

Philosophy of Teaching in Counselor Education and Supervision (CES)
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Philosophy originates from the Greek term *philosophia*, which literally translated, means a "love of wisdom" This document serves as the explication of my professional and personal beliefs related to my general and fundamental values, knowledge, and skills for academic and applied instruction in counselor education and supervision. I enumerate the core concepts that guide my teaching, scholarship, and service to my profession, its students, and our clients.

Values

Students. I believe the students, with whom I have the pleasure to interact and educate, come to my classroom with individual and diverse experiences, beliefs, and goals that inform their interactions with clients, peers, instructors, and the body of knowledge. I strive to create and maintain an active learning environment that encourages exploration, evaluation, understanding, application, and synthesis of the material presented. Further, I expect and demonstrate ethical behavior, authenticity, and accountability in all professional and personal interactions. I believe that students will come to class prepared to engage in and be transformed by their learning.

Colleagues. I serve in a discipline with professionals and scholars who seek continuous improvement in the education and supervision of developing counselors and counselor educators. I seek support, discussion, evaluation, feedback, and stimulation from my peers in a dynamic environment of intellect, civility, and respect. I believe our profession is served best by critical analysis, clear accountability, rigorous scholarship, superior instruction, and personal and professional reflection. I believe we are role models for our students and clients.

Profession. The profession of counselor education is one of scholarship and service. Innovative and rigorous scholarship establishes and expands a corpus of knowledge upon which superior instruction relies. Scholarship and the application of knowledge and skill are the foundation upon which service to clients and students rests.

Knowledge

The knowledge base in counselor education and supervision emanates from the study of human interactions, psychology, education, and social work. I believe the production and exploration of knowledge is a dynamic enterprise and thus is mutually constructed through the interactions of students, instructor, and the professional literature. Graduate education should incite a sense of inquiry, wonderment, and joy. I believe there is a fundamental mutuality in the classroom, for which I am accountable. I seek to be a model of continuous education and refinement of my skill and knowledge base so that I credibly and accurately instruct my students.

Skills

I strive to purposefully improve my counseling, supervision, scholarship and instructional skills. I engage in active self-reflection and seek the feedback of students and trusted

peers. In my classroom, students experience various forms of creative instruction that include but are not limited to: lecture, seminar discussions, small group work, role plays, sculpting, student led-discussion, case studies, evaluation, and artistic expression. Students are invited and expected to actively engage in a range of experiences meant to extend their learning beyond the written material.

Instruction

All instruction relies on an accurate assessment of students' prior knowledge, capabilities and expectations. Prior to instruction, I seek to understand and affirm what students currently know and they will learn. I base my instruction and students' engagement in learning on ethical principles, personal, professional, and accreditation standards, state licensure guidelines and real world practice. Learning objectives and outcomes are created to reflect the aforementioned goals, are delivered through diverse learning experiences/methods, and are assessed through formative and summative measures. I strive for flexibility in the nature and timing of assignment to maximize students' potential for learning.

In sum, my teaching philosophy reflects my personality and value of education. Counselors and counselor educators serve a vital function in our society and I am privileged to educate the next generation of professionals who will provide guidance and support to our citizenry.