# School Counseling Site Supervisors: Their Perceptions of Effective Characteristics and Practices

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<th>Standards of Supervision</th>
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| **ACES**  
(Best Practices offers 12 guidelines)  
Focuses on practical, relevant, supervisory practices to help supervisors act in the most ethical manner. | Ladbury (2012) 50% of counseling interns reported that their counseling supervisors engaged in at least one unethical practice. |
| **American School Counseling Association (ASCA)**  
Provides a foundation for school counselors to reference when developing and implementing a school counseling program.  
Code of Ethics defines the professional, ethical responsibilities of school counselors and counseling site supervisors (mentors) | Dollarhide and Miller (2006)- because post degree supervision is not required of school counselors many do not see supervision training as a professional necessity.  
Page et al. (2001) 57% of school counselors wanted clinical supervision. 70% of school counselors desired supervision from a school counselor who received supervisory training. |
| Characteristics and Behaviors of Site Mentors | Ladbury (2012) study attempted to differentiate between good and exceptional supervisors. Experience alone does not necessarily equate to effective supervision.  
Struder (2005) suggested that effective supervision lies in the supervisor’s ability to change roles (teacher, counselor, and consultant) but does not include specific behaviors or characteristics. |
| **Texas Education Agency (TEA)**  
A Model Comprehensive, Developmental Guidance and Counseling Program comprised of 4 counseling standards. | No code of ethics or supervisory guidelines included in the TEA Counseling Model. |

## References:
