CALIFORNIA STATE UNIVERSITY, EAST BAY
Department of Educational Psychology
School Counseling Program

First-Year Fieldwork Evaluation

School Counselor-in-Training______________________________________________

Fall    Winter    Spring (Circle one) Year________________________________

The Quarterly Evaluation is guided and defined by the California Standards for the School Counseling Profession and the CTC School Counseling Standards as they relate to assessing best professional practices in school fieldwork settings.

Fieldwork supervisors should complete and review the Evaluation with their school counselor-in-training two weeks before the end of each term (3 times per year). Please note that you are requested to describe positive, measurable, documented contributions for scores of 4.

For each of the performance standards, rate the counselor-in-training (CIT) using the following scale:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Marginal</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
<td>No Data</td>
</tr>
</tbody>
</table>

Basic Professional Behaviors

1. CIT maintains weekly schedule and has been responsible in keeping scheduled appointments, attending meetings, etc. 0 1 2 3 4
2. CIT demonstrates care and accuracy in completing tasks, scheduling and planning activities, delivering guidance lessons, presenting case studies, evaluating impact of actions, and adjusting for improvement. 0 1 2 3 4
3. CIT communicates openly, honestly, and effectively with all stakeholders, including parents and administrators. 0 1 2 3 4
4. CIT consults with supervisor and is able to take on appropriate roles and functions as a school counselor-in-training. 0 1 2 3 4
5. CIT maintains ethical practice and demonstrates interest in the welfare of all students. 0 1 2 3 4
6. CIT demonstrates organized approach to assigned tasks and challenges: defines problem situation, develops strategy for addressing it, follows through with action, results assessment, and adjustments.

- Describe positive, measurable, documented contributions for scores of 4.

Six California Standards for the School Counseling Profession
http://www.schoolcounselor-ca.org/content.asp?pl=146&contentid=146

<table>
<thead>
<tr>
<th>Standard</th>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CIT is learning to engage, advocate for and support all students in learning.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>ND</td>
</tr>
<tr>
<td>2. CIT is learning to plan, implement and evaluate programs to promote academic, career, personal, and social development of all students.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>ND</td>
</tr>
<tr>
<td>3. CIT is learning to utilize multiple sources of information to monitor and improve student behavior and achievement.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>ND</td>
</tr>
<tr>
<td>4. CIT is learning to collaborate and coordinate with school and community resources.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>ND</td>
</tr>
<tr>
<td>5. CIT is learning to promote and maintain a safe learning environment for all students.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>ND</td>
</tr>
<tr>
<td>6. CIT is learning to develop as a professional school counselor.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>ND</td>
</tr>
</tbody>
</table>

- Describe positive, measurable, and documented contributions for scores of 4.

Interpersonal Skills and Dispositions (see attachment for definitions)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Team Player</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Professional Judgment</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Receptive to Coaching/Open</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Appropriately Relaxed</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Empathic/Sensitive</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Self-Aware</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. Active and Engaged</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Works well with others</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9. Communicates Effectively</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>10. Self-Initiative/ Appropriately independent</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Domains of School Counseling and Guidance Programs
1. CIT completed a guidance lesson (or lessons) this quarter:  YES  NO
   a. Lesson title______________________________________
   b. School Counseling Domain:  ACADEMIC   PERSONAL/SOCIAL   CAREER
   c. Comment on guidance lesson and or CIT recommendations:

Fieldwork Clock-Hour, Diversity Requirement, and Case Study Summary
1. Documented clock-hours experience signed off on time logs.
   a. Fall Term  __________
   b. Winter Term  __________
   c. Spring Term  __________  Total hours for Year  __________

2. Documented Hours with Diverse Students______________ (students from racial or ethnic group other than CIT’s own group).

3. Formal Case Studies to be presented in CIT’s University Fieldwork Supervision reviewed with Fieldwork Supervisor ______________  Total_______

Attach comments that might be helpful to School Counselor-in-Training:

   Comments Attached: YES  NO  (Circle One)

Fieldwork Site Supervisor and School Counselor-in-Training Signatures

______________________________________________  __________________________
Print Name of Supervisor                                      District

______________________________________________  __________________________
Signature of Supervisor                                        Phone/contact number

______________________________________________  __________________________
Fieldwork School Counselor-in-Training                          Date
Signature and agreement that CIT has read and understands evaluation.

CIT note: Please make a copy for your records and give an original to your University Fieldwork supervisor to be placed in your Fieldwork file.

______________________________________________
8/15/11
Interpersonal Skills and Dispositions Defined

Team player: Counselors-in-training (CITs) must develop positive working relationships with all constituents (administrators, teachers, parents, students). CITs must be able to participate in productive small group settings. Inappropriate independence occurs when the CIT separates him or herself from others does not consult enough.

Professional Judgment: Counselors-in-training (CITs) must develop the capacity to think in terms of the safety of all students, confidentiality, duty to report, professional boundaries, independence, appropriate consultation, and providing professional disclosure statement to students, faculty, and other stakeholders. Reckless/Uninformed Judgment involves in appropriate or thoughtless actions related to client safety and the integrity of the school counseling program.

Receptive to Coaching/Open: Counselors-in-training (CITs) must be able to learn from their supervisors and able to respond to and implement to what they are being coached to do. They must also demonstrate a positive openness to learning and adapting to the context and community where they are working. Not responsive to coaching means that the CIT is not acting upon the supervisor’s coaching, suggestions, or professional expectations.

 Appropriately Relaxed: Counselors-in-training (CITs) must project a sense of calmness and confidence when working with students, parents, and others who might be experiencing stress. Tense/Guarded/Nervous behavior causes discomfort and anxiety by those coming in contact with the CIT.

Empathic/Sensitive: Counselors-in-training (CITs) must listen, listen, and listen to their students to understand the students’ stories and experience. CITs must also be culturally sensitive to racial, cultural, and economic barriers that may impact a student’s perspective and understanding about the role of school in their lives. Un-empathic/insensitive behavior lacks awareness of need for or actions related to showing care for others, especially the less fortunate.

Self-Aware: Counselors-in-training (CITs) must be aware of their own challenges, limitations, and possible blind spots. Unaware of Impact on Others is evidenced when the CIT is oblivious to the impact of what they are saying to others.

Active and Engaged: Counselors-in-training (CITs) are active and engaged in helping to develop the school counseling program, and not merely counseling individual students. Passive and Withdrawn-- the CIT meeting with individual counselees but not showing inclination to help develop or deliver the school counseling program.

Works well with others: Counselors-in-training (CITs) are positive members of the school counseling department and school community. They know the program secretary and other members of the school counseling department. They pay attention to fostering positive professional relationships with administrators and teachers. Difficulty getting along with others means there is conflict with other people, beyond those who are difficult to get along with.

Communicates Effectively: Counselors-in-training (CITs) responds to phone calls, emails, and other forms of communication with program stakeholders. CIT is articulate. Does not communicate well means that the CIT does not respond to others in a manner that shows a desire to connect and understand.

Self-Initiative and Appropriately Independent: Counselors-in-training (CITs) must consult with supervisors but not excessively, where every decision the CIT makes involves a consultation. Dependent/needs hand-holding/reluctant to act means the CIT is frozen and shows a lack of willingness to act without direction or support.