Supervision in Schools

Site Supervisor Training
Spring 2014
Thank You

You are playing a major role in the professional development of school counselors in training!
Agenda

• Please make sure you have signed in
• Introductions and Reflection
• Definition of Supervision/Roles
• Models of Supervision
• Using models with theory
• Understanding requirements
• Moving forward
Activity Sheet

• Please fill out the reflection sheets
• There is an extra sheet of paper available for you to do so.
• This is our first step in discovering your supervisory style
Revisiting Your Experiences of Supervision

• How were you supervised?

• How did you best receive feedback?

• What were the best and worst parts of supervision for you?
Supervision is...

Distinct

Evaluative

A socialization process that occurs over time

Facilitated by another member of the same profession

Focused on enhancing professional functioning and monitoring “client” care

Bernard & Goodyear (1998)
Theory of Supervision

A “good” theory for supervision:
  Aids in conceptualization
  Promotes intentionality
  Can be applied ethically
  Promotes social justice
  Promotes the school counseling profession
Discrimination Model (Bernard, 1997)

This model is about integrating all three roles:
- Teacher
- Counselor
- Consultant

Later models added the role of Evaluator
Supervisory Role

- Teacher
- Counselor
- Consultant
- Facilitator
- Evaluator
- Monitor
- Role model
- Administrator
Integrating Your Counseling Theory with Model of Supervision

• What is your counseling theory?

• How does that fit with the discrimination model?

• How are you going to use your theory to inform your supervisory style?
Relationship

• An intern’s success in their counseling relationships is related to the supervisory relationship
• The supervisory relationship is impacted by a myriad of factors
• Impacts can be constructive or destructive
• You’ve got to know who you’re working with
• All supervision and counseling are multicultural
Facts to Consider

Interpersonal Style  Learning Style  Cognitive Style
Consider Belief System  THEORETICAL ORIENTATION  Spirituality  Political Context  PROFESSIONAL CONTEXT
The Ethnicity  RACE  Identity  Development  Gender  Age  Power Differential  Sexual Orientation  EXPERIENCE LEVEL
Interaction  Training Program  Prior Professional Experiences  PRIOR PERSONAL EXPERIENCES  What Else?
What role does anxiety play in the supervisory relationship?

- Anxiety can be motivating or debilitating
- It is a Coping Mechanism

Some questions to ask about anxiety….

- What are they coping with?
- How do they express their anxiety?
- What can supervisors do with supervisee anxiety & their own anxiety?
Supervision Games
Often mask anxiety
(Wynne, 2011)

• “Be nice to me because I’m nice to you.”
• “Evaluation is not for friends.”
• “What would you do?”
• “I did like you told me.”
• “It’s all so confusing.”
• “Heading them off at the pass.”

• “I am so sorry I’m late.”
• “All my sessions fell through.”
Requirements for Texas State Students

• Small Group
• Individual
• Guidance
• Accountability Project
  – Using data to show effectiveness in one of these areas

• You must meet with your supervisee once a week for one hour
• Students are required to complete 600 hours this semester 240 of which should be direct client hours.
• You will have to sign weekly logs of the interns activities.
University Supervisor’s Role in Helping You and Your Intern

• The University Supervisor will do 3 site visits during the semester.

• Students will meet for 3 hours with the University Supervisor every other week.

• We are available via phone or email anytime:
  – se17@txstate.edu
  – 512-245-7525

What else would be helpful for you?
University Supervisor’s Role in Helping You and Your Intern

• These handouts might:
  – Help you structure early supervision sessions
  – Give you ideas about activities to do during supervision
  – Help balance your discussions.
References

