Supervision Human Perspectives | b60990de42ba6416ad608a6a40336539

Clinical SupervisionThe Central Office Supervisor of Curriculum and InstructionThe Heart of Coaching SupervisionSupervision Essentials for a Systemic Approach to Supervision in TransitionInstruction and Supervision of the Reading/Writing ProgramClinical SupervisionPractical Supervision: Constructive Clinical Supervision in Counseling and PsychotherapySupervision lesbian and PedagogyThe Wiley Handbook of Educational SupervisionSupervision paradigms and book of Educational SupervisionReadings in Educational Supervision: Teacher Perspectives of Individualized InstructionSupervisionSupervisory Behavior in Education: Collegial Supervision and Supervision in Communication DisordersJournal of Curriculum and SupervisionPlanning and Constructs in Clinical Supervision in Counseling and Psychotherapy

The authors bridge the gap between theoretical concepts and the real world to create a superior, updated text geared toward those seeking the knowledge and skills to become effective supervisors in schools.


This practical, up-to-date guide to effectively managing the many facets of a reading/writing program helps school-based administrators and district supervisors deal with the increasing demands they face daily. From creating a literacy philosophy to developing a multidisciplinary assessment program, the book touches on virtually every major responsibility and issue supervisors and administrators are likely to confront. It addresses the specific needs of the district role and the school-based role, as well as the areas pertinent to both. And it includes cutting-edge issues such as flexible grouping, censorship, whole language, controversial materials, and services for special needs students. The book is complete with practical guidelines, extensive resources, and specific examples applicable to elementary, middle, and high school programs. Specific procedures for many processes are provided, including selecting textbooks and nonprint materials, implementing classroom demonstrations, and developing staff. Also included are descriptions of key studies and reference literature, sample forms, lists of publishers (including those that publish student writing), a text friendliness checklist, and resource lists for professionals, parents, and students. K-12 reading and writing program supervisors and administrators. A Longwood Professional Book.

This supervisory, administrative, and leadership text for courses at the graduate level reflects new thinking about teaching and school structures - redefining the idea of supervision to focus on seeing schools as communities rather than as organizations. In addition, Supervision emphasizes the student-teacher relationship rather than bureaucratic functions. Using new opinions based on current trends in education, the fifth edition takes the position of viewing the school as a community, with teaching and learning as the most important aspects of this community. In addition, the school is looked upon as a moral rather than a technical enterprise, whereby the moral authority of the supervisor, and its close link with the moral authority of the teacher, is emphasized. The simplified chapters and the revised arrangement of material provide a more logical sequence and presentation of the subject.

Covers school supervision.

Paradigm debates between modern and postmodern conceptions of curriculum and supervision and the impact on school practice are the primary contributions of this volume. Each contributor presents a definitive point of view, an explanation of how this paradigm affects practice, and a realistically presented case study that demonstrates the paradigm in action.

Covers a broad range of topics within the fields of education and human development. Includes the ways in which learners construct knowledge at the different stages of human development, the educational tools used by teachers to teach, and educational politics.

Supervision: New Perspectives for Theory and Practice co-edited by two prominent scholars in the field (Jeffrey Glanz and Sally Zepeda), draws attention to supervision as a function that is often misunderstood, under-appreciated, and frequently controversial. Much has changed in the last two decades in the United States. These changes have inevitably influenced the theory and practice of supervision. This text includes some of the top scholars in the field in the USA to offer their insights to important topics and issues in supervision. To strike a balance, the editors also included award-winning practitioners who share their insights about supervision. We hope that this volume raises awareness to several critical topics that affect teachers, administrators, and policy makers. With the range of topics associated with supervision, we believe that the authors offer an informed and lively discussion of supervision in the present and future contexts of schools. Through our efforts, we believe that the multiple contexts in which supervision unfold are examined alongside trends including high-stakes testing, the uses of data, school-based roles, and the work superintendents do to supervise principals, and the type of supervision that builds a just and caring school culture that is culturally relevant and respectful to teachers and leaders.

Culturally Sensitive Supervision and Training: Diverse Perspectives and Practical Applications is a comprehensive text that exposes readers to an array of culturally competent approaches to supervision and training. The book consists of contributions from a culturally and professionally diverse group of scholars and clinicians who have been on the forefront of providing culturally competent supervision and training in a variety of settings. Many of the invited contributing authors have developed innovative clinical-teaching strategies for skillfully and effectively incorporating issues of culture into both the classroom and the consulting room. A major portion of the book will provide the reader with an insider’s view of these strategies as well as a plan for implementation, with one chapter devoted to experiential exercises to enhance cultural sensitivity in supervision and training. The text is intended for use in supervision courses, but trainers and supervisors will also find it essential to their work.

This is the first reference on advanced nursing practices at the clinical specialist level. Reflecting a nursing perspective, it covers both adult and child psychiatric nursing treatments and discusses individual and group therapy of children, adolescents and adults. It examines legal and ethical issues related to advanced practice and the relationship of neuropsychology and psychopharmacology to the clinical specialist role. The book also includes case studies and up-to-date reviews of current research, theories and clinical practices in the field.

Produced for units EED 790 (Instructional supervision) and ESA 843 (School-based professional development) offered by the School of Education in Deakin University's Open Campus Program.

Constructive Clinical Supervision in Counseling and Psychotherapy articulates a practical, theoretical approach to supervision that integrates salient elements of a number of diverse but complimentary theoretical perspectives from the fields of human development,
psychotherapy, and clinical supervision to assist in facilitating supervisee growth and change from a constructivist framework. This constructive approach to supervision is designed to serve as a practical, integrative meta-theory for supervisors of any theoretical orientation. For readers who already identify with constructivist ideas, this book will provide a theoretical grounding for their work, along with strategies to deepen their clinical practice. For those who are new to constructivist thinking, this book offers an innovative possibility for conceptualizing their role as clinical supervisors and alternative interventions to consider during times of impasse.

The ninth edition of Supervision: A Redefinition is a research-based guide to the practice of supervision that aims to clarify the major challenges teachers and supervisors face within the policy context; focus on essential, foundational understandings that feed the integrity of teaching and supervision; and explore the complexities of the practice of supervision and teaching which supervisors must deal with. The 9th edition re-defines supervision once again in light of the complex demands being placed on principals and central office administrators, while continuing to emphasize the book’s original theme of human perspectives.

The heart of clinical supervision is the relationship between the supervisor and supervisee. Elizabeth Holloway’s systems approach to supervision conceptualizes this all-important relationship as consisting of several key dimensions, or systems, which interact and together help create and maintain the supervisory relationship. These systems include the client, the trainee, the supervisor, the functions and learning tasks in supervision, and the institution in which the supervision process is taking place. As the author compellingly argues, for clients, trainees, and supervisors alike, our decision-making and actions are always consciously or tacitly embedded within these systems. Understanding the dynamic interplay of the interdependent components of each system is essential to building a strong and thriving supervisory relationship. With detailed case examples (including excerpts and analyses of real supervision sessions with real trainees, as demonstrated in the author’s DVD Systems Approach to Psychotherapy Supervision, also available from APA Books), the author skillfully demonstrates the various roles supervisors play, from monitor and advisor, to role model, consultant, and mentor. The unique importance of supervisee competencies, including counseling skills, case conceptualization, ethical practice, intra and interpersonal awareness, and self-evaluation, are examined in full depth.

A practical guide for teachers and administrators who want to create good school climates and a school culture that encourages professional growth.

If you’re seeking a comprehensive, current, and accessible guide to psychotherapy supervision, consult Psychotherapy Supervision: Theory, Research, and Practice, 2nd edition, the anticipated revision of the original best-seller. Understand theory models of supervision, therapy-specific advice, procedures, special populations, research, professional and intercultural concerns, and power relations unique to the supervisory relationship. Written by experienced supervisors, the in-depth information in this book is clear and comprehensive, and it will prepare you to be able to work with a variety of clients in a multiplicity of environments.

This collection of readings (mostly from “Educational Leadership”) is directed to leaders in educational settings who are responsible for curriculum development, professional growth, and improving instruction. The selections are organized under eight topics: (1) history, nature, and purposes of educational supervision; (2) organization for supervisory services; (3) human skills in supervision; (4) supervisory techniques for planning and managing educational programs; (5) the supervisor as facilitator in the improvement of teaching and learning; (6) the supervisor as leader in curriculum development; (7) the supervisor as a leader in staff development; and (8) the supervisor as a researcher and member of the profession. For each of these major topics, an overview introduces selected readings. The overview establishes the context for the topic, describes the content and purpose of each reading, and provides questions in order to direct the reader to the interaction between the articles. There is also a “Guide for Readers,” designed to aid instructors and students. In the form of a matrix, the guide lists nine major textbooks in the field of educational supervision and shows the intersection with the articles in this collection. Resources are included in each separate article. (UMS)

An authoritative guide to educational supervision in today’s complex environment. The Wiley Handbook of Educational Supervision offers a comprehensive resource that explores the evolution of supervision through contributions from a panel of noted experts. The text explores a wealth of topics including recent and dramatic changes in the complex context of today’s schools. This important resource describes supervision in a historical context, includes a review of adult learning and professional community reviews, new teacher preparation and comprehensive induction systems. Contains perspectives on administrative feedback, peer coaching and collaboration presented in professional development and job-embedding learning. Examines policy and implementation challenges in teacher evaluation and leadership. Written for researchers, policy analysts, school administrators, and supervisors, The Wiley Handbook of Educational Supervision draws on concepts, theories and research from other closely related fields of study to enhance and challenge our understanding of educational supervision.

Combines a study of the theory and history of educational supervision with practical applications of administrative principles to various positions within school systems.

Written for trainees and supervisors of all theoretical orientations, this book provides a model of supervision based on basic philosophical principles. The chapters explore a myriad of human issues and show how to prioritise ethical, social and cultural aspects of therapy whilst rekindling the capacity for careful scrutiny and self-reflection.

The Heart of Coaching Supervision takes us on a journey that starts with understanding who we are, and why we do what we do the way we do it, so that we can help those we work with understand themselves and their practice. The journey includes our background and personal and professional influences and considers the need for self-resourcing to resource others. It examines our being alongside our doing, to ensure that we can provide the best possible service to all those we work with. The book’s highly experienced contributors provide a unique perspective on supervision’s benefits. The chapters cover themes that support self-discovery and resource building including the three Ps of supervision and coaching: diversity and inclusion, resourcing, working with intense emotions and the self as the instrument. Nancy Kline’s T Hinking Environment is explored in a supervision context alongside creative forms of reflective and expressive writing and resourceful through a peer supervision chain. The Heart of Coaching Supervision also includes ten engaging, international case studies, considering the role of supervision in depth. A key contribution to the field, the book is essential reading for all coaches and mentors, coaching supervisors and psychologists, managers in a coaching role and anyone in a helping profession or leadership position wanting to better understand the wide benefits of supervision.

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