Annotated Resource List


Comprehensive report by ACES to influences best practices in training and teaching in counselor education and supervision programs. Includes suggestions for instructors and programs based in the current literature and research. Topics covered include:

- Adult Learning: Theories & Models
- Syllabus Development and Course Construction
- Doctoral-level Teaching Preparation
- Assessment of Student Learning
- Online Teaching
- Developing a Philosophy of Teaching
- Assessment of Teaching Effectiveness
- Student Support and Remediation
- Teaching Excellence
- Program Structure and Curriculum Sequencing


These researchers investigated the use of faculty mentoring for teacher preparation using Q-Methodology. Counselor educator’s preferred methods of mentoring included (a) supervisor, which focused on strengthening mentees’ teaching skills through providing honest and constructive feedback from the mentor’s wealth of teaching experience, (b) facilitator, which rather than providing prescriptive or expert-advice on teaching, focused on minimizing the hierarchy in the mentoring relationship, facilitating students’ on style of teaching, and on giving strengths-based, supportive feedback, and (c) evaluator, which focused less on the relational aspects of mentoring and more on helping students develop competence in teaching through the provision of critical feedback, facilitation of higher order cognitive skills, and maintaining accountability for students’ teaching through encouraging strong theoretical foundation and translating theory into teaching practice.


The authors defined coteaching as the process of pairing an experienced faculty member with a doctoral student for the purpose of increasing his or her knowledge and skill in teaching through supervised teaching experiences. General themes generated from participant responses included the primacy of a strong and caring relationship between coteachers, the structure of the coteaching experience (e.g., when and how often to do teaching supervision, the dividing of roles and responsibilities for the course, and defining of expectations), and tailoring teaching experiences developmentally through a gradual increase in the amount and complexity of
teaching responsibilities. Overall, Baltrinic et al. (2016) found that consistent supervision (e.g.,
one hour a week) while CES students engaged in actual teaching experiences allowed doctoral
students to gain “increased confidence and competence in their teaching” (p. 42). Furthermore,
Baltrinic et al. also suggested that not giving consistent teaching supervision and/or giving CES
doctoral students without previous teaching experience full responsibility for a course may
greatly discourage or hinder their growth as teachers.

preparation in counselor education doctoral programs. Presentation session presented at the
meeting of the Association for Counselor Education and Supervision Biannual Conference,
Philadelphia, PA.

Barrio Minton and Price (2015) sought to identify and describe current teacher preparation
practices in CACREP accredited CES doctoral programs and how these aligned with CACREP
(2016) standards. To accomplish this, the authors gathered data from three sources. First, they
examined program documents available to the public. Next, they analyzed surveys received
from program directors describing teacher training practices. Finally, the authors studied
program syllabi. After collecting data from these sources, the authors determined the
consistency between reported practices, program documents, and syllabi as well as how training
matched up with CACREP (2016) standards. The table below represents teacher training
practices reported by the 29 program liaisons who responded.

<table>
<thead>
<tr>
<th></th>
<th>Yes, in CE</th>
<th>Yes, outside CE</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires Coursework in Teaching</td>
<td>93%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Offers Elective Coursework in Teaching</td>
<td>21%</td>
<td>11%</td>
<td>68%</td>
</tr>
<tr>
<td>Requires Fieldwork in Teaching</td>
<td>86%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Offers Elective Fieldwork in Teaching</td>
<td>38%</td>
<td>62%</td>
<td></td>
</tr>
</tbody>
</table>


These researchers investigated the experiences of current counselor education faculty
members’ doctoral level teaching preparation. They used the Preparation for Teaching Scale to
measure frequency and perceived effectiveness of teacher preparation experiences. With
regard to their teaching practicum experience, the 202 respondents had a mean score of 5.56
out of 7 with 1 indicating the experience was “not at all effective,” and 7 indicating that the
experience was “very effective,” in preparing them to teach (Hall & Hulse, 2010, p. 5).
Respondents reportedly found the experience of teaching while under supervision another
experience that was helpful in preparing them to teach (Hall & Hulse, 2010, p. 1). This
experience was given a mean score of 5.6. In contrast, respondents reported the coursework in
teaching was an unhelpful aspect of their doctoral teaching preparation. This experience was
given a mean score of 1.34 out of 7 for enhancing teaching preparedness. Respondents
indicated that courses could better prepare doctoral students to teach through offering courses
that are “more practical...more in-depth and concentrated, and [focused on] talking about the
role of instructor, grading, assessing goals and objectives, creating assignments, and engaging
adult learners” (Hall & Hulse, 2010, p. 7).
These researchers surveyed program coordinators about how their programs prepared future faculty to teach and studied doctoral students’ experiences of their coursework and teaching internships. Interestingly, three of the 16 program coordinators who responded to the survey reported that their program did not have any formal experiential teaching requirements. Nine programs required a formal experience, usually in a coteaching format, with eight of the nine also requiring a course in college teaching. Other teaching opportunities included teaching an “undergraduate course independently...lead[ing] workshops...and...teach[ing] master’s level courses independently” (p. 146). Fourteen doctoral students who had previously or were currently engaged in a teaching internship or course in college teaching were sent open-ended questions about their experience. Overall, students described the teaching internship as helpful. What students espoused as most helpful was the “mentorship, support and guidance from faculty and peers, and weekly supervision” (p. 149). Two common unhelpful experiences were coteaching with faculty members with poor teaching skills and having teaching supervisors who provided too much oversight. Although participants in the study described their teaching internships as helpful, they reported mixed experiences with their coursework in teaching. Some found the course helpful in their preparation to teach especially with opportunities to develop needed skills and materials for courses (e.g., developing syllabi, tests, and rubrics; Hunt & Gilmore, 2011). Other participants found the course textbooks unhelpful and thought the course did not provide enough opportunities to engage in actual teaching.


Olguin (2004) investigated how certain characteristics, experiences, and training of 132 CES doctoral students related to teaching self-efficacy. To measure teaching self-efficacy, Olguin developed the Teaching Appraisal for Counselor Educators (TACE), a 35-item self-report measure in which participants indicate their confidence in their ability to implement specific teaching skills and behaviors across five factors: classroom competency, professional competency, intrapersonal competency, student competency, and interpersonal competency. Olguin identified two significant findings in this study. First, those who reported a school counseling focus had significantly higher TACE scores than those with different program foci (e.g., marriage and family, mental health, and child and adolescent). Second, the author discovered a significant relationship between TACE scores and counseling self-efficacy. Interestingly, Olguin (2004) found no significant difference in TACE scores between students who had or did not have teaching assistant experience. He also found “no statistical difference in teaching self-efficacy between respondents enrolled in counselor-education focused college teaching seminars, general college teaching seminars, and those students who had not taken college teaching seminars” (p. 79). Increased years of experience as a classroom teacher also did not significantly strengthen TACE scores. Finally, there was not significant difference in TACE scored between those doctoral students who did or did not report aspirations to teach upon graduation.
Collaborative teaching teams (CTT) represent one formal coteaching model described in the CES literature. This approach to coteaching incorporates student self-reflection, feedback for the purpose of increasing effective teaching (e.g., classroom management, creating a syllabus, evaluation of student learning, facilitating discussion, refinement of teaching philosophy, delivering content), and structured weekly supervision and mentoring from an experienced faculty member. In general, doctoral students who participated in the CTTs reported that the gradual increase in course responsibilities (i.e., observation of faculty member teaching, opportunities to present on selected topics, and finally taking the lead role in teaching a master’s-level course) while undergoing weekly structured supervision proved most helpful in increasing their “confidence and competence” in teaching (Orr et al., 2008, p. 159). Doctoral students who participated in CTT expressed an appreciation for how closely the experience resembled the actual responsibilities they would face as future faculty.


This website describes a program that prepares graduate students for their transition to the professoriate. It also identifies numerous universities that have PFFP programs that focus on giving students training and opportunities for engaging in research, teaching, and service all while under structured mentoring and supervision.


Tollerud developed the Self-efficacy Toward Teaching Inventory (SETI), a 35-item self-report measure in which participants indicate their confidence to implement specific teaching skills and behaviors in five teaching domains: course preparation, instructor behavior, materials, evaluation and examination, and clinical skills training. She used this inventory in her dissertation study to measure the relationship between variables related to teacher preparation, professional teaching experiences, and teaching self-efficacy. Her sample included 193 CES doctoral students and junior faculty in CACREP accredited programs. For CES doctoral students, results indicated a significant relationship between those with career aspirations to teach full-time, as compared to those who desire to teach part-time or not all, and increased opportunities to engage in actual graduate-level teaching. Two variables that did not significantly relate to teaching self-efficacy were coursework in teaching and previous professional teaching experience.


This book provides an overview of national studies concerning graduate education across disciplines as well as resources for training students to successfully transition into academia.