**OBSERVATION FORMS for Clinical Site Supervisor to Use**

**(Employee of UNT Dallas)**

**School Counseling Practicum Student Observation Evaluations**

*your University Field supervisor (employee of UNTD) will conduct 3 observations of your school counseling experience. The University Field supervisor will contact you to arrange these observations. You will be observed in a classroom setting, a group setting, a consultation, or a individual session. The University Field Supervisor will conduct a pre and post observation conference with the student*

**Suggested Protocol for Field Visits**

The grade for field visits will consist of 2 parts. The actual observation (see observation form) will be worth 60% of the field visit grade. The remaining 40% will be determined by successful completion of the steps outlined below. Each task has a specific point value. Since practicum students have 2 observations, their field observation grade will be the average of the two observations.

 1. Choose a date and time for the field visit. ***3 points***

* + Practicum I students will complete 3
	+ Internship I and II students will complete 3 observations (Individual Counseling session and either a Group Counseling session or a Consultation) on the same day.
	+ Schedule about 60 minutes for each observation and follow up with University Field Supervisor

 2. Verify that Site Supervisor will be onsite and available for a short conference and signature after observation. ***2 points***

 3. Prepare for Observation ***15 points***

**Guidance Lesson**

* + Research and plan guidance lesson.
	+ Provide copies of lesson plan and all instructional materials used during lesson

**Individual Counseling Observation**

* + Select student for observation
	+ Obtain permission to work with student. A copy the permission slip is to be turned in at the end of the observation.
	+ Arrange and complete 3 practice sessions. Documentation of these practice sessions, with your Site Supervisor’s signature, is to be turned in at the end of the observation.
	+ Provide University Field Supervisor with a written statement of:
1. the theory of counseling you will use during your observation
2. your hypothesis regarding student’s behavior and goal for the counseling session.
	* Complete Counseling Observation form (put a check on left side of form next to skills that you will be demonstrating)

###### Group Counseling Observation

* + Same procedures as Individual Counseling Observation (above)

###### Consultation Observation

* + This can be any indirect service which helps the student by assisting individuals (parents, teachers, administrators) with whom the student works. Some examples are: leading a 504 meeting, conferencing with teachers regarding academic or behavioral concerns, meeting with parents to share referrals to outside agencies
	+ Document what steps you have taken to prepare for the consultation (i.e. reviewed cum folder, updated 504 paperwork, consulted with current and past teachers, prepared list of appropriate outside agencies)
	+ Complete the “Consultation Observation” section of the **Observation Documentation and Rationale**

form.

* + Complete **Consultation Observation form.**

 1. Submit completed observation forms, along with your case notes to your University field supervisor (EC mail) one week prior to your observation. ***15 points***

 2. Make arrangements for University Field supervisor while on your campus ***3 points***

* + Inform University field supervisor of any special procedures for entering the campus (i.e. which building)
	+ Let the receptionist know of the University field supervisor’s arrival time, approximately 15 minutes before the observation begins.
	+ Make arrangements for the University field supervisor to be given directions or escorted to your location.
	+ Have an adult chair and writing surface ready for University field supervisor to use during observation.
	+ Make sure all digital media and websites are working before the observation.
	+ Provide a copy of any handouts used during the observation and the permission slip that you obtained.
	+ Arrange to have a private place for consultation at the end of the observation.

 3. Meet with University Field Supervisor and Site Supervisor following observation. ***2 points***

###### Total \_\_\_\_\_\_\_\_\_

**GUIDANCE OBSERVATION FORM**

Student: Date of Observation:

School: Time: to

Grade Level: No. of students: Session #

Goal/Purpose:

Session Objective:

The guidance skills listed below provide a structured process for observing the practicum student’s work in providing group and class guidance to students. First, select targeted indicators identified by the practicum student or University field supervisor during the pre-observation meeting in the **T** column. Second, check guidance indicators that that were observed in the **O** column. Third, provide summary comments and/or recommendations.

|  |  |  |
| --- | --- | --- |
| **T** | **Standards/Indicators** | **O** |
| **Standard I: The guidance session demonstrates evidence of appropriate planning and preparation to support an effective****presentation.** |
|  | **The guidance session was responsive to needs assessment results.** |  |
|  | The guidance session was based on content areas and competency indicators found in *A Guide for Program Development Pre-**K-12th Grade (TEA, 2004), or locally used guidance curriculum.* |  |
|  | The structured lesson was of sufficient length appropriate for the age of students. |  |
|  | Activities selected and used were student-centered and appropriate to age of students (books, videos, software, etc.). |  |
|  | Established a group or classroom environment conducive to delivery of guidance curriculum. |  |
| **Standard II: The delivery of the guidance session facilitates student growth and goal attainment in their educational, career,****personal, and social development.** |
|  | Engaged students’ participation through effective instructional strategies. |  |
|  | Set standards for and acknowledged students’ contributions, self-discipline, and self-directed participation. |  |
|  | Involved students in relevant skill development associated with the session (goal-setting, problem-solving, communication, cross-cultural effectiveness, etc.). |  |
|  | Assisted students in identifying and setting goals for educational, career, personal, and social development. |  |
|  | Assisted students in identifying personal strengths and weakness when setting educational goals. |  |
|  | Guided students in identifying career possibilities, interests, goals, and potential career pathways. |  |
|  | Guided students through identification, use, and evaluation of information about the world of work. |  |
|  | Guided students through identification, use, and evaluation of information about personal and social development. |  |
| **Standard III: The practicum student uses accepted guidance theories and effective techniques to promote career, educational, personal, and social development.** |
|  | Applied current theories in addressing human, social, career, cognitive, and educational development. |  |
|  | Applied knowledge of students’ cultures, needs, and environmental opportunities in guiding their systematic goal-setting,planning, and decision-making. |  |
|  | Used individual and group guidance techniques effectively. |  |
|  | Used current, accurate, and unbiased information resources appropriately, including technology-based. |  |
|  | Differentiated between teaching, advising, guidance, and counseling effectively in selecting activities that promoted studentresponsibility for their own behavior. |  |

**SUMMARY COMMENTS AND RECOMMENDATIONS**

**Observation Assessment**

 Exceeds Expectations 100 - 92

 Outstanding 91 – 82

 Acceptable 81 - 72

 Below Average 61

 Needs Remediation

UNIVERSITY PRACTICUM STUDENT SIGNATURE UNIVERSITY FIELD SUPERVISOR SIGNATURE

POST-OBSERVATION CONFERENCE DATE COUNSELOR MENTOR SIGNATURE

**Observation Documentation & Rationale**

Student: Date of Observations:

###### Individual Counseling Observation

* I met with the student with whom I’m counseling on the following 3 days:

University Field Supervisor Signature Student Signature

* I will be using the theory of counseling during my observation.
* These are the expected counseling techniques expected for observation 1.

2.

3.

* My hypothesis for the student’s behavior is:
* My goal for this counseling session is:

###### Group Counseling Observation

* I met with my group on the following days prior to today’s observation:

University Field Supervisor Signature Student Signature

###### Consultation Observation

I have taken the following steps (i.e. reviewed cum folder, updated 504 paperwork, consulted with student’s past and present teachers) to prepare for today’s consultation:

1-

2-

3-

University Field Supervsior Signature Student Signature

**CONSULTATION SKILLS OBSERVATION FORM**

Practicum Student: Date of Observation:

School: Time: to

Student(s)’ Age/Grade Level:

Attending Adults: Teacher(s) Parent(s) Administration Other:

Consultation Goal/Purpose:

Targeted Behavior:

The consultation skills listed below are used to provide a structured process for observing the practicum student’s work as a consultant. First, select targeted indicators identified by the practicum student or University Field supervisor during the pre-observation meeting in the **T** column. Second, check consultation indicators that that were *observed* in the **O** column. Third, provide summary comments and/or recommendations.

|  |  |  |
| --- | --- | --- |
| **T** | **Standards/Indicators** | **O** |
| **Standard I: Consultation to increase effectiveness of student education and impact student success.** |
|  | Effectively conducted session by facilitating communication between students, parents, teachers, administrators, etc. to plan strategies to helpstudent(s). |  |
|  | Helped teachers explore possible classroom strategies to reduce problem behavior and increase positive behavior. |  |
|  | Used accepted consultation theories and techniques (e.g., individual conferences, Workshops, discussion groups, etc.) |  |
|  | Enabled an environment conducive to consultee’s sense of safety and participation in the consultation process. |  |
|  | Assisted consultee(s) in developing a plan of action. |  |
| **Standard II: Consultation to promote understanding of student development, individual behavior, the student’s environment, and human relationships.** |
|  | Provided clear communication of information (e.g., human relationships, child/adolescent development, behavioral theory, special programs,assessment tools, etc.) that can be used to help students. |  |
|  | Assisted school personnel in their professional responsibilities to promote student learning and development. |  |
|  | Helped consultees identify problems and facilitated referral to campus counselor or provided other referral information. |  |
|  | Assisted consultees in understanding the school environment and related decision-making processes. |  |
|  | Articulated, as appropriate, how cultural background, gender, ethnicity, and learning styles contribute to a positive school environment that isconducive to all students. |  |
| **Standard III: Provided professional expertise collaboratively to advocate for individual and specific groups of students.** |
|  | Gathered and provided data regarding students’ specific educational and guidance needs. |  |
|  | Articulated individual student’s needs to school personnel regarding appropriate behavioral management. |  |
|  | Assisted administration in adapting school programs to meet student needs. |  |
|  | Advocated for under-served individual and groups of students. |  |
|  | Advocated for recognition/promotion of students’ worth, dignity, uniqueness, and potential. |  |

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 Acceptable 81 - 72

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UNIVERSITY PRACTICUM STUDENT SIGNATURE UNIVERSITY FIELD calSUPERVISOR SIGNATURE

POST-OBSERVATION CONFERENCE DATE SITE SUPERVISOR SIGNATURE

**GROUP COUNSELING OBSERVATION FORM**

Practicum Student: Date of Observation:

School: Time: to

Group Information: Grade Level: No. of students: Session #

Group Goal/Purpose:

Session Objective:

The group counseling skills listed below provide a structured process for observing the practicum student’s work in group facilitation. First, select targeted indicators identified by the practicum student or field supervisor during the pre-observation meeting in the **T** column. Second, check group counseling indicators that that were observed in the **O** column. Third, provide summary comments and/or recommendations.

|  |  |  |
| --- | --- | --- |
| **T** | **Standards/Indicators** | **O** |
| **Standard I: The group session demonstrates evidence of appropriate planning and preparation to support an effective session.** |
|  | Observation supported that group members were appropriately selected and screened for the group. |  |
|  | Articulated the purpose of the group and the activities selected for the session. |  |
|  | Length of session was appropriate for the age of students. |  |
|  | Activities used were student-centered and appropriate to age of students. |  |
|  | Established an environment conducive to group counseling. |  |
| **Standard II: The group process facilitates student growth, development, and goal attainment.** |
|  | Used developmentally appropriate group counseling techniques to address identified student needs. Specifically, |  |
|  | * Welcomed members and describes confidentiality and informed consent.
 |  |
|  | * Facilitated initial welcoming group round
 |  |
|  | * Blocked harmful interpersonal processes
 |  |
|  | * Facilitated feedback between two members
 |  |
|  | * Implemented creative, theory based intervention in group
 |  |
|  | Group and individual student goals were established to assist with direction of group. |  |
|  | Demonstrated evidence of selection, awareness, and application of group counseling theory (or theories) was observed. |  |
|  | Applied knowledge of group dynamics, psychological theories, and stages of human development and growth (i.e., stages ofgroup formation, student level of cognitive/social development, etc.). |  |
|  | Facilitated student problem identification and resolution. |  |
| **Standard III: The practicum student demonstrates professional conduct that facilitates effective group process.** |
|  | Led group without dominating. |  |
|  | Encouraged group members’ self-expression, autonomy, and self-direction. |  |
|  | Demonstrated and encouraged mutual respect among group members. |  |
|  | Used appropriate vocabulary to group members. |  |
|  | Demonstrated appropriate ethical considerations (confidentiality, cross-cultural effectiveness, dual relationships, etc.). |  |

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**Observation Assessment**

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 Acceptable 81 - 72

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 Needs Remediation 61

 PRACTICUM STUDENT SIGNATURE University FIELD SUPERVISOR SIGNATURE

POST-OBSERVATION CONFERENCE DATE SITE SUPERVISOR SIGNATURE

T

**COUNSELING OBSERVATION FORM**

Practicum Student: Date of Observation:

School: Time: to

Grade Level: Session #

Goal/Purpose:

Session Objective:

The counseling skills listed below provide a structured process for observing the practicum student’s work in providing individual counseling to students. First, select targeted indicators identified by the practicum student or University field supervisor during the pre-observation meeting in the **T** column. Second, check guidance indicators that that were observed in the **O** column. Third, provide summary comments and/or recommendations.

|  |  |  |
| --- | --- | --- |
| **T** | **Standards/Indicators** | **O** |
| **Standard I: Uses accepted theory and effective technique to provide individual counseling.** |
|  | Applied a theory of counseling will be throughout session and was identifiable by observer. List techniques 1.2.3. |  |
|  | Demonstrated understanding of individual’s behaviors in related to counseling session. |  |
|  | Used developmentally appropriate techniques relevant for student’s needs and/or concerns. |  |
|  | Addressed the student’s concerns as it related to academic achievement. |  |
|  | Length of session was appropriate for student’s development. |  |
|  | Environment for session was conducive to individual counseling. |  |
| **Standard II: Individual counseling process facilitated student growth, development, and goal attainment.** |
|  | Used developmentally appropriate individual counseling techniques to address student’s needs. Specifically, |  |
|  | * Welcomed student; described confidentiality and informed consent.
 |  |
|  | * Demonstrated attending and listening skills.
 |  |
|  | * Stated understanding of dynamics related to student situation.
 |  |
|  | * Applied appropriate developmental awareness to student situation.
 |  |
|  | * Developed goals, plan, and timeline for beginning process.
 |  |
|  | * Stated date and time for follow-up session.
 |  |
|  | Time for session was utilized wisely. |  |
|  | Counseling theory was demonstrated consistently. |  |
|  | Developmental awareness was demonstrated in the areas of moral development, intellectual development, and socio-emotionaldevelopment. |  |
|  | Closure for session was timely and appropriate. |  |
| **Standard III: The practicum student demonstrated professional and ethical conduct that facilitated an effective individual****counseling process.** |
|  | Permission for counseling was on file. |  |
|  | Demonstrated empathic listening, unconditional positive regard, and genuineness. |  |
|  | Depth of language was developmentally appropriate for student. |  |
|  | Demonstrated appropriate ethical considerations (i.e., confidentiality, cross-cultural effectiveness, dual relationships on campus,etc.). |  |
|  | Case notes were dated and documented. |  |

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