

EVALUATION OF COMPETENCY DEVELOPMENT

SCHOOL COUNSELING PROGRAM, SAN DIEGO STATE UNIVERSITY

Trainee Kathy Ng Semester Spring Year 2013

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

- Discussed new education policy in relation to previous policies (ex: Common Core)
- Discussed national events and their impact on the school counseling profession (ex: "Now is the Time" White House statement on gun control)
- Discussed need to accommodate students with additional needs (ex: transgender student, 504, IEP)
- Discussed creation, implementation, and evaluation of data-driven comprehensive counseling program on various occasions
- Discussed grant funding and budget impacts
- Analyzed report card data and teacher referrals to create group for group counseling sessions

Standard 18

- Discussed confidentiality and need for parental consent with counseling group
- Discussed use of Facebook and other social media
- Discussed confidentiality issues with recording counseling sessions with student
- Discussed community resources
- Discussed professionalism and politics
- Facilitated confidentiality and documentation for individual and group counseling sessions
- Provided counseling sessions outside of the counseling center for confidentiality reasons
- Assisted school counselor in CPS reporting
- Utilized College Board and university resources to support students
- Attended at NOSCA conference, Destination Equity, and shared resources
- Volunteered at CESCAl conference, Supporting Students, Saving Lives 2013, and shared resources

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	2	2
Knowledge and understanding of developing, implementing and evaluating a comprehensive and developmental school counseling and guidance program	2	2	2	3
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	2	2	3	2
Awareness of current trends in education and the impact of these trends on professional identity	2	2	2	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	2	2
Applies ASCA ethical standards and practices to counseling situations	2	2	2	3
Knowledge of benefits of state and national school counseling professional organization membership	2	2	2	2
Utilizes resources from professional organizations	2	2	2	2

Trainee's Comments:

The Sandy Hook tragedy and the subsequent events in response to this tragedy provided us with ample opportunity to discuss the importance of national and state trends. The White House document titled "Now is the Time" specifically names school counselors as an integral part of the student support team to ensure that early warning signs are noted and appropriately addressed. The twin bombings at the Boston Marathon again drove home the importance of political climate. Once the bombing took place, the national conversation focused on terrorism; gun control was quickly forgotten. It is my hope that we will revisit this conversation at a national level for the benefit of our schools and students.

Through our volunteer experience at CESCaL, we were able to broach the subject of narrowing the gap of marginalized students. The discussion also brought to light that our responsibilities in schools are closely tied to the change of times as students with various needs walk through our school's doors. Witnessing current professionals attending CESCaL and NOSCA conferences and taking advantage of the learning opportunities provided by these conferences helped me understand the changing nature of the profession and the need for school counselors to stay on top of these new trends, needs and the challenges that we face.

Discussions of the use of social media and the need to request consent from student and parents helped me understand that school counseling professionals need to be aware of our behaviors in and outside of the school. An innocent slip of the tongue mentioning a student's name, or accidentally photographing a student can place the school counselor in difficult ethical and professional situations. We may have the best intentions, but our actions speak the loudest.

Supervisor's Comments:

Kathy's knowledge for Area I. Core Knowledge Base and Foundations in the field of school counseling continues to grow. She has demonstrated her understanding and consistent practice of Standard 17. Foundations of the School Counseling Profession and Standard 18. Professionalism Ethics and Mandates. She is engaged and readily participated in the ongoing discussions at practicum site related to profession as a whole and trends and events that impact school counseling such as the school-violence events and budget issues. She analyzes and has participated in helping form data-driven interventions to support the creation and implementation of a comprehensive counseling program. Kathy continues to exhibit professionalism and practice balancing ethics and legal mandates, as observed through her facilitation of confidentiality, her assistance with a CPS report, and her willingness to share resources from different avenues such as conferences she has attended. Kathy has established a solid foundation of knowledge of the school counseling profession and the professionalism that is held with it.

Area II. Academic/Career Domains of School Counseling and Guidance**Brief Summary of Field Placement Activities:****Standard 19**

- Reached out to the College Board and universities for resources and materials to promote college-going culture
- Used group lesson to connect current work in school with going to college, brainstorm and practice various skills and techniques to be a good student
- Co-facilitated guidance lesson with school counselor
- Worked with individual case load students and students in master classroom to observe various learning styles, strategies (ex: student commitment to doing their personal best,) state adopted curriculum, classroom management techniques
- Prepared and facilitated individual and group counseling
- Disaggregated report card data
- Consulted regarding intervention plans for individual counseling
- Discussed common core changes

Standard 20

- Used group lesson to connect school achievement with career success and explore different careers available to student

- Discussed use of resources such as Naviance to help student create a four-year plan in high school and explore college and career choices
- Discussed college preparation
- Discussed counseling field job outlook and trends

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	2	2	2	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	2	3	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	3	2
Understands high school graduation requirements and demonstrates skill in equitably assisting pupils in developing appropriate academic plans	1	2	1	2
Knowledge of guidance curriculum that supports learning and skill in using classroom guidance techniques	2	2	2	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	2	2	2	3
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	2	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

Trainee's Comments:

Although college seems so far away for most elementary school students, it is never too early for us to plant the seeds of "I can". Working with my individual case load and group counseling students helped me learn that academic development is far beyond getting good grades and doing homework. Many integral parts to being a good student that seem apparent to me as an adult – writing down homework assignments on a calendar, organizing my backpack and binders and brining a pencil – are brand new concepts to younger students. Performing these actions does not guarantee good grades, but they are necessary components and are good habits both as a student and a professional. Group work also clarified that the school counselor's role in academic support is not tutoring, but rather to ensure students have the necessary global skills to succeed academically (ex: slowing down to think about the problem, ensuring that we have the necessary materials, etc.).

Observing my master teacher and other teachers gave me the insight that there are many different styles and techniques in classroom management, some are more effective than others. Most importantly, we need to balance our personal styles and student needs. Having to assist many students in my master teacher's class gave me the opportunity to show students that there are many resources around them (ex: alphabet posters on the wall and fellow students) that they can turn to for assistance in

addition to the teacher and adults in the room. I also realize that helping student in academic achievement is one of my strengths and I am most comfortable in assisting students who require academic assistance.

Discussions with my group counseling students illustrated that some students do not recognize the connection between academics and career. For example, one student asked why is homework completion important to having a job. My co-facilitator and I were able to use that moment and let students brainstorm the reasons. We were also able to get a better view of our student's current understanding and where additional support is needed.

Supervisor's Comments:

Area II. Academic/Career Domains of School Counseling and Guidance remains one of Kathy's strengths, as she has recognized. I find her most confident in relaying information from Standard 19. Academic Development and Standard 20. Career Development. Although her evaluations may not reflect it as obviously as in other areas, due to these standards focusing heavily on the secondary-level, Kathy is usually one of the first to speak up regarding academic and career development in learning lab discussions and group consultations. Not only does she share her knowledge and resources with others in these areas, but she is able to continually weave in the importance of academic development for a positive attitude self-concept for her students and teach them the necessary study skills (ie: quality work, mistakes as part of the learning process, taking time to do your personal best) to succeed. Her ability to do so has helped support her students in their academic and behavioral success, helping assist in one of her students' achievement of "student of the month." Kathy has been evaluated with a few "1s" in the area of career development, as they particularly relate more to the secondary-level again, however she has been able to highlight these topics with her students and in discussions with the group, so it has been seen as emerging, however is not a concern.

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

Brief Summary of Field Placement Activities:

Standard 21

- Set goals with individual case load and group students
- Practiced self-management strategies with individual case load and group students (ex: skills required to be a good friend, how to accept refusals, etc.)
- Discussed RAK guidance lesson (ex: people who are different can be friends)
- Discussed discipline data
- Co-facilitated crisis counseling with school counselor and other interns for individual students
- Prepared and facilitated individual and group counseling
- Facilitated conflict-mediation
- Assisted in physical testing de-stress activities during lunch
- Established fair play, not cutting in line, inclusion in play, conflict resolution, and reinforcing social skills and etiquette
- Playground observation and lunch visibility established fair play, not cutting in line, inclusion in play, conflict resolution, and reinforcing social skills and etiquette during lunch and playground visibility
- Developed, implemented, and evaluated intentional guidance lesson on goal-setting
- Collaborated with teachers to support students
- Developed and facilitated "The Power of Family" parent conference and workshops on various topics

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	2	2	2	3
Helps pupils to respect alternative points of view, and recognize, accept, respect and appreciate individual differences, cultural diversity, and family configuration patterns	2	2	3	3
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	2	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	2	2	3	3

Trainee’s Comments:

Observing students in the Student Council meeting was an eye-opening experience for me. Students who were having disagreements just earlier in the day treated each other fairly and were all given the opportunity to express their opinions. I noted that even students who are often considered quiet and reserved spoke up. It shows that students felt safe in the environment and had an understanding of mutual respect. The presence of teachers, principal and school counselor is another important factor that shows the students there are many around them who can provide support when needed.

Working with my many individual case students helped me realize the importance of goal setting, even in terms of social growth. Without these goals, our sessions would have no direction and no measure against which we, both the student and I, are held accountable. We were also able to expand lessons and skills learned in class such as “doing our personal best” into other areas, such as “doing our personal best in keeping our hands to ourselves”. My students also helped me understand that they often have the knowledge (ex: be nice) but lack concrete details and practices on how to carry out these actions. My role as a school counselor is to assist these students in identifying details and examples of, for instance, being nice and help them practice these behaviors.

Crisis counseling had proven to be a challenge for me. Even when the student is very comfortable and open to sharing her experience, I was still unsure of how to react. I was able to help her explore her feelings and coping strategies that she is already using, but I had difficulty identifying and brainstorming what else she could do. Since my supervisor had worked with this student prior to the critical incident, they were able to revisit the coping strategies previously used and helped the student through this difficult period in her life. These counseling sessions showed the importance of letting students know that they can come and speak with me. These sessions also showed that I need to learn to be more comfortable with other’s feelings and not “freeze” when students are in need.

Supervisor’s Comments:

Area III. Personal/Social Domain of School Counseling and Guidance has been an area that Kathy has also been observed as gaining much growth in. She has put herself out there during her time at practicum to be extremely accessible to all the students and her personable character encourages them to reach out to her for this personal/social support. With much of Kathy’s time and support being used with the younger students at Libby, she had numerous occasions to engage the students in the basics of their personal/social development in areas such as recognizing safe boundaries and feelings, appropriate coping strategies for these feelings, appreciating differences, and conflict resolution and safety. She has also jumped into situations where she spontaneously had to support a student through grief. Unknowing that as the counselor, I have supported the student through another grief crisis, Kathy did an impeccable job counseling the student to be able to manage their stress and reinforce reaching out to all his/her resources. Kathy has also demonstrated helping all of her students set reachable goals. On any counseling session, you can hear the references and skill-building to reach their individualized goal. This ability of Kathy’s has been beneficial to her in helping her students’ achieve success.

Area IV. Themes of School Counselor Preparation

Brief Summary of Field Placement Activities:

Standard 22

- Discussed BEST grant (requirements, funding/support amount, etc.)
- Discussed importance of data in affecting education reform and school change
- Analyzed school data in support of grant
- Participated in School Site Council meeting to discuss budget plans, how to use available funding, and other concerns regarding the funds
- Prepared and facilitated “The Power of Family” conference and workshops

Standard 23

- Reviewed and discussed California English Language Development Test (CELDT) data in student record and assessment selection and process (ex: Student whose parents self-identified as Spanish speakers are automatically selected for assessment)

- Used school-wide reward system to support positive behaviors and learning success
- Developed Power of Family conference and observed use of college flags and posters to create a college-going culture
- Discussed best practices standards and how to provide support to student with additional needs
- Discussed politics, LGBT equity and access, cultural biases and barriers, parent involvement
- Reviewed and discussed grant presentation and future funding opportunities
- Collected, disaggregated, and analyzed data for achievement gaps

Standard 24

- Conducted individual parent meetings
- Provided assistance to jog-a-thon (fund raising event)
- Co-facilitated classroom lesson with school counselor
- Power of Family conference
- Observed master teacher’s use of various teaching strategies (ex: music, story-telling, computer lessons, etc.)
- Prepared and facilitated individual and group counseling sessions
- Weekly master class observations of teaching techniques to help students with different learning styles, from different cultures, understand material
- Discussed RTI meeting and services

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	2	2	2	3
Development as a leader in education reform and school change efforts	1	2	2	2
Knowledge in funding sources and budget issues to promote learning and academic achievement	2	2	2	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	2	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	2	3
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	2	2	2	2
Understanding of classroom dynamics and instructional activities and materials that are appropriate for pupils with diverse needs, interests, and learning styles	2	2	2	3
Knowledge of techniques for involving parents and guardians in school learning, including conferences, tutoring, homework support, and issues related to counseling and guidance	2	2	2	3

Trainee’s Comments:

Preparing and presenting at the Power of Family conference was a rewarding and engaging experience. Despite funding and resource limitations, we received full support from the administration. We were able to provide light refreshment and childcare for families with young children. Throughout this process, we worked together as a group and learned that we can utilize each other’s strengths and resources to host a small conference that touch on many issues that concern families. In retrospect, we should have allowed ourselves more time for advertising, involving community partners, inviting guest speakers, and surveying parents and teachers to see for which topics they want more information and need our support.

As a result of our participation in the CESCAl conference, our discussion was directed to the achievement gap between our LGBTQIA youth and the general population. Schools and school counselors have the ethical obligation to ensure that students receive equitable treatment and are provided a high quality education. Lack of understanding and strategies to help these students on the school personnel's part is turning our LGBTQIA youths into victims of bullying and systemic discrimination. Similarly, students whose parents are identified as Spanish speakers are automatically assessed by the CELDT. At the kindergarten level where student abilities varies so greatly, it seems unrealistic to test our students and expect these test results to be fully informative. I also noted on my student's record that this student was assessed using the CELDT only once at the beginning of the school year. It is unclear whether this student still requires additional support in English Language Art (ELA) without a more recent assessment. Had this student been an older student in middle or high school, he may very well be on track to not meeting state college admission requirements. Such disparity in student treatment is noteworthy and we need to examine the cause for these policies to be in place.

Observing my master teacher using multiple media to teach the same lesson (ex: letter and sound recognition through worksheets, story time, songs) and helping Ms. Pablo conduct a classroom lesson using stories and videos should inform me of the importance of using different media when working with students. I should use more media during the counseling process, particularly with the younger students so the counseling session is more active and fun. Although I have done some drawings and card decorations with students, it is evident that I do not practice these other strategies enough.

Supervisor's Comments:

Kathy's development in Area IV. Themes of School Counselor Preparation, has been established through a variety of occasions, particularly, Standard 22. Leadership. I have seen her take on leadership roles in planning, sharing, and implementing programs to help empower parents to support their students through parent consultations and being involved in the creation of the "Power of Family" conference. Kathy eagerly participates in learning labs and group discussions regarding achievement gaps and addressing cultural biases and has analyzed data to identify areas of need for support for all students, highlighting her work related to Standard 23. Advocacy. Kathy has exhibited her established knowledge and skills related to Standard 24. Learning, Achievement, and Instruction, such as management strategies, through her individual and group counseling, as well as the time she spends in her weekly master class, however as she has mentioned, has space to work on preparing and facilitating more creative techniques for younger students to engage them and support their success. Overall, this has not affected her established and continued growth in Area IV as a school counseling trainee.

Area V. Functions of School Counselors

Brief Summary of Field Placement Activities:

Standard 25

- Worked on goal setting with student after parent-teacher conference
- Co-facilitated crisis counseling with school counselor and other interns (speed counseling/mediation)
- Assisted individual case load students with identifying triggers of feelings and how to express feelings appropriately
- Discussed and assisted in CPS reporting and mandated reporter responsibilities
- Discussed suicide prevention
- Facilitated confidentiality and appropriate documentation
- Developed interventions
- Drop-in counseling sessions

Standard 26

- Facilitated group counseling sessions, based on report card data and teacher referrals
- Observed Student Council meetings and the guidance provided by faculty to help facilitate the session
- Participated in School Site Council meeting
- Developed, implemented and assessed group curriculum
- Facilitated confidentiality and appropriate documentation
- Drop-in counseling mediations

Standard 27

- Collaborated with noon duties during lunch and recess to provide a safe environment for students
- Discussed various outside resources for counselors to share with others (parents, students, faculty & staff at school, etc.)
- Discussed special education IEPs and 504 plans
- Discussed Libby counseling and RTI referral process and supports
- Discussed theory/intervention resources (ie: anger management, stress reduction, grief, divorce)

- Solicited donations from community partners
- Power of Family conference
- Interviewed school-based resource teacher (SBRT) and school psychologist
- Provided assistance to support California Standards Tests (CST) during testing period
- Reviewed 13 special education health conditions
- Collaborated/consulted with team on case studies and future interventions
- Collaborated with counseling team and school staff to develop, implement, and facilitate "Power of Family" conference and workshops
- Participated in daily check-in and check-out
- Assisted in facilitation of classroom guidance lesson
- Collaborated with team to input, disaggregate, and analyze data to create powerpoint

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)	2	2	2	2
Knowledge of and skill in assisting individual pupils in identifying and expressing feelings, and working through emotional conflicts and problems	2	2	2	3
Assessment of student mental and emotional problems for the purposes of determining appropriateness and selection of supportive school- and community-based programs	1	2	2	2
STD.26 GROUP COUNSELING AND FACILITATION				
Knowledge of group theory, group dynamics, and types of groups relevant to working in schools	2	2	2	2
Knowledge of and skill in leading small groups directed towards promoting the academic, personal, social, and career development of pupils	2	2	3	3
Knowledge of and skill in facilitating teams and committee meetings of individuals working on education-related tasks	1	2	2	2
Demonstrates team building skills	2	2	3	3
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	2	3

Trainee's Comments:

Providing individual counseling to my students was difficult this semester as a result of the changing case load. However, such is the reality of the school counseling profession. It is important for me to be mindful of my student's needs and refer them to appropriate resources when these resources can better serve my students. Fortunately, I was able to utilize the classroom behavioral support plan (BSP), clip chart, and use that as a guide for goal setting with my students. These students have been referred as a result of needing support in self-control, in-class behaviors and peer relationship. My students showed me that they are very aware of how they and those around them feel in a given situation. They have good intentions, are able to respond to situations with feelings that are appropriate to their developmental level, but they have trouble expressing their feelings in a healthy and safe way. I will need to learn to be more proficient in identifying warning signs of additional challenges such as learning disorders. Some disorders are more easily identified by outward symptoms, such as dyslexia and ADHD. Other disorders may not be so readily discovered. School counselors would do well to interview teachers and parents who have more frequent contact with our students and are better able to observe our student as part of the preliminary assessment process when we suspect that a student may require additional services.

Our group session informed me the importance of pre-screening our groups not only to ensure group cohesion, but also to ensure that our group members bring with them a variety of skills and strengths so they can effectively learn from each other. Our first group consists of brilliant and creative students who need support in self-control in the classroom, most notably, paying attention in class. Since they are all first graders with similar needs, there is little opportunity for role modeling. Throughout the course of our weekly sessions, however, our students were able to brainstorm and practice self-management strategies with a little coaching and, hopefully, use these strategies in the classroom.

As previously mentioned, it is important for us to involve significant figures in the student's life throughout the stages of counseling. Some students may require more support involving additional service providers, extended family members, and even community members. A simple phone call or greeting the parent or guardian at the school gate are effective means of involving and building rapport with the parents and guardians. Interviewing school personnel can also inform us of the strategies currently used with the student in other settings so that we can provide cohesive support to the student. Through using these strategies, I was able to provide support to my students and parents using a vocabulary and system that is familiar to them and reinforces other lessons my students learned.

Supervisor's Comments:

This semester, I have seen Kathy grow in Area V. Functions of School Counselors. She has been able to successfully run an individual and group counseling case load. Due to her schedule, Kathy is the first one to leave the group activities to begin working on Standard 25. Individual Counseling and she is always punctual in doing so. She has been observed upholding and able to explain confidentiality to all students she comes into contact with and will review it when situations call for it. She has participated in discussions related to the individual counseling theories (ie: suicide prevention, divorce, etc,) and has facilitated individual counseling regarding stress reduction and grief and loss. She particularly has been able to practice her individual counseling skills in expressing feelings and working through conflicts.

I also enjoyed watching Kathy's growth related to Standard 26. Group Counseling and Facilitation. This semester she was able to co-facilitate a 10-week intentional group counseling caseload. Here I was able to observe Kathy easily facilitate a group of young and rambunctious students, where she seemed to effortlessly manage their behaviors in small group. She used positive group management techniques that she had observed from her master class and experiences at practicum and paid close attention to the group dynamics. In her work with the group counseling, I was able to also see facets of Standard 27. Collaboration, Coordination and Team Building. Kathy was able to successfully collaborate regularly with her co-facilitator before and during group counseling. She has also collaborated with various staff members on campus to support her students and her team to ensure all daily goals and semester activities were completed. I was able to see Kathy stand out in her collaboration and leadership in developing the "Power of Family" conference, as she has worked with school staff, parents to promote it, and team to prepare it, to provide a variety of supports for parents, students, and staff.

Area VI. Organizational Systems, Management and Accountability

Brief Summary of Field Placement Activities:

Standard 28 (Organizational Systems and Prog Dev)

- Completed ASCA documents related to school counseling program (development, implementation, and assessment)
- Discussed new education code and its impact on school (disciplinary system)
- Discussed community and national events and their impact on school (parent involvement, school staff response, crisis counseling)
- Discussed culture and change theory
- Discussed politics in school setting
- Discussed disaster drill order of command
- Discussed RTI team, referrals, and supports
- Tallied pre- and post-test data to assess program effectiveness
- Collaborated with staff to understand school organization
- Read and discussed *Ethics and Law*, we talked about the affects of policies and historical events on students and school organization
- Attended ELAC/School Site Council meeting
- Lunch visibility to observe noon-duty supervision and impact on playground culture

Standard 29 (Prevention Education & training)

- Publicized school rules

- Assisted in Random Acts of Kindness (RAK) and post-test de-stressing activities
- Observed and discussed Second Step lessons
- Discussed early warning signs of future educational difficulties (absences, tardiness, family dynamics, etc.)
- Discussed SARB/SART process
- Reviewed 13 special education conditions, IEPs, and 504 plans
- Observed various guidance curriculum lessons addressing three domains of a comprehensive counseling program
- Developed, implemented, and evaluated intentional guidance lesson activity
- Prepared and facilitated individual and group counseling
- Developed, implemented, and facilitated "Power of Family" conference and workshops

Standard 30 (research, Prog eval, technology)

- Access Report Card Maker and analyzed report card data to identify student in need of group counseling sessions
- Utilized state-wide database (DataQuest) to access CST and California Healthy Kids Survey (CHKS) results
- Reviewed CHKS data (school-specific) to identify areas of growth in counseling interventions
- Utilized Aeries to access student information and data
- Collected, inputted, disaggregated report card data to drive interventions
- Analyzed intentional group and guidance lesson pre/post test data
- Discussed discipline 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	2	2	2	3
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	1	2	1	2
Understanding of the organization of the school, dynamics of change, and the roles of individuals within the school setting	2	2	2	2
Can identify a wide range of philosophical, historical, political, ethical, cultural, and economic forces that impact the school organization and ecology	2	2	2	2
STD.29 PREVENTION EDUCATION AND TRAINING				
Knowledge of and skill in identifying early signs and predictors of student learning problems	2	2	2	2
Knowledge of and skill in developing, organizing, presenting, and evaluating educational programs for students to prevent difficulties and promote learning	2	2	2	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	1	2	2	3
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	2	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	2	2	2	3

Trainee's Comments:

Completing various ASCA documents and requesting permission from teachers to work with my group and individual case load students, it is evident that school counseling programs can be a double-edged sword that both positively and negatively

impacts my student's learning. On the positive side, the students are receiving the assistance they need to promote learning in class. The negative side is that students are receiving less instructional time. As such, school counseling programs must prove its effectiveness in impacting change in the student and school and that it is worthwhile to all the stakeholders for students to participate in these sessions. Other activities such as Peace Patrol, RAK lunch time activities and classroom guidance lessons afford teachers and staff the opportunity to see our work in action and its effect on the students and school. Report card data reflective of student's work habits and number of discipline referrals are great indicators of whether our work is effective. Change is part of the counseling process's nature: we effect change on the student and school, and we also respond to changes in the school's environment and student needs. The current trend is that school counseling is becoming a data-driven profession where our stakeholders expect us to deliver results and show that we are an integral part of student success.

Prevention education, at first, appears nebulous. It is now clear that Second Step lessons, Peace Builder posters on the classroom's and office's walls and posting school rules on the bathroom walls are all part of prevention education. The students may not need additional counseling and these reminders and poster serves as a behavioral guideline for the students. Some students will learn from these posters and lessons and use posters as memory aides. Teachers can also use posters as reminders and help students practice positive behaviors. If a student is unable to or refuses to practice good behaviors, or if his or her academic performance is not on par with peers, then we will need to seek assistance. Our role as school counselors is to work closely with teachers and parents, who have far more contact with the student and are in better position to detect these early warning signs.

Using DataQuest to obtain information on the school and analyzing this information showed us a trend in academic performance and student concerns. We can serve our student and school by highlighting areas of strength and growth to administrators and solicit ideas on how the school counseling program can promote growth where it is needed. Through the many websites and resources that Dr. Hatch showed us, I learned that there are many resources and success stories out there on school counseling program as a catalyst for growth in our students and schools. Since data and results are of utmost importance, we can serve our students by sharing these success stories and attempt to replicate the success in our schools. Parents and community members would also benefit from having this information and knowing that our efforts will bring about results.

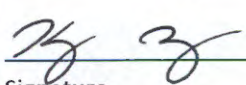
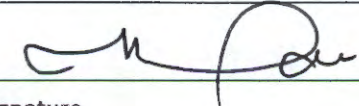
Supervisor's Comments:

This semester, I was able to see Kathy's understanding of Area VI. Organizational Systems, Management, and Accountability develop and become established in her daily workings as a counselor trainee. After her collaboration with staff and numerous learning labs and group discussions on school-wide systems, dynamics of change and politics in the school setting, different forces that impact schools, and organizational theory, Kathy has established a knowledge base for Standard 28. Organizational Systems and Program Development her to conscientiously collaborate with staff and create interventions. More heavily seen through her participation in the data analysis and collection for intervention, Kathy has observed and facilitated data-driven interventions that are necessary in developing and maintaining a comprehensive school counseling program and its' impact and support of student success.

Kathy's exposure and participation to a diverse range of learning labs and group discussions such as those related to the RTI model and special education, Kathy has been able to establish her understanding and need for Standard 29. Prevention Education and Training and Standard 30. Research, Program Evaluation and Technology. She has attended various conferences herself and has shared the resources for preventative measures for students and families. Again her experience researching, utilizing the different technologies to access data (ie: Dataquest, Aeries, Report Card Maker, excel) and using data to drive needs has supported her knowledge of this standard. She has also recognized the need for additional parent education and has worked with her team to develop and facilitate a "Power of Family" conference as an additional program intervention.

Summary: Overall Development

Trainee Self-Evaluation	Supervisor's Evaluation
<p>Areas of Strength</p> <ul style="list-style-type: none"> • Positive attitude • Lots of energy • Effectively communicates with younger students • Maintain flexibility to accommodate changes with case load and daily schedule 	<p>Areas of Strength</p> <p>Kathy has continued to bring many of her strengths from last semester to this semester and add to them as well. Examples of this are her loads of energy and positive attitude. These, paired with her initiative and willingness to jump to the occasion, has served to support Kathy's learning in all areas and</p>

	<p>her accessibility to share her supports, as I see students and staff, easily approach her. In agreement, Kathy has shown great flexibility again this semester, with the need to change and accommodate different students on her case load on a last minute basis. She is able to do so without getting flustered and takes it as a learning opportunity. Another strength of Kathy's is her ability to be developmentally appropriate when counseling students. Although energetic and engaging, when speaking to her young students, she is able to be cognizant of her tone and vocabulary, so that the students may be able to understand the concepts and skills she is sharing for their success. Lastly, Kathy's experience and knowledge in the academic and career domains continue to help support her work with students as she is able to confidently inform and empower students to obtain the skills needed and to reach beyond their educational goals.</p>
<p>Areas to Target for Growth</p> <ul style="list-style-type: none"> • Time management in group sessions • Need to utilize additional media when working with students (arts and crafts, writing letters, etc.) 	<p>Areas to Target for Growth</p> <p>Kathy has proved to immediately grow in her target areas for growth from last semester, which leaves even less areas for her to grow in. Upon reflection, an area that I would encourage Kathy to be more mindful in would be professionalism. Although she understands and works to uphold professionalism in her collaboration, I would suggest her to be more cognizant of the balance between professional dress as a trainee and school culture. Along with this, the conversation we had regarding professionalism and confidentiality of media, although I recognize it comes from a place of well-intention and excitement for the profession. Lastly, although very developmentally appropriate when speaking to the students, as she also recognized, I would encourage Kathy to dig deeper to bring out more of her creativity for more engaging interventions for her students. She has the knowledge and is able to speak with them regarding the attitude, knowledge, and skills to become successful, but it is imperative to be mindful of keeping them engaged through more interactive means when counseling younger students. Overall, these target areas of growth have not hindered her knowledge and skills to complete a successful year at practicum at Libby. It has been a pleasure to work with and learn from Kathy and I look forward to collaborating with her as a professional school counselor soon.</p>
<p> Signature</p> <p><u>5/15/13</u> Date</p>	<p> Signature</p> <p><u>5/15/13</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) _____