

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 2013
 Field Experience: Practicum x Fieldwork
 Field Placement District: SDUSD/UCSD School: Preuss
 Field Supervisor: Ms. Erin Patrick University Supervisor: Ms. Tanya Pringle

Area I. Core Knowledge Base and Foundations

Brief Summary of Field Placement Activities:

Standard 17

- Discussed impact of common core
- Discussed impact of changes to CST
- Discussed need to accommodate students with additional needs (ex: reading disability, transgender)
- Analyzed Health Survey data to create classroom lesson on stress management
- Regular and on-going discussion with students on college and career choices
- Mediation with students for personal relationships

Standard 18

- Discussed confidentiality concerns with students
- Invoked confidentiality with students during mediation
- Discussed use and impact of social media
- Consultation and on-going discussions on CPS reporting, SART, and SST
- Utilized resources from College Board and ASCA to help student with college search
- Volunteer and attendance at CASC Conference 2013
- Attendance at UC Counselor Conference 2013

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 | 3 | 2 | 3 | 2 |
| Knowledge and understanding of developing, implementing and evaluating a comprehensive and developmental school counseling and guidance program | 3 | 2 | 3 | 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 | 3 | 2 | 3 | 2 |
| STD.18 PROFESSIONALISM, ETHICS AND MANDATES | | | | |
| Recognizes the importance of ongoing education as part of professional growth | 3 | 2 | 3 | 2 |
| Awareness of current trends in education and the impact of these trends on professional identity | 3 | 2 | 3 | 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) | 3 | 2 | 3 | 2 |

| | | | | |
|--|---|---|---|---|
| Applies ASCA ethical standards and practices to counseling situations | 3 | 2 | 3 | 2 |
| Knowledge of benefits of state and national school counseling professional organization membership | 3 | 2 | 3 | 2 |
| Utilizes resources from professional organizations | 2 | 2 | 2 | 2 |

Trainee's Comments:

We had many opportunities to discuss the foundations of the school counseling profession. We discussed the implementation of common core state standards and the impact of recent changes to the CST. My case study students and I worked together to develop academic plans such as homework completion and time management. Through consultation with my supervisor and high school counselor, I was able to refine the plans with each student to promote student's personal growth. I was able to construct an action plan and solidify my knowledge in development and evaluation of the school counseling program by using data gathered through the school's Health Survey.

I was also able to develop my professionalism and understanding of ethics and mandates through attendance in various state level counselor trainings. Through observing my supervisor's mediation session with students, I learned how to address confidentiality and other ethical issues in small group setting with highly sensitive topics. I was also able to actively practice applying various ASCA ethical standards with my students during our regular meetings. Discussions with teachers, vice-principal and my supervisor provided me the insight on how the school counseling profession supports classroom needs. For example, addressing student's needs in a timely manner can help them return to the classroom and minimize disruption to their learning.

Supervisor's Comments:

It is evident that Kathy has a very strong educational foundation and is integrating this knowledge into her school counseling practice. She is drawing upon multiple theories and experiences to inform her counseling techniques while continuing to refine these skills as she progresses. Kathy is well-informed about the ASCA National Model, and she makes every effort to integrate this knowledge into the school program when possible. Kathy clearly understands the importance of addressing the academic, career, and personal/social domains with each student in order to provide a continuum of counseling support and service. She is constantly learning and growing as a professional each day.

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

Brief Summary of Field Placement Activities:

Standard 19

- Regular and on-going discussion with case study students on graduation requirements, A-G requirements, transfer requirements
- Regular and on-going discussion with students on academic-related topics (ex: homework completion, work quality, studying skills and strategies, test taking strategies, organization, and time management)
- Consultation with college advisor and registrar on college-going culture, college choices, and financial assistance available to students at various institutions
- Attended UC Counselor Conference 2013 to learn about changes to financial aid, how to successfully transfer from a community college to UC
- Presented classroom lesson on stress management to 6 classrooms grades 6 – 7
- Provided responsive services to students (ex: be on-time to class or assignment completion, respectful to others in the learning environment)
- Transcript review for mock UC/CSU application

Standard 20

- Use of Naviance and California Reality Check to help student plan for college, career, and other postsecondary choices
- Reviewed and discussed with students individual resumés and cover letters for internships

- Discussed with students career choices and various paths to reach these goals
- Regular and on-going discussion with case study students on career and college choices and other postsecondary options

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 | 3 | 2 | 3 | 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) | 3 | 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 | 3 | 2 | 3 | 2 |
| Understands high school graduation requirements and demonstrates skill in equitably assisting pupils in developing appropriate academic plans | 2 | 2 | 2 | 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 | 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 | 2 | 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 | 2 | 2 | 2 | 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 | 2 | 2 | 2 | 2 |
|---|---|---|---|---|

Trainee's Comments:

Assisting student in academic development continues to be one of my favorite subjects. I was able to work with both middle and high school case study students in academic areas such as goal setting, time management, study skills, homework completion strategies, organization skills, and how to ask for assistance. I was also able to practice classroom management skills I learned in CSP 624 (Learning, Achievement and Instruction for School Counselors) during my classroom lesson on stress management. I was afforded the opportunity discuss UC and CSU admission requirements and graduation requirements with my high school case study students. Consultation and discussions with my supervisor and college advisor also gave me new insights to creating a college-going culture and preparing our students for post-secondary options (ex: college fair, internships, senior research project, and mandatory AP courses). During advisory period, I had the opportunity to guide some of my students through the mock UC/CSU application process. It is my hope to be able to further my knowledge in transcript review and other college-going related topics such as college choices and financial aid/scholarship applications.

Unlike the elementary school setting, I have far more opportunities at Preuss to discuss career choices, particularly as it relates to current academic goals. Through helping students review their resumés and cover letters, I gained a better sense of where students need assistance in terms of career, employability, and organizational skills. Discussing my student's career interests presented me the opportunity to use various resources such as California Reality Check and College Board's 5 Ways Education Pays to discuss the benefits of college going as it pertains to career preparedness. In the upcoming semester, I hope to be able to better use Naviance to guide students in college and career planning.

Supervisor's Comments:

The academic and career domains are areas that Kathy has a lot of knowledge and skill in. She has thrived in supporting her caseload of students in many important areas that center around academic organization. In continuing to work in collaboration with the College Advisor, Kathy will further increase her knowledge of career guidance especially through use of the Naviance program.

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

Brief Summary of Field Placement Activities:

Standard 21

- Facilitated mediation sessions with students
- Provided response services and crisis counseling to students in crisis (ex: name calling, bullying, family member passing away)
- Presented classroom lesson on stress management to 6 classrooms grades 6 – 7
- Regular and on-going discussions with case study students on personal relationships (ex: friendships, relationships with adults and others at home)
- Regular and on-going discussions with case study students on decision-making and its impact on ourselves (ex: setting aside time to study and different ways to interact with people in our lives to produce different results)
- Attended Chelsea’s Light Peer Mediation group meetings
- Set goals with individual case study student on studying, GPA, and homework completion

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 | 3 | 2 | 3 | 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 | 3 | 2 | 3 | 2 |
| Helps pupils learn and practice techniques managing stress, skills for coping with life events, and accessing resources in the school and community | 3 | 2 | 3 | 2 |
| Assists pupils in identifying short and long-term goals, setting realistic and achievable goals, and developing a plan for successfully achieving those goals | 3 | 2 | 3 | 2 |

Trainee’s Comments:

In contrast to academics, person/social development remains one of my areas of growth. Fortunately, I was afforded the opportunity to observe and independently facilitate mediation session between students. Presenting classroom lessons on stress management while practicing classroom management skills, helped fortify my skills in delivering classroom lesson and speaking in front of a large group of students. Although I feel slightly anxious speaking in front of a group, my success in delivering lessons and my ability to adjust the lesson and classroom management techniques to the class’s needs. My case study students also provided me the time to work on personal/social concerns. Academic and career planning cannot be done without first addressing pressing personal/social concerns. I would like additional opportunities to teach students decision-making skills and ways to resist peer pressure.

Supervisor’s Comments:

Kathy has developed a strong connection and rapport with not just the middle and high school students on her caseload, but also many of their peers who have requested her support as well. Kathy has a strong and compassionate demeanor, and her students feel very supported by her. I continue to see Kathy increase her ease and ability in the personal/social domain as she works with her students.

Area IV. Themes of School Counselor Preparation

Brief Summary of Field Placement Activities:

Standard 22

- Discussed use of Pink Progress Reports (PPRs) and interpretation of data gathered from PPRs
- Assisted the organization of Community Service Learning Assembly (CSLA) for 9th grade students
- Discussed and drafted Student Support Services' beliefs, vision, and mission
- Discussed funding for various school events, new programs, and student support materials and services with vice-principal and student Support Services team
- Participated in Student Support Service team meetings

Standard 23

- Advocated for technology use for individual students
- Discussed enrollment gap in advanced and AP courses (ex: AP Spanish Literature's reading material content)
- Discussed inequitable and inconsistent use of PPRs amongst advisory teachers
- Collaborate with various teachers to promote consistent, high expectations with case study students and in the classroom

Standard 24

- Presented classroom lessons on stress management
- Discussed various classroom dynamics and atmosphere
- Observed different teacher's teaching style and use of different classroom management strategies
- Discussed mandatory parent volunteer hours at school (ex: Saturday Enrichment Academy meetings and Parent Academy) and challenge imposed on parents due to distance from school

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 | 3 | 2 | 3 | 2 |
| Development as a leader in education reform and school change efforts | 2 | 2 | 2 | 2 |
| Knowledge in funding sources and budget issues to promote learning and academic achievement | 3 | 2 | 3 | 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 | 3 | 2 | 3 | 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 | 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 | 3 | 2 | 3 | 2 |
| Understanding of classroom dynamics and instructional activities and materials that are appropriate for pupils with diverse needs, interests, and learning styles | 3 | 2 | 3 | 2 |
| 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 | 2 |

Trainee's Comments:

During the beginning of this semester, I was given many opportunities to participate in leadership roles, such as contacting local agencies to help our freshmen students identify volunteer opportunities for the hours they must complete each year until graduation. Through attending and participating in Student Support Services team meetings, I gained insight on issues and roadblocks to creating an equitable learning environment for our students (ex: AP materials not available for student with learning disabilities). These meetings also gave me a glimpse of different concerns from different school personnel and how to manage these different needs and concerns.

Working on various projects, most importantly the PPRs, gave me the chance to identify and discuss system issues. For example, while analyzing data gathered through PPRs, I noticed that some teachers consistently accepted and submitted incomplete PPRs while other wrote detailed notes regarding each PPR on the checklist and took the effort to contact the parents/guardians if a student submits a PPR without parent/guardian signature. One teacher informed me that she collected the PPRs knowing that the students did not complete them because she believes that submitting something is better than risking the students losing the PPRs and submitting nothing. Unfortunately, this inconsistent use of and views on PPRs is resulting in students receiving a negative note on their record in the student system and phone calls to parents/guardians. In addition, inconsistent application of this intervention is confounding causes of the results gathered. It is my hope to be able to work with teachers so that the PPRs can be applied consistently and treated with equal importance as other assignments.

I was glad that I had more opportunities at Preuss to practice instruction and classroom management skills I learned through observations and other courses (ex: CSP 624). Last year, I was able to observe my master teacher once per week, but had only one chance to teach and practice classroom management skills. Through teaching at a classroom, I realized the difficulties experienced by teachers in managing 30 or more students. I also learned that counselors can support teachers by support our students so teachers can focus on academics, while school counselors share the load on academic-related skills, career, and personal/social domains. Although I have not yet had the opportunity to work directly with parents, I was able to consult with school counselors, administrators and the parent/volunteer coordinator to discuss ways to involve parents. It is my hope to meet with more parents, such as those of my case study students and build rapport with them.

Supervisor's Comments:

Kathy has positive expectations for all students, and I feel confident that she will advocate strongly for all of her students to achieve at the highest levels at all times. Kathy has a lot of natural leadership and poise which garners great respect with school stakeholders while allowing her to effectively champion for students.

Area V. Functions of School Counselors

Brief Summary of Field Placement Activities:

Standard 25

- Regular and on-going individual meetings with case study students to discuss various topics (academic, career, and personal/social)
- Observed and facilitated mediation with various students
- Provided crisis/responsive counseling services to students as needed

Standard 26

- Observed and participated in Student Support Services team meetings
- Facilitated mediation with small groups of students
- Met with students in small groups to discuss homework and studying strategies
- Collaborated with different staff members on various projects

Standard 27

- Consulted with various staff members on individual students and strategies to increase parent and student participation and connectedness to school
- Collaborated with different staff members on various projects
- Contacted and collaborated with various community agencies for CSLA

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) | 3 | 2 | 3 | 2 |
| Knowledge of and skill in assisting individual pupils in identifying and expressing feelings, and working through emotional conflicts and problems | 3 | 2 | 3 | 2 |
| Assessment of student mental and emotional problems for the purposes of determining appropriateness and selection of supportive school- and community-based programs | 2 | 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 | 2 | 2 |
| Knowledge of and skill in facilitating teams and committee meetings of individuals working on education-related tasks | 2 | 2 | 2 | 2 |
| Demonstrates team building skills | 2 | 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 | 2 | 2 |

Trainee's Comments:

I have far more individual case study students at Preuss than I had at Libby, now that I am at fieldwork twice per week and servicing both middle school and high school population. I have also been able to observe and facilitate mediation between students. Responding to immediate needs were invaluable learning moments for me. I was able to flex and respond to my student's needs. I have learned that another area of growth for me is to better manage meetings with students and emergencies. Working with my case study students have attracted the curiosity of other students. As a result, I was able to discuss academic issues such as homework completion and study skills with students in small groups of 2 – 4. Though I have not had any

opportunities to formally conduct group sessions yet, it is my hope to be able to do so in the upcoming semester. Nevertheless, I was able to grow in collaboration and team building skills through working with my supervisor, high school counselor, and cohort member as a small group. Putting myself out there to collaborate with teachers is also a great experience. The truth is that things are easier when everyone shares the same goal and can contribute. I would like to continue working with teachers, administrators, families, and students as a team to achieve best academic outcomes for my students.

Supervisor's Comments:

Kathy has successfully worked with all of the students on her caseload providing individual counseling support. She has also had the opportunity to be a part of successful conflict mediations. Kathy has collaborated very well with her cohort member who is also at the school site with her; together they have provided wonderful support to many students.

Area VI. Organizational Systems, Management and Accountability

Brief Summary of Field Placement Activities:

Standard 28

- Completed ASCA documents related to school counseling program (foundation and accountability)
- Discussed disciplinary system with vice-principal (ex: regulations on truancy and expulsion)
- Analyzed existing data to create classroom lesson; Analyzed results gathered from post-test to fine-tune future lessons
- Frequent discussions with various school staff to learn and understand their role at the school, how each role relates to school counseling and student support
- Discussed additional services needed to better support students and family at school with vice-principal

Standard 29

- Discussed early warning signs with teachers and school counselor
- Managed, analyzed, and discussed PPR process and results
- Analyzed data generated from Health Survey to inform stress management lesson (ex: help students recognize when they are stressed out, who can help them, and how to ask for help)
- Discussed and created (in-progress) in-service lesson for staff on identifying warning signs of stress in students

Standard 30

- Used various databases (DataQuest, Aeries, and CHKS) and other resources (SARC and interviews) to measure school achievement against comparison schools, district, and state
- Use of research to inform program of possible challenges
- Used technology (ex: powerpoint presentation) to disseminate findings and success with colleagues and supervisors

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 | 3 | 2 | 3 | 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 | 2 | 2 | 2 | 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 | 2 | 2 | 2 | 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 | 3 | 2 | 3 | 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 | 3 | 2 | 3 | 2 |

Trainee's Comments:

During my first year, I have had opportunities to discuss and touch on various aspects of the ASCA model with my site supervisor and professors. This year, however, I have the opportunity to actually complete the ASCA model documents so that my program is well-informed and well-managed to hold myself accountable to the school and students. Working with various staff and faculty members also helped me understand the different roles each person plays in addition to the official title and the concerns that come with these roles. I was able to further my understanding of different philosophical and cultural influences on the school and school counseling profession through interviews and consultation with the vice-principal on suspension and expulsion policies.

Through the survey and classroom lesson experience, I learned to observe early warning signs of students. For example, the pre-survey that was anonymous showed some concerning responses from students in the fill-in-the-blank section. As a result, the post-survey was modified to include the student's name so that we can follow-up. We are also currently in the process of developing an in-service lesson for teacher and staff on identifying early warning signs on students and how to proceed once the early warning signs are identified. I hope that I will be able to present this lesson in the upcoming semester.

At Preuss, I was able to better utilize technology and database to analyze data in a meaningful way to direct our conversations on change. Christine and I were able to look at multiple data points within the school, in comparison to like schools, district, and state to identify achievement gaps that need to be addressed. Once the gaps are identified, we were able to get additional insight to the cause of these gaps through consultation with our supervisor and other school staff. This proved to be a great learning experience in that I learned the importance of both quantitative and qualitative data. Without the qualitative responses, we may be misguided to the cause of the enrollment gaps. I truly enjoy analyzing and using data to guide my practice and hope to be able to do so again in the future.

Supervisor's Comments:

Kathy analyzed various school data and then helped to create a classroom presentation on stress which was effectively delivered to every middle school student at our school. Kathy is very organized and efficient and her skills were beneficial to the school program. The Preuss School UCSD is a very unique ecosystem, and Kathy has blended in well to this environment.

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 • Maintain flexibility to accommodate changes with case load and responsive services • Active collaboration with various staff members • Comfort with use and discussion of data to guide school counseling program | <p>Areas of Strength</p> <ul style="list-style-type: none"> • Open and flexible • Understanding and encouraging • Positive demeanor • Patient • Data analysis • Organization |
| <p>Areas to Target for Growth</p> <ul style="list-style-type: none"> • Parent outreach (ex: meetings and phone contact) • Explore and use available resources such as Naviance with students for college and career readiness • Additional training in discussing interpersonal/relationship topics with students • Increase collaboration with teachers (ex: goal setting and accountability with students) | <p>Areas to Target for Growth</p> <ul style="list-style-type: none"> • Collaboration with various stakeholders • Interpersonal counseling • Career domain knowledge and practice • Crisis response |
| <p><u> <i>Kathy Ng</i> </u> <u> 12/12/13 </u> Signature Date</p> | <p><u> <i>Craig Patrick</i> </u> <u> 12/12/13 </u> Signature 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) _____