**Summer 2014**

Master of Science in Counselor Education

Pre-Practicum, Practicum,

& Internship Handbook



Saint Vincent College Education Department

http://www.stvincenteducation.org/

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GCCE 661 Observation Form

GCCE 671 Observation Form

**Steps for Seeking a Fieldwork Site & Registering for**

**Pre-Practicum, Practicum, and Internship**

1. Fieldwork Course Schedule: Pre-Practicum, practicum, and internship are offered according to the schedule listed below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall | Summer | Spring |
| Pre-Practicum |  | X |  |
| Practicum | X |  |  |
| Internship |  |  | X |

***420 hours of public school field experience (includes charter schools and PDE approved private schools) are required for certification. While you are permitted to use other settings for your hours that are not in public school settings, they will only count for the course grade but NOT for PA certification.***

GCCE 651 is the pre-practicum experience. This course will begin your experience in completing the required 420 hours. During the scope of the course and the semester, you can earn a minimum of 20 hours and a maximum of 60 hours. Hours over an above 60 WILL NOT COUNT. These hours must be under the supervision of your approved mentor at the beginning of GCCE 651. Random hours without supervision will not count.

GCCE 661 is the practicum course. This course recommends that you to have several full-days or half-days available for field experience. During the scope of this course you must participate in minimum of 100 hours of supervised practicum by the end of the Fall term. You can earn an additional 50 hours (150 total) after the course until the first day of the Spring term (college breaks are included as eligible days for the additional 50 hours of fieldwork). HOURS EXCEEDING THE TOTAL 150 WILL NOT COUNT. You are responsible to invite your college GCCE 661 instructor to meet with you and your mentor at least once during the term. Additional meetings are at the discretion of the GCCE 661 instructor. An individualized plan for meeting these hours should be arranged prior to beginning your experience in practicum and shared with your instructor and mentor(s). You should be prepared to present a calendar of your field days demonstrating an equal (or acceptable) balance across elementary, middle, and secondary levels.

GCCE 671 is the internship course. In this course you will gain a full immersive experience. The remaining hours must be completed during the scope of this course. You are responsible for arranging two visits with your college supervisor and mentor(s). You should be experiencing K-12 practices in counseling. A plan for determining your experience and splitting the grade bands are to be determined by the GCCE 671 instructor and your mentor(s) at the beginning of the term.

2. Applying to Initiate Fieldwork: In the semester before the semester you wish to enroll in pre-practicum, you must complete and submit the “Application to Initiate Fieldwork”. Students seeking to enroll in practicum and internship do not have to complete such an application. You must submit the completed “Application to Initiate Fieldwork” on or before the second class meeting of GCCE 651.

3. Seeking a Site & Site Requirements:Students are responsible for locating a site. The site must be within driving distance of the college. Once you identify a site in which you are interested, contact the school/agency and ask if they would be willing to supervise a fieldwork student. If so, arrange to meet with a potential supervisor in person to review the requirements for the pre-practicum. The requirements are listed in the respective memorandum of understanding form. You should review and be familiar with these requirements prior to talking to potential on-site supervisors. It is important that your prospective on-site supervisor is familiar with the fieldwork requirements because his/her signature on the memorandum of understanding form signifies commitment to ensuring that you meet the requirements for the completion of the experience.

Tips for securing a fieldwork site:

* Start early: You should be considering possible sites at least several semesters in advance.
* Develop and use connections: You might consider attending meetings of local counseling organizations. If you have connections through family or friends, consider using those.
* Attempt contact in various ways, including e-mail, phone, and physically stopping at the agency/school
* Inform potential supervisors that Saint Vincent College provides a $300.00 total stipend that can be split if more that one mentor is used.
* If a potential supervisor declines, ask him or her if they can recommend other persons who might be willing to serve as an onsite supervisor.

4. On-Site Supervisor Qualifications:

The Pennsylvania Department of Education (PDE) requires that the on-site supervisor be a certified school counselor, have a minimum of 3 years of experience as a school counselor, and be currently employed as a school counselor. School counseling students may do their pre-practicum at an agency setting as long as they are working with children and adolescents. If the school counseling student conducts their pre-practicum at an agency, their on-site supervisor must have at least a master’s degree and two (2) years of experience.

5. Memorandum of Understanding:

Bring the relevant pre-practicum/practicum/internship memorandum of understanding form with you when you visit the school/agency. You can find these forms in this book. Complete all of the information on the memorandum of understanding. You will need your on-site supervisor’s signature before you submit the memorandum of understanding form to the director in the Education Department office (Prep Hall). The program’s clinical facilitator will review and sign off on the form.

You must submit the completed memorandum of understanding form by the dates listed below:

Pre-Practicum (Summer) – on or before second class meeting

Practicum (Fall) - on or before first class meeting

Internship (Spring) - on or before first class meeting

6. Clearances

The Pennsylvania Department of Education (PDE) requires school counseling students have the following, up-to-date clearances throughout their enrollment in their graduate program. Child abuse and criminal record clearances are valid for one year and must be updated annually:

Act 151 – Child Abuse History Clearance

Act 34 – Criminal Record Check

Act 114 – FBI Fingerprinting

TB Test – Tuberculosis Test

Act 126 – Mandated Reporter Training

You must submit your clearances to Mrs. Roach in the Education office (Prep Hall). Please give yourself ample time to apply for the clearances as some of them may take up to 8 weeks to receive. If you have received these clearances through your employment, and the clearances are still valid, copies may be submitted to the Education office (Prep Hall).

Child Abuse Clearance (Must be renewed every year)

* Go to: <https://www.compass.state.pa.us/cwis/public/home>
* If you are a returning user, click "Individual Login." If you have never completed this clearance before, click "Create Individual Account."
* Click "Access My Clearances."
* If you have completed this clearance before, you will be able to re-submit a previous application. If you have not previously submitted the clearance, you will need to complete the application.
* Notes for the application:
	+ Please select "School Employee" as the purpose of the application.
	+ You are not required to add your Social Security number. However, if you do, you will receive your results more quickly.
	+ Cost will be $13.00
	+ You will receive an email once your results have processed. When you receive your email, view and print your results.

Criminal Record Clearance (Must be renewed every year)

* Go to: <https://epatch.state.pa.us/Home.jsp>
* Click the gray "Submit a New Record Check" button (Do NOT use the volunteer button)
* Accept the terms and conditions
* Click "Individual Request"
* As reason for request, click "Employment" or "Other"
* Complete the application
* Cost will be $22.00
* We recommend keeping track of your "R number/Control Number." This number can help you access your results.
* When your results are ready, view and print the certificate.

TB Test (Must be renewed every 2 years)

* The TB test can be completed on campus or other locations (MedExpress, doctor's office, etc.)
* To schedule a test on campus, contact the Wellness Center (724-805-2115). You may need to have a physical on file.
* You must return to have your test "read" 48-72 hours after your initial appointment. Because of this requirement, the Wellness Center only schedules initial TB appointments for Mondays, Tuesdays, and Wednesdays.
* Cost varies depending on location. The Wellness Center charges $10.00.

FBI Fingerprinting Clearance (Must be completed upon entrance into the program)

* Go to: <https://uenroll.identogo.com>
* Use the Service Code 1KG6RT
* Click "Schedule or Manage Appointment"
* Complete the registration information
* You may schedule your fingerprinting appointment for one of the listed locations or for the SVC Public Safety Office (Ground Floor, Alfred Hall); however, Public Safety may not be listed on the site. If you would like to complete your fingerprinting session with Public Safety, choose a "Walk-In" appointment.
* Print the receipt with your UEID number. Bring the UEID number with you to your appointment, and keep a copy of it for your records.
* Go to your scheduled location and complete your fingerprinting session. You can normally pay on-site. The cost will be $23.85.
* You will receive an email (normally within 48 hours) with your results. View and print your results. Or, if you cannot view your results, bring your UEID number to Mrs. Roach, and she will be able to assist you.

Mandated Reporter Training (Must be completed every 5 years)

* Go to: <https://www.reportabusepa.pitt.edu>
* Create an account or log-in to an existing account
* Complete the 3-hour-long training. You should not have to complete the entire training in one sitting.
* When you are finished, view and print the certificate
* This training is free!

Updated clearances can be submitted to Joan Roach, Education Department Office, Prep Hall.

**7. Registration for Fieldwork Courses: Students register themselves for pre-practicum, practicum, and internship using the Saint Vincent College online registration system.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**IMPORTANT DATES FOR FIELD WORK**

|  |  |  |
| --- | --- | --- |
| FORM | TIME FRAME | DUE DATE |
| Application to Initiate Fieldwork | To be completed the semester PRIOR to the start of pre-practicum | Pre-Practicum 2nd class |
| Memorandum of Understanding | To be completed prior to each semester that fieldwork will be undertaken | Pre-Practicum 2nd classPracticum 1st classInternship 1st class |

Please be aware that a Memorandum of Understanding must be completed for **EACH** semester in which the student expects to participate in fieldwork, even if the experience is at the same site as a prior semester, a continuation of an in-progress, or a new registration. Students must also have a Memorandum of Understanding for every site in which they intend to accrue hours for fieldwork credit.

Please note that all forms must be completed the semester **prior** to the one in which students expect to participate in the fieldwork experience. **Students must meet these deadlines in order to ensure their ability to register for and to participate in fieldwork**. Failure to complete the required forms and submit them by the specified deadlines will result in the inability to participate in the field experience and may delay progress in the program.

**CHECKLIST FOR BEGINNING FIELDWORK**

Please check, include, and return all of the following:

☐ Unofficial transcript of all graduate courses taken before beginning fieldwork

 Highlight the following information:

* Highlight grade of B- or better in GCCE 601
* Highlight overall grade point average of 3.0

☐ Copies of FBI Fingerprinting (within a year) and ACT 34 and ACT 151 (within 3 months). Copy of tuberculosis test dated within two years. Complete and sign the Act 24 Arrest/Conviction Report and Certification Form.

☐ Completed application to initiate fieldwork form

☐ Completed field experience mentor data form

☐ Completed memorandum of understanding

**PLEASE READ AND CHECK BELOW:**

I fully plan to enroll in GCCE 651/661/671 for the following three terms. Upon review of this application, I am aware that the Education Department will approve my placement upon the satisfactory submission of the required application items and transcript.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Student Signature) (Date)

**\*Make TWO copies of all forms (one for your GCCE 651 instructor & one for your file in the education office)**

**\*Students with offenses appearing on their FBI clearance MUST report these in person to the Education Department before submission of the application.**

**APPLICATION TO INITIATE FIELDWORK**

**Instructions:** Students are to complete and submit this application one semester before the semester they wish to enroll in pre-practicum. For students who wish to enroll for this summer, the deadline to submit the application to initiate fieldwork is GCCE 651 2nd class meeting. Completed applications are to be submitted to the GCCE 651 instructor to be placed in the student’s file in the Education Office (Prep Hall).

Last Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Requested Start Date for Pre-Practicum: Summer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School counseling students who entered the program in the Fall 2013 semester of after are required to have passed the Pre-Service Academic Performance Assessment (PAPA) prior to beginning fieldwork.

Please make a brief statement outlining the reasons you feel you are ready to begin pre-practicum:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have any “Incomplete Grades”, and if so, in what classes?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you completed all of the practicum prerequisite courses indicated in your program of study? YES NO

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

------------------------------------------------------------------------------------------------------------Faculty Comments:

 \_\_\_\_\_\_\_\_\_\_ Approved \_\_\_\_\_\_\_\_\_\_ Conditionally Approved \_\_\_\_\_\_\_\_\_\_ Rejected

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GCCE 651 Instructor Date

**FIELD EXPERIENCE MENTOR DATA FORM**

**\*Candidate and mentor will complete and return this form prior to beginning field experience**

Student Information:

Name: ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student ID #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester (circle): Fall Spring Summer Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Site Information:

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grades in School: \_\_\_\_\_\_\_\_\_\_\_

Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ext: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Print Name)

Site Supervisor’s E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor’s Degree & Field of Study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*PDE requires site supervisors to be certified school counselors*

Site Supervisor’s Years of Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*PDE requires site supervisors to have at least three (3) years of experience*

If site supervisors wish to receive a stipend, you must provide your Social

Security #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and home address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If site supervisors do not wish to write their Social Security # on this document, they can provide Mrs. Joan Roach their information by either calling her at 724-805-2096 or e-mailing her at joan.roach@email.stvincent.edu).

**MEMORANDUM OF UNDERSTANDING**

**\*Please review all internship requirements and sign on page three of this document. All 3 pages of the Memorandum of Understanding must be submitted prior to each term to the course instructor.**

The Counselor Education Pre-Practicum/Practicum/Internship offered by Saint Vincent College is designed to provide the student intern with: (1) an opportunity to gain practical, on-the-job guidance and counseling experience in a school setting and (2) a means of integrating didactic experiences and information with actual experience under the supervision of a currently practicing PA certified school counselor with three (3) years of experience.

I. **The School shall be responsible to (suggested and not limited to):**

a) Provide the student with the opportunity to:

 1. Conduct group counseling and/or classroom guidance lessons;

 2. Provide the intern student with appropriate student clients for individual counseling and/or individual planning, with a minimum of f our (4) separate student clients;

 3. Conference and consult with parents and other school personnel;

 4. Attend Student Assistance Programming (SAP) or Instructional Support Team (IST) and special education meetings;

 5. Attend faculty meetings and in-services;

 6. Coordinate career development activities;

 7. Conduct an advocacy project, such as coordinating a career day or leading a parent workshop, with the joint approval of site and college supervisor;

 8. And conduct other school counseling related duties.

 b) Provide the college supervisor, on a form to be provided, an evaluation of the student intern’s performance and potential;

 c) Maintain bi-weekly contact with the student’s college supervisor via e- mail or telephone;

 d) Provide the intern with weekly, individual supervision for a minimum of 1 hour per week;

 e) If the approval of the school board or administration is required, the site supervisor shall inform the intern of the procedure to obtain such approval.

**II. The College shall be responsible to:**

a) Designate a college supervisor who will coordinate the internship;

 b) Consult as needed with the site supervisor;

 c) Conduct seminars as scheduled;

 d) Solicit evaluative input from the site supervisor and assume primary responsibility for assigning a grade;

 e) Provide leadership in assisting the student in designing an advocacy project and provide approval.

**III. The School Counseling Intern shall be responsible to:**

 a) Secure an internship site.

 b) Provide proof of valid Act 151 (Child Abuse), Act 34 (Criminal Record), Act 114 (FBI Fingerprinting), and TB (Tuberculosis) test.

 c) Review site agreement form and hour requirements with agency/site supervisor

 d) Complete required hours in direct service (individual counseling, individual planning, group counseling, classroom guidance, consultation)

 e) Attend seminars as scheduled

 f) Maintain an accurate, written daily log of activities and experiences and secure both site and college supervisors’ signature on a weekly basis

 g) Conduct a comprehensive project with the joint approval of the site and college supervisors

 h) Other guidance duties as assigned by the site supervisor

 i) Fulfill all course requirements as assigned by the internship instructor

**IV. Mutual Terms and Conditions:**

 a) Term of Agreement. The term of this Agreement shall be \_\_\_\_\_\_\_ years from the date of execution.

 b) This Agreement may not exceed a period of five years.

 c) Termination of Agreement. The college, candidate, or site supervisor may terminate this Agreement for any reason within (90) days notice. Either party may terminate this Agreement in the event of a substantial breach. However, should the Affiliated Entity terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have concluded absent this termination.

 d) Nondiscrimination. The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Educational Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.

 e) Modification of Agreement. This Agreement shall only be modified in writing with the same formality as the original Agreement

 f) Relationship of Parties. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.

 g) Entire Agreement. This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

The undersigned agree to all the provisions stated in the Internship Memorandum of Understanding (students are only responsible for obtaining the site supervisor’s signature and providing their own):

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On-Site Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On-Site Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(if second mentor needed)*

Course: GCCE 651 GCCE 661 GCCE 671

College Supervisor initials\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Received on date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please submit to college instructor to be placed in student file.

**SAINT VINCENT COLLEGE SCHOOL COUNSELING PROGRAM**

**FIELDWORK LOG**

Counselor Trainee:

Week Ending:

**(You can log more than one day and up to one week on the fieldwork log sheet)**

On-Site Supervisor:

Agency/School Name:

 Amount of Time

Date Direct Indirect Supervision Description of Activities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |   |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Total for week:  Direct: \_\_\_\_\_\_\_\_\_\_\_ Indirect: \_\_\_\_\_\_\_\_ Total: \_\_\_\_\_\_\_\_Total for semester to date:  Direct: \_\_\_\_\_\_\_\_\_\_\_ Indirect: \_\_\_\_\_\_\_\_ Total: \_\_\_\_\_\_\_\_Total for ALL Fieldwork:  Direct: \_\_\_\_\_\_\_\_\_\_\_ Indirect: \_\_\_\_\_\_\_\_ Total: \_\_\_\_\_\_\_\_  |

On-Site Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

College Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_ Date: \_\_\_\_\_\_\_\_\_

**SAINT VINCENT COLLEGE COUNSELING PROGRAM**

**FIELDWORK LOG (EXAMPLE)**

Counselor Trainee: **Jamie Doe**

Week Ending: **September 18, 2009**

**(You can log more than one day and up to one week on the fieldwork log sheet)**

On-Site Supervisor: **Mrs. Johnson**

Agency/School Name: **Rutgers Middle School**

 Amount of Time

Date Direct Indirect Supervision Description of Activities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 9/15/09 | 1 hour |  |  | 1 individual session on school anxiety related to homework and tests.1 individual session on school anxiety related to leaving home all day. |
| 9/15/09 | 2.5 |  |  | 6 new student group counseling sessionsLunch bunch group counseling for 8 girls who need help creating peer relationships with in the classroom.  |
| 9/15/09 |  | 4 hours |  | Set-up for individual session, session notes, new student bulletin boards, and supervision with on-site supervisor. |
| 9/16/09 | 30 min |  |  | Group counseling Olweus Bullying Program team meeting focusing on understanding and preventing bullying. |
| 9/16/09 |  | 30 min |  | Supervision with site supervisor |
| 9/17/09 |  | 1.5 hours |  | University supervision |
|  |  |  |  |  |
|  | Total for week:  Direct: \_\_\_\_\_\_\_\_\_\_\_ Indirect: \_\_\_\_\_\_\_\_ Total: \_\_\_\_\_\_\_\_Total for semester to date:  Direct: \_\_\_\_\_\_\_\_\_\_\_ Indirect: \_\_\_\_\_\_\_\_ Total: \_\_\_\_\_\_\_\_Total for ALL Fieldwork:  Direct: \_\_\_\_\_\_\_\_\_\_\_ Indirect: \_\_\_\_\_\_\_\_ Total: \_\_\_\_\_\_\_\_  |

On-Site Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

College Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

**FIELDWORK COMPETENCY CHECKLIST**

**(final portfolio should include evidence of the following)**

At the close of GCCE 671, the following should be evidence in a final program portfolio. While some competencies will be met only once, it is encouraged that candidates experience some reoccurring competencies more than once. Candidates should keep documentation of the following for future reference and for the exit interview and portfolio.

|  |  |  |  |
| --- | --- | --- | --- |
| Competency | GCCE651 | GCCE 661 | GCCE 671 |
| **Core Standard I – Foundation** |  |  |  |
| **I.A - History and Philosophy of School** |  |  |  |
| Assist school counseling team in program assessment |  |  |  |
| Assist with aligning program to professional standards |  |  |  |
| Share professional knowledge in school community |  |  |  |
| Conduct a current issue in school counseling research paper |  |  |  |
| Interview a Professional School Counselor at the Elementary Level (PK-6) |  |  |  |
| Interview a Professional School Counselor at the Secondary Level (7-12) |  |  |  |
| Interview a Career Technology Counselor  |  |  |  |
| Attend the meeting of a school committee |  |  |  |
| Review the ASCA National Standards for Students |  |  |  |
| Review the ASCA National Standards for School Counselors |  |  |  |
| Review the ASCA National Model and all of the domains and components |  |  |  |
| Complete a school counselor role and function reflection paper |  |  |  |
| **1.B - Ethical and Legal Issues** |  |  |  |
| Review the ASCA Ethical Standards |  |  |  |
| Conduct interviews with school counseling, school psychologists, and school administrators regarding one or more legal, ethical, and professional issues |  |  |  |
| Conduct counselor-to-counselor consultations regarding legal, ethical, and professional issues for individual students |  |  |  |
| Consult ethical resources to provide appropriate counseling services to a student in need |  |  |  |
| Locate school district policies on website |  |  |  |
| Locate school district procedures in school counselor office or on website |  |  |  |
| Review school district parent manual |  |  |  |
| **I.C - Social and Cultural Diversity** |  |  |  |
| Conduct individual counseling sessions with one (1) student at least 5 times who is either culturally, linguistically, or ethnically different from yourself  |  |  |  |
| Participate in a Student Assistance Team meeting  |  |  |  |
| Develop an awareness of the pertinent and culturally, linguistically, or ethically appropriate referral sources that are available to help students with their issues |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **I.D - Academic Development** |  |  |  |
| Conduct an assessment of academic achievement of exceptional pupils with a variety of disabilities |  |  |  |
| Participate in administering and disseminating information regarding group assessment |  |  |  |
| Participate in an IEP development conference |  |  |  |
| Interview three (3) special education teachers about their students’ unique needs and then conduct a classroom observation of each class |  |  |  |
| Conduct an academic planning session with two students using testing data, classroom performance and other data to guide the discussion. |  |  |  |
| Create a lesson plan in academics, aligned with ASCA National Standards, State Standards and Common Core Standards |  |  |  |
| Conduct a classroom lesson with an independently designed lesson using appropriate classroom management techniques |  |  |  |
| Review School District Program of Studies |  |  |  |
| **I.E - Career Development** |  |  |  |
| Preview guidance and career-related materials available in the district |  |  |  |
| Participate in a career education program |  |  |  |
| Participate in a “college/career night” |  |  |  |
| Review student cumulative and academic records using this information to facilitate the student’s career plan |  |  |  |
| Administer a battery of career-related tests and assessment to at least 2 students – prepare a report of findings and discuss findings with students to assist them in developing academic and career goals |  |  |  |
| Review PA Career Standards for Career Education and Work |  |  |  |
| **I.F - Personal/Social Development** |  |  |  |
| Conduct five counseling sessions with age appropriate activities for a student (PreK-6) |  |  |  |
| Conduct five counseling sessions with age appropriate activities for a student (7-12) |  |  |  |
| Teach an age appropriate school counseling unit |  |  |  |
| **Core Standard II – Management and Delivery** |  |  |  |
| **II.A - Program Planning** |  |  |  |
| Review the districts program of studies |  |  |  |
| Participate in the implementation of a new program |  |  |  |
| Observe and/or participate in discussions of assessment/evaluation regarding the efficacy of existing programs  |  |  |  |
| Conduct a time-task analysis |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **II.B - Counseling, Prevention, and Interventions** |  |  |  |
| Conduct individual counseling sessions under the direction of the site supervisor |  |  |  |
| Interview and counsel with students regarding academic and personal problems |  |  |  |
| Identify a theoretical orientation and three evidence based techniques to utilize with the chosen theory. |  |  |  |
| Conduct six counseling sessions with one student utilizing the theoretical orientation and evidence-based practices. |  |  |  |
| Participate in weekly counseling supervision to hone clinical skills in individual and group counseling sessions |  |  |  |
| Participate in a series of group counseling sessions under the direction of the site supervisor |  |  |  |
| Conduct six small group sessions using evidence based interventions – conduct pre-post survey (either student assessment, teacher assessment or use of data) |  |  |  |
| **Core Standard III - Accountability****III.A - Research and Program Evaluation** |  |  |  |
| Review a school district school based data (PVAAS; PSSA) and develop goals to address areas of need |  |  |  |
| Develop two outcome based research goals and identify appropriate data to collect (test scores) |  |  |  |
| Conduct research on a school counseling relevant topic, find three sources on the topic and present findings to school staff (i.e. retention, behavior interventions, school-wide programs, prevention, etc.) |  |  |  |
| **III.B. Appraisal and Assessment** |  |  |  |
| Assist with dissemination of standardized test information (to parents) |  |  |  |
| Create a letter from the school counseling office explaining test results to parents/teachers for a school district assessment |  |  |  |
| Provide a needs assessment form to be used to determine school needs in the areas of academic, career, and personal/social |  |  |  |
| Conduct a needs assessment with the assistance of site supervisor |  |  |  |
| **Core IV – Skills and Attitudes** |  |  |  |
| **IV.A Collaboration and Consultation** |  |  |  |
| Conduct interviews with school counselors and school psychologists |  |  |  |
| Conduct counselor-counselor consultations regarding individual students |  |  |  |
| Consult with teachers regarding individual students |  |  |  |
| Seek out opportunities to work with the assistant principal or district counselor in highly charged conflict situations |  |  |  |
| Develop an awareness of the pertinent referral sources that are available to students and personnel in the district |  |  |  |
| Counsel students with discipline and attendance difficulties |  |  |  |
| Work with students who need to develop decision-making skills |  |  |  |
| Attend a 504 meeting |  |  |  |
| Facilitate a parent meeting  |  |  |  |
| Attend a peer mediation training (meeting) or review literature on peer mediation programs |  |  |  |
| Identify two mentoring program interventions and how to coordinate them |  |  |  |
| **IV.B - Advocacy** |  |  |  |
| Attend District School Counseling Department meeting |  |  |  |
| Review District School Counseling Developmental program (if there is one), review a local district school counseling developmental program |  |  |  |
| **IV.C - Leadership** |  |  |  |
| Creates a plan to challenge the non-school related tasks that are assigned to school counselors |  |  |  |
| Compiles a list of non-related school counselor tasks at practicum and internship |  |  |  |
| **IV.D - Systemic Change** |  |  |  |
| Review district policies |  |  |  |
| Observe or participate in district school district strategic plan meeting |  |  |  |
| Attend a school board meeting |  |  |  |
| Review district strategic plan document |  |  |  |

**Upon completion of GCCE 671, your instructor should completely review your portfolio and have an exit meeting with you to ensure that you are eligible for certification. Once this is complete, notify the program director of graduate studies.**

**THINGS TO DO DURING YOUR LAST SEMESTER**

☐ **Complete all coursework and receive approval from the GCCE 671 instructor that your experience is complete.**

☐ **Apply, Register, & Take Comprehensive Exam**

* Complete the application for comprehensive exam for your master’s program (This can be found on the graduate education student information Schoology page)
* Submit your application prior to the start of the semester of planned graduation for degree completion
* Register for GCED 800 (Comprehensive Exam) through the Saint Vincent College portal
* The comprehensive exam usually occurs the Saturday prior to the final examination week of the semester from 9:00 AM to 12:00 PM

☐ **Take Praxis Exam**

* Register to take the Praxis Professional School Counselor exam (Computer code 5422). You need a score of 159 to pass.

☐ **Apply for Graduation**

* Please check MySV Portal for instructions for applying for graduation
* Deadlines for Applying: May – Due by November. August – Due by April. December – Due by September.

☐ **Register for TIMS Account**

* This should be done no earlier than a month prior to graduation
* Go to the Pennsylvania Department of Education website (www.pde.state.pa.us)
* Register for an account using the log in tab (found on the top left corner of the website)
* Complete your profile

**FREQUENTLY ASKED QUESTIONS**

**1. What is the official title of the certification I will receive?**

The Certification Title is: Elementary and Secondary School Counselor, PK-12.

**2. What does the field work look like for Elementary and Secondary Counselor Pre K-12 certification?**

\*During the course of their program, students must obtain experience with PreK-4, 4-8, and 7-12 levels.

\*Students may satisfy the requirement of field experience at the elementary and secondary levels through their pre-practicum, practicum, and internship placement

**4. What are the expected hours at each level (pre-practicum, practicum, internship)?**

You must complete 420 hours of fieldwork by graduation. All 420 hours must be completed with a certified school counselor in a working school. You may break the 420 hours down over pre-practicum, practicum, and internship. Guidelines are stated below.

Pre-Practicum: Minimum of 20 hours and maximum of 60 hours

Practicum: Minimum of 100 hours and 150 hours maximum

Internship: You will complete the remainder of you hours here (If you did the maximum during your pre-practicum and practicum this would be 210 hours)

**FIELDWORK RESPONSIBILITIES**

 **The Counselor Candidate**

The pre-practicum/practicum/internship experience will provide opportunities for the candidate to demonstrate the personal and professional attributes of an effective school counselor.

The candidate will:

1. Accept major responsibility for developing professional skills and expertise as a school counselor during this period

2. Work with the cooperating counselor in achieving the objectives and tasks assignment as a part of the pre-practicum/practicum/internship outlined in the course syllabus

3. Follow all school site regulations, schedules, and policies presented by the building administration or cooperating counselor

4. Provide the cooperating counselor with a copy of your project proposal and final report

5. Complete the academic requirements of the pre-practicum/practicum/internship according to course schedule and prior to graduation

In addition, it is also the responsibility of the candidate to do the following:

1. Establish rapport with the faculty, staff, and administration of the school

2. Become acquainted with the facilities, materials, and policies of the school

3. Confer with the clinical faculty supervisor and coopering counselor to implement the suggestions offered for professional growth

4. Maintain a professional dress code and overall appearance

5. Adhere to the ASCA Ethical Standards for School Counselors

6. Confer with the clinical faculty supervisor and cooperating counselor as needed

7. Conduct oneself in a professional manner, interacting and communicating professionally and effectively with all school and university personnel, parents/families, and community

**The Clinical Faculty Supervisor**

The Saint Vincent College Clinical Faculty Supervisor will:

1. Contact the cooperating counselor early in the semester to review clinical responsibilities and to discuss candidate pre-practicum/practicum/internship requirements

2. Observe the candidate with a follow up review

3. Be available to the candidate to discuss concerns and problems during the practicum

4. Provide guidance to the candidate in his/her development of the required professional skills

5. Evaluate the candidate’s achievements during this period after discussion with the cooperating school counselor and assign final grade

**The Cooperating Counselor**

The role of the cooperating counselor is that of a school counselor educator, an equal partner in the process of school counselor preparation. In addition to mentoring, coaching, serving as a personal and professional confidante, and modeling, the Saint Vincent College program expects cooperating counselors to:

1. Be a collaborative partner with your intern during the clinical semester

2. Engage candidates in shared decision making about curriculum, expectations for student success, organizational behavior, and school policies

3. Meet with the candidate and the Saint Vincent College clinical faculty supervisor to discuss the requirements of the practicum/internship

4. Provide candidates with an orientation to the school, personnel, and policies. Encourage close working relationship with parents/families and emphasize collegial and positive relationships with total school staff

5. As a collaborative partner, help candidates analyze and reflect on personal/professional actions and explore alternative courses of action that will strengthen professional development

6. Treat candidates as novice professionals (rather than aides or assistants) and insist that candidates meet the highest standards of verbal and written communication

7. Assign a caseload to the candidate early in the practicum/internship experience. Oversee the candidate’s planning and implementation of the classroom, group, and individual sessions, including the use of data to establish goals

8. Discuss and identify the candidate’s school counseling intervention project during the first two weeks and assist in the development of a high quality project

9. Offer guidance and constructive suggestions for development of skills and expertise in school counseling. Be available to the candidate for one-on-one mentoring sessions and provide the necessary encouragement for positive and professional growth

10. Observe and evaluate candidates

11. Communicate with the clinical faculty supervisor to review candidate progress in meeting clinical program requirements. It is the responsibility of the cooperating counselor to contact the clinical faculty supervisor with ant concerns regarding the candidate

**ALTERNATE FIELDWORK OPTIONS**

Due to working commitments, some candidates will need to consider creative methods for earning hours. Below is a list of helpful ideas that may allow candidates to adapt to the requirements when working.

1. While working in the elementary school, the secondary school may begin earlier. Using this additional hour can be helpful to gain experience at the 7-12 level. This can work in reverse, since the elementary school is in session later than the secondary school.
2. Use of personal days/vacation to complete field hours. Spreading vacation using one-day a week instead of weeks will enable candidates to go to different sites for full experiences at different levels.
3. While working in a counseling setting, videotaped teaching, counseling and other experiences may be submitted to a mentor for supervision.\*
4. Use special events, student resident programs, or after school programming to address some of the competencies. \*
5. Take a leave of absence. Some schools and employers will allow persons to request unpaid leave or similar. This will allow candidates to return to their job upon completion of the program.
6. In the event hours cannot be met, ask the instructor for an incomplete. Upon completing the minimum hours, course assignments, and earning the course grade, then return to the offering cycle to take the next course when it is offered. *Please note that you may have to wait an entire year for the next course to be offered. Independent studies will not be given.*

Most important: Keep a positive relationship with your employer…having support for your future plans can help in difficult scheduling situations.

\* In order to count hours for PA certification they must be in a PUBLIC SCHOOL

Appendix

##

## GCCE 661 Practicum in Counselor Education (PreK-12): Fall Term

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of Credits: \_\_\_\_\_\_\_\_\_\_

Internship Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Internship Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The following should be completed together by the candidate and the fieldwork supervisor or course instructor.

Mid-term:\_\_\_\_\_ Final:\_\_\_\_\_\_

Directions: In each of the categories below, check the level of performance demonstrated for each indicator.

|  |  |  |  |
| --- | --- | --- | --- |
| **Below Basic**Candidate is very limited; does not illustrate a working knowledge of the descriptors | **Basic**Candidate can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient | **Proficient**Candidate is able to effectively apply and manipulate theory and strategies to deliver messages and assess; has a working knowledge of the descriptors; student is successful and effective; very competent candidate | **Advanced**Candidate motivates and creatively generates unique and original deliveries with effective learning results; outstanding ability that appears to out perform the descriptors beyond most students or teachers |

It is required for all school counselors to obtain 20 hours of direct service with individual and group clients for100 hours of fieldwork.

Section A: PDE 430 (adapted for school counselors)

I. Planning and Preparation: The candidate demonstrates thorough knowledge of content area and pedagogical skills in planning and preparation; candidate makes plans and sets goals based on content to be taught/learned, his/her knowledge of assigned students, and the content.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Student responses reflect candidate’s knowledge of content/counseling. |  |  |  |  |  |
| 2. Plans and uses a variety of strategies and techniques during interactions. |  |  |  |  |  |
| 3. Supports the Pennsylvania K-12 Academic Standards in interactions. |  |  |  |  |  |
| 4. Uses best practices in construction of action plans and setting goals. |  |  |  |  |  |

II. Environment: The candidate establishes and maintains a purposeful and equitable environment for learning in which students feel safe, valued, and respected by instituting routines and setting clear expectations for student behavior.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Attention is given to equitable opportunities for all students. |  |  |  |  |  |
| 2. Effective routines and procedures resulting in little or no loss of instructional time. |  |  |  |  |  |
| 3. Clear standards of conduct and effective management of student behavior. |  |  |  |  |  |
| 4. Ability to establish and maintain rapport with students. |  |  |  |  |  |

III. Delivery: The candidate, through knowledge of content, counseling, pedagogy, and skilled delivery, consistently encourages students to learn, explore, and take responsibility for behavior using a variety of strategies.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Instructional or counseling goals aligning with Pennsylvania K-12 standards. |  |  |  |  |  |
| 2. Use of goals that show a recognizable sequence, clear student expectations and adaptations for individual needs. |  |  |  |  |  |
| 3. Use of questioning and discussion strategies that encourage many students to participate and become accountable. |  |  |  |  |  |
| 4. Use of informal and formal assessments to monitor student performance. |  |  |  |  |  |
| 5. Supporting the whole educational curriculum and assisting student with choices for personal, social, and academic improvement. |  |  |  |  |  |

IV. Professionalism: The candidate demonstrates qualities and behaviors that characterize a professional person in aspects that occur in and beyond the classroom.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Compliance with district requirements for maintaining accurate records and communicating with families. |  |  |  |  |  |
| 2. Integrity and ethical behavior, professional conduct as stated in PA Code of Professional Practice; and local, state, and federal laws and regulations.  |  |  |  |  |  |
| 3. Effective communications, both oral and written, with students, parents, colleagues, and district personnel. |  |  |  |  |  |

Section B: Excerpted and adapted from: American School Counselor Association (ASCA) Competencies (IV. Delivery)

IV-A: Knowledge (selected competencies):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Understands the distinction between direct and indirect student services |  |  |  |  |  |
| 2. Grasps the concept of a school counseling and knowledge base to be effective |  |  |  |  |  |
| 3. Knowledgeable of counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Alderian, solution- focused brief counseling, person-centered counseling and family systems |  |  |  |  |  |
| 4. Applies counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons |  |  |  |  |  |
| 5. Uses and supports effective classroom management |  |  |  |  |  |
| 6. Applies principles of career fundamental preparation and/or (7-12 only: college admissions, including financial aid and athletic eligibility) |  |  |  |  |  |
| 7. Differentiates and uses principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income |  |  |  |  |  |
| 8. Understands the multi-tiered approaches within the context of a comprehensive school counseling program |  |  |  |  |  |
| 9. Able to assist in responsive services (counseling and crisis response) including grief and bereavement |  |  |  |  |  |
| 10. Knows the differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretakers |  |  |  |  |  |

IV-B: Abilities and Skills: Individual Student Planning (selected competencies):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Facilitates individual student planning |  |  |  |  |  |
| 2. Understands individual student planning as a component of a comprehensive program |  |  |  |  |  |
| 3. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning |  |  |  |  |  |
| 4. Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel |  |  |  |  |  |
| 5. Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests |  |  |  |  |  |
| 6. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process (7-12) |  |  |  |  |  |
| 7. Understands the relationship of academic performance to the world of work, family life and community service |  |  |  |  |  |
| 8. Understands methods for helping students monitor and direct their own learning and personal/social and career development |  |  |  |  |  |

IV-B: Abilities and Skills: Responsive Services (selected competencies):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change |  |  |  |  |  |
| 2. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response |  |  |  |  |  |
| 3. Provides or has potential to assist in team leadership to the school and community in a crisis |  |  |  |  |  |
| 4. Involves appropriate school and community professionals as well as the family in a crisis situation |  |  |  |  |  |
| 5. Understands how to make referrals to appropriate professionals when necessary |  |  |  |  |  |
| 6. Shares strategies that support student achievement with parents, teachers, other educators and community organizations |  |  |  |  |  |
| 7. Strives to partners with parents, teachers, administrators and education stakeholders for student achievement and success |  |  |  |  |  |
| 8. Successfully conducts in-service training or workshops for other stakeholders to share school counseling expertise |  |  |  |  |  |

IV-C: Attitudes (selected competencies)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Promotes school counseling is one component in the continuum of care that should be available to all students |  |  |  |  |  |
| 2. Performs as a school counselor coordinating and facilitating counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves |  |  |  |  |  |
| 3. Supports the vision that School counselors should engage in developmental counseling and short-term responsive counseling |  |  |  |  |  |
| 4. Understands how to refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders |  |  |  |  |  |

Section C: Excerpted and adapted from: American School Counselor Association (ASCA) Competencies (V. Accountability)

V-B. Abilities and Skills (selected competencies):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs |  |  |  |  |  |
| 2. Uses student data to support decision-making in designing effective school counseling programs and interventions |  |  |  |  |  |
| 3. Uses technology in conducting research and program evaluation |  |  |  |  |  |
| 4. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders |  |  |  |  |  |
| 5. Uses results obtained for program improvement |  |  |  |  |  |

Overall Score:

Top of Form

Below Basic Basic Proficient Advanced

Bottom of Form

Student Candidate Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## GCCE 671 Internship in Counselor Education (PreK-12): Spring Term

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of Credits: \_\_\_\_\_\_\_\_\_\_

Internship Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Internship Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The following should be completed together by the candidate and the fieldwork supervisor or course instructor. Mid-term:\_\_\_\_\_ Final:\_\_\_\_\_\_

Directions: In each of the categories below, check the level of performance demonstrated for each indicator.

|  |  |  |  |
| --- | --- | --- | --- |
| **Below Basic**Candidate is very limited; does not illustrate a working knowledge of the descriptors | **Basic**Candidate can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient | **Proficient**Candidate is able to effectively apply and manipulate theory and strategies to deliver messages and assess; has a working knowledge of the descriptors; student is successful and effective; very competent candidate | **Advanced**Candidate motivates and creatively generates unique and original deliveries with effective learning results; outstanding ability that appears to out perform the descriptors beyond most students or teachers |

It is required for all school counselors to obtain 50 hours of direct service with individual and group clients for 200 hours of fieldwork.

Section A: PDE 430 (adapted for school counselors)

I. Planning and Preparation: The candidate demonstrates thorough knowledge of content area and pedagogical skills in planning and preparation; candidate makes plans and sets goals based on content to be taught/learned, his/her knowledge of assigned students, and the content.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Student responses reflect candidate’s knowledge of content/counseling. |  |  |  |  |  |
| 2. Plans and uses a variety of strategies and techniques during interactions. |  |  |  |  |  |
| 3. Supports the Pennsylvania K-12 Academic Standards in interactions. |  |  |  |  |  |
| 4. Uses best practices in construction of action plans and setting goals. |  |  |  |  |  |

II. Environment: The candidate establishes and maintains a purposeful and equitable environment for learning in which students feel safe, valued, and respected by instituting routines and setting clear expectations for student behavior.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Attention is given to equitable opportunities for all students. |  |  |  |  |  |
| 2. Effective routines and procedures resulting in little or no loss of instructional time. |  |  |  |  |  |
| 3. Clear standards of conduct and effective management of student behavior. |  |  |  |  |  |
| 4. Ability to establish and maintain rapport with students. |  |  |  |  |  |

III. Delivery: The candidate, through knowledge of content, counseling, pedagogy, and skilled delivery, consistently encourages students to learn, explore, and take responsibility for behavior using a variety of strategies.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Instructional or counseling goals aligning with Pennsylvania K-12 standards. |  |  |  |  |  |
| 2. Use of goals that show a recognizable sequence, clear student expectations and adaptations for individual needs. |  |  |  |  |  |
| 3. Use of questioning and discussion strategies that encourage many students to participate and become accountable. |  |  |  |  |  |
| 4. Use of informal and formal assessments to monitor student performance. |  |  |  |  |  |
| 5. Supporting the whole educational curriculum and assisting student with choices for personal, social, and academic improvement. |  |  |  |  |  |

IV. Professionalism: The candidate demonstrates qualities and behaviors that characterize a professional person in aspects that occur in and beyond the classroom.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Compliance with district requirements for maintaining accurate records and communicating with families. |  |  |  |  |  |
| 2. Integrity and ethical behavior, professional conduct as stated in PA Code of Professional Practice; and local, state, and federal laws and regulations.  |  |  |  |  |  |
| 3. Effective communications, both oral and written, with students, parents, colleagues, and district personnel. |  |  |  |  |  |

Section B: Excerpted and adapted from: American School Counselor Association (ASCA) Competencies (IV. Delivery)

IV-A: Knowledge (selected competencies):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Understands the distinction between direct and indirect student services |  |  |  |  |  |
| 2. Grasps the concept of a school counseling and knowledge base to be effective |  |  |  |  |  |
| 3. Knowledgeable of counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Alderian, solution- focused brief counseling, person-centered counseling and family systems |  |  |  |  |  |
| 4. Applies counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons |  |  |  |  |  |
| 5. Uses and supports effective classroom management |  |  |  |  |  |
| 6. Applies principles of career fundamental preparation and/or (7-12 only: college admissions, including financial aid and athletic eligibility) |  |  |  |  |  |
| 7. Differentiates and uses principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income |  |  |  |  |  |
| 8. Understands the multi-tiered approaches within the context of a comprehensive school counseling program |  |  |  |  |  |
| 9. Able to assist in responsive services (counseling and crisis response) including grief and bereavement |  |  |  |  |  |
| 10. Knows the differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretakers |  |  |  |  |  |

IV-B: Abilities and Skills: Individual Student Planning (selected competencies):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Facilitates individual student planning |  |  |  |  |  |
| 2. Understands individual student planning as a component of a comprehensive program |  |  |  |  |  |
| 3. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning |  |  |  |  |  |
| 4. Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel |  |  |  |  |  |
| 5. Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests |  |  |  |  |  |
| 6. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process (7-12) |  |  |  |  |  |
| 7. Understands the relationship of academic performance to the world of work, family life and community service |  |  |  |  |  |
| 8. Understands methods for helping students monitor and direct their own learning and personal/social and career development |  |  |  |  |  |

IV-B: Abilities and Skills: Responsive Services (selected competencies):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change |  |  |  |  |  |
| 2. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response |  |  |  |  |  |
| 3. Provides or has potential to assist in team leadership to the school and community in a crisis |  |  |  |  |  |
| 4. Involves appropriate school and community professionals as well as the family in a crisis situation |  |  |  |  |  |
| 5. Understands how to make referrals to appropriate professionals when necessary |  |  |  |  |  |
| 6. Shares strategies that support student achievement with parents, teachers, other educators and community organizations |  |  |  |  |  |
| 7. Strives to partners with parents, teachers, administrators and education stakeholders for student achievement and success |  |  |  |  |  |
| 8. Successfully conducts in-service training or workshops for other stakeholders to share school counseling expertise |  |  |  |  |  |

IV-C: Attitudes (selected competencies)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Promotes school counseling is one component in the continuum of care that should be available to all students |  |  |  |  |  |
| 2. Performs as a school counselor coordinating and facilitating counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves |  |  |  |  |  |
| 3. Supports the vision that School counselors should engage in developmental counseling and short-term responsive counseling |  |  |  |  |  |
| 4. Understands how to refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders |  |  |  |  |  |

Section C: Excerpted and adapted from: American School Counselor Association (ASCA) Competencies (V. Accountability)

V-B. Abilities and Skills (selected competencies):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student candidate’s performance appropriately demonstrates: | Below Basic | Basic | Proficient | Advanced | Comments |
| 1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs |  |  |  |  |  |
| 2. Uses student data to support decision-making in designing effective school counseling programs and interventions |  |  |  |  |  |
| 3. Uses technology in conducting research and program evaluation |  |  |  |  |  |
| 4. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders |  |  |  |  |  |
| 5. Uses results obtained for program improvement |  |  |  |  |  |

Overall Score:

Top of Form

Below Basic Basic Proficient Advanced

Bottom of Form

Student Candidate Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_