

Chapter 1 : Shippensburg University - Doctorate-in-Counselor-Education-and-Supervision

Teaching and supervision It can sometimes be difficult for researchers to find the opportunities - but they are out there so it is worth being proactive in seeking them out and being flexible about what sort of experience you gain.

Northern Michigan University strives for a high quality teacher preparation program based upon the premise of clearly defined purposes and knowledge of the roles of all persons concerned. A clearer understanding of the policies will assist in these cooperative efforts. Philosophy of Teaching Program Student teaching is the most important experience in teacher education. Student teaching is intended to bridge theory and practice. The relationship among university supervisor, supervising teacher, and student teacher influences the quality of the student teaching experience. The student teachers need competent and concerned supervisors to help them assume the full range of duties of a teacher. Goals Of The Student Teaching Program The major goal of the Student Teaching Program is to provide student teachers a challenging, relevant and rewarding experience, which will allow them to acquire professional competence. This includes the ability to: Eligibility for Student Teaching To be eligible for a student teaching placement, a student must meet all the criteria established by the School of Education, Leadership and Public Service. These academic and professional criteria are published in several documents, including the Undergraduate Bulletin. Assignments Most students are assigned to selected schools in the Upper Peninsula and Northeastern Wisconsin. Placements are made in centers that are currently open. Students are not allowed to student teach at a school they attended or with which they or a close relative have been affiliated. Accepting a student teacher is an important decision. Teachers must first voluntarily decide if they are willing to work with student teachers. They should interview the prospective student teachers and have them spend some time in their classroom before student teaching to help insure a successful student teaching experience. This includes legal liability coverage for student teachers and their actions while placed in a student teaching situation. This coverage does not include activities outside of student teaching. Holding Jobs Students are to free themselves of campus and work responsibilities during the week while student teaching to allow for a full-time commitment to teaching. Student teachers may work Friday evening 6: However, student teachers may be asked to terminate work should the activities interfere with their performance in school. Students may be involved in activities that are commonly done by teachers such as coaching and tutoring. These classes are scheduled the morning of seminars and are valuable resources to the student teacher. Other than these two classes, additional coursework is discouraged, but students meeting several criteria may request an exception to this policy. The Calendar During student teaching, all students are expected to begin with and adhere to the school calendar in the school district to which they are assigned. Vacations are scheduled according to the school district calendar. Other dates related to student teaching are listed on the Student Teaching Calendar given to each student and supervising teacher. Attendance Student teachers are expected to be in attendance every day for a full day. Daily arrival and departure times will follow the daily schedule of the supervising teacher. Only two absences, whether for illness or personal reasons, are allowed. All other absences must be made up. Absences for personal business are discouraged. Students are expected to have affairs in order before student teaching begins. Student teachers are allowed two additional days for absences for teaching job interviews, if needed, and approved by the supervising teacher. Seminar Attendance Student teachers are required to attend all seminars, which are generally held on four Fridays during the student teaching semester. Seminars will include topics such as human relations, classroom management and organization, effective planning and teaching, placement, employment, certification, as well as other topics that address the needs and concerns of student teachers. Seminar dates are listed on the Student Teaching Calendar and in the schedule of classes. Student teachers will need to be excused from their classroom duties in time to attend these classes. Problems Students who enroll in student teaching make a commitment to the goals, responsibilities, and expectations outlined in this guide. The following procedure should be used when a student teacher has difficulty fulfilling these responsibilities: An initial conference on the matter between the supervising teacher and the student teacher should be held. Conferences should be held frequently between the supervising teacher and student teacher. Early

identification and addressing of problems aids in their solution. If the problem is not resolved, the supervising teacher should contact the university supervisor and arrange a conference with the student teacher, the supervising teacher, and the university supervisor as soon as possible. The building administrator may need to be involved in the conference. If this procedure is ineffective in reaching resolution, the problem will be referred to the Director of Field Experiences. The Director will seek resolution and determine if reassignment or removal from student teaching should occur X. Districts and supervising teachers must ensure that the quality of instruction provided to student teachers who are allowed to substitute teach is comparable to that required in our traditional student teaching program. Student teachers may substitute teach only in the classroom in which they are student teaching. Student teachers are not to substitute teach more than 10 days during their student teaching. An accurate record of the dates and experiences must be kept by the school and available to the university. The university supervisor must be notified in a timely manner so that it will not conflict with supervisory or student teaching responsibilities. The student teachers will be paid the same as a regular substitute teacher and meet the necessary requirements for substitute teaching by the district. The Coordinator is asked to check with each supervising teacher which honorarium they prefer. Please keep in mind that if the credit hour honorarium is preferred, this credit is to be used in taking classes at NMU. It may also be given to a person completing hours in a teacher preparation program undergraduate or graduate. To register for a class and put your credit hour honorarium toward your tuition bill contact Nancy Anderson, Financial Services, If you choose to accept the monetary honorarium, NMU will send a check in the name of your school district. The honorarium will then be dispersed by your Business Manager. If you have questions regarding either the monetary honorarium or credit hour honorarium, please contact the Field Experience Office at Evaluation Procedures Supervising teachers are to submit evaluation reports on-line as described in this section by the submission dates specified on the Student Teaching Calendar sent to supervising teachers. It is the responsibility of the supervising teacher and university supervisor to ensure that the student teacher receives timely and continuous feedback on his or her performance. The student recommended for certification must possess the skills and maturity to be a successful teacher. Student Teacher Evaluation forms provide the supervisor with opportunities to identify the strengths and weaknesses of a student teacher. At the end of the Mid-Term and Final Evaluation Forms, you will give the student teacher one of the following ratings: P - Proficient; consistent, appropriate application, a solid performance I - Improving; moving towards becoming proficient B - Basic; minimal achievement, appropriate to situations These ratings correlate to the final grades the student is to receive, unless otherwise specified by the supervising teacher. In that case, they could indicate this in the final comment section of the evaluation report. The student teaching evaluation forms are based upon the duties of a teacher: Supervising teachers must determine whether these competencies are demonstrated by the student teacher to an adequate degree and then support their assessments. Supervising teachers are to check the appropriate level on the final evaluation. The Michigan Department of Education requires all teacher preparation institutions to use the state approved criteria for assessment of entry-level pedagogical skills for each student teacher. The evaluation criteria below also include in parentheses the numbers and letters of the standards and proficiencies from the Criteria for an Assessment of Pedagogy given at the end of this guide. Knowledge Base All preservice teachers must demonstrate a satisfactory level of competence in their subject matter and general knowledge through required courses and standardized tests before they are allowed to student teach. University students who do not meet minimal standards set by the University on general and specific content area tests and in performance in college courses are not admitted into teacher education or are not allowed to continue. The supervising teacher should evaluate whether the student can apply this knowledge effectively in a teaching situation and can meet the following criteria. Demonstrates accurate, appropriate, and comprehensive knowledge about the subjects taught to the degree needed to effectively teach the curriculum 3f. Engages students in practical activities that demonstrate the relevance, purpose and function of the subject matter 3f. Integrates and transfers knowledge across subject areas 3c. Has an understanding and appreciation of the humanities, social sciences, arts, mathematical and natural sciences and technology 1a,1b,1h. Communicates the value of liberal arts knowledge to their students, including an appreciation of the interrelationships among subjects 1c. Demonstrates a global and multicultural

perspective 1e,1f,1l. Accesses and uses updated information and procedures 3g. Instructional Competence Preservice teachers must not only have adequate knowledge, they must also be able to teach. The university evaluates these skills through testing, coursework and field experiences. Students unable to demonstrate adequate communication skills, as measured through standardized tests and required coursework, are not permitted to progress through the teacher education program. Student teaching is the primary source of data for these skills. Communicates what is to be learned so that students understand and value the learning. Demonstrates effective speaking, listening, reading, and writing skills 1a. Uses appropriate and grammatically correct language. Has congruent verbal and nonverbal communication. Controls classroom behavior in an effective and fair manner 2d. Organizes and manages classroom to maximize learning. Establishes and carries out effective classroom rules, procedures and routines. Provides a positive learning environment. Encourages individual responsibility 1k. Respects individual rights 1k. Management of learning progress. Manages learning progress so that the curriculum is covered appropriately and efficiently 5c. Makes smooth transitions and is able to handle varying ability levels and activities.

Chapter 2 : Teaching and supervision | University of Oxford

Teaching at the University of Gothenburg (Sweden) since Co-Supervisor of two PhD students: Wiebke Aldenhoff: "Radar remote sensing of sea ice". Main supervisor is Leif Eriksson, Chalmers University of Technology.

Counselor educators help to support the development of counseling students through direct instruction, as faculty in colleges and universities, and also through the supervision of the work done by students and new professionals. Those are central components of ensuring high quality clinical work, and protecting the clients who are served by counselors. Why Study Counselor Education Here? Our program believes strongly in the researcher-practitioner model. Our students receive a strong foundation in research methods that help them to design and conduct research that can be translated into practice. The doctoral coursework extends areas of expertise in theory and practice, clinical supervision, leadership, and advocacy. Doctoral students in the Virginia Tech program have access to the latest instructional technologies, work closely with the faculty, and often collaborate on research, publications, and conference presentations. Students who complete the Ph. Our program graduates have been tremendously successful, and consistently and secure appointments to the faculty in colleges and universities across the country. Moreover, they are leaders in the field, serving in elected and appointed roles, and helping to shape counseling policy and practice. Career and Professional Development Counselor educators are also advocates who help to shape the counseling profession, and address issues of injustice and inequity in our schools and communities. And our students get ample experience working in the classroom side-by-side with the faculty, in providing supervision to counselors in training. It is incredibly rewarding to be able to see the development of counseling students as they become professional counselors themselves. In order to be effective in this work, counselor educators must have excellent clinical skills, and be up to date on the latest developments in the field. As a result, counselor educators are actively engaged in research to better understand what works in teaching, supervision, and clinical work. Research interests can be as varied as issues that may appear in a counseling session, and that research helps inform practice. Finally, because counselor educators are so involved in shaping the future of the profession through the preparation of counselors, they are also ideally situated to be advocates and leaders for the counseling profession. Counselor educators are focused on developing effective, ethical counselors, who are engaged in helping individuals and communities solve the problems they are facing. Blacksburg Campus This degree program is offered at the Blacksburg campus. The Blacksburg campus offers students the full services of the university, including an extensive library, technology support, and the Graduate Life Center.

Chapter 3 : About Counselor Education and Supervision

Educational Supervision Defined. Educational supervision is a term used to identify the work duties of administrative workers in education. Educational supervisors make sure the educational institution operates efficiently and within the legal requirements and rules.

Why must nurses risk their careers for safe care? Barter M, Furmidge ML. Issues relating to delegation and supervision. Liability of attending physicians when supervising residents. Liability of the moonlighting resident. To fear or not to fear: J Health Care Finance. Booth D, Carruth AK. Violations of the nurse practice act: Legal standards of conduct for students and residents: The legal consequences of practicing beneath your licensure status. Supervision of and delegation to UAPs. Medical law and ethics: J Fla Med Assoc. Medical direction of emergency medical service systems: Delegation, downsizing and liability. Arch Pediatr Adolesc Med. Potential liabilities of medical directors for actions of EMTs. J Am Vet Med Assoc. Forty years of litigation involving residents and their training, II. The vicarious liability of a surgeon for a negligent anesthesiologist. Medico-legal considerations in the use of physician extenders. Am J Emerg Med. Vicarious liability of employers explained. The myth of vicarious liability: Jerrold L, Jerrold R. Litigation, legislation, and ethics: Am J Orthod Dentofacial Orthop. Medicolegal program for resident physicians. Pregnancy care liability misperceptions among medical students in Florida. Legal aspects of nurse anesthesia practice. Nurs Clin North Am. Who shoulders the risk? Liability and allied health providers. McMullen P, Philipsen N. An unsafe or unprofessional colleague: Healthcare changes bring increased liability risk for nurses. Standard clinical protocols are important to your survival. J Okla State Med Assoc. Effect of full-time, specialized physician supervision on the success of a large, urban emergency medical services system. Gastrointest Endosc Clin N Am. A positive, systematic approach to improve inpatient medical record completion in a family practice residency program. Professional liability in postgraduate medical education: Liability for unlicensed personnel, part II. Regan Rep Nurs Law. Legal issues for nurse managers. Malpractice litigation against child and adolescent psychiatry residency programs, â€” New developments in response to boundary violations: From Journal of Legal Medicine, Vol.

Chapter 4 : Teaching And Supervision

Supervision is differentiated from brief interactions (such as workshops), and consultation that, by definition, is time and session limited, although all of these interactions share common goals (e.g., training in a skill, clarification of process, regaining objectivity).

Bernard and Goodyear offer this definition that has come to be accepted within the counseling profession: Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member s , monitoring the quality of professional services offered to the clients she, he, or they see s , and serving as a gatekeeper of those who are to enter the particular profession. Within the definition, there is mention of several components of supervision: Supervision is an intervention There are unique competencies and skills involved in supervision that allow the supervisor to help the supervisee. Models of supervision exist that provide a framework for the process. In addition, supervisors incorporate various modes and interventions to facilitate supervisee development. Awareness of these models, modes, and interventions will help the supervisee understand the underlying processes of supervision and therefore, be a more active participant in the supervision process. A dialogue can develop between supervisor and supervisee as a means to share personal styles and preferences for frameworks and interventions to be used in supervision. Supervision is provided by a senior member of a profession A clinical supervisor is more advanced, at least in some important ways, than the supervisee. During fieldwork experiences, supervisors typically include a course instructor and an individual clinical supervisor. It is important that the supervisee understand the roles and expectations of each supervisor. Supervision is a relationship that extends over time The process of supervision occurs within the relationship established between the supervisor and supervisee. It is important to keep in mind that both the supervisor and supervisee contribute to the relationship and have responsibilities within the process. As assumption of supervision is that it will last long enough for some developmental progress of the supervisee. Supervision is differentiated from brief interactions such as workshops , and consultation that, by definition, is time and session limited, although all of these interactions share common goals e. The fact that supervision is ongoing allows for the relationship to grow and develop. The importance of the supervisory relationship has received much attention in supervision literature. While not the sole determinate of the quality of supervision, the quality of the relationship between the supervisor and supervisee can add or detract from the experience. In order to enhance the professional functioning of the supervisee and assure quality of care, the supervisor constantly monitors and provides feedback regarding supervisee performance. This formative evaluation forms the basis of the work done in supervision. The supervisor also serves as a gatekeeper for those who want to enter the counseling profession. The supervisor is charged to evaluate the counselor based on work done with current clients, and to assess potential for working with future clients. As part of this role, supervisors formally evaluate supervisees. These summative evaluations occur after there has been enough supervision to expect a certain degree of competence. For example, during fieldwork experiences, summative evaluations typically occur at the midpoint and end of semesters. Evaluation is a crucial aspect of the supervision process, and one that is often the source of discomfort for both the supervisor and supervisee.

Chapter 5 : Counselor Education and Supervision < North Dakota State University

The conference for Teacher Education Faculty, School Partners, and Student Teachers.

Thank you for making me feel like I belong. Liberty University has been an amazing blessing, and the Military Affairs Team was with me every step of the way. The Academic Advising Team is always available to assist â€” just call. You will not find a better, more caring group of professors and instructors than those at Liberty. I attended my first intensive and my expectations changed overnight. My professor made me feel like I really belonged in education. I texted my professor, and he did not hesitate to call me on his time and listen to me. He had nothing but encouraging things to say and ended our conversation with a prayer. He is one of the biggest reasons, along with the other professors I had, that I am very thankful and honored to have attended Liberty University. Several individuals at Liberty were insanely wonderful and made everything a cinch! They all are a class act, and I am blessed to have made contact with them. I am so enthused with Liberty University! Truly, this experience is the best. Thank you and blessings to all those who work to make Liberty what it is today! Ranked in the top 5 of more than 2, online colleges and universities for academic quality, affordability, and accessibility. The Accreditation Council for Business Schools and Programs requires commitment to continuous improvement centered on student skill development. Ranked 1 for student interaction, overall student satisfaction, Christian character, quality of online programs, and academic prestige. Committed to quality teaching, the National Council for Accreditation of Teacher Education upholds the standard of excellence for teacher preparation. Ranked 3 for breadth of programs, academic outcomes, affordability, and the variety of online learning opportunities. Ranked 5 for affordable tuition and flexible program format. Recognized for best practices in military and veteran education, a strong military culture, flexibility, financial aid availability, on-campus and online support services. Why Choose Liberty University? Grow in Your Faith All of our courses are taught from a Christian perspective and our faculty sees themselves as mentors. Access Academic Support Throughout your educational journey you will have access to academic resources that will aid in the completion of your degree. Corporate Tuition Assistance Deferred â€” If your company reimburses you for the cost of your education, you submit your grades to your employer who pays you, and then you pay for your classes. Tuition Discounts Available for: Military service members, including active duty, retired, veterans, and their spouses. Also available to emergency response personnel. Contact one of our Admissions Counselors for more information by calling

Chapter 6 : Meaning and Scope of Supervision in Education

Ahmet Ozkardas, Universit  Paris 1, Essays on Wage Bargaining, supervision, defended in November Manuel Foerster, EDEEM (European Doctoral Program) - Universit  Paris 1 & Universit  Catholique de Louvain, Essays on Dynamic Social Influence, co-supervision, defended in June

Meaning and Scope of Supervision in Education Article shared by: Meaning and Scope of Supervision in Education! In the modern educational system expansion of education relies on increasing number of educational institutions, teachers and students as well as providing all sort of facilities which are essential for proper progress of education. It will never be sufficient if we will not yield or achieve our returns or results to an adequate extent in qualitative perspective. From this description it is quite evident that quality assurance of education at any level is the prime concern of the modern educational practices. For this there is the need of quantitative expansion as well as qualitative improvement of education at all levels. This will be determined by the very concept, supervision. Due to the enhancement of its importance in the present educational system its prime purpose has been changed now. Researchers and Educationists previously agreed upon the fact that supervision is primarily concerned for the purpose of improving instruction. Now-a-days the concept of supervision has been changed. It is not concerned merely with improvement of teachers as it was conceived in the previous days, when the supervisory activities were directive and prescriptive. But now according to some experts, supervision requires a super plus vision a superior perspective attended by special preparation and position. To them the primary function of supervisors of all types is leadership, encouragement and recognition of leadership in any other person either in the professional staff or among the community participants. Therefore they designate the supervisor as a leader who has possession of the following two qualities: The ability to help others, contribute to this vision and to perceive and to act in accordance with it. So it is now clear that the modern concept of supervision centres round the basic concept of instructional improvement through leadership and co-operation of all the agencies concerned. It has been clearly visualized that the supervision seeks to be democratic in nature out and out which demands constant efforts on the part of inspecting officers. They have to stimulate co-ordinate, guide for continued growth of the teacher in a school, both individually and collectively in better understanding and more effective performances of all teaching activities. As a result of which teachers may be better able to stimulate and guide the continued growth of every pupil towards the most intelligent participation in modern democratic society. This new concept is based on the belief that inspection and supervision are a co-operative enterprise in which both the teacher and inspecting officers have to participate actively. From this discussion the term inspection has got priority in supervision which was not stressed on in earlier days because the degree of success of any supervisory activity or programme depends upon the degree of inspection done by the inspecting officials. Because they are the real supervisors of the educational programme. As both supervision and inspection are meant for the same purpose and inspection covers almost all the areas of supervision there is no necessity of bringing difference between supervision and inspection. The scope of supervision is very wide which can be proved from the following aspects of education as the scope of supervision in education: The first and foremost task of the supervisor is how to improve the instruction. For this, he supervises: Method of teaching employed for different subjects. The distribution of work among teachers. The written work of students and its correction. Teachers lesson diaries and scheme of work. The supervisor supervises the organisation of various co-curricular activities keeping in view their need and importance. These co-curricular activities are:

Chapter 7 : Counselor Education and Supervision PhD Doctoral Program | GCU

Educational administration and supervision programs are usually offered at the master's or doctoral degree levels. They may culminate in a degree or in an endorsement for a teacher's license.

Unlike other areas of emphasis under the Ph. Fall Application Deadline: December 15, Note: Applications submitted between December 16, and December 15, will be considered for Fall Materials and criteria for the Counselor Education and Supervision area of emphasis are as follows: Undergraduate and graduate GPA of 3.0. Brenda Freeman, program coordinator, at bfreeman@unr.edu. Your main program application, checklist, and signed disposition form must be scanned and emailed to coe@unr.edu. Once you create your account, go back to MyNevada to log in and start your application. You must apply to both the College of Education and to the Graduate School. Please reach out to Dr. Freeman if you have any questions. After the selection committee reviews the writing materials, eligible candidates will be invited to campus for an interview in the month of February. The interview is a comprehensive, four-hour process that evaluates prospective students on an on-site writing assignment, a teaching presentation, and interviews with individuals in the department. Most of the doctoral students in this concentration are preparing for the professional ranks of higher education or to assume positions of leadership in schools and agencies. Our program strives to prepare talented and engaged students who have a diverse counseling background and professional experiences and are committed to teaching, research, leadership, clinical supervision, advocacy, and multiculturalism in counseling. The strengths of the program lie in the deep level of preparation in research and statistics, CACREP-aligned coursework in the content area, opportunities for supervised teaching and clinical supervision experiences, and unique collaboration experiences. Examples of jobs through which students who graduate from the program may continue their careers include the following: Counselor education assistant professors working in teaching and research institutions Agency directors and assistant directors School counseling leadership roles Graduate Assistantships and Internships Graduate assistantships are available through various departments at UNR, including the Counseling and Educational Psychology CEP department. Prospective students who indicate their interest in a graduate assistantship will be interviewed for one of multiple positions within the department in tandem with their interview for the doctoral program. Some highlights of a graduate assistantship include: Internship experiences are unique to the background of the candidate, though typical experiences for counselor educators-in-training include teaching under supervision, providing clinical supervision under faculty supervision, grant writing, working with CACREP accreditation, clinical experiences, and field collaborations. Those entering the program with the goal of agency leadership will engage in internship experiences outside of the institution under the supervision of agency leaders. All internship experiences must be pre-approved, and internship work is reflected upon and assessed throughout the experience. Tuition and Fees Please see the University tuition and fee rates. Curricular Structure The Ph.D. Students who intend to graduate the program must complete the following program requirements 94 credits min: COGNATE, 24 credits The cognate area is expected to be an area of professional counseling expertise that is generally the CACREP program area such as marriage and family, clinical, school, student affairs defining the expertise of the student. Many of the courses for the cognate may be transferred from the masters program, though the student may desire or need to take additional coursework in his or her cognate area. Four of the courses require supervised "field" hours:

Chapter 8 : Counselor Education and Supervision | College of Liberal Arts and Human Sciences | Virginia Tech

Pepe PE, Mattox KL, Duke JH, Fisher PB, Prentice FD. Effect of full-time, specialized physician supervision on the success of a large, urban emergency medical services system.

Chapter 9 : Teaching and Supervision - SAGE Research Methods

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Performs non-teaching duties required of a teacher such as administrative tasks (attendance, out-of-class supervision) and school or community services (committee work, participation in events). Accepts teaching as a lifelong learning process and continues efforts to develop and improve (5e).