

Preface

Professional Development and Supervision of School Psychologists is a practical guide to foster the professional growth of school psychologists, whether they are beginners, interns, experts, or supervisors. It comprehensively addresses the necessary administrative supervision, clinical supervision, and systemic leadership required for school psychologists to provide effective services across the domains of practice.

Professional Development and Supervision of School Psychologists succeeds our previous book, *Effective Supervision in School Psychology* (Harvey & Struzziero, 2000). Both books were written with the assumptions that practicing as a psychologist in schools is complex, changes constantly, requires lifelong professional development, and is greatly facilitated by effective supervision that employs unique, identifiable, and learnable skills.

However, this book has such substantial differences from our previous work that it merits a different title. It has a much greater emphasis on the support needed by school psychologists and their supervisors as they undertake the paradigm shift to provide evidence-based practice, prevention services, and demonstrable outcomes. This paradigm shift is required by ethical standards, recommended by research evidence, and supported by general and special education laws mandating accountability within the educational system. This book also has an increased focus on systems-based delivery, multicultural issues, clinical supervision, and systemic leadership.

The wide variety of skills needed by psychologists working in schools are related yet independently developed and cannot be fully mature by the end of graduate training. Both novice and veteran psychologists are likely to be “beginners” in some skills, such as crisis intervention counseling, and simultaneously “proficient” in other areas, such as assessment and Curriculum-Based Measurement. Professional development and effective supervision can help psychologists develop in all areas of practice and ensure that they keep abreast of constantly emerging knowledge, research, and skills. Throughout their careers, effective school psychologists continuously expand their expertise across broad ranges of knowledge and skills by maintaining an active approach to their own professional development. Their professional lives are characterized by ongoing learning, integrated case conceptualization, clearly defined professional boundaries, and the ability to see complex situations clearly. Effective supervisors display these attitudes and approaches and encourage their supervisees to do the same.

Similarly, supervisors benefit from ongoing professional development in supervisory skills. Just as effective coaching requires a different skill set than being an expert athlete, effective supervision requires a different skill set than expert practice. Furthermore, these skills can be learned. This book is intended to provide guidance in the acquisition of supervisory values, attitudes, and skills necessary for effective supervision of psychologists working in schools.

Professional Development and Supervision of School Psychologists will be useful for individuals who provide professional development for and supervision of psychologists

working in schools and educational settings in a wide variety of roles. It is appropriate for supervisors in any of the following situations:

- Field and university supervisors of school psychology interns and practicum students
- Coordinating psychologists who provide clinical supervision for school psychologists
- Supervising psychologists who provide both administrative and clinical supervision for individuals providing psychological services in schools
- Principals, special education directors, and other school administrators who provide administrative supervision for those providing psychological services in schools
- School psychologists who participate in peer supervision and collaboration
- Students enrolled in a school psychology supervision course
- School psychologists engaged in self-supervision via self-study and professional development activities
- Practitioners seeking helpful forms, details, and ideas to enhance their day-to-day practice

There is considerable overlap in the foundational knowledge required across the above roles. All supervisors need proficiency in interpersonal skills, multicultural competencies, data-based decision making, and application of ethical standards and laws. They also need to use systemic leadership to address the challenges particular to the supervision of psychological services in schools. These foundational topics are covered in Chapters 1 through 6. Chapters 7 through 12 focus on clinical supervision and are designed for those who closely supervise the provision of prevention services, consultation, assessment, intervention design, and student progress monitoring. Chapters 13 through 15 are designed for administrative supervisors—intern supervisors as well as administrators—who hire and evaluate school psychologists.

Throughout the book the reader is provided information on several levels. We provide relevant theories, research, and policies drawn from the fields of school psychology, educational psychology, counseling psychology, industrial and organizational psychology, and education. Every chapter has multiple vignettes (using pseudonyms and disguised information) illustrating the principles discussed. We then provide suggestions for supervision and tools to use in appraising supervisor effectiveness and close each chapter with supervisory dilemmas to facilitate lively discussions.