A Model for School Counseling Supervision

Discrimination Model Components *(Bernard & Goodyear, 2018)*

Role

**Teacher** – when supervisee needs structure (direct feedback, modeling)

**Counselor** – to enhance supervisee reflexivity (processing, reflecting)

**Consultant** – to challenge supervisee to think (exploring other responses)

Foci

**Intervention** – skill level observed, interventions supervisee utilized

**Conceptualization** – understanding of session from theoretical framework, choosing interventions

**Personalization** – creating a personal style of delivery

**Professional Issues** – monitoring beyond counseling interactions

ASCA Components *(ASCA, 2012)*

National Model with student Mindsets and Behaviors

**Foundation** – goals, mission, vision

**Management** – action plans, lesson plans, use of time

**Delivery** – direct and indirect services (ex: guidance lessons)

**Accountability** – data analysis, program evaluations

Competencies and Ethics

**Knowledge** – ability to articulate and demonstrate understanding

**Skills/Abilities** – ability to accomplish measurable goals

**Attitudes** - beliefs

**Ethics** – anything falling within ethical violations

Developmental Level of supervisee based on Integrated Developmental Level *(Bernard & Goodyear, 2018)*

Level 1 – limited training/experience (motivation and anxiety high, dependent on supervisor, high self-focus)

Level 2 – in transition to self-reliance (motivation fluctuates, more independence, greater ability to focus on client and empathize)

Level 3 – focusing more on personalized approach (motivation consistent, belief in professional judgement, able to be self-aware while empathizing with clients)
Weekly Supervision Case Note

Student Name: ___________________ Date: ______________ Time: ______________

School Site: ______________ Level: ______________ Total Hours at School Site: ______________

<table>
<thead>
<tr>
<th>Direct Services</th>
<th>%</th>
<th>Elementary</th>
<th>Middle</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>delivering core curriculum</td>
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<td>35-45%</td>
<td>25-35%</td>
<td>15-25%</td>
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<tr>
<td>individual student planning</td>
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<td>5-15%</td>
<td>15-25%</td>
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<tr>
<td>responsive services</td>
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<td>30-40%</td>
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<tr>
<td>Indirect Services</td>
<td>%</td>
<td>5-15%</td>
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<tr>
<td>providing referrals, consultation, &amp; collaboration</td>
<td>%</td>
<td>20% or less</td>
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<tr>
<td>Prog. Plan &amp; Support</td>
<td>%</td>
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*Note: Supervisee should come prepared to discuss % of time spent in each area based on time task analysis.

I. Supervisee Report: (this is where you will describe what your supervisee reported to you during supervision, ex: areas of improvement, struggles, questions)

Supervisee reported they conducted their first classroom guidance lesson. Supervisee stated the class was “uncontrollable and rowdy”. Supervisee stated the call backs tried were ineffective and described being “so nervous [their] voice was sharking”.

II. Current Assessment: (this is where you will describe the supervisee’s developmental progress, level, and any changes in the supervisory relationship)

Supervisee is developmentally in Level 1 (IDM Model) as evidenced by high anxiety, self-focus, and dependence on supervisor, 1st semester practicum. Supervisory alliance is strong as evidenced by supervisee’s vulnerability and dependence on supervisor.

III. Supervision Techniques Utilized: (this is where you will describe how you utilized the model for school counseling supervision)

Summary: Supervisor operated from a counselor role with a focus on intervention to process supervisee’s anxiety about conducting guidance lessons, which falls under the delivery system of the ASCA National Model Components.

a. Role: Supervisor operated from a teacher role.
b. Foci: Supervisor focused on intervention.
c. National Model Component: Supervisor utilized the Delivery component, which addresses guidance lessons.
d. Knowledge/Skill/Attitude/Ethics: Supervisor utilized the attitude competency to process supervisee’s beliefs about self and importance of conducting guidance lessons.

IV. Plan & Progress: (this is where you will describe anything you want to revisit in future sessions or any skills or countertransference you will be monitoring)

Supervisor will monitor supervisee’s confidence and level of comfort in conducting guidance lessons. Supervisor will monitor supervisee’s classroom management skill development.