



Wisconsin School Counselor Association (WSCA) School Counseling Supervision Certification

The training of future school counselors depends on partnerships between university training programs and school districts to provide high-quality field experience training opportunities. Effective fieldwork supervision is integral for maintaining high quality school counseling practices that foster student success.

New Professional Development for Field Supervisors: WSCA shares deep appreciation to the California Association for School Counselors (CASC) for allowing us to adopt their certificate course that was developed in response to a California state statute requiring school counseling field supervisors to have advanced training in supervision. As Wisconsin grapples with the recruitment and retainment of school counselors, having high quality training on effective supervision will strengthen practicum and intern experiences for preservice counselors.

Self-Paced Training: The course is grounded in current best practice for school counselor supervision. It provides participants with the necessary awareness, knowledge, and skills to utilize a school counseling specific supervision model. Participants will develop an understanding of counselor identity development and pedagogy. Participants will learn strategies for effective cross-cultural supervision that foster a critical analysis of school counseling practices that align with an equity focused, multi-tiered, multi-domain system of support. Each module is designed to cover essential content related to supervision practices.

Additional Details: The purpose of this certificate-level training is to orient school counselors in current best practices and a school counseling-specific supervision model. As a certified fieldwork supervisor, school counselors will have the tools they need to confidently structure supervisory relationships with school counselors-in-training and new professionals. This self-paced workshop will take between 4- 6 hours to complete. Participants will be required to submit formative and summative assignments throughout. Although participants will not receive direct feedback, assignments will be audited periodically for quality. A WSCA representative may contact participants if there are discrepancies between the workshop expectations and submitted work. The training is framed within the lens of equity, intersectionality, and adherence to current best practices. Elements within each training component coincides within an Equitable Multi Level System of Support (EMLSS)/Multi-Tiered, Multi-Domain System of Supports (MTMDSS) and the American School Counselor Association (ASCA) National Model (2019). The ACA Multicultural and Social Justice Competencies are used to encourage participants to interrogate the impact of identity, positionality, power, privilege, and marginalization on practice and supervision. Supervision is framed as a tool for equity and liberation focused school counseling.

Course Goals

- Orient school counselors in current best practice & school counseling specific supervision
- Equip school counselors with the tools they need to confidently structure supervisory relationships with school counselors in training & new professionals.

Course Modules

1. Introduction & Framework
2. Counselor Development
3. Supervision Theory
4. Practical Application

A special thank you to the lead authors of the course: Angela Tang, PhD, University of San Francisco and Molly Strear, PhD, San Francisco State University.