

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 Spring Year 2014

Field Experience: Practicum Fieldwork

Field Placement District: SDUSD/UCSD

School: Preuss

Field Supervisor: Ms. Erin Patrick

University Supervisor: Ms. Tawnya Pringle

Area I. Core Knowledge Base and Foundations

Brief Summary of Field Placement Activities:

Standard 17

- Discussed impact of Local Control Funding Formula (LCFF) and Local Control and Accountability Plan on school counselors
- Discussed impact of changes to CST and the new Smarter Balanced Assessment System on the school and students
- Discussed need to accommodate students with additional needs (ex: reading disability, transgender)
- Analyzed the use of Pink Progress Reports
- Regular and on-going discussion with students on college and career choices

Standard 18

- Discussed confidentiality concerns with students on an individual and group basis
- Informed student when confidentiality needs to be breached
- Consultation and on-going discussions on CPS reporting, SART/SARB process, SSTs and IEPs
- Utilized resources from College Board and ASCA to prepare students for college and career
- Attended NOSCA Conference 2014
- Attended on-line seminars on the topic of FAFSA completion

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.17 FOUNDATIONS OF THE SCHOOL COUNSELING PROFESSION	Develop	Eval	Develop	Eval
Professional understanding of the state and national history, philosophy, theories, principals and trends of the school counseling profession	3	2	3	3
Knowledge and understanding of developing, implementing and evaluating a comprehensive and developmental school counseling and guidance program	3	2	3	3
Knowledge and understanding of the domains of educational counseling including academic, career, and personal and social development	3	2	3	3
Aware of how school counseling programs and services are devised to promote student development, learning and achievement	3	2	3	3
STD.18 PROFESSIONALISM, ETHICS AND MANDATES				
Recognizes the importance of ongoing education as part of professional growth	3	2	3	3
Awareness of current trends in education and the impact of these trends on professional identity	3	2	3	3
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	3

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

Trainee's Comments:

This semester, we continue our discussion on the foundation of the school counseling profession through the lens of understanding how LCFF is effecting our profession in California. In addition, we had many instances to observe Ms. Patrick work with the school site technology expert in preparation for the Smarter Balanced Assessment System. Through these discussions, I learned the political and financial factors at play to alter the school counselor's role in the building. Our discussions have also shown me how school counselors can advocate for students by functioning in the system. For example, in reviewing PPRs, we noticed that the implementation of PPRs have been inconsistent and the intervention is not as effective as it can be. We analyzed responses from our interviews with school counselors, teachers, administrators, and students. Then, we used the results to guide our collaborative process with teachers and school counselors to propose a solution to the 7th grade team as a pilot.

Since we had begun group session on academic success this semester, we had ample opportunities to discuss confidentiality and remind students to follow group rules that each group had agreed upon. I have also had to inform my student when I need to break confidentiality as part of ethical mandates and legal regulations. My colleague and I utilized ASCA document templates to guide our actions plans, helped us stay accountable, and facilitate our collaboration with other staff members. As part of my commitment to professional development, I attended the NOSCA Conference 2014. During this time, I spoke with Dr. Richard Wong, ASCA Executive Director, who gave me insights and strategies on how to successfully communicate with administrators and supervisors to garner their support and earn a seat at the table.

Supervisor's Comments:

Kathy has a solid and developed understanding of the school counseling profession. Kathy had the opportunity to utilize her knowledge of all three of the educational domain areas throughout her work with students. Kathy consistently performed her school counseling duties ethically and with professionalism.

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 and plans for after high school
- 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, high school counselor, and vice-principal on the topics of completing graduation requirements, credit recovery options, and course offering patterns
- Facilitated 8-week sessions on academic skills for middle and high school students
- Provided responsive services to students (ex: be on-time to class or assignment completion, respectful to others in the learning environment)
- Assisted students in completing SAT and ACT fee waivers

Standard 20

- Discussed with students how volunteer and internship opportunities can prepare them for a career
- Used Naviance to assist students in searching for postsecondary institutions that prepare them for desired careers
- Provided responsive services to students with questions regarding various topics on college and career development
- Directed students to other resources available at the school such as college advisor and career mentors for additional questions regarding college and career
- 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		
STD.19 ACADEMIC DEVELOPMENT	Develop	Eval	Develop	Eval
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	3
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	3
Understands high school graduation requirements and demonstrates skill in equitably assisting pupils in developing appropriate academic plans	3	2	3	2
Knowledge of guidance curriculum that supports learning and skill in using classroom guidance techniques	3	2	3	3
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	3	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	3	2	3	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:

While discussing academic concerns continues to be one of my favorite topics, I was able to better adapt to my students' needs this semester and address other concerns (ex: peer relationships) that may impact their academic performance. As a result of broaching other topics, I was able to better serve my students by first addressing these concerns, then discussing academics. Our group sessions also provided me the opportunities to discuss academic concerns in a different setting. In a group setting, students were able to brainstorm strategies to increase GPA and share pros and cons of each strategy from personal experiences. Students also shared factors that are motivating them to do well in school. During University Prep block, students and I were able to discuss postsecondary options and the different paths to lead them to the desired careers. During this semester, I was also privy to the discussion on expanding the summer school curriculum to include additional classes that meet the A-G requirements.

My discussions with students on the topic of college often lead them to consider the various careers, which determine their postsecondary path. Students actively draw from their volunteer experiences, conversations with mentors and other adults, and academic subjects to help identify their interests and preferences. In addition, students and I utilized Naviance and various websites with information on FAFSA, colleges, and volunteer opportunities to guide the decision-making process. Some students have very clear career preferences and ways to attain these goals while others know only the general direction they will go. Without exception, all students know that it is important to focus on education to keep as many options as possible available.

Supervisor's Comments:

Kathy has a strong understanding of the A through G requirements and would be able to effectively support California students in their academic and college pursuits. Career development support through the use of the Naviance program has provided a framework for understanding how technology can be used to assist in this domain.

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, violation of personal boundaries, and other critical incidents)
- Regular and on-going discussions with case study students on personal relationships (ex: friendships, relationships with adults and others at home, and relationships with adults at school)
- Regular and on-going discussions with case study students on decision-making and its impact on ourselves (ex: self-advocacy and different ways to interact with people in our lives to produce different results)
- Determined and evaluated personal goals with students

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

Trainee's Comments:

Throughout this semester, I was glad that my students actively engaged me in discussing personal/social concerns. Specifically, our groups on academic skills provide pleasant, unexpected opportunities to process the emotional and personal aspects motivating various behaviors that impact students' academic performance. I appreciate my student's honesty and the trust they place on me to discuss personal matters. My students have also shown me that it is possible to set specific and measureable personal/social goals, such as increasing positive interactions with others in their lives. I find that the vast majority of my students are aware of boundaries, appropriate relationships, being respectful to differing points of view, and are able to appropriately manage stress. However, they need opportunities to practice these skills. Student-lead discussions gave them a sense of ownership. I know that my students are proud of their achievements and I am proud to be part of the process.

Supervisor's Comments:

Kathy has had a lot of experience working with students in the Personal/Social domain. I am very confident in her ability to effectively support students with their personal and social development and to make appropriate referrals when necessary.

Area IV. Themes of School Counselor Preparation

Brief Summary of Field Placement Activities:

Standard 22

- Evaluated use and effectiveness of Pink Progress Reports (PPRs) in collaboration with school counselor, administration, and faculty
- Discussed funding for various school events, new programs, and student support materials and services with vice-principal, faculty, and Student Support Services team
- Participated in Student Support Service team meetings and school site council meetings
- Discussed impact of LCFF on school activities and programs

Standard 23

- Advocated for amending school uniform policies due health and safety concerns
- Discussed gaps in course offerings and effects on student academic performance and choices
- Discussed inequitable and inconsistent use of PPRs amongst advisory teachers and ways to improve the intervention
- Collaborate with various teachers to promote consistent, high expectations with individual students in academic and personal/social domains

Standard 24

- Discussed various classroom dynamics and their impact on student achievement (ex: changing advisory teachers)
- Observed different teacher's teaching styles and use of different classroom management strategies
- Met with parents to discuss student academic progress and collaborated to devise strategies to be used at home to help student reach goals
- Attended SST meetings and observed different strategies used to engage parents

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.22 LEADERSHIP	Develop	Eval	Develop	Eval
Leadership in planning, organizing and implementing a counseling and guidance program designed to increase student learning achievement	3	2	3	3
Development as a leader in education reform and school change efforts	3	2	3	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	3
Knowledge of school learning support programs and services, and advocating for high academic expectations, learning success, and college and career readiness for all pupils	3	2	3	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	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	3
Knowledge of techniques for involving parents and guardians in school learning, including conferences, tutoring, homework support, and issues related to counseling and guidance	3	2	3	3

Trainee's Comments:

In last semester, we observed the inequitable application of the PPRs. This semester, we were able to have in-depth discussion with school counselors, administrators, faculty, and students on this intervention. Upon analyzing our observations and interviews, few themes emerged and we were able to use these themes as starting points to guide our collaborative efforts. Speaking with multiple parties helped me understand that, often times, stakeholders will agree that there exists a concern, want to address the concern, and even share similar ideas on how to address the concern. Unfortunately, as a result of lack of communication, no party is fully aware of the shared desire amongst all parties to address the concern at hand. My colleague and I were uniquely positioned to serve as catalysts and facilitators to lead the discussions on how to improve the PPRs. I appreciate all stakeholders' candidness and willingness to share knowledge and brainstorm possible solutions. They helped me see myself in a leadership role and that being a leader can simply be leading the discussion and letting others take ownership of the process.

Aside from teacher and student concerns regarding the user friendliness of the PPR process, we also addressed the PPR process since students are not treated equitably with sensitivity to their rights to educational privacy. For example, students report that PPRs are embarrassing and other students attempt to look at the PPR due to curiosity. In addition, depending on the teacher's philosophy on the PPR, students are receiving different types of comments that may not necessarily help them improve in the academic domain. As part of the collaborative consultation process, we relayed the student's concerns to faculty and advocated for concrete, academically-focused comments that can help student improve their grades and achieve the PPR's main purpose. As a result of this collaborative process, I have grown more confident and comfortable as an advocate for systems change to address the achievement gap.

This semester, I also had the opportunity to meet with parents and attend an SST meeting. Through these opportunities, I learned that our school is in the unusual position of needing to accommodate families who do not live close to the school. Although distance from the school has an impact on parent meetings and family-connectedness with the school, I find that parents, more frequently than not, are responsive to the school when concerns are raised. By approaching conversations from a strength and skills perspective, students were empowered to effect changes in their own lives. Parents are also comforted in knowing that the school is aware of the family's and student's effort to help the students achieve, rather than simply dumping the problems into the parent's lap. Collaborating with teachers on individual students have helped me realize that teacher's personal communication styles and classroom management strategies have a direct effect on student's behaviors in classroom. Through facilitating our groups, I was able to devise strategies to maintain student engagement and address different learning styles in accordance with the universal design of learning model.

Supervisor's Comments:

Kathy is a consummate supporter of her students, and I am totally confident that she would always advocate appropriately for all students. Kathy is very confident as a counselor, and she is a natural leader.

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)
- Provided crisis/responsive counseling services to students as needed and assessed whether students need additional support from outside resources

Standard 26

- Observed and participated in Student Support Services team meetings
- Collaborated with faculty and school counselors to form groups for academic skills group
- Co-facilitated weekly group sessions on academic skills for middle and high school students
- Met with students in small groups to discuss homework completion and studying strategies
- Collaborated with faculty, administration, and staff on various projects

Standard 27

- Consulted with faculty and 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 (ex: application reviews and perfect attendance ice cream social)
- Contacted and consulted with various community agencies to build resources available to students

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	3
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	3	2	3	3
Knowledge of and skill in leading small groups directed towards promoting the academic, personal, social, and career development of pupils	3	2	3	3
Knowledge of and skill in facilitating teams and committee meetings of individuals working on education-related tasks	3	2	3	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	3	2	3	2

Trainee's Comments:

I was able to continue to hone my skills in individual counseling with the help of my case study students. They bring to me a variety of skills, strengths, and unique situations that are playing a role in their academic success. My students and I were able to explore the impact of various factors such as home life, peer relationships, future concerns, and mental health issues that are impacting their role as a student. Though these conversations can, at times, be difficult for me, I find that my students and I may need to address these other concerns before we can proceed to academics. Though I am not qualified to provide a diagnosis, I feel confident in my skills in early identification and initial assessment to determine whether students need to be referred to outside resources.

During this semester, I have been able to facilitate group counseling and facilitation skills. We were able to co-facilitate four small groups on academic success skills. Students took lead in establishing group rules and norms with minimal direction from us. We noticed that when students are allowed the space to discuss non-academic concerns, they are more willing to discuss academic topics. Though the group discussions did not strictly follow our lesson plans, we discovered the value in being flexible and that any positive conversations about academics can be beneficial to my students. In addition to student groups, we also participated in Student Support Services Team and School Advisory Council meetings. Through observing others at these meetings, I was able to facilitate consultation sessions with multiple teachers and parent conferences.

As a result of our efforts in improving the current PPRs process, we had ample opportunities to consult and collaborate with faculty members, students, and school counselors. Through discussions with teachers and parents, I was able to coordinate and facilitate interventions for one of my case study students. The student enjoyed great academic success as a result of her efforts as well as the coordinated efforts of others around her to support her academic endeavors. I was also able to consult faculty and administrative members on the subject of PPR. Though the conversation can be difficult at times, I was encouraged by the fact that others felt free to express their opinions to me. I now know that I have the skills and tact to broach these topics in a sensitive manner that engenders constructive discussions.

Supervisor's Comments:

Kathy has a wonderful sense of ease as a school counselor. I am totally confident in her ability to facilitate group sessions as well as to individually counsel multicultural students in multiple settings.

Area VI. Organizational Systems, Management and Accountability

Brief Summary of Field Placement Activities:

Standard 28

- Completed ASCA documents related to school counseling program (delivery and management of program)
- Discussed additional course offering and credit recovery options
- Analyzed report card data to create small group lessons; Analyzed results gathered from pre-tests and mid-program evaluation to fine-tune upcoming lessons
- Frequent discussions with various school staff to learn and understand their role at the school, programs and interventions provided by other staff members, and how each role relates to school counseling and student support
- Brainstormed possible improvements to current interventions with faculty, administration, and school counseling team

Standard 29

- Discussed early warning signs with administration, faculty, and school counseling team
- Managed, analyzed, and discussed PPR process and current findings; Brainstormed possible changes and improvements to this intervention
- Created in-service training on the topic of using organization skills to assist staff in the collaborative consultation process

Standard 30

- Analyzed data from school database to evaluate student progress
- Used research to inform program of existing challenges and possible strategies to overcome these challenges
- Used technology (ex: Powerpoint presentation and e-mails) 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	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	2	2	2	2
Understanding of the organization of the school, dynamics of change, and the roles of individuals within the school setting	3	2	3	2
Can identify a wide range of philosophical, historical, political, ethical, cultural, and economic forces that impact the school organization and ecology	3	2	3	2
STD.29 PREVENTION EDUCATION AND TRAINING				
Knowledge of and skill in identifying early signs and predictors of student learning problems	3	2	3	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	3	2	3	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	3	2	3	3

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	3
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Trainee's Comments:

This semester, we continued to use the ASCA model and documents provided by ASCA to inform us of our program and interventions development. We were able to clearly define our goals and communicate these goals to stakeholders. Though we have not yet completed our small group sessions, formative evaluations show promises and inform us on how to adapt current and upcoming sessions to student needs. In addition to discussing PPRs with staff, we also assisted the attendance staff during the Perfect Attendance Ice Cream Social. Through discussions with faculty and administrators, we learned their roles (ex: logistics, administrative approvals, and school-family connectedness) and their concerns regarding various programs implemented at the site. We discussed the possibility of alternative rewards that promote a healthy lifestyle and recognize families and parents for the efforts they invested to ensure that their students are at school every day. Though I do not believe that a once per semester ice cream social will lead students to an unhealthy lifestyle, I share the school staff and administrator's concern that rewarding perfect attendance with extrinsic rewards can send a wrong message to our students. Such events may also be misconstrued as a poor use of the school's resources, regardless of the fact that all food and services were provided by parent volunteers.

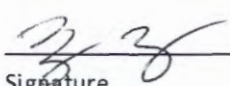
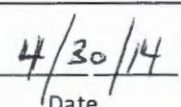
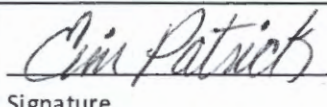
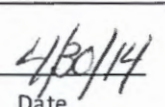
As part of my training, I have also had the opportunity to create in-service lesson on the topic of organization and time management in relation burn-out prevention and improve the collaborative consultation process. Though I have not had the opportunity to present this lesson to staff at the site, feedback from my professor and colleagues show promise and informed me that, similar to my students, adults can benefit from discussion and training in time management and organization. As part of our collaborative consultation process, we also worked with faculty and staff to identify students who are exhibiting behaviors that can be warning signs of possible roadblocks to their academic success. Certain students identified have been scheduled for SST meetings with faculty, administrator, and parents. We hope that this process can be continued so that we can better serve our students. During Student Support Services team meetings, we also discussed the concern that there is little to no comparable reading materials in AP US History, for example, to meet requirements set forth in the student's IEP.

As a summation of my two years in the school counseling program, my colleague and I will be presenting our program results during the showcase. The results will be presented in PowerPoint presentation format and a poster format. We will also be sharing our results with our site supervisor and administrators so they are aware of our intervention's impact on the students. Teacher's feedback indicate that there is an observable change in student's attitude and skills towards stress management and that students were able to utilize knowledge and skills learned to appropriately respond to stress. We hope that we can share these results with parents as well. If time permitted, I would also have liked to create an in-service lesson for staff and parents to become aware of warning signs of stress and share resources available to help teachers and parents broach the subject of stress management and strategies they can use to help their students.

Supervisor's Comments:

I feel confident that Kathy could competently and effectively implement a comprehensive school counseling program at any school site. Kathy is very knowledgeable and students feel very safe and supported by her.

Summary: Overall Development

Trainee Self-Evaluation	Supervisor's Evaluation
<p>Areas of Strength</p> <ul style="list-style-type: none"> ● Positive attitude ● Maintain flexibility to accommodate changes with case load and responsive services ● Active collaboration with various faculty and staff members ● Comfort with use and discussion of data to guide school counseling program ● Uphold professionalism while working with various stakeholders 	<p>Areas of Strength</p> <ul style="list-style-type: none"> ● Positive and caring attitude ● Flexible with the changing demands placed upon a school counselor ● Extremely professional ● Active collaboration with various faculty and staff members ● Comfort with use and discussion of data to guide school counseling program ● Kathy has a natural ease with students which will allow her to very easily assimilate into a school site
<p>Areas to Target for Growth</p> <ul style="list-style-type: none"> ● Continue identifying community resources and making appropriate referrals to these resources ● Additional development on course selection and transcript reviews to ensure students are on-track for graduation ● Continue professional development (ex: conference and workshop attendance) to stay current on education and school counseling trends 	<p>Areas to Target for Growth</p> <ul style="list-style-type: none"> ● Knowledge of college and career counseling support is still developing, and will increase with time and exposure ● Adapting to existing school culture to enable stronger collaboration and cohesion
<p style="text-align: center;">  Signature </p> <p style="text-align: center;">  Date </p>	<p style="text-align: center;">  Signature </p> <p style="text-align: center;">  Date </p>

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

Fall Semester [for Spring] _____
 Continue in this phase of field placement as planned

Spring Semester [for Next Year] _____
 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) _____

