



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

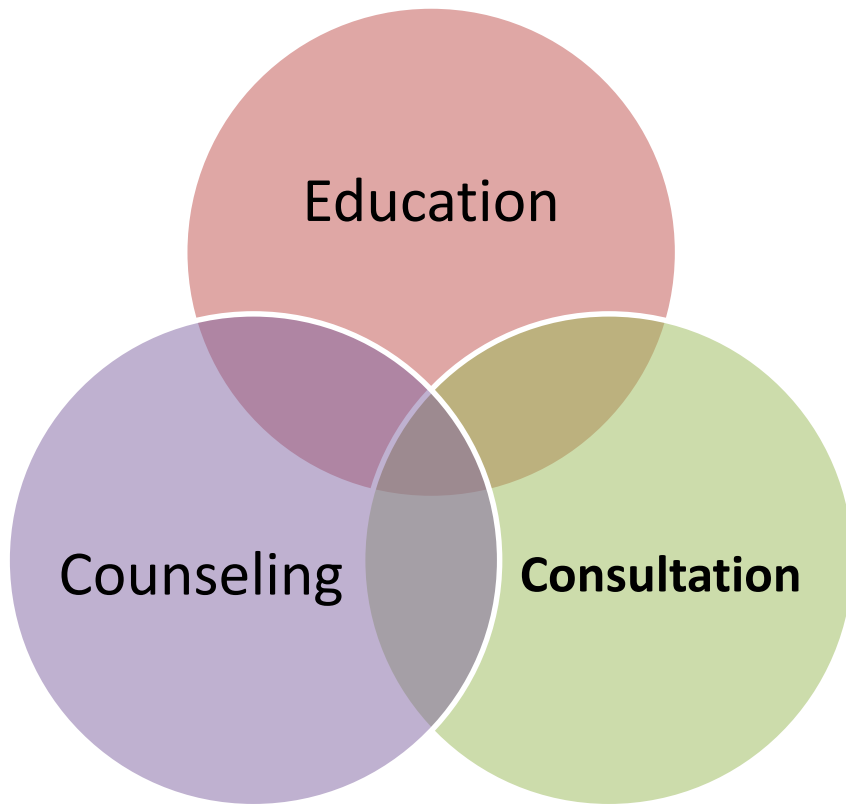
Can be applied ethically

Promotes social justice

Promotes the school counseling profession



Discrimination Model (Bernard, 1997)



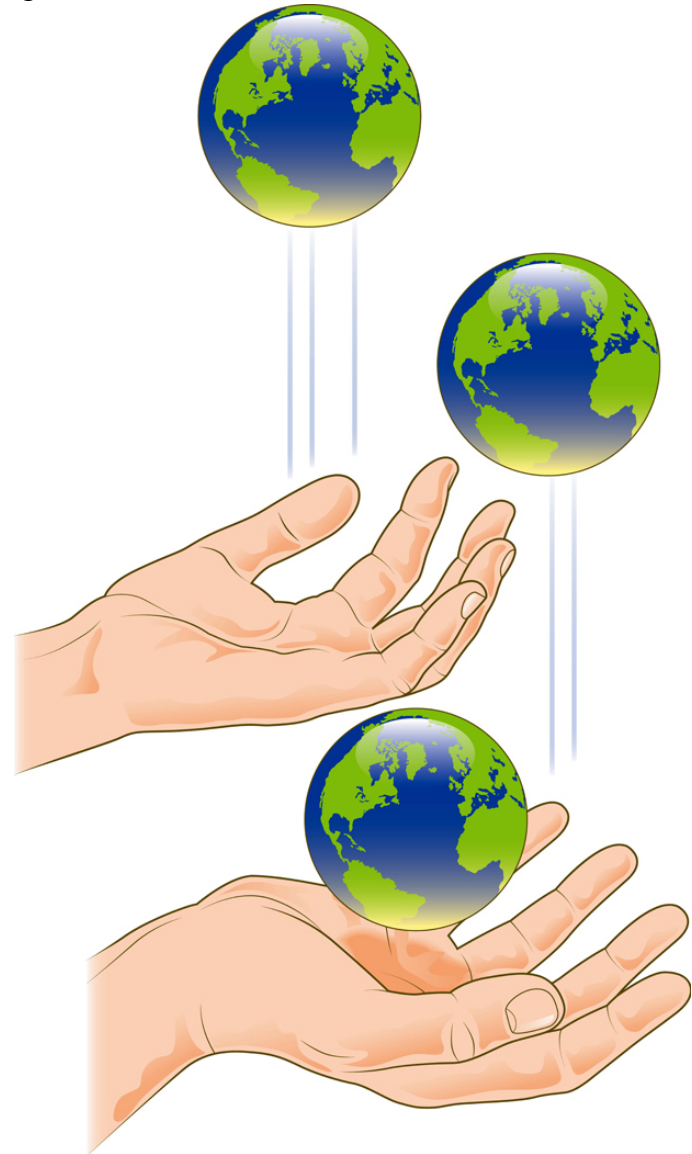
This model is about integrating all three roles:

- 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?**

ANXIETY



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

- Bernard, J.M. (1997) The discrimination model. In C.E. Watkins (Ed.) *Handbook of psychotherapy supervision*. New York: Wiley
- Studer, J. R., (2006). *Supervising the school counselor trainee*. ACA: Virginia.
- Wynne, L. (2011). *Caterpillars to butterflies: Training school counselor supervisors*. Presentation at the annual conference of The American School Counseling Association.