## 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.

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| --- | --- | --- | --- |
| Below BasicCandidate is very limited; does not illustrate a working knowledge of the descriptors | BasicCandidate can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient | ProficientCandidate 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 | AdvancedCandidate 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.

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| --- | --- | --- | --- | --- | --- |
| 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.

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| 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.

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| --- | --- | --- | --- | --- | --- |
| 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.

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| --- | --- | --- | --- | --- | --- |
| 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):

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| --- | --- | --- | --- | --- | --- |
| 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):

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| --- | --- | --- | --- | --- | --- |
| 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):

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| 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)

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| --- | --- | --- | --- | --- | --- |
| 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):

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| --- | --- | --- | --- | --- | --- |
| 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_