



MEd. School Counseling Practicum Handbook

Discover the Counseling Buff in You

Counselor Education Program
Terry B. Rogers College of Education and Social Sciences
West Texas A & M University
WTAMU Harrington Amarillo Center
720 S Tyler St, Amarillo, TX 79101

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COUNSELOR EDUCATION PROGRAM

Table of Contents

<i>MEd. School Counseling Practicum Requirements</i>	3
Practicum Course Sequencing	3
Selecting a Site	3
Selecting a Site Supervisor	3
Changing a Counseling Practicum Site	4
Changing a Site Supervisor	4
Insurance Requirements	4
Practicum Course Requirement	5
Number of hours required for the course:	5
Practicum hours: Direct and Indirect	5
Assignments	5
Practicum Logs:	5
<i>Practicum Policies and Procedures for all Students</i>	6
Applicable to Students in All Programs	6
Basic Information.....	6
A Semester Before Beginning Practicum	6
When can I begin my practicum?	6
Can I complete hours between semesters	6
Students enrolled in School Counseling practicum cannot complete hours between semesters	6
After Practicum Begins.....	6
<i>Intern/Probationary School Counselor Certificate</i>	8
<i>Licensure/Certification</i>	9
Certified School Counselors	9
How do I receive test approval for TExES 252	9
<i>SCHOOL COUNSELING PRACTICUM APPLICATION</i>	10
<i>School Counseling Practicum Paperwork</i>	11
SITE SUPERVISOR (MENTOR) AGREEMENT	12
Practicum Student Agreement Form	13
Practicum Log	14
Attestation of Field Supervisor Qualifications and Mentor Agreement	15
Informed Consent Form	18
Pre-Observation Form	19
Site Supervisor Evaluation of Student	22
Field/Site Supervisor Recommendation form	29
Practicum Summary Sheet	30
Program Evaluation	31

MEd. School Counseling Practicum Requirements

Students in the School Counseling program focus their training on planning, implementing, and evaluating guidance and counseling programs to meet the unique social, physical, intellectual, and emotional needs of children and adolescents in school settings. **Students are responsible for securing access to practicum sites in local and neighboring school districts that are TEA approved (<https://txschools.gov/schools>) with a school counselor who is certified and has a minimum of three years of experience.** Students' practicum is 160 hours, of which 60 must be direct service contact (e.g., classroom guidance lessons, individual or small group counseling, etc.) under the supervision of a Certified School Counselor (CSC). Students must submit the following documents with the practicum application:

- Site Supervisor Certificate and Service Record
- Site Supervisor Resume

Practicum Course Sequencing

Students will complete

- COUN 6375 Essential Helping Skills &
- COUN 6365 – Diagnosis and treatment, and
- then complete a 160 – hour practicum experiences.

Selecting a Site

Students planning to enroll in COUN 6399 must seek out appropriate sites to collect experience. They are encouraged to begin networking and searching for their practicum sites at least a semester or two prior to enrolling in the courses. While faculties can assist students with necessary referrals, students will ultimately be responsible for obtaining and securing a site. Students may consider the following guidelines while securing a field placement site:

1. Contact the various school counselors/schools in your area via email or phone calls.
2. On finding a site, be prepared to go through an interview and possible training requested by the site.
3. Once students are able to find a practicum site, students can submit the Practicum application to counseloredprogram@wtamu.edu. The application needs to be submitted with
 - a. Site supervisor resume
 - b. Site supervisor service record (document from HR with the number of years of experience)
 - c. Site supervisor Certificate from TEA's website
4. The practicum application is required to enroll in COUN 6399

Selecting a Site Supervisor

As students find a suitable site for them to gain their school counselor experience, they also seek out appropriate supervisor. Site supervisors for school counseling must meet the following requirements as set forth by West Texas A&M university:

5. Site supervisors must also be credentialed as a Certified School Counselor.
6. Site supervisors must have a minimum of three years of pertinent professional experience in the program area in which the student is enrolled.
7. Be willing to offer in-person or online weekly supervision, observe and evaluate students during the course of practicum.

Changing a Counseling Practicum Site

If at any given point during the semester, the field placement site becomes problematic for the student, they may consider a change in placement. In such situations the following procedures must be followed:

8. The intern discusses the problem(s) with the faculty of record and the program chair, to determine whether a solution can occur within the existing placement. The Intern may be asked to continue with the placement until the end of the semester, and an agreement may be made that a change of placement will occur for the following semester.
9. If a solution is not found, and a change of placement is necessary during the semester, the request for change of site must be completed by submitting a new application to counseloredprogram@wtamu.edu

Changing a Site Supervisor

If a change in Site Supervisor occurs at any time during Practicum, the faculty of record must be consulted immediately. A new supervisor must meet the requirements mentioned above. A new application with complete details must be submitted to counseloredprogram@wtamu.edu at the before any supervised hours have started. Student will be required to submit the following for the site supervisor:

- a. Site supervisor resume
- b. Site supervisor service record (document from HR with the number of years of experience)
- c. Site supervisor Certificate from TEA's website

If a supervisor, requests to discontinue supervising a student due to medical or leisure leave, an alternate supervisor must be approved temporarily. The alternate supervisor must also meet the site supervisor requirements set forth for WTAMU site supervisor. Application submission with complete details is required.

Insurance Requirements

Counselors are required by law to carry liability/malpractice insurance. As counselors in training are working with clients, practicum students must have insurance coverage in the minimum amount of \$1,000,000 incident/\$3,000,000 aggregate. Students enrolled in Practicum must submit a copy of the first page of their current professional liability insurance policy showing the counselor's name, policy number, and date of coverage. Students can purchase insurance online from Texas Counseling Association, the American Counseling Association, or HPSO.

Practicum Course Requirement

According to TEA and accredited program guidelines, students must receive regular supervision in face-to-face time that is a minimum of:

- **1 hour weekly with site supervisor**
- Three 45-minute informal observations (video recordings completed with site supervisor and university supervisor) and reflection assignment
 - To meet TEA standards school counseling practicum students must have 135 total minutes of observation.
- The students will be required to complete 160 hours, 60 direct and 100 indirect.

Number of hours required for the course:

A school counseling student, enrolled in the school counseling practicum will be required to complete 160 hours, 60 direct and 100 indirect.

Practicum hours: Direct and Indirect

Students, site supervisors, and fieldwork course instructors collaborate to document both the direct counseling and indirect supportive work that students need to successfully complete their Practicum experiences. Both types of hours are important for students' professional development.

- TAC 681.2 (11) **Direct client contact** -Time spent counseling clients.
- TAC 681.2 (14) **Indirect hours** - Time spent in management, administration or other aspects of counseling service ancillary to direct client contact.

Document your field experience on the weekly Practicum logs that you will submit via WTClass during particular weeks. It is the student's responsibility to keep their practicum logs.

Assignments

- Counseling Informal/Formal Observation Tapes (3- total)
 - 45-minute video/audio
 - Signed permission form
 - Pre observation form filled out
 - Reflection Paper
 - Evaluation from Site Supervisor

Practicum Logs:

- You will be submitting bi-weekly practicum logs to make sure you are making progress. The syllabus dates have been updated.
- Students are required to keep their logs during practicum even after graduation.

Practicum Policies and Procedures for all Students

Applicable to Students in All Programs

The practicum experiences are critical components in the preparation of professional counselors. Following is information that applies to students regardless of their specialty area.

We anticipate that students will have the opportunity to use and apply the skills developed in the degree program at their placement sites. Practicum is designed to help students begin to apply theory to practice.

Basic Information

A Semester Before Beginning Practicum

Please make sure students:

- are familiar with approved and potential placement sites.
- will submit the practicum application
- have to submit the following documents to receive permission to register for Practicum every semester:
 - Practicum application (one per class)
- make arrangements for interviews with staff at different sites.
- Approve all placements and site supervisors. Students may not make arrangements with any sites or site supervisors without faculty approval.

Students:

- Submit documentation that they have professional liability insurance through [Healthcare Providers Service Organization](#) (HPSO) before they begin their practicum. Students may also obtain such insurance through professional associations such as the [American Counseling Association](#) (ACA), ACA divisions such as the American Mental Health Counselors Association, the American School Counselor Association, or the Texas Counselors Association.

When can I begin my practicum?

Practicum can begin the day the courses are available on blackboard. This is generally 5 days before the semester starts. No hours can be completed or accumulated before the semester starts. Please confirm the date by emailing counseloredprogram@wtamu.edu

Can I complete hours between semesters

Students enrolled in School Counseling practicum cannot complete hours between semesters

After Practicum Begins

- Students who are in field placements are expected to receive a minimum of one hour of individual supervision per week from their site supervisor.
- Students are responsible for submitting appropriate documentation (e.g., logs and supervisor evaluations) in a timely manner as prescribed in their course syllabi.

- Maintain and submit documentation of professional liability insurance. Students cannot accrue direct hours until they can provide proof of liability insurance. Since most insurance policies are in effect for one year, it is critical that students renew their policies before the policies expire and then submit documentation that their policies are in effect through their entire practicum.
- Arrange a work schedule with the site supervisors. Students are expected to set their daily and semester schedule to coincide with both their courses and the calendar of their host site (not just the university schedule), including daily work schedule, holidays, vacation days, etc.
- Adhere to all requirements stated in practicum syllabi, attend required class meetings, complete all course assignments, and attend individual and group supervision sessions.
- Perform site responsibilities in a professional manner, as if they are a paid staff member.
- Comply with all legal and ethical regulations; bring all potential ethical and legal issues to the attention of their site and university supervisors.

Intern/Probationary School Counselor Certificate

School Counseling students (candidates) are eligible for an Intern/probational school counselor certificate in their last year of the program (this would mean, the student should have 12 to 15 credits left within the program).

To be eligible for an intern/probationary certificate, the candidate would need to

- Pass the TExES 252. and to receive test approval the candidate will need to:
 1. Complete practice TExES 252 with instructions in the handbook.
 2. Submit the practice TExES 252, current service record, and offer letter via email to counseloredprogram@wtamu.edu. You will need to have 2 years of teaching experience on a Texas standard teaching certificate to receive the intern/probationary certification
- A job offer from a school district for a school counselor position.
- A site supervisor (school counselor with three years of school counseling experience) within the school district
- A field supervisor (this will be the faculty within the counselor education program at WTAMU)

Once the candidate has received a job offer, they would have to contact Dr. Malvika Behl for a Statement of Eligibility form filled out by the hiring district. No intern/probationary certificate can be given out to candidates without a job offer.

Once the job offer has been accepted, the candidate has to submit:

- The completed statement of eligibility (completed by the hiring district)
- The candidates service record (with the number of years of teaching experience)
- Site supervisor's resume
- Site supervisor's service record
- Site supervisors school counselor certificate

During the intern/probationary certificate, the school counseling candidate is required to complete:

- The entire practicum course
- During the entire year on an intern certificate, you will be required to complete 5 tapes in total. Three can be completed in one semester while enrolled in practicum (COUN 6399) and two others can be completed in the other semester. It will be the student's responsibility to reach out to Dr. Rogers and Dr. Behl to submit the tapes.
- The intern certificate lasts 1 year, for example June 2019 to May 2020. If you graduate earlier, please reach out to Dr. Behl as soon as your degree is conferred.

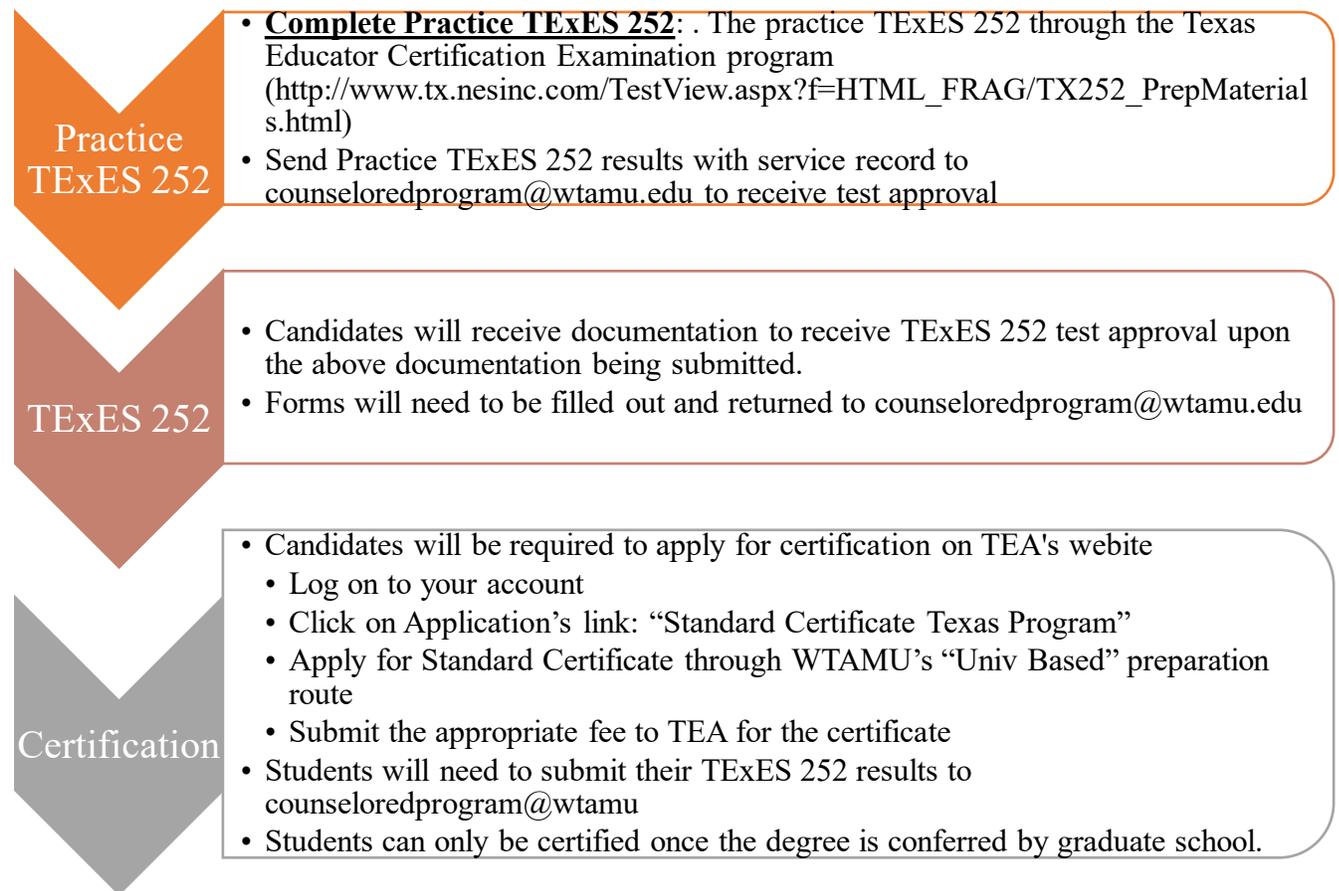
Licensure/Certification

We have designed both our Counseling and School Counseling programs to meet the academic and field experience requirements for licensure and certification in Texas. In addition to submitting logs to their instructors and documenting practicum hours, all students are responsible for keeping copies of these logs, so they can complete the paperwork necessary to obtain their licenses and certifications.

Certified School Counselors

Graduates of the School Counseling program will be recommended for the [Texas Standard Certificate in School Counseling](#). All students seeking Texas licensure as school counselors should have their credentials and program plans reviewed by Dr. Russell Miller (Office of Alternative Certification) and by Dr. Malvika Behl (School Counseling Program Coordinator). Students must have two years of credible teaching experience through a standard teaching certificate issued by the state of Texas and have fulfilled all program requirements, including successful completion of the comprehensive exam.

How do I receive test approval for TExES 252



West Texas A&M University

SCHOOL COUNSELING PRACTICUM APPLICATION

This form **must** be submitted to counseloredprogram@wtamu.edu

Name Date

Phone number:

E-mail: WT ID:

Total hours (credits) completed in program (include current semester)

Program Advisor:

Practicum Site

Name of School and District:

Address:

Site Supervisor Name:

Site Supervisor's Certification:

Supervisor's years of experience as a School Counselor:

Requested Practicum Class and Due Dates for Application

Each semester and each site requires a new application

Deadlines for each semester: Summer: May 7th **Fall:** August 7th **Spring:** December 7th

Registration request for:

Course	Semester	Year
<ul style="list-style-type: none"> • COUN 6399 – Practicum 	<ul style="list-style-type: none"> • Spring • Fall 	

By signing below, the student and supervisor have discussed the requirements for hours and tapes for practicum per the MEd. School Counseling practicum handbook

Site Supervisor's Signature:

Student's Signature

Please also email the site supervisor's service record, resume, and school counselor certificate

This form **must** be submitted to counseloredprogram@wtamu.edu

School Counseling Practicum Paperwork

To be submitted to the course in blackboard ONLY. Please do not email this to anyone.

1. Site Supervisor (Mentor) Agreement (School Counseling only)-
2. Practicum Student Agreement form (School Counseling only)
3. Practicum Logs (School Counseling only)
4. Attestation of Field Supervisor Qualifications and Mentor Agreement (School Counseling only)
5. Informed Consent Forms for recordings (School Counseling only)
6. Pre-observation Form (School Counseling only)
7. Site Supervisor Evaluation (School Counseling only)
8. Site Supervisor Recommendation (School Counseling only)
9. Practicum Summary Sheet (School Counseling only)
10. Program Evaluation (School Counseling only)

Please use the forms available in the course on Blackboard. The forms below are for reference ONLY.



Department of Education

SITE SUPERVISOR (MENTOR) AGREEMENT

The Practicum Site Supervisor, hereby agrees to mentor the candidate seeking certification as a School Counselor

West Texas A&M University agrees to:

1. Assign a university faculty field supervisor to facilitate communication between the university and the Site Supervisor.
2. Consult with the site supervisor and/or the candidate as needed. The field supervisor shall be immediately contacted should any problem or change occur in regard to the candidate, site, or university.
3. Provide a university field supervisor who will be responsible for the assignment of the fieldwork grade (COUN 6399: Practicum in Counseling).

The school site agrees to:

1. Provide a practicum site supervisor who has the appropriate credentials, if possible (three years of experience in the certification class pursued by the graduate student), time, and interest for mentoring the practicum candidate.
2. Allow opportunities for the graduate candidate to engage in a variety of activities related to reading (160 clock hours related to guidance curriculum, responsive services, individual planning (addressing areas of educational, career, and personal/social development), and system support etc.) under supervision and for evaluating the candidate's coaching performance.
3. Grant the candidate with adequate support to conduct professional activities with faculty/ staff members.
4. Provide individual coaching and guidance that may involve data analysis, examination of student work, review of instructional videos, face-to-face observation, or virtual meetings.
5. Give written documentation and evaluation of the candidate based on the criteria established by the university program.
6. Develop and maintain open lines of communication with the university field supervisor.

****NOTE: The Site Supervisor's Direct Supervisor must also complete the "Attestation of Site Supervisor Qualifications and Mentor Agreement Form" ****

Graduate Candidate Name: _____

Buff ID: _____ TEA ID: _____

Site Supervisor Name: _____

Candidate Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Field Supervisor Signature: _____ Date: _____



Department of Education

Practicum Student Agreement Form

1. I have read and understood the American Counseling Association's and the American School Counselor Association's ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum/internship and a failing grade, and documentation of such behavior will become part of my permanent record.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the Practicum/Internship site.
3. I understand that my responsibilities include keeping my Internship/Practicum supervisor(s) informed regarding my Internship/Practicum experiences.
4. I understand that accurate logs will be kept of my time at the Internship/Practicum site. This includes an accurate accounting of counseling time and as well as other activities. I must keep originals and or copies of all logs/documents and will not hold the university responsible for any misplaced or damaged documents.
5. I agree to hold all information discussed in class confidential. Class information regarding clients should not be disclosed to spouses, family members or friends. Additionally, no identifiable information regarding another student's clients should be communicated to your supervisors. If you have concerns about another student in class, speak to the university supervisor and not your on-site supervisor.
6. I understand that I will not be issued a passing grade in Internship/Practicum unless I demonstrate the specified minimal level of counseling skills, knowledge, and competence and complete requirements as required.

Signature: _____

Date: _____



Department of Education

Attestation of Field Supervisor Qualifications and Mentor Agreement

Page 1 of 3

Date: _____

This form serves as your official recommendation of _____ (site supervisor name) to fulfill the role of site supervisor for _____ (candidate name), a Clinical Teaching candidate fulfilling their final requirements for initial teaching certification in the West Texas A&M University Educator Preparation Program (EPP). The field supervisor serves a vital role in a candidate's training as they function as a mentor and coach to the candidate and as a liaison between the LEA and the EPP. The field supervisor conducts formal and informal observations of the Clinical Teacher, provides coaching based upon these observations, and recommendations for support and certification to the EPP.

By completing and signing this form, you verify that the field supervisor assigned to the above listed candidate meets the following requirements:

19 TAC §228.2 (16) Field supervisor--A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a district-level administrator and who holds a current certificate that is appropriate for a superintendent assignment may also supervise principal candidates. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours), §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities). A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by §228.35(f) of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a candidate's field supervisor.

Additionally, the field supervisor should be a professional who has impacted student growth in a significant manner. Please note on this form the ways the recommended field supervisor has made an impact on student growth by marking the below listed descriptors. You may also make additional comments to illustrate this field supervisor's strengths as a mentor and coach.

The Educator Preparation Program at West Texas A&M would like to sincerely thank you for your time in making a thoughtful recommendation of this field supervisor.

Dr. Russell Miller

Director of Educator Preparation and Certification
Texas A&M University



WE TEACH TEXAS

Providing a quality education workforce across the Texas Panhandle.

Attestation of Field Supervisor Qualifications and Mentor Agreement

Page 2 of 3

_____ (site supervisor name) made a significant impact on student growth while in the classroom or administrator in the following areas:

- Planned, taught, and evaluated instruction noting and supporting students having difficulty in particular areas.
- Certified and highly qualified in certificate class and field.
- Promoted a positive learning environment where all students had the ability to grow and learn. Held high expectations for themselves and students.
- Efforts as a classroom teacher/administrator directly narrowed achievement gap in classroom, school, or district.
- Dedicated extra time to instructional preparation and reflection for themselves and/or those they supervised.
- Maximized instructional time via effective classroom management and organization and/or supported classroom teachers by coaching them in effective classroom management and organization as an administrator.
- Enhanced instruction by varying instructional strategies, activities, and assignments.
- Presented content to students in a meaningful way that fostered understanding.
- Monitored students' learning by utilizing pre- and post-assessments, providing timely and informative feedback, and re-teaching material to students who did not achieve mastery.
- Demonstrated effectiveness with the full range of student abilities in their classrooms/schools/districts, regardless of the academic diversity of the students.
- Lead and developed a safe and caring classroom/school/district culture.
- Supported student achievement by using data to make decisions, identify at-risk students, and supported struggling students.
- Used discipline specific data to reduce numbers of referrals, improve academic achievement, and support student behavior.
- Worked to remove barriers to access and provide students with the opportunity for academic challenge in the most rigorous coursework possible.
- Established data analysis methods to identify and target systemic barriers deterring equitable access.
- Supported teacher learning and professional development through facilitation professional development opportunities, coaching, and training.
- Collaborated to improve classroom, grade-level, departmental, and school-wide student learning evidenced by improved test scores.
- Evaluated, developed, and promoted collaboration with other educators and/or community groups to support district initiatives and student learning and growth.
- Lead professional development for schools and districts, supported teachers in maintaining their professional knowledge base, and responded to new initiatives.

Attestation of Field Supervisor Qualifications and Mentor Agreement

- Worked with educational consulting groups, state and national educator/administrator groups, and the Texas Education Agency (TEA) to maintain the most current and research-based practices.
- Has specialized knowledge of assessment and diagnosis that is vital for developing, implementing, and evaluating student growth and designing instruction for individual students.

Other or additional Comments:

Principal or Direct Supervisor Signature: _____ Date: _____

WTAMU Program Chair Signature: _____ Date: _____



—Department of Education—

Informed Consent Form

You have established a therapeutic relationship with a Practicum student from West Texas A&M University. As part of the student's training, a video must be collected to demonstrate adequate skills in the profession. You have been selected as a client to participate in this project. Before you begin, we would like you to be aware of the following. You must have a clear understanding that:

- You are establishing a counseling relationship with a counseling student in training from West Texas A&M University who is under Dr. Elizabeth Roger's supervision.
- Your participation in counseling may be audio or video taped. In such cases, the video or audiotape may be shown to Dr. Roger, and *current* students in the class.
- Your taped session will be held completely confidential. If identifiable information is discussed beyond the scope addressed above, you may report this violation to the State Board of Examiners. *Your student counselor or student-counselor's supervisor may disclose information about your session to the proper authorities under the following conditions:*
 - a) Intended physical harm to an identifiable person or groups of persons.
 - b) The reporting of suspected child or elder abuse.
 - c) Where your life is *believed* to be at risk.
 - d) The court subpoena of records or testimony.
- The video/audio tapes will be erased no later than the conclusion of the current academic semester.
- You are a volunteer and can choose not to be involved in this process. You will receive no negative consequences for refusing to be taped.
- In some cases, you may be referred to a counselor, psychologist, or psychiatrist who either specializes in a given area or who may better serve your financial needs.
- By signing below, you are also providing consent for your current school counselor to provide permission for your work with your student counselor.

Client's Signature _____

Date _____

Parent/Guardian's Signature _____

Date _____

(If under 18 years of age)

(Wards of the state must have paperwork signed by the child's caseworker)

Student Counselor's Signature _____

Date _____

Site Supervisor's Signature _____

Date _____



Department of Education

Pre-Observation Form

Page 1 of 3

Candidate Name:		Planned Date:	
TEA ID #:		Tape Number:	

Type of Session (pick 1):

 Individual Counseling
 *Guidance Lesson
 *Group Counseling

What are you completing this session?
What are your goals for this session?
What do you hope to learn from this session?

*For a guidance lesson or group session, submit a completed Lesson Plan

Lesson Plan

School Counselor:	
Lesson Plan Title:	
	<input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson _____ of _____ <input type="checkbox"/> Small-Group Session Lessons: Lesson _____ of _____
Target Audience:	
Service Delivery Component	
<input type="checkbox"/> Guidance Curriculum <input type="checkbox"/> Individual Planning <input type="checkbox"/> System Support <input type="checkbox"/> Responsive Service	

Student Competencies Targeted:	Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: (pg. 133 of Texas Model)	For each of the selected student standards, write or select 1–2 learning objectives
<i>Goal#</i>	<i>Student Competency Goal:</i>
<i>Content Area/Level</i>	Student(s) will:

Materials:

Describe how you will:

Introduce Lesson Topic/Focus:	
Communicate the Lesson Objective:	
Teach Content:	
Practice Content:	
Summarize/Close:	

Data Collection Plan**Participation Data Plan:**

Anticipated number of students:

Planned length of lesson(s):

Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected student competencies and student learning objectives. List a minimum of 2.

Pre-/Post-Assessment items are:

- 1.
- 2.
- 3.
- 4.

Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:

Achievement: School counselor will compare reading levels of students before and after delivery of lesson.

Attendance: School counselor will compare number of absences last year to this year.

Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter

Achievement (describe):

Attendance (describe):

Discipline (describe):

Follow-Up Plans

Explain your plan for students who missed the lesson.

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.



Department of Education

Site Supervisor Evaluation of Student

Page 1 of 6

Student's Name: _____

Site _____

Site Supervisors' Name: _____

Date Form Completed: _____

Semester/Year: _____

Start Time: _____ End Time: _____

Topic of the Taped Activity:

Group Counseling

Individual Counseling

Guidance Lesson

TITLE 19
PART 7
CHAPTER 239
SUBCHAPTER A
RULE §239.15

EDUCATION
STATE BOARD FOR EDUCATOR CERTIFICATION
STUDENT SERVICES CERTIFICATES
SCHOOL COUNSELOR CERTIFICATE
Standards Required for the School Counselor Certificate

(a) School Counselor Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Counselor Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.25 of this title (relating to Requirements to Renew the Standard School Counselor Certificate).

(b) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand: covered by courses.

NARRATIVE COMMENTS:

1. What are the trainee's special talents, competencies, and strengths?

2. What are the trainee's deficits requiring attention in the future?

3. What recommendations do you give to this trainee to correct weaknesses?

School Counselor in Training Signature: _____

Site Supervisor Signature: _____

(c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

	Discussed	Observed	NA
(1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) provide a proactive, developmental guidance program based on the needs of students;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) coordinate resources for students within the school and community;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) participate in the selection, use, and interpretation of assessments and assessment results;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) use varied sources of information about students for assessment purposes;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) use counseling-related research techniques and practices to address student needs; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) advocate for a developmental guidance and counseling program that is responsive to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Site Supervisor Evaluation – Page 3 of 6

(d) Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

Standard	Discussed	Observed	NA
(1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) implement effective referral procedures to facilitate the use of special programs and services; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

e) Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

Standard	Discussed	Observed	NA
(1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Site Supervisor Evaluation – Page 4 of 6

(f) Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

Standard	Discussed	Observed	NA
(1) demonstrate effective communication through oral, written, and nonverbal expression;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) use knowledge of group dynamics and productive group interaction;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) facilitate learners' access to community resources;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) develop and implement strategies for effective internal and external communications;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) facilitate parent/guardian involvement in their children's education;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) work effectively as a team member to promote positive change for individuals, groups, and the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

	Discussed	Observed	NA
(1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) apply research-based practice to improve the school guidance and counseling program;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) continue professional development to improve the school guidance and counseling program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Counseling Skills

Please use the following evaluation scales to rate your practicum/internship student:

"U" (Unsatisfactory) the student does not currently meet the criteria

"N" (Needs Improvement) the student has a weakness in this area

"S" (Satisfactory) the student consistently meets the criteria for what is expected at the student's level of training.

"E" (Excellent) the student demonstrated outstanding skills

The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created.

Please only give a rating for the therapeutic communication skill that the student demonstrates below:

The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created.

Creating an appropriate structure - setting the boundaries of helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining time limits, etc.

Understanding content - understanding the primary elements of the client's story.

Understanding context - understanding the uniqueness of the story elements and their underlying meanings

Responding to feelings - identifying client affect and addressing those feelings in a therapeutic manner

Congruence - genuineness; external behavior consistent with internal affect

Site Supervisor Evaluation – Page 5 of 6

Establishing and communicating empathy - communicating an understanding of caring to the client that reflects the client's stated or implied feelings without over-identifying with the client.

Non-verbal communication - demonstrates an effective use of head, eyes, hands, feet posture, voice, attire, etc.

Immediacy - staying in the here-and-now

Timing - responding (or refraining from responding) at the optimal moment

Confrontation - provides clear and effective feedback when the client's actions are divergent from the client's goals.

Self-disclosure - carefully considered and skillful disclosure for a specific therapeutic purpose. The student demonstrates an awareness of power issues in the therapeutic relationship and manages these differences therapeutically.

The student collaborates with the client to establish clear therapeutic goals

The student facilitates movement toward client goals.

The student demonstrates an adequate understanding of psychological theory

The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.

The student creates a safe clinical environment.



Department of Education

Field/Site Supervisor Recommendation form

Indicate Role: Field Supervisor Site Supervisor EPP/Other:

Supervisor Name:

Candidate Name:

I **recommend** that the above listed candidate complete the program and be recommended for standard certification based on the following reasons:

I **do not** recommend that the above listed candidate complete the program and be recommended for standard certification based on the following reasons:

- Please list several reason indicating the proficiency of the candidate
- Please list specific standards addressed
- Please include any deficiencies (expand bullets and section as needed)

Large light blue rectangular area for providing reasons for recommendation.



Signature

Date

Please Remit to: WTAMU—



Department of Education

Practicum Summary Sheet

Dates of Practicum:
Name:
WT ID#
Permanent Address:
Phone number(s):
Email:
Expected Graduation Date:
Name of practicum/internship site:
Name of supervisor:
Final Direct contact hours:
Final supervision hours:
Final clock-hours awarded:
Specialization (e.g., depressed clients, hospice, drugs/alcohol).
Population you would like to work with:
Place of future practice (Amarillo, Dalhart, etc.)

In your in-school clinical setting(s), which of the following apply (check all appropriate types)

General: Marriage & Family: Group: Drug & Alcohol Abuse: Individual:
 Rehabilitation: Career & Vocational: Academic: Child & Adolescent:

Setting(s) of practicum: (check all appropriate settings) Private practice: School:
 Hospital: Univ. Counseling Center: Volunteer: Nonprofit organization:

Program Evaluation

WTAMU M.A. & M.Ed. Programs in Counseling

Student's Name:			
Year Admitted:			
Graduation year:			
Internship/Practicum Site:			
Number of semester hours completed:			
Degree program:	LPC	School	School+LPC

The level of difficulty in your program	Too easy				Too Difficult
	1	2	3	4	5
The amount of structure in your academic program	Flexible				Rigid
	1	2	3	4	5
Department admission standards	Too low				Too high
	1	2	3	4	5
The orientation of most of your course work	Too General				Too Detailed
	1	2	3	4	5
The extent to which you are challenged by your course of study	Low				High
	1	2	3	4	5

What the major strengths of the program?	
What are the major weaknesses?	
How has the department met your needs?	
What changes, if any, would you suggest in either courses or curriculum?	
Additional comments?	