

**SKILLS AND PRACTICES LEARNING OUTCOMES ASSESSMENT—  
SCHOOL COUNSELING**

Student Blair Stator Faculty/Supervisor Sandy Hite Date 04/24/12

N—No opportunity to observe

0—Does not meet criteria at any level

1—Meets criteria for a **beginning** SC student

2—Meets criteria for an SC **practicum** student

3—Meets criteria for an SC **intern**

4—Meets criteria for a **graduating** CMHC student

FOUNDATIONS OF SCHOOL COUNSELING						
Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (B.1.)	N	0	1	2	3	4
Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. (B.2.)	N	0	1	2	3	4

**Observations, Comments and Suggestions Regarding Foundations:**

COUNSELING, PREVENTION AND INTERVENTION						
Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (D.1.)	N	0	1	2	3	4
Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (D.2.)	N	0	1	2	3	4
Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (D.3.)	N	0	1	2	3	4
Demonstrates the ability to use procedures for assessing and managing suicide risk. (D.4.)	N	0	1	2	3	4
Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (D.5.)	N	0	1	2	3	4

**Observations, Comments and Suggestions Regarding Counseling, Prevention and intervention:**

<b>DIVERSITY AND ADVOCACY</b>						
Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (F.1.)	N	0	1	2	3	4
Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (F.2.)	N	0	1	2	3	4
Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (F.3.)	N	0	1	2	3	4
Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. (F.4.)	N	0	1	2	3	4

**Observations, Comments and Suggestions Regarding Diversity and Advocacy:**

<b>ASSESSMENT</b>						
Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H.1.)	N	0	1	2	3	4
Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. (H.2.)	N	0	1	2	3	4
Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. (H.3.)	N	0	1	2	3	4
Makes appropriate referrals to school and/or community resources. (H.4.)	N	0	1	2	3	4
Assesses barriers that impede students' academic, career, and personal/social development. (H.5.)	N	0	1	2	3	4

**Observations, Comments and Suggestions Regarding Assessment:**

<b>RESEARCH AND EVALUATION</b>						
Applies relevant research findings to inform the practice of school counseling. (J.1.)	N	0	1	2	3	4
Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. (J.2.)	N	0	1	2	3	4
Analyzes and uses data to enhance school counseling programs. (J.3.)	N	0	1	2	3	4

**Observations, Comments and Suggestions Regarding Research and Evaluation:**

ACADEMIC DEVELOPMENT						
Conducts programs designed to enhance student academic development. (L.1.)	N	0	1	2	3	4
Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. (L.2.)	N	0	1	2	3	4
Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. (L.3.)	N	0	1	2	3	4

**Observations, Comments and Suggestions Regarding Academic Development:**

COLLABORATION AND CONSULTATION						
Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. (N.1.)	N	0	1	2	3	4
Locates resources in the community that can be used in the school to improve student achievement and success. (N.2.)	N	0	1	2	3	4
Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. (N.3.)	N	0	1	2	3	4
Uses peer helping strategies in the school counseling program. (N.4.)	N	0	1	2	3	4
Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. (N.5.)	N	0	1	2	3	4

**Observations, Comments and Suggestions Regarding Collaboration and Consultation:**

LEADERSHIP						
Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. (P.1.)	N	0	1	2	3	4
Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). (P.2.)	N	0	1	2	3	4


**Observations, Comments and Suggestions Regarding Leadership:**

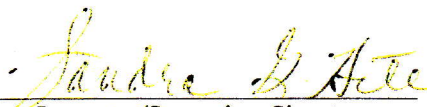
OVERALL RATING OF SCHOOL COUNSELING SKILLS AND PRACTICES						
Overall School Counseling Competencies—Skills and practices that are expected for a School Counselor	N	0	1	2	3	4

**Observations, Comments and Suggestions Regarding Overall Skills and Practices:**

FOR USE IN COMPREHENSIVE EXAMINATION						
Recommendation – Based on KLOA—SC results, recording of work sample, written analysis, and oral examination	N	0	1	2	3	4

**Summative Feedback:**

  
Student Signature

  
Instructor/Supervisor Signature