

An Interview with Dr. Trish Hatch: An Advocate for School Counseling Policy

Jan L. Gay
University of Florida

Abstract

Dr. Trish Hatch has served as a leader in school counselor policy and advocacy for over 30 years. As a co-author of the ASCA National Model, Dr. Hatch has worked tirelessly to establish school-based policies to promote the profession of school counseling at the district, state, and federal levels. This interview serves to provide readers with insight on the importance of advocacy and understanding how to navigate political systems to affect policies that influence the profession of school counseling.

Keywords: Trish Hatch, leadership, advocacy, policy, school counseling

As the profession of school counseling continues to evolve internationally, it is essential to understand the impact of school counseling policy and advocacy for the profession. To better understand the impact of school counseling policy, it is important to learn from established school counseling policy leaders. When thinking of leaders in school counseling policy, Dr. Trish Hatch stands out as a leader with her seminal work co-authoring the American School Counseling Association (ASCA) national model (ASCA, 2003) and her leadership in advocacy at the federal and state level. Over the last 30 years, Trish Hatch has served as a leader in school counseling policy in the United States and has fought to establish policies promoting the profession of school counseling. The author seeks to capture Dr. Hatch's experiences as an advocate for school counseling policy and gain insight into preparing school counselors in training as leaders in school counseling policy.

Dr. Hatch's educational experience that includes a master's degree in School Counseling in 1987 and a master's degree in Educational Leadership in 2000 from California State San Bernardino, helped ground her work in developing a leadership identity among school counselors. During her career, Dr. Hatch has developed policies and served in leadership roles at the school, district, state, and federal levels. As a school counselor, she worked as an elementary, middle, and high school counselor and began to develop her identity as an advocate and leader to promote equity and access for marginalized students. Dr. Hatch implemented policies to address systemic barriers as a district coordinator for Moreno Valley Unified School System for 16 years at the district level. Trish Hatch has created a need to include school counselors at the national educational policy level at the federal level. In 2014, Dr. Hatch participated in an expert panel about the state of school counseling in the United

States during the Obama Administration. Dr. Hatch has continued to serve as a consultant at both the state and federal levels to advocate for policies supporting the profession of school counseling. With over fifty publications and 100's of keynotes and presentations at professional conferences, Dr. Hatch is considered an expert in advocating for such school-based policies and supporting school counselors. In addition to co-authoring the ASCA National Model, she has written, managed, and evaluated over \$16 million dollars in federal grants, authored 8 peer reviewed textbooks, has 12 blind-peer reviewed articles, 15 book chapters, and over 50 magazine and other periodicals focusing on advocacy, leadership, and data driven school counseling.

While working as a district coordinator, Trish Hatch obtained her doctorate in education from the University of California Riverside in 2002. Dr. Hatch began her career as a counselor educator in 2003 and served as a school counseling professor at San Diego State University for 15 years. During her time at San Diego State University, Dr. Hatch trained school counselors to work as educational leaders to advocate and influence policies supporting student success. Although Dr. Hatch retired in August 2019, her work continues to influence school counselor preparation programs across the United States. As a co-author of the American School Counseling Association National Model (ASCA, 2003; 2005), along with Dr. Judy Bowers, Dr. Trish Hatch is considered a pioneer in school counseling. Counselor educators across the United States teach the ASCA national model to school counselors in training to understand the history of the model and its authors' influences on current school counseling practices. Dr. Hatch is also known for providing training and consultation services to school counselors and school districts to design, evaluate, and implement evidence-based, data-driven school counseling. Her company, Hatching Results, established in 2003, hires school counselors and administrators as trainers to help school districts align their program with the ASCA national model and utilize data to drive their decision making. Counselor educators incorporate Hatch's (2013) "The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession" to train students utilizing data to drive decision making within a comprehensive school counseling program.

The goal of this interview with Dr. Trish Hatch is to provide the readership of the *Journal of School Counseling Policy and Evaluation* with the perspective of an accomplished scholar in school counseling policy and leadership. In the following interview, Dr. Hatch reflects on

work as a leader in school counseling and promoting advocacy and school-based policy among school counselors, and her work co-creating the ASCA National Model. The interview transcript and manuscript has been reviewed and approved by Dr. Hatch for accuracy. The author will discuss the implications for training school counselors and reflect on the interview experience.

Interview with Dr. Hatch

The author interviewed Dr. Hatch on September 25, 2020.

AUTHOR (AU, Jan Gay): Please share your philosophy or personal study to school counseling leadership and advocacy.

Trish Hatch (TH): So, when I think about leadership and advocacy, I consider it one of the most important essentials of being a school counselor. Historically, we were taught about counseling skills, but most school counselors were not skilled in leadership and advocacy unless they are taught more recently. Coursework addressing the need to use data advocate to address systemic barriers, district barriers, and curriculum barriers were not included in our programs. *As a school counselor, how do you manage all of these concerns and issues that people have?* I think a lot of my strength and confidence in addressing these issues in my district came from my training and immersion conversations with my colleagues Reese House, Pat Martin, Pam Paisley, and others within the Ed Trust. They schooled me early on in my career on the vital role of a school counselor to be a student advocate promoting equity and access. They influenced me and grounded me in data and policy issues designed to address institutional racism and oppressive practices. I was committed to helping those who need the most and often get the least and how to do so as a leader in school counseling.

As an assistant principal over school counselors, and in my work in the district office, working with school counselors, I would use data and my voice to advocate for systemic change. This is where the intersection for me comes together with the use of data. Sometimes we can advocate for things we want, and we can use our leadership power to advocate, but if we haven't presented the data that tells a story and if we can't show people where the gaps are (not my assumptions and not my perception, not what I think, and not my one interaction), but if I can't use data to show discrepancies and barriers and gaps then I don't have an argument. Using data helps to create a space for safe conversation around what we notice in this data, what might be some contributing factors, you know, let's look not only at the students instead of blaming them, but let's look at ourselves in our system and how are we contributing to this? So, leadership is about not being afraid to talk about attitudes and beliefs about students knowing how to problem-solve or advocate for systems change, not being afraid to advocate for systems change if you are a leader. It's also about creating a climate where having these difficult conversations is necessary and vital and being able to create a space of safety

around the conversations is hugely important in that work. So that's a start in the work.

AU: *When you hear the term "school counseling policies," what comes to mind?*

TH: First of all, there are lots of policies, national policies, for instance, Every Student Succeeds Acts (ESSA), state policies, district policies, and site policies that establish what we are doing as school counselors at every level. I think about the advocacy work we did to request the US Department of Education include the word "school" in front of the word "counselor." Sometimes there are policies (or grants) nationally that appear generic (counselor) that don't support the professional role of a school counselor. However, when they come out with policies at the national level, they can at least appropriately describe a school counselor's role and include language that states they are a credential master's degreed professionals. When we met with John King and Arnie Duncan in the United States Department of Education, we listened for this change, and to our delight, when ESSA was released, the new language was included.

At the state level, we have education codes and policies. Some states are incredibly good at providing leadership at the state level concerning what the expectations are for school counselors and their roles. The state education codes should include language on the role and function ratio for school counselors, and some states do not. Then there are also district policies, handbooks, suicide protocols, hiring protocols, and school counselors' evaluations. In addition, there are site policies about how "we do things at this site" and procedures for school counselors within the department. So, when I think of policy, I think of policies I think of all the many spaces (school counseling office, school site, school district, state, national) because all of these levels, they all matter.

AU: *What things do you know now that you wish you knew at the start of your career in relationship to creating and changing school counseling policies?*

TH: You have to know when it's worth it and when it's not. The lowest hanging fruit is typically something without funding. It didn't take a lot of agreement to say, would you put the word school in front of counselors so that we could describe that a school counselor is a professional with a degree and that's a change that is easy to do. If your divide (between what you want and what they can offer) is just too big, you have to ask yourself, given the time we have, "Can we bridge that"? Is it a good use of my time, talent, and energy? So, understanding, if I'm going to advocate on the state or local level, that I'm doing so because that's the best use of my time and talent right now. It is essential to know what's reasonable and what isn't; it is something you learn by trial and error. I also wish I understood (or been more patient with) the process and how real change takes time. Senators and Congress members come in and out over the years, so it's essential to recognize the places of real change

and power and build relationships with the right staffers. I learned that sometimes you don't want to know how the sausage is made. Sometimes you realize how wonderful it would be to be a participant in the process, but once on the inside, I also learned how it was challenging. You just have to figure out what's reasonable to accomplish during this session or this year. Sometimes you can push new legislation, sometimes you take a look at the things that are already there, and you say, well, we can support this piece and finesse it more than pushing a new policy.

One of the lessons I learned early on that I wish I knew early on is not to worry. It matters less that you have many people in the room; it matters more who the people are and whether or not they are the right people. I'll never forget a story one time early in my career when I first began speaking at a conference. I did a session on elementary school counseling. There were hardly any elementary school counselors in the state, and I was really promoting elementary school counseling and wanted to fight for elementary counseling legislation. I did a session on that, and only three or four people showed up, and I felt like a failure. I spent so much time preparing, trying to get ready, and putting together something I was really proud of, and very few people attended. As I was leaving, I was on the elevator with a gentleman who sat in the session, and he said, "you did a really great job," and I said, "well, thank you, I wish there were more people here to hear it." He said, "You know what? It doesn't matter how many it matters who they are; it matters who they are. By the way, I want to meet you, and I want you to come up to the state department, and I want to work with you on this." He handed me his card, and it turned out he was Jay Rollins, a consultant to the CA State Department of Education. So, you never know who's in the room. I also wish that I would have paid closer attention to people telling me you can't balance 100 plates at once and do them all well. You just can't. Pick, pick your battles. I have a lot of passion and energy. I like to do a lot of things, but I realize that if you spread yourself too thin, you can't really do everything as well as you want to.

AU: *What challenges have you faced when trying to create or change school counseling policies?*

TH: Sometimes people don't like what you're doing, and you have to be prepared for that push back. Sometimes, as Pat Martin would tell me, you have to decide what hills you will die on. You have to understand which things are you willing to go down on the count for? What are you willing to be in the newspaper for? For example, the Black Lives Matter movement. We sent out a statement about what being complicit looks like and supporting the Black Lives Matter movement. I know that we train and consult with districts all over the country, and some may not believe systemic racism exists. If our BLM statement causes folks some discomfort, I hope we can process that together. If it means we lose business over our stance on Black Lives Matter, then so be it. That's a hill I'll die on because I stand by it.

I also learned that sometimes people don't realize the things that are coming out of their mouth, and sometimes it's

helpful to repeat back to them what they said. One teacher told me they wouldn't let the "hoodlums" use the science equipment. Really? I could have labeled the teacher lots of things. Instead, I repeated back: "So you believe our students are hoodlums and that they don't deserve to use the science equipment." – this led to a long, thoughtful conversation about how much of his own money the teacher had spent on the equipment, how years of budget cuts issues leading to frustration that recently his cupboards were broken into and on and on. He was lashing out in a way that he didn't realize the impact of (and didn't want), but his anger got the better of him. We could not have had that conversation if I just labeled the teacher a racist.

So, asking questions like: "Is this really what you think and believe? Or "Let's support your argument with some research and data, and let's see if that argument still stands." Sometimes people make stuff up that works for them, but not for students. It's also hard to lead the way because you might not want to be the one others might throw stones at. But if you are advocating for the right reasons and if you know that justice is on your mind and you know you're doing it for all the reasons that we became school counselors, like autonomy, beneficence, nonmaleficence, and justice, and you're looking out for the those who need it the most (and often get the least) that can drive you to just put blinders on and still push forward.

Another challenge was learning that sometimes we need to be careful not to get our hopes up too much or get too excited. Our recommendations may be going well, and I might think I'm on the road to getting some policy to change, and then something comes up (or we have an election) – and a new agenda takes over. Hopefully, the new agenda is still in the same direction, but it might not be, and then you have to be resilient. A thick skin is needed because some politicians treat you like they are your best friend, and the next minute it's like, "We're moving forward, with somebody else's agenda." I had to learn that some legislators are motivated by *different reasons (like donors and re-election)*, and sometimes (even if they agree with you in principle) they push another agenda.

AU: *What tips or suggestions would you share with a school counselor or an organization that is trying to shape policies for their school, district, state, or country?*

TH: I suggest getting involved first, and then if you find it fascinating, take a policy class or start reading about education policy to understand how the system works. I recommend browsing Eugene Bardach, "The Eight-Step Path of Policy Analysis," which outlines steps to effect policy. I also suggest John Kingdon's (1984) "Agendas, Alternatives, and Public Policies" and Thomas Kuhn's (2012), "The Structure of Scientific Revolutions." After attending meetings and gaining some knowledge on paradigms and how to influence and change policy, I recommend looking at what change is needed either at the site, district, state, or national level. Ask yourself: "Is their data to support this change, and how can this change create a more significant impact?" This work requires persistence,

technical expertise, and political know-how. None of these things are what they teach in people in their school counseling program - whether you're doing it at a national level or state level, or in your district office. As a policy entrepreneur, you have to deeply know what you're talking about in a way that you stand on top of it with confidence and certainty so that you're not on shaky ground underneath. You're not just saying some words, but you get it at a visceral cellular level; it's something you believe in your cells. It's easier to spend the time researching if you enjoy the passion of that work and easier to handle the things being thrown at you while you're doing it because you know what you're doing. You have to believe in your soul it is the right thing to do for kids and for the work you're doing, right? When learning how policymaking works and applying that to schools and districts, first you have to define the problem, then collect your evidence, construct your options and alternatives, determine what the possible outcomes could be and then go do it. It's not enough to just tell people that kids are harming themselves and kids need school counselors. You have to provide evidence of the issue and how it is directly related to a larger problem you are trying to solve.

Historically, school counselors have not been trained to think this way. I respect how school counselors are prepared; however, we weren't trained in data analysis, evaluation, systems change, or politics and policies. I believe those kinds of training are vital to this work. It's essential to learn the ASCA model and data-driven school counseling in order to advocate for students. That's what I did at San Diego State as I created two full classes dedicated to the ASCA National Model. We even had a whole course dedicated to closing the achievement gap called "Leadership, Advocacy, and Systemic Change." Students learned how to use data, and how to complete a deep dive data analysis. As part of the class, they created PowerPoint presentations, looking for achievement and opportunity gaps, and then designed interventions to address them. Students who enrolled in our school counseling program understood the program was geared towards preparing school counselors for futures in leadership and advocacy.

AU: *What is one way you think all school counselors can influence policies in the school counseling field? What advice would you give?*

TH: There are many ways to influence policy, but it starts with being your own best example. Do the work, get the results, share them with stakeholders and watch the wheels of politics work as you advocate within your department, school, district, and state as you eventually volunteer to serve at a state association and later a national association level. It's harder to advocate for what you have not done; you must do the work to believe in it and have real cellular knowledge. Then, become a policy actor by creating pressure that leads to creating structures, measuring results, sharing them, doing more of what works, less of what doesn't, earn your respect, by becoming indispensable, and then working with others to institutionalize the structural elements of the program. For example, help create or modify

a school counselor handbook; advocate for job descriptions and appropriate duties; help develop appropriate evaluations for school counselors based on the ASCA National Model. It's essential to understand how to effect change within your own systems and to earn the kind of respect where you become indispensable so that when the district or the school is looking to create any new policies, none of this happens without school counselors being included. So, I would ask, are you already influencing policies at your site or in your district?

As you become more experienced in policy work, you can take this experience to the next level but starting in your department or district to impact policy change is the first step. One way is to sit on leadership teams and find or practice your "policy voice" and gain some confidence. Maybe you see something happening in your counseling department, and you would like to advocate for a change. Try it! Then as you get stronger and gain more confidence, you can begin advocating with your school boards as a unit of school counselors. Next, join your professional association, volunteering to be an advocate and serving in leadership, so you slowly transition into politics because you don't want to jump into the political arena without having some scaffolding of this and test driving these skills that may not be natural for counselors.

AU: *You are one of the founding authors of the ASCA National Model. What does it feel like to leave this mark on the profession?*

TH: Well, I will tell you that I never said to myself that I want to write a national model; I really just wanted to be an awesome school counselor. It was a total labor of love; and in the two years Judy Bowers and I spent writing this model, we never realized, (although we hoped) but we were not sure that it would have the impact it did. I'm very proud of our work. Mainly because there were many contributors from higher education, and I am sure they were wondering if they should trust these two district leaders to do this work. Even though we were in our doctoral programs, we were not yet teaching in higher education yet and had not earned our stripes in that world. At that time the counseling profession had a body of knowledge from those in academe, but there were not enough professors of "school" counseling who had experience serving as school counselors in schools to drive this work. That is hopefully changing, and more and more school counselors are entering higher education with experience from the field. It feels good that the national model has become a seminal document in the profession and that is it now so deeply entrenched. I'm grateful that it started conversations on data and accountability that were much that needed.

AU: *How did the concept of the ASCA National Model come about?*

TH: I was part of the national standards team that Carol Dahir created and first trained people on the national standard. Carol was an incredible mentor and provided a lot

of guidance and is a leader in school counseling. There was a need to standardize and institutionally legitimize school counselors' work as there were many theories about the "appropriate role of the school counselor." Some school counselor leaders were already doing the work and using data to drive interventions. I knew many of those folks, and had read their work, and I began to combine knowledge of all the teachings from the gurus in the field and in my mind I tried to put it together because they all had excellent points. They all had terrific pieces, but together in my head, it synthesized in a way, and I was sharing that with my district counselors.

Writing the model, was a labor of love for Judy and me. We spent two years writing the model because they asked us to while we were on the board for ASCA while working full time in our districts. And because both of us were implementing the national standards in our district, utilizing the techniques and the thoughtful knowledge we learned, you know, from all of those different pioneers: Norm Gysbers, Curly Johnson, & Bob Myrick. We are doing the work on the ground and the examples from our work were used in the model. I never realized it would have the impact it had. We weren't sure if it would fly or if it would be hit with so much resistance that it would just be tossed, but I am really grateful to the counselors in Moreno Valley Unified who trusted me to implement it when we did. I'm also grateful to all of the people who came to the summits we had where we hashed it out over days to come to agreements. All of them are listed in the original ASCA Model (2003) and each deserve to get credit for their contributions.

I think I was a bit naive when we wrote it. I was a district leader. And as a district administrator, I had 72 counselors in 32 schools, and I was leading that work in my district and I'd been training other counselors, and I just wanted to spread the good news. I just wanted to share what we were finding with our data and outcomes with other counselors, and when ASCA asked me, I was honored. It felt amazing to be a part of helping to build something and to be able to put in print something that we spent two years of our life writing, and I'm just grateful for the opportunity. It was an incredible experience coming together with all of the different leaders, and when we say it's a seminal document, it's kind of cool to say that! I co-authored a seminal document! That feels fabulous. I mean a ton of work went into it and so many different drafts and thousands of surveys and getting feedback, making revisions, it was an amazing experience.

AU: *Did you encounter any challenges while developing the ASCA National Model early on in your process?*

TH: Challenges with the model early on were many different things, like the concept of intentional guidance is something I was pushing. However, at the end of the day, everyone agreed that intentionality was necessary but that the word "intentional guidance" would not be used. There were three different action plans; at the end of the day, we created an action plan for curriculum, an action plan for interventions, and an action plan for closing the gap, and then it transitioned in the third edition into a small group

action plan, and now they're doing it that way. I was a strong proponent of supporting Ed Trusts' work for leadership advocacy, systemic change in collaboration on the outside of the model because, to me, that is the blood in the veins of a school counselor. I believe that is the soul of our work, and I wanted to advocate for students who had been marginalized in the same way that they would advocate for a student who is a victim of child abuse. I want counselors to use data to advocate in that capacity because students deserve better. I just didn't think that it would happen if we didn't put the words right in the front on the model diagram. Another challenge is that some believed that we should have one voice, while others disagreed and felt it was better to have multiple voices and visions for school counseling, and I can understand that. However, in terms of the profession, if we have 17 different versions of how school counseling programs function, then it will be very difficult to advocate for more of what we disagree on.

AU: *From your perspective, what does the ASCA National Model mean to the field of school counseling?*

TH: I think it gives everyone wherever they are in the world a standard document that they should be able to align with. It created a common document for the profession, and it contributes to organizational legitimacy. It provides structural elements (rules, norms, routines, and policy recommendations) that can influence those who are not sure of a school counselor's appropriate role. It helps to build a culture within the profession that assists in guiding conversations and decision making. We know that school counseling looks different across states and districts; however, when you can turn to the model and then also share the code of ethics, professional standards, and the model, then districts are less likely to ask school counselors to do outside duties that the national organization does not support. The model serves as an example for states; some of whom have taken it and changed the name to the state and then used it and other states that have integrated it into their state models while others reference it but write their own standards and model for school counseling. However, it is used, it serves as a seminal work of the profession and provides social legitimacy. It means that school counselors, like other professional entities (teachers, social workers and school psychologists), have aligned programs at the national level and that state delegates from each state all agree.

Operationally, and socially, within the institution, it allowed for structural consistencies things that school counselors could leverage and use as a policy actors to argue for policy changes. Now, school counselors can say, "Look, our document says that school counselors should do this and not do this." They create action plans and share data with stakeholders. People consider your profession legitimate when you have overarching organizational documents, and they can say, "What does the national organization say?", "What is the perspective from the national standpoint?" It also makes it easier to have a seat at the table and efficiently partner with stakeholders in systemic change when the national organization backs you. The model also helps

politically because it teaches counselors how to report results. It also recommends they use results to advocate for the proper role, whether in a policy way, to help reduce ratios, or to increase social capital.

AU: *What developments or changes do you foresee for the ASCA National Model?*

TH: I think Kuhn said it best when he talked about paradigm shifts. Although the model was created because it resolved some problems of practice, it will continue to be revised as new problems of practice emerge, evolve and thus ASCA will create shifts and/or new paradigms that attempt to resolve or address new issues. For example, in the United States, there are many concerns with race relations and its impact on students. To address this, it might be helpful if the ASCA model was clear about addressing antiracist school counseling and providing language for addressing systemic racism.

AU: *If you were in front of all the current school counseling trainees (who are our next generation of school counseling practitioners), what would you want them to know about the development and history of the ASCA National Model?*

TH: I want them to know that development of the model didn't start with me or Judy. We don't get all the credit because there were many people who were a part of this movement before we wrote the model. For example, Carol Dahir authored the first edition of the ASCA National Standards. I want school counseling students to understand the history of the ASCA national model and understand that there were terrific leaders before me doing this work. I don't want to be the hero in this. However, I deserve my place in history, as does Judy and all those who came before us. I don't want her or I to be erased or forgotten, because that is what is appropriate for our authorship and our years of service. I was also taught by amazing people who supported this work (mentioned earlier). Also, there are documents that have been around for a very long time about the history of counseling that should be a part of what students learn. For instance, in the 1970s, a CA document called "The Tomato Book" (because the cover was the color of tomato soup) contained strong language about comprehensive school counseling that included the importance of collecting results, being accountable, teaching developmental curriculum, and providing data based interventions. I want those pioneers in school counseling to get credit for work that was done before the ASCA National Model. Finally, I want them to know that implementing the ASCA National Model does make a difference in improving programs and outcomes for students.

AU: *What words of wisdom or advice do you have for emerging leaders in the school counseling profession?*

TH: I would say to continue your education and when you are ready get your doctorate in leadership and policy rather than in counseling because you already know counseling.

There are many professors in graduate programs that have doctorates in counseling. We also need people to teach grad students to understand systems, policy, politics, and policy theories. I told my counselors in my graduate program that I love school counselors, and then I said, and I mean this with respect, but if you're still a school counselor in five or ten years, but have not taken on a leadership role, then I'm disappointed. And I mean that with respect because there are a lot of school counseling programs students could go to, but the one they chose at SDSU was designed to build not just school counselors, but also future leaders, advocates, and change agents. So, my hope was for them to go on to serve in a leadership capacity in schools, or to serve on the state school counseling board or to become an administrator or to get a doctorate - because SDSU's program was focused on becoming a school counselor and educational leader. And I said that kind of tongue in cheek with them, but it's really true that we need more leaders, and we need school counselors to become administrators who understand how policies and politics works. We need more counselors who understand our history and understand about policies and leadership at counselor education levels. So yes, I believe getting a doctorate in educational leadership and policy studies and applying that to the school counseling profession is the best way to do that.

Discussion

The purpose of this interview is to understand the importance of school counseling policy and advocacy for the profession. After reviewing the transcript, the author identified a few take-aways that have implications for preparing school counselors to advocate through leadership to affect change through policy. Counselor educators can use this interview to help integrate leadership development into their school counseling preparation program. Researchers within school counseling have identified the importance of school counselor leadership practices (Curry & DeVoss, 2009; Mason, 2010; Ryan et al., 2010; Young et al., 2015). Insights and wisdom from a pioneer in school counseling leadership would provide school counselors in training guidance on how to develop their personal leadership skills. Dr. Hatch also shares her role in developing the ASCA National Model first edition. The ASCA National Model has evolved to include the most 4th edition released in 2019 to include a more holistic framework for school counseling weaving the four major themes leadership, advocacy, collaboration and systemic change throughout the framework as opposed to around the framework in previous models. Counselor educators can use this article to help students understand the origin of the model and the partnership between Dr. Bowers and Dr. Hatch as well as the works of other pioneers in school counseling policy development such as Dr. Patricia Martin, Dr. Carol Dahir, and Pam Paisley. There is a richness of hearing about the development of the ASCA National Model directly from Dr. Hatch and the context in which it was established.

Lastly, Dr. Hatch speaks about the importance of mentorship and how her work is grounded in the guidance

of mentorship from incredible leaders in the field. Seeking guidance from mentors with established leadership in school counseling policy, advocacy and mentorship is important to affect change. Dr. Hatch provides valuable lessons that she has learned throughout her career advocating with state and federal legislators that school counselors who are interested in policy development and advocacy can use to help create a smoother path to becoming a change agent. The author is hopeful that readers will also find information provided by Dr. Hatch as helpful in shaping their identity as leaders and advocates.

Personal Reflection on Interview

As a doctoral student in Counselor education and supervision, it was an honor to spend time with Dr. Hatch and learn about leadership, policy development, and the creation of the ASCA National Model. However, conducting this interview presented a challenge for the author when discussing recommendations for school counselors seeking a doctorate. Although Dr. Hatch has a Ph.D. in Educational Leadership the author is pursuing a Ph.D. in Counselor Education and Supervision. During the interview Dr. Hatch recommends that school counselors return to school to earn their Ph.D. in Educational Leadership to learn school-based policy and develop leadership skills. It is understandable that Dr. Hatch would suggest a doctorate in educational leadership as it aligns with her academic training and has served her well in her policy work. The author would counter and suggest that school counselors earn a doctorate in counselor education and supervision and take elective courses in educational leadership to establish a knowledge base for policy and integrate it into the five domains of counselor education and supervision of supervision, teaching, research, and scholarship, and leadership and advocacy to obtain a well-rounded training to work with school counselors in training.

As a former school counselor trained on the ASCA National Model, I was taught the importance of data-driven school counseling and using data to advocate for students and the profession of school counseling. As a profession, school counselors continuously advocate for appropriate roles and responsibilities and validate the profession as change agents that can be utilized to promote student achievement and reduce achievement gaps. Speaking with Dr. Hatch, I have gained an appreciation for leaders' work in school counseling to establish policies in the United States that can help establish the school counseling profession at an international level. Understanding strategies and challenges to promoting and implementing school-based policies is vital to creating systemic change. It was truly an honor to sit with Dr. Hatch and listen to her stories and hear about her passion for leadership and advocacy for the profession of school counseling. I am grateful for Dr. Hatch and the work that she continues to do for the profession of school counseling.

Author Note

Jan L. Gay, School of Human Development and Organizational Studies in Education, University of Florida. Correspondence concerning this manuscript should be addressed to Jan L. Gay, School of Human Development and Organizational Studies in Education, University of Florida, 1215 Norman Hall, PO Box 117046, Gainesville, FL 32611 (email: jan.gay@ufl.edu).

References

- American School Counselor Association. (2003). *The ASCA National Model: A framework for school counseling programs*. Author.
- American School Counselor Association. (2005). *The ASCA National Model: A framework for school counseling programs* (2nd ed.). Author.
- American School Counselor Association. (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Author.
- Curry, J. R., & DeVoss, J. A. (2009). Introduction to special issue: The school counselor as leader. *Professional School Counseling*, 13(2), <https://doi.org/10.1177/2156759X0901300201>
- Dimmitt, C., Carey, J., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data driven practices*. Corwin.
- Hatch, T. (2018). *Pilots, Passengers, Prisoners & Hijackers: An educator's guide to handling difficult people while moving forward*.
- Hatch, T. (2014). *The use of data in school counseling: Hatching results for students, programs, and the profession*. Corwin.
- Hatch, T. (2013). *The use of data in school counseling: Hatching results for students, programs, and the profession*. (2nd Ed.) Corwin (in press).
- Hatch, T., & Bowers, J. (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). American School Counselor Association.
- Hatch, T., Duarte, D., & De Gregorio, L. (2018). *Hatching results for elementary school counseling: Implementing core curriculum and other tier one activities*. Corwin.
- Hatch, T., Kruger, A., Pablo, N., & Triplett, W. (2019). *Hatching tier two and three interventions in your elementary school counseling program*. Corwin.
- Hatch, T., Triplett, W., Duarte, D., & Gomez, V. (2019). *Hatching results for secondary school counseling: Implementing core curriculum, student planning and other tier one activities*. Corwin.
- Kingdon, J. W. (1984). *Agendas, alternatives, and public policies*. Brown and Company.
- Kuhn, T. S. (2012). *The structure of scientific revolutions*. University of Chicago Press.

- Mason, E. (2010). Leadership practices of school counselors and counseling program implementation. *NASSP Bulletin*, 94(4), 274-285. <https://doi.org/10.1177/0192636510395012>
- Ryan, T., Kaffenberger, C. J., & Carroll, A. G. (2011). Response to intervention: An opportunity for school counselor leadership. *Professional School Counseling*, 14(3), <https://doi.org/10.1177/2156759X1101400305>
- Young, A., Dollarhide, C. T., & Baughman, A. (2015). The voices of school counselors: Essential characteristics of school counselor leaders. *Professional School Counseling*, 19(1), <https://doi.org/10.5330/2156759X1501900101>