Overview of the Topic and its Relationship to Counselor Education
Doctoral education is a socialization process for the professoriate. A focus on teaching is essential for preparing students for their future roles and responsibilities as educators. Students receive conflicting messages regarding the importance of teaching and some note the inadequacy of teaching assistantships for preparing them to teach. This is concerning given that counselor educators spend more time in teaching than service or research combined.

Relevant Research in Teaching Preparation and Counselor Education
Very little research exists on teacher preparation in counselor education and supervision doctoral programs. Although it is ultimately up to the institution on how to best prepare students, it is essential that programs set them up for success. Further, CACREP 2016 requires programs to demonstrate evidence of adherence to teaching standards.

Teaching Preparation in Action
Findings from current research in counselor education and supervision indicate that approximately 50% of CES programs utilize coursework in college teaching (96%) and fieldwork in teaching (86%) to train doctoral students to teach. Fieldwork can include formal teaching internships, some form of coteaching experience, or independently teaching through a teaching assistantship. Most program coordinators, but not all, described some sort of supervision arrangement.

Professional Ethics and Responsibilities
Preparing CES doctoral students to teaching is an ethical obligation, as doctoral students will eventually train counselors to serve “vulnerable populations” (p. 33). Faculty are also responsible for mentoring and preparing doctoral students for their future roles as teachers. Additionally, “Students should not be placed in instructor roles without the support of faculty members until there is clear evidence they can function independently” (p. 34).

Considerations for Diverse Learners and Multicultural Implications
One key aspect of teacher training is how to create a safe learning environment for those with different learning needs as well as those of varying backgrounds, identities, and cultures. Counselor educators have a responsibility to strengthen their multicultural sensitivity and competence and to provide training that fosters similar knowledge and skills.