BU Wheelock Standards for Sites and Site Supervisors

This document presents the BU Wheelock shared standards organized by site and site supervisor. The standards represent the ideal, aspirational conditions for sites to approximate over time rather than a fixed or absolute expectation. These standards are stated broadly and further delineated via more specific documents such as evaluation instruments and site development processes.

Site Standards

- Alignment with BU Wheelock mission and values, especially a commitment to equity, diversity and inclusion, as well as socio-emotional learning;
- Commitment to a mutually beneficial working relationship that deepens each organization's efficiency, impact, and capacity for continuous improvement;
- Openness to co-developing processes to select, support, and evaluate supervisors (site and university) as well as to enhance all aspects of the student's learning experience;
- Supportive administration and structures that allow the site supervisor to engage with the Wheelock student (e.g., release or relief for observations or meetings with the student); and
- Culture of professionalism such as evidence-based practices; data informed decisions; meaningful learning experiences; warm, supportive relationships; culturally appropriate practices; and strength based approaches.

Site Supervisor Standards

- Meets the requirements of an approved site supervisor as defined by the individual BU Wheelock academic program, the field site, and any other applicable standards or regulations;
- Provides consistent guidance, support, and high-quality feedback along with dedicated time to the BU Wheelock student to improve practice;
- Possesses the appropriate knowledge bases to effectively supervise, including but not limited to knowledge of:
  - Evidence based theory to practice;
  - Supervisory models, methods, and techniques;
  - Appropriate professional development activities for the student;
  - Supervisory relationship, roles and responsibilities;
  - Culturally sensitive issues relative to the population being served;
  - Legal and ethical issues of practice and within the profession; and
• Evaluation including data informed judgement as well as ongoing, high quality feedback via formal/informal mechanisms.

• Possesses the relevant skill to effectively supervise, including but not limited to skill in demonstrating:
  o Clear communication about expectations, professional boundaries, and knowledge bases as indicated above;
  o Self-reflection, goal-oriented collaboration, and ethical behavior;
  o Problem solving, conflict resolution, and appropriate interventions;
  o Culturally appropriate practices relative to the population being served; and
  o Integration of fieldwork and academic requirements into a seamless learning continuum.

• Engages in ongoing professional learning;
• Uses data to self-assess practice, specifically the effects of one’s choices and actions on others (learners, families, other professionals, and the community);
• Adapts practice to meet the needs of each child or adolescent.

Note
• For cases in which student self-placements are permitted by the academic program, the site must still be approved by BU Wheelock and also must provide the following baseline conditions:
  a. Qualified, willing mentor;
  b. Needed experiences for the student to demonstrate competence relative to academic and/or licensure requirements; and
  c. Program of high enough quality to indicate a positive learning experience.