

SELF-ASSESSMENT OF SUPERVISION PRACTICE

Adapted from Falendar & Shafranske (2004, 2016)

1. The supervisor understands the specific types of values, knowledge, skills, and related competencies that their supervisee will need to master in order to become a safe, independent practitioner of their discipline.

Needs Improvement	Fair, Emerging	Proficient	Generally Good	Excellent – a real strength!
1	2	3	4	5

2. The supervisor initially *orients* the supervisee to both the day-to-day tasks (duties), to safety policies, and to the overall agency environment (context).

Needs Improvement	Fair, Emerging	Proficient	Generally Good	Excellent – a real strength!
1	2	3	4	5

3. The supervisor engages with the supervisee to facilitate development of a viable supervisory relationship, leading to the emergence of a working alliance.

Needs Improvement	Fair, Emerging	Proficient	Generally Good	Excellent – a real strength!
1	2	3	4	5

4. The supervisor assesses the supervisee for their relevant knowledge, skills, and attitudes, interests, and fears, styles of learning, and for personal, temperamental, cultural, and/or identity related factors that may inform how they approach learning of the assigned tasks in the agency environment.

Needs Improvement	Fair, Emerging	Proficient	Generally Good	Excellent – a real strength!
1	2	3	4	5

5. The supervisor commits to the practice of educational supervision by making consistent time available and integrating the following superordinate values: primacy of the relationship, ethical values-based practice, appreciation of diversity, and science-informed/evidence-based practice.

Needs Improvement	Fair, Emerging	Proficient	Generally Good	Excellent – a real strength!
1	2	3	4	5

6. The supervisor delineates expectations whenever possible in advance including standards, rules, and general practice procedures.

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1	2	3	4	5

7. The supervisor identifies setting-specific tasks that help the supervisee obtain the identified tasks and develops with the supervisor a comprehensive learning or supervisory contract.

Needs Improvement	Fair, Emerging	Proficient	Generally Good	Excellent – a real strength!
1	2	3	4	5

8. The supervisor arranges for the supervisee to have opportunities for observational learning in which they observe a competent practitioner performing the tasks and asks them to reflect on their observation.

Needs Improvement	Fair, Emerging	Proficient	Generally Good	Excellent – a real strength!
1	2	3	4	5

9. The supervisor directly observes a cross-section of the supervisee's work at intervals and provides timely, specific, and balanced feedback to the supervisee that affirms what they did well and offers them suggestions for improvement.

Needs Improvement	Fair, Emerging	Proficient	Generally Good	Excellent – a real strength!
1	2	3	4	5

10. The supervisor facilitates inquiry and integration leading the supervisee to greater personal awareness and more effective use of self and helping them to link their clinical judgment to conceptual, theoretical, and/or philosophical approaches consistent with the profession.

Needs Improvement	Fair, Emerging	Proficient	Generally Good	Excellent – a real strength!
1	2	3	4	5

11. The supervisor directly and fairly addresses concerns, maintains responsibility for observing problems in the teaching and learning relationship, and encourages and accepts feedback from the supervisee.

Needs Improvement	Fair, Emerging	Proficient	Generally Good	Excellent – a real strength!
1	2	3	4	5

12. The supervisor writes a comprehensive, thoughtful, honest and fair evaluation of the supervisee supported by behavioral examples at the end of the specific periods and discusses it thoroughly with the supervisee, revising goals and supervision strategies as needed.

Needs Improvement	Fair, Emerging	Proficient	Generally Good	Excellent – a real strength!
1	2	3	4	5

MOST IMPORTANT STRENGTHS TO MAINTAIN:

MOST IMPORTANT AREAS TO IMPROVE:

