



Supervisor Assessment of School Counseling Practica Experiences

| | |
|--------------------------------|------------------------------|
| _____ | _____ |
| Student Name | Home Phone |
| _____ | _____ |
| Site Supervisor's Name | Phone |
| _____ | _____ |
| E-Mail | Fax |
| _____ | _____ |
| District | Site(s) |
| _____ | _____ |
| Date began this fieldwork site | First Assessment: _____ |
| _____ | _____ |
| Date of this self-assessment | Second Assessment: _____ |
| _____ | Additional Assessment: _____ |

Use the scale below to assess the practicum student in both general and specific counseling and guidance skills. For specific professional skills please check the practica experiences and opportunities that were available to your supervisee. Include additional comments as necessary.

- 4 – Ready to begin final fieldwork - Superior or very confident and shows exceptional skill or knowledge.
- 3 – Ready to begin final fieldwork - Very good or confident and functions independently with little or no supervision.
- 2 – Needs additional experiences before final fieldwork - Adequate or somewhat confident or able to perform competently with moderate supervision.
- 1 – Needs additional experiences before final fieldwork. (Please attach Plan for Improvement of Professional Competencies)
- N/0 – No opportunity – unable to assess

General Professional Skills

___ Time management and organization

___ **Collaboration:** Works cooperatively with others in groups or teams.

___ **Cultural competence:** Can express respect and empathy for clients from diverse backgrounds. Advocates for those students who have less power and voice in schools.

___ **Oral communication:** Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).

___ **Reflection:** Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback.

___ **Written communication:** Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.).

Specific Counseling and Guidance Skills

Individual or group counseling and guidance

___ Had opportunities to become familiar with state, district, and school site policies and practices related to discipline, standards for promotion and graduation, tests and measures used in assessing student learning and achievement.

___ Had opportunities to obtain information relating to local vocational training programs, colleges and universities.

___ Had opportunities to become familiar with the structure and process of constructing a master schedule of classes.

___ Had opportunities to participate in referrals to County Mental Health Agencies and/or other community mental health providers.

___ Had opportunities to provide short-term individual counseling for personal and/or social development.

___ Had opportunities to provide individual academic advisement and planning, including reviewing student records, interviewing students, and using assessment data to develop plans to improve students' academic achievement.

___ Had opportunities to provide individual career/vocational counseling, including assessment, goal setting, and developing action plans.

___ Had opportunities to organize, implement, and evaluate a group counseling experience related to the academic, or career/vocational, or personal and/or social development of students.

___ Had opportunities to organize, implement, and evaluate group classroom guidance activities (*the guidance curriculum*) related to the academic, or career/vocational, or personal and/or social development of students.

Assessment, comments, and other needs before fieldwork:

Collaboration and Consultation

___ Had opportunities to observe and participate in SST, Child Study Team (CST), and Individual Education Plan (IEP) meetings at the practicum site.

___ Had opportunities to observe and participate in collaborative consultations with school personnel, parents/caregivers, and community members to develop interventions to improve students' academic achievement and social functioning.

___ Had opportunities to assist in the development of behavioral support plans.

___ Had opportunities to participate in parent conferences or meetings.

___ Had opportunities to assist in the presentation of parent education materials.

___ Had opportunities to investigate school based and community resources and participate in the process of referring children and adolescents for specialized help

Assessment, comments, and other needs before fieldwork:

Learning about, helping develop, or evaluate policy, practices and programs

___ Had opportunities to observe in a variety of regular and special education classrooms.

___ Had opportunities to attend school site and district meetings.

___ Had opportunities to research district and state standards for promotion and graduation.

___ Had opportunity to research school site and district level crisis response plans.

___ Had opportunities to investigate the use of school and/or district outcome data for the purpose of evaluating a specialized program.

___ Had opportunities to use computer technology and data information systems to monitor program outcomes and individual pupil achievement.

Assessment, comments, and other needs before fieldwork:

| | |
|-------------------------------|-----------|
| _____ | _____ |
| Site Supervisor (Print) | Signature |
| _____ | _____ |
| Student (Print) | Signature |
| _____ | _____ |
| University Supervisor (Print) | Signature |



Self-Assessment of Practicum Experience

Student Name

Home Phone

Site Supervisor's Name

Phone

E-Mail

Fax

District

Site(s)

Date began this fieldwork site

First Assessment:

Date of this Self-Assessment:

Second Assessment:

Use the scale below to assess yourself in both general professional skills and specific counseling and guidance skills. For specific professional skills please check the experiences you had during your practicum fieldwork. Include additional comments as necessary.

4 – Ready to begin final fieldwork - Superior or very confident

3 – Ready to begin final fieldwork - Very good or confident and functions independently with little or no supervision.

2 – Needs additional experiences before final fieldwork. - Adequate or somewhat confident or able to perform competently with moderate supervision.

1 – Needs additional experiences before final fieldwork. (Please attach Plan for Improvement of Professional Competencies)

N/0 – No opportunity to develop this skill

General Professional Skills

Time management and organization:

Collaboration: Works cooperatively with others in groups or teams.

- _____ **Cultural competence:** Expresses respect and empathy for clients from diverse backgrounds. Advocates for those students who have less power and voice in schools.
- _____ **Oral communication:** Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).
- _____ **Reflection:** Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback.
- _____ **Written communication:** Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.)

Specific Counseling and Guidance Skills

Individual or group counseling and guidance

- _____ Had opportunities to become familiar with state, district, and school site policies and practices related to discipline, standards for promotion and graduation, tests and measures used in assessing student learning and achievement.
- _____ Had opportunities to obtain information relating to local vocational training programs, colleges and universities.
- _____ Had opportunities to become familiar with the structure and process of constructing a master schedule of classes.
- _____ Had opportunities to participate in referrals to County Mental Health Agencies and/or other community mental health providers.
- _____ Had opportunities to provide short-term individual counseling for personal and/or social development.
- _____ Had opportunities to provide individual academic advisement and planning, including reviewing student records, interviewing students, and using assessment data to develop plans to improve students' academic achievement.
- _____ Had opportunities to provide individual career/vocational counseling, including assessment, goal setting, and developing action plans.
- _____ Had opportunities to organize, implement, and evaluate group classroom guidance activities (*the guidance curriculum*) related to the academic, or career/vocational, or personal and/or social development of students.

Assessment and Comments

Collaboration and Consultation

- _____ Had opportunities to observe and participate in SST, Child Study Team (CST), and Individual Education Plan (IEP) meetings at the practicum site.
- _____ Had opportunities to observe and participate in collaborative consultations with school personnel, parents/caregivers, and community members to develop interventions to improve students' academic achievement and social functioning.
- _____ Had opportunities to assist in the development of behavioral support plans.
- _____ Had opportunities to participate in parent conferences or meetings.
- _____ Had opportunities to assist in the presentation of parent education materials.
- _____ Had opportunities to investigate school based and community resources and participate in the process of referring children and adolescents for specialized help

Assessment and comments

Learning about, helping develop, or evaluate policy, practices and programs

- _____ Had opportunities to observe in a variety of regular and special education classrooms.
- _____ Had opportunities to attend school site and district meetings.
- _____ Had opportunities to research district and state standards for promotion and graduation.
- _____ Had opportunity to research school site and district level crisis response plans.
- _____ Had opportunities to investigate the use of school and/or district outcome data for the purpose of evaluating a specialized program.
- _____ Had opportunities to use computer technology and data information systems to monitor program outcomes and individual pupil achievement.

Assessment and Comments

| | |
|--|--------------------|
| _____ Site Supervisor (Print) | _____ Signature |
| _____ Student (Print) | _____ Signature |
| _____ University Supervisor (Print) | _____ Signature |



Self-Assessment of School Counseling Fieldwork Experiences

Student Name

Phone

Site Supervisor's Name

Phone

Fieldwork District

School Site(s)

Date Fieldwork Began

Date

First evaluation_____ Final evaluation_____ Other_____

Please use the scale below to assess yourself in both general and specific school counseling skills. Please check the internship experiences and opportunities that were available to you, or rate "N/O" for "no opportunity to develop this skill".

Use the scale below to evaluate the fieldwork student in the areas listed below:

- 4 – Ready to enter field as a professional - Superior or very confident and shows exceptional skill or knowledge
- 3 – Ready to enter field as a professional - Very good or confident and functions independently with little or no supervision
- 2 – Needs additional experience before entering field as a professional - Adequate or somewhat confident or able to perform competently with moderate supervision
- 1 – Needs additional experience before entering field as a professional - Needs improvement or not confident and requires close supervision

N/O – No opportunity to develop this skill

Part. 1: General Professional Skills

| A. General Professional Skills | Rating |
|---|---------------|
| 1. Time Management and Organization | |
| 2. Collaboration: Works cooperatively with others in groups or teams. | |
| 3. Cultural Competence: Can express respect and empathy for clients from diverse backgrounds; Advocates for those students who have less power and voice in schools. | |
| 4. Oral Communication: Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations). | |
| 5. Reflection: Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback. | |
| 6. Written Communication: Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.). | |

Part 2: Assessment of the California Commission on Teacher Credentialing School Counselor Standards

| I. Core Knowledge Base and Foundations | |
|--|---------------|
| A. Professionalism, Ethics and Legal Mandates | Rating |
| 1. Maintains involvement in professional associations to advocate for school counseling | |
| 2. Applies ethical decision making when confronted with ethical or legal challenges in school counseling practice. (based on ethical standards from ASCA) | |
| 3. Demonstrates application of legal mandates (such as mandated reporting, duty to warn and student rights to a free and appropriate education under the law). | |
| B. Socio-cultural Competence | Rating |
| 1. Recognizes the impact of cultural, ethical, economic, legal and political diversity on student development and learning | |
| 2. Identifies and utilizes resources that enhance multicultural awareness and support achievement for all students. | |
| 3. Uses skills that demonstrate an awareness of multicultural issues and their impact on student development and achievement. | |
| C. Technological Literacy | Rating |
| 1. Utilizes appropriate technology for data management, accountability and communication with all students and is aware of potential abuses of technology. | |
| 2. Uses site-based computer technology to access and interpret student records. | |
| II. Professional Skills and Training Domains of School Counseling | |

| | |
|---|---------------|
| A. Academic Development | Rating |
| 1. Implements individual and group guidance programs which support different learning styles and promote all students' academic success. | |
| 2. Provides individual educational planning and mentoring involving students and parents or caregivers. | |
| B. Career Development | Rating |
| 1. Administers and interprets appropriate career assessment instruments and techniques relevant to career planning and decision- making. | |
| 2. Develops or presents technology-based career development programs and strategies. | |
| C. Personal and Social Development | Rating |
| 1. Exhibits awareness of biological, environmental, developmental and social issues that impact student resilience and achievement. | |
| 2. Demonstrates skills that promote students acquisition of positive self- knowledge and respect for others. | |
| D. Leadership | Rating |
| 1. Applies the principles of strategic planning, including the formulation of vision and mission statements, core values and participative decision making. | |
| 2. Provides educational leadership to the counseling profession in a variety of ways, inclusive of proposed school policies through the district's governing board | |
| 3. Exercises leadership through collaboration with administrators, teachers and community members in crafting prevention programs that eliminate barriers to student learning and achievement. | |
| E. Advocacy | Rating |
| 1. Advocates on behalf of students and their families to promote equity and social justice. | |
| 2. Understands and demonstrates ways to advocate for the rights of students and families and ways to support their educational needs. | |
| F. Learning, Achievement and Instruction | Rating |
| 1. Understands instructional strategies for teaching counseling guidance related materials (curriculum design, lesson plan development, classroom management strategies, differentiated instruction). | |
| 2. Implements strategies to prepare students for full range of postsecondary options. | |
| III. Functions of School Counselors | |

| A. Individual Counseling | Rating |
|--|---------------|
| 1. Incorporates processes of effective counseling and wellness programs for individual students. | |
| 2. Helps students identify strengths and cope with developmental problems. | |
| 3. Utilizes crisis intervention and management skills with individual students. | |
| B. Group Counseling and Facilitation | Rating |
| 1. Utilizes knowledge of the theories and process for effective group counseling. | |
| 2. Designs and conducts group counseling that enables students to increase personal awareness and overcome barriers to learning. | |
| C. Family-School-Community Collaboration | Rating |
| 1. Provides appropriate community resources for family-school connections. | |
| 2. Utilizes strategies for working with families and community agencies. | |
| D. Consultation, Coordination and Team-building | Rating |
| 1. Implements appropriate theories and processes of consultation with school personnel, parents, community groups and agencies to promote student success. | |
| 2. Implements processes to build and enhance effective teamwork within the school and community. | |
| 3. Provides programs to enhance home-school collaboration between parents and caregivers and school personnel. | |
| E. Organizational and Systems Development | Rating |
| 1. Provides expertise about schools as organizations and participates in school reform initiatives. | |
| 2. Participation in activities which reinforce the interdependence of schools as integral members of the larger social system. | |

| F. School Safety and Climate, Prevention Education and Training | Rating |
|---|---------------|
| 1. Implements legal and ethical principles related to school safety and school climate as they relate to student welfare and achievement. | |
| 2. Demonstrates an understanding of the importance of the different levels of prevention, including prevention of student conflict, violence and their relation to student achievement. | |
| 3. Supports ways to promote community-wide initiatives that make safe schools and communities possible. | |
| G. Research, Assessment and Program Evaluation | Rating |
| 1. Collects and analyzes data to increase effectiveness of school counseling programs. | |
| 2. Conducts program evaluation based on needs assessments resulting in results-based outcomes data to effect counseling and guidance program modifications. | |
| 3. Utilizes ethical research practices and designs as appropriate for the school and community population. | |

Please outline below any additional activities needed to strengthen your skills:

For the School District

Site Supervisor

Name (Print):

Signature:

Date:

For Chapman University

Student

Name (Print):

University Supervisor

Name (Print):

Signature:

Signature:

Date:

Date:



Site Supervisor Assessment of School Counseling Fieldwork Experiences

| | | |
|------------------------|-----------------------|------------|
| _____ | _____ | |
| Student Name | Phone | |
| _____ | _____ | |
| Site Supervisor's Name | Phone | |
| _____ | _____ | |
| Fieldwork District | School Site(s) | |
| _____ | _____ | |
| Date Fieldwork Began | Date | |
| _____ | _____ | |
| First evaluation_____ | Final evaluation_____ | Other_____ |

Please use the scale below to assess your supervisee in both general and specific school counseling skills. Please check the fieldwork experiences and opportunities that were available to your student, or rate "N/O" for "no opportunity to develop this skill". Include additional comments as necessary.

Use the scale below to evaluate the fieldwork student in the areas listed below:

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 - 1 – Needs additional experience before entering field as a professional - Needs improvement or not confident and requires close supervision
- N/O – No opportunity to develop this skill
-

Part. 1: General Professional Skills

| A. General Professional Skills | Rating |
|---|---------------|
| 1. Time Management and Organization | |
| 2. Collaboration: Works cooperatively with others in groups or teams. | |
| 3. Cultural Competence: Can express respect and empathy for clients from diverse backgrounds; Advocates for those students who have less power and voice in schools. | |
| 4. Oral Communication: Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations). | |
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|--|---------------|
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| B. Socio-cultural Competence | Rating |
| 1. Recognizes the impact of cultural, ethical, economic, legal and political diversity on student development and learning | |
| 2. Identifies and utilizes resources that enhance multicultural awareness and support achievement for all students. | |
| 3. Uses skills that demonstrate an awareness of multicultural issues and their impact on student development and achievement. | |
| C. Technological Literacy | Rating |
| 1. Utilizes appropriate technology for data management, accountability and communication with all students and is aware of potential abuses of technology. | |
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| II. Professional Skills and Training Domains of School Counseling | |

| | |
|---|---------------|
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| B. Career Development | Rating |
| 1. Administers and interprets appropriate career assessment instruments and techniques relevant to career planning and decision- making. | |
| 2. Develops or presents technology-based career development programs and strategies. | |
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| 1. Exhibits awareness of biological, environmental, developmental and social issues that impact student resilience and achievement. | |
| 2. Demonstrates skills that promote students acquisition of positive self- knowledge and respect for others. | |
| D. Leadership | Rating |
| 1. Applies the principles of strategic planning, including the formulation of vision and mission statements, core values and participative decision making. | |
| 2. Provides educational leadership to the counseling profession in a variety of ways, inclusive of proposed school policies through the district's governing board | |
| 3. Exercises leadership through collaboration with administrators, teachers and community members in crafting prevention programs that eliminate barriers to student learning and achievement. | |
| E. Advocacy | Rating |
| 1. Advocates on behalf of students and their families to promote equity and social justice. | |
| 2. Understands and demonstrates ways to advocate for the rights of students and families and ways to support their educational needs. | |
| F. Learning, Achievement and Instruction | Rating |
| 1. Understands instructional strategies for teaching counseling guidance related materials (curriculum design, lesson plan development, classroom management strategies, differentiated instruction). | |
| 2. Implements strategies to prepare students for full range of postsecondary options. | |
| III. Functions of School Counselors | |

| A. Individual Counseling | Rating |
|--|---------------|
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| 1. Utilizes knowledge of the theories and process for effective group counseling. | |
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| C. Family-School-Community Collaboration | Rating |
| 1. Provides appropriate community resources for family-school connections. | |
| 2. Utilizes strategies for working with families and community agencies. | |
| D. Consultation, Coordination and Team-building | Rating |
| 1. Implements appropriate theories and processes of consultation with school personnel, parents, community groups and agencies to promote student success. | |
| 2. Implements processes to build and enhance effective teamwork within the school and community. | |
| 3. Provides programs to enhance home-school collaboration between parents and caregivers and school personnel. | |
| E. Organizational and Systems Development | Rating |
| 1. Provides expertise about schools as organizations and participates in school reform initiatives. | |
| 2. Participation in activities which reinforce the interdependence of schools as integral members of the larger social system. | |

| F. School Safety and Climate, Prevention Education and Training | Rating |
|---|---------------|
| 1. Implements legal and ethical principles related to school safety and school climate as they relate to student welfare and achievement. | |
| 2. Demonstrates an understanding of the importance of the different levels of prevention, including prevention of student conflict, violence and their relation to student achievement. | |
| 3. Supports ways to promote community-wide initiatives that make safe schools and communities possible. | |
| G. Research, Assessment and Program Evaluation | Rating |
| 1. Collects and analyzes data to increase effectiveness of school counseling programs. | |
| 2. Conducts program evaluation based on needs assessments resulting in results-based outcomes data to effect counseling and guidance program modifications. | |
| 3. Utilizes ethical research practices and designs as appropriate for the school and community population. | |

Additional Comments and/or Suggestions:

For the School District

Site Supervisor

Name (Print):

Signature:

Date:

For Chapman University

Student

Name (Print):

Signature:

Date:

University Supervisor

Name (Print):

Signature:

Date:
