



UNIVERSITY OF
Redlands
SCHOOL OF EDUCATION

Counseling Fieldwork Student Evaluation

Date _____

Student Name _____ Email _____

PPS/Site Supervisor Name _____ Phone _____

University Supervisor Name _____ Phone _____

Fieldwork Site/District _____ Phone _____

<u>Site Experience</u>			
Elementary School	<input type="checkbox"/>	Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>	Higher Education	<input type="checkbox"/>

Please circle the # of hours completing and provide the evaluation date:			
1 st 100 hours	50	50	<i>FOR PPS & College Track ONLY</i>
2 nd 100 hours	50	50	
3 rd 100 hours	50	50	
4 th 100 hours	50	50	
5 th 100 hours	50	50	
6 th 100 hours	50	50	
7 th 100 hours	50	50	
8 th 100 hours	50	50	

The following evaluation will help us assess counseling fieldwork performance of the above named fieldwork student. Please document your observations as accurately as possible. Thank you for the important service you provided by being a supervisor.

Directions: The following outcomes are based upon the California Standards for the Pupil Personnel Services Credential School Counseling and program standards developed by the School of Education, University of Redlands. Use the four-point scale to rate each outcome and the overall performance in each of the three domains.

- 1 = **Below Novice Practice** Application of Standards is not evident; Practice not consistent with Standards expectations
- 2 = **Novice Practice** Application of Standards evident at a developing beginning level
- 3 = **Proficient Beginning Practice** Application of Standards evident at a maturing level
- 4 = **Exceptional Beginning Practice** Application of Standards evident at an exemplary level

Core Knowledge Base and Foundations Specialization and *Generic* Standards
(Standards 17, 18, 1, 2, 6, 8, 11, 12)

Progress Rating

Foundations of the School Counseling Profession

_____ Demonstrates knowledge and understanding of history, philosophy, and trends in school counseling.

_____ Demonstrates knowledge of state and national standards related to school counseling.

_____ Demonstrates understanding of models of school counseling and guidance programs and theoretical bases for counseling practices in schools.

_____ Demonstrates understanding of the development, improvement, and evaluation of programs that support effective pupil learning.

Professionalism, Ethics, and Legal Mandates

_____ Demonstrates knowledge of current legal and ethical mandates in school counseling and has the ability to apply ethical standards to specific counseling situations.

Learning Theory and Educational Psychology

_____ Demonstrates the ability to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

_____ Displays an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences.

Growth and Development

_____ Demonstrates understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that effect learning in school, community, and family environments.

_____ Demonstrates understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

Self-Esteem and Personal and Social Responsibility

_____ Demonstrates ability to assess own self-esteem and principles associated with building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.

_____ **Average rating**

Comments:

Professional Skills & Training Specialization and *Generic* Standards

***Domains of School Counseling and Guidance (Standards 19, 20, 21,4)**

Progress Rating

Academic Development and Assessment

_____ Demonstrates understanding of concepts, principles, strategies, programs, and practices for enabling pupils to experience academic success and achieve at high levels.

_____ Demonstrates knowledge of current theories and methods for using assessment data to support data-based decision making for the purpose of understanding, evaluating, and promoting positive pupil performance, program outcomes, and school climate.

_____ Demonstrates ability to analyze assessment information to make inferences when evaluating the needs of individual pupils and the effectiveness of educational programs.

_____ Demonstrates the ability to implement strategies and activities for maximizing learning, producing high-quality work, and preparing pupils for graduating high school and/or completing college.

Career and Personal and Social Development

_____ Demonstrates knowledge of components of career development programs and is able to assess, implement, and evaluate pupils' career interests.

_____ Demonstrates understanding and can apply knowledge of personal and social development theories, concepts, processes, skills, and practices.

_____ Demonstrates the ability to plan, organize, and implement programs that enable pupils to acquire knowledge, attitudes, and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals, and take steps to achieve goals, along with developing survival skills.

_____ **Average rating**

Comments:

***Themes of School Counselor Programs (Standards 22, 23, 24)**

Progress Rating

Leadership and Advocacy

_____ Demonstrates understanding of knowledge, skills, and attitudes of effective leadership and is able to serve as a change agent in planning, organizing, implementing, managing, and evaluating school counseling and guidance programs to increase student learning and achievement.

_____ Demonstrates the ability to advocate for students and identify barriers to learning in order to plan and implement strategies to eliminate barriers to improve learning and achievement for all pupils.

Learning, Achievement and Instruction

_____ Demonstrates knowledge of classroom management techniques, curriculum design, lesson planning and is able to assist teachers with classroom organization.

_____ Demonstrates understanding and can apply knowledge of personal and social development theories, concepts, processes, skills, and practices.

_____ Demonstrates the ability to plan, organize, and implement programs that enable pupils to acquire knowledge, attitudes, and interpersonal skills that help them understand and respect themselves

and others, make decisions, set goals, and take steps to achieve goals, along with developing survival skills.

_____ Average rating

Comments:

***Functions of School Counselors (Standards 25, 26, 27, 28, 29, 30, 3, 5, 7, 9, 10, 13, 14, 15)**

Progress Rating

_____ **Individual and Group Counseling and Human Relations**

_____ Demonstrates knowledge of counseling theories, stages of counseling relationship, and elements of effective counseling.

_____ Demonstrates skills in helping pupils cope with personal and interpersonal problems, along with crisis intervention.

_____ Demonstrates ability to design and implement wellness promotion, prevention, treatment, and intervention programs.

_____ Demonstrates knowledge of referral process and how to effectively utilize community-based mental health services.

_____ Demonstrates understanding of group dynamics, socio-psychological concepts of group formation, references groups, inter-group and intra-group relations and conflict.

_____ Demonstrates skills in facilitating group counseling, psycho-educational, task, and/or peer helping groups to overcome barriers and impediments to learning.

_____ Demonstrates self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups.

_____ **School Safety and Violence Prevention**

_____ Demonstrates understanding in which school environments can enhance the safety and well-being of all pupils.

_____ Demonstrates knowledge of systematic school safety planning, including comprehensive school climate plans and crisis response plans which involve prevention, intervention, and treatment.

_____ Demonstrates knowledge and skills to assist in development of comprehensive program to reduce incidence of school site violence.

_____ **Comprehensive Prevention & Early Intervention for Achievement**

_____ Demonstrates understanding of the factors that contribute to successful learning to help pupils attain high learning goals through the identification of problems early and implementation of prevention and intervention strategies.

_____ **Collaboration, Coordination, and Team Building and Diversity**

_____ Demonstrates skills in effective collaboration among school staff, parents, individuals, groups, and agencies in community to meet the developmental needs of pupils in preschool through adulthood

by coordinating services of community members, agency personnel, and parents within a comprehensive school counseling and guidance program.

_____ Demonstrates understanding of ways in which pupil development, well-being, and learning are enhanced by family-school collaboration and is able to work with parents to foster respectful and productive family-school collaboration.

_____ Demonstrates skills in building effective working teams of school staff, parents, and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.

_____ Displays understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement and is able to work effectively with students and families of diverse backgrounds.

Organizational Systems and Program Development

_____ Demonstrates understanding of the organization, structure, and cultural context of schools as educational systems, and is able to plan, develop, implement, and evaluate systemic and comprehensive counseling and guidance programs.

_____ Demonstrates skills in planning, organizing, and implementing educational programs designed to promote pupil learning and high academic achievement while being able to assist in preventing problems that pose barriers to pupil success.

Research, Program Evaluation, and Technology

_____ Demonstrates knowledge of research design principles including qualitative and single-subject designs.

_____ Demonstrates the ability to evaluate current research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes.

_____ Utilizes computer technology and technological applications for conducting program evaluations.
_____ Demonstrates skills in communicating, collecting, organizing, distributing, and analyzing data and resources with current technology in order to facilitate effective and appropriate outcomes in program management and individual student achievement.

Consultation

_____ Demonstrates knowledge of theories, models, and processes of consultation by displaying communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies.

_____ Demonstrates skills in using the decision-making process to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

_____ **Average rating**

Comments:



**Field Experience and Competency Evaluation Specialization and *Generic* Standards
(Standards 31, 32, 16)**

Progress Rating

Supervision, Field Experience, and Competence

- _____ Demonstrates knowledge and skills in applying the themes and functions of school counseling in a variety of school settings.

- _____ Demonstrates the ability to utilize professional resources and can ask for assistance when needed.

- _____ Displays an understanding of models of supervision for fieldwork experience and has the ability to take direction and feedback from other professionals.

_____ **Average rating**

Comments:



Signature _____ Date _____
PPS On Site Supervisor/Supervisor

Signature _____ Date _____
University Supervisor

Signature _____ Date _____
Counseling Student