



School Counseling Program

Signature Assignment for COUN 644A

Assessment of School Counseling Fieldwork Performance

Student Learning Outcome(s) Assessed:

SLO #3: Successfully deliver school counseling services in a cultural sensitive and developmentally appropriate fashion.

Description of the Signature Assignment

This evaluation form parallels the California Teaching Commission (CTC) Standards of Quality and Effectiveness for Pupil Personnel Services Credentials (PPS) for School Counseling and the School Counselor Competencies developed by the American School Counseling Association (ASCA). Candidates complete a self-evaluation and the site supervisor completes a similar evaluation based upon these CTC standards.

Directions for Students

1. Provide a self-evaluation of your competency development in each area.
2. Discuss your self-evaluation with your field supervisor and obtain field supervisor's evaluation.
3. Make copies for yourself and your field supervisor. Submit original to your university supervisor.

Directions for Site Supervisor

1. Review the trainee self-evaluation and discuss with her/him.
2. Provide your evaluation of the trainee's competency development in each area.
3. 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.

Scoring Rubric:

Criteria	Exceeds expectations	Meets expectations	Meets some expectations	Does not meet expectations	Unable to score; incomplete or missing work	Final Score
Individual Counseling	In addition to requirements of "Meets", provides services in a timely fashion, is welcoming, is proactive in providing services, and is sought out by students. (4 points)	Appropriately applies theories of counseling to students in K-12 schools; assists pupils in identifying and expressing feelings and working through emotional conflicts and problems; and assesses students' mental and emotional problems in order to select appropriate support programs. (3 points)	Does not sufficiently apply theories of counseling to students in K-12 schools; assist pupils in identifying and expressing feelings and working through emotional conflicts and problems; or assess students' mental and emotional problems in order to select appropriate support programs. (2 points)	Does not adequately apply theories of counseling to students in K-12 schools; assist pupils in identifying and expressing feelings and working through emotional conflicts and problems; or assess students' mental and emotional problems in order to select appropriate support programs. (1 point)	Does not provide individual counseling to students. (0 point)	
Group Counseling	In addition to requirements for "Meets", demonstrates excellent skills in developing and leading small groups. (4 points)	Appropriately screens and selects prospective group members. Demonstrates appropriate skills in developing and leading small groups directed towards promoting the academic, personal, social and career developments of pupils. (3 points).	Does not sufficiently screen or appropriately select prospective group members and does not demonstrate all necessary skills in developing and leading small groups directed towards promoting the academic, personal, social and career developments of pupils. (2 points)	Does not screen prospective group members nor demonstrate adequate skills in developing and leading small groups directed towards promoting the academic, personal, social and career developments of pupils. (1 points)	Does not provide group counseling services. (0 points)	
Classroom Guidance	In addition to requirements for "Meets", effectively uses a variety of technology in the delivery of guidance curriculum activities. (4 points)	Demonstrates appropriate classroom management and instructional skills. Develops materials and instructional strategies to meet student needs and school goals. (3 points)	Either does not demonstrate appropriate classroom management and instructional skills or does not adequately develop materials and instructional strategies to meet student needs and school goals. (2 points)	Does not demonstrate adequate classroom management and instructional skills and does not adequately develop materials and instructional strategies to meet student needs and school goals. (1 points)	Does not conduct classroom guidance. (0 points)	
Collaboration	In addition to requirements for "Meets", is able to build effective and high quality peer helper programs. (4 points)	Appropriately coordinates the support, roles, and services of school staff, parents, family, community members, and agency personnel within the framework of a comprehensive counseling and guidance program. (3 points)	Partially coordinates the support, roles, and services of school staff, parents, family, community members, and agency personnel within the framework of a comprehensive counseling and guidance program. (2 points)	Does not adequately coordinate the support, roles, and services of school staff, parents, family, community members, and agency personnel within the framework of a comprehensive counseling and guidance program. (1 points)	Does not collaborate with others. (0 points)	

Criteria	Exceeds expectations	Meets expectations	Meets some expectations	Does not meet expectations	Unable to score; incomplete or missing work	Final Score
Advocacy	In addition to the requirements for "Meets", uses data to guide and demonstrate efficacy of advocacy efforts. (4 points)	Demonstrates adequate knowledge of systems that impede the educational attainment of pupils. Adequately advocates for high academic expectations and learning success for all pupils. (3 points)	Either does not appropriately demonstrate knowledge of systems that impede the educational attainment of pupils or does not appropriately advocate for high academic expectations and learning success for all pupils. (2 points)	Does not sufficiently demonstrate knowledge of systems that impede the educational attainment of pupils and does not sufficiently advocate for high academic expectations and learning success for all pupils. (1 points)	Does not advocate for high academic expectations and learning success for all pupils. (0 points)	
Ethics	In addition to requirements for "Meets", utilizes resources from professional organizations to help guide ethical practice. (4 points)	Appropriately applies State and Federal legal requirements, constraints and regulations impacting school counselors and pupils. Appropriately applies ACSA ethical standards. (3 points)	Either: does not adequately apply State and Federal legal requirements, constraints and regulations impacting school counselors and pupils or does not adequately apply ACSA ethical standards. (2 points)	Does not adequately apply State and Federal legal requirements, constraints and regulations impacting school counselors and pupils and does not adequately apply ACSA ethical standards. (1 points)	Does not possess knowledge of legal requirements and ethical standards as they apply to school counseling. (0 points)	
Leadership	In addition to requirements for "Meets", provides team leadership to the school and community. (4 points)	Demonstrates adequate leadership in planning, organizing and implementing a counseling program designed to increase student achievement. Demonstrates adequate leadership in planning, organizing and implementing school reform designed to increase student achievement. (3 points)	Either: does not demonstrate appropriate leadership in planning, organizing and implementing a counseling program designed to increase student achievement or does not demonstrate appropriate leadership in planning, organizing and implementing school reform designed to increase student achievement. (2 points)	Does not demonstrate appropriate leadership in planning, organizing and implementing a counseling program designed to increase student achievement and does not demonstrate appropriate leadership in planning, organizing and implementing school reform designed to increase student achievement. (1 points)	Does not demonstrate leadership. (0 points)	
Total						

Legend

Total Points	College of Education Assessment Scale Equivalent
19-28	Pass
< 19	Did not pass