

EVALUATION OF COMPETENCY DEVELOPMENT
SCHOOL COUNSELING PROGRAM, SAN DIEGO STATE UNIVERSITY
Instructions

This evaluation form parallels the CALIFORNIA TEACHING COMMISSION (CTC) Standards of Quality and Effectiveness for Pupil Personnel Services Credentials (PPS) for School Counseling. This form requires both the self-evaluation of the SDSU trainee and evaluation by the field-based supervisor based upon these CTC standards.

Trainee Instructions:

1. Provide a brief summary of this semester's activities in each of the program areas.
2. Provide a self-evaluation of your competency development in each area, with commentary.
3. Discuss your self-evaluation with your field supervisor; obtain field supervisor's evaluation.
4. Make copies for yourself, your field supervisor, and your university supervisor; Submit original to the Program Office to be placed in your cumulative file.

Field Supervisor Instructions

- Review the trainee self-evaluation and discuss with her/him.
- Provide your evaluation of the trainee's competency development.
- Please provide comments in support of your evaluation, especially if you have concerns or commendations, or if your evaluation differs from the trainee/intern's self-evaluation.

We recognize that professional competencies are developed over time and across multiple settings. Therefore, we ask you to provide two types of ratings for each competency area:

Degree of Competency Development

<u>Rating</u>	<u>Descriptor</u>	<u>Definition</u>
0	Not seen	No opportunity or not yet demonstrated/observed in this setting
1	Emerging	Beginning to show this knowledge/skill
2	Established	Basic knowledge/skills attained and demonstrated routinely
3	Integrated	Uses knowledge/skills flexibly as part of an overall repertoire (not expected in first year)

Evaluation of Competency Development for Stage in the Program

<u>Rating</u>	<u>Descriptor</u>	<u>Definition</u>
1	Concern	Stronger development expected; Focus for further development
2	Satisfactory	Development consistent/appropriate with expectations at this stage in the program
3	Commendable	Above and beyond expectations at this stage in the program

Student completed ECD's are due to the site supervisor at least two weeks prior to due date at university.
 Completed evaluations are due to the University Supervisor and Program Office by date of Final Exam each semester.

These written evaluations are extremely important and must be submitted prior to obtaining a grade for the field experience this semester.

EVALUATION OF COMPETENCY DEVELOPMENT

SCHOOL COUNSELING PROGRAM, SAN DIEGO STATE UNIVERSITY

Trainee Kathy Ng Semester Fall Year 2012

Field Experience: Practicum Fieldwork

Field Placement District: Oceanside School: Libby Elementary

Field Supervisor: Ms. Nicole Pablo University Supervisor: Dr. Joey Estrada

Area I. Core Knowledge Base and Foundations

Brief Summary of Field Placement Activities:

Standard 17

- Read and discussed literature regarding school counseling profession
- Reviewed education terms
- Reviewed and discussed SARC and CHKS
- Explored resources available in the counseling center

Standard 18

- Discussed the importance of conference attendance and professional development
- Currently enrolled in a full-time counseling program
- Learned and discussed CPS reporting and documentation
- Review of ASCA model and standards in conjunctions with ethics and laws
- Discussed ASCA and CASC membership benefits (ie insurance, literature, forums)
- Read and discussed articles from ASCA

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated
 Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

	Self-Evaluation		Supervisor's Evaluation	
	Develop	Eval	Develop	Eval
STD.17 FOUNDATIONS OF THE SCHOOL COUNSELING PROFESSION				
Professional understanding of the state and national history, philosophy, theories, principals and trends of the school counseling profession	2	2	1	2
Knowledge and understanding of developing, implementing and evaluating a comprehensive and developmental school counseling and guidance program	1	2	1	2
Knowledge and understanding of the domains of educational counseling including academic, career, and personal and social development	2	2	2	2
Aware of how school counseling programs and services are devised to promote student development, learning and achievement	2	2	2	2
STD.18 PROFESSIONALISM, ETHICS AND MANDATES				
Recognizes the importance of ongoing education as part of professional growth	3	2	1	2
Awareness of current trends in education and the impact of these trends on professional identity	2	2	1	2
Knowledge of State and Federal legal requirements, constraints and regulations impacting school counselors and pupils (confidentiality, child abuse reporting, pupil record, State requirements for academic progress and high school graduation)	2	2	1	2
Applies ASCA ethical standards and practices to counseling situations	2	2	2	2
Knowledge of benefits of state and national school counseling professional organization membership	2	2	1	2
Utilizes resources from professional organizations	2	2	1	2

Trainee's Comments:

Prior to this experience, I have always thought of the counseling office/center as a comfortable, yet sterile and clinical environment with couches and coffee tables. Having explored the various resources available at Libby's Elementary such as stuffed animals, books, board games, and posters, I now realize that the counseling office can be a fun and welcoming environment as well. The counseling program also supports our students in academic, social/emotional, and career development, as evidenced by the posters on the wall and guidance lessons given. Various literature reviewed have shown us the history and current trends of the school counseling profession and the various theories and philosophy impacting the profession's development. We have only briefly touched upon the process of developing, implementing, and evaluating a guidance program, but I am very much looking forward to learning about the process and one day practice it.

Throughout the quarter, we have had numerous discussions on the importance of continuing education and professional development of the school counselor to keep most updated information abreast so we can use best practices to support our students. The demands on school counselors change according to the demands of time. As evidenced by the case studies in the Ethics and Law text, it is important to keep State and Federal requirements in mind to avoid placing ourselves and our districts in legal quagmire, further causing the general public to lose faith in our profession. As professionals who share common vision and values, we need to practice the ASCA ethical standards to ensure that all students are treated equitably and behave professionally. Having registered as ASCA and CASC members since the beginning of the semester, we have already benefitted greatly from the publication and articles provided by these organizations. We are also able to networking and build professional alliance with other school counselors at a state and national level.

Supervisor's Comments:

Kathy is definitely showing consistent development in Area I. Core Knowledge Base and Foundations, as we progress through the year. She is always prepared and participates in our weekly Erford and Ethics and Law reading discussions. She poses thought-provoking questions and builds to our group discussions on the various related standards. Kathy has exemplified a core understanding and practice of confidentiality with her case study students and a respect for confidential records. Additionally, Kathy shows development in the area of professional development as she has not only attended but was a pivotal part of organizing a professional development opportunity on bully prevention.

Area II. Academic/Career Domains of School Counseling and Guidance

Brief Summary of Field Placement Activities:

Standard 19

- Observed master teacher (kindergarten) on a weekly basis (state adopted curriculum, teaching methods, classroom management, activity centers)
- Observed testing (student reading level evaluation)
- Facilitated learning activities (classroom aide on individual assignments and activity center)
- Practiced class management techniques
- Discussed ELD curriculum with master teacher
- Discussed CSU admissions requirements and steps to take beginning from 6th grade
- Brief discussion with 5th grade student regarding plans for after high school graduation
- Promote a college-going culture (college flags outside of classroom, posters in counseling center)
- Discussed additional ideas to promote college-going culture and college knowledge (quizzes, classroom competition, teachers as role models, higher education beyond bachelor's degree)
- Read and discussed classroom management techniques (classroom arrangement, seating arrangement)

Standard 20

- Review of *Why Elementary School Counselors* article from ASCA to address gender stereotypes in career (ie boys should be doctors and girls should be nurses)
- Read and discussed gender norms/stereotypes affecting both academic and careers (Erford)

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

	Self-Evaluation		Supervisor's Evaluation	
	Develop	Eval	Develop	Eval
STD.19 ACADEMIC DEVELOPMENT				
Knowledge of the application and rationale of state adopted curriculum standards and frameworks for academic development	1	2	1	2
Knowledge of and skill in improving pupils' self-concept as learners, pride in achievement, motivation to learn, and development of attitudes and behaviors that lead to successful learning (understanding of learning styles, acceptance of mistakes as essential to the learning process, and skills in goal setting, test taking, problem solving, decision making, and communication)	2	3	2	2
Knowledge of and skill in helping pupils achieve school success, including: taking responsibility for their own actions, working independently and cooperatively, being dependable and productive, and sharing knowledge, interests, and abilities	2	2	2	2
Understands high school graduation requirements and demonstrates skill in equitably assisting pupils in developing appropriate academic plans	2	2	1	2
Knowledge of guidance curriculum that supports learning and skill in using classroom guidance techniques	1	2	1	2
Knowledge of and skill in accessing admission requirements for public and private colleges and universities, vocational and trade schools, and other post-secondary training opportunities	3	2	1	2
STD.20 CAREER DEVELOPMENT				
Knowledge of labor market information, employment trends, career clusters and pathways, career choice theories, and school- and technology-based career development programs	1	2	1	2
Knowledge of and skills in using assessment instruments, techniques, and resources relevant to career planning, decision making, and educational assessment, planning, and evaluation	1	2	1	2

Skill in using school- and technology-based career development programs and strategies, and ability to teach and develop essential employability skills such as teamwork, problem solving and organizational skills	1	2	1	2
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Comments:

Our practicum experience have given us the opportunity to observe our master teacher’s once per week and given us some insight to the curriculum standards and the implementation of these standards in the classroom. Working with our case study students gave us ample opportunities to help students see themselves as motivated learners who actively participate in the learning community by sharing their knowledge, having pride in their work, and collaborating with others to problem-solve. Through my professional and volunteer experience working with high school and college students, I have been able to hone my skills in accessing admissions and financial aid information from colleges, universities, trade schools, government agencies, and private sources. I have also had the opportunity to work with middle school and high school students individually on academic planning to ensure a college-going path. Although we have touched upon college-going information such as the CSU brochure for planning beginning at 6th grade, I have not been able to practice these skills at Libby Elementary.

We have probably all encountered the question of “what do you want to be when you grow up?” at a young age. School counselors can help elementary student develop an interest in career choices and opportunities available. We can also help by combatting stereotypes such as boys should be doctors and girls should nurses. I am beginning to understand the various aspects involved in the career planning process based on our reading, but have not yet been able to observe or practice these skills.

Supervisor’s Comments:

Kathy has been developing and has been observed successfully counseling in Area II. Academic/Career Domains of School Counseling and Guidance. On top of her knowledgeable contributions to our weekly reading and group discussions relating to the two domains, I have observed her a number of times practicing the skills of facilitating a positive attitude towards learning with her students. With one of her counseling students needing support both in the academic and social domains, I have observed a session as she was encouraging acceptance and growth from mistakes and the importance of personal best and quality work. In regards to the Career domain, she was exposed to online and binder resources at the practicum site to better accustom herself with the career development area. I am aware of Kathy’s previous experience in working with high school-aged students in preparing them for college and career and am interested in how she can share and implement her knowledge and resources in the career domain in the elementary setting, especially in the spring semester when we will be focusing and be afforded more opportunities on this topic. I would recommend that Kathy start gathering and thinking about this to be able to create meaningful and interactive guidance lessons and school-wide awareness activities.

Area III. Personal/Social Domain of School Counseling and Guidance

Brief Summary of Field Placement Activities:

Standard 21

- Observed kindergarten *Second Step* lesson
- Interviewed and advised Peace Patrol students
- Read and reviewed California Healthy Kids Survey (CHKS)
- Read and reviewed child developmental theories (Erickson, Piaget)
- Observed anti-bullying guidance lesson
- Observed and facilitated lunch activities (ie "These Hands Don't Hurt" poster, friendship bracelets/bookmarks)
- Worked with case study student on a weekly basis, including personal/social development
- Assisted students on playground and lunch area with fair play, practicing social etiquettes (ie waiting for your turn)
- Counseled students on an as-needed basis
- Used icebreaker activities and therapeutic tools to promote emotional acceptance and expression (ie bear cards, sentence starters, bugs and wishes)
- Used board games as part of counseling session to promote self-regulation and practicing social etiquettes
- Used school counselor guidance curriculum to promoting friendship and acceptance of differences
- Discussed social-emotional/responsibility for actions in peer conflicts (ie lying about being bullied, stealing money, owing to mistakes)

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

STD.21 PERSONAL AND SOCIAL DEVELOPMENT				
Knowledge of and skill in developing programs that enable pupils to: develop positive attitudes towards themselves and others, identify and express feelings, recognize personal boundaries, cope with peer pressure, and understand emotional and physical dangers of substance use and abuse	1	2	2	2
Helps pupils to respect alternative points of view, and recognize, accept, respect and appreciate individual differences, cultural diversity, and family configuration patterns	2	2	2	2
Ability to educate and train pupils successfully in decision-making, conflict resolution skills, the relationship between rules, laws, safety and the protection of individual rights, and the difference between appropriate and inappropriate contact	1	2	2	2
Helps pupils learn and practice techniques managing stress, skills for coping with life events, and accessing resources in the school and community	2	2	2	2
Assists pupils in identifying short and long-term goals, setting realistic and achievable goals, and developing a plan for successfully achieving those goals	1	2	1	2

Trainee's Comments:

My case study students gave me ample opportunities to develop my skills in teaching stress management and self-control techniques. Through observing various guidance lessons and anti-bullying activities, we have helped students accept differences amongst ourselves and that it is acceptable for us to treat each other respectfully despite our differences. I have been able to observe *Second Step* social/emotional guidance lessons, but have yet to learn to develop and implement these programs. Through the anti-bullying lessons and activities, we have also observed conflict resolution and problem solving skills and appropriate and inappropriate contact. However, we have not discussed the relationship between rules, laws, and protection of individual rights. I have not had the opportunity to assist student in goal-setting, but have read and discussed text on the techniques and necessary skills to do so.

Supervisor's Comments:

Kathy has shown higher ratings in Area III. Personal/Social Domain of School Counseling and Guidance as it is evident in her counseling sessions and her daily interactions with her fellow practicum students that she is able to comfortably understand

and discuss these personal and social areas. I have observed her a number of times successfully able to dialogue about topics relating to feelings, personal boundaries, and respecting others with her counseling students. She has taken advantage of participating in a school-wide Red Ribbon Week and Anti-Bullying month opportunities. Additionally, it is established that she is comfortable facilitating conflict resolution and stress management during her lunch time visibility and master classroom time, as she works with kindergarteners. Although it has been shown to emerge, I would like to see Kathy helping her students identify and support them in reaching their goals.

Area IV. Themes of School Counselor Preparation

Brief Summary of Field Placement Activities:

Standard 22

- Reviewed and discussed grant presentation and future funding opportunities
- Discussed, planned, and facilitated anti-bullying activities (ie "These Hands Don't Hurt" poster, friendship bracelets/bookmarks to promote making new friends, acceptance of differences)
- Discussed the importance of data and effecting education reform and school change
- Input pre- and post-test data to anti-bullying curriculum
- Scheduled and conducted observations, interviews, and record reviews for the purpose of implementing effective counseling interventions

Standard 23

- Discussed barriers to education and counseling experienced by students at Libby Elementary
- Review of SARC – low SES, Latino, school program improvement
- Interviewed various school support personnel about support programs and services available to all student (ie backpack program, school uniforms, Rady Children's Hospital speech therapist)
- Explored community to become aware of possible resources and challenges in the student's environment (scavenger hunt)

Standard 24

- Interviewed and observed teachers to understand seating arrangement/rearrangement and various management styles
- Discussed ways to modify curriculum assessments for pupils with diverse needs and learning styles
- Learned educational terminologies
- Communicated with parents to engage and involve parents in school learning
- Observed importance of parent volunteers in classroom
- Interviewed and observed various strategies utilized by teachers to involve parents/guardians (ie sent home communications, call for volunteers)

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated
 Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

	Self-Evaluation		Supervisor's Evaluation	
	Develop	Eval	Develop	Eval
STD.22 LEADERSHIP				
Leadership in planning, organizing and implementing a counseling and guidance program designed to increase student learning achievement	1	2	1	2
Development as a leader in education reform and school change efforts	0	1	1	2
Knowledge in funding sources and budget issues to promote learning and academic achievement	1	2	1	2
STD.23 ADVOCACY				
Knowledge of current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment possible for all pupils	2	2	1	2
Knowledge of school learning support programs and services, and advocating for high academic expectations, learning success, and college and career readiness for all pupils	2	2	1	2
STD.24 LEARNING, ACHIEVEMENT AND INSTRUCTION				
Understanding of classroom dynamics and effective classroom management strategies, and skill in applying instructional strategies, activities, and practices to teaching guidance concepts to pupils, parents, and teachers	1	2	1	2
Understanding of classroom dynamics and instructional activities and materials that are appropriate for pupils with diverse needs, interests, and learning styles	1	2	2	2
Knowledge of techniques for involving parents and guardians in school learning, including conferences, tutoring, homework support, and issues	3	3	1	2

related to counseling and guidance				
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Trainee’s Comments:

During this semester, we had numerous occasions to observe successful guidance programs and conduct observations, interviews, and record reviews to develop individual intervention. We have not had the opportunity to develop, implement, or evaluate complete guidance program. We understand the crucial role the counselor plays in the school, but we have not yet learned the counselor’s role as an active system change agent. Our supervisor have shown us the grant presentation and informed us of a new funding source available in the near future. I believe we have a good understanding of the importance of funding and actively seeking out these resources to promote student learning. However, we have only surface knowledge of the process of application, requirements, and where to find these sources.

Exploring the community and discovering its resources have helped us understand the challenges faced by our students and the resources available to them. We have discussed in-depth the various ecosystemic factors that can impact our student’s educational outcomes. However, our students should be held to the highest level and standards to promote academic excellence. Our role as counselors can help students realize the importance and attainability of a college education.

Through observing my master teacher weekly and interviewing Mrs. Bires who taught special day class, I learned the various methods of effective classroom management such as multi-sensory techniques (ie: chimes), reinforcement system (ie: star chart on student’s desk), and physical placement (ie: seating arrangement, designated areas for different activities). Observing other teachers helped me understand the importance and various techniques for parent and family involvement for both academic and counseling purposes.

Supervisor’s Comments:

Kathy has been observed to be “emerging” for almost all of the standards relating to Area IV. Themes of School Counselor Preparation. I see leadership in Kathy as she is able to confidently inform myself or her team of any requirements or opportunities that arise. She also gracefully and excitedly coordinates activities for her peers as well as a professional development training, however because she is still in the process of learning about the development of a comprehensive counseling program. I feel her leadership skills within that confine will be established and integrated more next semester, but I firmly believe she has the skill within her. On the other hand, I believe she has the knowledge of current support programs and biases in education, as has been observed by her engagement in our weekly Learning Lab discussions, however, I have not observed her broaching these topics as much as I would like. I would challenge Kathy for next semester to really find her voice as a confident advocate for the disenfranchised groups she may feel more passionate about. Lastly, I am confident Kathy’s learning about instruction and particularly classroom dynamics and management is established, as she reflects on her experiences in her master class and practices these skills during this time and lunch visibility. I am looking forward to seeing her implement these skills in a classroom guidance lesson and when we start group counseling next semester.

Area V. Functions of School Counselors

Brief Summary of Field Placement Activities:

Standard 25

- Discussed SLAP assessment (suicide prevention)
- Discussed responsibility as CPS mandated reporter, documentation and process
- Reviewed, discussed and practiced ASCA ethical standards relating to school counseling (ie limits of confidentiality)
- Discussed *Second Step* lessons on emotional self-regulation
- Discussed school counselor's role in legal situations (ie custody cases, subpoena)
- Discussed and practiced appropriate documentation methods to ensure client confidentiality
- Interviewed school psychologist and special education teacher to gain knowledge on the assessment process and support provided to students
- Observed SST meeting to gain knowledge on the assessment process
- Discussed 13 health conditions that can lead to individualized educational plan (IEP)
- Discussed services offered available to students (ie Rady Children's Hospital)

Standard 26

- Read and discussed group counseling (ie formation of groups, facilitation, topics appropriate for group counseling, and evaluation)

Standard 27

- Discussed strategies to promote teacher involvement in classroom guidance curriculum
- Discussed upcoming group
- Collaborated and consulted with colleagues on caseloads
- Planned and developed interventions in collaboration with teachers and school counselor

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated
 Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

	Self-Evaluation		Supervisor's Evaluation	
	Develop	Eval	Develop	Eval
STD.25 INDIVIDUAL COUNSELING				
Knowledge of and skill in applying theories of counseling as they pertain to counseling pupils in schools (anger management, suicide prevention and intervention, stress reduction, eating disorders, depression, divorced parents, grief and loss)	1	2	1	2
Knowledge of and skill in assisting individual pupils in identifying and expressing feelings, and working through emotional conflicts and problems	2	2	2	2
Assessment of student mental and emotional problems for the purposes of determining appropriateness and selection of supportive school- and community-based programs	1	2	1	2
STD.26 GROUP COUNSELING AND FACILITATION				
Knowledge of group theory, group dynamics, and types of groups relevant to working in schools	1	2	1	2
Knowledge of and skill in leading small groups directed towards promoting the academic, personal, social, and career development of pupils	1	2	1	2
Knowledge of and skill in facilitating teams and committee meetings of individuals working on education-related tasks	1	2	1	2
Demonstrates team building skills	1	2	2	2
STD.27 COLLABORATION, COORDINATION AND TEAM BUILDING				
Knowledge of and skill in coordinating the support, roles, and services of school staff, parents, family and community members, and agency personnel within the framework of a comprehensive counseling and guidance program	2	2	1	2

Trainee's Comments:

Throughout this semester, we have many discussions regarding the theories of counseling in one-on-one settings, but we have not had the opportunity to work with students with serious needs such as grief counseling, eating disorders, or anger management. Most of our work focused on helping student identifying feelings and impulses, and learning to appropriately express and manage these emotions. We have used our observations and interviews to develop an individualized intervention for our case study students. Unfortunately, we have not had the opportunity to expand our intervention to involve school- and community-based programs.

Our readings have introduced us to various social and group dynamics and how they can be utilized in school counseling. We have also read on how to form, facilitate, and evaluate group counseling sessions, but have not conducted any sessions.

Through working and interviewing with various school staff members, observation of SST meeting, brief talks with parents and teachers, and collaboration with my colleagues and classmates, I am confident that I can solicit assistance from school staff, parents/guardians, and community members to form a cohesive support team for our students.

Supervisor's Comments:

In Area V. Functions of School Counselors, I have observed Kathy applying the skill of identifying and supporting challenges of feelings and emotional conflicts in her formal individual counseling as well as informal individual counseling during her master class. Due to the time of the evaluation, Kathy is only in the beginning phases of individual counseling and has not been able to go into depth with the students on topics such as depression or mental problems relating to support programs, however she will be given the opportunities in the next semester. Likewise, although her group facilitation skills have been observed as positively emerging through the Peace Patrol group interviews and anti-bullying school-wide lunch activities, formal group counseling has not yet been seen, as she has not been given the opportunity at the moment. With the glimpse of group facilitation that I did observe, I was pleased with as she consistently tried to include and reach all students and speaks to them in an appropriate manner. I have also observed Kathy successfully collaborate with peers and colleagues in regards to everyday collaboration towards goals and believe the more she reached out in collaboration with staff, she will be able to form supportive working partnerships.

Area VI. Organizational Systems, Management and Accountability

Brief Summary of Field Placement Activities:

Standard 28

- Observed school counselor implementing school-wide counseling curriculum
- Observed various guidance lessons addressing three domains of a comprehensive school counseling and guidance program
- Observed and interviewed various school support staff to gain a better understanding of the school's organization, dynamics and roles of individuals as a collaborative team
- Read and discussed effects of ethics, laws, and politics on education

Standard 29

- Reviewed and discussed the 13 health conditions that can lead to learning problems
- Interviewed with school psychologist to understand assessment process and early signs of challenges in students
- Observed *Second Step* lessons that promote self-regulation (ie self-talk, problem solving) to prevent learning difficulties and promote learning

Standard 30

- Used Aeries to gather student information and data

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

	Self-Evaluation		Supervisor's Evaluation	
STD.28 ORGANIZATIONAL SYSTEMS AND PROGRAM DEVELOPMENT				
Can explain the process of developing a comprehensive school counseling and guidance program and its impact on teaching and learning	1	2	1	2
Understanding of basic principles and techniques of organizational theory and change theory to lead and work collaboratively as a part of a total educational team	0	1	0	2
Understanding of the organization of the school, dynamics of change, and the roles of individuals within the school setting	2	2	1	2
Can identify a wide range of philosophical, historical, political, ethical, cultural, and economic forces that impact the school organization and ecology	2	2	1	2
STD.29 PREVENTION EDUCATION AND TRAINING				
Knowledge of and skill in identifying early signs and predictors of student learning problems	1	2	1	2
Knowledge of and skill in developing, organizing, presenting, and evaluating educational programs for students to prevent difficulties and promote learning	1	2	1	2
Knowledge of and skill in developing, organizing, presenting, and evaluating preventive in-service education programs for school staff, parents, and family and community members	0	1	1	2
STD.30 RESEARCH, PROGRAM EVALUATION AND TECHNOLOGY				
Proficiency in the use of relevant technology in order to conduct and disseminate research, access information, and evaluate pupil progress	1	2	2	2
Skill in gathering needs assessment data, interpreting research data, disseminating findings, and communicating the significance and meaning to pupils, parents, the school, and the community	1	2	1	2

Trainee's Comments:

The readings have introduced us to development of a comprehensive guidance program. We have not yet touched upon the principles and techniques of organization theory and change theory, and how these various theories affect our work as school counselors. Interviews with various school staff such as the nurse, principal's secretary, head custodian, and school psychologist helped us understand the roles of individuals in the school setting and how each person is an integral part of the school team.

Our text on ethics and laws, discussions of recently passed propositions, and witnessing various factors at play helped me understand the impact of these forces on our school's atmosphere and culture.

Through interviews with school nurse and school psychologist, and readings, I began to learn how to identify early warning signs of learning problems and how to develop, organize, present, and evaluate proactive educational programs and guidance curriculums. My knowledge of in-service programs for school staff, families, and community members are limited to the understanding of the types of activities and services available such as staff development and courses for parents or parent resource center.

Having worked at a university's research office and through research review completed for various courses this quarter, I am confident in my ability to gather needs assessment data, interpreting and disseminating research findings, and communicating the significance and meaning of these findings to students, parents, school, and community. Although we have used school data system to gather student information, I am not yet confident in my ability to use relevant technology to evaluate pupil progress.

Supervisor's Comments:

Overall, I see Kathy's knowledge and skills in Area VI. Organizational Systems, Management, and Accountability emerging. Based on observations of her contribution and questions during our group discussion time, these areas are starting to emerge as concepts she is thinking and brainstorming about. As previously mentioned, she coordinated a bullying training for her peers as well as professionals in the field, so I am confident she has the skills to do so once given an opportunity. Through her interviews of the school staff and observations, she has been putting together theoretical ideas such as prevention supports, program development, and program evaluation. Her growth in the area of research, program evaluation and technology I have seen through her familiarizing herself with our school's data system, Aeries, as well as analyzing and inputting guidance curriculum pre and post-test data. This is certainly an area I feel confident she has the counseling skills to implement. I would encourage her to seek out and advocate for these opportunities.

Summary: Overall Development

Trainee Self-Evaluation	Supervisor's Evaluation
<p>Areas of Strength</p> <ul style="list-style-type: none"> • Positive attitude • Effectively communicates with younger students • Maintain flexibility to accommodate changes with case study and daily schedule • Willingness to learn • Open to and incorporate feedback 	<p>Areas of Strength</p> <p>Kathy has been off to a positive start at practicum. She has both the knowledge and many emerging skills necessary to be a successful counselor. She exhibits a warm, welcoming, and positive attitude that welcomes students and staff to approach her, which has served her well as she is coming into a new school environment and collaborating. This has been reinforced as many students are immediately comfortable sharing their concerns with her as well. Her upbeat and energetic interpersonal skills also mirror the students' energy and keeps them engaged with her, which is crucial to a students' learning in the elementary level and will support her in her classroom guidance lessons and group counseling next semester. She is organized, yet flexible and is always willing to lend a helping hand, all of which are necessary in the counseling professional. Kathy exhibits confidence in her academic and social/personal counseling domains.</p>
<p>Areas to Target for Growth</p> <ul style="list-style-type: none"> • Seeking suggestions and comments from colleagues • Need additional experience in elementary level • Conflict management • Dress professionally 	<p>Areas to Target for Growth</p> <p>An area to target for growth for Kathy would be to be more vocal and confident when it comes to advocating and sharing her thoughts in group discussions. She definitely contributes, but I believe she more often takes on the observer role in the background and does not as often take the initiative to speak. I believe this quality may support her collaboration as well as her leadership skills, but I would encourage her to cultivate the more vocal type of leadership to ensure she is well-rounded for whatever personalities, situations or settings she is faced with. Although I have seen growth as we progress, I would also encourage her to reflect more deeply on her journal analyses. Lastly, tying in with the vocal advocacy as well, I challenge her to push herself to more readily collaborate and communicate with staff and community members. As school counselors, this is a critical skill, and the more practice that we have in it, the more prepared we will be for our roles as professional school counselors. I see much potential in Kathy as a school</p>

	counseling leader and look forward to her growth next semester.
<p><u>Kathy Ng</u> Signature</p> <p><u>12/13/12</u> Date</p>	<p><u>[Signature]</u> Signature</p> <p><u>12/13/12</u> Date</p>

Supervisor: Please indicate your recommendation for this individual's next phase of experience:

Fall Semester [for Spring] _____

Spring Semester [for Next Year] _____

Continue in this phase of field placement as planned

Advance to next phase of field experience as planned

Ready to advance to full-time placement

Ready to work as a credentialed school counselor

OTHER: Please call, phone number(s) _____