

Supervisor Support and Development Plan

One of the challenges recognized by program faculty concerns the area of on-site supervisor selection and development. The vast majority of school counseling graduate students are working teachers. As such, and in response to practical considerations, they typically perform their site-based learning experiences in the schools at which they are employed. The result is that supervisors are chosen based primarily on convenience and willingness. In an effort to identify, recruit, and develop highly qualified site supervisors, we have created a model of supervisor support and development that ensures an increased level of consistency and quality regarding conceptual, theoretical, and practical aspects of the provision of clinical supervision.

Concurrent with Foundations of School Counseling (Fall semester of 1st or 2nd year):

- Make first contact with prospective site supervisor
- Conduct semi-structured needs assessment regarding training and experience in supervision
- Provide explicit description of objectives and expectations for both practicum and internship

Concurrent with Clinical Practicum with Children in Schools (Spring semester of 2nd year):

- Make first on-site visit to meet with site supervisor
- Provide introduction and materials on developmental models of supervision
- Reinforce objectives and expectations of site-based practice experiences

Concurrent with Internship (Fall and Spring semesters of 3rd year):

- Make two on-site visits per semester to meet with site supervisor and graduate intern
- Monitor, assess, and consult regarding student professional development issues, practice opportunities, and overall learning experience
- Mentor/coach site supervisor in practice of developmental supervision