

Supervisor/Supervision Needs Assessment

Have you had any formal coursework or other training in supervision?

None of the current supervisors with whom we spoke have had any formal training regarding their roles as supervisors. Most described an informal process of growing into the role over time and in response to the needs of their departments. This finding is in keeping with the research literature on the provision of clinical supervision.

What do you see as the primary roles or functions of being a supervisor?

One of our current supervisors noted that his knowledge of practice standards and ethics in the field of school counseling provided the knowledge base from which he teaches his intern. Another thought that a comprehensive knowledge of the school culture and key stakeholders provided the basis for teaching system advocacy skills. One supervisor conceptualizes her role as more of a mentor. She included her intern in planning, use of technology, and had her intern do a great deal of shadowing her throughout the day. Yet another current supervisor is heavily involved in administrative duties impacting the entire school. This supervisor has provided her intern with a great deal of exposure to policy issues and the way in which they impact the day to day operation of the school.

What would you, at this point in your career, find helpful regarding ongoing professional development in the area of supervision?

There was consensus among those interviewed that clear and explicit expectations from the college would be helpful. They wanted to have more of a sense of what would be coming, what the intern's assignments would entail, and what kind of exposure to the profession we are hoping our students will receive. It was also suggested that it would be helpful if guidance were provided regarding the application of the ASCA model to the training process. It was noted that varying schools have implemented the ASCA model to widely discrepant degrees, and it is sometimes difficult to bridge the gap between the ideal model and the reality within the school setting. Current supervisors responded positively to the idea of being supported through the provision of materials and consultation regarding theoretical models of supervision. There was also willingness on the part of some supervisors to participate in professional development and/or in-service training around the practice of supervision.