, 2001; Roberts & Borders, 1994).

American School Counseling Association (ASCA) – The professional organization that works to support school counselors' in their mission to assist all students holistically through the adherence of academic, career, and social-emotional development (ASCA, 2019; ASCA 2012).

Clinical Supervision - An intervention provided by a more senior member of the counseling profession to a more junior colleague or colleagues who typically (but not always) are members of that same profession. This relationship is evaluative and hierarchical, extends over time, has simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for the profession the supervisee seeks to enter” (Bernard & Goodyear, 2014, p. 9).

Developmental/Program Supervision – Supervision that is focused on program development, implementation, and coordination of the comprehensive school counseling program, typically provided by a district coordinator (DeKruyf, Auger, & Trice-Black, 2013; Dollarhide & Miller, 2006; Roberts & Borders, 1994).

Peer Supervision – focuses on improving the comprehensive school counseling program and counselor's pursuit of professional development. Peer supervision is a structured, supportive process in which counselor colleagues (or trainees), in pairs or in groups, use their professional knowledge and relationship expertise to monitor practice and effectiveness on a regular basis for the purpose of improving specific counseling, conceptualization, and theoretical skills (Wilkerson, 2006). In peer supervision, peers can serve as both the peer supervisor and the peer supervisee in an egalitarian relationship that focuses on their different perspectives

taking into account how to handle situations in the school setting, as well as providing a way to receive support and encouragement (Butler & Constantine, 2006).

Professional Identity - “an integration of theoretical orientation and methodology that is consistent with the counselor’s personal values and beliefs;” additionally it is “comprised of three components: agreement with the counseling philosophy, beliefs that the counseling profession includes activities such as becoming licensed and certified, and professional engagement (Moore-Pruitt, 1994; Woo & Henfield, 2015, p. 13).

Professional School Counselor- a professional school counselor is an individual who has completed a graduate degree in counseling and has obtained state and/or national certification/licensure specializing in school counseling (Mellin et al, 2010). Currently practicing school counselors who have worked in the education system for two years or more.

Self-Efficacy – Bandura (1986;1997) considered an individual’s expectation that they have knowledge and skills to accomplish certain tasks, level of effort to accomplish the task, and how long the individual persists in attempting the task. As such, self-efficacy is a level of perceived confidence that emerges from skill development and practice of those skills. As noted by (a) participation in a task and achievement of success or mastery in the experience, (b) verbal endorsement and persuasion from others, (c) vicarious learning, and (d) physiological arousal (Mullen, Limberg, Tuazon, & Romagnolo, 2017, p. 114).

Single Case Research Design- A quantitative approach “for making inferences about the efficacy of an intervention, establishing evidentiary support for counseling practices, and giving voice to counseling activities with small or understudied populations” (Lenz, 2015, p. 387).

Supervision- is defined as a process in which an experienced professional holding appropriate preparation, degree, licensure, and/or certification provides consistent support, instruction, and feedback to a counselor-in-training [or in-service counselor], fostering his or her psychological, professional, and skill development while evaluating his or her delivery of ethical services (Lambie & Sias, 2009).

CHAPTER II: LITERATURE REVIEW

In the first year of my masters program, I had the opportunity to attend the state school counseling association's conference. Luckily, my cohort members and I were there on the same day as the keynote address, and my life as a budding school counselor was forever changed. We got to bear witness to the incomparable Dr. Rita F. Pierson speak about her forays as a veteran teacher, as a principal, as an educator to meet students exactly where they were, while encouraging them to take the world by storm. Most notably, she stood on stage in front of hundreds of school counselors, from all levels, years of experience, and backgrounds and spoke the following words: "every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be," and my life was forever changed. Dr. Pierson intended this quote to motivate us school counselors to a call to action, and it did, I and others left that day feeling revitalized about the world of school counseling and the impact we would have on our students, and I've also come to interpret it as the way to champion not only the dreams of children, but to champion the efforts of professional school counselors as well. Where school counselors have supporters (supervisors), who don't give up on them, understand the importance of networking and consultation, and insist that they provide intentional and comprehensive school counseling programs to serve our school populations. Notably, I learned that it is never too late to advocate for ourselves.

The previous chapter explored the professional school counselor's educator vs. counselor identity crisis, the school counseling profession's tumultuous relationship with supervision and the way supervision has had an impact on school counselor professional identity. The researcher made an argument for the need to examine the relationship between peer clinical supervision and school counselor professional identity in a sample of professional school counselors. This chapter seeks to expand on this and provide more in-depth literature and information that will contribute to professional school counseling best practices.

This chapter includes a review of the literature detailing the history of school counseling, professional school counselor identity, school counseling supervision practices, and models relevant to school counseling supervision—particularly the School Counselor Supervision Model (Luke & Bernard, 2006) and the structured peer consultation model for school counselors (Benshoff & Paisley, 1996). The School Counselor Supervision Model (SCSM) in conjunction with the structured peer consultation model for school counselors (SPCM-SC) will serve as the conceptual framework for this study. The literature review will also consist of a definition of peer supervision, and the role supervision plays in the development and maintenance of school counselor professional identity. Additionally, an overview of the various types of supervision a school counselor may be exposed to will be discussed. The chapter will conclude with a description of the gaps in the literature as it applies to professional school counselor supervision.

School Counseling: A History

In an effort to establish a clear definition of counseling for professionals, community stakeholders, and legislators in 2010, a 20/20 consensus definition of counseling was finalized as “a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” (Kaplan, Tarvydas, & Gladding, 2014, p. 368). The Council for Accreditation of Counseling and Related Educational Programs (CACREP), the main accrediting body of the counseling field, lists school counseling as one of twelve counseling specialties. CACREP describes school counseling as promoting the academic, career, and personal/social development of all students from Pre-K to 12th grade through data-informed school counseling programs that include individual, group, classroom guidance, and consultation with school stakeholders (CACREP, 2016).

Indicative of the counseling profession’s need to define itself, so too is the school counseling profession ever evolving. The school counseling profession first began in the early 1900s with a heavy focus on vocational guidance, which consists of helping students on the

path from school to a career or trade. Frank Parsons, “the Father of Guidance” was instrumental in this development and encouraged vocational guidance counselors to focus on supporting this transition based on aptitudes and abilities. Out of this grew the school counselor’s relationship with testing, academic planning, and scheduling (Gysbers, 2001). In the 1920s, vocational guidance began to shift toward assessing mental health in the school setting, as evidenced by John Dewey’s introduction of cognitive development which emphasized the guidance counselor’s role in promoting students’ cognitive, personal, social, and moral development (Gysbers, 2001) and schools began to focus on combating maladaptive behaviors in youth by creating child guidance clinics (Erford, 2011). During the 1930s, E.G. Williamson created the first guidance and counseling theory – the trait and factor theory, which encouraged school counselors to work with students individually to discover what motivates them to reach their goals. Carl Rogers, frequently referred to as the “Father of Counseling,” influenced school counselors to consider conceptualizing their student as people rather than problems (Gysbers 2001; Lambie & Williamson, 2004). Motivated by Rogers’ person-centered approach, the term “guidance” began to be replaced by “counseling,” leading to the 1950s call to establish and strengthen the school counselor professional identity with the foundation of the American School Counselor Association (ASCA) in 1952 (Erford, 2011). The American School Counselor Association was initially established as a division of the American Personnel and Guidance Association (APGA) to address the need to create legislative support for the preparation and training of school counselors (Erford, 2011). This strengthened a set of standards that emphasized quality education and supervision for school counselors, and further cemented the promotion of school counselors being seen as mental health professionals (Erford, 2011), as attention shifted to one-on-one counseling relationships (Cinotti, 2014; Gysbers, 2001; Lambie & Williamson, 2004).

In 1957 after the USSR launched Sputnik, the passage of the National Defense Education Act (NDEA) provided funds to provide school counseling services in every high

school to help with the identification of academically and intellectually gifted students (Erford, 2011; 2015). The NDEA expanded the search for gifted students to elementary schools, providing more funding for elementary school counseling (Cinotti, 2014; Gysbers, 2001; Lambie & Williamson, 2004). In the 1970s school enrollment decreased, and the number of school counselors needed decreased as well. This decline in student enrollment is potentially responsible for school counselors taking on additional administrative non-counseling duties above and beyond their counseling duties (Cinotti, 2014; Lambie & Williamson, 2004). In the 1980s and 1990s, ASCA pushed to have school counselors rebrand themselves as professional school counselors (Cinotti, 2014; Gysbers & Henderson, 2006; Herlihy et al., 2002). This rebranding occurred at the same time states developed their own models of school counseling, resulting in the role and function of school counselors became increasingly up for debate (ASCA, 2019). Ultimately, in 2010 a gathering of over 30 participating counseling organizations met to establish a core set of principles to unify membership, certification, accreditation, and honor society groups that serve the counseling profession which led to a rupture between ASCA and the American Counseling Association (ACA) (Kaplan et al., 2014). This rupture would later lead to the amicable separation of the ASCA from the ACA after years of debate (ACA, 2018; Kaplan & Gladding, 2011; Kaplan et al., 2014). With the turn of the 21st century came a focus on building a comprehensive school counseling program (CSCP) consisting of a guidance curriculum, individual planning, responsive services, and system support, expanding school counselors' roles in special education services, consultation, coordination, and accountability (Cinotti, 2014; Gysbers 2001). School counselors began to address the challenge of closing the gap outlined in the No Child Left Behind Act (U.S. Department of Education, 2001); and they are seen as critical players in raising student aspirations and in helping every student meet the rigors of the academic standards to achieve a quality education (Erford, 2001; Gysbers, 2001).

Although the first two decades of the 21st century saw school counseling as a profession of trained mental health professionals who worked in a school setting, the role

transitioned into one where school counselors were tasked with being data-driven change agents to address both student and school needs (DeKruyf, Auger, & Trice-Black, 2013; Johnson, 2000). School counselors are currently defined by the ASCA National Model which is a comprehensive and developmental model designed to support children and adolescent's academic, career, and social-emotional development in the school setting (ASCA 2012; 2019).

The ASCA National Model consists of four domains: Foundation [Define], Delivery System [Deliver], Management [Manage], and Accountability [Assess] (ASCA, 2012; 2019). These four domains cover the philosophy and mission of the comprehensive school counseling program (Foundation), the direct services provided (Delivery System), the oversight and implementation of the CSCP (Management), and the use of data to create goals and evaluation the CSCP (Accountability). Thus, the ASCA National Model provides in-depth descriptions and standards for school counselors' roles, responsibilities, and tasks, including, but not limited to, direct and indirect services, classroom guidance, consultation/collaboration, and supervision (ASCA, 2012). The implementation of comprehensive school counseling programs demanded a shift in school counselors' roles and functions from traditional duties to a focus on implementing social justice counseling and advocacy to close achievement gaps, which has resulted in and educator identity that further blurred the lines of the school counselor's role (Bemak & Chung, 2000; Erford, 2015; 2020). This has led school counselors to disconnect from their counselor identity, as evidenced by ASCA 2012 conference sessions in which only an average of 15% of the presentations were related to counseling or mental health (DeKruyf et al., 2013).

Additionally, in 2018, ASCA officially severed ties with ACA opting for a collaborative relationship between the two organizations as it was determined their goals no longer aligned (ACA, 2018). As ASCA chose not to endorse the 20/20 consensus in 2010, then President Brian Law stated three reasons ASCA would not be endorsing the *Principles for Unifying and Strengthening the Profession* as the entity did not agree with the proposed definition of counseling which it felt did not explain that counseling was unique and distinct from other mental

health professions, the proposed definition was not backed up by research, and because ASCA had its own definition of school counseling and wanted to follow it instead (Kaplan et al, 2014; King & Stretch, 2013). ASCA's disconnect from their counselor identity was maintained in the fourth edition of the ASCA National Model's Executive Summary (ASCA, 2019), which describes "providing long-term counseling in schools to address psychological disorders" (p. xiv) as an inappropriate/non-counseling activity. However, the fourth edition of the ASCA National Model includes a detailed definition of counseling:

the professional assistance and support provided to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success it is short-term and based on counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development ... When students require long-term counseling to address mental health issues or to provide long-term support after a crisis, school counselors collaborate with families and other professionals to make referrals to appropriate community resources. (p.80)

Additionally, the ASCA National Model further charges school counselors to seek consultation and supervision from fellow school counselors or student support personnel that are familiar with school counselor ethical and professional practices (ASCA, 2019). This speaks to the importance of the professional school counselor's continued engagement with supervision when conducting counseling activities.

History of School Counseling Supervision

While there is acknowledgement of the need for supervision in school counseling (Borders & Usher, 1992; Page et al., 2001, Roberts & Borders, 1994; Sutton & Page, 1994) there remains a lack of a general consensus of the role supervision plays in the school counseling profession. Less than a decade ago, the ASCA National Model (2012) only mentioned counselor supervision twice: once in the foundation domain, which states school

counseling programs should be evaluated by a counseling supervisor, and once in the accountability domain, which states that a comprehensive school counseling programs will include forms to supervise and evaluate school counselors (ASCA, 2012, Miller & Dollarhide, 2006). Dollarhide and Miller (2006) stated a linkage exists between professional identity and supervision and noted that service delivery is compromised when supervision is not adequate; the potential for excellence is eroded when the training of counselors ends at graduation. Graduation is the point at which the clinical supervision is necessary for continued professional development, but is no longer built in as a requirement on-the-job, and thus tends to not be available or accessible (Dollarhide & Miller, 2006). In the 2019 revision of the ASCA National Model, there was an increase in focus on supervision in the ASCA National Model, which now features an update to the ASCA Ethical Standards that includes guidelines and expectations for school counselors, school counselor administrators/supervisors, and school counseling internship site supervisors (ASCA, 2019).

While supervision is mentioned in the ASCA model, it still is not a requirement for licensed school counselors. Due to this lack of requirement by the licensing bodies of school counselors, there are no clear descriptions of what supervision could look like specifically for school counselors. School counselors are increasingly seen as educators, with more attention focused on non-counseling tasks, including, but not limited to a focus on student academic achievement (Cinotti, 2014). This attention to non-counseling activities has created a shift in the role of professional school counselors and how they implement their comprehensive school counseling programs (Cinotti, 2014; Johnson, 2001). Today, school counselors enter the workforce with the hopes of providing students with academic, career, and socio-emotional skills to be successful global citizens (Lambie & Williamson, 2004). However, they walk into school buildings and typically find that they are on their own professionally without a licensed school counseling supervisor to help guide the way (Somody et al., 2008).

Early in the school counselor's training program, master's students are provided with university clinical supervision in order to receive their degrees. Counselors-in-training enrolled in CACREP accredited programs must participate in practicum (100 hours) and internship (600 hours) (in locations based on their specialty and with supervision provided by both a site and university supervisor (CACREP Standards, 2016, Section 3). During both practicum and internship, school counselors in training participate in weekly or biweekly individual, triadic or group supervision often provided by a professional school counselor, a doctoral student supervisor under the supervision of a counselor educator, or a member of the faculty (CACREP Standards, 2016, Section 3). During the school counselor's career development, they spend significant time in clinical supervision, reviewing their counseling sessions, and discussing concerns related to theoretical approaches, techniques, clinical skills, client behavior, and the counseling process (Studer, 2006; 2010).

Unlike their clinical mental health counterparts, whose credentialing bodies require clinical supervision to maintain licensure, school counselors are not required to seek out or maintain supervision of any kind post-master's degree (Dollarhide & Miller, 2006). With a general lack of clinical supervision post-degree, school counselors may experience difficulty acclimating to their role as school counselors and encounter situations they do not have the support to address (Henderson & Lampe, 1992). For example, in a study conducted by Page, Pietrzak, and Sutton (2001), 267 practicing school counselors were surveyed regarding their current clinical supervision, their desire for clinical supervision, their rating of supervision goals, and their demographic characteristics. In this study, approximately 57% of the school counselors indicated that they wanted to receive clinical supervision in the future, while at the time only 13% of those surveyed indicated they were currently receiving clinical supervision (Page et al., 2001). Notably, this lack of clinical supervision can result in the school counselor's "diminished ability to implement the unique role they are trained to play within the education enterprise as facilitators of student development," (Johnson, 2000, p. 32) due to role confusion

and weakened professional identity leading to ineffective implementation of school counseling programs (Cinotti & Springer, 2016; Herlihy et al., 2002). This lack of supervision negatively impacts both direct and indirect counseling services, where the establishment of therapeutic relationships are critical to the school counselor's ability to work with students, families, and community stakeholders (Curry & Bickmore, 2012).

Researchers have begun to study the role of clinical supervision and conceptualize ways in order to meet the needs of the school counselor's job requirements. While some of this research was introduced prior to the ASCA National Model, more have emerged since then, including the School Counselor Supervision Model [supervisors focus] (Luke & Bernard, 2006), the Goals, Functions, Roles, and Systems Model [development of individuals and systems for school counselors-in-training] (Wood & Dixon Rayle, 2006), the Integrative Psychological Development Supervision Model [developmental clinical supervision model for school counselors-in-training] (Lambie & Sias, 2009), and the Change Agent for Equity [change-agent identity] (Mason, Ockerman, & Chen-Hayes, 2013), to name a few. The authors of these models sought to address and acknowledge the importance of focusing on both aspects of the school counselor's identity (educator/counselor), rather than inadvertently asking them to honor a certain part of their professional identity more than the other. Most recently, Levy and Lemberger-Truelove (2021) reiterate the school counselor's educator-counselor identity is non-dual and nonhierarchical, and that in order to fulfill their duties as professional school counselors, school counselors must step parallelly into an educator identity *and* a counselor identity. While this need to be both educator and counselor are important for a school counselor, Dollarhide and Miller (2006) sought to draw attention to the ramifications that the lack of clinical supervision can have on the school counseling professional – and ultimately the profession. This is evidenced by school administrators frequently assigning non-school counseling duties that detract from a comprehensive program of counseling services in school

settings, hoping to remedy these concerns through the utilization of supervision models that merge administrative, clinical, and developmental/program supervision.

Types of Supervision

The roles and responsibilities of professional school counselors consists of a multitude of services that are provided to students, families, and the school community, these services typically consist of advisement, guidance, crisis response, and system support (ASCA, 2005; 2013; 2019). Having to juggle a multitude of services sheds light on the importance of supervision supporting and strengthening school counselors' implementation of comprehensive school counseling programs (Herlihy et al., 2002). School counselors typically have three types of supervision available to them: administrative, developmental/program, and clinical supervision (Barrett & Schmidt, 1986; Dollarhide & Miller, 2006; Herlihy et al., 2002; Page, Pietrzak, & Sutton, 2001; Perera-Diltz & Mason, 2012; Roberts & Borders, 1994). Briefly, administrative supervision focuses heavily on staff communications, implementation and evaluation of individuals and/or programs (Gysbers & Henderson, 2006; Page et al., 2001), developmental/program supervision consists of program creation, maintenance, and implementation (Roberts & Borders, 1994), and lastly, clinical supervision focuses on strengthening counseling skills, and competence (Herlihy, Gray, & McCollum, 2002). Of these three types of supervision, school counselors are most likely to receive administrative supervision which is typically provided by the school's administrator (DeKruyf, Auger, & Trice-Black, 2013; Dollarhide & Miller, 2006). It is important to note that with each type of supervision, the provider of the aforementioned supervision types may be different, with various training and education (Schmidt, 1990). Thus, as you consider the school counselor in the educator and counselor roles, the assigned supervisor with different background in training and education will influence these roles differently, as expressed in Table 1.

Administrative Supervision

For school counselors, administrative supervision is easily accessible as it is typically provided by the building or school administrator (Cinotti & Springer, 2016; Herlihy et al., 2002; Perera-Diltz & Mason, 2012). A supervisor acting from an administrative lens has the opportunity to attend to the school counselor's implementation of large/group intervention, individual and group advisement, and planning coordination, and evaluation. This is due to the administrative supervisor's ability to address the school system as a whole and focus on building and maintaining relationships with their faculty and staff.

The administrative supervisor is able to assist the school counselor in facilitating large group activities such as classroom guidance. Due to a school administrator's understanding of educational standards, there is usually some consideration to conducting observations and offering assistance when it comes to the flow of lessons, and the things needed in order to help students grow academically. This perspective can be beneficial because the school counselor may not have received much training on how to manage a classroom or facilitate learning in a large group setting (Perera-Diltz & Mason, 2012). Additionally, the administrative supervisor can be helpful to school counselors as they are often charged to fulfill non-counseling duties that may consist of leading multiple committees including the Intervention Support Team (IST), Positive Behavior Systems of Support (PBIS), and committees related to 504 plans (Baggerly & Osborn, 2006; Gysbers & Henderson, 2006; Holman, Nelson, & Watts, 2019; Moyer, 2011). The school administrator can supervise the school counselor in effectively managing these committees and help the school counselor stay abreast of the group process and any district policies and procedures.

Frequently, administrative supervisors are also in charge of planning, coordination, and evaluating their faculty and staff, including the school counselor, through state licensing protocol and overseeing the school counselor's adherence to personal and professional goals for the coming school year (DeKryuf, Auger, & Trice-Black, 2013; Dollarhide & Miller, 2006; Henderson,

1992; Somody, Cook, & Zambrano, 2008). While supervisors may not be aware of, or trained in the SCSM, this model can assist administrative supervisors in being well versed in the school counselor's comprehensive school counseling program and assist with general advisement of student and faculty. However, unless the school administrator previously held a position as a school counselor or has a mental health background, assistance with counseling and consultation may rarely occur. If made aware of this lack of knowledge or disconnect by the school counselor or district personnel it may encourage the school administrator to allow the school counselor to seek clinical supervision as well (Henderson & Gysbers, 2006; Herlihy, Gray, & McCollum; Rock, Remley, & Range, 2017). Furthermore, although administrative supervision is more accessible to school counselors, the supervision that may be provided by a school administrator is not grounded in counseling theories (Remley & Herlihy, 2001), nor will that supervision focus on the school counselor's clinical skills or counselor identity development (Cinotti, 2014; Herlihy, Gray, & McCollum, 2002; Perera-Diltz & Mason, 2012). As evidenced by research, although school counselors receive administrative supervision, the lack of clinical supervision may lead to a lack of access to ways to hone counseling and theoretical skills, which may directly impact their professional identity and development (Oberman, 2005; Roberts & Borders, 1994).

Developmental/Program Supervision

The next most accessible type of supervision for professional school counselors is developmental/program supervision, in which a district program coordinator/supervisor oversees the management of school counseling programs in the district (Henderson, 1994; Perera-Diltz, & Mason, 2012). Dollarhide and Miller (2006) described that this type of supervision focuses primarily on program development, accountability, and program management. The developmental/program supervisor is usually an experienced school counselor who has had practical experience as a school counselor (DeKryuf, Auger, & Trice-Black, 2013), however, this individual may be a member of another student support services field (i.e., social work, school

psychology). The developmental/program supervisor is charged with advocating for school counselor best practices, hiring, training, evaluation, and professional development of school counselors and their program in an effort to ensure the school counselor's goals align with district goals (Goodman-Scott, Upton, Neuer Colburn, 2020). This supervision type, however, is grounded in managerial supervision and is more often geared toward the benefit of the school system as a whole and does not typically focus on the counselor's individual clinical development (Roberts & Borders, 1994).

In this position the developmental/program supervisor is more concerned with the providing information to school counselors within the school district, and serves as a liaison between the school board, superintendent, and the school counselors. A developmental/program supervisor may assist with coordination of school counseling programs within the school district, so that students are held to the same academic, career, and/or personal-social standards and ultimately accountability evaluations that the school counselor's comprehensive school counseling program is meeting needs defined by the district and the state's department of public instruction (Goodman-Scott et. al, 2020). Developmental/program supervisors are more managerially inclined with the goal of "assisting school counselors' transition from preservice to practice, and work to assist preservice school counselors with coursework, practicum experiences, and internship placements with-in the school district (Goodman-Scott et. al, 2020).

When developmental/program supervision is mapped onto the SCSM, peer supervision continues to focus on program development, accountability management and opportunities for mentorship and community within the district, which can be addressed in the counseling, and consulting point of entry. Additionally, as a former school counselor, the supervisor would have extensive knowledge regarding classroom guidance, parental workshops, and knowledge of program evaluations. However, because developmental/program supervision may primarily focus on the school counselor's role as an educator and meeting district initiatives, it does not

typically address the school counselor's clinical skills, which could impede the continued development of the professional school counselors' professional identity and their ability to implement a comprehensive school counseling program.

Clinical Supervision

In the 1970s the American Counseling Association (ACA) previously titled the American Association of Counseling and Development (AACD) Task Force (1989) sought to investigate the use of school counseling supervision in the United States (AACD, 1989). From this investigation, the AACD noted a marked absence of "proper supervision of school counselor" (AACD, 1989, p. 20). During the 1980s, the AACD Task Force found that the absence of school counseling supervision could potentially put the school counseling profession at risk (AACD, 1989; Cook et al, 2012). These findings lead the AACD to suggest that the Association for Counselor Education and Supervision (ACES) collect, develop, and disseminate data to assess school counselor supervision (Sutton & Page, 2004).

As a result, several national (Borders & Usher, 1992; Page et al., 2001) and state (Baggerly & Osborn, 2006; Barrett & Schmidt, 1986; Roberts & Borders, 1994; Schmidt & Barret, 1983; Sutton & Page, 1994) research studies were investigated to assess the impact the lack of supervision had on the profession. Resulting in studies that explored professional development (Agnew et al., 2000; Dollarhide & Miller, 2006; Henderson & Lampe, 1992; Roberts & Borders, 1994; Sutton & Page, 1994), professional support (Agnew et al., 2000; Crutchfield & Borders, 1997; Henderson & Lampe, 1992; Roberts & Borders, 1994), development of counseling skills (Dollarhide & Miller, 2006; Page et al., 2001; Sutton & Page, 1994), appropriate responses to client concerns (Page et al., 2001; Sutton & Page, 1994), networking relationships (Agnew et al., 2000; Henderson & Lampe, 1992), treatment plans (Sutton & Page, 1994), strengthening of consultation skills (Benshoff & Paisley, 1996) and effective supervision practices (Miller & Dollarhide, 2006; Somody, Henderson, Cook, & Zambrano, 2008). As well as potential obstacles that impede the school counselor's ability to

seek clinical supervision, namely time (Agnew et al., 2000; Dollarhide & Miller, 2006; Sutton & Page, 1994), cost (Sutton & Page (1994), and lack of access to trained supervisors (Agnew et al., 2000; Benshoff & Paisley, 1996; Crutchfield & Borders, 1997; Henderson & Lampe, 1992; Page et al., 2001; Sutton & Page, 1994), leading to the conclusion that professional school counselors both want and do not receive clinical supervision.

Bernard and Goodyear (2014) defined clinical supervision as an intervention when a senior member of the counseling profession provides support that enhances the professional functioning of the supervisee. Clinical supervision has two main goals: nurturing the supervisee's professional development and ensuring client welfare (Bernard & Goodyear, 2014). Clinical supervisors of school counselors can provide a unique perspective that may harken back to the school counselor's foundational teachings in clinical mental health. A clinical supervisor is usually a mental health professional, with extensive experience in counseling theories, techniques, and approaches that may be beneficial for the school counselor (Dollarhide & Miller, 2006), thus adequately addressing the school counselor's counselor identity. Clinical supervisors frequently function by having general goals for each session to help the supervisee conceptualize the client, develop supervisees skills and techniques, and helping the supervisee formulate a possible treatment plan for their clients (Borders & Usher, 1992). Clinical supervisors are also tasked with observing supervisees and providing feedback regarding the school counselor's ability to address these goals whilst adhering to professional standards (Somody et al., 2008). Like administrative supervisors, typical clinical supervisors may lack expertise at certain points of entry, namely, with planning, coordination, and evaluation. Additionally, the clinical supervisor has little experience with the academic minutia and bureaucracy that shrouds the education system. Due to their lack of insight about what is required of school counselors regarding their educator identity, and a heavy emphasis on academic interventions, and academic standards and policies. For this reason, the clinical supervisor may struggle or be unable to help the school counselor come up with strategic plans

that could impact a student's academic growth. With that in mind, however, clinical supervisors using their clinical training, have the opportunity to assist school counselors with case conceptualization, counseling skills and techniques, ways to work with various types of clients, the facilitation of large groups, and close adherence to the group process from a counselor's perspective (Henderson & Lampe, 1992). The clinical supervisor may also assist school counselors in understanding individual and group advisement by helping the school counselor have a better understanding of their student's clinical diagnosis, assist with treatment plans, and encourage them to continually seek opportunities for professional development and growth. Thus, clinical supervisors may help with the school counselor's counselor identity but would be limited when it would come to influencing the educator identity.

Additionally, clinical supervisors strengthen the school counselor's professional identity, school counseling competency, and even their job satisfaction and wellness (Miller & Dollarhide, 2006). Although typically, clinical supervision models do not address all components of the comprehensive school counseling program, the SCSM was created to address the educator and counselor needs of the school counselor. When utilized in conjunction with Benshoff and Paisley's (1996) Structured Peer Consultation Model-for School Counselors, Luke and Bernard's (2006) School Counselor Supervision Model can allow for professional school counselors to serve as peer supervisors/ees to meet the clinical supervision needs of their peer holistically. Further allowing clinical peer supervisors to help practicing school counselors continue to strengthen their basic counseling skills, by encouraging them to apply those skills to portions of their comprehensive school counseling program.

The School Counselor Supervision Model

Luke and Bernard's (2006) School Counselor Supervision Model (SCSM) is an adaptation from Bernard's (1979) Discrimination Model. Luke and Bernard's goal in the development of the 3x3x4 matrix of SCSM was to consider the application of a comprehensive school counseling program by providing implications for training and practice of school

counselors. The SCSM seeks to acknowledge the importance of focusing holistically on school counselor supervision and professional identity.

The Discrimination Model

The Discrimination Model (Bernard, 1979, 1997) is a 3 x 3 matrix that was developed to give structure for clinical supervisors in individual supervision sessions. Ultimately, serving as a guide for supervisors, the supervision model has been used to help supervisors help their supervisees' development as clinicians, while exploring how they can best serve their clients. The model consists of two elements: the (1) focus of supervision and (2) supervisor roles in order to address ways the supervisor can support the supervisee.

Bernard (1979, 1997) identified three areas of focus for supervision sessions. These include intervention skills, conceptualization skills, and personalization skills. These areas of focus allow the supervisor to attend to the supervisee's ability to choose appropriate interventions, conceptualize their client's presenting concern(s), reveal themes, and establish goals. For instance, when attending to intervention skills, these may include observation of counselor behaviors and counseling helping skills. Assessing the supervisee's ability to conceptualize their student may consist of their ability to choose appropriate interventions, make sense of what the student is presenting in session, being able to identify themes and helping the student identify goals. Supervisors also attend to the supervisee's ability to show up as a counselor being mindful of their intrapersonal relationship with self and how they are reacting to the student in general (Luke & Bernard, 2006). Lastly, the discrimination model provides roles for the clinical supervisor to take on while working with their supervisee, with the goal to encourage their supervisee's development as a clinician. The three roles described in the model are: teacher, counselor, and consultant. In order to facilitate the supervisee's development as a clinician, when a clinical supervisor takes on the teacher role they are instructing, modeling, evaluating, and providing feedback for the supervisee. As a counselor, the supervisor may be particularly invested in what is going on for the supervisee under the surface

when working with their client, encouraging the supervisee to reflect on what happened in session; thus, the counselor role can increase self-awareness of the counselor. As a consultant, the supervisor and supervisee will share information based on their own experiences in order to brainstorm possible solutions or plans to better the supervisee's trust in their intuition about their work (Bernard, 1979;1997; Goodyear & Bernard, 2014; Luke & Bernard, 2006).

The School Counseling Supervision Model

The SCSM utilizes the three areas of focus identified in the Discrimination Model to address counseling skills (i.e., intervention skills, conceptualization skills, and personalization skills) and three roles from which a supervisor should function: teacher, counselor, and consultant (Luke & Bernard, 2006). However, Luke and Bernard added the comprehensive school counseling program domains also known as points of entry for school counselors in clinical supervision, which add the school counselor's educator identity to the model. Comprehensive school counseling programs are holistic, preventative, and integrated in an effort for school counselors to facilitate systemic changes and advocate for the achievement, access, and opportunity for all students (Erford, 2015). The four points of entry include large group intervention, counseling and consultation, individual and group advisement, and planning, coordination, and evaluation. Moreover, Luke and Bernard's model of school counselor supervision reinforces the idea that clinical supervision is imperative for the continued growth and development of counseling skills (Bernard & Goodyear, 2014; Cashwell & Dooley, 2001; McMahon & Patton, 2000). Luke and Bernard (2006) also state that the SCSM "is an attempt to address the concern (e.g., Remley & Herlihy, 2001) that clinical supervision of school counselors has not been modified to accommodate the growth of comprehensive school counseling programs" (p. 286). Therefore, including these points of entry further extends the Discrimination Model in an effort to address both facets of the school counselor identity – the counselor and the educator. Three types of supervision mentioned above – administrative, clinical, and developmental/program supervision. Each of these can be addressed in the School

Counselor Supervision Model utilizing the 3x3x4 matrix from Luke and Bernard: administrative supervision can be addressed through addressing the comprehensive school counselor program; clinical supervision can be addressed by addressing counseling skills and the four points of the comprehensive school counseling program (points of entry); and developmental/program supervision through planning, coordination, and evaluation); a decision that was made by Luke & Bernard that was informed by Gysber's and Henderson's (2012) four ideal domains of comprehensive school counseling programs. Luke and Bernard's inclusion of the comprehensive school counseling program domains allows for supervision to focus on how school counselors handle themselves in a multitude of ways, not limited only to counseling/consultation and individual or group counseling, but to also address what could be helpful for career day, developing a plan for evaluation of services, and choosing a developmentally appropriate classroom guidance lesson.

It is not an expectation that an administrator would become knowledgeable enough in counseling and counseling skills to be able to use, and supervise from, the SCSM. Nor might a developmental/program supervisor be able to provide enough one-on-one attention with each school counselor in their district to be able to provide individual, or even group, supervision from the SCSM. However, one option that may be available is for school counselors to provide peer supervision utilizing the SCSM. When utilized by a peer supervisor, the School Counseling Supervision Model could address the school counselor's needs to feel supported and respected for all of the tasks they undertake, both their educator and counselor identities. This effectively allows both school counselors (i.e., supervisor and supervisee) to draw parallels between their own school counseling programs by utilizing a model that supports honoring the school counselor's professional identity. While working through the SCSM, peer supervisors first identify the role their peer supervisee would best benefit from to address the situation (i.e., teacher, counselor, consultant), identify which comprehensive school counselor program point of entry that needs to be assessed (i.e. large group intervention, counseling and consultation,

individual group advisement, and planning, coordination, and evaluation), and then address the focus of the supervision session (i.e., intervention, conceptualization, personalization)(Luke & Bernard, 2006).

The SCSM is built from a clinical supervision model, that is frequently used by clinical supervisors, and since we know that school counselors are primarily supervised by school administrators (Lambie & Sias, 2009), administrators may find peer supervision more enticing to provide for their school counselors, as school counselors working with a colleague is more accessible than procuring funding for an outside clinical supervisor. In essence, peer supervisors have the training, in not only understanding school counselors' roles and responsibilities, but can also train to navigate and implement the SCSM, in order to adequately address school counselors' needs. "without this emphasis on supervision, school counselors may be evaluated by administrators who do not understand school counseling" (Dollarhide & Miller, 2006, p. 250), which could lead to a diminished school counselor professional identity.

Peer supervision with a fellow school counselor can serve as an appropriate alternative (Benshoff & Paisley, 1996; Crutchfield & Borders, 1997; Sutton & Page, 1994) to administrative supervision and may be more easily accessible to professional school counselors. Like administrative and developmental/program supervisors, clinical supervisors may lack expertise at certain points of entry, namely, with planning, coordination, and evaluation, which is what makes peer supervision an appropriate option as peer supervision is less threatening in its approach to self-awareness and professional growth (Crutchfield & Borders, 1997).

Consequently, peer supervisors "provide support and encouragement, as well as enhance skills, professional development" (Crutchfield & Borders, 1997, p. 220) and opportunities for self-exploration that is less threatening and nonhierarchical (Crutchfield & Borders, 1997).

Combining clinical peer supervision with the SCSM may help fill the void school counselors experience with supervision that places a heavy emphasis on academic interventions, and academic standards and policies. Clinical peer supervision informed by the SCSM may allow

the school counselor to come up with strategic plans that could impact a student's academic growth, assist fellow school counselors with case conceptualization, counseling skills and techniques, to better improve their work with various types of clients, the facilitation of large groups, and close adherence to the group process from a counselor's perspective (Benshoff, 1994; Cinotti & Springer, 2016; Crutchfield & Borders, 1997; Luke & Bernard, 2006; Wilkerson, 2006). The clinical peer supervisor may assist their fellow school counselor in understanding individual and group advisement by helping the school counselor have a better understanding of their student's clinical diagnosis, assist with treatment plans, and encourage them to continually seek opportunities for professional identity development and strengthen their comprehensive school counseling program (Benshoff, 1994; Benshoff & Paisley, 1996; Luke & Bernard, 2006).

Of the three major types (e.g., administrative, developmental/program, clinical) to supervision a school counselor may encounter throughout their professional career; clinical supervision by a peer aligns well with Luke and Bernard's School Counselor Supervision Model (SCSM), in that the peer supervisor has intimate background knowledge in the area of school counseling and is therefore able to be an effective supervisor. When the peer supervisor has a background in school counseling, they are intimately aware of how to help students achieve success. This is because they have experience running their own comprehensive school counseling program and may function more like a consultant than as a teacher or counselor as described in the SCSM. Luke and Bernard's School Counselor Supervision Model is intended to bridge the gap between honoring the school counselor as both a clinician and an educator for clinical supervisors. By drawing attention to parts of the comprehensive school counseling program, the model can also adequately address administrative supervision as well by focusing on points of entry to help orient both administrative supervisors and peer supervisors (Luke & Bernard, 2006). Due to the paucity of research studies that have attempted to address how practicing school counselors do or don't receive post-degree supervision, it is important to understand how the SCSM and the three types of supervision overlap and show how

administrative supervision, developmental/program supervision, and clinical supervision map onto the SCSM. Understanding both the SCSM model's (Luke & Bernard, 2006) structure and how it is grounded in the Discrimination Model (Bernard, 1979, 1997) and its extension which allows us to consider four points of entry: large group intervention, counseling and consultation, individual and group advisement, and planning, coordination, and evaluation. This can aid not only the professional school counselor's supervision experience, but also the school counselor's ability to implement a comprehensive school counseling program that honors both their educator and counselor identities. As the SCSM was designed to address the holistic needs of school counselors (Luke & Bernard, 2006).

All three types of supervision have their own merits in addressing the needs of school counselors, as indicated in Table 1. Although, there are instances where each type of supervision succeeds at meeting school counselor needs, it is clear, that peer clinical supervision, referred to as peer supervision for the remainder of this study, serves as an intervention to assist school counselors who are struggling to maintain their professional identity as mental health clinicians. Which can be accomplished with both Luke and Bernard's School Counseling Supervision Model (2006) in conjunction with Benshoff and Paisley's (1996) Structured Peer Consultation Model (SPCM-SC)

Table 1. Types of Supervision

	Large Group Intervention	Counseling and Consultation	Individual & Group Advisement	Planning, Coordination, & Evaluation
Administrative	X		X	X
Developmental (Program)	X			X
Clinical		X	X	

proposed	X	X	X	X
Clinical (Peer)				

The Structured Peer Supervision Model

After recognizing that school counselors were in settings that made it difficult to receive clinical supervision, Remley, Benshoff, and Mowbray (1987) postulated the idea that peer supervision could give practicing counselors the opportunity to refine their counseling skills. The authors recommended that peer supervisors be individuals who had a similar level of training and experience, were knowledgeable about the subject matter, shared a similar work setting, and was open to receiving feedback on their skills (Remley, Benshoff, & Mowbray, 1987). The initial model for peer supervision was seen as a developmental model, with peer supervisees meeting for at least 1 hour, for 10 sessions (Remley et al., 1987). Session 1 involved the peer supervisees explaining their backgrounds, theoretical orientations, their conceptualization process, and goal setting. Session 2 consisted of oral case study presentations where each peer supervisee presented a case study they found challenging. Session 3 and 4 consisted of a tape review for the peer supervisees alternating where they would listen to a tape, make observations, and ask questions about their peer's clinical skills and or relationship with the client. Session 5 consisted of a discussion of reading or articles the peer supervisees themselves selected. Session 6 consisted of a review and evaluation of how the supervisions session were progressing. Sessions 7 and 8 introduced a second tape to be reviewed by the peer supervisees. Session 9 included case presentations and current issues for both peer supervisees, and lastly, Session 10 consisted of a peer evaluation to assess progress toward their goals, and whether or not the peer supervision relationship promoted both personal and professional development (Remley et al., 1987). Through peer supervision, the authors hoped to "offer counselors an opportunity to monitor their

practice on a regular basis for the purpose of improving specific clinical counseling skill” (Remley et al., 1987, p. 59).

Benshoff and Paisley (1996) “adapted a model for peer consultation (Remley et al., 1987) that has already proven useful for counselors-in-training (Benshoff, 1994) to address the particular needs and concerns of practicing counselors in schools” (Benshoff & Paisley, 1996, p. 314). Benshoff and Paisley’s (1996) adaptation of the peer supervision model sought to answer this call for clinical supervision for school counselors, after seeing school counselors’ expressed desire to receive supervision. Benshoff and Paisley’s (1996) SPCM-SC is a nine-session model that charges nonhierarchical peers to work together in dyads to provide consultation to each other for bi-weekly 90-minute sessions. The SPCM-SC consists of elements of traditional supervision and each session has a themed topic, including background information about each peer, goal setting, school counseling programs, tape review sessions, and case conceptualization, however, the model differs from Remley et al., (1987) due to the removal of the journal article review task, as depicted in Table 2 (Benshoff & Paisley, 1996). Session 1 asks for the school counselors to share their beliefs, and ideas about the counseling process, and how their work is beneficial for students. The dyad is also asked to set specific goals for the peer supervision process in preparation for session 2. Session 2 continues a discussion of their counseling related activities (i.e., direct and indirect services), ultimately identifying one aspect they would like to work on in their school counseling program. Session 3, 5, and 7 consist of audio or video recorded tape review sessions, in which one peer supervisor provides feedback with the other peer supervisor receiving feedback. The goal of these sessions is to connect feedback to the school counselor’s goals, specific examples of what could be adjusted, to strengthen their program. Sessions 4, 6, and 8 consist of a case conceptualization, in which the school counselor supervisees will alternate presenting a student with whom the school counselor is struggling. The counselor presents background information on the student and concerns regarding the case; then, the school counselor discusses the case with the peer

consultant and brainstorms new strategies to address the counselor's concern. Lastly, Session 9 consists of both school counselors evaluating the overall peer consultation experience and discussing their individual progress in reaching the goals initially described during their first session.

Table 2. Structured Peer Consultation Model Sessions (Benshoff & Paisley, 1996)

Sessions:	Topic
Session 1	Background Information & Goal Setting
Session 2	Discussion of Counseling-Related Activities
Session 3, 5, & 7	Tape Reviews
Session 4, 6, & 8	Oral Case Study Presentation
Session 9	Evaluation & Termination

**Note:* This table lays out the various stages of the SPSM-SC.

For the purpose of this study, I am proposing that a modified version of Benshoff and Paisley's Structure Peer Consultation Model for School Counselors (SPCM-SC), used in conjunction with the SCSM, will be able to meet the clinical supervision needs of professional school counselors, in a path that is more easily accessible and nurtures both facets of the school counselor's professional identity. For the purpose of this study, the researcher will be removing the tape review portion of the model not requiring school counselors to submit recordings or tape reviews due to FERPA guidelines and not being able to guarantee that parental consent to audio record can be acquired. This modified version of peer supervision would answer the call of school counselor surveys nearly three decades ago (Borders & Usher, 1992; Roberts & Borders, 1994), who noted the lack of clinical supervision for professional school counselors, by encouraging peer supervision, utilizing the SCSM. When utilized in conjunction with the SCSM school counselors have the opportunity to strengthen their professional identity throughout the supervision process, addressing needs that would usually go unnoticed in administrative or developmental/program supervision. As school counselors

engage with supervision, they are better able to focus on their professional growth, adherence to developing their counseling skills, and better able to maintain their professional identity as we school counselor.

School Counselor Professional Identity

The benefits of school counseling clinical supervision include but are not limited to increased self-efficacy, counselor wellness, and professional identity development (Cashwell & Dooley, 2001; Crutchfield & Borders, 1997; Dollarhide & Miller, 2006; Herlihy et al., 2002; McMahon & Patton, 2000). Clinical supervision provides an opportunity for counselors to continue honing their clinical skills, defining their professional identity, and define their roles and responsibilities (Brott & Myers, 1999; Herlihy et al., 2002; Luke & Bernard, 2006). Healey and Hayes (2012) described this as a process an individual takes in understanding their profession, along with their own sense of self that allows them to perform the role. For the purpose of this study, the researcher will be utilizing a definition Moore-Pruitt (1994) identified counselor professional identity as “an integration of theoretical orientation and methodology that is consistent with the counselor’s personal values and beliefs” (Woo & Henfield, 2015, p. 94). Woo and Henfield (2015) sought to explore the ways professional identity and personal identity align within the counselor themselves. In essence, professional identity is “comprised of three components: agreement with the counseling philosophy, beliefs that the counseling profession includes activities such as becoming licensed and certified, and professional engagement” (Puglia, 2008, p. 13). In essence, counselors who have a strong professional identity have a well rooted counseling philosophy, ascribe to the idea that counselors should be certified and licensed, and seek opportunities for professional development and engagement (Puglia, 2008).

Professional school counselor identities are largely developed by the decisions they make, the roles they fulfill, their school setting, interaction with school administrators and staff and the strategies they utilize to best serve their student population (Brott & Myers, 1999). When school counselors are able to define their roles and responsibilities in both the education

and the counseling worlds, they are more likely to develop “strong and positive characteristics that can be identified with who they are and what they do” (Gray & Carroll McCollum, 2003, p. 3). As a result of a lack of clinical supervision, a review of the literature has shown issues with professional identity as noted evidenced by working in isolation, lack of engagement with other school counselors, and the assignment of noncounseling duties (Barret & Schmidt, 1986; Dollarhide & Miller, 2006; Herlihy, et al., 2002). By focusing on school counselor supervision, counselor to student ratios, and appropriate activities, school counselors gain a fighting chance at preventing burnout (Cinotti & Springer, 2016; Moyer, 2011).

Several professional identity development theories have been discussed in order to better understand the process of school counselor’s professional identity development; and each theory typically has it’s a foundation in Erikson’s developmental theory (Kaufman & Schwartz, 2004) or empowerment theory (Hipolito-Delgado & Lee, (2007), among others. Namely, Hipolito-Delgado and Lee, postulate that a community counseling framework provides strategies to empower school counselor professional identity. However, most of those theories take place during the pre-service school counselor’s training. In an effort to explore the specific issues related to the professional identity development of professional in-service school counselors, it’s important to consider the following: (1) uncertainty regarding the school counselor’s role in the school setting and (2) how both counseling and the education professions’ unwillingness to view school counselors as equally competent mental health professionals and educators must be further researched (Gray & Carroll McCollum, 2003). School counselors tend to struggle with defining their role in the school setting, as they are asked to fulfill other roles that detract from their counselor training by administrators and school staff. Additionally, at times due to undefined roles and responsibilities and school counselors take on duties others view them as disciplinarians, administrators, or specialized teachers who have (Schmidt, 1999). Further, as school counseling professional organizations and school counselors themselves distance themselves from a counselor identity, school counselors can be

seen as “second class counselors by other specialty areas within the profession” (Gray & Carroll McCollum, 2003, p. 4). Therefore, school counselor professional identity development theories highlight the recurring theme in the conceptual model of school counselor identity development conceptualized by Brott & Myers nearly twenty years ago.

The Brott and Myers (1999) professional identity development theory “describes the intrapersonal aspects as a process of individuating the results from a cycle of autonomy and dependence that occurs when a counselor acquires professional counseling skills” (Gibson et al., 2012, p. 18), which is crucial to gaining an adequate understanding of the school counselor’s role and the factors that influence those demands. The Brott and Myers theory has the following phases as major factors that contribute to school counselor identity: structuring [implementing training received and self-evaluation], interacting [making judgments, identifying strategy], distinguishing [advocating, and holding oneself accountable], and evolving [learning from and reflecting on professional experiences] as contributors to the school counselor’s professional identity. Brott and Myer’s model highlights how the “blending of influences conceptualizes the professional identity development of school counselors as being responsive to a variety of influences and the importance placed on those influences by the individual counselor when performing in the role” (1999, p. 346), where fulfilling the role of a school counselor was dependent on the conditions of their experiences, colleagues, and needs or developmental issues of students at their school site. From these conditions, the blending influences of what makes school counselors, school counselors, became structuring, interacting, distinguishing, and evolving (Brott & Myers, 1999). The aforementioned phases proposed by Brott and Myers become four thematic concepts that align with the ASCA National Model (2019) framework: structuring [foundation (Define)], distinguishing [management (Manage)], interacting [delivery (Deliver)], and evolving [accountability (Assess)].

The structuring (foundation) of one’s professional identity is built during school counselors’ pre-service training (Auxier, Hughes, & Kline, 2003; Brott & Myers, 1999; Gibson,

Dollarhide, & Moss, 2010; Paisley, Ziomek-Daigle, Getch, & Bailey, 2006). It is through this training, including academic coursework, field experiences during practicum, internship, and clinical supervision, that school counselors begin to construct their professional identity (Brott, 2006). The process of developing a professional identity has implications for courses, seminars, and internships as part of pre-professional training for school counselors (Brott, 2006). As such, counseling within the “training program should address not only the structuring of the school counseling program but also the importance of decision making in determining the program and services” (Brott & Myers, 1999, p. 347). Foundation (Define), therefore, is a crucial component in aiding school counselors in building their own comprehensive school counseling program, thus laying the foundation of their roles, responsibilities, and expectations for school stakeholders.

The evolving phase of the school counselor’s professional identity fulfills the accountability (e.g., assess) component of the ASCA national model and is how school counselors use data to reassert their purpose in the school setting through assessing aspects of their comprehensive school counseling programs – particularly focusing on key aspects of how they are structured (Manage) and the ways their target populations are interacting with the program (Deliver). Brott and Myers (1999) describe this as ‘distinguishing’ and ‘interacting’ which can begin with a needs-assessment, by pulling together different resources and collecting feedback from school and community stakeholders; the school counselor is able to learn what is needed in the school setting (ASCA, 2012). From that, “the school counselor can work to identify their programmatic goals by envisioning the future” (Johnson, 2000, p. 34) along with a supervisor to ensure structure and intentionality. Once goals have been identified and aligned, the school counselor can focus on creating plans of action that demonstrate how school counselors are accomplishing their goal(s). This ability to assess, also referred to as rating by Brott and Myers, not only brackets program goals but also allows the school counselor to determine what they are or are not doing to communicate the message that the school

counseling program is an integral part of the student's success and can measure how well the school counselor is meeting their goals (Brott & Myers, 1997).—Thus, allowing school counselors to reflect on their roles and identity in supervision can afford them the opportunity to navigate professional experiences and adjust their services to adequately address student needs.

Self-Efficacy

This view leads into the importance of school counselor self-efficacy. In his theory of self-efficacy, Albert Bandura (1977) considered an individual's expectation that they have knowledge and skills to accomplish certain tasks, level of effort to accomplish the task, and how long the individual persists in attempting the task. As such, self-efficacy is a level of perceived confidence that emerges from skill development and practice of those skills. School counselors are trained primarily to be mental health clinicians who work in the school setting. However, due to the lack of understanding of the school counselor's roles and responsibilities by school administrators, counselors start to pay more attention to and adhere to carrying out their comprehensive school counseling program, as opposed to maintenance of their clinical skills (Dollarhide & Miller, 2006). With school counselors focusing on registration and scheduling of all new students, coordinating or administering cognitive, aptitude, and achievement tests, and being in charge of record keeping, they are left with little time to attend to individual and group counseling sessions, as the other activities begin to outweigh the latter. This leads school counselors to doubt their clinical skills, and shy away from individual and group counseling sessions all together because they no longer feel skilled in that area (Mullen & Lambie, 2016).

Overall, it is necessary for school counselors to develop a strong professional identity, and clinical supervision can help nurture this professional development, especially in conjunction with clinical supervisors who can serve as role models (Cinotti, 2014; Studer & Oberman, 2006). While professional identity is founded in pre-service training, professional identity development is ever evolving, involving experiential and maturational processes, and therefore does “not have a final outcome but rather as a consequence of the conditions and

phases of the process” (Brott & Myers, 1999, p. 344). By encouraging school counselors to explore the various parts of themselves (counselor and educator), engaging in supervision can help establish and reaffirm a foundation of empowerment and strengthen professional identity through which school counselors can promote adequate comprehensive school counseling programs (DeKruyf, et al., 2013).

Luke and Bernard’s SCSM fills in the gaps in the literature by asking school counselors to explore the supports and barriers to seeking and maintaining supervision and how clinical supervision impacts their professional identity. The SCSM model is visually depicted by a three-by-three-by-four matrix in which they adapted Bernard’s (1979) Discrimination Model for application to a comprehensive school counseling program, providing implications for training and practice. Illuminating what emerges can lead to more information surrounding best practices to strengthen and support the growth of the school counselor’s professional identity through clinical supervision, thus, promoting adequate comprehensive school counseling programs, continuing to provide hope for a better tomorrow.

This dive into the literature regarding school counselor supervision, both in-service and pre-service, is explored in research from Brown, Olivarez, and DeKruyf (2017) who sought to shed light on the role school counselor site-supervisor self-efficacy has on their ability to provide supervision for school counselors-in-training. Brown and colleagues found that school counselors-in-training rely heavily on their site supervisor for guidance and hope for a bridge between theory and practice that can be built through adequate and holistic supervision. However, the researchers discovered that site supervisors lacked training in supervision, and oftentimes focused on supervising in the way they were supervised during their master’s program, which may or may not have been a positive experience. Although the aforementioned model may appear comprehensive in addressing professional school counselor needs as a site supervisor for school counselors-in-training, more information is needed regarding the impact supervision has on the professional school counselor, and, specifically, a comprehensive school

counseling program. For this reason, it is important to address the school counselor's roles and responsibilities as a whole and to consider the variables (i.e., professional identity) impacted by the SCSM on professional school counselors as they seek to develop their own skillset. The reasons that school counselors may not seek supervision varies from counselor to counselor; however, given how crucial professional identity is for school counselors, it is important to understand the impact that clinical supervision can have on the school counselor's professional identity.

There are multiple ramifications of the lack of supervision of practicing school counselors has on the profession. For example, in the absence of expectations and clinical supervision, it is easy to see why principals frequently assign school counselors noncounseling duties that detract from a comprehensive program of counseling services in school settings (Cinotti & Springer, 2016; Dollarhide & Miller (2006). Dollarhide and Miller (2006) explored the literature relative to clinical supervision and professional standards as well as proposed a contextual framework to address this need. They recommended that supervision be taught to counseling students throughout their program to enhance their ability to learn from the supervision experience. Luke and Bernard's (2006) inclusion of the comprehensive school counseling program domain along with the Discrimination Model, allows for supervision to focus on how school counselors handle themselves in a multitude of ways, not limited only to individual counseling, but to also address what could be helpful for career day, developing a plan for evaluation of services, and choosing a developmentally appropriate classroom intervention.

Conclusion

When a school counselor transitions into the education system they are prepared to address the needs of their school populations thanks to clinical supervision throughout their graduate studies (CACREP, 2016), during which they are routinely supervised by both site and university supervisors with the hopes of helping them develop their skills in school counseling. Often university supervisors may lack training in school counseling, and site supervisors may

not have any training in supervision at all. However, when the professional school counselor enters the workforce, the type of supervision they receive changes drastically, and clinical supervision is replaced with administrative supervision, negatively impacting the school counselor's ability to implement an informed comprehensive school counseling program that aims to promote student success in academics, career, and social-emotional wellness (Page et al., 2001). In order for programs to be implemented effectively and inclusive of the school environment, the school counselor may begin to make professional sacrifices, and their engagement with supervision lessens, due to the lack to supervision causing a detachment from their professional identity as they are asked to participate in non-school counseling tasks (Cinotti, 2004; Cinotti & Springer, 2016). A review of the literature has shed light on the wavering balance of a solid professional identity for professional school counselors, without the utilization of peer supervision anchored by Luke & Bernard's School Counseling Supervision Model (SCSM). Further, a review of literature has revealed how the impact educational policies can elicit challenges in the school counselor's counseling skill development, and professional identity, through the lack of supervision. Understanding the various types of supervision professional school counselors may experience further drives home the importance of peer supervision as being a desired practice for professional school counselors. Research has shown that professional school counselors desire clinical supervision to inform their comprehensive school counseling practice and create bonds of connection to the school counseling field (Paige et al., 2001, Roberts & Borders, 1994; Sutton & Page, 1994; Wilkerson, 2006). Exploring the experiences of professional school counselor's engagement in peer supervision, this study hopes to examine the impact peer supervision supplemented using the school counselor supervision model has on school counselor's professional identity. The following chapter will detail the specific methodology that was utilized to examine professional school counselors' experience with peer supervision informed by the school counselor supervision model.

CHAPTER III: METHODOLOGY

Introduction

Since its inception, the school counseling field has experienced a multitude of changes in its job description, and in its mission for serving students of the current world. Today's school counselors operate from a holistic and transformative lens when implementing a comprehensive school counseling program that is driven by data and serves all students' academic, career, and social-emotional developmental needs. Although, the experiences of pre-service school counselors and their site-supervisors have been studied in recent years (Brown, Olivarez, DeKruyf, 2017; Gibson, Dooley, Kelchner, Moss, & Vaccio, 2012; Pool, 2016), fewer researchers have explored the effects of peer supervision on the professional school counselor post-master's degree – and specifically on their professional identity. For this reason, and in an effort to answer the aforementioned research questions, this study utilized a mixed method research design in order to amplify the experiences of school counselors with a peer supervision intervention supported by Luke and Bernard's School Counseling Supervision Model (SCSM). The purpose of this explanatory mixed methods study was to explore peer supervision experiences of professional school counselors and its impact on professional identity.

Detailed in this chapter is an overview and rationale for the utilization of explanatory mixed methods, consisting of both quantitative and qualitative methodological research designs. The researcher selected participants who are experienced school counselors and have expressed a desire for supervision of their comprehensive school counseling program. Data was collected according to both quantitative and qualitative procedures and analyzed through thematic analysis.

Research Questions

To gain an understanding of professional school counselor's peer supervision experiences and its impact on their professional identity, the following questions were explored:

R1: Is a 4-week peer supervision intervention effective at increasing school counselor professional identity?

R2: Is a 4-week peer supervision intervention effective at increasing school counselor self-efficacy in the area of collaboration?

R3: How do school counselors describe their experiences with the school counselor peer supervision intervention? How have those experiences impacted their professional identity?

Experimental Design

This study used a mixed methods design, which consisted of collecting, analyzing, and combining both quantitative and qualitative methods into a single study to better understand a research problem (Creswell & Guetterman, 2019; Creswell, & Plano Clark, 2018). In particular, this study utilized a sequential explanatory mixed method design, which provides a process that aids researchers in explaining quantitative results with qualitative data. Specifically, the researcher for this study used quantitative methodology (i.e., single-case research design (SCRD)) [Phase 1] followed by the qualitative methodology of thematic analysis (TA) [Phase 2] to explore findings and gain an in depth understanding of the results from the quantitative phase. The researcher chose thematic analysis for Phase 2 in order to understand the thoughts and feelings of participants in the study, in an effort to amplify the participants' voices regarding their experiences. Mixed methodology was selected in an effort "to add value, or to gain a better understanding of a phenomenon of interest, thereby ultimately gaining a more holistic picture of a research question" (Wester & McKibben, 2019, p. 2).

Table 3. Mixed Methods Design Overview

Phase 1: Quantitative Study		Phase 2: Qualitative Study Interview
A: pre-intervention (4 weeks)	B: intervention (4 weeks)	
Introductions	Intervention Workshop – more resources, direction, SCSM meets peer supervision	1-hour semi-structured qualitative interview with researcher
Paired into dyads	Dyads continue in supervision	
Objective: Getting to know one another, background information, goal setting, theoretical influences, counseling philosophies, what they're seeking from peer supervision	Objective: Case Presentation (s) provide supervision for peer supervisee	
PISC-s, SCSE-C, & QAQ weekly	PISC-s, SCSE-C, & QAQ weekly & APCM form at culmination in week 8	

Participants and Setting

Upon the researcher's Institutional Review Board (IRB) approval, recruitment took place at the state and regional levels, seeking out professional school counselors who are members of the American School Counselor Association (ASCA) and are interested in peer supervision. Participants for this study were recruited via contacts with state and national professional school

counseling email databases and word of mouth. Participation criteria included school counselors who were interested in peer supervision and employed as school counselors. Participants for this study satisfied certain criteria (a) credentialed and/or licensed school counselor; (b) school counselor with at least three years of school counseling experience; (c) have graduated from a masters counseling program; (d) currently employed as a school counselor in a Pre-K-12 school setting; and (e) desired peer supervision. The researcher specifically sought professional school counselors with at least three years' experience because it allowed access to professional school counselors who have been working in the education system for an extended period of time. At three years post-graduation, school counselors typically manage to find their groove and are ideally more comfortable in their roles and responsibilities in the school setting. Ronnestad and Skovholt (2003) described this phase of one's career in counseling as the experienced professional phase, in which the counselor has been practicing in the field for years and has experienced a diverse clientele. Further, school counselors in their first couple of years post-graduation are presumed to be early in their career, and to have less than three years' experience (Ronnestad & Skovholt, 2003). The researcher excluded school counselors who did not satisfy all of the criteria for the study. In accordance with SCRD recommendations, the researcher sought eight individual participants, who were paired into four dyadic groups. The minimum sample required is one case for SCRD; at least three are needed to show trends across cases (Lenz, 2015; Ray, 2015). Therefore, a minimum of eight cases were acquired, given the possibility of attrition within the dyads.

Sampling

Participants were selected through purposive criterion and convenience sampling, as it ensured that a small number of individuals from a larger target population met specific criteria (Creswell & Guetterman, 2019; Wester & McKibben, 2019). Doing so also allowed the researcher to select participants who are able and willing to participate in the study. The target population for this study was professional school counselors who were interested in peer

supervision. Purposive sampling ensured maximum variation, by recruiting participants who have knowledge and expertise in the field of school counseling. Criterion sampling was also a key factor in garnering participants, because it ensured participants satisfied the criteria (i.e., currently a practicing school counselor), a vital part of this study (Creswell, 2013; Creswell & Plano Clark, 2018).

Setting

Due to the Covid-19 pandemic, this study was conducted virtually utilizing social media web conferencing platforms. This allowed for the participants to meet with their peer supervisor at times that worked best for the dyad and were easily accessible during times where social distancing was prevalent across the country. Additionally, the peer supervision intervention was offered in a module format designed by the researcher on Google Classroom.

Quantitative Study: Single Case Research Design (Phase 1)

In the first phase of the mixed methods design, the goal was to measure the impact a peer supervision intervention has on the professional identity of professional school counselors via single case research design (SCRD). The impact of the peer supervision intervention was assessed using quantitative assessment of school counselor professional identity. This study utilized a SCRD A-B design to analyze the impact that a peer supervision intervention has on school counselor professional identity. SCRD informs the effectiveness of an intervention and can amplify the voices of underrepresented populations (Lenz, 2015), in this instance, professional school counselors. The researcher sought to better understand the professional identity of professional school counselors who desired to seek peer supervision, and more so, the impact of peer supervision on professional identity. Participants for this study were selected to serve as their own comparison by contrasting data recorded before and during the intervention (Lenz, 2015). The researcher designed a training intervention to measure the effectiveness of peer supervision for professional school counselors and its impact on their professional identity. The single case A-B design focused on the changes between Phase A

(baseline) and Phase B (intervention) within the SCRD with data collected weekly during the intervention (Gast & Ledford, 2018; Sheperis, Young, & Daniels, 2017). In order to assess the effectiveness of the intervention on the target behavior, a minimum of four data points were needed (Lenz, 2015; Gast & Ledford, 2014). Additionally, this research method was chosen to assess the impact of the intervention within a small, unique and underrepresented population of professional school counselors (Lenz, 2015). In order to establish a baseline, participants were assessed before the intervention (A), and during the intervention (B) with the assessment taken weekly throughout both phases (Lenz, 2015; Gast & Ledford, 2014). A potential limitation of the SCRD A-B design is that a nonrandomized small sample may not be generalizable to larger populations (Lenz, 2015). Although, A-B designs do not demonstrate causation of any changes in the behavior due to the intervention and may be influenced as a result of the other external factors (Gast & Ledford, 2018), adding more than one case to the participant pool can increase the ability to determine causation. The researcher hypothesized that participants would experience an increase in their professional identity as result of participating in the peer supervision intervention.

Phase 1 Procedures

To gain participants the researcher contacted potential individuals and invited them to participate in the study via listserv postings on state and national school counselor associations (i.e., state [NCSCA], national [ASCA], social media networking sites and through email invitation) (Appendix A). The researcher contacted administrators of state listservs to garner permission to post on their listserv. Once approved, the researcher shared the recruitment email and flyer to the listserv. The researcher also sent an email invitation to professional school counselor colleagues who were interested in receiving peer supervision. The recruitment email explained the researcher's experiences as a professional school counselor, the aims of their research, and inquired about their ability and willingness to participate in the research study (Appendix A). The researcher included a recruitment flyer with a QR code link to the digital

informed consent form (Appendix B) explaining the nature of the research study, what is expected from participants, confidentiality, privacy, the duration of the study, their rights, potential risks, implications of the research, incentive offered, and demographic survey (Appendix C) that was completed via Qualtrics. Additionally, prior to the beginning of the study, participants were informed that they would be taking turns providing supervision to a peer supervisee by conceptualizing or discussing deidentified clients and/or counseling related activities on their caseload. The participants were also told that they could respond with feedback for the peer supervisor/ee and/or ask questions in regard to the case for that day.

Following the recruitment phase, detailed descriptions of the participants were gathered through the demographic questionnaire (see Table 6), and participants created a numerical four-digit code identification (ID) for themselves. The unique four-digit code ID allowed the participant to be tracked in the surveys across time without providing identifying information. For the purpose of this study, the researcher matched participants based on the grade levels (i.e., elementary, middle, high school) they served, in an effort to ensure each dyad would have an understanding of shared roles and responsibilities as their peer supervisee. The participants served as their own comparison throughout Phase 1A and Phase 1B. The participants were asked to complete the Professional Identity Scale in Counseling-Short (PISC-s), School Counselor Self-Efficacy-Collaboration (SCSE-C), and Quality Assurance (QA) questions during Phase 1A, once a week following their peer supervision sessions in order to establish baseline data during Phase 1A. Then, the participants received the school counselor peer supervision training in Week 4, where they learned how to engage in and provide peer supervision during Phase 1B, so that they were able to implement the peer supervision intervention on Week 5 (see detailed intervention information below), at which point they continued to complete the PISC-s, the SCSE-C, and QA each week during Phase 1B. At the conclusion of the research study, participants were asked to complete the Assessment of Peer Consultation Model (APCM)

to assess their experiences with peer supervision overall. An overview of Phase 1 of the research study, including Phases A and B, are included below in Table 4.

Table 4. SCRD, Phase 1 Overview

Phase 1: Quantitative Study

A: pre-intervention

Dyad Introductions

Paired into dyads

Objectives: Getting to know one another, background information, goal setting, theoretical influences, counseling philosophies, what they're seeking from peer supervision

Participants received peer supervision workshop during Week 4 of the study.

-PISC-s, SCSE-C, & Quality Assurance questions were completed weekly

B: intervention

Dyads continue in supervision

Intervention Training – more resources, direction, SCSM meets peer supervision

Objective: Case Presentation (s) provided in supervision for peer supervisee on the topics of a comprehensive school counseling program (individual, small group, classroom guidance, system support)

PISC-s, SCSE-C, & Quality Assurance questions weekly & APCM at culmination in Week 8

Phase 1 Instrumentation

Demographic Information.

This study utilized a general demographic questionnaire to collect participant data and self-reported information to ensure that all criteria were met and provide additional demographic information. The demographics questionnaire was created by the researcher (Appendix C) and includes questions on age, race/ethnicity, gender identification, education level, years of experience, training program accreditation type, degree level, geographic location of

employment (i.e., rural, urban suburban), licensure type, type of school employed (i.e., public, private), supervisor occupation, if supervision is required, and professional membership associations.

Professional Identity Scale in Counseling-Short (PISC-s)

The Professional Identity Scale in Counseling-Short (PISC-s) was generated by Hongryun Woo, Junfei Lu, & Nami Bang in 2018 and is a shorter version of the Professional Identity Scale in Counseling (PISC) (Woo, Henfield, & Choi, 2014; Woo & Henfield, 2015). The scale was developed in the hopes of further establishing the importance of having a clear sense of identity that allows the counseling profession to prosper (Woo et al, 2014; Woo & Henfeld, 2015). In an effort to assess content validity, its initial iteration Woo et al. (2014; 2015) sought the expertise of twelve experts in the field who wanted to explore the development of professional identity of helping professionals (Woo & Henfield, 2015).

The PISC-s was generated to create a short version of the PISC also in hopes of measuring counseling professional identity (Woo et al, 2018). The PISC-s is a 16-item self-report instrument that measures counselor professional identity in four subscales: Professional Knowledge, Professional Competency, Attitude toward Profession, and Engagement in Counseling Profession. Accordingly, participants are asked to rate these items on a 6-point Likert scale (1 = not at all in agreement to 6 = totally in agreement), with two items on the scale reversed. The original iteration of the PISC had moderate to high positive correlations among subscales from $r = .05$ to $r = .60$, with a Cronbach's alpha of .92 (Woo et al., 2015). In Woo, Lu, Harris & Cauley (2017) the authors reported PISC Cronbach alphas ranging from .45 to .88 across subscales for internal reliability (Woo et al., 2017). The PISC-s was generated from the four subscales mentioned above with consistent Cronbach alphas ranging from .70 to .90 (Woo et al., 2017). Additionally, the PISC was found to be significantly correlated (i.e., .70) and the PISC-s correlated moderate to high positive correlations from .28 to .52) with another counselor professional identity measure, the Professional Identity and Values Scale (PIVS; Healey, 2009;

Woo et al, 2017; Woo et al, 2018). The PISC-S has good internal reliabilities across the four subscales (Professional Knowledge, Professional Competency, Attitude toward Profession, Engagement in Counseling Profession) ranging from .72 to .84 (Woo et al, 2018).

School Counselor Self-Efficacy Scale – Collaboration (SCSE-C)

School Counselor Self-Efficacy- Collaboration (SCSE-C) was developed by Bodenhorn & Skaggs in 2005 in an effort to measure school counseling self-efficacy. The SCSE is a 43-item self-report instrument to elicit feedback from participants across five subscales: personal and social development, leadership and assessment, career and academic development, collaboration, cultural acceptance. For the purpose of this study, the researcher utilized the collaboration subscale, that consisted of 12 items. The instrument utilizes a 5-point Likert scale (1= not confident to 6 = highly confident) and demonstrated reliability with a coefficient alpha of .95 (Bodenhorn, Wolfe, & Airen, 2010; Bodenhorn & Skaggs, 2005; Bardhoshi & Erford, 2017). Additionally, the items on the instrument were found to be relevant in assessing the changes in school counselor self-efficacy as a result of the peer supervision experience.

Quality Assurance Questions (QAQ)

Quality Assurance Questions (QAQ) were developed by Benshoff and Paisley in 1996 as guidelines for peer supervision participants to answer and critique at the end of the supervision session. Participants were asked Questions 1, 2 and 6 During week 1-4, and Questions 1-6 during weeks 5-8. For the purpose of this study, the researcher has modified the questions to emphasize the participant's need to focus on their peer supervisor's performance during the supervision session (Appendix D):

1. What was the content of your peer supervision meeting?
2. How long did the meeting last?
3. What was your role? Peer supervisee or peer supervisor?
4. What was the presenting concern?
5. What seemed to work or not work?

6. Was there a sense of direction and purpose in the peer supervisor's intervention?

Assessment of Peer Consultation Model (APCM)

Assessment of Peer Consultation Model (APCM) was developed by Benshoff and Paisley in 1996 in an effort to assess participant experiences with the SPCM-SC. The APCM is a 14-item self-report instrument to elicit feedback from participants who participated in peer supervision. The instrument utilizes a 6-point Likert scale (1= strongly disagree to 6 = strongly agree) with an internal consistency alpha of .80 (Benshoff & Paisley, 1996). Additionally, the items on the instrument were found to be relevant in assessing the participants' experiences of the SPCM-SC, as content validity was provided by experts with the average scores for each item indicating the item was highly relevant to the construct with all items being ranked from 6.40 to 6.90 on a scale from (1=not relevant to 7=highly relevant) (Benshoff & Paisley, 1996).

Phase 1A Baseline

The researcher assessed the participants during Phase 1A, which consisted of 4 weeks with the participants meeting for approximately 1 hour each week. In this phase, participants were separated into four dyads during Week 1 and asked to build background knowledge with their peer supervisor/ee. Week 1 consisted of the peer supervisees discussing their background, work experiences, theoretical framework, and individual school counselor philosophy. Week 2 consisted of the peer supervisees discussing the current comprehensive school counseling program at their school, consisting of but not limited to use of time priorities, roles and responsibilities, job description, and relationship with school stakeholders. At this point in the research study, Dyad 4 withdrew, due to an inability to schedule times for them to meet. During Week 3, the participants were asked to discuss counseling related activities at their school, and how they currently navigate the issues that occur. The peer supervisees were invited to discuss consultation roles in school committees, level of satisfaction with their program, and identified strengths and growing edges. Lastly, during Week 4 the peer supervisees were asked to discuss their interest in pursuing peer supervision, by identifying one

change or improvement they would like to make in their program overall and/or in their skills as a school counselor, and a goal they would like to accomplish during peer supervision sessions. During the baseline phase, all participants were asked to respond weekly to the PISC-s, SCSE-C, and QAQ (See Table 5). In the final week of Phase 1A (i.e., week 4), the six remaining participants (three dyads) responded to the PISC-s, SCSE-C, and QAQ at the completion of their fourth peer supervision session. Participants were then asked to complete the peer supervision intervention prior to their fifth peer supervision session, as described below.

Phase 1B Intervention

Supervision Training Intervention. The peer supervision intervention included a training which occurred in Week 4 (after the weekly PISC-s, SCSE-C, and QAQ assessments were completed). The peer supervision intervention training consisted of two parts, the first being (a) the actual training where participants were exposed to the SCSM & the SPCM-SC format, and (b) the participants had the opportunity to apply what they learned by navigating scenarios utilizing the SCSM. The researcher created a Google Classroom to host the workshop for the participants who were able to access the training during a specified time. The training featured a virtual workshop to explain the importance of supervision, the discrimination model, the SCSM, and SPSM-SC, as well as what the remaining four weeks (Phase 1B) would look like. The facilitator provided the participants with an explanation of the peer supervision training and overall study at the start of the baseline. The supervision training during the intervention consisted of an asynchronous training approach based on aspects of supervision, supervision pedagogy, and facilitating the understanding of the importance of peer supervision. These elements included discussion of the school counselor supervision model [SCSM] (Luke & Bernard, 2006) and the structured peer consultation model for school counselors [SPSM-SC] (Benshoff & Paisley, 1996). The information was provided via a video built into Google Classroom for participants to access and work through during the training, and at any point they needed to in the future (see Appendix H). The video was separated into four modules, and at

the end of each module were short assessments created by the researcher for quality assurance (see Appendix I). Additionally, the assessments were to check for participant understanding and apply the skills they've learned from the peer supervision training before beginning the second half of their peer supervision sessions within their existing dyads, which began in Week 5. The goal of these assessments was to provide quality assurance.

Peer Supervision Application. The second half of the peer supervision intervention included an opportunity for participants to put what they learned to the test, exploring how to use SCSM in supervision, and then participants were allowed to virtually practice SCSM by working through four scenarios by identifying the Supervisor Role, Point of Entry, and response to how they would proceed (see Appendix J). During Weeks 5-8, the peer supervision dyads were given instructions on how to prepare and engage in the SCSM. The participants were asked to prepare case presentations in order to consult with their peer supervisor about a deidentified aspect of their comprehensive school counseling program. In these alternating 1-hour sessions, each participant had the opportunity to present their case and provide feedback to their peer supervisee. Participants then utilized the SCSM to develop new strategies and/or interventions to address their presenting concern. During this phase, participants were asked to record their experiences weekly with the PISC-s, SCSE-C, and follow-up questions for quality assurance (QAQ).

During Week 8, the participants discussed their peer supervision experiences, reflected on their progress toward their goals identified in Weeks 3 & 4, and discussed strategies to maintain peer supervision skills. After the participant's last peer supervision session (Phase 1B, Week 8), they were asked to fill out the APCM to assess their experiences with peer supervision.

Table 5. SCRD, Phase 1, Weekly Breakdown of Phase 1A and 1B

	Phase 1A – pre-intervention training		Phase 1B – intervention-training
Week 1	Introductions – background, work experiences, theoretical framework, and individual school counselor philosophy PISC-s, SCSE-C, & QAQ	Week 5	Session 1: Case Presentation – Peer Supervisee 1 PISC-s, SCSE-C, & QAQ
Week 2	Suggested Topics: Current comprehensive school counseling program at their school, consisting of but not limited to use of time priorities, roles and responsibilities, job description, and relationship with school stakeholders PISC-s, SCSE-C, & QAQ	Week 6	Session 2: Case Presentation – Peer Supervisee 2 PISC-s, SCSE-C, & QAQ
Week 3	Suggested Topics: Counseling related activities at their school, and how they currently navigate the issues that occur. The peer supervisees may discuss consultation roles in school committees, level of satisfaction with their program, and identified strengths and growing edges PISC-s, SCSE-C, & QAQ	Week 7	Session 3: Case Presentation – Peer Supervisee 1 PISC-s, SCSE-C, & QAQ
Week 4	Suggested Topics: Interest in pursuing peer supervision, identify one change or improvement they would like to make in their program overall	Week 8	Case Presentation – Peer Supervisee 2 Termination Sessions – opportunity to evaluate the peer supervision experience and review their individual progress toward established goals.

and/or in their skills as
a school counselor,
and a goal they would
like to accomplish
during peer
supervision sessions
**PISC-s, SCSE-C, &
QAQ
Peer Supervision
Training Intervention
provided**

**PISC-S, SCSE-C, & QAQ
APCM**

Phase 1 Data Analysis

Excel was utilized to conduct all analysis for each research question. Quantitative research helps researchers to observe relationships between variables, and this study hoped to examine the relationship between the peer supervision intervention and school counselor professional identity. As such, baseline datapoints were collected for four weeks without the peer supervision intervention (Phase 1A), and data points were collected again for four weeks throughout the peer supervision (Phase 1B), with the aim to notate any marked growth and declines in the school counselor's professional identity.

The researcher chose to use two methods to analyze Phase 1 data: visual analysis, and nonoverlap effect size. Visual analysis allowed the researcher to compare Phase A data points to Phase B which provided evidence of the contrast between the baseline and intervention phases (Ledford & Gast, 2018; Ray, 2015). The researcher also created a graph for each participant with all eight data points. In visual analysis, data is analyzed for changes in pattern, trend, and variability between data points (Ray, 2015). Additionally, the researcher utilized nonoverlap effect size of each pairing to evaluate the effect size of the target behavior between the baseline and treatment phases to indicate any performance differences utilizing two methods – percentage of non-overlapping data (PND) and percentage of data exceeding the mean (PEM) that was reflected in visual analysis (Lenz, 2012; Parker & Vannest, 2009; Sheperis et al., 2017).

Qualitative Study: Thematic Analysis (Phase 2)

In the second phase of the mixed methods design, the goal was to amplify the voice and opinions of professional school counselors and their experiences with the peer supervision intervention via a semi-structured interview process to elicit their experiences with the peer supervision intervention and subsequent coding using Thematic Analysis (TA). Thematic analysis is “a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set” (Braun & Clarke, 2012, p. 57). Using an inductive approach in which data coding and analysis are driven by what is in the data, the researcher sought to amplify the voices of professional school counselors in a way that closely matches the content of the data. In 2006, Braun and Clarke reported that thematic analysis was a rigid methodology that had theoretical flexible; however, in 2019, the duo revised their stance on Thematic Analysis, by describing it as an “umbrella term for a wide variety of approaches which share some assumptions, namely, that TA is a method not a methodology” (Braun & Clarke, 2018, p. 2) thus, TA is “theoretically flexible, only as a generic method” (Braun & Clarke, 2019, p. 592). The duo posited that reflexive thematic analysis procedures should echo values in a qualitative paradigm, including subjectivity, reflective engagement with the data, and a detailed coding process (Braun & Clarke, 2019).

Phase 2 Procedures and Data Collection

Phase 2 was the second portion of the explanatory mixed methods research design. The goal of this phase was to help understand the experiences of participants in their peer supervision intervention and to help understand the final results from Phase 1. Phase 2 consisted of a semi-structured qualitative interview that took place via phone or over a web-based telecommunication software. Participants indicated upon signing the informed consent that they agreed to participate in both phases of the research study. At the culmination of Week 8 peer supervision sessions, participants were contacted to schedule interviews for Phase 2.

Participants were sent the interview questions prior to the scheduled meeting, giving them the opportunity to consider their responses and experiences in the peer supervision intervention. Participants each completed a 1-hour web-based individual semi-structured interview (see appendix F). The interviews were conducted in English and consisted of eleven open-ended questions with room built in for probing questions in order to learn more about the participant's supervision experiences and perceptions of their professional identity as professional school counselors. Participants were also made aware that the interviews were audio recorded, would later be transcribed and de-identified, and they would be asked to use their unique four code ID. All research documents were stored in a secure location via Box that only the researcher can access.

Phase 2 Data Analysis

Thematic analysis includes a six-step approach to analysis that consists of 1) familiarizing yourself with the data, 2) generating initial codes, 3) searching for themes, 4) reviewing potential themes, 5) defining and naming themes, and 6) producing the report (Braun & Clarke, 2012).

Step 1 of TA asks for the researcher to familiarize themselves with the data. Throughout this process the researcher is to document their reflective thoughts and ponderings of research study several times in its entirety. Recommending that immersion with the data and analyzing it by "reading through the entire data set at least once before beginning coding" (Nowell, Norris, White, & Moules, 2017, p. 5) to allow the researcher to explore values, ideas, and insights about the data. The dataset in this case consisted of all transcribed interviews.

Step 2 consisted of searching for meanings to generate initial codes where the researcher engages in reflexive journaling while working through the data set in an effort to preliminarily identify codes (Braun & Clarke, 2006; Nowell et al, 2017). Step 3 took place after the initial coding of the data, where the researcher used inductive analysis to identify themes from the data. Step 3 also consisted of the researcher analyzing detailed notes of the

researcher's reflexive journaling in order to determine the hierarchy of themes within the dataset (Braun & Clarke, 2006; Nowell et al., 2017). According to Braun and Clarke (2006), Step 4 began with a review of the themes developed from the existing data, in an effort to narrow down whether the identified codes matched the theme. Step 5 involved the researcher deciding on a name for the themes, in order to describe how these particular themes fit into the larger data set. Lastly, step 6, involved reporting on the finalized themes and beginning their analysis of how the data addresses the research question (Nowell et al., 2017s; Braun & Clarke, 2006). Moreover, Braun and Clarke (2006) describe this as being attainable by using direct quotes from the participants to encourage credibility and trustworthiness of both the data and thematic analysis.

The final analysis for the study involved integrating the themes that emerged from Phase 2 with results from the analysis of the SCRD in Phase 1 to help with an overall picture of the impact of the peer supervision intervention.

Trustworthiness & Credibility

Positionality

The focus of this study was to understand how a dyadic peer supervision intervention impacts professional identity of professional school counselors. Additionally, the purpose of the second phase was to understand the experiences of professional school counselors' professional identities within peer supervision. As such, I understand the importance of researcher subjectivity, positionality, and the influence both could have on the researcher's relationship with this research. Therefore, it is important for me to explicitly identify my own positionality as a licensed professional school counselor with seven years of experience in the field of school counseling. Positionality is defined as "involving the combination of social status groups to which one belongs (such as race, class, gender, and sexuality) and one's personal experience (understanding that experience is always individually interpreted, and it is the interpretation that gives an experience meaning)" (Bettez, 2015, p. 934). As researchers must

consider their pre-assumptions and experiences in an effort to identify the way our beliefs can impact our research (Sundler, Lindberg, Nilsson, & Palmer, 2019). With that being said, this research study was as much a part of my personal experience as a professional school counselor, as it is the experiences of the school counselors I interviewed for this study. My positionalities consistently shape how I view the world and qualitative research. Therefore, was my goal to have a better understanding of societal phenomena with the aim to elicit feedback from individuals who are living through it in their everyday life.

My experiences as a professional school counselor allowed me to create genuine dialogues between myself and those whom I interviewed and were drawn to this topic because of my professional experience and conversations with fellow professional school counselors, which allowed me to arrive to my hypothesis that practicing school counselors do not receive enough supervision after graduation. Although I am no longer working full-time as a school counselor, I am state certified as a school counselor, credentialed as a licensed clinical mental health counselor associate, and retain a license as a national certified counselor. As a school counselor, I received supervision from my school's principal and found myself in the role of an advocate for the school counseling profession, and in my experiences those supervision sessions occurred twice a year, to check on my professional development goals and not so much about my conceptualization of students or need for further mental health integration. I witnessed colleagues experience similar sessions with their own principals creating feelings of frustration and burnout, which led me to the belief that the lack of professional school counselor supervision of any kind was severely impacting school counselor professional identity. Therefore, given my positionality and my beliefs and theories about the importance of supervision for school counselors by school counselors, I continued to engage in bracketing throughout the process of collecting and analyzing data in this study, particularly in Phase 2 in an effort to assist the researcher in remaining objective as much as possible during data analysis to better understand the participant's experiences (Creswell & Poth, 2018).

Ethical Considerations

“Ethics is not something that you can forget once you satisfy the demands of university ethics committees and other gatekeepers of research conduct” (Glesne, 2015, p. 158). It is for this reason that I paid special attention to the tenants of respect, beneficence, and justice. As a researcher who frequently works with human subjects, it is important to be mindful of “the principle of respect [as it] emphasizes that people should participate in research through voluntary and informed consent, and that those with “diminished autonomy” to give their consent should be protected” (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1978). Participants were informed about the purpose of the study, were provided confidentiality agreements, notified of the right to withdraw at any time with no consequences, and provided details regarding what would be asked of them for the duration of the study.

Similarly, the principle of beneficence states that the researcher has “an obligation that has been to do no harm and maximize possible benefits and minimize possible harm” (Glesne, 2015, p. 159); the participants were informed that risks were low and assured that their information would be both protected and de-identified. Lastly, the principle of justice “focuses on the equitable sharing of research benefits and burdens” (Glesne, 2015, p. 159); for the purpose of this study, I sought to give potential participants equal opportunity of being selected as a part of the study on a voluntary basis. As a fellow school counselor, and member of the mental health profession, I am aware of some of the barriers and supports to seeking supervision through personal, professional, and informal interaction. As discussed in the informed consent, due to the nature of the peer supervision sessions, the participants may not be anonymous to one another, and anonymity in that regard cannot be guaranteed to the participants although they are being assigned pseudonyms for aggregate data. The study was voluntary, and participants were able to withdraw at any time. In the event a member of an existing dyad dropped out of the research study, another partner would be paired with the

remaining participant. No school districts or individual schools were identified in the findings of this study, and all places mentioned in the interviews were deidentified. Confidentiality was ensured for all study participants throughout the study.

Summary

The purpose of this study was to evaluate the effectiveness of a peer supervision intervention over the course of 4-weeks based on the SCSM and informed by the SPSM for school counselor professional identity. As recommended quality indicators were used to ensure a sound design in relation to participants, setting, dependent and independent variables, baseline, intervention, controls for internal and external validity, and social validity (Gast & Ledford, 2014). The information gathered from the participants in this study on the effectiveness of a peer supervision intervention on school counselor professional identity.

CHAPTER IV: RESULTS

In the following Chapter 4, the researcher will present the findings from the explanatory mixed methods study utilizing single case research design (SCRD) (Phase 1) and thematic analysis (Phase 2). Result of the peer supervision training and its impact on the professional identity of professional school counselors between Phase A (baseline) and Phase B (intervention) will be presented first. The data below will show the trends in scores of the participant's professional identity, and self-efficacy during baseline, and during the intervention (i.e., after the supervision training). Interview comments are provided to assist in the understanding and interpretation of Phase 1 results from SCRD peer supervision intervention. The SCRD results will be followed by themes that emerged during participant interviews regarding their experience and reflection on the supervision training. In the current study, the researcher explored the impact of peer supervision, and specifically case conceptualization and discussion, on the professional identity of school counselors. More specifically, the researcher explored the following questions in this study:

Research Questions

R1: Is a 4-week peer supervision intervention effective at increasing school counselor professional identity?

R2: Is a 4-week peer supervision intervention effective at increasing school counselor self-efficacy in the area of collaboration?

R3: How do school counselors describe their experiences with the school counselor peer supervision intervention? How have those experiences impacted their professional identity?

Participants included in this study were professional school counselors who met the following criteria: a) credentialed and/or licensed school counselor; (b) school counselor with at least 3 years of school counseling experience; (c) graduated from a masters counseling program; (d) currently employed as a school counselor in a Pre-K-12 school setting; and (e) had

a desire to seek peer supervision. For this study, eight professional school counselors from across the United States were initially recruited. Two participants of the eight recruited began the study and were unable to continue due to scheduling issues, and thus, withdrew from the study. The six participants who completed the study spanned the United States. Pseudonyms were assigned by the researcher in an effort to maintain confidentiality, and each participant was open and willing to share their experiences regarding supervision, professional identity, and barriers and supports to seeking supervision. Below is a description of the participant sample, results from baseline and intervention (Phase 1) of the study, followed by the findings from the qualitative interviews (Phase 2).

Description of the Sample

At the beginning of this study there were eight professional school counselors from across the country who enrolled in the study, with six individuals completing all eight weeks of the study (see Table 6). Coincidentally, the two participants that were withdrawn from the study were Dyad 4 (Lauren & Monica). Of the six participants that completed the study, all self-identified as cis-gendered females. Three participants identified their race/ethnicity as European American/White, two as Latino/Hispanic American, one as African American/Black, and one identified as South Asian/Asian American. The ages of the participants ranged from early 30s to early 60s. Four of the participants served at the elementary level, two served high schools, one served middle, and one served grades 6-12. All but one of the participants reported that they did not currently receive supervision of any kind, the one participant that mentioned being supervised, stated that it was an annual check-in with a developmental/program supervisor. Four participants attended CACREP accredited institutions, and two did not. Four participants had 6-10 years of school counseling experience, two had 11-20 years of school counseling experience, one had 3-5 years of school counseling experience and one had 20+ years of school counseling experience. A more in-depth description of the participants is presented below along with the demographic information is presented in Table 6.

Yulibeth

Yulibeth has been in the school counseling field between six to ten years and identifies as a cis-gendered Latino/Hispanic American female who is currently in her mid to late 30s. She is employed in a suburban public-school that serves grades 6-12. She stated she does not receive any form of supervision. Yulibeth received her master's degree in school counseling from a non-CACREP accredited institution, however, Yulibeth has stated that although not currently enrolled, she completed some doctoral coursework. Currently, Yulibeth is a licensed professional school counselor in the southeastern United States and is currently a member of four professional counseling organizations: American Counseling Association, American School Counselor Association (ASCA), Chi Sigma Iota Counseling and Academic & Professional Honor Society International, and her local/state school counseling association. For this study, Yulibeth was paired with Mayra.

Mayra

Mayra has been in the school counseling field for 6-10 years, identifies as a cis-gendered female of Latino/Hispanic and European American descent and is currently in her mid to late 30s. She is employed in a suburban public high school that serves grades 9-12, and states that she does not receive any form of supervision. Mayra did not attend a CACREP accredited institution for her master's degree in school counseling. After completing her graduate studies, Mayra became a licensed professional school counselor and is currently a member of one professional counseling organization: her local/state school counseling association. For this study, Mayra was paired with Yulibeth.

Shavonné

Shavonné has three to five years of school counseling experience, identifies as a cis-gendered European American/White (non-Hispanic) female. She is currently in her mid-30s and is currently employed in a suburban independent elementary school that serves grades K-5, and states that she engages in developmental/program supervision offered by someone who

“checks-in” on her work annually that has a counseling background. Shavonné attended a CACREP accredited institution for her master’s degree in school counseling. Following her graduate studies, Shavonné is a licensed professional school counselor in the southeastern United States, and a national certified counselor (NCC). She is currently a member of one professional counseling organization: ASCA. For this study, Shavonné was paired with Carolyn.

Carolyn

Carolyn has been in the school counseling field for 20+ years, identifies as a cis-gendered African American female and is currently in her early to mid-60s. She is employed in a suburban public elementary school and states that she does not receive any form of supervision. Carolyn did not attend a CACREP accredited institution for her master’s degree in School Counseling. Currently, Carolyn is a licensed professional school counselor located in the southeastern United States, and a National Board-Certified School Counselor. She is currently a member of two professional counseling organizations: Chi Sigma Iota, Counseling and Academic & Professional Honor Society International, and her local/state school counseling association. For this study, Carolyn was paired with Shavonné.

Melissa

Melissa has been in the school counseling field between 6 to 10 years and identifies as a cis-gendered European American/White non-Hispanic female and is currently in her mid to late 20s. She is employed at a rural public elementary school that serves grades K-5, and states that she does not receive any form of supervision. Melissa attended a CACREP accredited institution for her master’s degree in school counseling. She is currently a licensed professional school counselor located in the southeastern United States and is currently a member of one professional organization: Chi Sigma Iota Counseling academic and Professional Honor Society international. For this study, Melissa was paired with Barbara.

Barbara

Barbara has been in the school counseling field for 11-20 years, identifies as a cis-gendered European American female and is currently in her early 50s. She is employed in a rural public elementary school that serves grades K-5, and states that she does not receive any form of supervision. Barbara attended a CACREP accredited institution for her master's degree in School Counseling. Barbara is a licensed professional school counselor located in the southeastern United States, and a National Certified Counselor. She is currently a member of one professional counseling organization: her local/state school counseling association. For this study, Barbara was paired with Melissa.

Lauren

Lauren has been in the school counseling profession for 11-20 years, identifies as a cis-gendered European American female and is currently in her early to mid-50s. She is employed in a suburban public high school that serves grades 9-12, and states that she does not receive any form of supervision. Lauren attended a CACREP accredited institution for her master's degree in school counseling. Lauren is a licensed professional school counselor located in the western United States and is currently a member of one professional organization: state local school counseling association. For this study, Lauren was paired with Monica. Lauren was one of the two individuals who withdrew from the study.

Monica

Monica has been in the school counseling profession for 6-10 years, identifies as a cis-gendered Asian/South Asian American female and is currently in her early to late 30s – early 40s. She is employed in a rural public middle school that serves grades 6-8, and states that she does not receive any form of supervision. Monica attended a CACREP accredited institution for her master's degree in school counseling. Monica is a licensed professional school counselor located in the western United States and is currently a member of one professional organization:

ASCA. For this study, Monica was paired with Lauren. Monica, along with Lauren, withdrew from the study.

Additional demographic information for the four dyads is provided in Table 6.

Table 6. Demographic Characteristics of Dyads

<i>Participant A</i>	<i>Dyad 1 Yulibeth</i>	<i>Dyad 2 Shavonné</i>	<i>Dyad 3 Melissa</i>	<i>Dyad 4* Lauren</i>
Age	<i>31-37 years old</i>	<i>31-37 years old</i>	<i>26-30 years old</i>	<i>31-37 years old</i>
Race/Ethnicity	<i>Latino/Hispanic</i>	<i>European</i>	<i>European</i>	<i>European</i>
		<i>American/White</i>	<i>American/White</i>	<i>American/White</i>
Gender	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
Grade Level	<i>6-12</i>	<i>Elementary</i>	<i>Elementary</i>	<i>High</i>
Organizations	<i>ACA, ASCA, Chi Sigma Iota, State SC Association</i>	<i>ASCA</i>	<i>Chi Sigma Iota</i>	<i>State SC Association</i>
District Type	<i>Suburban</i>	<i>Suburban</i>	<i>Rural</i>	<i>Suburban</i>
Licensure/ Credentials	<i>Licensed SC</i>	<i>NCC</i>	<i>Licensed SC</i>	<i>Licensed SC, LCMHC, NCC</i>
Highest Level	<i>MA/MS</i>	<i>MA/MS</i>	<i>MA/MS</i>	<i>MA/MS</i>
CACREP	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
SC Experience	<i>6-10 years</i>	<i>3-5 years</i>	<i>6-10 years</i>	<i>11-20 years</i>
School Type	<i>Public</i>	<i>Independent</i>	<i>Public</i>	<i>Public</i>
Receiving Supervision	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>
Supervision Required	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>
<i>Participant B</i>	<i>Mayra</i>	<i>Carolyn</i>	<i>Barbara</i>	<i>Monica</i>

Age	<i>31-37 years old</i>	<i>62 years or older</i>	<i>50-55 years old</i>	<i>38-43 years old</i>
Race/Ethnicity	<i>Latino/Hispanic</i>	<i>African</i>	<i>European</i>	<i>Asian/South Asian</i>
		<i>American/Black</i>	<i>American/White</i>	
Gender	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
Grade Level	<i>High</i>	<i>Elementary</i>	<i>Elementary</i>	<i>Middle</i>
Organizations	<i>ASCA</i>	<i>Chi Sigma Iota,</i>	<i>State SC</i>	<i>ASCA</i>
		<i>State SC</i>	<i>Association</i>	
		<i>Association</i>		
District Type	<i>Suburban</i>	<i>Suburban</i>	<i>Rural</i>	<i>Rural</i>
Licensure/ Credentials	<i>Licensed SC</i>	<i>Licensed SC</i>	<i>Licensed SC</i>	<i>Licensed SC</i>
		<i>NBCSC</i>		
Highest Level	<i>MA/MS</i>	<i>MA/MS</i>	<i>MA/MS</i>	<i>MA/MS</i>
CACREP	<i>No</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
SC Experience	<i>6-10 years</i>	<i>20+ years</i>	<i>11 to 20 years</i>	<i>6-10 years</i>
School Type	<i>Public</i>	<i>Public</i>	<i>Public</i>	<i>Public</i>
Receiving Supervision	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>
Supervision Required	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>

** denotes dyad that withdrew from the study.*

Overview of Findings

A single case research design was implemented across four dyads. The primary independent variable was the participation in the peer supervision training and the impact of engaging in peer supervision around case conceptualization and discussion. All dyads began the baseline condition (Phase 1A) the same week, continuing in baseline for four weeks, and were introduced to the intervention (Phase 1B) at the same time, with the exception of Dyad 4

(Lauren & Monica) who were withdrawn from the study during Week 2 of baseline. Dyad 4 was able to meet successfully for their first meeting but encountered difficulty aligning their schedules in the subsequent weeks. Communication between both peers seemed to be hit or miss, and ultimately was not successful. Lauren made attempts to communicate with the researcher, and her peer, Monica, however that communication was not reciprocated. The reason for the conflict, or lack of engagement, among both Monica and Lauren is not known, however, it may be that the time of the year of this study (end of an academic school year) impeded their ability to make consistent connection with one another.

Baseline

Baseline consisted of four weeks, with the intention of the school counselor dyad (two school counselors paired with each other) meeting each other and engaging in initial conversations to build their relationship discussing topics that ranged from introductions, detailing their comprehensive school counseling program, duties at their site, and goals they would like to accomplish in peer supervision. Participants' professional identity and self-efficacy were assessed four times during this baseline period, prior to experiencing the peer supervision intervention beginning in week 5, in an effort to establish stability (Ray, 2015). Individually, participants completed the PISC-s, SCSE-C, and QAA with a total of four data points during baseline. The assessments were filled out once a week following their scheduled meetings with their peer supervisee for all eight weeks of the study.

All participants scored above 60 on the PISC-s throughout the duration of the baseline phase, which the PISC-s has a range of 0 to 80 (see Tables 7 and Figure 1). Specifically, Yulibeth scored 66, 72, 70, and 73 ($M=70.25$, $SD= 3.09$); Shavonne scored 66, 69, 63, and 62 ($M=65$ $SD = 3.16$); Melissa scored 63, 63, 66, and 66 ($M=64.5$, $SD = 1.73$); Carolyn scored 62, 58, 65, and 61 ($M=61.5$, $SD = 2.88$); Barbara scored (68, 70, 75, 74 ($M=71.75$, $SD =3.30$); and Mayra scored 69, 77, 78, and 78 ($M= 75.5$, $SD= 4.35$).

For the SCSE-C assessment, all participants scored above 40 on the SCSE-C throughout the baseline phase, with the SCSE-C having a total possible range of 0 to 72 (see Table 8 and Figure 2). Yulibeth scored 58, 54, 60, and 60 ($M=58$, $SD= 2.82$); Shavonne scored 44, 50, 37, and 46 ($M=44.25$, $SD = 5.43$); Melissa scored 38, 40, 47, and 48 ($M =43.25$, $SD = 4.99$); Carolyn scored 46, 41, 41, and 41 ($M=42.25$, $SD = 2.$); Barbara scored (42, 48, 51, and 48 ($M=47.25$, $SD =3.77$); and Mayra scored 58, 58, 59, and 59 ($M= 58.5$, $SD= 0.57$).

Peer Supervision Intervention

The research questions explored whether a 4-week peer supervision intervention (independent variable) was effective in increasing school counselor professional identity measured by the Professional Identity Scale-Short (PISC-S) and school counselor self-efficacy measured by the School Counselor Self-Efficacy Scale-Collaboration (SCSE-C). As evidenced in Tables 7 & 8, three of the school counselors increased their scores on the PISC-s from baseline to training, and four of the school counselors increased their scores on the SCSE-C. In total, eight data points of the dependent variable (scores on the PISC-s and SCSE-C) were graphed over time for each school counselor, allowing the researcher to analyze any patterns of data compared with changes to level, trend, and variability throughout each phase (Gast & Ledford, 2014). The four baseline data points are listed on the graph as B1, B2, B3, and B4 and the peer supervision intervention is listed as I1 I2, I3, and I4 over the course of eight weeks. The PISC-s scores are provided in Table 7, and the SCSE-C scores are provided in Table 8. The results for this study will be shared first individually, and then the peers as dyads will be discussed given that the individual participants are nested within the dyad.

Summary of Data Collected

Table 7. Participant PISC-s Mean, PND, PEM, & Median Scores for Each Phase

Dyad	1	Dyad	2	Dyad	3
Yulibeth	Mayra	Shavonne	Carolyn	Melissa	Barbara

Baseline Mean	70.25	75.5	65	61.5	64.5	71.5
Baseline	71	77.5	64.5	61.5	64.5	72
Median						
Intervention	64.75	78	59.75	61	69	73.25
Mean						
Intervention	64.5	78	57.5	60	68	73.5
Median						
Percent of	0	0	0	25	100	0
Nonoverlapping						
Data (PND)						
Percent	0	100	25	25	100	100
Exceeding the						
Mean (PEM)						

Note. Mean, median, percent of nonoverlapping data (PND), and percent exceeding the mean (PEM) data from all six participants for both phases.

Table 8. Participant SCSE-C Mean, Median, PND, & PEM Scores for Each Phase

	Dyad	1	Dyad	2	Dyad	3
	Yulibeth	Mayra	Shavonne	Carolyn	Melissa	Barbara
Baseline Mean	58	58.5	44.25	42.25	44.75	47.25
Baseline	59	58.5	45	41	43.5	48
Median						
Intervention	51	59	40.75	46.75	49	49.5
Mean						
Intervention	54	59	40	46	49	50
Median						

Percent of 0 0 0 25 75 0

Nonoverlapping

Data (PND)

Percent 0 100 25 100 100 75

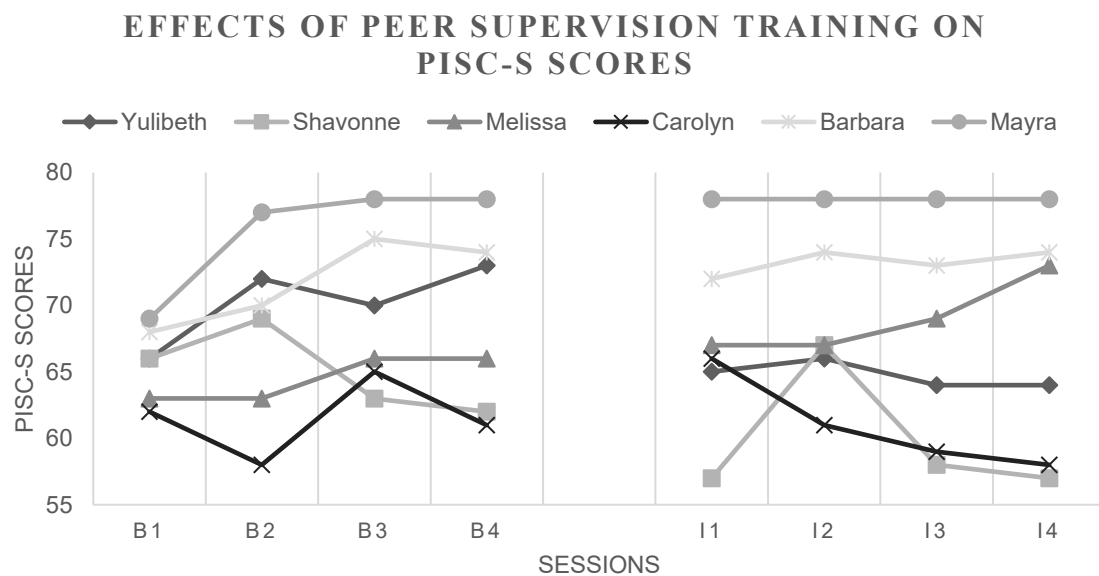
Exceeding the

Mean (PEM)

Note. Mean, median, percent of nonoverlapping data (PND), and percent exceeding the mean (PEM) data from all six participants for both phases.

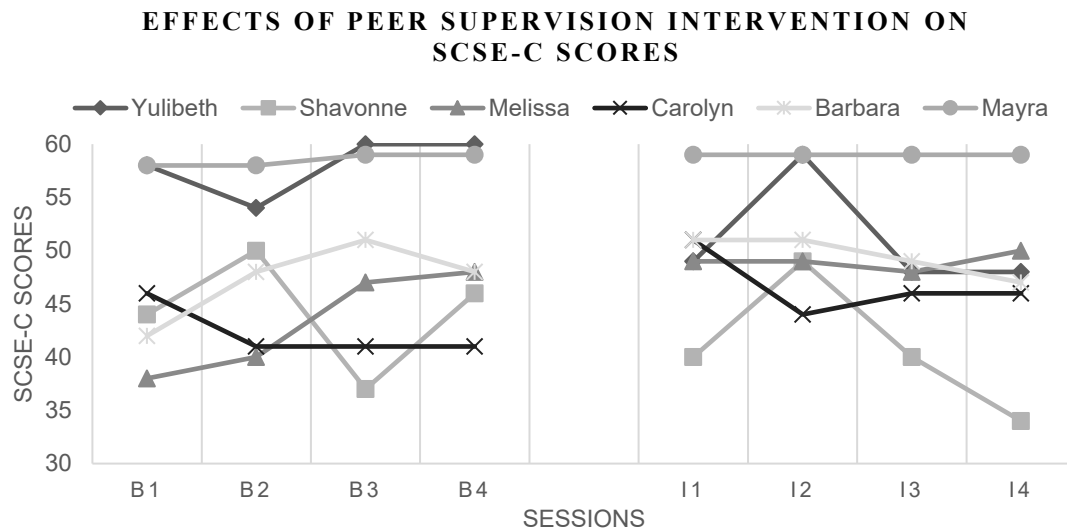
Single Case Research Design (Phase 1)

Figure 1. Participants PISC-s Scores for Phase 1A & 1B



Note. Participants PISC-s scores for the two phases of the study (four weeks of baseline and four weeks of intervention).

Figure 2. Participants SCSE-C Scores for Phase 1A & 1B



Note. Participants: SCSE-C scores for the two phases of the study (four weeks of baseline and four weeks of intervention).

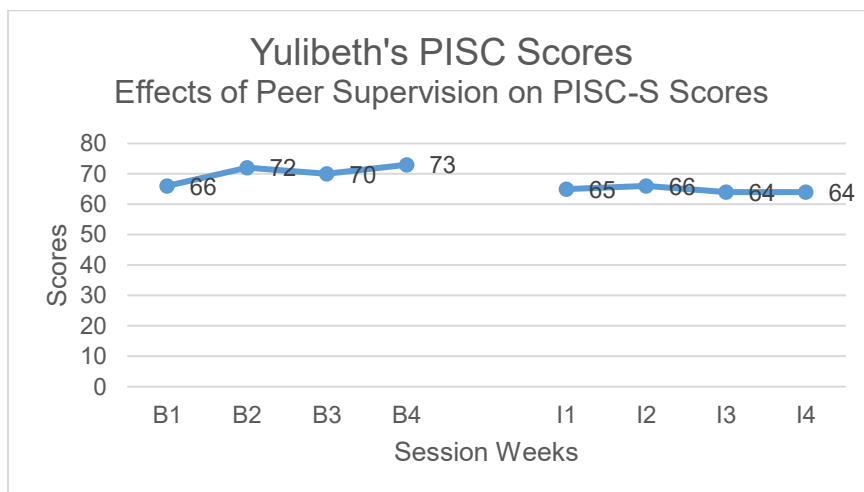
Dyad 1 (Yulibeth & Mayra)

Yulibeth

PISC-s. Yulibeth's PISC-s baseline scores ranged from 66 to 73 with little variability ($M = 70.25$, $SD = 3.09$, median = 71), exhibiting a slight upward trend (see Figure 1). During supervision intervention phase (I1 through I4), Yulibeth's scores ranged from 64 to 66 ($M = 64.75$, $SD = 0.95$, median=64.5). Her scores on the PISC-s during the intervention remained stable and were lower than her scores in baseline. Two methods to explore the effect size were utilized: percentage of non-overlapping data (PND) and percentage of data exceeding the mean (PEM) (Parker & Vannest, 2009). The highest data point in baseline was used to examine PND. Yulibeth's highest baseline PISC-s score was 73, which resulted in 0% of the intervention data points for PISC-s exceeding or overlapping with the highest baseline score (see Figure 1). Examining PEM, no data points in the intervention phase exceeded the median of 71 from the Yulibeth's baseline. Therefore, with 0% PND and 0% PEM, the supervision intervention was not deemed to be effective for Yulibeth's school counselor professional identity. While Yulibeth's

scores are slightly lower in the intervention phase, ultimately the visual slope of the line minimally changed from baseline to intervention.

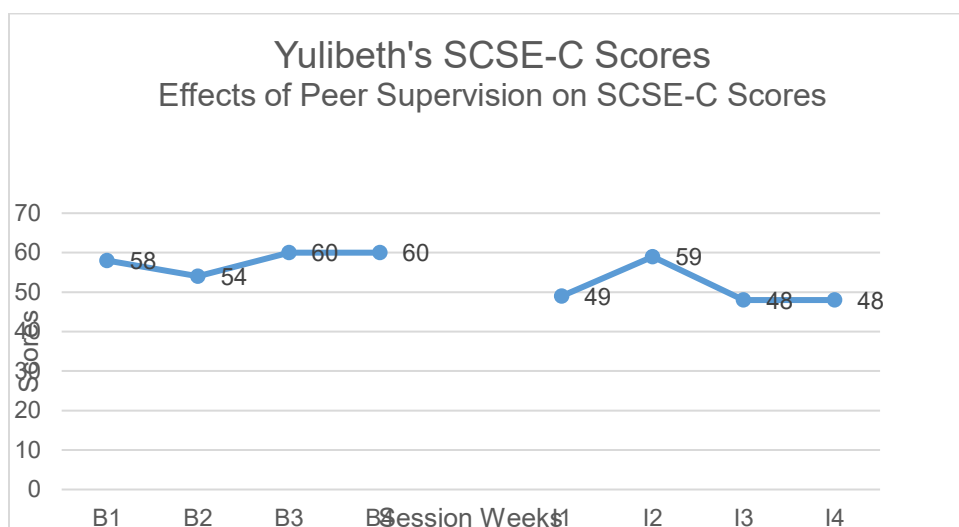
Figure 3. Yulibeth's PISC-s Scores for Phase 1A & 1B



Note. Yulibeth's PISC-s scores for the eight week study (four weeks of baseline, and four weeks of intervention).

SCSE-C. Similarly, Yulibeth's SCSE-C scores ranged from 54 to 60 ($M = 58$, $SD = 2.82$, median = 59) during baseline, remaining stable across the four time points. During the supervision intervention phase, her scores ranged from 49 to 59, with the data remaining fairly stable, with the exception of one data point increase (or jump) to 59 at I2 (see Figure 2). Examining PND and PEM, 0% of supervision intervention data points overlapped or were greater than the highest score of 60 on the SCSE-S in baseline, and no SCSE-S scores in the supervision intervention phase exceeded the baseline median score of 59. With 0% nonoverlapping data and 0% data exceeding the baseline median, the supervision intervention was not effective for increasing self-efficacy for Yulibeth.

Figure 4. Yulibeth's SCSE-C Scores for Phase 1A & 1B



Note. Yulibeth SCSE-C scores for the eight week study (four weeks of baseline, and four weeks of intervention).

Interpretation. Overall, the supervision intervention was not successfully in increasing Yulibeth's school counselor professional identity or self-efficacy. While Yulibeth's PISC-s and SCSE-S remained fairly stable from baseline to intervention, with a slight decrease during the supervision intervention phase (I1 through I4), a few aspects of the baseline and intervention are important to note. During the time of the study, Yulibeth disclosed that she developed quite an affection for supervision prior to the study, and that she had some familiarity with peer supervision through her coursework as a former doctoral student - which is what initially drew her to the current study. This interest and knowledge in supervision prior to the study may have influenced the stable trend across baseline and intervention. Yulibeth stated:

I like supervision, and just kind of like bouncing ideas off of other people. I really like the aspect of peer supervision, because we're on the same level. Peer supervision is a really wonderful way to kind of start out, because like you're working with your peers, so somebody who actually gets it, and is in the field that you're in, I also feel like a lot of times in the school, it's a very lonely place for a school counselor. Oftentimes, you know, there's only one school counselor in the building and sometimes at the high school level,

you might have more than one...I just kind of wanted to do that and just have that experience.

In addition to her previous supervision experience, and love for supervision, Yulibeth reported some difficulties throughout the current study due to working relations within her work setting that may have contributed to the reflection of her lower scores in professional identity and self-efficacy during the intervention phase (see Figures 1 & 2). During the semi-structured interview in Phase 2, Yulibeth reported that she found herself “longing for how to navigate the school counseling field as a Latina working in white spaces,” due to “really bad experiences” in her current position. Although, these are circumstances that occurred outside of the study, they may have impacted the scores reported by Yulibeth, as she explained many of her scores were a result of “how I felt at the time”. When asked to review her assessments throughout the study, Yulibeth reported,

I had a really bad experience at my current position. It's a mess and it's something that school did not prepare me for how to deal with it; so my scores from week to week are based off of my mood during the work week. So when my scores dip down, Its probably when I was having a rough time at work, and the last few weeks were very challenging and I think that's reflective of my answers.

While Yulibeth's PISC-S and SCSE-C scores do not indicate that the intervention was effective; the lower scores may have reflected Yulibeth feeling uncomfortable in a new supervisory role, however, she reported gaining confidence as she continued in the supervision intervention. When asked if the peer supervision had any impact on her confidence in her skills as a school counselor of a supervisor, Yulibeth stated “I'm more confident after having this experience. I feel like being a supervisor can be very intimidating. And having gone through this experience, it just makes me a little more confident in my own abilities as a supervisor.” This could be why 2 of the 3 lower scores in the SCSE-S were during weeks that she was a supervisee (weeks 5 and 7, 6 and 8 respectively) versus a supervisor. Further, Yulibeth was

adamant in feeling like peer supervision was worthwhile and that she would participate in peer supervision again, she states: "I like it [peer supervision] because it's good to not feel so alone; as school counselors we don't get the supervision we need, and peer supervision allows us to have that time to work through cases." Additionally, due to her previous coursework as a doctoral student, Yulibeth was somewhat familiar with supervision theories, she described, "the peer supervision intervention for this study was presented in a way that I felt like I could fully apply it with my peer, which made it less intimidating than traditional supervision by an administrator or district personnel." When the researcher inquired about Yulibeth's reasoning for wanting to participate in peer supervision, she reported that she really liked the peer aspect of the study, because it leveled the field, Yulibeth stated:

Peer supervision is a really wonderful way to kind of start out [seeking supervision], because, you're working with your peers- somebody who actually gets it, and is in the field that you're in. I feel like I'll be using a lot of the skills and things that we learned and we talked about just as a, you know, a school counselor and future supervisor. I feel like it's made me more aware of, which routes I need to take on to better help the supervisee and I honestly think, because of this experience I'll be a better, more confident, knowledgeable school counselor and supervisor So, yeah, I would definitely do [peer] supervision again.

Yulibeth was presented with both of her graphs after the completion of the intervention, showing her slight decrease in PISC-s and SCSE-S during the supervision intervention. When examining her scores, which differed from what she reported during the interview, Yulibeth replied:

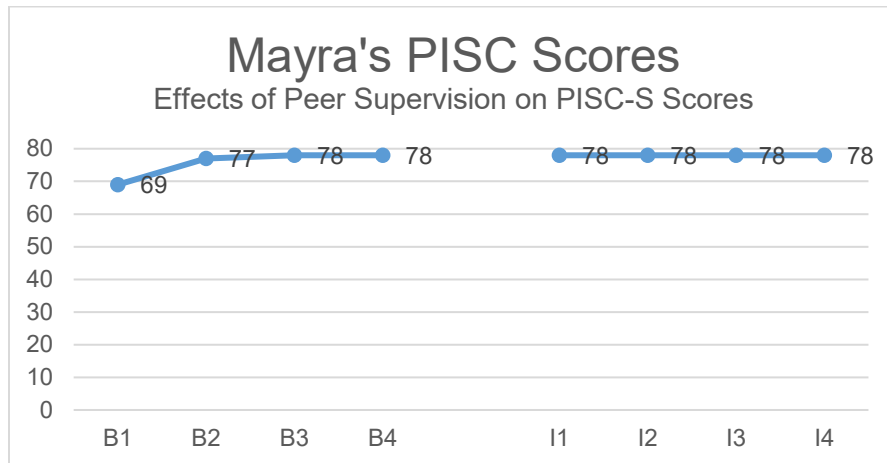
I'm pretty strong with being familiar with different organizations and our code of ethics. So I feel like already kind of came in with that. And then again, it was just based on how I was feeling whether or not I felt really strong, or if there was a student case or a family case that kind of threw me for a loop. That's probably why it was so different.

What Yulibeth is stating here suggests that while the PISC-s does assess professional identity, some of the items may not have shifted for her during supervision due to her strong connections to organizations and professional ethical codes (which are asked about in some PISC-s items). Therefore, stability in some of these items, may have hindered her scores from shifting drastically across the intervention.

Mayra

PISC-s. Relatedly, Mayra's PISC-s baseline scores ranged from 69 to 78 with little variability ($M = 75.5$, $SD = 4.85$, median = 77.5), other than an increase between B1 and B2 (see Figure 1). During the intervention phase (I1-I4), Mayra's scores, consistently 78 across most time points, were stable. The researcher utilized PND and PEM to explore the effect size of the intervention using the highest data point in baseline was used to determine PND. Mayra's highest baseline PISC-s score was 78, which resulted in 0% of the PISC-s intervention data points exceeding the baseline score given that Mayra's scores remained at 78 from B2 through I4 (see Figure 3). After examining PEM, all four data points in the intervention phase exceeded the median of 77.5 of Mayra's baseline. With 0% PND and 100% PEM, the results suggests that the effectiveness of the supervision intervention is mixed for Mayra's school counselor professional identity. While 100% of the scores in the intervention phase did exceed the 77.5 baseline median, it should be noted that this increase was minimal, and the median baseline was skewed by one lower score at B1.

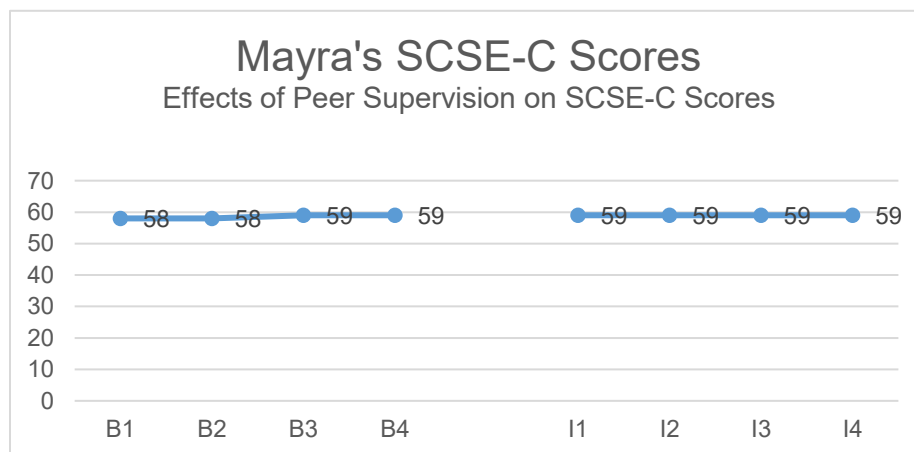
Figure 5. Mayra's PISC-s Scores for Phase 1A & 1B



Note. Mayra's PISC-s scores for the eight week study (four weeks of baseline, and four weeks of intervention).

SCSE-C. Mayra's SCSE-C score ranged from 58 to 59 during baseline ($M=58.5$, $SD=0.57$, median= 58.5). In the supervision intervention phase, Mayra's scores remained stable at 59 for all four time points, as reflected in Figure 4. Examining PND and PEM, 0% of supervision intervention data points overlapped or were greater than the highest score of 59 on the SCSE-C in baseline. While four of the scores in the supervision intervention exceeded the baseline median score of 58.5, similar to Mayra's PISC-s, the overage or increase in the supervision intervention scores (59) compared to the baseline median (58.5) was minimal.

Figure 6. Mayra's SCSE-C Scores for Phase 1A & 1B



Note. Mayra: SCSE-C scores for the eight week study (four weeks of baseline, and four weeks of intervention).

Interpretation. Like her peer supervisee Yulibeth, Mayra also reported being somewhat familiar with the supervisory experience due to additional coursework during her master's program, which prompted her interest in participating in the study, Mayra stated "I am currently working toward completing my EdS and I had a supervision course that encouraged me to learn more about supervision." When asked about her experience with the study's peer supervision format Mayra conveyed that peer supervision met both a professional and personal need:

it was nice hearing from a counselor in a whole different state that was going through the similar things that we were going through, and they sort of just made you feel like, 'I'm not alone', you know, someone else is going through the same stuff that I'm going through.

Thus, similar to Yulibeth, her previous experience and knowledge of supervision may have resulted in a lack of change in her PISC-s or SCSE-S scores due to a supervision intervention.

When asked about her performance on both assessments, it seems that simply engaging in a peer dyad (i.e., baseline) may have been helpful for Mayra. Mayra stated, that in the beginning of the study she was unsure about what was being asked and how it sat with her, she reports her confidence increased after "going through each week and talking about things, I started to feel like, I know what I'm talking about now, and then feeling more confident throughout the remainder of the study."

Dyad Dynamic. It is important to note that both Yulibeth and Mayra had some experience from supervision prior to beginning the study. This knowledge and experience makes this pairing slightly different from the rest. Yulibeth received some of her supervision training through a time when she was enrolled in a doctoral program, and Mayra from her

addition coursework while pursuing her educational specialist degree. This may be one reason that both participants started off with rather strong scores for both professional identity and school counselor self-efficacy. Throughout their time together in the dyad (baseline and intervention), Yulibeth experienced tension with her administrators and began to question her role as a school counselor and how to advocate for herself, so much so that she presented it as a concern to work on with her peer supervisee. During their peer supervision sessions, the topics Yulibeth and Mayra covered ranged from advocating for themselves as school counselors, working with difficult clients, and navigating parental consent. Yulibeth reported when she spoke to Mayra regarding a concern she had about her relationship and dissatisfaction with her school administrator that resulted in a failed attempt and advocating for another school counselor position. Yulibeth reported "that Mayra made feel like I'm not alone in my feelings, and we have a commonality in response to the things that are asked and/or demanded of us daily." Consequently, Mayra reported that Yulibeth was able to supervise her on current issues with students who are experiencing some academic issues. Mayra stated that Yulibeth was able to assist her with helping a student advocate for themselves with both teachers and parental guardians as a recurrent theme of their peer supervision sessions. A common theme amongst the two participants in this dyad are that they valued the relationship they built with one another and both, emphatically championed supervision, stating they would do the experience again.

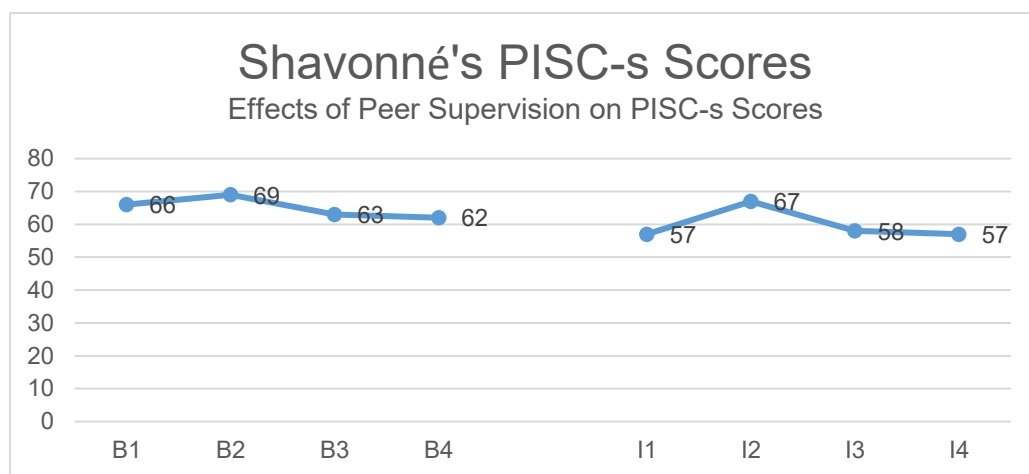
Dyad 2 (Shavonné & Carolyn)

Shavonné

PISC-s. Shavonné's PISC-s baseline scores ranged from 62 to 69 with little variability ($M=65$, $SD=3.16$, $median=64.5$) with a downward trend (see Figure 5). In the supervision intervention portion of the study, Shavonné's scores continued the downward trend from baseline, and ranged from 57 to 67 ($M=59.75$, $SD=4.85$, $median=57.5$). Her scores during the intervention experienced one peak, however, ultimately were lower than her baseline scores.

The highest data point in baseline was used to determine PND. Shavonne's highest baseline PISC-s score was 69, which resulted in 0% of the PISC-s intervention data points exceeding or overlapping with the highest baseline score (see Figure 5). Taking a closer look at PEM, one data point in the intervention phase exceeded the median of 64.5 from Shavonné's baseline. Therefore with 0% PND and 25% PEM, the supervision intervention was not deemed to be effective for Shavonné's school counselor professional identity.

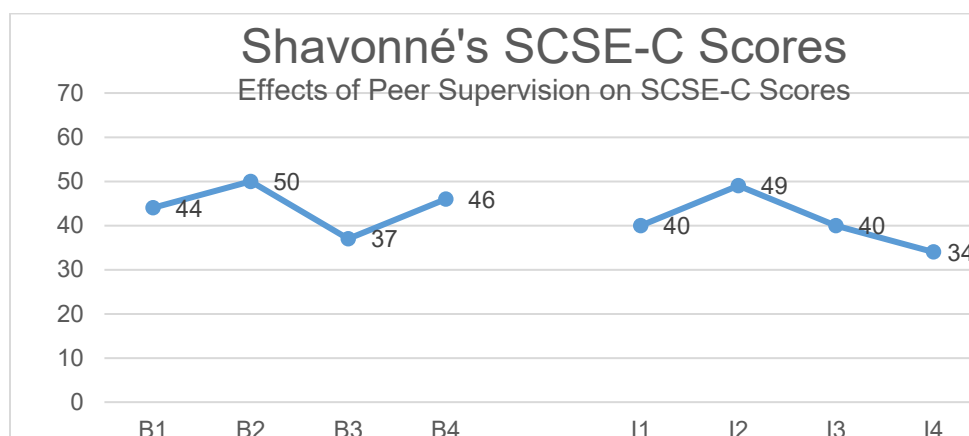
Figure 7. Shavonné's PISC-s Scores for Phase 1A & 1B



Note. Shavonné PISC-s scores for the eight week study (four weeks of baseline, and four weeks of intervention).

SCSE-C. Shavonné's efficacy scores ranged from 37 to 50 ($M=44.25$, $SD=5.43$, median=45) during the baseline period, with a slightly downward slope. In the peer supervision intervention phase, her scores ranged from 34 to 49 ($M=40.75$, $SD=6.18$, median=40) with a peak score of 49 during I2 (see Figure 6), albeit continuing the slightly downward trend that existed in baseline. After examining PND and PEM, 0% of supervision intervention data points overlapped or were greater than the highest score of 50 on the SCSE-S during the baseline, and only one data point in the supervision intervention phase exceeded the baseline median score of 45. With 0% nonoverlapping data and 25% data exceeding the baseline median, the supervision intervention was not effective for increasing self-efficacy

Figure 8. Shavonné's SCSE-C Scores for Phase 1A & 1B



Note. Shavonné's SCSE-C scores for the eight week study (four weeks of baseline, and four weeks of intervention).

Interpretation. Shavonné's PISC-s and SCSE-C scores slightly decreased during the peer supervision intervention. It is important to note some factors that may have impacted Shavonne's scores, Shavonné, who had a few years of experience being a school counselor, was paired with Carolyn who had a considerable number of years of experience compared to Shavonné. Notably, Shavonné's peer supervisor was experiencing a lot of struggles and turmoil in her position and was beginning the process of retiring from the school counseling field. When asked about her feelings regarding her pairing with Carolyn, Shavonné stated that she felt:

It helped just to have another sounding board to talk through some things I was experiencing, and it helped with my self-confidence as a school counselor. Even though the person I was matched with had a really hard year, it gave me a lot of perspective.

Shavonné goes on to describe her experiences with her peer supervisor as hit or miss, stating that some of their sessions were an opportunity for her peer to update her on how she was being treated at her job. This sharing by Carolyn caused Shavonné to reflect on how her school counseling curriculum is situated at her school, in that maybe things "aren't as bad as I thought they were". She goes on to describe feeling like she wasn't doing enough at her school based on all of the things Carolyn was accomplishing at her own school, which caused her to

question is she was making the right choices. Shavonné experienced a peak week during I2 when she had the opportunity to serve as Carolyn's peer supervisor. According to Shavonné, during session I2 she had a clear understanding of the path she could take to best help her peer supervisee; she reported,

I was really trying to apply what was learned in the peer intervention. So I took on the role of the counselor to help my peer supervisee navigate her feelings of betrayal due to an evaluation of her skill as a school counselor. It gave me the opportunity to apply what we'd learned in the training.

When asked about her takeaways from the peer supervision experience, Shavonné reported that school got out for her at the end of May, therefore, three weeks of the intervention phase (I2 through I4) were conducted while she was on summer break, and is where a continual decrease occurs, which may have impacted her scores on both the PISC-s and SCSE-S.

Shavonne stated:

It was a little hard for me, once we finally got to the case studies, I was out of school.

However, it definitely motivated me to really dig in and think a little bit more about how I can change the program at my school. Working with my peer was really helpful as a younger school counselor to work with someone who was more experienced.

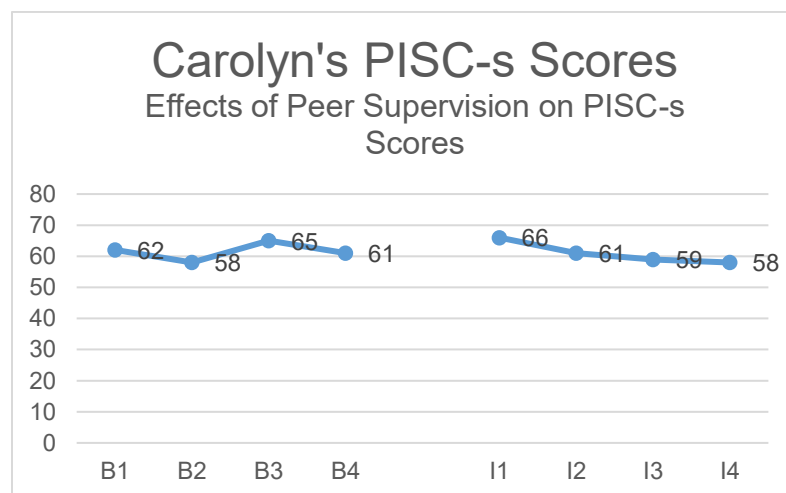
Although Shavonné is technically an experienced school counselor, her pairing with a peer who had considerably more years of experience seemed to impact her self-confidence in her abilities as a school counselor throughout the study. Shavonné described a peer supervision session in Week 6 while she was in the role of peer supervisor, in which her peer, Carolyn shared an evaluation with her, that caused her to take on the supervisor role of counselor and think maybe "I'm not doing as good as I thought I was, and that resulted in how I rated myself lower." At the same time, Shavonné was quite candid in her belief in the peer supervision process and reported that she would have liked to learn more about the importance of peer supervision in grad school. She goes on to describe that "I would really love to have

peer supervision again and maybe work with other school counselors in my district, because it's good for confidence and validating”.

Carolyn

PISC-s. Carolyn’s PISC-S scores ranged from 58 to 65 at baseline (M=61.5, SD=2.88, median=61.5), with a fairly stable slope (see Figure 7). During the peer supervision intervention phase, Carolyn’s scores ranged from 58 to 66 (M=60, SD=3.55, median=60), with a slight downward trend. While I1 began slightly higher than her baseline PISC-s scores, Carolyn’s scores on the PISC-s assessment during the intervention gradually declined, but stayed within the range of her baseline scores. The highest data point in baseline was to determine PND. Carolyn’s highest baseline score was 65, which resulted in 25% of the PISC-s intervention data points exceeding with the highest baseline score (see Figure 7). Examining PEM, one data point in the intervention phase exceeded the median of 61.5 from Carolyn’s baseline. Therefore, with 25% PND and 25% PEM, the supervision intervention was not deemed to be effective for Carolyn’s school counselor professional identity.

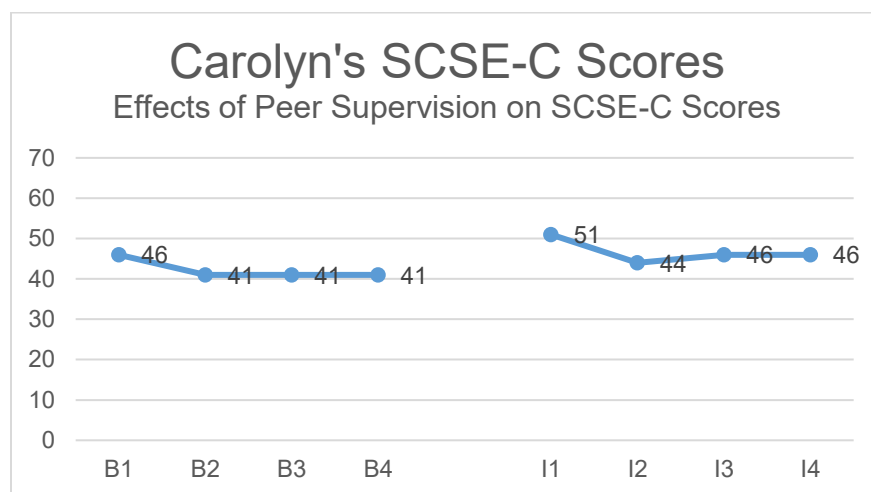
Figure 9. Carolyn’s PISC-s Scores for Phase 1A & 1B



Note. Carolyn: PISC-s scores for the eight week study (four weeks of baseline, and four weeks of intervention).

SCSE-C. Carolyn's SCSE-C scores ranged from 41 to 46 ($M=42.35$, $SD=2.5$, median=41), with a slight downward trend. During intervention, her scores ranged from 44 to 51 ($M=46.75$, $SD=2.98$, median=46), with a fairly stable slope across all four data points with a slight drop during I2 (see Figure 8). Determining PND and PEM, 25% of the peer supervision intervention data points were greater than the highest score of 46 on the SCSE-S in baseline, and 100% of the scores in the intervention phase exceeded the baseline median score of 41. With 25% nonoverlapping data and 100% data exceeding the baseline median, the peer supervision intervention was statistically deemed effective for increasing self-efficacy for Carolyn. However, based on slope it can be suggested that while scores in the intervention phase were greater, that the increase in scores were not practically significant, and the final scores in the last two weeks of the intervention were the initial baseline time point.

Figure 10. Carolyn's SCSE-C Scores for Phase 1A & 1B



Note. Carolyn's SCSE-C scores for the eight week study (four weeks of baseline, and four weeks of intervention).

Interpretation. Carolyn was the most experienced school counselor in the study, with over 20+ years experience. However, this year proved to be particularly difficult for her due to constraints that were outside of the control of the researcher, as Carolyn struggled with advocating for herself with her administrative team. Throughout the course of the year, Carolyn

was asked to complete non-school counseling tasks, and duties that were out of her realm of expertise. Carolyn reported having positive feelings about the peer supervision experience and wanting to hear from different perspectives in regard to what the school of a school counselor can look like. Carolyn described being appreciative of the differences between herself and her peer supervisee in regard to demographic composition and type of schooling environment. Moreover, Carolyn reported feeling affirmed throughout the peer supervision process due to the “opportunity to get feedback and solutions or alternative ways to how someone may perceive a situation while receiving support along the way”. It was during the semi-structured interview, that Carolyn revealed that she would be retiring from the school counseling field partially due to difficulties between her administrative team. Carolyn described how the peer supervision experience helped her deal with a tough working environment and reported she:

Had an administrative team who felt that even though my undergraduate degree was not in education, that I was supposed to be able to give teacher’s suggestions for handling educational or academic situations (i.e., fluency), take on MTSS, 504, and fundraising. Sometimes I felt like I was asked to do a lot of things that weren’t school counseling related and should’ve been done by someone else.

However, when asked about her relationship with her peer supervisee, Carolyn reported feeling affirmed and supported in her professional identity during the peer supervision process which validated that she was acting in the best interests of her student.

When asked to reflect on her scores throughout the intervention cycle, Carolyn describes that she wasn’t surprised her PISC-s scores didn’t change much, and that through the peer supervision experience she felt even more confident in her ability to perform her role as a school counselor. Carolyn details that she and her peer supervisee were “dealing with two entirely different environments, with a different operational hierarchy that exposed the both of us to different situations and broadened our experiences.” As a result, Carolyn’s scoring could be

a result of her personal feelings of contentedness with her confidence and self-efficacy as a school counselor toward the end of her career.

Dyad Dynamic. Shavonné and Carolyn were a unique pairing, in that Shavonné had far less years of experience than Carolyn and worked at an independent school, versus Carolyn who worked in a public school system. Both resided in different states, were distant in age demographic, and did not share the same racial background. However, both participants in the dyad served the elementary population, and were able find a common ground in order for them to share in the peer supervision process. During their peer supervision sessions, Shavonne and Carolyn covered topics that ranged from students dealing with divorce, to ruptures in working relationship with school administrators. In their responses you can see the differences in their years of experience having an impact on their trust in the peer supervision process. While Shavonne attempted to utilize the SCSM, taking on supervisor roles and helping Carolyn navigate various situations from that lens, Carolyn was unable to fulfill those roles, preferring to speak from personal experience instead of help Shavonne navigate what was going on for her. It is possible, that Carolyn's inability to fully commit to the peer supervision process impacted Shavonne's overall experience. However, both participants stated that they found the value in peer supervision and at least looked forward to having someone to talk with each week. Thus, Shavonné possibly felt intimidated by Carolyn's years of experience and the structure through which school counselors are evaluated in Carolyn's state, something they discussed at length throughout the peer supervision experience. While Carolyn did not express any qualms about their demographic differences with her peer supervisee, Shavonné openly explored during her interview her concern that her peer supervisee, may have felt more comfortable working with a peer with the same racial background. Most notably, in the duration of the study, Carolyn struggled at her school site, where she did not feel valued as a school counselor and was being asked to complete tasks that were outside of her realm of expertise. For this reason, the details of their peer supervision sessions centered around expectations from Carolyn's school

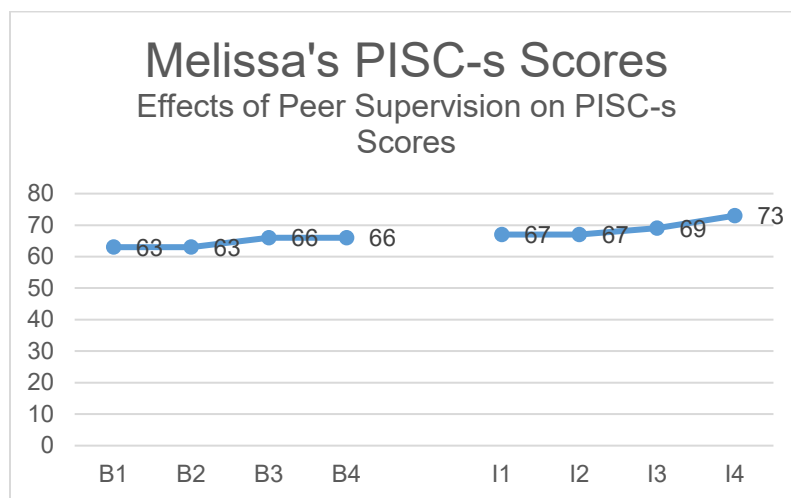
administrators, and school counselor evaluations. Presenting an outside factor that influenced the dyad's peer supervision experience and led Carolyn to the decision to retire from the school counseling field at the end of the academic school year.

Dyad 3 (Melissa & Barbara)

Melissa

PISC-s. Melissa's PISC-s baseline scores ranged from 63 to 66, gradually increasing ($M = 64.5$ $SD=1.73$, median = 64.5) with an upward trend (see Figure 9). During supervision intervention phase (I1 through I4), Melissa's scores ranged from 67 to 73 ($M = 69$, $SD = 2.82$, median=68), continuing the slight upward trend. Her scores on the PISC-s during the intervention gradually increased and were higher than her scores in baseline. PND and PEM were utilized to explore effect size. The highest data point in baseline was used to examine PND. Melissa's highest baseline PISC-s score was 66, which resulted in 100% of the PISC-s intervention data points exceeding the highest baseline score (see Figure 9). Examining PEM, four data points in the intervention phase exceeded the median of 64.5 from Melissa's baseline. Therefore, with 100% PND and 100% PEM, the supervision intervention was deemed to be effective for Melissa's school counselor professional identity.

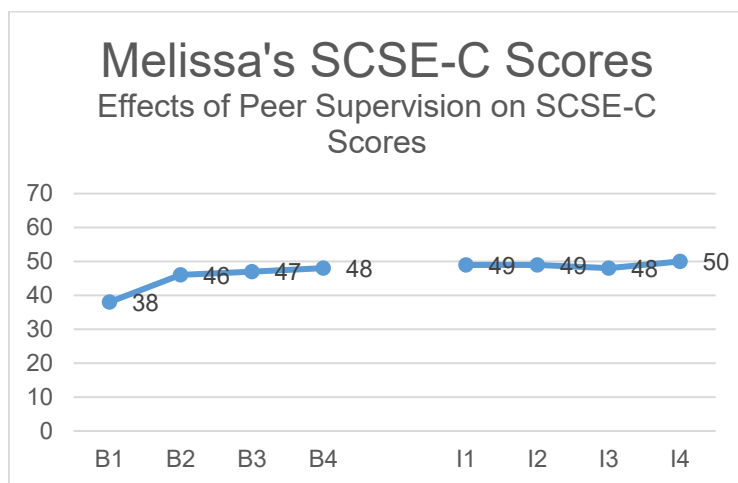
Figure 11. Melissa's PISC-s Scores for Phase 1A & 1B



Note. Melissa: PISC-s scores for the eight week study (four weeks of baseline, and four weeks of intervention).

SCSE-C. Similarly, Melissa's SCSE-C scores ranged from 38 to 48 ($M = 43.25$, $SD = 4.99$, median = 43.5), with a slight upward trend. During the supervision intervention phase, her scores ranged from 48 to 50 ($M=49$, $SD=0.81$, median=49), with the slope being stable (see Figure 10). Examining PND and PEM, 75% of supervision intervention data points were greater than the highest score of 48 on the SCSE-S in baseline, and all four SCSE-S scores in supervision intervention phase exceeded the baseline median score of 43.5. With 75% nonoverlapping data and 100% data exceeding the baseline median, the supervision intervention was effective for increasing self-efficacy for Melissa.

Figure 12. Melissa's SCSE-C Scores for Phase 1A & 1B



Note. Melissa's: SCSE-C scores for the eight week study (four weeks of baseline, and four weeks of intervention).

Interpretation. Melissa's experience in the peer supervision study proved to be rather beneficial for her, as she began the study with the lowest scores compared to her counterparts. Melissa reported working in a smaller county where she is the only elementary level school counselor serving at least three different schools within her district. For this reason, she sought to make connections with other school counselors to gather ideas and resources. When asked about her experiences with peer supervision, she described it as:

Something that I looked forward to weekly, and when it was my turn to present a case, I wanted to be thoughtful and intentional, and my peer (Barbara) was as well. Overall, I just really enjoyed it and learned a lot. I feel like I have a connection with another elementary school counselor that I could continue to reach out to and collaborate with.

Exploring her relationship with her peer supervisee, Melissa mentioned that her peer had a bit more years' experience than she did, and although she initially felt inexperienced, she noticed the change within herself each week, where she felt comfortable with her peer to both ask questions and give direction. She stated at first, she struggled with feeling:

like I'm not qualified to be a supervisor, but what I learned was that when you're supervising someone, you're using a lot of the same skills that we use with our students. Listening, reflecting, summarizing, all of those things, alongside the peer supervision intervention, it gave me the skills to feel more confident when I was in the peer supervisor role.

Reflected in Melissa's scores in professional identity and self-efficacy, her scores over time grew to reflect that her confidence in how she sees herself as a school counselor, and her ability to do the tasks school counselor's take on aligns with her steady but noticeable growth. When asked about both the peer supervision experience and her own interpretation of her data each week, Melissa stated:

I see the benefits of peer supervision, and I see the importance, as school counselors, we are often the first line of defense for mental health and although, a lot of times we refer out, we still need that accountability piece, we still need that connection to our clinical selves and peer supervision helps keep us effective. I left peer supervision more confident, because I was encouraged and supported by my peer supervisor and walked away with skills that I couldn't wait to use with my students. I really hope peer supervision catches on in the profession.

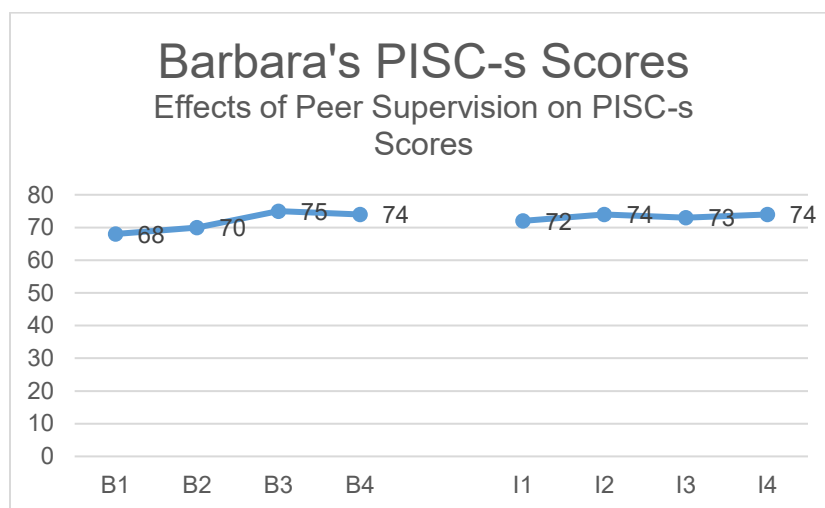
Like some of the other participants in the study, Melissa also expressed interest in the study running for a longer period of time because "I was really able to connect with the mental health aspect of our work, with someone who is doing the same job as me, and I found that to be much more meaningful and valuable."

Barbara

PISC-s. Barbara's PISC-s baseline scores ranged from 68 to 75 with little variability ($M=71.75$, $SD=3.30$, $median=72$) with an upward trend (see Figure 11). In the supervision intervention portion of the study, Barbara's scores ranged from 72 to 74 ($M=73.25$, $SD=0.95$, $median=73.5$). Her scores during the intervention experienced remained stable and were

somewhat higher than her baseline scores. The highest data point in baseline was used to determine PND. Barbara's highest baseline PISC-s score was 75, which resulted in 0% of the PISC-s intervention data points exceeding or overlapping with the highest baseline score (see Figure 11). Taking a closer look at PEM, one data point in the intervention phase exceeded the median of 72 from Barbara's baseline. Therefore with 0% PND and 75% PEM, there are mixed results regarding the effectiveness of the supervision intervention. With the scores slightly increasing throughout baseline and being maintained during the peer supervision intervention phase, it was deemed that the dyad interaction may have had an impact but the peer supervision specifically was not a direct cause of these changes.

Figure 13. Barbara's PISC-s Scores for Phase 1A & 1B

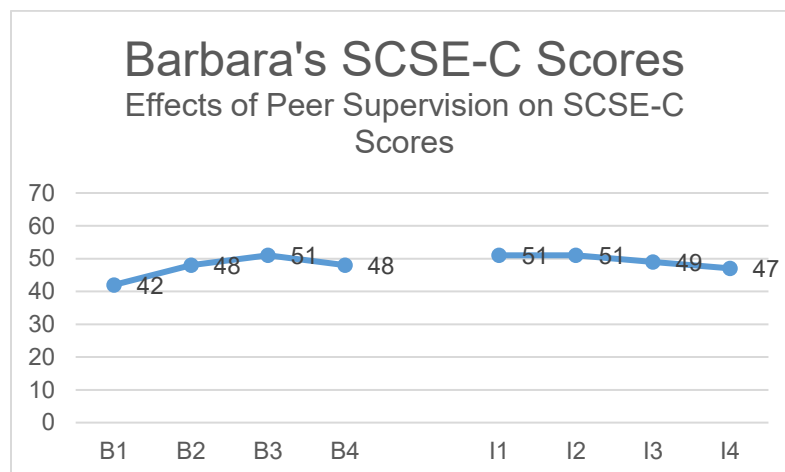


Note. Barbara : PISC-s scores for the eight week study (four weeks of baseline, and four weeks of intervention).

SCSE-C. Barbara's scores ranged from 42 to 51 ($M=47.25$, $SD=3.77$, median=48) during the baseline period. In the peer supervision intervention phase, her scores ranged from 47 to 51 ($M=49.5$, $SD=1.91$, median=50) with a peak score of 51 during I1 and I2 (see Figure 12). However, her scores in the baseline and intervention remained fairly stable across all time points. After examining PND and PEM, 0% of supervision intervention data points overlapped or were greater than the highest score of 51 on the SCSE-S during the baseline, however, three

SCSE-S score in the supervision intervention phase exceeded the median score of 48. With 0% nonoverlapping data and 75% data exceeding the baseline median, the supervision intervention was minimally effective for increasing self-efficacy.

Figure 14. Barbara's SCSE-C Scores for Phase 1A & 1B



Note. Barbara's: SCSE-C scores for the eight week study (four weeks of baseline, and four weeks of intervention).

Interpretation. Barbara sought out peer supervision in order to make connections, network with other school counselors beyond her district, where she felt the same information was recycled due to her district's close-knit community. Barbara described that the peer supervision experience met her professional needs, in that her peer supervisor, Melissa encouraged her to advocate for her own position as a school counselor during one of their peer supervision sessions. When asked what resonated with her, Barbara stated:

hearing feedback from essentially what used to be a stranger but knows the job from a different perspective meant a lot. My peer encouraged me to advocate and communicate with my school and community partners. I found that I'm getting better at that communication piece, because of my peer. She shared example of how she trained her staff to understand the role of a school counselor. And I know I have opened up a little bit more with my own staff because of her example.

In regard to experience, in the school counseling field, Barbara had the second most years of service out of the six participants. When asked for her opinion of if the peer supervision impacted her needs as a professional school counselor, she reported that she was surprised that it did. Upon given the opportunity to expound on that thought, Barbara stated:

I just figured that you were doing research, we'll talk a bit about our programs and that would be it. But when we transitioned and had the peer supervision training, I started to see how useful peer supervision can be for my counseling skills. I was being treated like a professional and that was very rewarding.

During the review of her data over the eight weeks of the study, Barbara described that she felt her scoring reflected her building confidence and security as a school counselor; stating "I noticed that my scores are more consistent for both assessments as we go week to week, I felt more confident in my skills as a peer supervisor during weeks 6 (I2) and 8 (I4), and in my ability to build rapport." In turn, Barbara reported that the baseline portion of the study allowed her and her peer, Melissa, to establish a professional relationship and build rapport, to the point where "she was no longer a stranger, but my peer, and even though we have some differences in experience in level, we both trusted this process and each other."

Dyad Dynamic. As a dyad, Melissa and Barbara scores on the PISC-s assessment rose steadily over the course of the eight-week study. They differ slightly in their scoring on school counselor self-efficacy, which could have been impact by the timing of the study toward the end of the school year. The participants rapport allowed them to dive deeper during their peer supervision sessions and discuss topics ranging from advocacy to interventions for individual students on their caseload. During their peer supervision sessions, Melissa and Barbara discussed topics that ranged from students struggling with emotional regulation, advocating for students, case management, and best practices for serving students on the Barbara reported during her role as peer supervision in week I3, she had a purpose in helping Melissa navigate concerns in addressing a student who sought assistance to reconcile divorced parents. Barbara

states, "as a peer supervisor, I tried to help her [peer supervisee] come up with different interventions like social stories. This was something I felt comfortable doing, so it was easy to help her think through it too." Additionally, Melissa reported that she felt like the peer supervision intervention gave her the structure to perform her roles as a peer supervisor, and she knew what to expect when she was in the supervisee seat, she reported, "I definitely appreciated my peer's affirmation of my concerns and efforts. Her guidance gave me ideas for how to strengthen the relationships between my student's and my family." Both participants in this dyad hailed from smaller school districts with little to no interaction with their school counseling colleagues. The dyad were also in the middle ground of professional school counselor experience, with Barbara having 11 years of experience and Melissa having 6 years of experience. It may be that this particular dyad had more buy-in into the peer supervision process due to their years of experience in the school counseling field. However, getting the opportunity to sit down and talk with another school counselor who works in a similar environment potentially had an impact on their professional identity and self-efficacy. This is indicative by both participants mentioning that they would have liked for study to continue on, with both participants stating that they looked forward to staying in contact with each other to share resources and talk about difficult cases in the upcoming school year.

Thematic Analysis (Phase 2)

For the purpose of this phase of the study, Research Question 3 was "*How do school counselors describe their experiences with the school counselor peer supervision intervention? How have those experiences impacted their professional identity?*" At the conclusion of the SCRD of this study, participants participated in a semi-structured individual interview consisting of eleven questions. The eleven questions (see Appendix F) were designed to be open-ended in order to assess any themes that emerged from the participants' experiences with the peer supervision study. The participants were also asked to discuss and/or explore their professional identity and self-efficacy in relation to the school counseling profession. The interview

transcriptions were read and reread in an effort to become familiar with the participants' accounts and initial codes were notated by the researcher.

Themes

The transcription was coded paragraph by paragraph and a hierarchical structure of cross-referenced themes were created and compared amongst the participants. The participants revealed themes regarding peer connection, professional identity, and self-efficacy that aligned with the research questions. A total of 3 themes with 3 subthemes each (total of 9 subthemes) emerged. Each theme and subtheme that emerged from the interviews are detailed in Figure 13. and are discussed below.

Figure 15. Themes and Subthemes

Peer Connection	Professional Identity	Self-Efficacy
<ul style="list-style-type: none">• Building Relationship• Constructive Feedback• Diverse Perspectives	<ul style="list-style-type: none">• Advocacy• Support from Peers• Functional Application	<ul style="list-style-type: none">• Engagement in Professional Behaviors• Access to Resources• Increased Confidence in Skills

Peer Connection

The themes that emerged in regard to the participants' experiences in the study aligned with the interview questions that centered on the unique and shared experiences of the participants as they progressed through the peer supervision study. For the purpose of this study peer connection experience is defined as the participant's perspectives on the peer supervision experience. Three key subthemes emerged within this theme of Peer Connection, highlighting the impact of peer supervision on: building relationships, constructive feedback, and diverse perspectives.

Building Relationships. Each of the participants spoke about how important it was for them to be able to connect with another school counselor who understood all of the elements that goes into creating a comprehensive school counselor program. Peer support and being provided the opportunity to build relationships, deepened the connection between the members of each dyad, which lead to trust and comfortability for the participants. The participants felt that being able to discuss the roles and responsibilities of school counselors with another school counselor helped affirm their experiences as professional school counselors. Melissa for example found having the opportunity to talk to another school counselor made a significant impact in addressing her professional needs, stating “I work in a very small district. And I’m the only elementary school counselor, so I felt like I needed someone to collaborate with and bounce ideas off of about how I was implementing my school counseling program.” Yulibeth, also mentioned finding the exposure to other school counselors as one of the driving factors for why she was interested in peer supervision; she stated: “I like supervision, bouncing ideas off of other people, I really like the aspect of being on the same level where oftentimes, there’s only one school counselor in the building and it can get lonely.” Shavonné described the overall feeling of connecting to another school counselor as affirming due to “hearing another school counselor in a similar situation added perspective to what I was experiencing, and it really helped.” Additionally, when asked about what she was taking away from the peer supervision experience, Barbara described feeling surprised that she was able to build a relationship with her peer supervisee, Melissa. She stated, “we’d be talking about our programs, and it was a pleasure to build that, we were able to establish a professional relationship, she was no longer a stranger, she became my peer, my colleague.” The participants all expressed that peer supervision was something they would seek in the future due to this experience and the value they found in the peer supervision process, with the participants unanimously agreeing that the connection they made to the peer supervisee was something they looked forward to week-to-week.

Constructive Feedback. Constructive feedback refers to the supervisory exploration the participants experienced with their peer supervisees. The feedback that was given encouraged the peer supervisees to explore the ways in which their current counseling program was working for them with all school and community stakeholders. Carolyn reported, “I had the opportunity to bounce ideas off of someone else and get informed feedback and possible solutions or alternative ways to perceive a situation; hearing how my peer supervisee perceived situations constructively was affirming in a lot of ways.” This theme also resonated with Barbara, who felt like constructive feedback was something she sought within her own school district despite the struggles. She described, “I work in a district where we’ve been working together for 10-13 years, sharing the same ideas, and having similar thought processes and it feels like you’re preaching to the choir, personally in this experience I needed constructive feedback and the opportunity to collaborate in a more purposeful way, and my peer supervisee provided that outlet.”

Diverse Perspective. The participants of this study also remarked that they appreciated being exposed to diverse perspectives and that made an impact as well, Mayra indicated that she was initially curious about the peer supervision experience because it “give you the opportunity to address whatever questions you have, at the moment and get feedback and share ideas with other school counselors who get it.” She goes on to explain that although she is at a school with five additional school counselors, they don’t get the time to consult because of all of the things they do and because they’re talking about the same caseload. Mayra stated, “it was nice hearing from a counselor in a whole different state that was going through similar things, and my peer supervisee made me feel like I’m not alone in this.” Diverse perspectives were also a theme shared by Shavonné who stated she spent a lot of time reflecting on her own skill as a school counselor, se reported, “it was good to hear from another person who’s outside of my situation, however, I think it for me it caused me to think my own confidence and efficacy as a school counselor.”

Professional Identity

The three subthemes that emerged included: advocacy, support from peers, and functional application. Ultimately, participants shared that due to their experience in peer supervision in this study, their professional identity was strengthened.

Advocacy. Each of the participants remarked about the importance of peer supervision and advocacy which was reinforced due to the peer supervisees talking with each other and comparing their roles and responsibilities at their respective school sites. For this reason, the participants felt that they were able to compare the things that they do with their comprehensive school counseling program during the peer supervision intervention and assess whether or not it felt was meeting a need for themselves personally and for their respective programs. The participants stated that their peer supervisee encouraged them to advocate not only for their students, but also for themselves as professionals in regard to the different roles and responsibilities that they were having to take on. For instance, Barbara stated:

from the personal and professional side, I felt called to advocate a little bit more for my own position, hearing feedback from who essentially used to be a stranger, but knows the job, they're just doing it in a different form, in different ways, encouraged me to be confident and secure in my role to begin advocating for myself.

Melissa in particular, mentioned an improved sense of her professional identity when asked to reflect on the elements that make up her professional identity, she reported

I think about this a lot, I am a supporter, counselor, and an advocate. That's a part of my professional identity that tends to be overlooked with everything that we normally do. My peer and this experience helped me realize that being a supporter, a counselor, and an advocate for my students, their families, and myself, as well as implementing a comprehensive school counseling program define my professional identity as a whole.

Support from Peers. Another subtheme that emerged from the participants is the importance of having support from your peers that does not have an ulterior motive. Notably,

the participants in this study are by definition experienced professional school counselors, and yet, they commented on their experiences of feeling supported and affirmed by their peer supervisor. Yulibeth spoke about her current experiences with administrative supervisor that left little to be desired, however, through this experience and her time with her peer supervisee she described, with my peer supervisee, we shared a lot of the same experiences and backgrounds which made it easy to talk to her because my guard was down, and I was able to see what she's doing in her building and process what I'm doing in mine." Support from peers was also a key component in keeping Carolyn involved in the peer supervision study due to her having a difficult year with her administrative team, she stated:

I felt affirmed and supported in just hearing constructive feedback from someone who also identified as a school counselor. Having Shavonné affirm some of my choices and decisions in times where I felt inadequate; it helped me realize that some of our concerns are universal and we could get through this together.

Functional Application. The participants each felt like this study encouraged them to expand the functional application of what they were learning in their peer supervision experience. They each sought to increase their skills clinically through peer supervision under the context of what that could look like as school counselors. Yulibeth stated, "when it comes to my professional needs, a lot of times I'm the only one that knows what I should be doing [our code of ethics and standards] and that can be hard to put into practice with no one to hold you accountable." In some instances, the participants recognized the ways they could learn from their peers and expand their own knowledge by actively applying what was suggested by their peer supervisee at their school site. For instance, Barbara described attempting to advocate for herself amongst staff members, "before meeting with my peer supervisee, in my previous life, I never told the teachers what I planned to do for that day's lesson, so I took the time to plan ahead and clue them in on what was planned for that week's lesson, which helped with staff member buy-in." These sentiments were also felt by Melissa who reflected on a case she

presented during her peer supervision session, she stated, “one of my students was struggling with their parents’ divorce and my peer supervisee shared some of her books about divorce and walked me through using social stories to connect the content of the story back to the student, this was just one of the ways I’ve been able to apply what we talked about in session to my life as a school counselor.”

Self-Efficacy

The participants in this study also explored the ways peer supervision impacted elements of the comprehensive school counseling program (i.e., responsive services, individual planning, classroom guidance, and system support). Similarly, participants reflected on the changes to their self-efficacy throughout the peer supervision experience. Cashwell & Dooley (2001) define counselor self-efficacy as a measure of how a counselor views their competence as a counselor. According to the literature, counselors who receive clinical supervision have increased in the confidence levels to complete their roles and responsibilities and school counselors, and overall levels of counseling self-efficacy has enhanced their own clinical skill (Cashwell & Dooley, 2001; Moyer, 2011). Three subthemes emerged in Self-Efficacy: engagement in professional behaviors, access to resources, and an increase in their confidence in their role as school counselors.

Engagement in Professional Behaviors. Three of the participants in this study spoke about how having the opportunity to discuss their own experiences and hear their peer’s responses to various situations as important tools to help them reassess their own role as school counselors and their belief in their ability to perform the tasks of that job well. Mayra described, “being able to consult with a peer from a whole different state, but was going through similar things, or had approached a situation different was impactful.” Coincidentally, Mayra’s peer supervisee, Yulibeth, also mentioned finding the exposure to diverse scenarios as helpful when processing how she would handle similar situations; she stated:

I like supervision, bouncing ideas off of other people, I really like the aspect of being on the same level where oftentimes, there's only one school counselor in the building and it can get lonely.

Melissa shared similar sentiments stating that "I gained confidence in my skill as a school counselor, just networking and connecting with peers helped me be more inclined to be intentional about the connections I make with other school counselors in the future."

Access to Resources. The participants also took away from the peer supervision experience tools and resources to add to their arsenal for serving the students at their site. Mayra reported, "I think peer supervision is a great resource, especially when you're in a situation where you may not have anyone else to rely on, being able to consult with someone else who is unbiased is helpful and when you start to look at your own skills as a school counselor you can learn a lot." Similarly, Shavonné stated that she felt like she learned a lot from her peer supervisee who shared a wealth of knowledge and resources. Shavonné described her peer supervisee, Carolyn, as "her resources were really helpful because we serve the same school populations, she shared some resources with me for Career Day that were invaluable to my school counseling program." The peer supervisee's opportunity to exchange knowledge and resources attributed to their increased self-efficacy, as they began to feel more confident in their skills as a school counselor.

Increased Confidence. Through the peer supervision experience, the participants each stated that they felt like their time in the study afforded them the opportunity to increase their confidence as professional school counselors. Melissa reported "I left peer supervision more confident, I felt encouraged, and I walked away with new ideas that I am excited to implement and try new things with my students." Some of the participants even experienced an increase in their confidence in regard to their supervision skills to be applied with school counselors-in-training and/or in-service school counselors. Mayra stated, "I learned so much about the school counseling supervision model and feel confident in taking the skills I learned from this study and

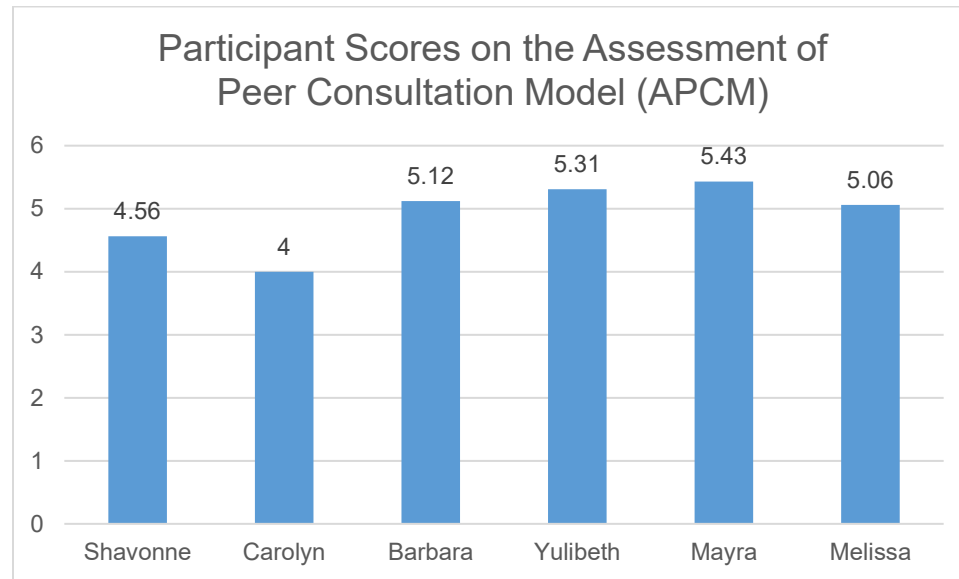
using them at my school.” Additionally, Barbara reported that she felt like the peer supervision experience gave her an idea of how to work with her school counseling intern as she stated:

I feel confident in my skills as a supervisor, I had an intern this past year and I never felt like I was helping her the best way I could, I was just kind of flying by the seat of my pants, but the peer supervision intervention and this experience gave me the structure and support for how to best help my next intern.

Assessment of Peer Consultation Model

In an effort to assess their participant's feelings about the peer supervision experience, the researcher included an APCM (Benshoff & Paisley, 1996) at the conclusion of the peer supervision study. Participants were asked to fill out a 16-item assessment and possible scores ranging from 0 to 96, on a 6-point likert scale ranging from strongly disagree to strongly agree (see Figure 14). The participants scored between 64 and 87 ($M=4.56$, $SD=4.91$, $median=5.09$), on the APCM, which overall, were moderate to high in the APCM, indicating that participants' experience ranged from slightly to strongly agree that the peer supervision was a worthwhile experience. These scores align strongly with the findings that emerged from the semi-structured interviews, that showed that participants valued peer supervision, would recommend it to their school counselor colleagues, and felt that the peer supervision intervention positively impacted their school counselor self-efficacy and supervision skills.

Figure 16. Participants: Assessment of Peer Consultation Model Scores



Note. Participants: APCM scores at the conclusion of the peer supervision experience

Chapter 5 will present interpretations and analysis of professional school counselors experiences with peer supervision and the findings from this study. In an effort to shed light on the ways previous research compares to the findings reflected in this study, the implications for the field of school counseling, counselor educators, and in-service school counselors. The chapter will also include explorations of limitations, implications and recommendations for future research on peer supervision with professional school counselors.

CHAPTER V: DISCUSSION

The researcher designed this study to explore the ways in which a 4-week peer supervision intervention can impact school counselor professional identity and self-efficacy. Professional school counselors were paired with other school counselors who expressed interest in the study and wanted to explore peer supervision. Over the course of eight weeks, the six female professional school counselors established a working relationship across 4 weeks prior to moving forward with the 4-week school counselor peer supervision model supported by the Structured Peer Consultation Model (Benshoff & Paisley, 1996). After the peer supervision intervention, individual semi-structured interviews were conducted in Phase 2 to explore the school counselors' experiences with peer supervision and the perceived impact of peer supervision on their professional identity and self-efficacy. As an explanatory mixed methods design, utilizing single-case research AB design in Phase 1 and thematic analysis in Phase 2, this study was designed to explore the effectiveness of a peer supervision intervention on the professional identity of professional school counselors, and thematic analysis to assess the school counselors' experience with the peer supervision intervention.

The theoretical framework for this study was the School Counselor Supervision Model (SCSM) (Luke & Bernard, 2006); which considers the roles of school counselors and elements of a comprehensive school counseling program, namely delivery services: direct (individual and classroom guidance) and indirect (consultation, referrals). The SCSM was utilized alongside Benshoff and Paisley's Structured Peer Consultation Model for School Counselors (SPCM-SC) (Benshoff & Paisley, 1996) in an effort to provide even more structure to the professional school counselor's peer supervision sessions. From the data analysis, the researcher noted that the participants in the study desired clinical supervision through a peer supervision intervention and that the peer connection with another school counselor impacted, albeit minimally, their professional identity and school counselor self-efficacy.

Theoretical Framework

Luke and Bernard's (2006) School Counselor Supervision Model (SCSM) seeks to acknowledge the importance of focusing holistically on school counselor supervision and professional identity. The SCSM utilizes a 3 X 3 X 4 model, detailing the three areas of focus identified in the Discrimination Model to address counseling skills (i.e., intervention skills, conceptualization skills, and personalization skills) and three roles from which a supervisor should function: teacher, counselor, and consultant (Luke & Bernard, 2006). However, Luke and Bernard added the comprehensive school counseling program four points of entry for school counselors in clinical supervision, which addressed the school counselor's educator identity to the SCSM. Comprehensive school counseling programs are holistic, preventative, and integrated in an effort for school counselors to facilitate systemic changes and advocate for the achievement, access, and opportunity for all students (Erford, 2015). The four points of entry include large group intervention, counseling and consultation, individual and group advisement, and planning, coordination, and evaluation. Moreover, Luke and Bernard's model of school counselor supervision reinforces the idea that clinical supervision is imperative for the continued growth and development of counseling skills (Bernard & Goodyear, 2014; Cashwell & Dooley, 2001; McMahon & Patton, 2000). Traditional administrative and developmental/program supervision models do not address the key elements of a comprehensive school counselor program, or the unique roles and responsibilities they take on in the systems within which they are charged to advocate for and serve. The SCSM fosters school counselor professional identity and comprehensive school counseling program development and has its foundation from a clinical supervision model designed to address the needs of school counselors (Luke & Bernard, 2006).

In addition to the SCSM, the SPCM-SC developed by Benshoff and Paisley (1996) explores the effectiveness of peer supervision, matching professional school counselors with their peers as an alternative means of traditional clinical supervision and a caveat to both

administrative and developmental/program supervision. The initial model of SPCM consisted of 10, 1-hour peer supervision sessions where the school counselors were encouraged to practice their counseling skill and provide support for their peers (Benshoff & Paisley, 1996; Remley, 1987). The adapted model SPCM-SC by Benshoff and Paisley is a nine-session model that charges peer supervisees to work together in a dyad by providing consultation to one another for bi-weekly sessions. The SPSM-SC consists of traditional supervision and each session has a themed topic to better support the peer supervisees. In the current study, the researcher modified the SPSM-SC to meet the clinical supervision needs to professional school counselors, which consisted of eight peer supervision sessions as opposed to nine sessions, with only four of the eight sessions focusing solely on case conceptualization. The removal of the tape review session from this study was to adjust to the COVID-19 pandemic and adherence to FERPA guidelines. This study was completed to elicit the professional school counselor's experiences with a peer supervision intervention and its influence on their professional identity and self-efficacy.

Discussion of Results

Looking at the impact of a four-week peer supervision intervention that allowed school counselors to discuss student cases and engage in case conceptualization that focused on clinical skills was the targeted phenomenon of this study. In looking primarily at the results from the SCRD, in general, the four-week peer supervision intervention did not emerge as effective in increasing professional identity or self-efficacy for the majority of participants. More specifically, scores for some school counselors remained the same or slightly decreased for both measures during the intervention phase. Four of the six of the professional school counselors' scores increased in the SCSE-C and three of school counselors' scores increased in the PISC-s. However, while these individuals' scores did increase and were shown to have a high percentage of scores above the baseline median during the intervention, the numerical increases – as well as the decreases - in actual scores were minimal. Therefore, one can argue

that the peer supervision intervention was, overall, not effective; however, results from the interviews from Phase 2 had emergent themes of *peer connection* (building relationship, constructive feedback, diverse perspectives), *professional identity* (advocacy, support from peers, functional application), and *self-efficacy* (engagement in professional behaviors, access to resources, increased confidence in skills), which suggest that the peer supervision intervention and the overall connection with peers did have an impact. Therefore, it is important to explore the data more in-depth to understand the impact of the supervision intervention, what may have occurred, and the possible reasons for this lack of effectiveness. Data to understand the impact and the experiences of the SCRD emerged from both the SCRD data, demographic data, as well as data from the interviews that took place in Phase 2.

Half of the school counselors in this study showed no change or slight decreases in self-efficacy and professional identity, while three school counselors had slight, but minimal, increases in professional identity during the intervention phase (i.e., Mayra, Melissa, and Barbara). The first participant that showed an increase in professional identity from baseline to intervention was Mayra. Mayra has 6-10 years of school counseling experience and was paired with Yulibeth (who experienced struggles throughout the latter part of the school year and experienced a decrease in her professional identity). Mayra reported feeling like her view of herself as a professional grew during the peer supervision intervention based off of her interactions with her peer supervisee. She reported school counseling being her second career, which may have an impact on why she strongly identified as a school counselor from the beginning of the study, and why she had slight increases in her scores over time. Moreover, in her current position she is one of six school counselors who have been working in the same school for 8-10 years; she reported that her coworkers view of the school counseling field is different from her own, primarily focused on student academic trajectory; which caused her to embrace the opportunity to work with a school counselor from a different state who was going through similar scenarios but would provide a different perspective. Therefore, experiencing

diverse perspectives (i.e., *peer connection* theme from Phase 2) and support from a peer school counselor (i.e., *professional identity* theme) outside of her district was important, influencing her professional identity scores.

The other two school counselors who showed slight increases belonged to the same dyad, Dyad 3. The members of Dyad 3 were both from rural counties and had little to no connection with other school counselors in their districts. One member of the dyad was serving as the only elementary school counselor in her district, and the other member of the dyad mentioned being unable to connect with colleagues due to COVID-19. It appears, for this dyad, having the opportunity to connect with another school counselor impacted the success of their pairing, which resulted in a slight increase in their self-efficacy. Both individuals of Dyad 3 mentioned missing the connection with a school counseling colleague. Both Melissa and Barbara described a need or want for support from other school counselors and highlighted this connection being an important part of the peer supervision process that they were unable to get prior to the study. As noted by previous researchers, school counselors may need the connection to peer school counselors to enhance their efficacy. Ronnestad and Skovholt (2003) argued that the school counselor's lack of knowledge (e.g., experience) about various aspects of the school counseling comprehensive program impacts their ability to confidently function as school counselors; therefore, being able to connect to peer school counselors, as supervisors or mentors to discuss their programs, which at times may include scenarios and ethical considerations that are not able to be addressed by administrative or developmental/program supervisors, can be helpful to efficacy. The themes of *peer connection* and *professional identity* from were really highlighted by this dyad as an important component that emerged from this study. Dyad 3, and the slight but continual increases in their identity and efficacy scores, are an example of the positive impact that working with, and being supervised, by a peer school counselor can have. This was also evident in the overall representation that emerged in the theme *self-efficacy* during the interviews with this dyad as well as other participants.

A key element to Dyad 3's bonding process was the development of their supervisory relationship that is indicative of warmth, trust, respect, and support (Gibson, Dooley, Kelchner, Moss, & Vacchio, 2021; McMahon & Patton, 2000). The inability to make a connection with other school counselors in their current school districts may have negatively impacted their self-confidence and continued struggles with self-efficacy prior to the study. Both participants in Dyad 3 and Mayra, sought peer supervision because of a want for knowledge and the opportunity to work with another school counselor, thus specifically seeking out the peer supervisory connection that was offered in this study. Within their pairing, the participants were able to discuss and reflect on their feelings of anxiety, and vulnerability in their roles as school counselors by participating in supervision, which is an important factor in supervision (McMahon & Patton, 2000). The peer supervision intervention afforded them the opportunity to reflect on their roles as school counselors, their decision-making/problem-solving skills, and the services they provide for their school communities as reflected in both their semi-structured interviews and quality assurance questions. These opportunities align with findings in recent literature that found that key elements of the supervision process can help to increase self-efficacious behaviors that can be gained through supervision (Cashwell & Dooley, 2001; McMahon & Patton, 2000; Ronnestad & Skovholt, 2003).

While, overall, the data does not reflect that the 4-week peer supervision intervention was effective at increasing school counselor professional identity and self-efficacy, it may be that the peer supervision intervention needed to last for a longer duration of time. The professional development process of counselors takes place over the course of years, as opposed to weeks or months, with Ronnestad and Skovholt (2003) detailing the six stages of counselor development. In this study, the professional school counselors were members of two phases of counselor development - the experienced professional phase, and the senior professional phase. The distance between each stage is unique to the counselor themselves and the experiences that counselor has encountered over the course of their counseling career,

combined with the autonomy and flexibility they have developed as a result of years of experience in the school counseling field (Auxier, 2003; Ronnestad & Skovholt, 2003). Additionally, Brott and Meyer's development of professional school counselor identity described the integration of professional identity development and counselor development phases as being connected to the school counselor's confidence in their ability to perform their roles as school counselors (Brott & Myers, 1999). Taking Ronnestad and Skovholt and Brott and Meyers into account, there is no specific time frame in which professional identity develops and emerges, and it can be a lengthier time given the development of new skills as well as engagement in the activities and behaviors of a school counselor. Engaging in supervision can assist in the development of professional identity (Dollarhide & Miller, 2006), however, efficacy is not typically a result within a few weeks as time is needed to implement knowledge and skills learned in supervision (Mullen, Uwamahoro, Blount, & Lambie, 2015). Thus, 4-weeks may not have been long enough to notice changes in participants' professional identity or efficacy, due to professional identity development evolving over the course of a career and counseling experience and confidence in one's newly developed skills needs time to build (Gibson et al., 2012; Mullen et al., 2015). Additionally, it should be noted that many of the participants entered the study with higher levels of professional identity and moderate levels of self-efficacy, leaving minimal room for the supervision intervention to have a large impact.

A dive in the literature revealed that counselors who receive clinical supervision showed an enhancement in counseling skills and increase levels of school counselor self-efficacy (Cashwell and Dooley, 2001). This study revealed similar findings with four of the six the participants expressing an increase in counselor self-efficacy as evidenced by an increase in their SCSE-C score due to the peer supervision intervention. Previous researchers have also shown that peer supervision can lead to benefits in career satisfaction, enhanced knowledge, and strengthened skills (Dollarhide & Miller, 2006; Herlihy et al., 2002). Although, two of the participant's (Shavonné & Yulibeth) did not show an increase in the SCSE-C scores, Yulibeth in

particular, reported dissatisfaction with her school administrative team and her self-efficacy throughout the study declined as a result, and Shavonné reported that during the last three (of all 8) assessments they were already out of school; therefore, her responses reflected that difference. Thus, the potential impact of a shorter timeframe was underscored by comments the participants themselves made, as several noted they were surprised when the study had come to an end, with each participant only getting the opportunity to serve in their roles as peer supervisor and peer supervisee twice. Typically, supervisees show progress and change throughout at least five weeks to show gains in self-awareness, self-efficacy, and autonomy (Tryon, 1996). This sentiment was supported by five out of the six participants in this study, who expressed a desire for the peer supervision process to last longer, in part because they found the case conceptualization portion of the intervention to be beneficial. For instance, Yulibeth, stated, "I wished we had more time together, it seemed like when we were finally getting used to the structured peer supervision format, it was time to say goodbye." However, during the semi-structured interview portion of the study and their the APCM assessment completed at the end of the study; both Shavonne and Yulibeth agreed with their other participants that they themselves would participate in peer supervision again and would recommend peer supervision to other school counselors. While scores changed slightly (both increasing and decreasing) in professional identity across all participants, it may be that the PISC-s included a broader idea of professional identity than the peer supervision intervention would have targeted. Specifically, the PISC-s measures professional identity among counseling professionals while the intervention was designed to impact self-efficacy, a component of professional identity. Therefore, the items on the PISC-s that explored the school counselor's understanding of their ethical standards, professional responsibilities, and belonging in the school counseling field were of particular interest to the researcher. For the purpose of this study, the researcher was curious about the participant's feelings regarding items 8-16 that were geared toward professional identity and school counselor self-efficacious behaviors (see Appendix D). While

these items are certainly attributes of professional identity (Gordon & Luke, 2011; Puglia, 2008; Woo & Henfield, 2015), items 1-7 were not explicitly a focused on in the peer supervision intervention. Thus, it may be the reason the participants did not show significant change during the peer supervision intervention.

Specifically, Woo and Henfield (2015) introduced six subscales to assess professional identity in counselors that consisted of engagement behaviors, knowledge of the profession, attitude, professional roles and expertise, philosophy of the profession, and professional values. Moreover, previous research has reported that developing a professional identity involved engagement with the professional community to practice, learn, and acquire knowledge (Gordon & Luke, 2011). The results of the current study are similar to those mentioned by Benshoff and Paisley (1996) in that participants reported peer supervision was a medium of supervision that they felt was useful in providing feedback and support to individual from the school counseling field. Unlike the current study, Benshoff and Paisley's nine session study, did not include a quantitative component that assessed the school counselors' change over time. Although, a similar study assessed the peer supervision process using both quantitative and qualitative components with masters-level general counseling students who were enrolled in practicum or internship courses over the course of a semester (Benshoff, 1994). In this particular study, an overwhelming support of the peer supervision process in the qualitative data existed, but a lack of statistically significant differences in the SPSM's impact on the participants' skill development and self-efficacy was found (Benshoff, 1994). Additionally, Butler and Constantine's (2006) study regarding web-based peer group supervision took place over the course of 12 weeks. Although they did not directly assess self-efficacy, they found that peer group supervision had an impact on improving school counselor-in-training's clinical case conceptualization skills which positively impacted their collective self-esteem by honing their ability to reflect more deeply on their school counseling practice and case conceptualization skills, key elements of self-efficacy (Butler & Constantine, 2006). Each of these studies, in

addition to the current study, highlight a potential issue between available quantitative assessments of school counselor skill development, professional identity, and self-efficacy – including the sensitivity of those assessments. It seems that across multiple studies, counseling students and school counselors are indicating that supervision is helpful, yet, quantitative measures are not able to pick up the impact of the peer supervision. This draws into question whether the measures being used are assessing what participants find to be helpful. In the current study, while each dyad expressed gratitude in their pairing for the betterment of their roles as school counselors, providing qualitative information about the impact of the supervision experience in Phase 2, this same impact is not revealed in Phase 1 in the quantitative assessments. Specifically, one dyad in particular thrived when given the opportunity to work with one another – particularly during a time where they were unable to meet that need in their current school districts; which again is represented in the slight increases in the professional identity and self-efficacy scores, but more visibly present in the information provided in the interviews. It is also important to note that most of the participants in this study expressed a need for support by another peer school counselor, that, per their comments in the interviews in Phase 2, were met through the constructive feedback provided to them by their peer supervisor. This is particularly salient, in that all six participants expressed a desire for continued peer supervision during the duration of their school counseling career. This expressed desire echoes earlier research by Benshoff (1994), Benshoff & Paisley, 1996, Butler and Constantine (2006) and Roberts and Borders (1994), who found that school counselors desired supervision for ongoing support and professional development.

While professional school counselors – including participants in this study—have expressed a desire to be heard and understood by their administrative supervisor (usually the school principal), this interaction may not always feel complete, due to a lack of full understanding and awareness from that supervisor (Benshoff & Paisley, 1996; Dollarhide & Miller, 2006; Roberts & Borders, 1994). Recently, ASCA, the professional organization serving

school counselors, has also explicitly encouraged professional school counselors to seek consultation and supervision from school counselors, so that they can attend to school counselor ethical standards and best practices (ASCA, 2019) in a way that other administrative supervisors may be less able to. The participants in this study reported that need to attend to and seek guidance on ethical best practices met by peer supervision. For this reason, school counselors desire for clinical supervision may be bridged by giving them the opportunity to work with peer supervisors for the duration of their school counseling career. It should also be noted that while an increase in scores did not occur during the peer supervision intervention component of Phase 1B (where participants walked through case conceptualization of student situations), that increases were seen in the baseline phase of Phase 1A – where each participant met for four weeks with their peer supervisor introducing themselves, discussing the comprehensive school counseling program and discussing their goals for supervision. This peer connection alone, as well as the discussion of their roles as school counselors appeared to have an initial impact for most individuals during the first four weeks of Phase 1. This finding continues to support the importance of having a peer connection or supervisor for school counselors. More research is needed to explore the uniqueness of having a peer supervisor outside of one's district, where a school counselor may be able to talk openly, compared to a supervision intervention where students' cases are discussed in more of a clinical supervision format.

While the majority of increases occurred in the baseline phase for professional identity, self-efficacy was more sporadic across both baseline and intervention. For example, Shavonne exhibited a sporadic, but slightly downward trend in her self-efficacy, while Mayra remained fairly stable throughout the entire 8 weeks. Some participants (Melissa, Carolyn, and Barbara) experienced a slight increase in their self-efficacy during the baseline period, which could be attributed to their ability to connect with other school counselors, and to hear the experiences from their peer that they were able to put into practice for themselves. A challenge for

professional school counselors is related to school counselor self-efficacy and the shared experience of being a school counselor tasked with multiple roles and responsibilities (ASCA, 2019; Johnson, 2000). The participants in this study reported experiences with role confusion related to their responsibilities in their school setting, some of which led them to question their role as a school counselor during the global pandemic where they were tasked to chip in everywhere they could. Carolyn for example, reported that “[I] felt betrayed by my principal for critiquing me based on a 504 plan, because I was wearing a lot of different hats, that sometimes I felt like my middle name was s-l-a-v-e”. Carolyn described feeling like she often found herself being tasked with roles and responsibilities that she was not trained for in her masters program (e.g. developing strategies for student academic growth) with only “20-25% of what I was doing, felt like it was school counselor related.” Peer supervision may be a way to clarify the school counseling role through the process of reflecting on their own school counseling programs in a safe and affirming environment. While this wasn’t evident in the SCSE-S scores in Phase 1, Melissa captured this in her comment from Phase 2, “the peer supervision intervention allowed us to mutually brainstorm what worked well in our counseling programs, which allowed us to collaborate and receive feedback from one another from our own personal experiences.”

Today’s school counselors are tasked with helping student in the three domains: academic, career, and social emotional development (ASCA, 2019; ASCA 2012; Gysbers & Henderson, 2012) and often the only source of mental health counseling in a school building; despite being asked to perform non-counseling duties (ASCA, 2012;2019; Lambie & Williamson, 2004). Performing multifaceted and demanding jobs throughout a normal calendar year, tasks that were potentially exacerbated by the COVID-19 crisis, professional school counselors found themselves rising to the occasion to assist with school support and crisis response services (Pincus, Hannor-Walker, Wright, & Justice, 2020). In this study, participants revealed three themes that occurred as a result of the overall peer supervision experience, they gained connection to other school counselors in the field with the opportunity to receive constructive

feedback from diverse perspectives on how to improve their comprehensive school counseling programs. Additionally, the participants revealed that the peer supervision experience strengthened their professional identity and encouraged them to advocate not only for their students, support and connection to fellow school counselors, and elements for application of what was discussed in the peer supervision session.

In considering the study, each participant sought peer supervision as an opportunity to improve their case conceptualization skills and positively impact their students. At the conclusion of the study, as reflected in the APCM, each participant was excited about the prospect of continuing peer supervision in the future and eager to talk about their experiences with their school counseling colleagues. This parallels previous quantitative studies that highlighted school counselors' desire to receive clinical supervision (Roberts & Borders, 1994; Page et al., 2001; Perera-Diltz & Mason, 2021; Sutton & Page, 1994). Moreover, Benshoff and Paisley (1996) and Benshoff (1994) both found that participants reported that they found the structure of the SPCM model to be helpful and keeping them on task during peer supervision meetings and felt like peer supervision should be a regular part of their careers and that it contributed to their development as counselors.

Limitations of the Study

The researcher attempted to ensure special care and considerations were applied to this study, however, limitations exist that must be explored more deeply when interpreting the findings that emerged from this study. While this study was designed carefully and thoughtfully during the COVID-19 global pandemic, there are limitations in both the methodology and research design. First, while AB designs are foundational to SCRD, there are limitations in regard to internal validity, in that the researcher cannot fully control for outside variables that may impact the results of the study (Gast & Ledford, 2018; Ray, 2015). These include events that occur extraneous to the research study, such as the circumstances as Carolyn's school that resulted in her questioning her role and efficacy as a school counselor and ultimately deciding to

retire, as well as Yulibeth's attempts at advocacy on behalf of the students and for the school counselors at her school, that were not granted by her administrative team; causing her to question her voice as a person of color in predominantly white spaces.

While single-case research design is not able to control fully for factors that occur outside of the study, some control is built in by both participant selection and measuring the same items across pre-treatment conditions multiple times, with at least three different points (Gast & Ledford, 2014). While these controls were built in, external events that occur in a nature setting, such as a school are not able to be controlled for and can ultimately impact the findings. Additionally, AB SCRD also lacks the ability to understand the maintenance of the behavior change as there is no phase where the intervention is removed, while continuing to measure the main construct (e.g., ABA). However, in the case of the current study, there was no main effect of the supervision intervention during Phase 1B, and thus a maintenance or final A phase may not have been necessary. It is important to note that this study occurred throughout the global pandemic that began in 2020 and is still currently impacting life around the world. This global pandemic led to a lot of virtual options for conferencing, teaching, and in this case, peer supervision sessions due to social distancing concerns. Specifically, this study occurred while many of the participants were conducting their comprehensive school counseling programs in a virtual manner. Additionally, during this time, school counselor professional identity could have been impacted based on the roles they were tasked to take on during the global pandemic. School counselors across the country were impacted by school closures and lacked clear roles and responsibilities when students weren't in the building, leading to many school counselors taking on administrative roles and filling in when needed (Strear, Duffy, & Sunde, 2021). Many of the participants had recently transitioned from providing services solely through virtual means to working with students in person in the school building, as they neared the end of the school year. Further, the timing of the study corresponded with the end of the school year, with initial baseline data collected approximately a month and a half before the

school year ended. Resulting in the school year having been completed for most to all participants by the third week of the intervention (I3 and I4). Therefore, it is possible that the study may have yielded different results had it begun in another part of the school year.

Other limitations exist around the demographics of the participants selected, as inclusion criteria only allowed for professional school counselors with over three years' experience, and although an effort was made to recruit participants nationwide, a majority of the participants were physically located in states in the southeastern United States. Having school counselors with greater years of experience could have resulted in higher initial efficacy and professional identity scores – leaving minimal ability for the supervision intervention to have a large impact on increasing scores for school counseling participants. The present study is also limited by gender, due to all participants being cis-gendered females, however, this resulting sample is representative of the makeup of the school counseling field which is largely female (ASCA, 2021). Thus, while the intent of using SCRD with smaller nonrandomized samples is not to generalize to larger populations, it is important to note that less experienced professional school counselors, as well as school counselors located in other geographic regions, are not as represented in the data (Lenz, 2015), nor are school counselors with lower levels of professional identity and self-efficacy. It may be that these individuals did not volunteer for this study due to these lower levels, or due to the combination of lower levels of efficacy and identity during the COVID global pandemic at the end of a school year.

There may also be some selection bias, as the participants in this study were eager to get started and begin the process of exploring/experiencing peer supervision. It is possible that not all professional school counselors would have the same zeal when it comes to peer supervision and the opportunity to talk about their own comprehensive school counseling programs. Relatedly, a limitation to this study may be due to the self-reporting required in the weekly assessments, as the participants were asked to complete the same three assessments (PISC-S, SCSE-C, and QAQ) at the end of each of the eight peer supervision sessions with the

same participants may impact the results (Gast & Ledford, 2014). For this reason, some participants stated that they had begun to fill out the questionnaires based on what they were going through during that particular point in time, as opposed to exactly what was asked in the assessment. This process for participants could have led to the slight jumps in scores on varying weeks, or the decline as the school year ended for all participants.

One final limitation is that the baseline that was used in this study might have actually involved supervision. Supervision, per definition of this study, was to focus on clinical case conceptualization that influenced skill development in working with students. However, slight increases in professional identity and efficacy could be seen among some participants in the baseline phase. During the interviews of Phase 2, used to explain what occurred in the SCRD of Phase 1, it became evident that participants valued the time to meet and talk with another school counselor, talk through their comprehensive school counseling programs, and develop goals. While the 4 weeks of baseline were structured so that participants did not engage in case conceptualization, these discussions seemed to impact the components of professional identity and served as the beginning stages of supervision by helping school counselors establish and develop a supervisory working alliance. Therefore, it would be important moving forward to have a baseline that does not involve any engagement with a peer school counselor to clearly delineate the impact of a peer supervisory relationship that discusses both cases and school counseling programs.

Implications

The results from this study have implications for research, professional school counselors, and counselor educators.

Research Implications. The current study findings suggest there is an increase in school counselor's self-efficacy when they are given the opportunity to meet with a peer in supervision, and more so provided the opportunity to meet with another school counselor to discuss their roles in the school, their comprehensive school counseling program, and their

goals for supervision (i.e., baseline phase). Previous studies have shown similar results, demonstrating the potential impact peer supervision has on the professional school counselors' feeling of connection –particularly to a peer who “gets it.” Recent research has also shown that there are pieces of the puzzle missing when school counselors are supervised by an individual who is not knowledgeable about the roles and responsibilities of school counselors. Furthermore, there is a clear gap in the literature of empirical studies on the impact of peer supervision on the professional identity of school counselors. For this reason, the current study may provide a format to pave the way for more rigorous empirical studies in the future. Additionally, the findings from this study reveal that professional school counselors benefit from working in peer supervision by assessing their own comprehensive school counseling program which positively impacts their professional identity as school counselors.

School Counselor Implications. Emerging from this study is the importance of the school counselor's ability to work with a peer and be connected regularly with someone who is also in the field of school counseling. In these dyadic pairings, based on both interviews and quality assurance questions, the school counselors shared that they explored various ways to lead their comprehensive school counseling programs, and navigate uneasy relationships with administrators, parents/guardians, faculty, and students. The participants in this study spoke highly of the impact peer supervision had on their ability to feel connected to the school counseling field, and to no longer feel siloed or isolated as they do under normal circumstances at their school site. For this reason, professional school counselors should be encouraged to seek peer supervision as in-service school counselors. Further implications include that professional school counselors perceive peer connection through supervision to be helpful in improving their counseling skill and professional development. The participants in this study also reported valuing the time to talk about their comprehensive school counseling programs, navigating difficult scenarios, and hearing a fresh perspective that would not be afforded to them by a school administrator, clinical supervisor, or district personnel. For this reason, ensuring

school counselors are able to connect consistently with other school counselors to address professional standards, roles, responsibilities, and ethical considerations is important. While the peer supervision intervention in this study was not effective based on single case research design, the participants shared overwhelmingly positive experiences, which suggests that this needs to be further explored over a longer period of time, at various times throughout the academic year, and with school counselors throughout the lifespan of their careers. It is, therefore, both the responsibility of the school counselor and/or the responsibility of their school/district supervisor to ensure the school counselors have the opportunity to meet with peers in an egalitarian supervisory relationship throughout their in-service career.

Counselor Educator/Supervisor Implications. Counselor educators and of course, school district supervisors over school counseling programs can make it a point to match school counselors based on experience and level in an effort to establish a connection to the school counseling field by someone who is also familiar with the work. As such, school counselor educators and university supervisors of pre-service school counselors should be trained on the SCSM, so that they have a better understanding of the roles and responsibilities of school counselors. Pre-service school counselors should be encouraged to seek and embrace supervision as a part of their training process that can continue in their professional lives as school counselors in an effort hone their clinical skill and effectively assess their comprehensive school counseling program. For this reason, it may be beneficial for school counseling programs to consider building peer supervision as an activity their pre-service school counselors are trained on and given the opportunity to experience and practice peer supervision. Additionally, as pre-service school counselors approach their internship, it is important for their site supervisors are exposed to the SCSM and the SPSM-SC as this study has shown that it gave the participants more perspective on how to be a better supervisor for their interns.

Suggestions for Future Research

Future research should take into consideration the limitations of the study mentioned above. The researcher would like to replicate the study at various points of the academic school year to assess its effectiveness based on various timepoints in the professional school counselor's academic year both virtually and face-to-face, as some school counselors may benefit from in-person interactions.. This would look like conducting the study and the beginning, middle, and end of the school year to assess how their roles and responsibilities throughout the year impact the school counselor's peer supervision experiences and their professional identity. In the future, the researcher would like to conduct the study for longer than eight weeks, potentially including a maintenance period in order to provide the school counselors some time to settle into their roles as peer supervisor/supervisee. Additionally, in future research it may also be important to set up a baseline period where participants fill out the assessments prior to being paired with their peer supervisees, providing a true baseline. It is possible that may provide some more detailed information regarding how the participant views their professional identity and self-efficacy over the course of the study without having discussions with a peer school counselor. Additional research needs also need to explore professional school counselors who are earlier in their career (i.e., <3 years) to assess how their interaction in peer supervision supports with professional identity; as well as conducting the study with participants who have at least 10 years of professional school counseling experience. Including school counselors who have lower initial professional identity and self-efficacy scores will be important to see when and how peer supervision may be effective and important to implement. Finally, it may also be important to consider what this study would look like on a larger scale, with a more diverse group of professional school counselors regarding geographic region, people of color, and participants who identity as male.

Conclusion

The purpose of this explanatory mixed methods design utilizing single-case research design study explored in more depth the professional school counselor's experience of receiving clinical supervision through a peer supervision intervention utilizing Luke and Bernard's School Counselor Supervision Model (Luke & Bernard, 2006) supported by their ability to follow Benshoff and Paisley's Structured Peer Consultation Model for School Counselors (Benshoff & Paisley, 1996). And more specifically to explore the impact of peer supervision on the professional identity of professional school counselors in order to assess the impact of peer supervision on the school counselor self-efficacy as it applies to collaboration and consultation with colleagues. Although the current study revealed mixed findings where the single case research design suggests that the peer supervision intervention was not effective; the participants in this study highly valued the opportunity to work with a peer who is also in the field, the actively engaged with the peer supervision training, and completed the assessments, and quality assurance questions throughout the study. The participants each stated that the peer supervision helped them feel connected to the profession and encouraged them to try new things and encourage other school counselors to be open to peer supervision. Each peer supervision dyad maintained contact with the researcher throughout the study as well as each other, and felt as though the peer supervision experience met a desired need for connection and understanding.

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APPENDIX A: RECRUITMENT EMAIL

My name is Ashley Smith, and I am a doctoral student in the Counseling and Educational Development program at the University of North Carolina at Greensboro. You are invited to participate in a research study explore what role peer supervision plays in the development and maintenance of the school counselor's professional identity.

Please consider participating in this study if you are (a):

- Credentialed and/or licensed school counselor
- School Counselor with at least 3 years of experience in the field
- Graduated from a masters counselor program
- Currently employed as a School Counseling in a Pre-K – 12 school setting
- Desire to seek peer supervision

Benefits

- Increase competence in the School Counselor Supervision Model
- Improve your CSCP, clinical and consultation skills
- Professional Development Hours
- Build relationship within the school counseling profession
- Opportunity to be a part of research that improves professional development, counselor preparation, and school counselor supervision
- Learn about the Single-Case Research Design and how it can be used

Potential Risks

- Time commitment to complete online surveys, 8 weeks of 1-hour peer supervision sessions, and one semi-structured interview.
- You will be paired with another school counselor to meet for sessions.

Additionally, due to the research study being hosted online complete anonymity cannot be promised. Very low risk of psychological harm.

If you are interested in being a part of this research opportunity, please visit the link below to the demographic form, and informed consent included in the QR code/link below:

Scan QR Code: or Click link:



https://uncg.qualtrics.com/jfe/form/SV_3QJY0Qm5OWxp3k9?Q_CHL=qr

Please do not hesitate to contact me if you have any questions.

Your participation in this study is completely voluntary, and information you provide will

be kept confidential and will only be shared with members of the research team. The training will be at a central location for participants. Participants will be provided refreshments during the training sessions.

If you have questions, please contact me at 336-497-1317 or email me at adsmi25@uncg.edu. You can also reach out to my dissertation chairs, Dr. Kelly Wester at klwester@uncg.edu or Dr. Carrie Wachter Morris at cawmorris@uncg.edu.

Thank you for your time and consideration. I look forward to hearing from you.

Best Wishes,
Ashley D. Smith

APPENDIX B: INFORMED CONSENT

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO CONSENT TO ACT AS A HUMAN PARTICIPANT

Name of Principal Investigator & Faculty Investigator(s): Ashley D. Smith & Dr. Kelly Wester
Address: Ferguson 244
Email Address: adsmi25@uncg.edu

Project Title: Supervise Me: Strengthening school counselor professional identity through peer supervision.

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty. Research students are designed to obtain new knowledge. This new knowledge may help people in the future. There may not be any direct benefit to you for being in the research study, and there may also be risks to being in research studies.

If you experience any distress and/or decide to consent to be a part of the study, you may stop participation at any time with no negative consequences with the researcher or the university. Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed decision about being in the research study.

What is the study about?

The purpose of this research study is to gain insight of how peer supervision impacts your professional identity as a school counselor. The purpose of this study as previously stated is to understand how school counselors perceive their professional identity is impacted by peer supervision and why? Particularly, this study hopes to help further the growing body of research that alludes to the importance of peer supervision in strengthening school counselor professional identity.

Why are you asking me?

I am asking you to participate because I believe that your commitment to serving in this career field is a unique one and would like to learn more about your identity as a professional school counselor.

You are being asked to participate because you are a (a) credentialed and/or licensed school counselor; (b) school counselor with at least 3 years of school counseling experience; (c) have graduated from a masters counseling program; (d) currently employed as a school counselor in a Pre-K-12 school setting; and (e) desire to seek peer supervision. You must be 21 years or older to participate.

What will you ask me to do if I agree to be in the study?

You are being asked to complete a demographic questionnaire (e.g., age, gender, ethnicity, school level, years of school counseling experience, years of experience with supervision). The questionnaire is estimated to take 5 – 10 minutes to complete, complete assessments during 8 weekly 1-hour supervision sessions with an assigned peer, and an 1-hour, one-on-one semi-structured interview where you would share portions of your school counseling journey with me. The questionnaire will include questions about your experience with the peer supervision experience and perceived impacts to your professional identity.

Is there any audio/video recording?

There will be audio recording during the interview portion of the research study.

What are the risks to me?

There is, however, a low risk that talking about professional identity, motivating factors, and how people see themselves can be uncomfortable or upsetting. If a participant becomes distressed during an interview, the researcher is a licensed professional counselor who can assist the participant in obtaining needed professional services. Participant's job performance will not be impacted by participating in the research study. Thus, there is a minimal risk for participating.

As the researcher, I agree to meet the following conditions:

1. I will audio record our interview and transcribe the recording for the purpose of accuracy. At the end of the study, the audio files will be erased or destroyed after transcription is completed.
2. While complete anonymity cannot be guaranteed as you will be working with a peer supervisor/ee, all documentation of assessments and interviews will be coded with a unique four-digit ID code created by you.
3. I will assign you a fictitious name on the transcript, as well as utilize your four-digit ID. Your real name will not be used at any point of information collection or in the research study.
4. This is a research project. Your participation is voluntary. The purpose of this research is to gain an understanding of how the engagement in the peer supervision sessions impacts your professional identity as a school counselor.

As a participant in this research, you are entitled to know the nature of my research. You are free to decline to participate, and you are free to stop the interview or withdraw from the study at any time. There is no penalty for withdrawing your participation. Feel free to ask any questions at any time about the nature of the research project and the methods I am using. Your suggestions and concerns are important to me. Please contact me at adsmi25@uncg.edu or (336.497.1317) or Dr. Kelly Wester at klwester@uncg.edu with any questions. If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Are there any benefits to society as a result of me taking part in this research study?

A better understanding of how we can support efficacious professional school counselors, a better understanding of school counselor professional identity development and maintenance, and an increase in a supportive and effective profession for school counselors and the students and schools they serve may result from this study.

Are there any benefits to me as a result of me taking part in this research?

The direct benefit to you if you participate in this research is that you will receive free training, free peer supervision, and continuing education credits during the duration of this study. Additionally, you will learn more about the School Counselor Supervision Model framework which may enable you to improve your comprehensive school counseling program while providing a service to your school community and the school counselor profession.

Will I get paid for being in the study? Will it cost me anything?

There are no costs to you nor payments made for participating in this study. However, upon completion of the study, the research can provide 1 hour of CEUs.

How will you keep my information confidential?

With the research study being hosted online, complete anonymity cannot be promised, as the participant will be known to their peer supervisor/ee for the duration of the study and supervision dyads will be using web-based software for video conferencing. Therefore, absolute confidentiality of data provided through the internet cannot be guaranteed due to the limited protections of internet access. However, each participant will create a unique four-digit code to be used on demographic information, PISC-s assessment, and during the one-on-one interview, at a later time a pseudonym will be used and all shared information deidentified. When I interview you, I would like your permission to audio record our interview and also take notes to remind me about what we talked about. I will be the only one who gets to listen to the recording and view the notes. When I am not reviewing the audio-recordings they will be kept in a secure location that only I have access to. Additionally, because your voice will be potentially identifiable by anyone who hears the recording, your confidentiality for things you say on the recording cannot be guaranteed although the researcher will try to limit access to the recording. After I have completed this study, all of the audio recordings and documentation will be destroyed after three years. At the end of this consent, I will ask you to check off whether or not you do or do not give me permission to audio record our interviews.

What if I want to leave the study?

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data that has been collected be expunged unless it is in a de-identifiable state. The investigators also have the right to stop your participation at any time. This could be because you have an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped.

What about new information/changes in the study?

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:

By moving forward in the research study you are agreeing that you have read and fully understand the contents of this document and are openly and willingly consenting to take part in this study and to be contacted by the student researcher. You are also agreeing that you are (a) credentialed and/or licensed school counselor; (b) school counselor with at least 3 years of school counseling experience; (c) have graduated from a masters or doctoral counseling program; (d) currently employed as a school counselor in a Pre-K-12 school setting; (e) seeking peer supervision.

Please indicate your willingness to participate in this research process by checking one of the following statements and providing your signature below. The selection below indicates an acknowledgement of the terms described above and consent to participate in the study.

this _____	I wish to participate in the research described above, have read
	consent form, and agree to be audio recorded.
_____ meet the	No, I do not wish to participate in this research study or do not
	requirements to participate.

Ashley Smith, MS.EdS NCC
Principal Investigator
Doctoral Student
The University of North Carolina at Greensboro (UNCG)
adsmi25@uncg.edu

APPENDIX C: DEMOGRAPHIC SURVEY

Please answer the following questions

1) What age range are you in?

- ☐ 20-25 years old
- ☐ 26-31 years old
- ☐ 32-37 years old
- ☐ 38-43 years old
- ☐ 44-49 years old
- ☐ 50-55 years old
- ☐ 56-61 years old
- ☐ 62 or older

2) Which race/ethnicity best describes you? (select all that apply)

- ☐ ☐ African American/Black
- ☐ ☐ Asian/ South Asian
- ☐ ☐ Latino/Hispanic
- ☐ ☐ Multiracial
- ☐ ☐ Native American/First Nations
- ☐ ☐ Native Hawaiian/Pacific Islander
- ☐ ☐ European American/White (Non-Hispanic)
- ☐ ☐ Prefer to self-describe
 -
- ☐ ☐ I prefer not to answer
- ☐

3) What is your gender identification?

- ☐ Male
- ☐ Female
- ☐ Transgender Male
- ☐ Transgender Female
- ☐ Non-BiNary/third gender
- ☐ Prefer to self-describe
 -
- ☐ I prefer not to answer

4) What grade level do you currently serve?

- ☐ Elementary
- ☐ Middle

- ☐ High
- ☐ Other: _____

6) Are you a member of any of the following organizations? (Select all that apply.)

- ☐ American Counseling Association (ACA)
- ☐ American School Counseling Association (ASCA)
- ☐ Association for Counselor Education and Supervision (ACES)
- ☐ Chi Sigma Iota, Counseling Academic & Professional Honor Society International
- ☐ Your local/state School Counseling Association
- ☐ Your local/state Counseling Association

7) Describe the school district you are presently employed in (i.e., rural, urban, suburban)

- ☐ Rural
- ☐ Urban
- ☐ Suburban

8) What licensure or credentials do you currently hold? (Select all that apply.)

- ☐ Provisionally Licensed School Counselor
- ☐ Licensed Professional School Counselor
 - ☐ Licensed Professional Counselor Associate / Licensed Clinical Mental Health Counselor Associate
 - ☐ Licensed Professional Counselor / Licensed Clinical Mental Health Counselor
- ☐ Licensed Professional Counselor Supervisor
- ☐ National Certified Counselor
- ☐ Other:

9) What is your highest completed level of counseling/counselor education?

- ☐ MA, MS
- ☐ Ed.S.
- ☐ Ph.D.
- ☐ Ed.D
- ☐ Currently pursuing MA or MS
- ☐ Currently pursuing Ph.D. or Ed.D.
- ☐ I don't have a degree in counseling/counselor education

10) Did you graduate from a CACREP-accredited counseling/school counseling program?

- ☐ Yes
- ☐ No
- ☐ I don't know

11) Years of Professional School Counseling Experience?

- ☐ Less than 3 years
- ☐ 3 to 6 years
- ☐ 6 to 10 years
- ☐ 11 to 20 years
- ☐ 20+ years

12) What type of school are you employed in? (i.e., public, private)

- ☐ Public
- ☐ Private

13) Are you currently receiving supervision? If so, is your current direct supervisor? (Select all that apply)

- ☐ Principal
- ☐ School Counselor
- ☐ Social Worker
- ☐ Psychologist
- ☐ I don't have a supervisor

14) Is supervision (administrative, development/program, clinical) a requirement to maintain employment?

- ☐ Yes
- ☐ No
- ☐ Unsure
- ☐ I do not know

To participate in this study, please leave your name, phone number, a unique 4 digit code that you will remember throughout the study and non-district email address.

Name

Email Address

Phone Number

Unique 4 Digit Code:

APPENDIX D: PISC-SHORT (Woo, Lu, & Bang, 2018)

The following measure has a series of 16 statements that involve your perception about your professional identity using a 5-point Likert scale with rating from strongly *disagree* to strongly *agree*. There are no right or wrong responses so please answer honestly. Respond to each statement by selecting the answer you feel most accurately characterizes your feelings about yourself as a school counselor.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I am knowledgeable of the important events and milestones (e.g., establishing ACA, ASCA, state-level licensure) in counseling history.					
2. I am familiar with accreditation organizations (e.g., CACREP: Council for Accreditation of Counseling & Related Educational Programs) and their standards for professional preparation.					
3. I am familiar with certification organizations (e.g., NBCC: National Board for Certified Counselors; ASCA) and their requirements for credentials.					

4. I am familiar with professional counseling associations (e.g., ACA: American Counseling Association; ASCA: American School Counseling Association) and their roles and accomplishments in the profession					
5. I am knowledgeable of professional counseling journals (e.g., TSC: <i>The School Counselor</i> , journals, relevant to my specialty area) and their contents' foci and purposes in the profession					
6. I am able to distinguish the counseling philosophy from the philosophy of other mental health professions (e.g., counseling psychology, social work, and psychiatry).					
7. I will/have completed professional training and standard education to perform my duties in my roles					

8. I have professional knowledge and practical skills required to successfully perform my roles as a school counselor.					
9. I am knowledgeable of ethical responsibilities and professional standards relevant to my roles					
10. I value the advancement and the future of my profession					
11. I am satisfied with my work and professional roles.					
12. As a counseling professional, I share my positive feelings (e.g., satisfaction) when working with people in other fields.					
13. I actively engage in professional school counseling associations by participating in conferences and workshops every year.					
14. I advocate for my profession by participating in activities associated with					

legislation, law, and policy on school counseling on behalf of the profession.					
15. I keep in contact with school counseling professionals through training and/or professional involvement in counseling associations.					
16. I keep involved in ongoing discussions with school counseling professionals about identity and the vision of my profession.					

Note. Items are reverse-coded.

Factor 1 (F1) contains items **K2, K5, K6, K7, K8, and P1**. Factor 2 (F2) contains items **R6, R7, and R9**. Factor 3 (F3) contains items **A3, A10, and A12**. Factor 4 (F4) contains items **B2, B11, T4, and T5**.

Quality Assurance Questions modified from Benshoff & Paisley (1996):

1. What was the content of your peer supervision meeting?
2. How long did the meeting last?
3. What was your role? Peer supervisee or peer supervisor?
4. What was the presenting concern?
5. What seemed to work or not work?
6. Was there a sense of direction and purpose in the school counselor's intervention?

APPENDIX E: ASSESSMENT OF PEER CONSULTATION MODEL (APCM)

(Benshoff & Paisley, 1996)

The following measure has a series of 16 statements that involve your perception about your professional identity using a 6-point Likert scale with rating from strongly *disagree* (1) to strongly *agree* (6). There are no right or wrong responses so please answer honestly. Respond to each statement by selecting the answer you feel most accurately characterizes your feelings about yourself as a school counselor.

1. The SPCM-SC helped me develop counseling skills.
2. The SPCM-SC helped me understand/apply counseling concepts/techniques.
3. The SPCM-SC helped me understand and develop consultation (supervision) skills
4. The SPCM-SC provided me with valuable support/ideas/encouragement
5. Peer consultation (supervision) was a worthwhile experience
6. My peer consultant (supervisor) provided me with satisfactory support
7. My peer consultant (supervisor) provided me with satisfactory challenge
8. The SPCM-SC provided the structure necessary to accomplish my goals.
9. I would have preferred more flexibility in assignments and activities
10. Specific assignments and activities helped keep us focused.
11. My partner and I were able to stay on task using the model
12. Tape review and critique was a valuable part of the SPCM-SC
13. Case Presentations were valuable
14. It was important to discuss our counseling orientation/approaches
15. I would participate in peer supervision again
16. I would recommend peer consultation to other school counselors.

APPENDIX F: INTERVIEW QUESTIONNAIRE.

1. Can you tell me what motivated you to seek peer supervision through this study?
 - a. Did you find that peer supervision in this study addressed your professional needs as a school counselor?
 - b. If no, what was missing or what aspect wasn't addressed?
 - c. If yes, what was helpful?
2. How would you describe your experience of peer supervision in this study?
3. Has your experience with peer supervision met a need or desire?
 - a. How do you perceive your professional needs are/are not being addressed by of peer supervision?
 - b. How do you perceive your personal needs are/are not being addressed by of peer supervision?
4. What potential supports or barriers do you perceive as being impacted by continued peer supervision?
5. School counselors are tasked with taking a comprehensive approach towards addressing the needs of *all* students? How does peer supervision influence your counseling relationship with student clients?
 - a. What impact if any, does peer supervision in regard to this study have on the direct counseling services (i.e., classroom guidance, individual counseling, small-groups)?
 - b. What impact, if any does peer supervision in regard to this study have on indirect counseling services (i.e., counseling referrals and consultation services)?
6. How do you perceive your confidence in your supervision skills have changed due to the peer supervision intervention?
 - Would you participate in peer supervision again? Why or why not?

- Would you recommend peer supervision to other school counselors? Why or why not?
7. What are your takeaways from participating in this study? And what have you learned that you feel will translate into your professional career?
 8. How do you describe your professional identity?
 9. Looking at the ratings of your PISC-s assessments throughout the study, what trends do you notice?
 10. Given that I'm interested in peer supervision and its impact on the professional identity of school counselors, is there anything you would like to add that I didn't ask?
 11. Do you have any questions for me?

APPENDIX G: School Counselor Self-Efficacy Scale-Collaboration (SCSE; Bodenhorn &
Skaggs, 2005)

Below is a list of activities representing many school counselor responsibilities. Indicate your confidence in your current ability to perform each activity by selecting the appropriate answer next to each item according to the scale defined below. Please answer each item based on one current school, and based on how you feel now, not on your anticipated (or previous) ability or school(s). Remember, this is not a test and there are no right answers.

Please select the number that best represents your response for each item.

	Question	Not Confident	Slightly Confident	Moderately Confident	Generally Confident	Highly Confident
	Consult and collaborate with teachers, staff, administrators, and parents to promote student success.					
	Speak in front of large groups such as faculty or parent meetings.					
	Recognize situations that impact (both negatively and positively) student learning and achievement					
	Effectively deliver suitable parts of the school counselling					

	program through large group meetings such as in classrooms					
	Conduct interventions with parents, guardians, and families in order to resolve problems that impact students' effectiveness and success					
	Advocate for integration of student academic, career, and personal development into the mission of my school.					
	Establish rapport with a student for individual counseling					
	Advocate for myself as a professional school counselor and articulate the purposes and goals of school counseling					
	Provide resources and guidance to school population in times of crisis					
	Communicate in writing with staff, parents, and the external community					
	Consult with external agencies that provide support services for our students					
	Understand the viewpoints and experiences of students and parents who are from a different cultural background than myself					

APPENDIX H: TRANSCRIPTION OF PEER SUPERVISION INTERVENTION

- The Basics of Peer Supervision for School Counselors
 - You've been meeting with your peer for the past four weeks with virtually no instruction. Moving forward you will be charged with utilizing the School Counselor Supervision Model (SCSM) and follow the Structured Peer Consultation Model for School Counselors (SPCM-SC) for peer supervision, but first....
 - Counseling Supervision
 - Reflection: think back on your own supervisory experiences either during your program or during your school counseling practice.
 - What supervisory experiences helped you the most? And what did you find least helpful?
- What is Supervision?
 - Supervision is defined as a process in which an experienced professional holding appropriate preparation, degree, licensure, and/or certification provides consistent support, instruction, and feedback to a counselor-in-training [or in-service counselor], fostering his or her psychological, professional, and skill development while evaluating his or her delivery of ethical services (Lambie & Sias, 2009).
- ASCA 2019
 - Ethical Standards B.3: Responsibilities to Self
 - Monitor emotional and physical health and practice wellness to ensure optimal professional effectiveness.
 - Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of an refrain from activity that may diminish their effectiveness within the school community.
 - Seek consultation and supervision from school counselors who are knowledgeable of school counselor's ethical practices
 - Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge, and skills to be an effective culturally competent school counselor.
- School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students. Engage in professional development and professional growth throughout their career.
 - ASCA Ethical Codes
 - F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals
 - School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.
- Purpose of Supervision

- Facilitate supervisee personal and professional development (Borders & Brown, 2005; Perera-Diltz & Mason, 2012) Promote counselor competencies, knowledge and skills (Borders & Brown, 2005; Perera-Diltz & Mason, 2012)
- Promote accountable counseling services & programs; both a responsibility & a challenge for professionals (Borders & Brown, 2005; Perera-Diltz & Mason, 2012)
- Serve as a gatekeeper to the profession (Lazovsky & Shimoni, 2005)
- Provide opportunities in learning about the school environment; vital for leading to effective school counseling services (Lazovsky & Shimoni, 2005; Perera-Diltz & Mason, 2012)
- Safeguarding clients/students as well as promoting counselor development
- Significance
 - Practicing counselors engaging in supervision can help establish a foundation of empowerment and strengthen professional identity through which they can promote comprehensive school counseling programs.
 - School counselors can uphold and promote their professional identity by advocating for themselves and the profession within their school communities in a multitude of ways, one of which, being frequent and ongoing supervision (Lambie & Williamson, 2004)
 - “One reason clinical supervision has been a neglected issue in school counseling may be a perception that school counselors do not have the same level of need for supervision as do clinical mental health counselors (Herlihy et al., 2002).
 - What do you think?
- The Discrimination Model of Supervision
 - Basic Concepts:
 - Developed in 1970s by Janine Bernard
 - Created as a teaching tool to help provide structure to the supervision
 - session
 - Breaks supervision down into simplest components
 - Non-developmental model of supervision
- The Discrimination Model of Supervision, Cont'D
 - The model acts as a map to direct teaching efforts of the supervisor
 - The focus is on supervisee's skills and functioning
 - Ideally, supervisor should view supervisee's work directly (tape or live).
 - Through this observation, the supervisor knows which focus area requires further attention
- Bernard's (1979) Discrimination Model of Supervision
 - Discrimination Model: Focus
 - Supervisee Intervention Skills
 - Behaviors and intervention skills that cater toward a therapeutic purpose
 - Supervisee Conceptualization of the Client
 - The ability to make sense of client data and to respond to that data
 - Supervisee “personhood”
 - The supervisee's personal or feeling elements that contribute to the therapeutic process.

- The skills focus on the activity in the session, not just the internal reality reported by the supervisee
 - The skill areas help give focus to the supervision sessions
 - Look for skills that are present, but also for skills that are lacking.
- Discrimination Model: Role
 - Focuses on supervisor's role in the supervision session as it related to the supervisee's development. Consisting of three primary roles:
 - Teacher, Counselor, Consultant,
- Supervisor Roles:
 - Teacher...
 - Determine learning needs
 - Identify & evaluate where supervisee needs more competence
 - Conducts basic skills training: teach, model, demonstrate
 - Interpret significant events in counseling sessions.
 - Counselor...
 - Encourages reflection of interpersonal & intrapersonal styles
 - Focus is on meaning given to events & feelings about experiences
 - Goal is to facilitate supervisee's development by self-exploration & encouragement
 - Explore supervisee's feelings during session or specific technique and/or intervention
 - Consultant...
 - Use with more experienced or professionally mature supervisee
 - Shared learning: more collaboration & brainstorming
 - Provide alternative interventions and/or conceptualizations
 - Acts as resource for supervisee, offering suggestions
 - Allow supervisee to structure supervision sessions as they need to
- Luke & Bernard's (1997) School Counselor Supervision Model
 - School Counselor Supervision Model: Supervisor Role
 - School Counselor Supervision Model: Focus of Supervision
 - School Counselor Supervision Model: Points of Entry
 - Large Group Intervention
 - Classroom guidance, parent workshops, faculty presentations
 - Counseling & Consultation
 - The supervisor determines what the trainee should learn in order to become competent
 - Individual & Group Advisement
 - The supervisor facilitates the supervisee's self-exploration
 - Planning, Coordination, & Evaluation
 - The supervisor as a resource person and one that promotes the supervisee's self-efficacy
- Structured Peer Consultation Model for School Counselors (Benshoff & Paisley, 1994)

- Decreased dependency on expert supervisors and interconnectedness with colleagues
- Increased responsibility of counselors for assessing their own skills, and those of their peers
- Structuring own professional identity growth and development
- Increase self-confidence, self-direction, and independence
- Development of both consultation and supervision skills
- Peer become models
- Lack of evaluative nature
- Based on the assumption that school counselors can use their basic helping skills effectively to provide each other with meaningful feedback on counseling skills in:
 - 1 hour weekly sessions with peer
 - Discussing counselor philosophies and theoretical approaches to counseling, goal-setting for comprehensive school counseling programs, tape critiques, and case presentations.
- SPCM-SC: Model
 - Session 1: Background and Goal Setting
 - Share beliefs and ideas about counseling, individual approach, and goals for the peer supervision experience.
 - Session 2: Discussion of Counseling related activities (re: Points of Entry)
 - Discuss overall counseling program in their school, identify one change or improvement they would like to make in the program at their school
 - Session 3: Tape Reviews/Case Conceptualization/Case Study
 - Opportunity to receive feedback, related feedback to goals, brainstorm new approaches,
 - Session 4: Evaluation and Termination
 - Share expectations about the peer supervision process, discuss modifications or adaptations, strategies for maintaining and/or enhancing skills
 - Examples
 - Conceptualization
 - Your peer begins supervision with a question about how to honor the student's right to confidentiality at an upcoming parent meeting.
 - From what supervisor role would you use to approach this situation? What point of entry?
 - Conceptualization
 - Teacher
 - Review ethical and legal codes related to confidentiality with minors in schools.
 - Counselor
 - Peer supervisor mentions peer's uncertainty, explores how role and boundary confusion can be related to ethical and legal issues
 - Consultant
 - Peer supervisor suggest their peer identify specific examples of counseling situations in which they

may disclose and talk about the legal and/or ethical issues in doing so

- Intervention
 - Your peer arrives to supervision stating that they were planning on reviewing a taped session with a student to look for themes regarding behavioral, and social-emotional needs. However, they instead decide to ask you for assistance in developing a needs assessment for use with a more extensive group of students
 - From what supervisor role would you use to approach this situation? What point of entry?
 - Intervention (Planning, Coordination, & Evaluation)
 - Teacher
 - You affirm the supervisee's intent and give your peer an explanation of developing a needs assessment
 - Counselor
 - You notate the change in direction and affirm your peer's willingness to try something new
 - Consultant
 - You request that your peer shares their knowledge of a previous experience with needs assessments to discover where assistance may be needed
- Personalization
 - Following a previous supervision session where you suggested that your peer make an outside referral. Your peer comments that they struggle with contacting parents to make referrals and asks if you experience the same?
 - From what supervisor role would you use to approach this situation? What point of entry?
 - Personalization (Individual & Group Advisement)
 - Teacher
 - Offer interpretations of your own difficulty with referrals and explore peer's reactions to suggested possibilities
 - Counselor
 - You explore peer's anticipatory experience of the parental contact and referral. You also attempt to help them uncover any personal issues that may be getting in the way
 - Consultant:
 - You share your ideas about what might be causing your peer's

discomfort and asks them, if your impression(s) resonate with them

- Supervise Me: What's next?
 - Week 5: Background and Goal Setting
 - Both peers share beliefs and ideas about counseling, individual approach, and goals for the peer supervision experience.
 - Week 6: Discussion of Counseling related activities (re: Points of Entry)
 - Discuss overall counseling program in their school, identify one change or improvement they would like to make in the program at their school
 - Week 7: Tape Reviews/Case Conceptualization/Case Study
 - Opportunity to receive feedback, related to goals, brainstorm new approaches,
 - Week 8: Evaluation and Termination
 - Share expectations about the peer supervision process, discuss modifications or adaptations, strategies for maintaining and/or enhancing skills
- Resources

APPENDIX I: PEER SUPERVISION MODULE ASSESSMENT

- Module 1: Intro to Supervision:
 - What are the two domains of supervision?
 - Development & Supervision
 - Performance & Consultation
 - Development & Performance
 - Purpose of Supervision: select all that apply
 - Facilitate supervisee personal and professional development
 - Promote counselor competencies, knowledge and skills
 - Promote accountable counseling services and program
 - Serve as a gatekeeper to the profession
 - Provide opportunities in learning about the school environment
 - Safeguarding clients/students as well as promote development
 - Supervision allows school counselors to uphold and promote their:
 - Self-efficacy
 - Professional Identity
 - Clinical Skills
 - Comprehensive School Counseling Programs
 - All the above
 - "One reason clinical supervision has been a neglected issue in school counseling may be a perception that school counselors do not have the same level of need for supervision as do clinical mental health counselors" (Herlihy et al, 2002).
 - What do you think?
- Module 2: School Counselor Supervision Model Assessment
 - What are the points of entry of the SCSM? - check all that apply
 - Large Group Intervention
 - Counseling and Consultation
 - Individual and Group Advisement
 - Planning, Coordination, and Education
 - Testing & Collaboration
 - The Focus of Supervision sessions may include: supervision intervention skills, conceptualization of the client, and supervisee personhood
 - True
 - False
 - Borrowed from the Discrimination Model (1979), what roles do supervisors take on during supervision sessions?
 - Teacher, Principal, Parent
 - Counselor, Client, Parent
 - Teacher, Counselor, Consultant
 - Consultant, Principal, Parent
 - Who developed the School Counselor Supervision Model?
 - Luke & Goodyear
 - Goodyear & Dollarhide
 - Miller & Dollarhide
 - Luke & Bernard
- Module 3: Structured Peer Supervision Model Assessment
 - A SPCM consists of the following - check all that apply
 - Counselor philosophies
 - Theoretical approaches

- Goal-Setting
- Comprehensive School Counseling Programs
- Tape Reviews
- Case Presentation
- Venting Sessions
- Peer supervision has been found to increase _____ with colleagues.
- Peer Supervision/Consultation helps remove hierarchy in "normative" supervision sessions.
 - True
 - False

APPENDIX J: PEER SUPERVISION APPLICATION

- While observing a recent classroom guidance lesson, you noticed your peer frequently cuts off and interrupts students as they try to cover all content material. Based on the SCSM, how do you respond?
- While listening to an audio of a small-group counseling session focused on anger management, it becomes apparent that your peer feels conflicted about their work with the participating students who have been mandated by the principal to participate in group counseling as a part of their disciplinary consequence. Based on the SCSM, how do you respond?
- You observe your peer's hesitation to confront a colleague and/or process their emotional reaction regarding an earlier disagreement. Although you further recognizes how this may be interfering with the your peer's ability to plan and coordinate an upcoming schoolwide function with this colleague, your peer does not appear to recognize how this is interfering with the task at hand. Based on the SCSM, how do you respond?
- During a supervision session, your peer offhandedly shares that one of their student's teachers complained to them recently about not communicating relevant case information (IST/SST) in a timely fashion. You realize that this is not an isolated example of the your peer's seeming lack of appreciation of the importance of follow-up communications with faculty. Based on the SCSM, how do you respond?

ATTENTION: PARTICIPANTS NEEDED

ARE YOU...

1. Employed as a School Counselor?
2. Have 3 or more years of school counseling experience?
3. Interested in Peer Supervision?



If you answered YES to all three questions...

This dissertation study, *Supervise Me: Strengthening School Counselor Professional Identity Through Peer Supervision* involves participating in weekly peer supervision sessions and an interview about your experiences with peer clinical supervision and its impacts on school counselor professional identity.

Questions?

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UPON COMPLETION, PARTICIPANTS ARE ELIGIBLE FOR CEU CREDITS