AUBURN UNIVERSITY SYLLABUS

1. Course Number: COUN 7920

Course Title: Internship in School Counseling

Credit Hours: 9 Semester hours

Prerequisites: COUN 7910; departmental approval

**Semester/Year:** Spring 2025

**Instructor Information:** Malti Tuttle, PhD, LPC, NCC

**Class Location:** Haley Center 2011

2058 Haley Center

(334) 844-3724

[mst0022@auburn.edu](mailto:mst0022@auburn.edu)

Cl**ass Time and Place:** Thursdays, 4:00-6:50PM Central Eastern Time Zone

*1/16/25; 1/30/25; 2/6/25; 2/20/25; 3/6/25; 3/20/25; 4/3/25; 4/10/25; 4/24/25*

1. Date Syllabus Prepared: 12/24
2. Text(s):

Required:

Alabama State Department of Education (2003). *Comprehensive Counseling and Guidance Model for Alabama Public Schools.* Montgomery, AL: Author.

American School Counselor Association (2019*). ASCA national model: A framework for school counseling programs* (4th ed.). Author.

American School Counselor Association. (2022). *Ethical standards for school counselors*. [https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-](http://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-) f15909c3d164/EthicalStandards.pdf

Hamlet, Helen (2022). *School Counseling: Practicum and Internship*: *30+ Essential Lessons* (2nd ed). Cognella Publications, Inc.

Recommended:

American School Counselor Association. (2022). School counseling principles: ethics and law (5th ed).

Chen-Hayes, S. F., Ockerman, M. S., & Mason, E. C. M. (2014). 101 Solutions

for school counselors and leaders in challenging times. Thousand Oaks, CA: Corwin.

Kerr, M. M. (2016). *School crisis prevention and intervention*. Long Grove, IL: Waveland Press, Inc.

1. **Course Description:** The concept of the internship program is to the counselor candidate with an on-job-training experience performing the duties of a counselor in a school of the type in which he/she is most interested. Internships are viewed as the culminating activity in degree programs, and, as such, ordinarily follow the completion of coursework and the full complement

of supervised counseling practica. Thus, by the time students enter the internship phase of their programs, they are prepared to provide valuable services to the schools in which they are placed.

1. **Course Objectives:** Interns will perform, under the supervision of a certified school counselor, the work roles and responsibilities of a fully employed school counselor. Based on the standards addressed in the 2024 CACREP Standards Section 5.H. and Alabama State Department of Education school counseling codes (290-3-3-.50), by the end of the course students will have successfully performed the following activities.
   * Use assessments specific to P-12 education (SED 290-3-3-.50(3)(d)1(iii))
   * Act as leaders, advocates, and systems change agents in P-12 schools (CACREP 5.H.6; SED 290-3-3-.50(3) (o)1(iii))
   * Consult with families, P-12 and postsecondary school personnel, and community agencies (CACREP 5.H.10; SDE 290-3-3-.50(3)(a)2(i); );(k)2(iv); (n)2(i))
   * Plan and implement college and career readiness activities (SED 290-3-3-.50(3)(d)1(ii); (m)2(ii))
   * Participate in school leadership and multidisciplinary teams (SED 290-3-3-.50(3)(a)2(i))
   * Participate in school counselor roles and responsibilities in relation to the school crisis and management plans (CACREP 5.H.9.; SDE 290-3-3-.50(3)(e)2(iii))
   * Advcate for comprehensive school counseling programs and associated school counselor roles (CACREP 5.H.8; SDE 290-3-3.50(3)(i)2(ii); (k)2(iii))
   * Develop qualities and styles of effective leadership in schools (CACREP 5.H.7.; SDE 290-3- 3.50(3)(n)1(i)-(iv))
   * School counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources (CACREP 5.H.2b; SDE 290-3-3.50(3)(c)2(ii); (n)2(ii))
   * Understand legislation and government policy relevant to school counseling
   * Apply and adhere to legal and ethical standards specific to school counseling (SDE 290-3- 3.50(3)(i)2(i))
   * Examine school counseling program mission statements and objectives (CACREP 5.H.4.; SDE 290-3-3-.50(3)(o)2(i))
   * Use strategies for implementing and coordinating school-based interventions (CACREP 5.H.13.; SDE 290-3-3-.50(3)(o)2(i))
   * Design and evaluate school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies (CACREP 5.H.5.; SDE 290-3- 3-.50(3)(m)2(iii))
   * Develop evidence-based and culturally sustaining interventions to promote academic development (CACREP 5.H.15; SDE 290-3-3-.50(3)(m)2(i))
   * Use developmentally appropriate career counseling interventions and assessments (SDE 290-3- 3-.50(3)(m)2(ii))
   * Identify strategies to facilitate school and postsecondary transitions (CACREP 5.H.18; SDE 290- 3-3.50(3)(a)13; 14; SDE 290-3-3.50(2)(b)1))
   * Identify approaches to increase promotion and graduation rates (CACREP 5.H.16; SDE 290-3- 3.50(3)(m)2(iii))
   * Identify interventions to promote postsecondary and career readiness (CACREP 5.H.17; SDE 290-3-3-.50(3)(m)2(ii))
   * Identify strategies to promote equity in student achievement and college access (CACREP

5.H.19; SDE 290-3-3-.50(3)(k)2(iii))

* + Identify techniques to foster collaboration and teamwork within schools (SDE 290-3-

3.50(3)(n)2(i))

* + Identify strategies for implementing and coordinating peer intervention programs (SDE 290-3- 3.50(3)(n)2(iii))
  + Use accountability data to inform decision making (SDE 290-3-3.50(3)(g)2; (l)2(iii))
  + Use data to advocate for programs and students (SDE 290-3-3-.50(3)(l)2(ii)
  + Advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (SDE 290-3-3-.50(3)(k)2(iii))
  + Understand the school counseling programs’ integral relationship to the total educational program. **(**SDE 290-3-3-.50(3)(i)1(iii))

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| **Learning Objectives** | **Class Requirement** | **Artifact** |
| Completion of 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service.  CACREP 3 J and K | All students will maintain their CPS approved placement. | Students will maintain a counseling log documenting all indirect and direct hours completed. |
| Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, performed by the onsite supervisor.  CACREP 3L | Site supervisors will provide one hour of supervision each week. | Student will maintain a counseling log documenting all supervision hours received. |
| Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship.  Group supervision must be provided by a counselor education program faculty member CACREP 3M | Students will meet for a three hour course bi-weekly for group supervision. | Attendance will be verified by the instructor. |
| The opportunity for the student to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (e.g., record keeping, assessment instruments, supervision, information and referral, in- service and staff meetings). CACREP 3D | Students will participate in professional development opportunities at their site as though they were a professional counselor. | During their site visit conducted by the instructor of record, professional development will be discussed and reviewed. |
| Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients. CACREP 3B | Sites will provide opportunities for recording sessions, live supervision or co-led counseling services.  (***SESSIONS ARE NOT RECORDED DURING INTENRSHIP***) | Information will be documented through counseling log. |

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| Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship. CACREP 3C | Student will receive passing grades in the midterm and final evaluation to continue matriculation. | Evaluations will be submitted and reviewed by instructor of record. |

1. **Course Content Outline:** Group supervision will occur during class time. Students will bring the cases which are deemed to be of concern or effective for the benefits of their clients and the learning of supervisees. Students will also take turns presenting cases for review in class. Case presentation will involve a write-up of the case as well as a verbal presentation. The presentations will be approximately 45 minutes in length. Course content will include topics relevant to intern’s clinical experiences and professional development. The content of the course will be largely determined by the expressed needs of the individuals enrolled as they work full time in a public school setting. For pre-assigned and emerging topics, students will interview site supervisors and be able to describe how relevant programs/skills/behaviors/strategies are actualized in their schools, and students *will read at least one professional article and/or book chapter* related to the topic prior to the class discussion.

**Class Schedule**

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| **Date** | **Topic** | **Readings/Assignments** |
| 1/16 | Introduction  Course Overview & Orientation to Internship  ASCA Ethics Documentation, Confidentiality,  & Informed Consent Discussion Topics | Internship Documents Hamlet-Lessons 3,5, 11 (Orientation  to Practicum/Internship Sites; Documentation, Confidentiality and Informed Consent; Identifying and Reporting Child Abuse and Neglect) |
| 1/30 | Addressing Concerns and Questions Related to Internship Requirements  Site Supervisor Interviews Mandated Reporting /Trafficking Accountability | Site Supervisor Interview Submit Paperwork  Hamlet-Chapter 20, 22 (Motivational Interviewing with Students; Neuroscience-Informed Schol Counseling)  ASCA National Model Book |
| 2/6 | Preparing to Interview for Jobs School Counselor Advocacy | Hamlet-Chapter 19, 26, 38 (Concussion Management in Schools; Family Systems Intervention for Anxiety and School Avoidance; Job Search)  ASCA National Model Book |
| 2/20 | Curriculum Development Case Conceptualization | Hamlet-Chapters 16, 17, 29 (Classroom Behavioral Observatons; Restorative Practice and Classroom Management; School Counseling Core Curriculum and How to Write a Lesson Plan)  ASCA National Model Book  *Case Conceptualization* |
| 3/6 | NCAA, Advising, Solution Focused Counseling, Groups, and Mental Health  Case Conceptualization | **Midterm Evaluations Due** Hamlet-Chapters 24,25,27,28 (Solution-Focused Counseling Approaches; Groups in Schools;  Mental Health in Schools; Advising |

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|  |  | Scheduling, and then Adding in the NCAA Regulations)  ASCA National Model Book  *Case Conceptualization* |
| 3/20 | Special Education Case Conceptualization | Hamlet-Chapters 30,31,32,33 (Role of the School Counselor in Special Education; Understanding Psychoeducational Assessments; How to Read an IEP; How to Write a 504 Plan)  ASCA National Model Book  *Case Conceptualization* |
| 4/3 | Postsecondary Transitions Case Conceptualization | Hamlet-Chapters 34,35,36 (Postsecondary Transitions; Postsecondary Transitions for Students with Disabilities; How to Write Letters of Recommendation Legally and Ethically)  ASCA National Model Book  *Case Conceptualization* |
| 4/10 | Career Decision-Making | Hamlet-Chapter 37 (School Counselors as Transformative Leaders)  Tuttle et al., 2019 |
| 4/24 | Debriefing and Course Evaluation | **Turn all Internship Materials in by 5pm on this date…** |

1. **Course Requirements/Evaluation:**
2. **Accrual of Hours:**

Field experience hours in this course are linked to certification standards. You must complete a minimum of 600 field experience hours to receive credit for this course. A minimum of 600 clock hours (9 semester credit hours) begin after completion of required practica (3 semester credit hours). Interns should provide all of the services that a regularly employed staff member in the setting would be expected to perform. **A minimum of 240 hours providing direct service to the student is required.** (A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring.) CACREP 3 J-L; SDE 290-3-3.50(4)(e)

1. **Direct/Indirect Student Services:**

Typically include those that are associated with delivery of interventions that include but are not limited to individual and small group counseling, classroom guidance/core curriculum/instruction, consultation (including service on school based teams), appraisal, and peer facilitation training.

Interns are expected to spend 80% or more of their time in direct and indirect services to students (ASCA National Model, 2012; 2019). System Support Services include such things as preparation for the aforementioned direct services, program planning, management, and evaluation activities, and coordination.

Additionally, all students are required to provide at least ONE in-service activity designed to support the instructional mission of the school in which they are placed. SDE 290-3-3.50(3)(n)1(ii)- (iii)

Implement activities in each of the four program components identified by the American School Counselors Association and approved by the Alabama State Dept. of Education as a model plan for School Counseling Programs. These service delivery modalities include Guidance Curriculum (classroom guidance/core curriculum/instruction), Responsive Services (individual and group counseling, consultation), Individual Planning (career and academic planning) and System Support (professional development, public relations, program management). The amount of time spent in each program component must be consistent with the allotment suggested in the Alabama State Plan for the grade level(s) to which the intern is assigned. The intern will understand the school counseling programs’ integral relationship to the total educational program. CACREP III. A. 5; CACREP III. P. 1.; SED 290-3-3-.50(3) (j)1; SED 290-3-3-.50(3) (j)2; SED 290-3-3-.50(3) (k)2

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|  | Elementary | Middle/Jr. High | Secondary |
| Guidance Curriculum | 35-45% | 25-35% | 15-25% |
| Individual Planning | 5-10% | 15-25% | 25-35% |
| Responsive Services | 30-40% | 30-40% | 25-35% |
| System Support | 10-15% | 10-15% | 15-20% |

1. A minimum of 1 hour per week of live individual supervision by the site supervisor is required along with a minimum of one visit by the university supervisor. Group supervision will occur bi- weekly in the form of on-campus seminars averaging 3 hours per meeting. CACREP 3 M
2. The student must be provided appropriate office space for meeting with students.
3. Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;

(4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. CACREP 3 P

Grading and Evaluation Procedures:

1. By the 2nd week, students should submit their internship information and goal statement. Internship goals and objectives should be specifically stated.
2. At the midterm and conclusion of the internship period, the on-site supervisor completes a formal evaluation of the intern’s performance**.** Also, interns formally evaluate their sites and their site supervisors. In addition, University faculty supervisors work with on-site supervisors and interns throughout the internship period to: (a) establish appropriate internship agreements;

(b) provide consultation and supervision for interns and site supervisors; (c) provide on-campus group supervision for interns; and (d) assign formal grades for internships, and, when appropriate, recommend interns for counselor licensure, certification, and/or employment

1. University faculty supervisors observe intern’s performance in classroom guidance/instruction and provide feedback. In the event of unsatisfactory performance, a follow-up observation must be scheduled.
2. **Cumulative Portfolio:** You are required to ensure all materials and evidence are uploaded to Tevera.
3. *Minimally*, each intern must provide evidence of
   1. Leading classroom guidance/instruction curriculum sessions based on assessment of needs
   2. Leading small groups for four or more sessions based on assessment of needs
   3. Providing individual services for at least 15 students with four or more of these students receiving more than two sessions
   4. Implementing 2 consultation plans for teachers (one academic and one behavioral)
   5. Implementing 1 consultation plan for parents
   6. Conducting 1 professional development seminar for either parents or teachers based on assessment of needs (e.g. using assessment results for career and educational planning)
   7. Participating in planning and/or delivering 1 school-wide activity (e.g., career day, honors day, etc.)
   8. Participating in 1 professional development activity
   9. Portfolio-systematic evaluation of all interventions delivered during the internship and program
   10. Attending school based support team meetings, regularly scheduled faculty meetings, IEP meetings if appropriate
   11. Disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrollment in more challenging courses (secondary)
   12. Disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk/promise for academic failure and to develop a plan for improving grades.

\* Students are encouraged to turn each of the above in when they terminate the activities (e.g., terminate with students or conclude their groups) for feedback.

\*The evidences need not all come in at the end of the term.

1. **Class Policy Statements:**

Students are expected to participate in all supervisory class discussions and participate in all exercises and activities. It is the student’s responsibility to contact the instructor if deadlines are not met. Students are responsible for initiating arrangements for missed work.

Additionally, students are expected to attend work at their internship site. Attendance is **required** at each class meeting and at the internship site. Students who miss class or internship hours on site because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor or site supervisor. Other unavoidable absences from campus must be documented and cleared with the instructor or site supervisor *in advance.*

Students are also expected to demonstrate an understanding of ethical and professional issues related to competent practice with diverse populations.

Please *turn off* or turn all electronic devices to vibrate before entering class. Cell phones are not to be answered in class. If you receive a call, please exit the classroom or wait until a scheduled break before answering the call.

The University Academic Honesty Code and the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies.](http://www.auburn.edu/studentpolicies) Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Social Media and Public Representations:** Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health and School Counseling; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this policy. Students who engage in behavior that violates a client’s confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) will be considered to have violated this policy. Social media and other public forums are not places to discuss how you feel about a client or your work with clients or students.

In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers will be considered to have violated this policy. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment.

Students or prospective students found to have created a hostile environment will be subject to policies related to remediation and dismissal. This policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and field of counseling.

In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA and ASCA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as ‘friends’ on Facebook or Instagram) with current or former clients.

**Justification for Graduate Credit (for Graduate Credit Only)**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (**SACS** guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.

Policy Related to the Use of AI for Classroom Assignments

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be

used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

Policy Related to the Use of Zoom for Class Meetings

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
  + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break). These pauses should be *short*. Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.
* Although you may be participating from your domicile, our Zoom meetings are professional interactions.
  + You should dress and behave as you would in a normal F2F classroom.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
    - Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
    - Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
  + You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
  + As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
  + If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

Diversity Statement

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

Accommodations Statement

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations.

Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

Attendance

Attendance is **required** at each class meeting and at the internship site. Students who miss class or internship hours on site because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor or site supervisor. Other unavoidable absences from campus must be documented and cleared with the instructor or site supervisor *in advance.*

**CACREP and SDE Standards Matrix**

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| **CACREP Standard and SDE Standards-As a result of this course student learn/gain the**  **following:** | **Curriculum Experience** | **Outcome Assessment** |
| CACREP 5.H.5.  SED 290-3-3-.50(3)(d)1(iii)  Use assessments specific to P-12 education | * Students will utilize needs assessments and school data to inform interventions, such as classroom guidance/core curriculum, small group and individual counseling, programs and services | * Leading classroom guidance/core curriculum sessions based on assessment of needs * Leading small groups for four or more sessions based on assessment of needs * Disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrolment in more challenging courses (Secondary) * Disaggregating and |
|  | analyzing data |
|  | (discipline, |
|  | attendance, grades) |
|  | to discover groups |
|  | of students at |
|  | risk/promise for |
|  | academic failure |
|  | and to develop a |
|  | plan for improving |
|  | grades |
| CACREP Standard 5.H.6 SED 290-3-3-.50(3) (o)1(iii)) | * Students will collaborate and consult   with teachers to create a | * Implementing 2 consultation plans   for teachers (one |

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| Act as leaders, advocates, and systems change agents in P-12 schools  CACREP Standard 5.H.10 SED 290-3-3-.50(3)(a)2(i);  );(k)2(iv); (n)2(i))  Consults with families, P-12 and postsecondary school personnel, and community agencies | plan to provide appropriate interventions Students will collaborate and consult with parents to create a plan to provide appropriate interventions   * Students will attend support team meetings * Students will utilize data to provide to inform advocacy and systemic change | academic and one behavioral)   * Implementing 1 consultation plan for parents * Attending school based support team meetings, regularly scheduled faculty meetings, IEP meetings if appropriate * Disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrolment in more challenging courses (Secondary) * Disaggregating and |
|  | analyzing data |
|  | (discipline, |
|  | attendance, grades) |
|  | to discover groups |
|  | of students at |
|  | risk/promise for |
|  | academic failure |
|  | and to develop a |
|  | plan for improving |
|  | grades |
| CACREP 5.H.10  SED 290-3-3-.50(3)(a)2(i);  );(k)2(iv); (n)2(i))  Consult with families, P-12 and postsecondary school personnel, and community agencies | * Students will consult with stakeholders to provide appropriate interventions for students | * Implementing 2 consultation plans for teachers (one academic and one behavioral) * Implementing 1   consultation plan for parents |

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|  |  | * Attending school based support team meetings, regularly scheduled faculty meetings, IEP meetings if   appropriate |
| SED 290-3-3-.50(3)(d)1(ii);  (m)2(ii))  Plan and implement college and career readiness activities | * Students will provide activities for all students that aligning with college and career readiness | * Leading classroom guidance/core curriculum sessions   based on |
|  | assessment of |
|  | needs |
|  | * Participating in |
|  | planning and/or |
|  | delivering 1 |
|  | school-wide |
|  | activity (e.g., |
|  | career day, honors |
|  | day, etc) |
| SED 290-3-3-.50(3)(a)2(i))  Participate in school leadership and multidisciplinary teams  CACREP 5.H.9  SDE 290-3-3-.50(3)(e)2(iii))  Participate in school emergency  management plans, and crises, disasters, and trauma | * Students will attend meetings and advocate for students | * Attending school based support team meeting, regularly scheduled faculty meetings, IEP meetings if appropriate |
| CACREP 5.H.8  SDE 290-3-3.50(3)(i)2(ii);  (k)2(iii))  Advocate for school counseling roles | * Students will provide 1 in-service activity addressing the role of school counseling services and programs | * Conducting 1 professional development seminar for either   parents or teachers |
|  | based on |
|  | assessment of |
|  | needs (e.g. using |
|  | assessment results |
|  | for career and |
|  | educational |
|  | planning) |
|  | * Participate in 1 |
|  | professional |

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|  |  | development activity |
| SDE 290-3-3.50(3)(i)2(i)  Apply and adhere to legal and ethical standards specific to school counseling | * Students will utilize a decision-making model/ASCA Ethical Standards | * Reflection on the application of a decision-making model/ASCA Ethical Standards to an ethical dilemma encountered during the internship period. A description of the problem, the model, the dilemma, and the resolution should be included. |
| CACREP5.H.13  SDE 290-3-3-.50(3)(o)2(i))  Evaluate school counseling programs | * Students will examine outcomes to evaluate school counseling programs | * An individual counseling plan for long-term students (defined as one seen 3 or more times) and description of evaluation of outcomes * Leading classroom guidance/core curriculum sessions based on   assessment of needs |
| CACREP5.H.5  SDE 290-3-3-.50(3)(m)2(iii)  Design core curriculum and develop lesson plans; Identify classroom management strategies and differentiated instructional strategies | * Students will provide classroom guidance/core curriculum lessons | * Leading classroom guidance/core curriculum sessions based on assessment of needs |
| CACREP5.H.15  SDE 290-3-3-.50(3)(m)2(i))  Develop interventions to promote academic development | * Students will provide interventions and services to support | * Implementing 2 consultation plans for teachers (one |

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|  | student academic development | academic and one behavioral) |
|  | * Conducting 1 professional development seminar for either parents or teachers based on assessment of needs (e.g. using assessment results for career and educational planning) |
|  | * Leading classroom guidance/core curriculum sessions based on assessment of needs |
|  | * Providing individual services for at least 15 students with four or more of these students receiving more than two   sessions |
| SDE 290-3-3-.50(3)(m)2(ii)  Use developmentally appropriate career counseling interventions and assessments | * Students will implement appropriate career counseling interventions based on the needs to the school | * Participating in planning and/or delivering 1 school-wide activity (e.g., career day, honors day, etc) |
|  | * Leading classroom guidance/core curriculum sessions based on assessment of needs |

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| CACREP5.H.18  SDE 290-3-3.50(3)(a)13; 14;  SDE 290-3-3.50(2)(b)1  Identify strategies to facilitate school and postsecondary transition | * Students will attend meetings, collaborate, and examine data to identify strategies to facilitate school and postsecondary transition | * Attending school based support team meetings, regularly scheduled faculty meetings, IEP meetings if appropriate * Disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrolment in more challenging courses (Secondary) * Disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk   /promise for academic failure and  to develop a plan for improving grades |
|  | * Providing individual services for at least 15 students with four or more of these students receiving more than two   sessions |
| CACREP5.H.16  SDE 290-3-3.50(3)(m)2(iii)  Identify approaches to increase promotion and graduation rates | * Students will examine data to identify approaches to increase promotion and graduate   rates | * Disaggregating and analyzing data (test result, grades, enrollment   patterns) to |

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|  |  | discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrolment in more challenging courses (Secondary)   * Disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk   /promise for academic failure and  to develop a plan for improving  grades |
| CACREP 5.H.17  SDE 290-3-3.50(3)(a)13; 14;  SDE 290-3-3.50(2)(b)1  Identify interventions to promote college and career readiness  SDE 290-3-3-.50(3)(m)2(ii)  Use developmentally appropriate career counseling interventions and assessments | * Students will implement appropriate college and career readiness counseling interventions based on the needs of the school | * Participating in planning and/or delivering 1 school-wide activity (e.g., career day, honors day, etc) * Leading classroom guidance/core   curriculum sessions based on assessment of  needs |
| CACREP5.G.H.19  SDE 290-3-3-.50(3)(k)2(iii)  Identify strategies to promote equity in student achievement and college access | * Students will examine data to identify strategies to promote equity in student achievement and college access | * Disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are   capable and |

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|  |  | development of a plan to increase enrolment in more challenging courses (Secondary)   * Disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk   /promise for academic failure and  to develop a plan for improving  grades |
| SDE 290-3-3.50(3)(n)2(iii)  Identify strategies for implementing and coordinating peer intervention programs SDE 290-3-3.50(3)(g)2; (l)2(iii)  Use accountability data to inform decision making | * Students will examine data to inform decision making | * Disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrolment in more challenging courses (Secondary) * Disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk   /promise for academic failure and  to develop a plan for improving  grades |

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| CACREP 5.H.7.  SDE 290-3-3.50(3)(n)1(i)-(iv))  Develop qualities and styles of effective leadership in schools CACREP 5.H.10  SDE 290-3-3-.50(3)(a)2(i);  );(k)2(iv); (n)2(i) I  School counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other  referral resources | * Students will consult and be supervised by on-site supervisor about the community, role of the school counselor, and polices. | * 600 hours of internship * All activities completed during the internship experience |

Classroom Guidance/Instruction Curriculum Formative Feedback

Date:

Dear:

The purpose of this letter is to provide you with feedback from the recent observation I conducted of you performing one or more of the tasks associated with the school counselor’s role. Additionally, I will at this time provide you with a summary of the overall strengths and areas for improvement identified by your site supervisor and myself to this point in the term. The feedback is intended to assist you in identifying professional development goals for the remainder of the internship period. Both your site supervisor and I are available to assist you in the formulation of these goals and to suggest interventions that facilitate and support your efforts to meet them.

Observation:

Date: Location: Grade: Activity:

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| --- | --- | --- | --- |
| Rating Scale: 1=Does Not Meet Expectations; 2=Meets Expectations; 3= Exceeds Expectations | | | |
| The intervention was: | 1 | 2 | 3 |
| Appropriate for the established goal |  |  |  |
| Age and grade appropriate |  |  |  |
| Culturally sensitive and inclusive |  |  |  |
| Consistent with accepted practices in the field of school counseling |  |  |  |
| Consistent with the program at the internship site |  |  |  |
| You demonstrated following teaching behaviors and skills: |  |  |  |
| Begin lessons with something that will capture students’ interests |  |  |  |
| Outline the basic goal/plan of the lesson in the introduction |  |  |  |
| Communicate clearly and accurately |  |  |  |
| Move around the room to keep students engaged |  |  |  |
| Show your enthusiasm and energy |  |  |  |
| Relax and smile |  |  |  |
| Use open-ended questions and facilitate discussions |  |  |  |
| Check often for understanding |  |  |  |
| Use diverse teaching and learning formats |  |  |  |
| Create a supportive environment |  |  |  |
| Capture students’ attention |  |  |  |
| Respect for individual differences in learning and experience |  |  |  |
| Use effective classroom management strategies |  |  |  |
| Be knowledgeable in the content area |  |  |  |
| Stimulate and encourage all students’ involvement |  |  |  |
| Establish positive relationships with students |  |  |  |
| Provide a smooth flow to lessons |  |  |  |
| Management time effectively |  |  |  |
| Restate your learning objective and summarize the lesson |  |  |  |

Overall Performance:

Strengths:

Areas for improvement:

Sincerely,

Malti Tuttle, PhD, LPC (GA), CPCS (GA), ATS, NCC, NCSC

University Course Instructor CC: Student file