**Master of Science in Counselor Education**

Program Handbook



**Master of Science in Counselor Education**

* **PreK-12 School Counselor Certification**

Saint Vincent College Education Department

<http://education.stvincent.edu/>

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# Chapter 1

## Welcome to the Counselor Education Master’s Program

### I. INTRODUCTION

#### GOALS

The Master of Science in Counselor Education, certifying in PA School Counseling PreK-12, will prepare candidates for a career as professional school counselors.. Candidates will receive instruction in both school counseling best practices as well as clinical counseling for children and young adults. The 39-credit program is contemporary in design in that it will address current trends, theory, and includes extensive competency-based fieldwork (PreK-12) that will prepare candidates for the 21st century. Candidates graduating from the M.S. in Counselor Education will be prepared to take the Praxis II: Professional School Counselor (5421) exam.

*The Goals of the Counselor Education Program are to:*

* Candidates, through collaboration with school counselors and faculty, will learn the fundamentals of effective communication, counseling ethics, proper documentation, climates of PreK-12 settings, and adaptive and maladaptive patterns of child and adolescent behavior.
* Candidates will develop skills in navigating the climate of the school system as well as establish clinical skills that will aid them in assessment , and support of PreK-12 students.
* Candidates will demonstrate an understanding of counseling interventions, use of school counseling supervision, and understanding of a working relationship with students, and theory of human change.
* Candidates will be exposed to effective uses of technology in school counseling. This will include advances in online mentoring, digital record systems, and rules of confidentiality.
* Candidates will establish a theoretical orientation in school counseling that will govern their PreK-12 decision-making with the academic, career and social-emotional domains..
* Candidates will develop an understanding of career counseling including methods of assessment, job coaching, and development of schoolwide programs..
* Candidates will demonstrate skills and practice of PreK-12 school counseling through comprehensive internships and portfolio development.

*Candidates will have the opportunity to:*

* Earn professional, Pennsylvania Department of Education credentialing in PreK-12 School Counseling
* For future employment in the dual arenas of school as well as community mental health counseling.
* Broaden the scope of their existing skill sets and experiences.
* Begin a graduate program that will make use of their unique academic backgrounds to prepare them for a career in human services.
* Obtain membership in counseling honor societies, local and national research associations, and conference attendance/ participation through local school counseling associations, the Pennsylvania School Counseling Association and the American School Counseling Association.

## REQUIRED COURSES

### MASTER’S DEGREE IN COUNSELOR EDUCATION

**Total Credits**: 39

**Admission**: 3.0 GPA, conferred accredited bachelor’s degree, official transcripts, three (3) recommendations, personal statement, and completed application

**Program undergraduate prerequisites**: Educational Psychology, Psychology of Exceptional Students, and Psychological/Educational testing or valid teacher certification (any area). For exceptions, please see program director.

**Rationale for the number and composition of credits**: In order to fully address the Pennsylvania Department of Education guidelines for PreK-12 School counseling the candidate must complete the following 39 credits.

#### Course numbers and descriptions:

**GCED 605 Statistics and Research Design 3.0**

This course will enable the educator to read and interpret empirical research as it reported in the periodic literature and to design educational research instruments and projects. This advanced course will include instruction in educational test and measurements that will provide the educator with the prerequisite mathematical skills to compute, read, and interpret statistical data as reported on standardized achievement tests, group and individual tests, and research monographs. The major emphasis of the course is to develop the observational, investigative, and interpretive skills of a reflective educator/practitioner.

**GCED 650 Human Learning 3.0**

Brain research and the psycho/social bases of learning from infancy to adolescence are investigated in this course. The study of cognitive learning theory, intelligence, instrumental and generative learning, the contributions of differential psychology, information processing, and expectancy theory help the educational practitioner to individualize and differentiate instructional strategies for diverse learners. Learning styles, shaping and pacing strategies, contingency management, concept learning, and problem solving strategies are applied to lesson planning and the enhancement of instruction. The course’s major emphasis is on the systematic application of the principles of learning within the learning environment.

**GCSE 697 Teaching Nonnative and Culturally Diverse Students 3.0**

This course is designed to equip candidates with essential knowledge and skills to effectively administer, organize and implement content area instruction appropriate for English Language Learners at different levels of English proficiency. Course activities and assignments are designed to be interactive and inquiry-based. This course meets new guidelines required by the Commonwealth of Pennsylvania to prepare all teachers with knowledge of language systems, structures, functions, and variations along with the skills to identify cultural characteristics that influence learning. The first half of the course will focus on Culture, approaches to Multicultural Education and the English Language Learner. The second half of the course will focus on the English Language Learner and language acquisition; school curriculum, assessment and instruction; and the culture of school.

**GCED 620 Assessment and Diagnostics 3.0**

The fundamental principles of diagnostic theory and practice are analyzed with an emphasis on the application of these principles to a variety of educational settings. Candidates are acquainted with the guidelines and techniques for diagnosing students’ needs and abilities by implementing and interpreting developmentally appropriate assessments, both quantitative and qualitative. Procedures and problems in test construction and in the analysis, summarization, and reporting of student outcomes are examined.

**GCSE 607 Family and Professional Collaboration 3.0**

This course focuses on the special education teacher as a team member within the field of education. Candidates will learn about family-centered practices and how to work with families from culturally and linguistically diverse backgrounds. Various models of collaboration and career consultation techniques for disabled individuals within the general community will also be discussed. Finally, the creation of classroom plan(s) and simulated practices for proper diffusion and implementation of professional strategies to foster public collaboration for the special education population will be required.

**GCED 645 Philosophical and Ethical Perspectives in Education 3.0**

The course will explore the idea that education reflects the wider society in which we live. Candidates will examine schools and classrooms and try to understand how what goes on in schools is related to the values, beliefs, and structures of the world outside school walls. During the course candidates will consider why children succeed or fail at school; the process of tracking and labeling children; what it is that we learn in school—both explicitly and covertly; how factors such as gender, social class, race and ethnicity, and sexual orientation affect our educational experiences. Candidates will also explore historical philosophical perspectives in American education, and how other philosophies have developed over the years in education.

**GCED 615 Curriculum Systems Design 3.0**

This course is designed to include theories of curriculum, instruction, and the design of instructional systems. Emphasis will be on translating theory into practice, particularly for curriculum implementation in public or private schools and/or in industry training. Candidates will have an opportunity to actually design curricula for use in an educational setting. This course will involve field trips, in-field experiences, classroom lecture, technological training, and project assignments.

**GCCE 601 Introduction to School Counseling 3.0**

This course is designed to be an introduction for candidates entering counselor education. In this course candidates will learn about the history of counselor education and organizations associated with counselor education. Candidates will also be given instruction on resources and technology that will be useful during their career as a counselor.

This course studies the philosophy and rationale which underlie the American School Counselor Association’s (ASCA) National Model and the Comprehensive, Developmental Guidance Model. This course examines the history, objectives, organization and current issues which impact the design, development, implementation, and evaluation of these models as well as the personal qualities, skills and aptitudes of an effective school counselor. The course also examines ethical and legal issues that are relevant to the school counseling profession.

This course also provides candidates with the technical skills and theoretical knowledge needed to integrate technology into their work with today’s students and their families. Additionally, school counselors will become familiar with websites and technology resources to support career awareness and development and the post secondary planning process.

**GCCE 611 Career and Lifestyle Counseling 3.0**

Theories of vocational choice, psychology and sociology of work and use of information in decision-making are presented. Particular attention is given to identification, evaluation, and utilization of resource information in guidance and orientation to occupational and educational information, and community resources**.**

**GCCE 621 Counseling of Children and Young Adults 3.0**

The purpose of this course is to provide an introduction to the process of counseling children and adolescents as a means of facilitating healthy development and promoting academic achievement in school. The course is designed to help graduate candidates specializing in school counseling to focus on the knowledge base, skills, theories, research, models, and critical issues of contemporary school counseling. Current issues facing youth in the contemporary world will also be explored.

**GCCE 631 Theory and Practices of Group Counseling 3.0**

This course is designed to provide counselors in training with opportunities to explore basic theoretical and practical concepts regarding the group counseling process; the behavioral dynamics that occur in groups; and the role, essential skills, and techniques of group leadership.

**GCCE 641 Counseling Techniques for Violent, Addictive, & Abusive Behaviors 3.0**

This course explores the theories and clinical applications of addressing violent, addictive, and abusive behaviors. A focus will be placed on creation of psychological safety, assessment, and ethics surrounding reporting and outreach procedures.

**GCCE 651 Pre-Practicum in School Counseling 1.0**

School Counseling experience with students from elementary, middle, and secondary schools under direction of a certified school counselor and college supervisor. Direct counseling, supervisory conferences, weekly seminars, preparation of leadership and case reports, and analyses of tape recordings are essential elements. Significant participation in diverse fieldwork settings is required before admission to GCCE 661. Prerequisite GCCE 611

**GCCE 661 Practicum in Counselor Education: Fall Term 1.0**

Fall internship experience as a counselor (PreK-12) in a split placement covering the PreK-4, 4-8, and 7-12 grade levels under the mentorship of an experienced certified school counselor and college supervisor. A total of one day a week for 14 weeks or the equivalent to 100 clock hours is required. A minimum of 20 hours of direct service with individual and group clients is also required. Prerequisite GCCE 651

**GCCE 671 Internship in Counselor Education: Spring Term 1.0**

Spring internship experience as a counselor (PreK-12) in a split placement covering the PreK-4, 4-8, and 7-12 grade levels under the mentorship of an experienced certified school counselor and college supervisor. A total of two days a week for 14 weeks or the equivalent to 200 clock hours is required. A minimum of 50 hours of direct service with individual and group clients is also required. Prerequisite GCCE 651

**GCED 800 Comprehensive Exam 0.0**

Offered each term typically the last Saturday prior to graduation. Questions for the exam are submitted from the graduate faculty in which candidates have taken coursework. In addition to responding to the questions, candidates will be expected to cite researchers, dates, and validate points without the aid of references. Candidates will respond using a computer in Microsoft Word. In some cases, candidates maybe asked to verbally defend their written answers if questions persist about the candidate’s knowledge.

### SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNERS

The Master of Science in Counselor Education program requires sufficient coursework in special education and teaching of English language learners. Special education and diverse learning theory are embedded in all courses, but are explicit in the following:

**GCSE 607 Family and Professional Collaboration 3.0**

**GCSE 697 Teaching Nonnative and Culturally Diverse Students 3.0**

**GCED 650 Human Learning 3.0**

**GCED 620 Assessment and Diagnostics 3.0**

### FIELDWORK AND INTERNSHIP REQUIREMENTS

In addition to the above coursework, candidates must complete on-site experiences in an educational PK-12 setting to fulfill the practicum/internship courses. **GCCE 651 Pre-Practicum in School Counseling** requires candidates to experience experiential activities in settings selected from elementary, middle, and secondary schools. In **GCCE 661 Practicum in Counselor Education: Fall Term** and **GCCE 671 Internship in Counselor Education: Spring Term** the counselor candidate is placed in a split placement covering the PreK-4, 4-8, and 7-12 grade levels under the mentorship of an experienced certified school counselor and college supervisor.

#### Candidates participating in fieldwork must obtain and adhere to the following:

##### REQUIRED CLEARANCES

* Act 151: Department of Public Welfare Child Abuse History Clearance
* Act 34: Pennsylvania State Police Request for Criminal Records Check
* TB Testing
* Act 114: FBI Fingerprinting Clearance
* Mandated Reporter Training

##### INSTRUCTIONS FOR OBTAINING CLEARANCES

1. CHILD ABUSE: *(Must be completed yearly)*

* The Pennsylvania Child Abuse History Clearance application can be submitted online. Once you enter the link [www.compass.state.pa.us/CWIS](http://www.compass.state.pa.us/CWIS) you will be directed to the Child Welfare Portal where you must create an account or log in if you already have an account. Note: you will need an email address to create an account.
* Cost will be $13.00.
* Once your results have been processed, you will receive an email prompting you to log back in to your account.
* Print results of the PA Child Abuse History Clearance Certificate.

1. CRIMINAL RECORD: *(Must be completed yearly)*

* Go to the Pennsylvania Access To Criminal History website:
  + http://epatch.state.pa.us/Home.jsp
* Click on “Submit a New Record Check.”
* Follow the instructions and click submit (it takes a few minutes to process) .
* Print out the “Certification Form.”
* Cost will be $22.00.
* *If you do not want to complete it online you may download and print the form to mail (you will need to include a $22.00 MONEY ORDER), or complete the form online utilizing the PATCH System (please be aware that if you process online you will need to have a credit card ready).*

1. TUBERCULOSIS TESTING – TB Test: *(Required every two years)*

* Make an appointment with the Saint Vincent College Wellness Center by calling 724-805-2115. Testing can be done on Mon/Tue/Wed, as you must return two days later to be checked. The fee for the TB test will be $10.00.
* If you choose to get a TB test with your family doctor make sure to have a written document with date of the test, date it was read, results, doctor’s signature, and doctor’s medical ID#.

1. FBI FINGERPRINTING: *(Required once while a full time candidate, but subject to additional testing depending on candidate status)*

Applicants must register prior to going to a fingerprint site. Registration can be completed either on the phone or online. There is a $22.60 registration fee. You must save your fingerprinting receipt with the UAID number and bring it to the Education Office to show that you have processed your clearance.

* PASafeCheck is the name of the background check system that will be used by IDEMI to process applicant digital fingerprint background checks for the Commonwealth of Pennsylvania.
* To schedule your ten-minute fingerprint appointment, simply visit: <https://uenroll.identogo.com> and enter the following Service Code: 1KG6RT
* You will need to bring a valid form of photo ID to your appointment.

1. CHILD ABUSE REPORTER CERTIFICATION: *(Good for 5 years)*

* All students entering any Education field experience course must have the Mandated Child Abuse Reporter Certification. A copy of the certification needs to be submitted to the Education Department.
* The website for the free 3-hour-long training is: <https://www.reportabusepa.pitt.edu/> . The course title is “Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania.”

## ACADEMIC ADVISING

An education faculty advisor will be assigned to each graduate candidate. The advisor will review the candidate’s academic performance periodically. This review is intended to assure that the candidate is making progress and completing program requirements. Transcripts will be reviewed for appropriate coursework and to check that the candidate is maintaining a 3.0 or higher GPA. Candidates that have questions about the requirements, coursework, GPA, or certification should schedule an appointment with their education advisor. Most candidates will follow the sequence below when enrolling for the fall term.

**1st Fall courses:**

GCED 615 Curriculum Systems Design 3.0

GCCE 601 Introduction to School Counseling 3.0

**1st Spring courses:**

GCCE 611 Career and Lifestyle Counseling 3.0

GCED 650 Human Learning 3.0

**1st Summer courses:**

GCCE 621 Counseling of Children and Young Adults 3.0

GCED 620 Assessment and Diagnostics 3.0

GCCE 651 Pre-Practicum in School Counseling 1.0

**2nd Fall courses:**

GCCE 631 Theory and Practices of Group Counseling 3.0

GCCE 641 Counseling Techniques for Violent, Addictive, & Abusive Behaviors 3.0

GCCE 661 Practicum in School Counseling - Fall Term 1.0

**2nd Spring courses:**

GCSE 697 Teaching Nonnative and Culturally Diverse Students 3.0

GCED 605 Statistics and Research Design 3.0

GCCE 671 Internship in School Counseling: Spring Term 1.0

**2nd Summer courses:**

GCSE 607 Family and Professional Collaboration 3.0

GCED 645 Philosophical and Ethical Perspectives in Education 3.0

GCED 800 Comprehensive Exam 0.0

39.0

# Chapter 2

## Internship Requirements

### II. Internship REQUIREMENTS

In order to prepare candidates for a career in school counseling, the program requires candidates to complete a comprehensive 420 field experiences over three courses and semesters (Pre-Practicum, Summer - min 20 - max 60 hours; Practicum, Fall - minimum 100 - max 150 hours, and Internship - Spring - min 210 - max 300 hours). Internship courses must be taken during the school year (Fall and Spring) following GCCE 651 and 12 to 15 successful credits in the Counselor Education program. This is typically during the second year.

## Requirements of the Graduate Candidate

The internship experience is an opportunity for candidates to develop management, teaching, and professional competencies needed.

* Professionalism
  + Adhere to the policies and philosophies of the hosting school, district, or business of the field experience location
  + Adhere to the Pennsylvania Code of Ethics and American School Counseling Code of Ethics
  + Professional conduct is expected
  + Demonstrate a positive regard for culture, religion, gender, and sexual orientation of students and staff
  + Be responsible, courteous, and dependable
  + Professional dress is expected of all candidates
  + Abide by copyright laws and use of copyrighted educational materials in an ethical manner
* Attendance
  + Attendance is mandatory. Set a fieldwork schedule with your internship supervisor and remain committed to the agreed times. Absences are not permitted during the internship experience except for severe illness or death in the immediate family. Should such conditions merit absence, the candidate is responsible for notifying their supervisor immediately. Candidates should follow the calendar of the district or business of their field experience location and not the Saint Vincent College calendar; this may require candidates to complete hours over Fall Break, Spring Break, or other holidays that the college typically has off but businesses or school districts do not.

## Pre-Practicum in School Counseling (GCCE 651)

This course provides a 20 (minimum)-60 (maximum) hour supervised shadowing/observation experience for professional school counselors in training to observe and shadow a school counselor in the field of school counseling. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions and discuss approaches to rudimentary counseling sessions in order to assist in the academic and social-emotional growth of children. Candidates will be required to interview and shadow a practicing school counselor in a school setting. Prerequisites: GCCE 601 and GCCE 611. Students must pass this practicum experience with a B or better in order to advance to practicum field experience.

|  |  |
| --- | --- |
| Overview of Requirements for COUN 651: Pre-Practicum in School Counseling | |
| **Direct Service** | Direct Service - Individual Counseling: **No Minimum**  Direct Service - Group Counseling: **No Minimum**  **PreK-12 Students (5-18)** |
| **Indirect Service** | Group Supervision at the University : No minimum  Other indirect contact activities (i.e. observation, shadowing, interviewing)  Indirect Service Total: up to 60 hours |
| **TOTAL** | **20 hours minimum and 60 hours maximum**  **TOTAL** clock hours for Pre-Practicum in School Counseling |

## Practicum in School Counseling: Fall Term (GCCE 661)

The Practicum in School Counseling: Fall Term course is designed to offer opportunities to experience practicum activities that occur in the school setting as a school counselor in training. . All candidates are required to participate in a split placement between Pre K-4, 4-8, and 7-12 grade levels (This also may be split between two mentoring sites via practicum/internship). You may satisfy more than one grade level in one school if the grade levels within that school overlap any of the three grade levels. For example, candidates at a junior high school, which includes grades 6-8, may satisfy the 4-8 grade level and the 7-12 grade level. In addition to this experience, weekly seminars will be held by the GCCE 661 instructor/supervisor. During this experience, the course instructor will observe the candidate a minimum of two times. The final grade will be determined on seminar participation, performance, and the required professional portfolio elements required of the course.

This course provides a 100 (minimum)-150 (maximum) hour supervised experience for professional school counselors in training to develop and utilize developmentally appropriate counseling skills and techniques with children ages 5-18. Emphasis is on developing a theoretical framework and applying the counseling skills necessary for facilitating individual and group counseling. Candidates will also experience activities and responsibilities to support Pk-12 students academic, career, and social emotional growth. School counselors in training will also utilize the themes of leadership, advocacy, collaboration and systemic change through coursework and field experience. Through group (college) and individual (site) supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues in order to assist in the academic and personal/social growth of children. Prerequisites: GCCE, 621, GCCE 631, GCCE 651 and GCCE 611. Students must pass this practicum experience with a B or better in order to advance to internship field experience.

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| Overview of Requirements for COUN 661: Practicum in School Counseling | |
| **Direct**  **Service (40%)** | Direct Individual/Group Counseling = 20 Hours  *All Direct time should be approximately 40% of time in field placement*  **PreK-12 Students (5-18)** |
| **Indirect**  **Service (60%)** | Group Supervision at the University : 1.5 hours weekly  Weekly individual site supervision (mentor): 1 hour weekly  Other indirect contact activities (i.e. observation, shadowing, interviewing)  Indirect Service Total: up to 100 hours |
| **TOTAL** | **100 hours minimum and 150 hours maximum**  **TOTAL** clock hours for Practicum in School Counseling |

## Internship in Counselor Education: Spring Term (GCCE 671

The Internship in School Counseling: Spring Term course is designed to offer opportunities to experience field experience activities that occur in the school setting as a school counselor in training. All candidates are required to participate in a split placement between Pre K-4, 4-8, and 7-12 grade levels (This also may be split between two mentoring sites via practicum/internship). You may satisfy more than one grade level in one school if the grade levels within that school overlap any of the three grade levels. For example, candidates at a junior high school, which includes grades 6-8, may satisfy the 4-8 grade level and the 7-12 grade level. In addition to this experience, weekly seminars will be held by the GCCE 671 instructor/supervisor. During this experience, the course instructor will observe the candidate a minimum of two times. The final grade will be determined on seminar participation, performance, and the required professional portfolio elements required of the course.

This course provides a 210 (minimum)-300 (maximum) hour supervised field experience for professional school counselors in training to develop and utilize developmentally appropriate counseling skills and techniques with children ages 5-18. Emphasis is on developing a theoretical framework and applying the counseling skills necessary for facilitating individual and group counseling. Candidates will also experience activities and responsibilities to support Pk-12 students in academic, career, and social emotional growth. School counselors in training will utilize the themes of leadership, advocacy, collaboration and systemic change through coursework and field experience. Through group (college) and individual (site) supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues in order to assist in the academic and personal/social growth of children. Prerequisites: GCCE, 621, GCCE 631, GCCE 651, GCCE 671 and GCCE 611.

|  |  |
| --- | --- |
| Overview of Requirements for COUN 671: Internship in School Counseling | |
| **Direct**  **Service (40%)** | Direct Individual/Small Group Counseling = 50 hours minimum  *All Direct time should be approximately 40% of time in field placement*  **PreK-12 Students (5-18)** |
| **Indirect**  **Service (60%)** | Group Supervision at the University : 1.5 hours weekly  Weekly individual site supervision (mentor): 1 hour weekly  Other indirect contact activities (i.e. observation, shadowing, interviewing)  Indirect Service Total: up to 160 hours |
| **TOTAL** | **210 hours minimum and 300 hours maximum**  **TOTAL** clock hours for Internship in School Counseling |

# Chapter 3

## III. PORTFOLIO

### Final Portfolio

The portfolio is the capstone product of your training program in Counselor Education. It is an organized collection of materials that have been creatively put together to best represent your philosophy of school counseling and artifacts aligned to the related competencies needed to be an effective PreK-12 School Counselor. All candidates in Counselor Education are required to develop a professional portfolio. The portfolio demonstrates the candidate’s knowledge and skills of school counseling for the desired certification grade-band.

Each section of the portfolio will contain artifacts that demonstrate success as a school counselor. Choose artifacts that best demonstrate your understanding, knowledge, and/or performance of the standard. The portfolio should contain not less than two artifacts for each standard. Artifacts include but are not limited to:

Work samples, journals, observations, lesson plans, workshops, and videos

Assignments from graduate classes, such as research projects, term papers, posters, and presentations

Awards, certificates, recognition of experiences, and professional organization memberships

Note: If you include pictures of students, be sure that you have parental permission to include the pictures in your portfolio. During the first week of you internship talk to your mentor or supervisor about the district’s policy about taking pictures of students. If pictures are permitted then have the students’ parents sign a permission slip stating that their child’s picture may be used in your portfolio. Only include the pictures of students for whom you have received a signed permission slip.

A compilation of your courses, internships, and personal experiences will provide the materials for your portfolio. The portfolio should be complete upon exiting the program. The program director and internship instructor will organize an exit interview session in which completers will present their portfolios. Upon completion of this event, a signed completion of the Counselor Education Intern Experience form (see appendix) will be given to graduates.

### PreK-12 School Counselor Portfolio Guidelines

**Professional Portfolio and Field Competencies**

During the final courses of the program (GCCE 651, 661 and 671), the professional portfolio should be compiled to show evidence of the candidate’s understanding of the fundamental and advanced concepts of school counseling at all levels (PreK-12). Your portfolio should include not less than two artifacts and/or evidences for each competency. Your last internship instructor evaluating your portfolio awards the total points. Points are based on completeness of evidence and artifact submission within a professionally presented portfolio.

**Candidates: Please include this rubric when submitting your final portfolio. Complete “Course and Portfolio Artifact” columns prior to submission:**

***Directions:*** Make a copy of this document and update with items placed in your portfolio. Once completed, this document should be a menu to all items listed in your google site. The reviewer should be able to locate the artifact quickly by locating the folder and item based on the organization. You DO NOT need to include all artifacts listed, this is a suggested list, you may include other items you believe will fit into the category to support your experience in that area.

See your field placement instructor for further information.

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| Elementary and Secondary (PK-12) School Counselor Preparation Program Guidelines (2014) | ASCA Standards for School Preparation Programs (2019) | ASCA School Counselor Standards and Professional Competencies (2019) | Course | ***Suggested*** Portfolio Artifact  (List Actual) Artifacts here) |
| Core Standard I - Foundation | | | | |
| I.A. History of Philosophy of School | Learner and Learning: Standard 1. Foundational Knowledge 1.1-1.3 | B-PF 1a, 1b  B-PF 2a - b; 2d - 2g; B - PA 1a, 1b | 651 | Program Assessment Review - Summative |
| 601 | Inservice Training (Staff) Presentation |
|  | Research Paper |
| 651 | Reflection on School Counselor Interview |
|  | School committee on Drug and Alcohol Issues - minutes or agenda |
| 601 | School Counselor Role Reflection Paper |
|  | Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor’s role |
| I.B Ethical and Legal Issues | Professional Responsibility: Standard 7. Ethical Practice 7.1-7.3 | B-PF 2b, 2c; B-PF 3a - 3h | 601 | Ethical Issues case study reflection |
|  | Reflection on school policy review |
|  | Reflection on review of district parent manual |
|  | Reflection on specific ethical standards |
|  | Presentation on ethical issues (confidentiality, etc.) |
|  | Completion certificates from professional development experiences related to ethics |
| I.C - Social and Cultural Diversity | Instructional Practice: Standard 4. Student Learning Outcomes 4.4 | B-PF 6a-6f; B-SS 1a, 1d |  | Completion certificates from professional development sessions on cultural, social or environmental influences |
|  | Small group or classroom lesson focused on cultural or ethnical diversity |
|  | Student Assistance Team Participation Reflection |
|  | Resource collection on cultural and ethnically diversity - age appropriate |
| 601 | Closing the Gap Action Plan |
|  | Lesson Plans, presentations, handouts from school counselor-led sessions designed to build cultural competence in others |
| I.D Academic Development | Standard 3: Instructional and School Counseling Interventions 3.1-3.3; Standard 4: Instructional practices 4.1-4.4; Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling 5.1-5.3 | B-PF 5a-c; B-SS 4a; B-SS 6a |  | Reflection or paper on IEP or Evaluation Review |
|  | Reflection on IEP conference attendance |
|  | Special Education teacher interviews (2) |
| 601 | Academic Lesson Plan aligned with ASCA Mindsets & Behaviors, CEW Standards, and Common Core standards |
|  | Reflection of District Program of Studies |
|  | Classroom and group Mindsets & Behaviors action plan (ASCA Template) |
|  | \*\*Any supportive documentation that focuses on student academic achievement (data meeting meetings, MTSS involvement, academic interventions, attendance) |
| I.E Career Development | Standard 3: Instructional and School Counseling Interventions 3.1-3.3; Standard 4: Instructional practices 4.1-4.4; Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling 5.1-5.3 | B-PF 1e; B-PF 2e; B-SS 2b-2h; B-SS 4a |  | Career Lesson plan aligned with ASCA Mindsets & Behaviors, CEW Standards and Common Core Standards |
|  | College and Career Night Flyer and/or Reflection |
|  | Review and Reflection of a Students Career Plan/Portfolio |
|  | Career Resources for website upload |
|  | Any communication on student internships, externships, job shadowing, graduation projects, etc. (outreach to public, parents, students or staff) |
|  | Completed career interest inventories with lesson plans showing appraisal and advisement activities |
|  | Completed strengths inventories with lesson plans showing appraisal and advisement activities |
|  | \*\*Any supportive documentation that focuses on student college and career readiness achievement (student artifact collection, graduation plans, attendance plans, etc.) |
| I.F. - Personal/Social Development | Standard 3: Instructional and School Counseling Interventions 3.1-3.3; Standard 4: Instructional practices 4.1-4.4; Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling 5.1-5.3 | B-PF 2e; B-SS 3b-3e; B-SS 4a |  | Universal screening documentation or reflection (SEL or behavior) |
|  | Classroom Unit on social emotional learning aligned with ASCA Standards, CEW Standards and Common Core. |
|  | Individual Counseling Reflection and/or Supervision Feedback |
|  | Small Group Counseling Results Report (Social emotional issue) |
|  | \*\*Any supportive documentation that focuses on student SEL or behavior achievement (data meeting meetings, MTSS involvement, SEL or behavior interventions, attendance) |
| Core Standard II - Management and Delivery | | | | |
| II.A - Program Planning | Standard 4: Instructional practices 4.1-4.4; Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling 5.1-5.3 | B-PF 2g; B-PF 5a-5c; B-PF 7d, 7i; B-PF 9d; B-PA 1a-1f | 651 | Summative - School Counselor Interview/Evaluation |
| 651 | Board Presentation - ASCA Recommendations |
|  | Time-task Analysis |
| 601 | Sample Administrative Conference |
|  | Classroom and groups Mindsets & Behaviors action plan |
|  | Annual Calendar reflection (use site supervisor if applicable) |
|  | Belief statements aligned with mindsets from ASCA Professional Standards and Competencies |
| 601 | Vision statement describing what the school counselor hopes to see in students five-15 years in the future |
| 601 | Mission statement aligned with school and district mission statement |
|  | Reflection of vision/mission statements at school site |
| II.B - Counseling, Prevention, and Interventions | Content: Standard 2. Core Theories and Concepts 2.1-2.3; Standard 3: Instructional and School Counseling Interventions 3.1-3.3; Standard 4: Instructional practices Student Learning Outcomes 4.1-4.4 | B-PF 1c - 1f; B-PF 7g; B-SS 1a - 1g; B-SS 3a- 3e; B-SS 4a, 4b | 651 | Individual School Counseling Activity and Reflection |
|  | Theoretical Orientation reflection |
|  | Group counseling lesson plans and reflection |
|  | Small Group Results Report |
| 601 | Closing the GAP results report |
| 651 | Counseling Observation Reflections(extra) |
|  | Classroom and group Mindsets and Behaviors action plan |
|  | Closing the gap action plan/results report |
|  | Lesson Plans |
|  | Crisis response “pack” or bag/box reflection |
|  | Participation/membership on crisis response teams and reflection |
| Core Standard III - Accountability | | | | |
| III.A - Research and Program Evaluation | Standard 3: Instructional and School Counseling Interventions 3.1-3.3; Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling 5.1-5.3 | B-PF 2h, 2i; B-PF 4a, 4b; 4d; B-PF 7e, 7i; B-PF 8f; B-PF 9b-9d; B-SS 1h; B-PA 2a-2c; B-PA 3a-3d; BPA 4a - 4g; BPA 5a, 5f; BPA 6a - 6f; B-PA 7a - 7f; B-PA 8a-8e; B-PA 9a - 9c |  | Annual Student outcome goals |
| 601 | Closing the Gap Action Plan |
|  | Minutes or participation reflection from school counseling advisory committee meetings (339 planning included) |
|  | Research paper on school related topic |
|  | Presentations or information shared with school board, and local, state and federal oversight organizations |
|  | Completion of ASCA school data summary sheet and reflection |
|  | Complete Program Appraisal and/or performance evaluation and reflection |
|  | Use-of-time calculator assessment completed with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less) |
|  | Goals addressing achievement, opportunity and/or information gaps |
| III.B - Appraisal and Assessment | Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling 5.1-5.3 | B-PF 9b; B-PF 8f; B-PF 9c; B-SS 1a, 1h; B-SS 2a, 2b, 2d; B-PA 2a, 2b; B-PA 4g; B-PA 9a-9c |  | Letter to parents regarding standardized assessment results |
|  | Reflection Child Study Team participation |
|  | Case Study |
|  | Needs Assessment to gather perception data on academic, career, and social emotional skills |
|  | Presentation materials with data from school counseling activities |
|  | Completed ASCA National Model templates/worksheets for planning student outcome goals and interventions |
|  | Disaggregated data reports highlighting gaps between between and among different groups of students in achievement, attendance, discipline and opportunities |
|  | Reports showing change in student achievement, attendance or discipline data, increased access to opportunities, linked to National Student Clearinghouse data |
|  | Plans for graduation; post-secondary; course planning, attendance, etc. |
| Core IV - Skills and Attitudes | | | | |
| IV.A Collaboration and Consultation | Standard 4: Instructional practices Student Learning Outcomes 4.1-4.4; Professional Responsibility  Standard 6 : Professional Practice. 6.1 - 6.3; : Standard 7. Ethical Practice 7.1-7.3 | B-PF 3e; BPF 6e; B-PF 8g; B-SS 1g; B-SS 4a; B-SS 5a-5d; B-SS 6a-6d; B-PA 8a - 8e; B-PA 7a - 7f |  | Reflection on counselor-counselor consultation |
|  | Supervision reflection |
|  | Crisis response team training |
|  | Peer Mediation Training or review of literature on programs |
|  | List of school and community referral sources |
|  | School counselor developed school counseling brochure |
|  | Presentation materials from school-counselor led trainings or workshops |
|  | Materials developed for dissemination to stakeholders (e.g. why school attendance matters, how to help with homework, why mentoring works, etc.) |
|  | Schedule of parent programs |
|  | Membership to school leadership team, data team, etc. |
|  | List of groups that partner with the school counseling program |
|  | List of committee involvement in school, district or community focused on student success |
| IV.B Advocacy | Standard 4: Instructional practices Student Learning Outcomes 4.1-4.4; Professional Responsibility  Standard 6 : Professional Practice. 6.1 - 6.3; : Standard 7. Ethical Practice 7.1-7.3 | B-PF 2i; B PF 8a-8g; B-SS 4b; 4c, B-PA 5a - 5f;  B-PA 6c |  | School District Dept. Meeting minutes |
|  | Reflection on Review of Chapter 339 plan |
|  | Presentation of information shared with school board and local state or federal organizations |
|  | Presentations or information shared with faculty and staff, parents and other school stakeholders |
|  | Reports showing how school counselor’s time could be spent more effectively for student success (complete use-of-time calculator) |
|  | Participation in school counseling professional association advocacy events |
|  | Memberships and committee membership to local, state, and/or national school counseling associations or related organizations |
|  | School-counselor developed infographics based on results reports and disseminated to school stakeholders |
| IV.C Leadership | Standard 4: Instructional practices Student Learning Outcomes 4.1-4.4; Professional Responsibility  Standard 6 : Professional Practice. 6.1 - 6.3; : Standard 7. Ethical Practice 7.1-7.3 | B-PF 3g; B-PF 4c; B-PF 6f; B-PF 7a-7c, 7f, 7h |  | Leadership roles in school, district or community committees focused on student success (evidence of) |
|  | Participation in school counseling professional organizations |
|  | Annual Student Outcome Goals |
|  | Annual Calendar |
|  | Results Reports |
|  | Advisory Council agendas and minutes |
| IV. D Systemic Change | Standard 4: Instructional practices Student Learning Outcomes 4.1-4.4; Professional Responsibility  Standard 6 : Professional Practice. 6.1 - 6.3; : Standard 7. Ethical Practice 7.1-7.3 | B-PF 2c; B-PF 6e; B-PF 7f; 7i; B-PF 9a - 9d; B-SS 6d; B-PA 2a 2c; B-PA 3a 3d; B-PA 4a - 4g |  | Reflection of District Policy review |
|  | School Board meeting attendance and reflection |
|  | Reflection of strategic plan document |
|  | Reports showing change in student achievement, attendance or discipline data |
|  | Reports showing change in course enrollment or increased access to opportunities |
|  | Reports showing change in post-secondary success linked to National Student Clearinghouse data |

# Chapter 4

## IV. Exit Criteria

Completing a Master of Science in Counselor Education at Saint Vincent College is a big accomplishment.

### Graduation Requirements

#### GRADUATION APPLICATION

All candidates completing the M.S. in Counselor Education must apply for graduation in the registrar’s office the term before graduating. This will allow the registrar to send you information pertaining to graduation. Saint Vincent College holds two graduations each year (December and May). As a graduate, you are hooded on stage in front of family and friends. Please plan to come to the ceremony for graduation. Getting your masters degree is an accomplishment that not many have.  Your faculty, family and friends will appreciate having the opportunity to watch your recognition.

#### GCED 800 COMPREHENSIVE EXAM

All candidates completing the M.S. in Counselor Education will be required to take a comprehensive exam. The exam will be essay format. You should register for the no-credit/no-cost course GCED 800 Comprehensive Exam during your last term. You will be notified via email to remind you of your exam date. This date usually will occur the Saturday prior to the final examination week of the semester from 9:00 AM – 12:00 PM.

Questions for the exam will be submitted from the graduate faculty in which you have taken coursework. It is recommended that candidates should begin preparing for this exam months in advance. In addition to responding to the questions, candidates will be expected to cite researchers, dates, and validate points without the aid of references. Candidates will respond using a computer in Microsoft Word. In some cases, candidates maybe asked to verbally defend their written answers if questions persist about the candidate’s knowledge. You will be notified if you have passed the exam via email no later than the Wednesday prior to graduation. Within thirty (30) days after the start of the next term, candidates will be notified of the level in which they have passed the exam. There are four levels: advanced, proficient, basic and unsatisfactory. Candidates with unsatisfactory performance on the comprehensive exam will be permitted to retake the exam the next semester. However, failing the exam twice will result in termination of the degree and certification program.

#### EXIT INTERVIEW AND PORTFOLIO SUBMISSION

Chapter three discusses the required competencies and professional portfolio that will be completed upon your degree. A compilation of your courses, internships, and personal experiences will provide the materials for your portfolio. The portfolio should be complete upon exiting the program. The program director and internship instructor will organize an exit interview session in which completers will present their portfolios. Upon completion of this event, a signed completion of the Counselor Education Intern Experience form (see appendix) will be given to graduates.

## Certification Requirements

### OBTAINING PENNSYLVANIA TEACHING CERTIFICATION

Near completion of the program, candidates are to register and take the Praxis II: Professional School Counselor (5421) exam. Upon a successful passing score and completion of the GCED 800 Comprehensive Exam, candidates are to apply to PA Department of Education, Teacher Information Management System (TIMS) to complete paperwork for certification. The GCED 800 Comprehensive Exam will confirm to your advisor that you are completed and will be applying for PDE certification. The certifying officer will be notified and monitoring the system for your certification application.

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# Appendix

## 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

## CHECKLIST FOR BEGINNING FIELDWORK

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

* Unofficial transcript of all graduate courses taken before beginning fieldwork
* 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
* Complete fieldwork application
* 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.**

## 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 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 at least three (3) years of experience.

1. The School shall be responsible to (suggested and not limited to):
   1. Provide the student with the opportunity to:
      * 1. Conduct group counseling and/or school counseling core curriculum classroom lessons;
        2. Provide the intern student with appropriate student clients for individual counseling and/or individual planning, with a minimum of four (4) separate student clients;
        3. Conference and consult with parents and other school personnel;
        4. Attend Student Assistance Program (SAP) or Multi-tiered System of Support (MTSS), Child Study and special education meetings;
2. Attend faculty meetings and in-services;
3. Coordinate career development activities;
4. Conduct an advocacy project, such as coordinating a career day or leading a parent workshop, with the joint approval of site and college supervisor;
5. And conduct other school counseling related duties.
   1. Provide the college supervisor, on a form to be provided, an evaluation of the student intern’s performance and potential;
   2. Maintain bi-weekly contact with the student’s college supervisor via e-mail or telephone;
   3. Provide the intern with weekly, individual supervision for a minimum of 1 hour per week;
   4. 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.
6. The College shall be responsible to:
   1. Designate a college supervisor who will coordinate the internship;
   2. Consult as needed with the site supervisor;
   3. Conduct seminars as scheduled;
   4. d) Solicit evaluative input from the site supervisor and assume primary responsibility for assigning a grade;
   5. Provide leadership in assisting the student in designing an advocacy project and provide approval.
7. The School Counseling Intern shall be responsible to:
   1. Secure an internship site.
   2. Provide proof of valid Act 151 (Child Abuse), Act 34 (Criminal Record), Act 114 (FBI Fingerprinting), and TB (Tuberculosis) test.
   3. c) Review site agreement form and hour requirements with agency/site supervisor
   4. d) Complete required hours in direct service (individual counseling, individual planning, group counseling, classroom guidance, and consultation)
   5. e) Attend seminars as scheduled
   6. f) Maintain an accurate, written daily log of activities and experiences and secure both site and college supervisors’ signature on a weekly basis
   7. g) Conduct a comprehensive project with the joint approval of the site and college supervisors
   8. h) Other guidance duties as assigned by the site supervisor
      1. Fulfill all course requirements as assigned by the internship instructor
8. Mutual Terms and Conditions:
   1. a) Term of Agreement. The term of this Agreement shall be \_\_\_\_\_\_\_ years from the date of execution.
   2. b) This Agreement may not exceed a period of five years.
   3. 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.
   4. 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.
   5. e) Modification of Agreement. This Agreement shall only be modified in writing with the same formality as the original Agreement
   6. 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.
   7. 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.



## APPLICATION GRADUATE PRE-PRACTICUM/PRACTICUM/INTERNSHIP

Please return this form to Ms. Makayla McMullen, Prep Hall Education Office. Please be sure to complete all of your personal school district or employer’s requirements for your internship in addition to this application.

Name: Today’s Date: Semester: Fall Spring

Student ID No: \_\_\_ Male Female US Citizen? Yes No

Student Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Cell Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please specify: Counselor Pre-Practicum Special Education Special Education School Principal

**(check only one)** Counselor Practicum High Incidence Low Incidence Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counselor Internship

|  |
| --- |
| SECTION 1 |

I am currently certified in the State of Pennsylvania \_\_\_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_\_ No

Area of Certification \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My employer retains a current record of my Act 33/34 and 151 Clearances**\*** \_\_\_\_\_Yes \_\_\_\_\_ No

My employer retains a current record of my Act 126 Child Abuse Training\* \_\_\_\_\_Yes \_\_\_\_\_ No

My employer retains a current record of my TB check**\*** \_\_\_\_\_Yes \_\_\_\_\_ No

My employer retains a current record of my FBI clearance**\*** \_\_\_\_\_Yes \_\_\_\_\_ No

**\*Please attach current photocopies to this application.**

|  |
| --- |
| SECTION 2 |

Currently Employed \_\_\_\_\_\_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_\_\_\_\_\_No

Do you wish to be placed in your current place of employment \_\_\_\_\_\_\_YES \_\_\_\_\_\_\_NO

Employer Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employer Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Superintendent’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Phone No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Schedule \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PLEASE BE SURE TO COMPLETE ALL INTERNAL REQUIREMENTS TO ESTABLISH YOUR INTERNSHIP WITH YOUR EMPLOYER.**

|  |
| --- |
| SECTION 3 |

If you do not wish to be placed with your current employer or if your employer is not able to provide for your experience, please complete the following: **(Include recommendation forms and attach)**

**1ST CHOICE OF PLACEMENT** **2nd CHOICE OF PLACEMENT**

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ADDRESS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ADDRESS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

PHONE: (\_\_\_\_\_)-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PHONE: (\_\_\_\_\_)-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

***Please return application and copies of clearances to Ms. Makayla McMullen*  in the Education Department, Prep Hall Education Office,  *724-805-2224 or 724-805-2096. (You may also scan and email it to*** [***makayla.mcmullen@stvincent.edu***](mailto:makayla.mcmullen@stvincent.edu) ***.)***

## COMPLETION OF PRE PRACTICUM, PRACTICUM, INTERNSHIP

*Please be sure to have your mentor sign that you fulfilled all requirements for this part of the internship.*

***Please return this form to Ms. Makayla McMullen* in the Education Department, Prep Hall Education Office,**

***724-805-2224 or 724-805-2096. (You may scan and email it to*** [***makayla.mcmullen@stvincent.edu***](mailto:makayla.mcmullen@stvincent.edu) ***)***

Student’s Name: Today’s Date:

Semester Completed: Fall Spring

Please specify Counselor Pre-Practicum Special Education Special Education School Principal

Counselor Practicum High Incidence Low Incidence Other \_\_\_\_\_\_\_\_\_\_\_

Counselor Internship

I certify that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has completed the requirements for this portion of the graduate internship/practicum for the above program.

Mentor’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty supervisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

### 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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, Adlerian, 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 |
| 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 |
| 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 |
| 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 210 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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, Adlerian, 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 |
| 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 |
| 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 |
| 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 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: \_\_\_\_\_\_\_\_\_

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| To be completed by the Mentor. Please complete the form below so that we can prepare your stipends. \*Checks will be mailed to your home address.  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Social Security Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    School Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (If we need to contact you during a holiday break.)  Home\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (optional) (preferred email address)    School Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \*Home Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name of student you are mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Mentoring dates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Your area(s) of certification\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Institution where earned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teaching Experience: Number of Years\_\_\_\_\_\_\_ Elementary \_\_\_\_\_\_\_\_ Secondary\_\_\_\_\_\_\_\_  Experience as a Mentor Teacher: No\_\_\_\_ Yes \_\_\_\_ Number of students mentored\_\_\_\_\_ |