The models and approaches to supervision described by Bernard & Goodyear (2009) vary greatly in the stated purpose and goals of supervision, role of the supervisor, and the techniques used in supervision. Are there specific models or theories that you are drawn to as you think about how you would approach supervision (as a supervisor)? In what ways would those models or theories influence the way you approach supervision?

From the perspective of a supervisor, what is your reaction to the “Descriptive Criteria for Professional Performance Review Policy Standards” rubric? How could this or a similar document help you to structure the evaluation component of supervision?

Bernard & Goodyear (2009) examine a number of cultural factors that impact the supervisory relationship, including racial and ethnic issues, gender issues, sexual minority issues, and spirituality issues. How does their review of relevant literature, along with your own cultural identity and personal experience as a supervisee, influence the way you will address cultural issues in supervisory relationships you’re your future supervisees?

Bernard & Goodyear (2009) discuss the role of theoretical orientation in supervision, and suggest that perhaps supervisors should view theoretical orientation as a type of individual difference, rather than an academic construct. Do you think a supervisor’s adherence to a specific theoretical orientation and/or model of supervision without consideration of the supervisee’s orientation should be viewed similarly to a supervisor ignoring cultural differences between supervisor and supervisee?

The last couple of weeks, our readings and discussion have focused on factors that affect the supervisor-supervisee relationship. What are the key lessons or strategies you will take from these readings as you approach the task of establishing a supervisory relationship with future supervisees?

In Chapter 9, Bernard & Goodyear describe a number of methods and techniques for conducting individual supervision. As you think about organizing individual supervision in your desired career setting (university, school, other agency), how do you see yourself incorporating these methods into supervision plans? What challenges do anticipate to using these methods in your desired career setting?

In Chapters 10 and 11, Bernard & Goodyear describe a number of methods and techniques for conducting group and live supervision. As you think about organizing supervision in your desired career setting (university, school, other agency), how do you see yourself incorporating some/all of these methods into supervision plans? What challenges do anticipate to using these methods in the identified setting?

How would you structure group supervision differently for supervisees who are early in a training program, advanced students, or licensed professionals? What strategies would you use to prepare supervisees for participation in group supervision?

Locate an internet-based resource you believe would be helpful to school-based supervisors (administrative, clinical, or both). You may select any type of resource (e.g., listserv, tools, videos, handouts, articles), but it should be something of sufficient quality that you would recommend it to colleagues involved in school-based supervision. Post a link to your resource, along with answers to the following questions:

- Why do you recommend this resource? How would it be useful to a school-based supervisor?
- Is this resource applicable for use in clinical supervision, administrative supervision, or both?
- How does this resource relate to the supervision issues we’ve examined in this course?

Earlier in the term, we discussed the role and process of evaluation in clinical supervision. This week, the readings revisit evaluation from the perspective of an administrative supervisor. If you were an administrative supervisor of school psychologists, how would your approach to evaluation differ from a situation where you were solely focused on clinical supervision of school psychologists or trainees?

How have your attitudes, beliefs, or values related to supervision changed as a result of participation in this course? What will you take from this course that will impact your future supervision practices?