A Model for Supervising School Counseling Students Without Teaching Experience

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Changed demographics of those now entering the field of school counseling argue for changes in preparatory curriculum, including the curriculum for supervision. The authors present a 5-component model for supervising graduate students without previous school experience that is based on 2 pertinent studies. This model focuses on information for administrators and site supervisors about research related to nonteachers; immersion in the school context and in other youth-oriented venues; observation of school culture; structure for site supervision; and awareness regarding development, classroom skills, and lesson planning. Included are sample strategies for addressing the needs of nonteachers through program structure, curriculum, and site supervision.

Much has changed in school counselor preparation in the last decade. Programs continue to be restructured according to new state and national standards, with emphasis on knowledge, performance, and dispositions (e.g., Indiana Standards for School Counseling Professionals; Division of Professional Standards, 2001). New conceptualizations of school counseling embrace leadership roles, advocacy for systemic change, and decisions based on school data (American School Counselor Association [ASCA], 2003; House & Hayes, 2002; House & Martin, 1998) in addition to comprehensive, developmental programming (Gysbers & Henderson, 2001). School counselors in entire states now function according to state standards, with periodic program evaluation expected and accepted (Gysbers, Lapan, Blair, Starr, & Wilmes, 1999). National directives (C. A. Campbell & Dahir, 1997) discourage the inappropriate roles that continue to be assigned to many school counselors in the field.

The demographics of individuals who enter the school counseling field have also changed. Reflecting the reality that the majority of states no longer require teaching experience for school counselor licensure (American School Counselor Association, n.d.), many individuals now enter preparatory programs without professional school experience and knowledge of the professional school culture. Having been a student in K-12 schools is not much help to school-counseling graduate students who have no teaching experience; it is the professional school culture that is unfamiliar. Similarly, having experience with youth in
nonschool settings also leaves the counselor-in-training without critical insights related to the school culture. Counselor educators must therefore adjust preparatory curriculum accordingly and provide a somewhat different, and perhaps more intense, type of supervision than was assumed to be necessary in the past.

However, it should be noted that even former or current teachers may not have previously given much thought to “school culture.” One qualitative study of 26 interns with ($n = 8$) and without ($n = 18$) teaching experience (Peterson, Goodman, Keller, & McCauley, 2004) found that teachers in school counseling internships faced contextual challenges and experienced discomfort in what had formerly been familiar territory. For example, some reflected that they had become newly aware of the school and teacher cultures as a result of feeling the ethical constraints of their altered social milieu. In general, the teachers had been surprised when they encountered challenges related to altered professional roles, less automatic credibility, less structure, less sense of control, non-classroom group processes, specific school populations, and unfamiliar developmental levels. However, most noted that they appreciated their teaching experience.

The challenges noted by interns without teaching experience (hereinafter referred to as nonteachers) were different from those experienced by teachers (Peterson et al., 2004). The nonteachers acknowledged a steep learning curve as they adjusted to the school and teacher cultures but reported that personal qualities (e.g., knowing how to find information, being skilled interpersonally, being open to learning, being organized) and their counselor training helped them move successfully into competence and confidence.

Although both teachers and nonteachers need and deserve guidance related to entering the school culture as counselors, nonteachers are the focus in this article. In May 2005, we conducted an electronic survey of liaisons for school counseling programs accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). In that survey, which had a response rate of 31%, participants represented 46 of 149 accredited programs and 22 states. In 2004–2005, 33 school counseling programs in states that had not required teaching for longer than 1 year had an average of 73% of new school counseling students with no teaching experience (range = 35%–100%). Yet scholars have not explored pertinent curricular and supervision issues. Because it seems that the majority of new school counselors do not have degrees in education, it makes sense that campus and site supervisors should create curricula and devise supervision structure and strategies that reflect the challenges related to nonteachers entering the professional school culture (Peterson et al., 2004). To offer guidance at this point in the evolution of the field of school counseling, we present a model for one of these dimensions—effective supervision of nonteachers.
The Peterson-Deuschle Model for Preparing Nonteachers

Our practice-based model for supervising graduate students who do not have previous school experience is based on findings in the aforementioned Peterson et al. (2004) study and also draws from an ethnographic study of an exemplary school counselor (Littrell & Peterson, 2005). Both of these studies illuminated the importance of adequate preparation of individuals entering the complex school culture. In the former, the three major themes in the nonteachers’ responses were (a) a struggle to gain respect and credibility without having had teaching experience; (b) acknowledgment of a lack of classroom skills, which improved with practice; and (c) challenges related to adjusting to the school culture (e.g., understanding teachers, politics, protocols, relationships among school personnel, and school structures; adjusting to time and space constraints). In the latter study, the exemplar’s sensitivity to the school culture emerged as being essential to her success. Her ability to read the school culture and act with context in mind were among the capabilities that helped her to change the school climate and culture from hostility and conflict to cooperation and harmony in just a few years. The themes that emerged in the first study called attention to what nonteachers need in supervision in order to develop ease and efficacy in the school context. The themes in the second study highlighted personal and professional strengths that contributed to the counselor’s success. Supervision of counselors-in-training can indeed be responsive to the needs of the supervisees and illuminate their assets.

The model has five components related to supervision of nonteachers: information, immersion, observation, structure, and awareness. The five components are not meant to be sequential in terms of being discrete parts to be emphasized in a particular order. Rather, they are focal points of training and supervision with potential overlap. Nevertheless, they might be conceptualized somewhat sequentially in regard to when each might be a strong program focus. For example, if opportunities exist for providing information prior to facilitating practicum and internship placements, then information might come first in a sequence. If contact with key individuals is generally made at the time of, and during, placement, information might be fourth in a sequence. Immersion might be emphasized early in the process and then continue after other experiences. Awareness is a broad component, and thus, some areas of awareness are more effective if they are addressed early in the preparation process and some at a later time.

The five components of the model are described in detail later in this article. However, it is important to note here that, although the name for each of these components is a familiar term in education, these words are used somewhat atypically in the model. What distinguishes the model is that the emphasis of the information component is on information for school administrators and site supervisors, which, in the case of nonteachers, may be just as important as building a knowledge base in the practicum or intern-
ship students themselves. The emphasis of the immersion component is on additional and qualitatively different time and experiences in schools during nonteachers’ field experiences. The emphasis of the observation component is not on observation of children and adolescents in schools, but on observation of context, including the culture of teachers. The structure component focuses on providing the site supervisor with a general structure for supervision dialogue. Such structure can help to relieve anxieties in the supervisor and also help the supervisor to monitor both personal and professional growth during one-on-one meetings with the student, which is, perhaps, especially important when supervising nonteachers. Finally, the awareness component focuses on child and adolescent development, classroom skills, and lesson planning. Nonteachers may have less knowledge of development than do teachers, and, typically, they also have had less formal large-group experience with youth, especially in classroom work.

**Information**

If the number of nonteachers entering the field continues to increase, or even if current numbers simply stabilize, institutional resistance to the notion of practicum and internship students having no previous teaching experience is likely to decrease. However, there continues to be a need for campus supervisors to provide information to school administrators—and to site supervisors as well—about research findings supporting the effectiveness of nonteachers (e.g., Olson & Allen, 1993; Quarto, 1999) and the challenges and concerns specific to both teachers and nonteachers (e.g., Peterson et al., 2004). Visits by campus supervisors should routinely include at least brief contact with a school principal, and such information can be interjected gently, but intentionally, into these important conversations. Campus supervisors can also provide information about university program components that are intended to fill gaps in professional experience.

In addition, site supervisors and principals should also recognize that professional development occurs on a continuum across stages (Stoltenberg & Delworth, 1987). Although the stage continuum is relevant to both teachers and nonteachers, nonteachers may understandably have more trepidations than do teachers during the initial weeks of the first field experience. However, in our experience, by the end of an internship, there is little or no difference between teachers and nonteachers in their confidence and competence as school counselors. A steep learning curve may have indeed existed, as noted earlier, but both groups are ready to enter the field at this point. In fact, perhaps because they are entering the field without preconceived notions about how the school world should function, nonteachers may have an advantage in being able to consider fresh ways to deliver services and to successfully resist inappropriate duty assignments that are unrelated to counseling.
The kind of information just described can be delivered to site supervisors at training events and to principals at their schools through handouts and face-to-face conversations early in nonteachers’ field experiences. The first site visit should occur within the first 2 to 4 weeks in order to establish a relationship with the sites, particularly when trainees are nonteachers. If difficulties arise, principals and site supervisors are then more likely to communicate with the campus supervisor before minor concerns, perhaps related to a lack of experience in the school culture, become major stumbling blocks.

Nonteachers may be unaware of typical school policies and protocols, and both nonteachers and school administrators may not know how counselor training differs from that of teachers. It would be wise, for example, for campus supervisors to inform administrators that school counselors-in-training typically log hours, not days. The school counselors-in-training should be encouraged to inquire about protocols regarding absence because of illness, including procedures and timing for notifying the school, and to be clear about the person to whom they are to report and with whom they will check out. Misunderstandings surrounding these and other areas can doom an internship experience.

Immersion

If they are to be credible and competent in field experiences and in future employment, school counselors-in-training who have not had professional experience in schools need as much experience in the school culture as possible, ideally beginning shortly after entering a preparatory program. For example, a certain number of hours spent in a school (e.g., 25) observing and assisting one or two classroom teachers at any grade level might be required during the first semester for the purpose of sensitizing counseling students to classroom challenges and the teacher culture. Learning to appreciate the physical demands on teachers can help nonteachers understand why there are relatively better and worse times for communication with teachers during the school day. Learning how much patience, poise, flexibility, mental nimbleness, and energy are required to manage a classroom smoothly can help future counselors appreciate the complexities of classroom management.

The initial practicum experience should also be in a school setting, again offering an opportunity to be immersed in a complex education context. With each new experience, confidence, comfort, and competence are likely to increase. For nonteachers, the more time spent constructively and purposefully in a school, the better. In general, site and campus supervisors can routinely call attention to counseling students’ gains while also inquiring about their new knowledge and insights related to the educational system. In contrast, early on-campus practicum experiences may not afford adequate time to become acquainted with the complex school and teacher cultures prior to entering the internship.
Observation

Within this model for supervision, it is advisable for preparatory programs to include requirements related to behavioral observation of children and adolescents in school settings. In addition to this essential element, counseling students should focus on observation of the school culture as a culture—not only the general institutional culture, but also the specific, idiosyncratic school culture. Former teachers were once able to enter that culture credibly as teacher trainees and later as credentialed professionals, learning cultural rules along the way but perhaps not thinking of the context as a “culture.” Because school counseling students without teaching experience have neither automatic credibility nor an educator credential, it is wise to encourage them to study the culture immediately and seriously in order to move as quickly as possible into smooth functioning and comfort in that context.

It is useful for counseling students to adopt the posture of an anthropologist during field experiences—that is, as one who is discovering what is normal within that particular culture, learning about hierarchies and protocols and communication patterns, and uncovering rules in an institutional culture in which most rules are not explicit. In fact, veteran school personnel might not think to offer guidance to counseling students about those rules that have become embedded and normalized in the school culture. Yet these veterans may be unforgiving of counselor trainees’ interpersonal “errors.” Administrators and site supervisors might be reminded that nonteachers need to learn the implicit rules of their particular schools. Initially, it is to nonteachers’ advantage to enter the school culture cautiously and deferentially as well as with respectful curiosity, so that those who have been in the culture will teach them about the world of education, in general, and of professional educators, in particular. It is helpful when preparatory programs begin raising counseling students’ awareness early that there are indeed school and teacher cultures.

The relationship between school counselors and school administrators deserves special attention and exploration during field experiences. To build collegiality and mutual respect, nonteachers and site supervisors should invite input from principals and other school administrators (Davis, 2005). Such communication can proactively enlist the support of key figures in the school culture and also increase awareness of education, in general, and professional educators, in particular.

Eventually, nonteachers will probably be able to determine many of the implicit rules of the school culture through observation. However, it is important to provide pertinent basic information early in the field experience. Teachers and supervisors are not likely to initiate conversation about such implicit rules as the following:

1. Counseling students should carefully consider the potential effects of poor attendance, including absences for minor illness or discomfort.
2. For the sake of credibility, it is best to be “doing something” at all times.
3. It is unwise for counselors to comment at school about having to take work home. School counselors and teachers are typically on the same salary schedule, yet a counselor’s amount of sustained “homework” may be less than that of most teachers. The school day offers little time for teachers to evaluate student work and to plan instruction, perhaps even in several academic areas and at several grade levels. In this regard, it is important for counselors to recognize that school counseling, like teaching, is a profession/career, not a job with an hourly wage for an 8-hour day. We have sometimes detected the latter view in young nonteachers who are entering the professional world for the first time.
4. Counselors-in-training should beware of making assumptions about political or religious beliefs and values of school personnel and local community. Being able to recognize and appreciate cultural nuances requires more than perfunctory observation. Over time, careful and continuous observation of the school context will probably illuminate local beliefs and norms of behavior. However, the cautionary guideline should continue to be heeded.

Requiring a paper at the end of internship that is based on an ongoing journal of contextual observations during the field experience is an effective way of ensuring that both teachers and nonteachers give thoughtful attention to the general educational context. Campus supervisors can encourage viewing the school culture as a culture and therefore not necessarily good or bad. In this way, students, as reflected in the Littrell and Peterson (2005) exemplar, are likely to see their context as one that they must understand; with which their vision must resonate; and, ideally, with which their personality, beliefs, strengths, and capabilities become aligned. Understanding context helps counselors create and implement effective counseling programs. Nonteachers, in particular, benefit from an emphasis on observation.

**Structure**

The success of a field experience depends to a great extent on the site supervisor’s investment in supervision, mentoring, modeling, understanding of professional development, approachability and accessibility, and ability to nurture professional growth (Bernard & Goodyear, 1998). Yet site supervisors may be unaware of requirements and standards related to supervision. Even for veteran school counselors, whether or not they are experienced site supervisors, the weekly face-to-face supervision meetings can be daunting in terms of knowing what to address and how to maximize benefits for the counselor-in-training. Offering supervisors some structure for one-on-one supervision sessions can help to alleviate concerns.
about how to conduct those meetings and can also encourage them to be appropriately broad in focus. In general, site supervisors can benefit from training that informs them about establishing basic ground rules, meeting goals, developing procedures for record keeping, making evaluations, implementing crisis management, recognizing issues related to the setting and the population served, scheduling meeting times, and adopting procedures to resolve disagreements (J. Campbell, 2000). It is important for both teachers and nonteachers to have site supervisors who are informed and invested in the process; however, it may be especially important for nonteachers to have supervisors who guide them intentionally and systematically into the school culture.

Not enough attention has been given to preparing practicing school counselors to be site supervisors (Borders, Cashwell, & Rotter, 1995; McMahon & Simons, 2004; Roberts & Morotti, 2001). These individuals may not only be uneasy about managing supervision sessions, but they may also be skeptical about current directions in the field and about nonteachers entering the field. In addition, they may be uncomfortable with other requirements of site supervision and feel neglected and poorly trained by campus supervisors.

In worst-case scenarios, site supervisors are not clear about what is expected of them and feel ignored and taken for granted, especially if counselor educators make only brief and superficial visits to sites, if any at all, and communicate little. In contrast, in best-case situations, site supervisors are provided with enough structure to facilitate their success as supervisors, including how to manage the weekly supervision meetings. They know what the expectations are, actively invest in supervision, and have developmentally appropriate expectations of counselors-in-training. These supervisors initiate contact with the campus supervisor when concerns are still minor and have the satisfaction of nurturing personal and professional growth. In addition, counselor educators are attentive, give appropriate guidance to site supervisors, and communicate appreciation for contributions of other site personnel as well.

Various kinds of structure. Pertinent to the concerns of site supervisors, structure is the fourth component of our supervision model. Preparation programs can routinely provide a list of required and recommended experiences for practicum and internship students and develop procedures to ensure accountability related to these experiences, such as weekly summary sheets of issues discussed, areas that require additional attention, and accomplishments. A written contract, consisting of learning goals and program goals and signed by the student, site and campus supervisors, and the principal, is also advisable, as is a standards-based evaluation instrument that would be completed at the end of each semester and perhaps also at midterm by the site supervisor. In addition, there should be training for site supervisors as a group or individually (cf. CACREP, 2001) that addresses particular and unique supervision concerns of former teachers and of nonteachers.
Universities do not always offer site supervisors specific suggestions for structuring regular face-to-face meetings between the supervisor and the student, yet such suggestions can relieve the anxiety of site supervisors and increase the likelihood that they will meet with their supervisees and maximize the benefits of those meetings. Well-structured supervision sessions are a must for both teachers and nonteachers who are preparing to be school counselors (Roberts & Morotti, 2001). However, for nonteachers, having a site supervisor who is attuned to their steep personal and professional learning curves is particularly crucial. Various kinds of structure can help to ensure that supervision meetings address both areas.

Formal site supervision should occur regularly (CACREP, 2001). When it does not, the concerns of one week are easily overshadowed by the concerns of the next, and issues may remain unresolved (Bernard & Goodyear, 1998). Furthermore, supervision should be purposeful. When site supervisors apply the structure suggested by our model, they not only potentially improve interaction and have the opportunity to monitor both personal and professional growth, but they may also feel more comfortable and competent in their work as supervisors. Regular, comfortable supervision meetings, with some structure to help site supervisors to be intentional and comfortable themselves, are particularly crucial for nonteachers at the beginning of their internship, because they may have concerns about their fit and credibility in the school culture.

Ideally, mutually beneficial collaboration develops over time. The challenge for site supervisors, of course, is to achieve an appropriate balance between hovering and encouraging autonomy. This balance is particularly important when working with nonteachers, who initially may be incorrectly perceived as not being ready to function independently in the school culture.

**Personal and professional focus.** Applying some structure to supervision meetings may help to balance the attention given to both professional and personal concerns, the former as related to professional development and professional identity. The supervision meeting might actually be divided into those two parts. Following are examples of appropriate questions for generating discussion about professional development for both teachers and nonteachers:

- What went well for you as a group facilitator (or in your classroom lesson) this week?
- How were you able to accomplish that good rhythm in the discussion?
- What didn’t go well?
- What might have contributed to the loss of rapport in your group?
- What have you concluded about the 15 minutes that did not go smoothly?
- Let’s step back. What are your assumptions about her cognitive development?
• What might be contributing to his “stuckness”?  
• What theoretical perspective are you working from?  
• What national standards guided you as you planned that activity?

Questions specifically geared to nonteachers might ask about communication with school staff, classroom skills, and being able to adjust vocabulary and techniques to differing levels of child and adolescent development. Supervision can similarly address concerns related to time management, professional commitment and initiative, professional boundaries, and local cultural norms. These critical areas may need to be addressed directly, especially if campus courses did not address them at all or did not move beyond abstractions in didactic presentations.

Personal questions should not be invasive. However, they can acknowledge that each interaction between the counselor and the student, the teacher, the parent, the administrator, or the supervisor involves a relationship. Over time, interns not only develop more effective skills but also more poise and objectivity. Such personal dimensions of professional development can be discussed during supervision. For instance, focusing on personal strengths during supervision, perhaps with Littrell and Peterson’s (2005) study as a guide, provides an opportunity for both student and supervisor to note how aspects of personality fit counseling practice, a particular approach or technique, or the school context. Nonteachers, who initially may feel ill at ease in the school environment, can especially benefit from such attention to personal strengths. Responses to personal questions can also help site supervisors assess the nonteacher’s disposition, which is especially important as these individuals adjust to the professional culture at schools, to educational trends, and to expectations and constraints related to school accountability.

The following are examples of appropriate supervisor questions, depending on timing and context, that can help both the supervisor and the nonteacher counseling student to monitor personal growth pertinent to professional development.

• How are you feeling in the school environment at this point?  
• What was it like to face that angry parent? What were your thoughts?  
• What personal strengths did you draw from during that confrontation?  
• How do you feel about your conversation with the teacher yesterday?  
• What were your feelings when the student mentioned suicidal thoughts?  
• What is it like for you to work with kids in desperate circumstances?  
• What aspects of your personality are serving you well as a school counselor?
• What have you been learning about professional–personal balance?
• You mentioned doubts about becoming a school counselor. What kinds of doubts?

Broadening the focus to include personal as well as professional growth encourages self-reflection and potentially moves supervision toward consideration of what various experiences mean to the trainee. Insights can be generalized and applied to future decisions and behavior, not unlike the posture of counselors when they collaboratively help clients move to more effective living. The difference in supervision is that personal questions are connected to professional development. The meeting can give regular attention to the questions, concerns, pertinent strengths and limitations, insights, and anxieties of the school counselor-in-training. If a family or personal emergency requires absence from the site, that personal matter can also be discussed in terms of personal needs vis-à-vis professional responsibilities.

Awareness
Finally, the awareness component focuses on two areas in which nonteachers may have relatively limited knowledge and experience: child and adolescent development and classroom skills. Granted, experiences of former teachers may have been limited to a fairly narrow range of child or adolescent development, unlike the wider range with which they must interact as counselors-in-training. However, for nonteachers, early and significant instruction related to child and adolescent development is particularly crucial. The following discussion concerns these areas in connection with field experiences and supervision.

Child and adolescent development. Many nonteachers enter counselor training programs with undergraduate degrees in psychology, and some have degrees in social work or other child-oriented areas. Nevertheless, even they may have difficulty conceptualizing children and adolescents in developmental terms prior to being exposed to pertinent course work geared specifically to such development, which for many of them may unavoidably occur late in their preparation. Therefore, in addition to the later standard field experiences in counselor training programs, it is important to include various development-focused experiences with children and adolescents early in the counselor training program. Interacting with children and adolescents at community agencies or viewing videotapes of youth at various age levels can generate valuable discussion about development. These experiences can include interaction with children at Head Start, at community centers offering after-school tutoring and activities, at boys and girls clubs, and at alternative middle and high schools. These experiences can incorporate one-on-one interviews or games and age-stratified panel discussions that focus on developmental challenges and transitions.
Counseling students might subsequently submit development-oriented reaction papers. Such experiential learning can enhance the supervision dialogue, especially in the first field experience, because child and adolescent development can be addressed specifically.

With such experiences, counseling students gain observational skills related to development and build a knowledge base that can be applied at their sites and in their course work—even before they take a development course. Even though many nonteachers have worked with youth in some capacity prior to entering their graduate programs, they can gain confidence related to working with children through these extra field experiences.

**Classroom skills.** Delivering a proactive, development-oriented, developmentally appropriate curriculum (ASCA, 2003) can challenge nonteachers regarding classroom management and lesson planning and delivery. Nonteachers seem to benefit most from instruction related to classroom management after they have begun their first field experience in a school. A theoretical course alone focusing on this area is too abstract to have an impact. However, students who do not have teaching experience or other pertinent experience with school-age youth need guidance about facilitating small and large groups. An initial extended observation, as mentioned earlier in the Immersion section of this article, could require attention to classroom management. Observation of classrooms during required field experiences is another opportunity for school counselors-in-training to see teachers who are good models. Workshops conducted by teacher trainers or counselor educators can also help to build skills related to classroom management and provide valuable opportunities to interact with current or former practitioners.

Similarly, in the area of lesson planning, intense, compressed miniworkshops can help to build important skills for nonteachers. Again, graduate students may be most receptive to this training when their field experiences are already underway and when they have experienced challenges related to working with large groups. Feedback from site and campus supervisors after their observations of trainees conducting large-group lessons or even large-group scheduling activities is also important and potentially helpful. Requiring several presentations during core classes on campus, each evaluated with an appropriate rubric listing various elements of effective large-group communication, can also provoke steady growth in competence and confidence. Just as with classroom management, nonteachers’ new respect for the intricacies of lesson planning and lesson delivery can enhance the supervision dialogue and lead to new levels of competence.

Even concerns about an intern’s lack of voice modulation for whole-classroom interventions might be addressed—gently, but directly—during campus course work. For large-group lessons and even announcements at faculty meetings, nonteachers in particular may need to focus on developing the appropriate voice tone, vol-
ume, and tempo, in addition to posture, physical movement, and use of hands. A sober, frowning demeanor may also inhibit relationships with students, teachers, and administrators and may warrant attention. When these concerns are brought to their attention by campus and/or site supervisors, nonteachers can discard distracting mannerisms and develop teacher-style poise and delivery.

**Assessment With the Peterson-Deuschle Model for Preparing Nonteachers**

Similar to the findings in the Peterson et al. (2004) study, we continue to see that both teachers and nonteachers face challenges as they begin their field experiences—the teachers entering an altered work environment as a result of new roles and the nonteachers entering a context that requires them to view it and function within it in ways that are dramatically different from their experiences as school-age students. However, feedback from site supervisors and employers indicates that nonteachers are increasingly entering their first salaried positions confidently and competently. In addition, advisory board members have enthusiastically supported program changes that are intended to accommodate nonteachers. We believe that curricular adjustments and changes in the way supervision is conducted have contributed to our own success with preparing nonteachers to enter the field. What we have implemented at this point might now provide good direction for scholarly work in the field.

In supervision of nonteachers by site supervisors, assessment is a crucial administrative task. The goal of assessment with nonteachers, as with supervision of all counseling students, is to serve as a means of shaping goals for future learning (J. Campbell, 2000). Similar to evaluation that can be done using other student assessments, proficiencies can be examined and documented for three of the five components of the Peterson-Deuschle Model for Preparing Nonteachers, using specific indicators and determining whether the students are emerging, progressing, or proficient. The three components that can be assessed and potential indicators of proficiency are listed below.

**Immersion**
- Understands the extent that physical demands, patience, poise, flexibility, and energy required of teachers
- Understands modes of communication within the school setting
- Interacts with comfort and ease in the school setting
- Respects students and staff

**Awareness**
- Is aware of child/adolescent development pertinent to grade levels at the school site
- Adjusts vocabulary, techniques, and activities to various developmental levels
- Demonstrates appropriate classroom management skills
- Demonstrates appropriate lesson planning skills
- Demonstrates appropriate lesson delivery skills
Observation
- Understands hierarchies, protocols, and norms of behavior of the school culture
- Is interested in the nuances of student, teacher, administrator, and parent behavior and interaction
- Accepts the school culture as a unique culture

Because they are not the responsibilities of counselors-in-training, the model components of information and structure might be assessed in terms of how much information has been communicated to site supervisors and administrators by the campus supervisor and how much general structure is used by the site supervisor during weekly meetings. In addition, campus supervisors can self-assess regarding contract, contact with sites, evaluation, and supervisor training.

Future Directions and Implications for Practice
Research studies, both exploratory and confirmatory, are needed to explore and assess core curriculum and supervision practices in terms of whether they are meeting the needs of school counseling students who have no teaching background and ensuring that they can enter field experiences, job market, and initial employment confidently, competently, and credibly. Specific preparatory practices need to be studied. Qualitative studies might also focus on the language of site supervisors as they respond to open-ended questions about their experiences with supervision or supervisor training, the presence or absence of structure in their supervision meetings, or the kinds of information that seem to be most helpful to nonteachers. Emerging themes might give direction to further studies, which could, for example, confirm hypotheses related to the lack of teaching experience, various supervision approaches and types of training, or outcomes of various programmatic components implemented to generate school-based competence for nonteachers.

The Peterson-Deuschle Model for Preparing Nonteachers addresses areas in which counseling students without teaching experience appear to feel some inadequacy during their field experiences, according to the Peterson et al. (2004) study. The model emphasizes experiential learning for graduate students and shifts some of the focus from providing information to students to providing pertinent information to school personnel. The model also encourages programs to provide multiple opportunities for nonteachers to be immersed in school contexts and other venues that serve children. In addition, the model promotes observation of the school culture. The model offers suggestions for helping site supervisors feel comfortable in supervision sessions, and it also provides guidance for filling important gaps related to trainees’ knowledge and skills. Graduate students without teaching experience certainly have the potential to enter the field as competent professionals at the end of their preparatory programs (cf. Olson & Allen, 1993;
Quarto, 1999). However, counselor educators who are responsible for programs need to consider carefully what kinds of adjustments can be made, including in the supervision process, to ensure that gaps in school-related expertise are filled as quickly as possible. The Peterson-Deuschle Model for Preparing Nonteachers provides a framework for accomplishing this.

References


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