

Field Experience

School Counseling Internship: Fall 2013

Field Experience

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School Counseling Internship: Fall 2013	School Counseling Internship Hours	Assessment	Standards	Extensions	Feedback
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This form should be completed & discussed during the student-supervisor conference at the conclusion of each term of internship EXCEPT the final term in which form E, the Final Summary Report, should be used. A copy of this report must be submitted to PSU each term.

The information reported on this form presents summary judgments by the candidate's supervisors about his/her performance on the counseling competencies prescribed by TSPC.

Directions:

- Select the appropriate box by the area of competence to attest to the candidate's performance in the competency area.
- Select the most appropriate response for each item within each competency area.

TSPC 2013 Standards**584-018-0305****Knowledge, Skills, Abilities, Cultural Competencies and Professional Dispositions for Initial School Counselor License**

These standards align with the [Counsel for Accreditation of Counseling and Related Educational Programs \(CACREP\) school counselor standards](#). (Specifically, pp. 40-46 of the 2009 CACREP standards document.) Candidates who are preparing to work as school counselors will demonstrate the professional knowledge, skills, cultural competence and practices necessary to promote the academic, career, and personal and social development of all K-12 students. In addition to the common core curricular experiences outlined in Professional Identity section of the CACREP standards at subsection (G). Initial School Counselor programs must provide evidence that student learning has occurred in the following domains:

Revised 10/23/2013

Site information

* Internship Site:	Metzger Elementary
* Site Supervisor:	Sue Bryant Porter
* Authorization Level:	<input checked="" type="checkbox"/> EC/EL <input type="checkbox"/> MS/HS
* Term:	Fall
* Year (yyyy)	2013

Evaluation Summary

Hours of service this term

* Direct 35.75
 (individual,
 family, group, or
 guidance):
 * Indirect: 101.75
 * TOTAL: 137.5

Cumulative hours (hours from this term and prior terms)

* Direct 35.75
 (individual,
 family, group, or
 guidance):
 * Indirect: 101.75
 * TOTAL: 0

The scores in this evaluation have been discussed with the student counselor and recommendations for improvements have been made.

Date of discussion: 12/16/2013

* Names of those present: Mike and Sue

This form was completed by Site Supervisor
 University Supervisor

Comments

Report Form

1. Foundations:

The candidate has met the requirements for competency area #1 Yes
 No

(a) Knowledge:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Know the history, philosophy, and current trends in school counseling	1	2	3 <input checked="" type="checkbox"/>	4	3

and educational systems;

(B) Understands ethical and legal considerations specifically related to the practice of school counseling;	1	2	3 ✓	4	3
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(C) Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;	1	2	3	4 ✓	4
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(D) Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;	1	2	3 ✓	4	3
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(E) Understands current models of school counseling programs and their integral relationship to the total educational program;	1	2	3 ✓	4	3
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(F) Understands the effects of: Atypical growth and development, health and wellness, language; ability level, multicultural issues, and factors of resiliency on student learning and development; and	1	2	3 ✓	4	3
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(G) Understands	1	2	3 ✓	4	3
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the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

Total Score 22.0

(b) Skills and Practices:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling; and	1	2	3 ✓	4	3
(B) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	1	2	3	4 ✓	4
Total Score					7.0

2. Counseling, Prevention and Intervention:

The candidate has met the requirements for competency area #2 Yes
 No

(a) Knowledge:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Knows the theories and processes of effective counseling and wellness programs for individual	1	2	3 ✓	4	3

students and groups of students;

(B) Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students;	1	2	3 ✓	4	3
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(C) Knows strategies for helping students identify strengths and cope with environmental and developmental problems;	1	2	3 ✓	4	3
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(D) Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling;	1	2	3 ✓	4	3
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(E) Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning; and	1	2	3 ✓	4	3
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(F) Understands the potential impact of crises, emergencies, and disasters on students,	1	2	3 ✓	4	3
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educators, and schools, and knows the skills needed for crisis intervention.

Total Score 18.0

(b) Skills and Practices:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to each diverse individual, group, and classroom;	1	2	3 ✓	4	3
(B) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal and social development of students;	1	2	3	4 ✓	4
(C) Designs and implements prevention and intervention plans related to the effects of: Atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development;	1	2	3 ✓	4	3
(D) Demonstrates the ability to use procedures for assessing and managing suicide risk; and	1	2	3 ✓	4	3

(E) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	1	2	3 ✓	4	3
Total Score					16.0

3. Diversity and Advocacy:

The candidate has met the requirements for competency area #3 ✓ Yes
No

(a) Knowledge:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and multicultural excellence in terms of student learning;	1	2	3 ✓	4	3
(B) Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal and social development of students;	1	2	3 ✓	4	3
(C) Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally	1	2	3 ✓	4	3

congruent with the needs of students and their families; and

(D) Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	1	2	3	4 ✓	4
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Total Score 13.0

(b) Skills and Practices:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development;	1	2	3 ✓	4	3
(B) Advocates for the learning and academic experiences necessary to promote the academic,	1	2	3 ✓	4	3
(C) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations; and	1	2	3 ✓	4	3
(D) Engages parents, guardians, and families to	1	2	3 ✓	4	3

promote the academic, career, and personal and social development of students.

Total Score 12.0

4. Assessment:

The candidate has met the requirements for competency area #4 Yes
 No

(a) Knowledge:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Understands the influence of multiple factors such as: Abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression; that may affect the personal, social, and academic functioning of students;	1	2	3	4 ✓	4
(B) Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs; and	1	2	3	4 ✓	4
(C) Identifies various forms of needs assessments for academic, career, and personal and social development.	1	2	3 ✓	4	3
Total Score					11.0

(b) Skills and Practices:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities;	1	2	3 ✓	4	3
(B) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development;	1	2	3 ✓	4	3
(C) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs;	1	2	3 ✓	4	3
(D) Makes appropriate referrals to school and/or community resources; and	1	2	3 ✓	4	3
(E) Assesses barriers that impede students' academic, career, and personal and social development.	1	2	3 ✓	4	3
				Total Score	15.0

5. Research and Evaluation:

The candidate has met the requirements for competency area #5

✓ Yes

No

(a) Knowledge:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Understands how to critically evaluate research relevant to the practice of school counseling;	1	2	3 ✓	4	3
(B) Knows models of program evaluation for school counseling programs;	1	2	3 ✓	4	3
(C) Knows basic strategies for evaluating counseling outcomes in school counseling such as: behavioral observation and program evaluation;	1	2	3	4 ✓	4
(D) Knows current methods of using data to inform decision making and accountability such as: school improvement plan and school report card; and	1	2	3	4 ✓	4
(E) Understands the outcome research data and best practices identified in the school counseling research literature.	1	2	3 ✓	4	3
				Total Score	17.0

(b) Skills and Practices:

Criterion Performance Rating

	Unsatisfactory	Emerging	Proficient	Exemplary	Score
(A) Applies relevant research findings to inform the practice of school counseling;	1	2	3 ✓	4	3
(B) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences; and	1	2	3 ✓	4	3
(C) Analyzes and uses data to enhance school counseling programs.	1	2	3 ✓	4	3
				Total Score	9.0

6. Academic Development:

The candidate has met the requirements for competency area #6 Yes
 No

(a) Knowledge:

Criterion	Performance Rating				
	Unsatisfactory	Emerging	Proficient	Exemplary	Score
(A) Understands the relationship of the school counseling program to the academic mission of the school;	1	2	3	4 ✓	4
(B) Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school;	1	2	3 ✓	4	3

and

(C) Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	1	2	3 ✓	4	3
Total Score					10.0

(b) Skills and Practices:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Conducts programs designed to enhance student academic development;	1	2	3 ✓	4	3
(B) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities; and	1	2	3	4	NA
(C) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	1	2	3 ✓	4	3
Total Score					6.0

7. Collaboration and Consultation:**The candidate has met the requirements for competency area**

#7

✓ Yes

No

(a) Knowledge:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration;	1	2	3	4 ✓	4
(B) Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community;	1	2	3 ✓	4	3
(C) Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal and social development of students;	1	2	3 ✓	4	3
(D) Understands systems theories, models, and processes of consultation in school system settings;	1	2	3 ✓	4	3
(E) Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children;	1	2	3 ✓	4	3
(F) Understands	1	2	3 ✓	4	3

the various peer programming interventions such as: peer meditation, peer mentoring, and peer tutoring; and how to coordinate them; and

(G) Knows school and community collaboration models for crisis or disaster preparedness and response.	1	2	3 ✓	4	3
Total Score					22.0

(b) Skills and Practices:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school;	1	2	3	4 ✓	4
(B) Locates resources in the community that can be used in the school to improve student achievement and success;	1	2	3 ✓	4	3
(C) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development;	1	2	3 ✓	4	3
(D) Uses peer helping strategies in the school counseling program; and	1	2	3 ✓	4	3

(E) Uses referral procedures with helping agents in the community such as: mental health centers, businesses, and service groups; to secure assistance for students and their families.	1	2	3 ✓	4	3
Total Score					16.0

8. Leadership:

The candidate has met the requirements for competency area #8 ✓ Yes
No

(a) Knowledge:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Knows the qualities, principles, skills, and styles of effective leadership;	1	2	3 ✓	4	3
(B) Knows strategies of leadership designed to enhance the learning environment of schools;	1	2	3 ✓	4	3
(C) Knows how to design, implement, manage, and evaluate a comprehensive school counseling program;	1	2	3 ✓	4	3
(D) Understands the important role of the school counselor as a system change agent; and	1	2	3	4 ✓	4
(E) Understands the school counselor's role in student assistance	1	2	3	4 ✓	4

programs, school leadership, curriculum, and advisory meetings.

Total Score 17.0

(b) Skills and Practices:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
(A) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program; and	1	2	3 ✓	4	3
(B) Plans and presents school-counseling-related educational programs for use with parents and teachers such as: parent education programs, materials used in classroom guidance, and advisor and advisee programs for teachers	1	2	3 ✓	4	3
Total Score					6.0

Comments

Grade	
Total Score	217.0
Grade	

Close

