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## *School Counselor Leadership and Program Implementation Revisited: Findings from a National Sample*

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**PURPOSE OF THE STUDY** This study replicates an earlier study (2008) on the relationship between school counselor leadership and school counseling program implementation, but with a larger sample and additional measures of leadership, specifically the Leadership Practices Inventory (LPI; Kouzes & Posner, 2003), School Counselor Leadership Scale (SCLS; Young & Bryan, 2015) and the School Counselor Transformational Leadership Inventory (SCTLI; Gibson, Dollahide, Conley, & Lowe, 2018). The findings replicate and extend prior research, notably that in explaining variance in school counseling program implementation, the SCTLI accounted for 35% of explained variance, the LPI practice of Model the Way accounting for 23% of explained variance, and the SCLS behavior of Systematic Collaboration accounting for 21% of explained variance. The researchers conclude by discussing the implications of the findings with respect to today's educational climate.

**HOW THE RESEARCH ADVANCES THE PROFESSION** This research adds to the existing body of literature on school counselor leadership, provides greater depth to the overall construct of school counselor leadership, and helps the professional community understand the construct in the specific context and history of the proliferation of ASCA National Model.

**GUIDANCE FOR PRACTICING SCHOOL COUNSELORS** While society grapples with a consistent rise in mental health issues, political, social and racial divides, as well as residual post-pandemic crises of economic and public health, school counselors must examine their current roles as leaders in schools. School counselors can audit their leadership practices and behaviors as they do or do not complement other school counselors they work with to determine if they help them meet the needs of students by way of their school counseling program. Or are there other leadership behaviors that need to be learned to better meet the needs of students?

**EQUITY DIMENSIONS** The leadership of school counselors must be purposeful and intentional for the needs of students. Although this research did not specifically measure an equity dimension, the authors view school counselor leadership as a tool for leveraging equity in multiple settings.