

Counselor Disposition Assessment

Name of Candidate: _____

To be completed by Practicum (COUN 208, COUN 238, and REHAB 238) Faculty

Name of Faculty Member: _____ Date: _____

(Circle one) COUN 208 COUN 238 COUN 239 COUN 249 COUN 219
 REHAB 238 REHAB 239

Descriptors are listed as evaluation guidelines for each of the dispositions. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor. Please check the appropriate box for each of the dispositions.

Rating scales

0 = not observed 1 = inadequate 2 = meet expectations 3 =exceeds expectations

DISPOSITION	0	1	2	3
Reflection. Examples of behavioral indicators include, but are not limited to:				
Continually evaluates the effects of his/her choices and actions on others (e.g., students, clients, families, and other professionals in the learning community).				
Applies, assesses, reflects upon, and adjusts counseling strategies to different needs of clients				
Accepts and incorporates suggestions in subsequent practice.				
Demonstrates accurate self-analysis regarding one's own strengths and weaknesses.				
Collects accurate data and incorporates it into the reflective process.				
Is open to corrective feedback.				
Critical thinking. Examples of behavioral indicators include, but are not limited to:				
Utilizes assessment data to adjust counseling approaches, consultation practices, or program implementation.				
Counselor work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.				
Professional ethics. Examples of behavioral indicators include, but are not limited to:				
Recognizes the importance of research to inform counseling for students and clients with diverse needs.				
Shows commitment to ethical conduct.				
Actively advocates for students, clients, and families and encourages self-advocacy.				
Works within the system to meet the needs of students/clients and their families.				

Respects confidentially.				
Solicits and gives thoughtful consideration to alternative and contradictory opinions.				
Maintains a positive working relationship with peers in practicum/field placement with school/agency personnel.				
Views families as partners in the educational and counseling process.				
Exhibits care for quality in the preparation and implementation of work responsibilities.				
Adheres to ethical standards for counselors.				
Valuing diversity. Examples of behavioral indicators include, but are not limited to:				
Diagnose clients' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student/client behavior and feedback, and collateral responses)				
Develop intervention plans compatible with diverse needs of clients.				
(Field placement) Accommodates all clients, including those from diverse backgrounds, experiences, and cultures.				
Respects clients/students as individuals with differing personal and family backgrounds and various skills, talents, and interests and is sensitive to community and cultural mores.				
Collaboration. Examples of behavioral indicators include, but are not limited to:				
Demonstrates the ability to work creatively and collaboratively with colleagues, clients, families, and the community.				
Values families as full partners in the counseling/educational process				
(Field Placement) Collaborates with school personnel, agencies, and families in all phases of intervention when possible.				
Works well with others to develop opportunities for peer and student learning.				
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.				
Life-long learning. Examples of behavioral indicators include, but are not limited to:				
Seeks out opportunities for professional development (e.g., attendance at workshops, in-service trainings, conferences) using the information learned to improve counseling practice.				
Seeks out opportunities to serve the school, students and community (e.g., extracurricular activities, Big Brothers, Big Sisters).				
Demonstrates a positive attitude toward learning.				
Demonstrates intellectual and academic curiosity.				
Maintains membership in professional organizations.				
Personal philosophy statement includes goals for professional development.				
Presents on an area of expertise or interest to teachers, community, profession, and/or parents at local, state, national or international conferences or trainings.				