

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN
ECOLOGY

School Counseling
SUPERVISOR Manual



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

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INTRODUCTION

Introduction to Practicum, Internship, and Supervision

This manual provides general information for supervisors of the practicum and internship field experiences in the Master of Arts Degree Program in School Counseling. Therefore, please keep this manual in an easily accessible location so you can refer to it before and during supervision.

As you will recall from your own professional training, the purpose of field experiences is to provide students with school counseling practice while they are learning how to become effective school counselors. Field experiences provide school counseling students with opportunities to practice individual and small group counseling skills, consultation, collaboration and teaming, advocacy, and leadership skills taught in the weekly classes attached to the field experiences. Thus, students practice counseling, consultation, collaboration, advocacy, and leadership skills as they progress from practicum through the internship courses.

Both practicum and internship involve actual on-site, school counseling experience. However, they differ in length and purpose. Practicum provides students with experience in individual counseling and group counseling, conducted in the context of 10 weeks of spring semester and scheduled for 10 to 15 hours per week. In contrast, internship offers students practice not only in counseling but also in all aspects of professional functioning including consultation, collaboration, leadership, advocacy, and coordination of community resources. For one year or two semesters (Autumn and Spring), this experience requires 20 hours per week on site for the entire school year. See the summary on page 5 for an overview.

Types of Supervision

There are several types of supervision: *administrative*, involving giving the student feedback about professional behaviors, attendance, dress, demeanor, and specific tasks within the building; *clinical*, involving listening to tapes or sitting in sessions and providing feedback to the student about his/her clinical counseling skills; and *programmatic*, involving giving the student feedback about how to create and manage a professional school counseling function within the school. As you can see from the evaluation form in Appendix B 4, as the site supervisor, you are

asked to reflect on what you have observed in the student in all three of these areas, and hopefully, you will be in a position to observe the student in all three areas.

The Supervisory Team

There are a number of professionals who work together to provide supervision for students. On-site supervisors provide administrative supervision, programmatic supervision, and often, clinical supervision. Doctoral student supervisors provide clinical and programmatic supervision in both individual and group formats. Faculty members provide clinical and programmatic supervision in general, and may supervise in individual and group formats as needed. Faculty supervise all practicum and intern students, and in the program, students receive individual, group, and site supervision. In addition, the faculty and doctoral students meet weekly for supervision-of-supervision in which the progress of all students is discussed and challenges/strengths of each student is conceptualized. Site supervisors are invited and strongly encouraged to attend the meeting(s) in which their supervisees will be staffed. Contact the School Counseling program coordinator, Dr. Colette Dollarhide, to discuss attending these meetings.

As you can see on the following page, hours for supervision are specified.

SUMMARY OF PRACTICUM AND INTERNSHIP REQUIREMENTS

	PRACTICUM	INTERNSHIP
FOCUS	Individual and group counseling	Counseling and all activities of a regularly employed school counselor in a comprehensive school counseling program (ASCA National Model)
HOURS	100 hours over 10-11 weeks, usually in one educational setting	600 hours over one academic year, split between multiple educational settings (schedule is negotiated with the site supervisors)
DIRECT CONTACT HOURS	40 hours defined only as: <ul style="list-style-type: none"> * Individual counseling * Group counseling * Consultation with parents and teachers, and developmental classroom curriculum may also be counted. 	240 hours defined as: <ul style="list-style-type: none"> * Individual counseling * Group counseling * Consultation with parents, teachers, etc. * Delivering developmental guidance
INDIRECT HOURS	60 hours in planning, supervision, observing, meetings, etc.	360 hours in planning, coordinating, leadership, supervision, observing, meetings, record-keeping, etc.
TAPING	Required	Required
SUPERVISION	<ul style="list-style-type: none"> * 1 hour individual supervision each week with site supervisor * 1 hour individual or team supervision with OSU supervisor * 1.5 hours group supervision seminar each week at OSU 	<ul style="list-style-type: none"> * 1 hour individual supervision each week with site supervisor * 1 hour individual or team supervision with OSU supervisor * 1.5 hours group supervision seminar each week at OSU

Benefits of Supervision

There are numerous benefits of supervision, including:

- ❖ Contributes to the profession by training new professionals
- ❖ Invigorates your work by re-experiencing the joy of learning
- ❖ Provides you with well-trained colleagues
- ❖ Enhances your connection with OSU's training program
- ❖ May count toward certification renewal (subject to Department of Education policies)
- ❖ May provide tuition credit toward coursework at OSU (subject to OSU policies)

Requirements For Supervisors (CACREP 2016 requirements)

- ❖ Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- ❖ * OSU requirement: Active/involved with professional associations (ACA, ASCA, OSCA, OCA)

Site Requirements (OSU requirements):

- ❖ Comprehensive developmental program (ASCA National Model)
- ❖ Appropriate space for counseling (confidentiality)
- ❖ Ability/equipment to audiotape or videotape for supervision
- ❖ Diverse student population
- ❖ Opportunities for leadership within the school

Expectations of Supervisors

While there are many benefits of being a supervisor, there are also important tasks that we ask of supervisors. These are:

- Provide orientation, structure, and direction to student activities on site.
- Assist student in gaining parental permissions.
- Assist student in locating counselees and group members.
- Weekly meetings with student on site and weekly review of tapes or in-vivo supervision.
- Feedback to student about both clinical and administrative skills.
- Written feedback at midterm (w/student) and final (student and faculty).
- Possible visit(s) with faculty to discuss student progress.

The Process for Application and Approval as a Supervisor

Appendix A contains the application form. Fill out the application form and send it to the Counselor Education faculty at the address on the top of the form. Please note that your principal's signature is also requested.

The OSU Faculty will review all applications and we will notify you via email of your status. The placement of students is arranged by the faculty of the program who will contact you to determine if a placement is appropriate.

ACCREDITATION DATA COLLECTION FOR EACH CANDIDATE

The Council for Accreditation of Counseling and Related Educational Programs,

www.cacrep.org

Because The Ohio State University is an NCATE-accredited institution, data is collected about and from each candidate in all programs culminating in licensure for education. In addition, the Counselor Education program is seeking accreditation from CACREP, and so follows the standards for the profession of counseling. For each school counseling student, data is collected throughout the program during coursework, at the end of practicum, at the end of internship, and then after graduation. At the end of the student's field experience with you, you will be prompted by email when to complete the on-line rubric about the student's skills. Your timely completion of these instruments is critical and greatly appreciated.

CAEP

Another national organization that accredits colleges of education, CAEP may also request information about our placements. The program faculty will contact you if any additional information is needed.

GENERAL INFORMATION ABOUT SUPERVISION

Ethical Supervision

According to the Association for Counselor Education and Supervision (ACES), training in supervision is mandatory. The Counselor Education program offers such training. If you have not had a course in supervision, you can obtain resources to assist you in learning about this important skill. Resources for your development in supervision are offered at the end of this handbook.

Supervision Style

There are a number of models that demonstrate how to conduct supervision. Many contemporary models are listed in Appendix C, Supervision Resources. One model provides a useful template for thinking about the *roles* we take during supervision, and the *issues* or focal points of supervision. A summary of Nelson and Johnson's (1999) theory and a matrix for using their approach are offered here.

ROLES and ISSUES of SUPERVISION

A Summary of Nelson & Johnson, 1999

There are four roles that supervisors can adopt, depending on the situation and the style of the supervisor:

4 ROLES OF SUPERVISORS:

1. Teacher: providing instruction, best using *GUIDED DISCOVERY*
2. Evaluator: providing feedback
3. Counselor: addressing personal issues that impair performance
4. Consultant: providing expert opinions as a colleague

Developmental progression moves from Teacher → Counselor → Consultant
And from Evaluator → Colleague

(Note: Director of Guidance position includes evaluation of others as part of professional duties.)

In addition to the 4 Roles, there are 4 skill clusters, or issues, that supervisors focus on during supervision, which are summarized below:

4 FOCAL POINTS / ISSUES OF SUPERVISION:

1. Therapeutic skills: Ability to use therapeutic interventions
~ listening, establishing rapport, summarizing, showing empathy
2. Conceptualization skills: Ability to understand the issues of students, families, and schools, and select appropriate interventions
~ application of theory to reality, understanding developmental and systemic issues
3. Management skills: Ability to conduct non-counseling professional activities
~ design comprehensive school counseling program, design developmental curriculum lessons, behavior management in the classroom, consulting, collaboration with colleagues
4. Personal Issues: Appropriateness for the profession and for school setting
~ Respect for young people, ability to function for & with authority

The supervisor uses the Roles within which s/he is most comfortable to address the Issues that are observed in the student's performance, as outlined on the following page. The point of this matrix is to illustrate that supervisors have tremendous flexibility in the ways they engage the student in supervision; based on your comfort level and the issue you are addressing, you can address any topic of importance during supervision.

ROLES And actions → ISSUES ↓	<u>TEACHER</u> Instruct	<u>EVALUATOR</u> Give feedback	<u>COUNSELOR</u> Focus on personal issues	<u>CONSULTANT</u> Colleague and Expert
<u>THERAPEUTIC SKILLS</u> Listening Rapport Empathy	Teach new therapeutic skills	Give feedback on status of therapeutic skills	Give advice about managing own personal issues that interfere with counseling	Give expert opinions about progress and direction of counseling & support
<u>CONCEPTUALIZATION SKILLS</u> Apply theory Knows dev. issues	Teach new conceptual. skills	Give feedback on status of conceptual. skills	Show where personal issues interfere with objectivity	Give expert opinions about how to apply theory with kids & support
<u>MANAGEMENT SKILLS</u> Design program Cls Mgmt Consultation Collaboration	Teach new skills in deficit area(s)	Give feedback on status of management skills	Show where personal issues interfere with management skills	Give expert opinions about methods of teaching, managing classroom, consulting & collaborating
<u>PERSONAL ISSUES</u> Respect kids Work w/ authority Personal problems	Teach the importance of dealing with personal issues	Give feedback on effect personal issues have on job performance	Counsel about personal issues (In fact, this activity is limited)	Give expert opinion about effect of issues or on methods of dealing with issues; support

This structure can be used to map out an intervention with a student as needed, or to track the progress of the student based on the usual supervision trajectory from using a teaching role to more collegial consultation.

GENERAL INFORMATION ABOUT FIELD EXPERIENCES

Ethical Conduct

School counselor trainees are expected to follow the codes of ethics endorsed by the American Counseling Association (ACA) and the American School Counselor Association (ASCA).

Liability Insurance

Students are required to obtain liability insurance prior to the beginning of practicum and maintain that insurance until the completion of internship.

Professional Behavior

Students are expected to conduct themselves professionally during their work in local schools. Their dress and appearance should reflect a practicing school counseling professional. *No cleavage, sweats, or jeans are permitted.* Further, students must be punctual and respectful of both students and other adults.

Record Keeping

School counselors-in-training must keep accurate records of their activities, during practicum and internship, which the supervisor is asked to sign weekly.

Pre-Field Experience Requirements

Before students can enroll in the practicum experience, students must have completed successfully the following prerequisite courses and have attained no less than a grade point average of 3.0 in the Graduate School:

6731	Foundations of Counseling
6732	Theories of Professional Counseling
6733	Techniques of Individual Counseling
6734	Assessment in Counseling
6735	Counseling across the Lifespan
6736	Lifespan Career Development and Counseling
6737	Group Counseling
6738	Techniques of Group Counseling
6739	Legal and Ethical Issues

6740	Techniques for Counseling Children and Adolescents
6831	Professional School Counseling (concurrent with Practicum)

All students, including international students, are expected to have achieved satisfactory mastery of the English language to register for practicum and internship.

All students will have completed the required background checks and completed any additional district requirements (i.e., TB test) before placement.

Overall Expectations for Student Field Experiences

1. Observation and Orientation: The students' orientation to school procedures and operations is important. Students should observe the on-site supervisors in various functions and also observe other professionals or specialists in the school such as the school psychologist, nurse, and principal. This observation phase should be long enough to orient the student but not so long as to interfere with the experiential quality of the field experience.

2. Development of Individual and Group Counseling Skills: School counselors-in-training must have the opportunity to counsel students under supervision. Field experiences support the development of individual and group counseling skills, and supervisors provide the feedback that students need to improve their skills.

3. Classroom Guidance Skills: School counselors-in-training are expected to develop units for the developmental curriculum that are delivered via classroom guidance. Since the OSU program stresses reaching all students, competency in classroom guidance is considered vital and mastering the facilitation skills necessary to conduct classroom guidance is an important aspect of the internship.

4. Consultation Skills: During internship, school counselors-in-training are expected to provide helpful consultation to teachers, parents, and other colleagues. Areas in which school counselors-in-training can consult with other educators include student achievement, career development, student assessment, and problems students might encounter, such as dealing with divorce in their families, school-based conflicts, and academic and educational decision-making.

5. Leadership Skills: School counselors-in-training will be expected to demonstrate leadership during field experiences. This may mean coordinating a program, writing a grant, conducting in-service for the staff, or implementing a new student-oriented program at their schools.

6. Community Outreach: Future school counselors must know how to use the available resources in the community to improve student achievement. Specific assignments in practicum and internship classes are designed to encourage students to learn about their communities and its resources. A community mapping assignment in practicum requires students to map the resources around their practicum site so they can begin to understand the importance of reaching out and utilizing community resources in the education of children and adolescents. Community outreach is emphasized throughout the program.

7. Program Development and Evaluation: Future school counselors will engage in the development and evaluation of a school counseling program, based on a real school with which they are familiar or a fictitious school provided by their instructor. Students will be also expected to field test or try out some of the activities they are developing for their school counseling program.

8. Client Population: All students will be placed in schools with *diverse populations*.

EVALUATIONS

Please note that evaluations are an important part of learning for students. We will collect your feedback several times during the placement through the university supervisor and the program. We want to increase the formative feedback that students receive in addition to the summative feedback students get on the rubric that is completed formally at the end of the field placement. Please watch for these contacts and please let us know if you have any questions or concerns about your student.

PRACTICUM

Description of Practicum

Practicum is an arranged, supervised experience of 100 hours of counseling in schools. A practicum is taken for four credit hours per semester. That translates into *a minimum of ten on-site hours per week*. Students are required to remain in their practicum settings after the semester ends at the university so that they can participate in the end-of-year activities in the school. Individual supervision at the University can be arranged by the student during this additional time in the schools, *but this time cannot be counted toward the satisfaction of practicum hours; the student **must** complete the required hours before the end of the semester.*

Students must engage in four hours of individual and group counseling per week while at their sites; the remaining hours should involve duties directly related to school counseling, such as parent/teacher consulting, advocacy, and classroom guidance. Students must audio-tape and video-tape sessions on a regular basis. In addition, they are required to obtain signed informed consent forms from students and their parents or legal guardian.

Students meet with their site supervisors each week for administrative, programmatic, and clinical supervision as needed. In addition, students meet with their University supervisors each week for one hour of individual clinical and programmatic supervision. A caseload of 4-6 cases by the third week is a general guideline for practicum. Individual and small group counseling are emphasized during practicum but students may also have the opportunity to conduct classroom guidance sessions.

Practicum students are required to attend the practicum class for regular group supervision and to discuss other issues that arise at their practicum sites. Reviewing tapes of counseling sessions, role playing, presenting cases, learning about community resources, discussing how to work effectively with diverse cultures, and evaluating relevant legal and ethical issues are examples of seminar activities.

Standards and Performance Indicators Addressed in Practicum

School counselors-in-training are expected to progress toward meeting the program's learning outcomes or standards, which come from CACREP, the Council for Accreditation of Counseling and Related Educational Programs (2016). It is imperative that both students and

supervisors understand the learning outcomes school counselors-in-training need to master during their field experiences.

Specific standards and performance indicators for practicum are described in Appendix B3. Some standards are introduced in practicum and reinforced in internship while others are introduced in internship and refined throughout the year-long field experience. The performance of students is monitored throughout the program and their field experiences. After students have completed their practicum, on-site supervisors will be asked to complete the evaluation form found in Appendix B 4. Because of the data collection process, the supervisor is asked to input feedback on the evaluation form directly into TK20, the college's data collection system. You will be contacted via email early in the semester with information related to this request. Supervisors are asked to rate the performance of counselors-in-training on a scale of 0-4 with "4" representing "mastery of the performance indicator as could be expected from an experienced professional". Students completing practicum must achieve an average rating of "2" to be considered competent to enroll in internship.

Supervisors are asked to review the evaluation form carefully. The form clearly shows the indicators on which students will be evaluated. University personnel will discuss these forms with the supervisors and respond to any questions they have. Please note that students are responsible for requesting experience in all activities reflected on the evaluation form.

INTERNSHIP

Description of Internship

The internship is an arranged supervised experience with a broad range of school counseling functions including individual and group counseling, classroom guidance, advocacy, leadership, consultation, collaboration, and coordination. A school counselor provides supervision on-site. Either the school or the university may employ the on-site supervisor.

Internship is a total of 10 credits and at least 600 clock hours. Internship is typically completed as a year-long experience. Students work approximately 20 hours per week on site. Two hundred and forty hours of the 600 hours must be spent in direct services to students, defined as individual and group counseling, parent/teacher consultation, and developmental curriculum (i.e., classroom guidance or large group guidance). School counseling interns start their experience in late August, the same time that public schools begin, and follow the internship site's schedule for holidays and spring break to the end of the university semester, at which time *all their hours must be complete for graduation*. After graduation, they may volunteer to see the end of the school year, but supervision for counseling work cannot be guaranteed through the university as these students are now graduates.

School counselors-in-training are expected to counsel at least six students per week. Each semester of internship, school counselor trainees also are expected to conduct at least one or two psycho-educational groups that are designed to help students remove barriers to their learning (e.g., healthy personal choices group, study skills group, test-taking group, etc.). In addition, students are required to attend a three-hour class each week. The class provides opportunities to discuss the interns' professional activities, monitor their progress, and learn new knowledge and skills. Discussion of strategies designed to improve student achievement, reviewing tapes of counseling sessions, role playing, case presentations, discussing consultation issues, evaluating school counseling program activities, addressing relevant legal and ethical issues, and sharing professional issues are examples of course activities.

Prerequisites courses for the internship include those for the practicum plus the successful completion (i.e. grade of at least "B") in practicum.

Standards and Performance Indicators for Internship

School counselors-in-training who are enrolled in school counseling internship also are expected to demonstrate progress toward achieving the CACREP Standards (2016). Both students and supervisors should review the CACREP performance indicators found in Appendix B 3. At the completion of internship, both on-site and university supervisors will be asked to complete rating scales found in Appendix B 5. Supervisors will input their ratings of the student's skills directly into the data collection system for OSU, called TK20. These assessments are used to monitor the progress of counselor trainees and to improve the school counseling program.

DOCUMENTS and EXPLANATIONS

Appendix A – Application for Approval as Site Supervisor

Please complete this form and submit for approval if you are interested in serving as a site supervisor.

Appendix B – Evaluation Forms

Appendix B 1: Student Self-Reflection Tape Review Form

This form is filled out by students when they submit a tape for review. You may elect to use this form when students submit tapes to you for review.

Appendix B 2: Supervisor’s Tape Critique Form

You may elect to use this form to provide the student with written feedback for the tapes you have heard.

Appendix B 3: CACREP Standards (2016) for School Counseling

All supervisors are asked to read these standards to understand what competencies students are working toward in practicum and are expected to complete in internship.

Appendix B 4: School Counseling Evaluation Rubric

All supervisors are asked to complete this evaluation instrument and discuss with the student twice. The first evaluation discussion between you and the student should take place in the middle of the field experience, and the second evaluation discussion should take place at the end. This form is used for both the practicum and internship experiences. This form will be the format of the data you will input into TK20 at the end of the practicum or internship.

Appendix B 5: Evaluation of Field Placement Site

The student will complete this form at the end of the field experience as a means of evaluating the site.

Appendix B 6: Evaluation Process within Supervision Inventory

The student will also complete this form at the end of the field experience as a means of evaluating the supervisor.

Appendix C: Supervision Resources

APPENDIX A

THE OHIO STATE UNIVERSITY

College of Education and Human Ecology
Counselor Education Program

APPLICATION FOR APPROVAL AS SITE SUPERVISOR

Directions to the Applicant: Please send the completed document to Dr. Colette Dollarhide, OSU, 305 Annie & John Glenn Ave, PAES Bldg, room 446, Columbus, OH 43210-1124. Document can be faxed (614-292-4255) or emailed. For more information, email Dr. Colette Dollarhide at dollarhide.1@osu.edu.

After the faculty reviews your application, you will be notified by email with your status.

Name: _____ Date: _____
Position Title: _____
School Name: _____ School Address: _____
City: _____ State: _____ Zip: _____ Phone: (____) _____
School Email: _____ Home email: _____

Grade Levels in this school: _____

Number of years as a counselor at these grade levels: _____

Number of years as a counselor in this building/school: _____

1. Formal Training

Table with 3 columns: Universities Where Graduated, Degrees Earned, Majors. Includes three rows of blank lines for data entry.

2. Professional Certifications/Licenses

Are you a licensed school counselor? _____ Yr First Licensed: _____
Do you have any supervision credentials? _____ If yes, which one(s)? _____
Are you certified by the N.B.C.C.? _____
Do you hold any other professional credentials? _____ If yes, which one(s)? _____

3. Involvement In Professional Associations

List the counseling professional association(s) and divisions in which you currently hold membership. Also, provide the number of concurrent years you have been a member for each primary professional association.

Table with 2 columns: Counseling Associations/ Divisions, Membership Years. Includes four rows of blank lines for data entry.

Describe your level of involvement with these associations. For example, how often do you attend conferences? How else have you been involved?

4. School Counseling Program

In the following space, briefly describe your school counseling program:

5. Supervision Background

Have you completed any coursework or had any other training in supervision? Yes ___ No ___

If so, please provide a description including the approximate date(s).

Have you previously served as a site supervisor for OSU’s school counseling program? Yes ___ No ___

If so, please (briefly) describe the experience, including the approximate date(s).

In total, approximately how many students have you supervised? _____

Of those, how many have been OSU students? _____

6. Site Suitability

All students will be required to tape sessions and to provide individual and group counseling. Would our students be able to record audio and/or videotapes of their work with students at your school?

Yes ___ No ___

Does your school have a video camera and monitor that would be available for our students to tape some of their sessions? Yes ___ No ___

Will students be able to provide individual and group counseling at your school? Yes ___ No ___

What about your site would be most helpful for our students?

What (if anything) about your site would provide a limitation to the practicum/internship experience for our students?

7. Personal Preferences

Would you rather supervise a **Practicum** ___ or **Internship** ___ student? (check all that apply)

Would you prefer to supervise in **Fall** ___ or **Spring** ___? (check all that apply)

Would you prefer to interview the student before placement? **Yes** ___ **No** ___

Approvals:

Applicant signature: _____ Date: _____

Building principal signature: _____ Date: _____

APPENDIX B 1

**THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN ECOLOGY
SCHOOL COUNSELING PROGRAM**

Student Self-Reflection Tape Review Form

Tape Critique Form Student ID: _____

Counselor in Training: _____

Complete this form for each tape you present to your supervisor after you have listened to **your** own tape. Type this report.

Write a brief session summary:

Intended Goals and how you monitor the **student's** progress toward **reaching his/her** goals:

Describe plans for further counseling/intervention with this student:

Identify the strengths you, as a counselor, demonstrated in this session:

Identify the areas in which you need to improve:

APPENDIX B 2

**THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN ECOLOGY
SCHOOL COUNSELING PROGRAM**

Supervisor's Tape Critique Form: Rating Scale for Individual Counseling Skills

Name of Client _____ **Name of Counselor** _____ **Date:** _____

Directions: Circle the number that best represents the skill level of the counselor-in-training: 5 (high) to 1 (low)

Counseling Criteria:

1. Opening:

Was opening unstructured, friendly, and relaxed? Did the counselor discuss confidentiality? Did the counselor provide structure for the session?

5 4 3 2 1
Remarks:

2. Rapport:

Did the counselor establish good rapport with counselee? Was the tone of voice warm and respectful?

5 4 3 2 1
Remarks:

3. Interview Responsibility:

If not assumed by counselee, did counselor assume appropriate level of responsibility for the conduct of the counseling? Did counselor or counselee take initiative?

5 4 3 2 1
Remarks:

4. Interaction:

Were the counselee and counselor really communicating in a meaningful manner? Did counselor questions seem appropriate and intentional or conversational? Was counselor listening carefully?

5 4 3 2 1
Remarks:

5. Acceptance/Openness/Genuineness:

Was the counselor accepting and permissive of counselee emotions, feelings, and expressed thoughts? Did counselor seem genuine?

5 4 3 2 1
Remarks:

(continued on next page)

6. Use of Theoretical Approach:

Did the counselor use a theoretical approach (SFBC, choice theory,) to assist the student? If so, note which theory the counselor was using.

Remarks: 5 4 3 2 1

7. Goal Setting:

Did counselor appear to be helping student arrive at his/her own goals? Were the goals realistic? How does the counselor plan to monitor progress toward goals? How will the student know if he/she is accomplishing the goals that have been set.

Remarks: 5 4 3 2 1

8. Closing:

Was the closing initiated by the counselor? Was it done smoothly and warmly?

Remarks: 5 4 3 2 1

9. General Techniques: vocabulary level, use of silence, tone of voice, pacing, duration of interview
How well did the counselor conduct the interview?

5 4 3 2 1
Remarks

ADDITIONAL COMMENTS:

Appendix B 3

CACREP STANDARDS 2016 SCHOOL COUNSELING

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

G. SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

Appendix B 4

SCHOOL COUNSELING EVALUATION RUBRIC (rev. 1/2017)

This evaluation consists of three parts: Professional Identity and Behavior, Professional Counseling Skills, and Professional School Counseling and Program Management Skills. The practicum counselor-in-training must achieve an overall rating of a Level 2 to pass practicum, and the internship counselor-in-training must achieve an overall rating of Level 3 to pass internship. *Please note that **counselors-in-training are responsible** for obtaining and tracking their attainment of each behavior or experience listed in the rubric.*

This rubric has been organized using BLOOM’S TAXONOMY (Revised, Anderson & Krathwohl, 2001), which outlines the shifts in thinking that learners experience as they progress from “novice” thinking to more “expert” thinking.

Lowest: Remember → Understand → Apply → Analyze → Evaluate → Create *Highest*

For the purposes of this rubric, (scale is consistent with Ohio School Counselor Evaluation System [OSCES]):

LEVEL 0 represents counselor-in-training behaviors that indicate that the student does not have access to, or chooses not to access, the information learned about the profession. He/she is not *able to remember* or chooses not to *remember* professionally relevant priorities.

LEVEL 1 represents counselor-in-training (CIT) behaviors that indicate the CIT does *remember and understand* professionally relevant priorities, but *struggles to apply* that knowledge and understanding.

LEVEL 2 indicates that the CIT is able to *apply the knowledge* and demonstrate *understanding* of professionally relevant priorities. This level is expected of successful practicum counselors-in-training.

LEVEL 3 represents CIT behaviors that indicates both *application* and *analysis* of professional situations, but is inconsistent in or unable to *evaluate* the resulting insights in order to *create* highly appropriate responses. This level is expected of successful internship counselors-in-training, and represents good performance as an entry level professional school counselor.

LEVEL 4 indicates that the CIT is consistently using “expert” thinking skills to *evaluate* professional situations and *create* professionally meaningful responses (i.e., behaviors and programs) that serve to enhance the school counseling program in particular and the whole school in general. *This level is advanced and would be expected from practicing professionals with experience.* It is presented here to describe ***exemplary*** CIT performance and to inspire further professional achievement.

Comments and suggestions for improvement are vital for the CIT’s growth. Please feel free to attach additional pages as needed.

PART ONE: PROFESSIONAL IDENTITY AND BEHAVIOR

	LEVEL 0 Unacceptable	LEVEL 1 Ineffective (Below Average)	LEVEL 2 Developing (Acceptable with room for growth)	LEVEL 3 Skilled (Good level of proficiency consistently demonstrated)	LEVEL 4 Accomplished (High level of professional achievement consistently demonstrated)
Ability to deal with conflict (2F.5f; 5G.1d; 5G.3l) Rating: ____	Unable or unwilling to consider others' points of view. Shows no willingness to examine own role in conflict. Ignores supervisory advisement if not in agreement with own position.		Attempts but sometimes has difficulty grasping conflicting points of view. Examines own role in conflict when directed to do so. Responds to supervision in a conflict if offered. Participates in problem solving when directed.		Always willing and able to consider others' points of views. Always willing to examine own role in a conflict. Open to supervision about own role in a conflict. Initiates problem solving efforts in conflicts.
Actively Welcoming of Diversity (2F.1e; 2F.2; 5G.3k) Rating: ____	Intolerant attitudes toward persons of diversity or other beliefs and values.		Accepting of diverse persons, beliefs, and values.		Celebrates diversity and works to cross boundaries, seeks exposure to new beliefs and values.
Advocates for a Positive School Climate for all (2F.2h; 5G.2a;) Rating: ____	Unaware of school climate.		Aware of school climate and able to advocate for improvement of school climate with prompting.		Sensitive to school climate issues and actively advocates for improvement of school climate issues under own initiative.
Advocates for a Positive School Climate for Diverse Student (2F.2h; 5G.2a; 5G.3k) Rating: ____	Unaware of school climate for diverse students.		Aware of school climate for diverse students and able to advocate for improvement of school climate with prompting.		Sensitive to school climate issues for diverse students and actively advocates for improvement of school climate issues under own initiative.
Attendance Rating: ____	Late arrival or absence without calling in.		Several late arrivals or absences; always calls in.		Almost never late or absent; always calls in.
Awareness of own impact on others. (2F.2k; 2F.5f) Rating: ____	Words and actions reflect little or no concern for how others are impacted by them. Ignores supervisory feedback about how words and actions negatively impact others.		Effort to determine how words and actions impact others is evident but sometimes inaccurate. Responds as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.		Effort toward recognition of how own words and actions impact others. Initiates feedback from others regarding impact of own words and actions. Regularly incorporates feedback to effect positive change.
Commitment to the Academic Mission of the school	Unaware or unconcerned about the academic progress of		Aware and committed to contribute to the academic progress of all students.		Highly dedicated to work to enhance the academic progress of all students.

(2F.3b; 5G.2d; 5G.2f; 5G.3d; 5G.3i) Rating: _____	students.				
Establishes effective collaborative relationships (2F.1c; 5G.1c; 5G.1d; 5G.2b; 5G.2d; 5G.2l) Rating: _____	Does not attempt to collaborate with others. Unwilling to compromise in collaborative activities.		Engaged in collaborative activities but with minimum allowable input. Accepts but rarely initiates compromise in collaborative activities. Concerned mainly with own part in collaborative activities.		Actively seeks collaborative relationships to enhance the functioning of the school counseling program and the school as a whole. Actively works to reach consensus in collaborative activities. Willing to initiate compromise to reach group consensus.
Ethical Behavior (2F.1i; 5G.2n) Rating: _____	<u>Any</u> violation of ACA or ASCA ethics.		Developing awareness of ethical issues in the school environment. Responsive to supervision regarding personal boundary confusion, or judgment that could possibly put client well-being at risk.		Highly ethical behavior; awareness of codes of ethics and sensitive to ethical issues in the school environment. Ensures client safety and well-being.
Flexibility (2F.5f) Rating: _____	Displays little or no effort to flex own response to changing environmental demands. Intolerant of unforeseeable or necessary changes in established schedule or protocol.		Flexes own response to changing environmental demands when directed to do so. Accepts necessary changes in established schedule or protocol, but without effort to understand the reason for them.		Independently monitors the environment for changing demands and flexes own response accordingly. Attempts to understand need for change in established schedule or protocol. Accepts necessary changes in established schedule and attempts to discover the reason for them. No evident resentment to necessary changes.
Follow Through with Tasks (2F.5f) Rating: _____	Tasks are usually left undone.		Tasks are done with prompting from others.		Tasks are completed without prompting; student monitors own accomplishment of timelines.
Initiative and Motivation Rating: _____	Does not initiate any new programs or services. Must be prompted by others. Often misses deadlines. Often fails to meet minimal expectations in tasks and assignments.		Initiates some activities, but without independence or autonomy. Meets minimal expectations of assigned work. Shows some creativity and initiative in work.		Initiates new activities and brings energy and enthusiasm to tasks. Meets and exceeds all requirements for activities and work. Consistently displays creativity and initiative in work. Feels passion for the job of school counselor.

	Displays little or no creativity or initiative in creating activities.				
Knows about Professional Standards (2F.1g; 5G.2l; 5G.2m; 5G.2n) Rating: ____	Unaware and/or unconcerned about professional organizations, professional development, preparation standards, and credentialing.		Aware of professional organizations, joins with prompting. Limited commitment to professional development. Attains credentials as part of process.		Committed to professional organizations. Demonstrated commitment to professional development. Proud of credentials.
Leadership (2F.1d; 5G.2a; 5G.2d; 5G.2j) Rating: ____	No leadership skills evident.		Accepts leadership when prompted by others.		Takes leadership role with tasks to motivate others.
Making use of feedback (2F.1k; 2F.1m; 5G.3n) Rating: ____	Does not take ownership of problems that are the source of negative feedback. Discourages feedback through defensiveness and anger. Shows little or no evidence of incorporating feedback to change behavior.		Shows some defensiveness to critique through over-explanation of own actions –but without anger. Takes responsibility for making changes suggested in feedback.		Actively seeks feedback and takes responsibility for making changes to improve skills.
Openness to new ideas (2F.1k; 2F.1m) Rating: ____	Dogmatic about own perspectives and ideas. Ignores or defensive about constructive feedback. Little evidence of incorporating feedback to change own behavior.		Open to perspectives other than own. Accepts constructive criticism without defensiveness. Some evidence of incorporating feedback to change own behavior.		Solicits others' opinions and perspectives about own work. Invites constructive feedback and demonstrated interest in others' perspective. Strong evidence of incorporating feedback to change own behavior.
Persistence in the face of setbacks (2F.1k; 2F.1m) Rating: ____	Gives up at first sign of any resistance.		Persists and initiates additional effort to address setback.		Uses sound professional judgment to address setbacks in appropriate manner.
Personal Responsibility (2F.1k; 2F.1m) Rating: ____	Refuses to admit mistakes or examine own contribution to problems. Lies, minimizes or embellishes the truth to extricate self from problems. Consistently blames others for problems without self examination.		Examines own role in problems when informed of the need to do so. Accurate and honest in describing own and others roles in problems. Might blame initially, but is open to self-examination about own role in problems.		Monitors own level of responsibility in professional performance. Accepts own mistakes and responds to them as an opportunity for self-improvement.
Professional Presentation Rating: ____	Language, attire, and attitudes are unprofessional and		Language, attire, and attitudes are acceptable for a professional in a		Language, attire, and attitudes are highly desirable in a school

	inappropriate for a school setting.		school setting.		setting by setting an example for young people.
Putting the needs of the team over needs of self (5G.3l) Rating: _____	Unaware of the needs of colleagues in the counseling office and acts in own self-interest.		Able to balance the needs of self and others to allow for smooth functions within school counseling program.		Able to assess situations in terms of the needs of his/her teammates and is willing to put the needs of the team first when the situation calls for it.
Quality of Work Rating: _____	Work is of low quality; full of errors. No effort put into tasks.		Work is of basic quality.		Work is high quality; thoughtful, complete, thorough.
Self-Supervision of overall competence (2F.1k; 2F.1m) Rating: _____	Unaware of the quality of his/her work.		Able to evaluate own work with prompting.		Actively reflects on own work in an effort to improve skills.
Understands the role of the school counselor in relation to the roles of the other personnel in the building (2F.1b; 5G.2b) Rating: _____	Focuses only on the role of the school counselor to the exclusion of other professionals or dismisses the contribution of other professionals in the building.		Primarily focuses on the role of the school counselor, but understands the contribution of other building professionals.		Contextualizes and integrates the role of school counselor with the roles of other building professionals and recruits other professionals to assist in the agenda of the school counseling program.
Whole-school focus (5G.2a; 5G.2b) Rating: _____	Focuses only on school counseling program to exclusion of whole-school issues.		Focuses first on school counseling program and has started to transition focus to school-wide issues.		Maintains focus on whole-school issues and uses school counseling program as a means of addressing school-wide issues.
OTHER Define: _____ Rating: _____					

OVERALL RATING: _____

COMMENTS/ SUGGESTIONS FOR IMPROVEMENT (attach additional sheets if needed):

PART TWO: PROFESSIONAL COUNSELING SKILLS

	LEVEL 0 Unacceptable	LEVEL 1 Ineffective (Below Average)	LEVEL 2 Developing (Acceptable with room for growth)	LEVEL 3 Skilled (Good level of proficiency consistently demonstrated)	LEVEL 4 Accomplished (High level of professional achievement consistently demonstrated)
Counselor Personal Attributes (2F.5f)	Stilted and makes the student-client uncomfortable.		Able to establish a working relationship.		Warm, caring, respectful, non-judgmental, and

Rating: _____					genuine.
Management of Counseling Session (2F.5g; 5G.3f) Rating: _____ Not observed	Jumps from topic to topic and/or engages in chit-chat.		Conducts relatively smooth session, with some side-bar discussions that do not contribute to the therapeutic agenda.		Conducts a smooth, flowing session that moved from one meaningful therapeutic topic to next.
Management of Therapeutic Dialogue (2F.5a; 2F.5f) Rating: _____ Not observed	Does not respond to student-client statements, but moves to next question. Interrupts student-client.		Makes minimal response to student-client comments.		Acknowledges student-client communication before making next comment.
Delivery of Content (2F.5a; 2F.5f; 2F.5g) Rating: _____ Not observed	Questions, comments, and statements are random and lack purpose.		Questions, comments, and statements are relatively well delivered.		Questions, comments, and statements are blended, well thought-out, and well delivered.
Pacing (2F.5a; 2F.5f; 2F.5g) Rating: _____ Not observed	Pacing is too fast, rushing and interrupting the student-client.		Pacing is uneven, but suggests patience is developing.		Appropriate pacing resulting do to counselor waiting one beat before speaking
Therapeutic Skills (silence, encouragement, empowerment) (2F.5f; 2F.5g) Rating: _____	Therapeutic skills are random and do not function to facilitate a therapeutic relationship.		Therapeutic skills are developing.		Silence, encouragement, and other therapeutic skills are used effectively to facilitate therapeutic relationship and communication, and student-client insight and empowerment
Introduction and Summary (2F.5f; 2F.5g) Rating: _____ Not observed	Introduction and summary are rushed or incomplete.		Introduction and summary are present, but not fully connected with session content.		Introduction and summary are comfortable and complete
Management of Emotions (2F.5f; 2F.5g) Rating: _____ Not observed	Processes own issues in session or does not know how to help the student-client with his/her emotions.		Manages the student-client's emotions during the session.		Manages own emotions and demonstrates ability to help student-client manage emotions
Assessment of Strengths (2F.5b; 2F.5h) Rating: _____ Not observed	Unable to conceptualize the student-client in positive ways; uses deficit model.		Conceptualizes and assesses most students with a strengths-based awareness.		Strengths and positive attributes are focus of assessment and all interventions.
Broaching and Assessment of Diversity Constructs (2F.2; 2F.5d; 2F.5h) Rating: _____	Unaware or uninterested in exploring diversity experiences with student-client.		Conceptualizes and assesses most students as unique in their diversity constructs.		Appreciation for diversity and respectful curiosity about diverse phenomenology foster meaningful broaching behaviors.
Assessment of Barriers to Learning and Factors that	Unaware or uninterested in exploring factors that influence		Conceptualizes and assesses learning factors and barriers to learning for most		Able to effectively assess systemic and individual learning factors and barriers to

Influence Academic Functioning (2F.3e; 2F.3f; 5G.3d; 5G.3h; 5G.3i; 5G.3k) Rating: ____	learning or create barriers to learning with student-client		students.		learning for all students.
Assessment and management of suicide risks Rating: ____ (2F.5l; 2F.7c; 5G.2g) Not observed	Unable to conceptualize ways to counsel students who present with suicidal risk factors.		With supervision, is able to conduct a suicide risk assessment and respond appropriately to protect student's safety.		Able to conduct a suicide risk assessment and respond professionally to protect student's safety. Seeks support and supervision appropriately.
Assessment and management of substance abuse risks (2F.3d; 5G.2i) Rating: ____ Not observed	Unable to conceptualize ways to counsel students who present with substance abuse risk factors.		With supervision, is able to conduct a substance abuse risk assessment and respond appropriately to protect student's safety.		Able to conduct a substance abuse risk assessment and respond professionally within the school; refers student to community resources as needed.
Assessment Before Goals (2F.5g; 2F.5h; 2F.5i) Rating: ____ Not observed ____	Quickly moves to advice giving under the guise of goal setting.		Conducts assessment, but assessment may be incomplete.		Does not rush to provide answers or to problem solve, but conducts thorough assessment before discussing goals.
Goal Setting Skills (2F.5h; 2F.5i) Rating: ____ Not observed ____	Projects goals onto student-client without student-client input.		Conducts goals discussion, but may miss important parts of the student-client's issues.		Counseling goals are primarily the student-client's, and are thoroughly and actively discussed with the student-client.
Theoretical Congruence (2F.3a; 2F.5a) Rating: ____ Not observed	Interventions are not connected to any theory, are not effective, are inappropriate.		Interventions are not clearly connected to theory, but are developing.		Therapeutic interventions are theoretically consistent, well delivered and appropriate.
Self-Supervision of Counseling (2F.1k; 2F.1m) Rating: ____	Not able to evaluate his/her own counseling work.		Evaluates own counseling work with prompting.		Demonstrates self-awareness and ability to self-supervise (evaluated on the basis of the self-reflection exercises, discussions, and papers).
Appropriate Termination (2F.5g; 2F.5i) Rating: ____ Not observed ____	Termination is inappropriate.		Termination is acceptable.		Termination is appropriate in timing and manner; provides summary of learning from sessions and discusses what to do after counseling ends.
Group Counseling skills (2F.6) Rating: ____	Does not know how to facilitate group counseling.		Conducts groups with co-facilitator or evidences emerging group skills.		Conducts creative and engaging group counseling sessions on meaningful topics.
Empowerment of students and families of	Does not empower students or families of diversity.		Empowers students and families of diversity to be self-advocates with		Actively and independently empowers students and

diversity (2F. 2) Rating: _____			prompting.		families of diversity to be self-advocates.
Advocacy for students and families of diversity (2F.1e) Rating: _____	Does not advocate for students or families of diversity.		Advocates for students and families of diversity in the school with prompting.		Actively and independently advocates for students and families of diversity.
Referral to another professional when needed Rating: _____ (2F. 1b; 5G.2b; 5G.2k) Not observed ____	Inappropriate referrals to other professionals (never refers or refers too quickly). Does not discuss referral with student or family.		Provides referral name to student or family, but unable to provide additional information about referral to increase comfort with process.		Provides referral name and information, along with other relevant information to facilitate referral process.
Provides counseling within ethical boundaries of ASCA and ACA (2F.1f; 2F.1i; 5G.2n) Rating: _____	Does not follow ethical guidelines. May be grounds for dismissal.		Follows all ethical guidelines.		Follows all ethical guidelines.
Protects confidentiality of student-client in interactions with others in the school (2F.1i; 5G.2n) Rating: _____	Does not protect confidentiality; shares too many details unnecessarily with non-relevant others.		Protects confidentiality but may share too many details with relevant others (teacher or parent). Needs to be reminded to inform student-client first.		Protects confidentiality and shares only general information with relevant others; obtains permission and/or informs student-client first.
OTHER Define: _____ Rating: _____					

OVERALL RATING:

COMMENTS/ SUGGESTIONS FOR IMPROVEMENT (attach additional sheets if needed):

PART THREE: PROFESSIONAL SCHOOL COUNSELING AND PROGRAM MANAGEMENT SKILLS

	LEVEL 0 Unacceptable	LEVEL 1 Ineffective (Below Average)	LEVEL 2 Developing (Acceptable with room for growth)	LEVEL 3 Skilled (Good level of proficiency consistently demonstrated)	LEVEL 4 Accomplished (High level of professional achievement consistently demonstrated)
Designs and implements prevention and intervention plans for students (2F.5h; 5G.2g; 5G.3b; 5G.3c; 5G.3d; 5G.3e; 5G.3f; 5G.3g; 5G.3h; 5G.3i; 5G.3j; 5G.3m) Rating: _____	Unable to design or implement prevention and/or intervention plans based on student needs such as atypical development, wellness, language, ability level, multicultural issues, or resiliency.		Able to design and implement prevention and intervention plans based on student needs such as atypical development, wellness, language, ability level, multicultural issues, or resiliency		Designs highly effective prevention and intervention plans for students based on needs.
Identifies and implements evidence-based materials for program enhancement (2F.5j; 2F.8b; 5G.3n; 5G.3o) Rating: _____	Does not attempt to locate evidence-based activities to meet student needs		Identifies and utilizes evidence-based materials in some aspects of the comprehensive program		Actively searches for new evidence-based materials to enhance aspects of the comprehensive program.
Transition Planning (5G.3g) Rating: _____	Does not conduct transition planning with students.		Conducts basic transition planning with student-clients.		Applies creative strategies and helpful interventions to aid students with transition planning.
Postsecondary Life Planning (5G.3g) Rating: _____	Does not conduct postsecondary life or future-oriented planning with students.		Conducts basic postsecondary life planning with high-school student-clients.		Applies creative strategies and helpful interventions to aid students of all ages with postsecondary life or future-oriented planning.
Classroom Developmental Curriculum Skills (5G.3c) Rating: _____	Does not know how or unable to compile information for delivery in a classroom developmental curriculum lesson.		Designs acceptable classroom developmental curriculum lessons.		Designs highly effective interactive developmental curriculum classroom lessons.
Classroom Management Skills (2F.3b) Rating: _____	Unable to manage student behavior during classroom developmental guidance lesson.		Controls student behavior with minimal distraction from lesson.		Engages students in such a dynamic way that problematic student behaviors do not occur.
Consultation Skills (2F.5c; 5G.1d; 5G.2b) Rating: _____	Does not consult with teachers, parents, or colleagues.		Started to participate in consultation with others.		Seeks opportunities to consult with teachers, parents, and colleagues.

Student/Teacher Needs Assessment Skills (5G.3o) Rating: _____	Does not conduct needs assessments to understand the needs in the school.		Started to develop methods to identify building needs.		Conducts continuous needs assessments, both formal and informal, to always know the “pulse” of the school.
Program Design Skills (5G.3a; 5G.3b) Rating: _____ Not Observed _____	Does not know how or is unable to design programmatic responses to school needs.		Designs adequate programmatic responses to address student or school needs.		Designs highly effective programmatic responses to address student and school needs.
Program Implementation Skills (5G.3) Rating: _____ Not Observed _____	Does not know how or is unable to implement programs.		Implements parts of the program he/she designs.		Implements a highly effective program.
Program Advocacy Skills (5G.2f; 5G.3o) Rating: _____ Not Observed _____	Does not advocate for program or advocates in inappropriate ways.		Recognizes opportunities for advocacy and attempts to do so.		Advocates for program in a way that enhances the reputation and status of the program in the eyes of the school community.
Budgeting Skills Rating: _____ Not Observed	Not aware of budgeting issues that impact the reality of the program.		Articulates ways to manage program resources.		Actively understands program resources and actively seeks ways to increase funding through grants, etc.
Outcomes Evaluation Skills (2F.5i; 2F.8d; 2F.8e; 5G.3n) Rating: _____	Does not collect outcomes data after individual programs are offered.		Collects outcomes data from individual program.		Collects outcomes data and compiles it in a meaningful way for constituent groups.
Program Evaluation Skills (2F.8; 5G.3b; 5G.3n) Rating: _____	Does not know how to collect data or evaluate the program in its entirety.		Collects and evaluates program data to assess the program.		Designs innovative ways to document program accomplishments and share data with constituent groups.
Systemic Awareness (2F.2; 2F.3f; 2F.5b; 5G.3h) Rating: _____	Does not see systemic issues that impede student progress.		Able to identify systemic issues, but is not sure what to do to address them.		Identifies community, environmental, & institutional opportunities and barriers to students and acts to enhance opportunities and reduce barriers.

Community Awareness (2F.5k; 5G.2k) Rating: _____	Unaware of services or resources available for students and families.		Aware that there are services and resources in the community for students and families.		Able to promote services and resources in the community for students and families due to efforts to collect such information.
Crisis Management Preparedness (2F.5k; 2F.5k; 2F.5m; 5G.2e) Rating: _____	Does not see need for school counselor involvement in crisis preparedness.		Understands the need for building crisis planning but does not act on that understanding.		Understands and participates in planning for building crises.
Engaging peers to promote student development (2F.3a; 2F.3b; 2F.3f; 5G.3m) Rating: _____ Not observed —	Does not engage peers to promote student development (peer mediation, peer mentoring, peer tutoring, etc.)		Engages peers in ways they can promote each other's development		Seeks out ways to engage peers as support for student development
Engaging families to promote student development (2F.3a; 2F.3b; 5G.2b) Rating: _____	Does not engage families of students to promote student development (parent programs, resources, etc.)		Engages parents, guardians, and families in ways they can promote student development (parent programs, parent libraries, etc.)		Seeks out ways to engage family as support for student development through programming, outreach, service, etc.
Engaging school community to promote student development (2F. 3f; 2F.5k; 5G.2b) Rating: _____	Does not engage school community to promote student development (teacher in-services, cross-training in developmental issues of students)		Engages school community in ways to promote student development (provides teacher resources, in-service training, professional development)		Actively seeks ways to engage school community in support of student development.
OTHER Define: _____ Rating: _____					

OVERALL RATING:

COMMENTS/ SUGGESTIONS FOR IMPROVEMENT (attach additional sheets if needed):

APPENDIX B 5

**THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN ECOLOGY
SCHOOL COUNSELING PROGRAM**

EVALUATION OF FIELD PLACEMENT SITE

Name: _____

As you complete your internship, you probably have many thoughts about your experiences. The faculty is interested in knowing how you perceived your experience and what can be done to make it even better. One important aspect of your internship is/are the site(s) in which you complete it. Please take a few minutes and reflect upon the advantages and disadvantages of each site.

Name of Site: _____ On-Site Supervisor: _____

Advantages or best aspects of the site:

Disadvantages or greatest challenges of the site:

Additional comments:

Name of Site: _____ On-Site Supervisor: _____

Advantages or best aspects of the site:

Disadvantages or greatest challenges of the site:

Additional comments:

APPENDIX B 6

EVALUATION PROCESS WITHIN SUPERVISION INVENTORY

Indicate the extent to which you agree or disagree with each of the following statements. For each, circle the appropriate number on a 7-point scale, where 1= **strongly disagree** and 7= **strongly agree**.

1. The goals that my supervisor and I generated for my training seem important.

1 2 3 4 5 6 7

2. My supervisor and I created goals that were easy for me to understand.

1 2 3 4 5 6 7

3. The objectives that my supervisor and I created were specific.

1 2 3 4 5 6 7

4. My supervisor and I created goals that were realistic.

1 2 3 4 5 6 7

5. I think my supervisor would have been against my reshaping/changing my learning objectives over the course of our work together.

1 2 3 4 5 6 7

6. My supervisor and I created goals that seemed too easy for me.

1 2 3 4 5 6 7

7. My supervisor and I created objectives which were measurable.

1 2 3 4 5 6 7

8. I felt uncertain as to what my most important goals were for this training experience.

1 2 3 4 5 6 7

9. My training objectives were established early in our relationship.

1 2 3 4 5 6 7

(continued on next page)

10. My supervisor and I never had a discussion about my objectives for my training experience.

1 2 3 4 5 6 7

11. My supervisor told me what s/he wanted me to learn from the experience without inquiring about what I hoped to learn.

1 2 3 4 5 6 7

12. Some of the goals that my supervisor and I established were not practical in light of the resources available at my site.

1 2 3 4 5 6 7

13. My supervisor and I set objectives that seemed practical given the opportunities available at my site.

1 2 3 4 5 6 7

14. My supervisor welcomed comments about his/her style as a supervisor.

1 2 3 4 5 6 7

15. The appraisal I received from my supervisor seemed impartial.

1 2 3 4 5 6 7

16. My supervisor's comments about my work were understandable.

1 2 3 4 5 6 7

17. I didn't receive information about how I was doing as a counselor until late in the semester.

1 2 3 4 5 6 7

18. I had a summative, formal evaluation of my work at the end of the semester.

1 2 3 4 5 6 7

19. My supervisor balanced her/his feedback between positive and negative statements.

1 2 3 4 5 6 7

(continued on next page)

20. The feedback that I received from my supervisor was based on direct observation of my work.

1 2 3 4 5 6 7

21. The feedback that I received was directly related to the goals we established.

1 2 3 4 5 6 7

Strengths of my supervisor:

My supervisor could improve on:

Additional comments:

From Lehrman-Waterman, D. & Ladany N. (2001). Development and validation of the evaluation process within supervision inventory. *Journal of Counseling Psychology*, 48, 168-177.

APPENDIX C

SUPERVISION RESOURCES

TEXTBOOK: Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision* (3rd ed.). Boston: Pearson Allyn & Bacon.

JOURNAL EDITION DEVOTED TO SCHOOL COUNSELOR SUPERVISION: *Counselor Education and Supervision*, 45(4). June 2006.

Agnew, T., Vaught, C. C., Getz, H. G., & Fortune, J. (2000). Peer group clinical supervision program fosters confidence and professionalism. *Professional School Counseling*, 4, 6-13.

Association for Counselor Education and Supervision (1993). *Ethical guidelines for counseling supervisors*. Alexandria, VA: Author.

Auxier, C. R., Hughes, F. R., & Kline, W. B. (2003). Identity development in counselors-in-training. *Counselor Education and Supervision*, 43, 25-38.

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