

**University of the Cumberland
Education Department: Advanced
Educational Studies
School Counselor Program**



***School Counselor Handbook
Guidelines & Requirements***

2011 - 2012

***Reflective Constructors Of Quality Learning
Experiences Through Critical Thinking***

Purpose

The Candidate Handbook is an official publication of University of the Cumberlands, compiled and edited by school counseling program faculty and planning committee. The Handbook is a general information guide for the candidates to follow in the admission, enrollment and implantation process, and each candidate is responsible for its contents. Academic information may be obtained from the Office of Academic Affairs, the Registrar, departmental publications, and the University Catalog. Failure to read this Handbook does not excuse candidates from the requirements and regulations described herein. The word candidate in the Handbook and in any other official University of the Cumberlands publication is defined to be all persons enrolled in the school counselor program. Although University of the Cumberlands makes every effort to maintain current information, the University reserves the right to make necessary changes as future circumstances may require.

Failure to read this handbook does not excuse candidates from the requirements and regulations described herein.

Candidates should maintain regular contact with the Graduate Advising Office and their advisors to ensure a timely graduation.

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Welcome

Welcome to the School Counseling program at University of the Cumberlands. This handbook of information is an overview of the program and provides instructions to help you, the *candidate*, successfully complete your program. It is also designed to give you answers to questions about admission procedures, continuous assessment requirements and exit criteria. If you have problems and/or questions, please contact the Graduate Advising Center or Dr. Susan R. Rose, the Director of the School Counseling program.

Before you begin to read this manual, you should download and read through the Graduate Handbook at <http://www.ucumberlands.edu/academics/graduate/downloads/GraduateEdHandbook.pdf>

Introduction

The School Counseling Program at University of the Cumberlands is dedicated to preparing counselors with the knowledge, skills, and dispositions necessary to positively impact learning of all students and to close the achievement gaps existing in today's schools. The following information from the *Conceptual Framework* explains the dedication of the Unit (Education Department).

The University Mission states:

University of the Cumberlands has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The University's impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation.

While located in the resort like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni.

UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs prepare professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making in the pursuit of the life-more-abundant for both the individual and society.

The Unit (Education Department) supports the University's goal to provide learning experiences that enable graduates to become leaders in ethical deliberation and to use their reflective-critical thinking and problem-solving skills to become productive members of a democratic society. Both the undergraduate and graduate programs are based on best practices, and are designed to prepare candidates to be ***Reflective Constructors of Quality Learning Experiences through Critical Thinking***. This is the motto from the Conceptual Framework that guides all Unit processes.

Reflective- basing reflections on student assessment data

Constructors- designing lessons based on students’ existing knowledge and skills; basing instruction on contextual information; actively engaging students in the learning process; enabling students to connect learning to their own lives

Quality- consistently improving instruction based on student assessment data, feedback from peers and supervisors, and self evaluations

Critical Thinking- demonstrating the higher level cognitive processes in the planning, implementation, and evaluation processes; providing students with opportunities to think at higher levels (Depth of Knowledge levels 2,3,4)

The Education Department’s Mission from the Conceptual Framework states:

The Unit will provide strong initial and advanced academic programs to teacher candidates and other school personnel that instill in them a commitment to a strong work ethic and prepare them for lives committed to excellence, professional integrity, and leadership that will impact student learning. By being Reflective Constructors of Quality Learning Experiences through Critical Thinking, graduates will possess the knowledge, skills, dispositions and spiritual values that will serve the needs of a diverse learning community.

The Education Department’s Vision from the Conceptual Framework states:

The Unit will prepare teacher candidates and other school personnel to be Reflective Constructors of Quality Learning Experiences through Critical Thinking and subsequently provide them with academic and practical experiences. Graduates will possess well-developed philosophies that will reflect conceptual, strategic, evaluative, and communicative knowledge as well as an understanding of technology that will help them meet the needs of diverse populations.

During coursework and assessments, candidates are required to demonstrate their **conceptual, strategic, evaluative, and communicative** knowledge. *Conceptual Knowledge* is foundational in nature and emphasizes the necessary planning and pedagogy that will assist candidates in becoming effective educators. *Strategic Knowledge* is gained when candidates learn content and integrate this content knowledge into instruction and supervision. Strategic Knowledge can be referred to as intentional actions selected to achieve specific goals. *Evaluative Knowledge* concentrates on the further integration of knowledge as well as reflection and assessment. Lastly, *Communicative Knowledge* represents a culmination of previous knowledge into actual instruction. Thus, candidates communicate what they have learned in the form of effective classroom instruction or supervision.

Dispositions

Dispositions are an educator’s beliefs and attitudes that influence behaviors and interactions with students, parents, colleagues, and others. An educator’s dispositions may positively or negatively impact student learning. University of the Cumberland’s Education Department has identified 4 essential dispositions of an effective teacher. These dispositions should be evident in the work presented in the E-Portfolio.

| Strong Work Ethic | Caring | Critical & Creative Thinking | Excellence & Professional Integrity |
|---|--|--|--|
| <ul style="list-style-type: none"> ▶ High expectations for self ▶ Dependable ▶ Timely in completing responsibilities ▶ Self-starter; takes initiative | <ul style="list-style-type: none"> ▶ Positive Attitude ▶ Cooperative ▶ Respectful of others ▶ Establishes rapport with diverse populations | <ul style="list-style-type: none"> ▶ Flexible ▶ Provides for all learners (integration, evaluation) ▶ Expresses thoughts and ideas clearly (clarity) ▶ Demonstrates the ability to problem solve (discernment, evaluation) | <ul style="list-style-type: none"> ▶ Personal appearance ▶ Appropriate spoken and written English ▶ Use of current technology ▶ Demonstrates leadership skills |

The consistent evidence of the dispositions and the Professional Code of Ethics (see Forms) is paramount to successfully completing University of the Cumberlands' education program. Embedded in these dispositions is the candidate's ability to treat students, colleagues, and others fairly, and through their actions, exhibit the strong belief that all students can learn.

EPSB Themes

Literacy, diversity, technology, and closing the achievement gap are themes that the Education Professional Standards Board (EPSB) of Kentucky has determined as important for all educators to address. Throughout coursework, candidates study best practices related to each theme. Additionally, candidates create, teach, assess, and analyze student work from lessons that emphasize the themes. All candidates are required to use technology as a tool for teaching and learning. Both educator use and student use of technology must serve as the vehicle for meeting the needs of a diverse student population.

Accreditation

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has accredited University of the Cumberlands to award the Bachelor of General Studies, Bachelor of Science, Bachelor of Arts, Bachelor of Music, Master of Arts in Teaching, the Master of Education, and the Educational Specialist Degrees. Additionally, the *Kentucky Education Professional Standards Board* for Teacher Education and Certification has approved all aforementioned degree programs, and has certified that these degree programs may lead to appropriate teacher licenses based on the National Council of Accreditation for Teacher Education (NCATE) standards.

University of the Cumberlands complies with all applicable federal and state non-discrimination statutes, and does not engage in prohibited discrimination on the basis of race, color, nationality, ethnic origin, sex, age, or disability. The University may distinguish on the basis of religion in any position of employment in order to fulfill its purpose. The University reserves the right to deny admission to any candidate whose academic preparation, character, or personal conduct is determined to be inconsistent with the purpose and objectives of the University. No candidate who is otherwise qualified will be denied solely by reason of a disability. Any student who needs accommodation for a disability must notify the Associate Dean in the Academic Affairs Office at the beginning of classes. The Associate Dean will require appropriate documentation of the disability and can assist in arranging accommodations for candidates with respect to advising, financial aid, registration, and instruction.

Inquiries concerning the approval status of the University may be directed to the Department of Education Chair or the Kentucky Education Professional Standards Board, Division of Certification Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601 or by calling 502-564-4606. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions basis of religion in order to fulfill its purposes.

Part I: Program Information

General Guidelines

Academic Honesty Policy

Honesty is expected of University of the Cumberlands candidates at all times. Lying (falsifying, fabricating, or forging information in either written or spoken presentations) is strictly forbidden, and may result in disciplinary action. (Student Handbook)

Academic Dishonesty Policy

At a Christian liberal arts university committed to the pursuit of truth and understanding, any act of academic dishonesty is especially distressing and cannot be tolerated. In general, academic dishonesty involves the abuse and misuse of information or people to gain an underserved academic advantage or evaluation. The common forms of academic dishonesty include:

- Cheating: Using deception in the taking of tests or the preparation of written work, using unauthorized materials, copying another person's work with or without consent, or assisting another in such activities;
- Lying: Falsifying, fabricating, or forging information in either written or spoken presentations;
- Plagiarism: Using the published writings, data, interpretations, or ideas of another without proper documentation.

Episodes of academic dishonesty are reported to the Vice President for Academic Affairs. The potential penalty for academic dishonesty includes: (1) a failing grade on a particular assignment, (2) a failing grade for the entire course, or (3) charges against the student with the appropriate disciplinary body. (Student Handbook)

State Certification Guidelines

EPSB Requirements for Kentucky School Counseling Certification: Provisional

Section 2. (1) The provisional certificate for guidance counselor shall be issued to an applicant upon completion of an approved master's level program in guidance counseling.

(2) The provisional certificate for guidance counselor shall be issued for a period of five (5) years and may be renewed upon application to the board, using the "Form TC-2, Application for Certificate Renewal Duplicate," incorporated by reference in 16 KAR 2:090, and submission of proof of the completion of a minimum of nine (9) semester hours of graduate credit in the areas of counseling or guidance counseling.

(3) If there is a lapse of a provisional certificate for guidance counselor for lack of meeting the renewal requirements, certification may be reissued at a later date upon application to the board, using the "Form TC-2, Application for Certificate Renewal/Duplicate," incorporated by reference in 16 KAR 2:090, and the submission of proof of the completion of a minimum of nine (9) semester hours of graduate credit for each five (5) year period of validity or period of lapse of the guidance counselor certificate. The graduate credit shall be in the areas of counseling or guidance counseling.

EPSB Requirements for Kentucky School Counseling Certification: Standard

Section 3. (1) The standard certificate for guidance counselor shall be issued to an applicant who meets one of the following qualification options:

(a) Option I:

1. Successful completion of an approved master's level program in guidance counseling;
2. Successful completion of an additional three (3) to six (6) credit hours from an approved graduate level counseling or guidance counseling program.
3. One (1) year of full time employment as a provisionally- certified guidance counselor in a public school or nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association;
4. A valid Kentucky Professional teaching certificate; and
5. A minimum of one (1) year of full time classroom teaching experience on a Professional Teaching Certificate in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association; or

(b) Option II:

1. Successful completion of an approved master's level program in guidance counseling;
2. Successful completion of an additional three (3) to six (6) credit hours from an approved graduate level counseling or guidance counseling program; and
3. A minimum of two (2) years of successful employment as a provisionally full-time certified guidance counselor.

(2) The standard certificate for guidance counselor shall be issued for a period of five (5) years and shall be renewed subsequently for five (5) year periods upon completion of, by September 1 of the year of expiration, the Effective Instructional Leadership Act (EILA) hours as specified by the Kentucky Department of Education in KRS 156.101. It shall be the responsibility of the guidance counselor to provide documentation of this training to the local school superintendent who recommends certificate renewal.

(3) If there is a lapse in the standard certificate for guidance counselor for lack of meeting renewal requirements, the certificate may be reissued at a later date by first completing twelve (12) clock hours of counselor role specific training for each year since the expiration of the certificate up to a maximum of seventy-five (75) clock hours or nine (9) semester hours of additional graduate credit appropriate to position of guidance counselor.

Further information can be found from the EPSB website,
<http://www.lrc.state.ky.us/kar/016/003/060.htm>

EPSB : Temporary Provisional Certificate

University of the Cumberlands DOES NOT offer Alternative Certification (Temporary Provisional) in School Counseling.

- Time Frame is prohibitive
- Liability is prohibitive due to nature of the Counseling role

How to Apply Ky. School Counselor Certification

- Once your program is complete, fill out [TC-1 \(.pdf\) application](#) form complete with Supervisor's signature on the bottom of page one
- Submit this form to Kim White, the School Counselor Certification Officer for confirmation of completion of degree. Kim White will mail the TC-1 to EPSB for you.
- Submit a \$50 money order or certified check made payable to the "Kentucky State Treasurer" to the EPSB **or** applicants may also use EPSB ["E-Pay"](#) online payment service to pay certification fees once the completed application has been mailed.
- Upon approval of [TC-1 \(.pdf\)](#), the EPSB will issue a Provisional Certificate

Pillar IV/Admissions

Entry-level assessments include specific requirements for admission into the program including a Bachelor's degree, a passing score on either the Graduate Record Examination (675) or Miller Analogies Test (400) for those without teaching experience or a passing score on the PRAXIS exams for those with teaching experience, and a GPA of 2.75. Additionally, candidates must submit three letters of recommendation, an assessment of entry level writing, and a signed copy of the Kentucky Code of Ethics.

These requirements are also listed on the Planned Program signed by each candidate as:

1. Completed Graduate Application
2. Bachelor's degree from an accredited IHE
3. Entrance Exam
GRE (675)/Miller Analogies Test (400)/PRAXIS
4. Assessment of Entry Level Writing Assignment
5. Kentucky Professional Code of Ethics signed by the Candidate
6. GPA (2.75 Required)
7. Three (3) letters of recommendation

Coursework

All coursework must be complete prior to application to the Clinical semesters. This coursework as listed on the Planned Program is:

| Course Number | Course Title | Hours | Term Offered |
|---------------|--|-------|-----------------|
| EDOL 532 | Evaluation Measurement and Assessment | 3 | Fall, Sp., Sum. |
| EDOL 630 | Research Methods in Education | 3 | Fall, Sp., Sum. |
| EDOL 631 | Advanced Human Behavior Developments and Learning | 3 | Fall, Sp., Sum. |
| SPOL 530 | Issues and Trends in Special Education | 3 | Fall, Sp., Sum. |
| COOL 530 | Introductions to School Counseling | 3 | Fall, Sp., Sum. |
| COOL 531 | Social and Cultural Foundations of School Counseling | 3 | Spring |
| COOL 536 | Psychological Assessments | 3 | Fall |
| COOL 537 | Personality Assessments | 3 | Fall |
| COOL 538 | Counseling Individuals with Diverse Needs | 3 | Fall |
| COOL 539 | Career Development | 3 | Spring |
| COOL 630 | Introduction to Drug/Alcohol Counseling | 3 | Spring |
| COOL 631 | Legal and Ethical Issues in School Counseling | 3 | Fall |
| COOL 634 | Group Counseling in Public Schools | 3 | Fall |
| COOL 636 | Counseling Aspects of Grief and Loss | 3 | Spring |

Field Experience

In order to fully experience the Education Department's theme, *Reflective Constructors of Quality Learning Experiences through Critical Thinking*, counselor candidates are required to complete field experience hours in certain courses. During these hours, candidates will observe, reflect, critique, interview, design instruction, and teach (O=Observe; P=Participate; I=Interact).

Before any candidate may engage in field experience, a valid and current medical examination with a Tuberculosis test and an FBI criminal background check must be completed. This is best done through the school district where you plan to observe/teach. You can check with the Kentucky State Police website (http://www.kentuckystatepolice.org/background_check_forms.htm) for the FBI background check. Use the background check link listed under "Employment."

Candidates should use the Permission Form when requesting to do observation in a school for the first Time. Once in the school, documentation of each observation is required using the *Field Experience Timesheet*. These forms will be provided by the instructor in each course. If field experience hours are not completed as specified, a grade of "F" will be issued for the course.

The courses requiring Field Experience are :

| | |
|----------|---|
| SPOL 530 | Issues and Trends in Special Education |
| COOL 530 | Introductions to School Counseling |
| COOL 538 | Counseling Individuals with Diverse Needs |
| COOL 539 | Career Development |
| COOL 630 | Introduction to Drug/Alcohol Counseling |
| COOL 634 | Group Counseling in Public Schools |

Pillar V/Mid-point

Mid-point assessment include:

1. Contact with Advisor/Advising Center between 12 and 18 hours
2. Completion of field experience hours
3. Completion of coursework through Counseling Practicum/Internship
4. Guidance Counselor PRAXIS Exam (#420) based on all coursework and the Kentucky Counseling Standards.
5. Pillar V ePortfolio
6. Current GPA of 3.0.
7. Two favorable dispositions

The Graduate Advising office will notify the candidate at the completion of twelve (12) to eighteen (18 hours) if any materials are needed for licensure file. It is the candidate's responsibility to ensure that field experience hours are completed. Courses requiring field experiences cannot receive a passing grade without fulfillment of this responsibility. All coursework must be completed before application/enrollment in the Clinical semesters of Practicum and Internship. It is the candidate's responsibility to collect the disposition statements prior to application for the Clinical semesters.

PRAXIS Exam

The PRAXIS Exam (PRAXIS II) is a requirement of University of the Cumberland's School Counseling program. The PRAXIS II exam (School Guidance Counselor – Test Code 0420) will need to be successfully completed before University of the Cumberlands can endorse you for licensure (no matter what state you are planning to apply for licensure).

Format Information:

- PRAXIS II: School Guidance and Counseling (0420)
- Paper based format only
- Check www.ets.org for specific dates and times
- Two hours
- 120 Multiple Choice Questions, 40 of which are listening to recorded client/counselor interactions

| Content | Number of Questions | Percentage of Score |
|-------------------------|---------------------|---------------------|
| Counseling and Guidance | 66 | 55% |
| Consulting | 18 | 15% |
| Coordinating | 18 | 15% |
| Professional Issues | 18 | 15% |

When to take PRAXIS II:

The School Counseling Program of the Education Department recommends that you wait to take the exam until you have completed all coursework. Therefore, the semester prior to enrolling in the Clinical semesters is the optimum time frame.

How to Register:

Go to www.ets.org

Under the heading Test, Click on PRAXIS

Under the heading “For Test Takers”, click “Register for a Test”

You will be registering for the paper based PRAXIS II, click on “Register online”

From there, you will create a Log-In as a New User or Enter your existing Log-In and Password if you are a returning user.

PRAXIS II exams, through Educational Testing Service (ETS) are only given seven (7) times per year. Scores are not available until approximately four (4) weeks after the test is taken. Be sure to access your scores and print an official copy. (If you do not do this, it will cost you \$40 to have ETS send the scores to the school at a later date as scores are only kept from the latest administration of the exam.)

It is the candidate’s responsibility to submit the PRAXIS scores to University of the Cumberlands as ETS does not report scores that are not required by the state.

NOTE: The PRAXIS tests and cut scores required at University of the Cumberlands are based on a triangulation of candidate scores from the Spring 2011, Fall, 2011, and Spring 2012 semesters as well as consideration of licensure requirements for Ohio, West Virginia, and Tennessee - Kentucky’s neighboring states that require the PRAXIS for licensure. The official cut score will be announced with the next publication of this handbook for the 2012 – 2013 school year. Other state licensure exams and cut scores may vary. Please contact your state licensure department for the appropriate score in your state.



University of the Cumberlands’ educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 student learning. The ePortfolio process provides school counselor candidates with continuous, systematic feedback related to meeting the Kentucky Counselor and University of the Cumberlands’ Standards.

The Professional Portfolio for School Counseling Candidates is designed to be an individualized collection of documents to:

1. Prepare the candidate for future school counseling positions;
2. Demonstrate and track the candidate’s on-going knowledge, skills, and experiences during the courses;
 - a. Monitor progress toward meeting Kentucky Teacher and University of the Cumberlands’ Standards
 - b. Verify and reflect on experiences working with diverse populations in a variety of settings
 - c. Share progress with peers, university faculty, and others
 - d. Develop leadership skills that ultimately impact the learning community

3. Provide the candidate with the opportunity for self-reflection on expectations/needs for future growth.
 - a. Engage in critical thinking
 - b. Reflect on preconceived notions, attitudes, and values and how these affect personal and professional dispositions and decision making
 - c. Engage in metacognition and self-evaluation

Portfolio Components

The candidate must systematically organize the Portfolio such that reviewers see the connection of artifacts to Kentucky School Counselor Standards and University of the Cumberlands dispositions. All portfolio entries must be the work of the candidate.

Candidates will invite an external evaluator (Principal, Administrator, and/or Colleague) to view the Portfolio on Angel. The Director of the School Counseling Program and one other University faculty will also score the Portfolio.

Counselor candidates are expected to demonstrate professional written and oral communication, reflecting the strands of Conceptual, Strategic, Evaluative, and Communicative Knowledge and Skills. Numerous and distracting typos and grammar errors may result in the portfolio being rejected or may result in revisions before it is accepted and/or passed as an exit assessment.

Certain documents are specifically required to show that all Kentucky School Counselor Standards and University of the Cumberlands dispositions are met. A scoring rubric will be utilized to holistically evaluate the contents of the portfolio.

Required Artifacts

| Artifact | Course |
|---|---|
| Resume and Cover Letter | <i>COOL 539, Career Development</i> |
| Philosophy of Counseling | <i>COOL 530, Introduction to School Counseling</i> |
| Research Paper: Barriers, implications, and problem-solving situations when counseling ethnic minority groups | <i>COOL 531, Social & Cultural Foundations of School Counseling</i> |
| Development Learning Matrix | <i>EDOL 631, Advanced Human Behavior Developments and Learning</i> |
| Career Conversations | <i>COOL 539, Career Development</i> |
| Drug and Alcohol Counseling Project(s) | <i>COOL 630, Introduction to Drug/Alcohol Counseling</i> |
| Cultural Diversity and Grief Presentation | <i>COOL 636, Counseling Aspects of Grief & Loss</i> |
| Group Development Plan | <i>COOL 634, Group Counseling in Public Schools</i> |
| Comprehensive Treatment Summary & Plan | <i>COOL 536, Psychological Assessment</i> |
| Biography | <i>COOL537, Personality Assessment</i> |
| Evaluation Research Paper | <i>EDOL 630, Research and Evaluation</i> |
| IEP Development/Analysis | <i>COOL 538, Counseling Individuals with Diverse Needs</i> |
| Artifact showing knowledge of Special Education | <i>SPOL 530, Issues and Trends in Special Ed.</i> |
| Delivery of Services for the Comprehensive School Counselor Plan | <i>COOL 530, Introduction to School Counseling</i> |
| Reflection Papers | <i>COOL 631, Legal and Ethical Issues in School Counseling</i> |

Putting the Portfolio Together

For each standard, candidates will need to be able to provide clear and convincing evidence of competency in all Kentucky Counselor Standards and the two University of the Cumberlands Standards, using artifacts as evidence. *Clear* means that any reasonable person can read in the rationale that there is support from the artifacts to show the candidate's competency in the standard. *Convincing* means that the proof has to be there along with the argument as to why the proof shows competency in the standard.

Preparation

The ePortfolio is prepared as a Word Document with Table of Contents linked to each signature assessment. The candidate will collect all documents from each course into a coordinated and organized set of data for both scoring of knowledge and skills within the program as well as a document showcasing talents for future interviews.

Contents of the portfolio include:

- A Cover Page that includes a picture or graphic image
- A Table of Contents – this page will include a link to each signature assessment
- An introduction to the reader that describes the purpose of the portfolio and how you have accomplished that purpose

Here is the process in a nutshell!

- Collect the artifacts that you have saved from each course.
- Create the portfolio in Word with each saved document copied into the ePortfolio document. (See Step By Step Instructions below.) Save your ePortfolio as “UCPortfolio-FirstName-LastName”.
- Create the Cover Page
- Right after the Cover Page, create a Table of Contents with links to each signature assessment/artifact.
- Write an introduction to the reader that describes the purpose of the portfolio and how you have accomplished that purpose.
- Include any extra decorations and/or artifacts you want that showcases your knowledge and skills.

STEP BY STEP INSTRUCTIONS

Insert Artifacts

The easiest way to input the basic information needed to structure the portfolio is to copy and paste it from the list of required artifacts.

1. Open your documents.
2. Create a new document and name it UCPortfolio-FirstName-LastName
3. Open that new document.
4. Copy each document to the new document, UCPortfolio-FirstName-LastName, for each artifact you will be including in the order of the Rubric (Same as above “Required Artifacts”).
 - a. For Power Point Presentations and documents outside of Word, you will need to cut and paste those into Word and/or link them from a URL.
 - b. You will need to repeat this step for each document/artifact in the ePortfolio.

Create Hyperlinks

You need to hyperlink each artifact individually.

1. For each document/artifact, select a portion of the document (probably the title) to bookmark (Highlight using left mouse click).
 - a. Click “Insert”
 - b. Select Bookmark
 - c. Give the Bookmark a unique name and Save
2. Connect this bookmark to the Table of Contents using a Hyperlink
 - a. Go back to the Table of Contents
 - b. Select the Table of Contents entry (Highlight using left mouse click)
 - c. Click “Insert” again
 - d. Select Hyperlink
 - e. Click “Place in this document” on left side
 - f. Click associated Bookmark and Save

Cover Page

Create a cover page (title page) with an introductory paragraph. Be sure that the viewer knows who you are and what the purpose of the portfolio is.

Customize the portfolio

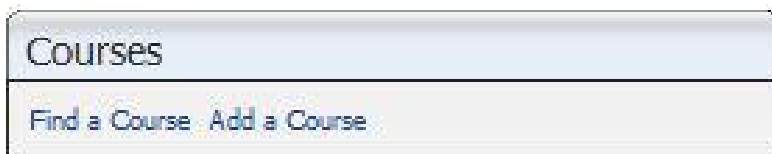
You may customize the portfolio by changing the fonts, adding graphics, etc.

SUBMITTING YOUR DOCUMENT

Your portfolio is scored the semester prior to entering the Clinical semesters. It is the responsibility of the candidate to complete the Portfolio Review Application to alert the Department to schedule the scoring of the ePortfolio.

Your document should be submitted through the Drop-Box in the Course specifically designed for your portfolio Review. Once you have self-enrolled in the course, click the lessons tab to find the Drop-Box. Follow the directions below to self-enroll yourself in the course:

1. Login to iLearn
2. Click “Find a Course” in the Course Box



3. Type “The Title of the Course” without the quotation marks into the Keyword Search box. In this case, it will be **School Counseling Portfolio**.

4. Click Search



The image shows a 'Course Search' form. It has a 'Semester' dropdown menu and a 'Keyword Search' text box containing 'Spanish Exam'. There are 'Search' and 'Cancel' buttons. Below this, there are fields for 'Course', 'Section', and 'Organizational Unit' (containing 'Institution'). At the bottom, there is a table with columns: Name, Enrollment, Course Id, Instructor, Directory, Access. A row is visible with 'Spanish Exam', 'Enroll by PIN', 'ALL-SPAOL001-01', 'Jennifer Marsh', 'Institution > English', 'All', and icons for 'X' and 'glasses'.

5. Click on Enroll by PIN

6. A new window will pop up asking for the PIN number. Enter “SCPORT” without the quotations

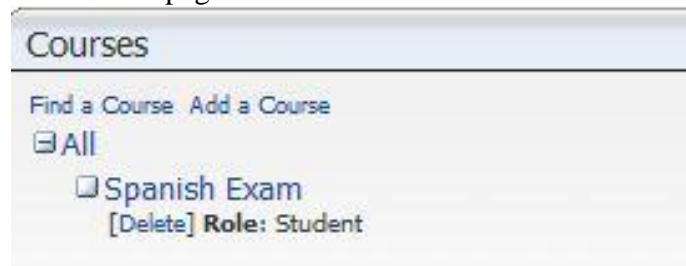


The image shows a 'PIN Required' dialog box. It says 'This course requires a PIN to enroll.' There is a 'PIN' text box containing 'SPANEX'. At the bottom, there are 'Enroll' and 'Cancel' buttons.

7. You will then see a confirmation screen



8. Go back to you iLearn homepage and the course will be listed



EXAMPLE

An example e-portfolio can be reviewed at

http://www.counselingtoday.com/files/Professional_Portfolio-Susan_Rose.pdf.



Application for Portfolio Review – School Counselor Program

THIS FORM MUST BE COMPLETED AND APPROVED THE SEMESTER BEFORE THE REVIEW IS TO BE GIVEN.

Circle a semester to submit the portfolio for review: Summer / Fall / Spring Year: _____

Name: _____

Today's Date: _____

E-mail: _____

Student ID#: _____

Home Address: _____

Home Phone: _____

Cell Phone: _____

Hours Completed: _____

Expected Graduation Date: _____

All requirements for the portfolio must be completed as outlined in University of the Cumberlands School Counseling Handbook.

Advisor's Signature

Certification Officer's Signature

Director of Graduate Program's Signature

I understand that it is my responsibility to fulfill all of the requirements for the portfolio review including meeting the required timeline. If not, my portfolio review will be delayed until the next semester.

Candidate Signature

| REQUIREMENTS: | YES | NO |
|---------------------------------------|-----|-----|
| 1. 42 hours completed | ___ | ___ |
| 2. All core courses completed | ___ | ___ |
| 3. Planned Program approved & updated | ___ | ___ |
| Portfolio Review | | |
| Dates: _____ | | |

Candidate Statement of Integrity

The material contained in this School Counselor Portfolio is my own work. For confidentiality purposes, any names of children included have been changed or redacted.

Candidate's Name (please print): _____

Candidate's Signature: _____

Content Area /Grade Level: _____

University/College Name: _____

Date: _____

This page should be signed, then scanned and inserted into the electronic Portfolio. Please remember to link this form to the Table of Contents.

Permission to Review Counselor Candidate Portfolio

I give permission to the Education Professional Standards Board, State and National Accreditation personnel and the Graduate Exit Review Committee to review and reprint, if necessary, the materials contained in this Portfolio.

Candidate's Name (please print): _____

Candidate's Signature: _____

Site Placement/Grade Level: _____

University/College Name: _____

Date: _____

This page should be signed, then scanned and inserted into the Portfolio. Please remember to link this form to the Table of Contents.

Rubric for School Counselor Portfolio Assessment

Candidate:

Reviewer:

All portfolio components must be accurately completed according to specification. A rating of 3 is required in all areas to successfully pass the portfolio assessment. The total score of the Portfolio is an average of all areas based on a 4.0 scale.

- 4 – Excellent/Above Satisfaction**
- 3 – Satisfactory completion of all components / standards**
- 2 – Satisfactory pending revisions or additions**
- 1 – Unacceptable**

| Introductory Components | Specific Ky School Counselor Std. Addressed | Comments/Documentation | Rating |
|---|---|------------------------|--------|
| Table of Contents (Links to Anchor Assessments) | Technology Skills | | |
| Resume and Cover Letter <i>COOL 539, Career Development</i> | 4 | | |
| Knowledge/Skills | | Comments/Documentation | Rating |
| Philosophy of Counseling (reflects critical thinking, University of the Cumberlands dispositions, the KY Code of Ethics and the belief that all children can learn) <i>COOL 530, Introduction to School Counseling</i> | 1 | | |
| Research Paper: Barriers, implications, and problem-solving situations when counseling ethnic minority groups <i>COOL 531, Social & Cultural Foundations of School Counseling</i> | 2 | | |
| Development Learning Matrix <i>EDOL 631, Advanced Human Behavior Developments and Learning</i> | 3 | | |
| Career Conversations <i>COOL 539, Career Development</i> | 4 | | |
| Drug and Alcohol Counseling Project(s) <i>COOL 630, Introduction to Drug/Alcohol Counseling</i> | 5 | | |
| Grief and Loss Counseling Project(s) <i>COOL 636, Counseling Aspects of Grief & Loss</i> | 5 | | |
| Group Development Plan <i>COOL 634, Group Counseling in Public Schools</i> | 6 | | |
| Comprehensive Treatment Summary & Plan <i>COOL 536, Psychological Assessment</i> | 7 | | |
| Autobiography, Authorized Biography, or Historical Biography <i>COOL537, Personality Assessment</i> | 7 | | |
| Evaluation Research Paper <i>EDOL 630, Research and Evaluation</i> | 8 | | |
| IEP Development/Analysis <i>COOL 538, Counseling Individuals with Diverse Needs</i> | 9 | | |
| Artifact showing knowledge of Special Education <i>SPOL 530, Issues and Trends in Special Ed.</i> | 9 | | |

| | | | |
|--|----|--|--|
| Delivery of Services for the Comprehensive School Counselor Plan <i>COOL 530, Introduction to School Counseling</i> | 10 | | |
| Reflection Papers <i>COOL 631, Legal and Ethical Issues in School Counseling</i> | 11 | | |

| Written Communication Skills and Dispositions | Conceptual Framework | QEP | Comments/Documentation | Rating |
|---|---|---------------------------------------|------------------------|--------|
| Logical, coherent organization of written ideas showing clarity and depth of development with few surface of structural errors | Communicative/ Strategic/ Conceptual/ Evaluative | Clarity | | |
| The portfolio provides strong evidence of the candidate's personal, professional growth as a result of the graduate experience; caring, strong work ethic; critical and creative thinking; and commitment to excellence and professional integrity. | Communicative/ Strategic/ Conceptual/ Evaluative | Clarity Discernment Integration | | |

| Cumulative Score (Total all Ratings) | Calculation (Divide total score by 20 – total number of individual ratings) | Cum. Rating |
|---|--|-------------|
| | | |

Faculty Reviewer Signature

Date

Candidate Signature

Date

Comments:

Pillar VI/Clinical Experience

Welcome to your clinical experience. You are embarking on what will most likely be the most intense semester(s) of training/learning that you will ever experience. This section of the handbook is designed to address major questions related to candidates' clinical experiences to help you successfully complete your practicum or internship.

Before any candidate may enroll in COOL 637 or COOL 638, appropriate **passing PRAXIS II scores on the Guidance and Counseling, #420**, must be received and/or verified by the certification officer at University of the Cumberlands. Each item in the School Counselor checklist is to be successfully completed and documented in a timely manner. **Completion and documentation is solely the candidate's responsibility.** Questions about items on this list can be answered by the candidate's advisor or the Graduate Advising Center (1-800-343-1609; 1-606-539-4390).

In practicum, the clinical experience requirement is 100 hours within one semester. In Internship, the clinical experience requirement is 600 hours within two semesters (or one if the candidate chooses). Of these hours, 15% must be at the level of education where the candidate expects to work in the future. For example, if a practicum candidate expects to work at the high school level in the future, 85 hours of experience must be earned at the high school level, with 15 hours earned at the elementary and/or middle school levels. If an internship candidate expects to work at the high school level in the future, 510 hours of experience must be earned at the high school level, with 90 hours earned at the elementary and middle school levels.

Additionally, for at least 8% of the hours during the clinical experience, the candidates must have educational interactions with at least two other racial/ethnic groups and English Language Learners. For candidates within the Practicum experience, that is at least 15 hours within a different setting/level and at least 8 hours of experience with diverse learners. For candidates within the Internship experience, that is at least 90 hours within a different setting/level and at least 48 hours of experience with diverse learners. The guidelines from Graduate Handbook should be followed for those interactions and added to the field experience timesheet.

Purpose and Expectations

Practicum and internship experiences comprise the critical application of the school counseling program. The purpose is to allow candidates opportunities to demonstrate increased counseling competence while integrating theory and practice. Candidates will demonstrate the ability to *conceptualize, strategize, communicate* and *evaluate* knowledge, technique, and skills learned in the coursework. Candidates are expected to complete planned sequence of supervised clinical experiences. They are expected to demonstrate enhanced counseling competence and manage increasingly demanding and dynamic client caseloads. Candidates should be open to supportive and constructive feedback offered by the site supervisor, site hosts, and site staff. They are expected to conduct themselves professionally in every aspect of their clinical placement, including timeliness, appropriate professional attire, and meeting required documentation deadlines. Candidates are expected to abide by professional ethical counseling practice guidelines as well as the Kentucky Code of Ethics.

General Clinical Information

1. Intent of Clinical Semesters

Practicum and Internship are the final components in students' programs and are intended to provide them with the opportunity to engage in all activities of a practicing school counselor in all three levels: elementary, middle, and secondary. Clinical experiences will take place at schools where the candidate can work with clients and programs appropriate to the candidate's degree and licensure needs. School counseling activities occur at approved school sites with licensed school counselors. Where possible, placement will be made in racially diverse schools to provide candidates with a wide experience of diversity. In addition, UC program faculty will provide opportunity for discussion on professional issues related to the practice of school counseling through a weekly offered through an on-line chats forum.

2. Practicum/ Internship

Practicum/Internship chat is held weekly through the Elluminate system within the course of the one semester that the course runs. The chat provides candidates the opportunity to discuss, question, and examine school counseling issues, counseling techniques and strategies, comprehensive programs, and school counselor role and function. The Clinical semester is intended to mirror the function of KTIP for teachers and KPIP for Principals. Taped sessions of each of the four main components of the school counselor's role (Large Group Guidance, Small Group Counseling, Individual Counseling, and Consultation) will be critiqued within the course. Taping is confidential and completed only with written parent permission for the group or individual sessions.

3. Supervision

The site supervisor will work in collaboration with the counselor candidate to choose the candidate's counseling activities. The site supervisor will both direct and supervise the candidate's counseling activities. The supervisor will provide the counselor candidate with one hour of supervision/critiquing per week. The site supervisor must be a licensed school counselor with at least two years of school counseling experience.

4. Candidate Requirements

Practicum candidates are required to complete 100 total hours of clinical experience with the teaching experience counting as the remainder of the clinical experience. Internship candidates are required to complete 600 total hours of clinical experience.

5. Evaluation

The site supervisor and the UC faculty supervisor will complete evaluations of the clinical candidate. The candidate provides evaluation forms to the site supervisor. In order to ensure both feedback and confidentiality, the forms may be completed by the supervisor in a confidential manner and mailed to the UC faculty supervisor or the forms may be completed with the candidate and returned to the faculty supervisor via the candidate.

Observing/Participating in Other Instructional Settings

An additional part of the clinical experience includes time in other school levels to help candidates obtain a broad range of experience with students of all grade levels, other races, ethnicities, exceptionalities, etc. They will also have the opportunity to observe a variety of instructional strategies and behavior management techniques. It is a requirement of the clinical program that at least 15% of the clinical hours must be at the level of education different from where the candidate expects to work in the future. Additionally, for at least 8% of the hours during the clinical experience, the candidates must have educational interactions with at least two other racial/ethnic groups and English Language Learners. The guidelines from http://www.ucumberlands.edu/academics/education/handbook/downloads/fe_guidelines.html should be followed for those observations, and added to the field experience timesheet.

Candidates should also have the counselor they are observing complete an evaluation and summarize the observation experience.

Candidates continuing in their classrooms as teachers must comply by working with students after school, during planning, during spring and fall breaks, or by taking personal days. School systems may be sympathetic and help by giving you days to complete these diversity experiences.

A checklist that candidates can take to the anticipated school placement(s) along with the letter to the principal are included in this handbook to assist in the clinical placement.

Site Selection Requirements

The placement procedure begins when the candidate completes the Application for Practicum/Internship (COOL 637 or COOL 638). **Candidates may contact principals of schools where they prefer to complete the clinical experience to see if there are available, qualified supervising counselors.** On the form, the candidates fill in the name of three schools where they prefer to complete their clinical experience. That does not ensure that the placements will work, as the University must try to place candidates where they may obtain experience with a wide **diversity** of P-12 students in race, ethnicity and English Language Learners. Once candidates are approved for COOL 637 or COOL 638, the Certification Officer will contact the candidate to confirm the placement(s). At that time, candidates will be required to visit the school, meet the Principal and Supervising Counselor(s), and complete the Supervising Counselor Agreement form. That form is then returned to the Director of the School Counseling Program.

School Requirements

University of the Cumberland's clinical program is the culmination of the pre-service counselor's graduate studies. The experience is designed to assist the counselor candidate in applying the knowledge, skills, disposition, theory, and pedagogy learned from course work as well as from previous field and personal experiences. The essential requirements for schools to participate in the School Counseling Program include:

1. State accredited
2. Subscribe to the basic purpose of the Counselor Education program;
3. Indicate a willingness to function within the intent of the program;
4. Demonstrate a capability to utilize counselor candidates productively;
5. Be willing to help implement individualized intern objectives which offer a variety of experiences;
6. Exhibit a rigorous and strong program by showing CATS scores within the Progressing or Meets Goals categories;
7. Provide credentialed counselors to supervise practicum candidates and interns; and
8. Have a diverse student population (diverse in race, ethnicity, English Language Learners, exceptionalities, and socioeconomic levels)

Counselor Candidates **will not** be placed

- with or supervised by a spouse or family relative,
- in classrooms with their own children or other family members, and
- in schools where relatives are employed.

Supervising Counselor Requirements

Public school supervisors and University coordinators work collaboratively to support the counselor candidate in their professional growth. Decisions related to the Site Supervisor are made through a collaborative effort between (1) the counselor candidate, (2) district supervisors, (3) building administrators, (4) the Teacher of Record for the COOL 637, Practicum and COOL 638, Internship courses, and (5) the Director of the School Counseling Program. This collaboration intends to maximize the benefit of the program to the P-12 faculty and the individual counselor candidate. University of the Cumberlands seeks to identify those Site Supervisors who consistently model the dispositions of caring, a strong work ethic, critical and creative thinking, and a commitment to excellence and professional integrity. Site Supervisors are carefully selected with consideration given to their willingness to mentor and guide counselor candidates. The Site Supervisor must be a credentialed counselor who:

1. Has a school counseling degree from an accredited institution;
2. Has at least two years as a school counselor;
3. Possesses demonstrated ability to engage in effective management techniques that promote an environment conducive to learning;
4. Helps the counselor candidate prepare realistic plans for the practicum/internship experiences based on the candidate's abilities and in accordance with the University's school counseling program;
5. Is capable of assisting the counselor candidate in the different forms of experience, i.e.: individual meetings, group session, case conferences, and information contacts;
6. Models the use of multiple assessments to inform the Counselor program and instruction; and
7. Creates a learning community that values and builds upon students' diverse cultures.
8. Demonstrates an aptitude and ability to contribute to the mentoring and development of a pre-service educator.

Site Selection Process

- 1) The candidate applying for a clinical site must have met requirements for the clinical practicum/internship experience.
- 2) Candidates must choose a core level of education of primary interest: elementary, middle or secondary.

- 3) The candidate must contact a licensed school counselor, working in a school at the core level of their interest. Purpose of the contact:
 - a) Identify the candidate, UC, and the school counseling program
 - b) Inquire as the possibility of being accepted for a practicum or internship experience
 - c) Request an appointment to discuss a clinical experience to ascertain dates, times, etc.
 - d) Offer to provide information about the practicum/internship requirements for the counselor
– Use the Handbooks
 - e) Offer to provide appropriate personal and professional information (resume, transcript, etc.) and be available for an interview.
- 4) The candidate must also contact licensed school counselors at the other two levels of education during the internship. The candidate must follow the outlined procedures for obtaining permission to complete the clinical experiences at each of the other two sites. The sites may all be in the same district or may be in different districts.
- 5) The clinical experience at the different sites may be arranged at different times throughout the school year. The internship may (and probably will) need to be continued into a second semester due to 600 hour requirement. The other sites can be completed concurrently or sequentially within either semester.
- 6) The student will arrange the clinical site with the site supervisor who will agree to provide a supervision hour each week for the candidate. The student will also attend class during the chat on Elluminate each week for direct supervision by the instructor.

Program Assessment

In addition to maintaining the GPA at 3.0 or above, the primary exit assessment for the Masters in Education, School Counseling program is completion of the courses COOL 637 Practicum and COOL 638. Checklists of things to remember to do and to have in the permanent folder (housed in Andersen Building on Campus) can be found in the Graduate Handbook at <http://www.ucumberlands.edu/academics/graduate/downloads/GraduateEdHandbook.pdf>

Requirements/Assessments at Each Pillar for Counseling Program

| Pillar IV - Admission to the Program | Pillar V - Continuous Assessment (Program Experiences) | Pillar VI - Graduation from Program |
|---|---|--|
| Requirements | | |
| →Bachelor's degree from an accredited IHE →G.P.A. of 2.75 or higher →Three Letters of Recommendation – including favorable dispositions →KY Professional Code of Ethics Signed →GRE 675, Miller's Analogies Test 400 or Passing PRAXIS scores for practicing teachers | →Midpoint assessment with advisor when candidate accumulates 12 – 18 hours credit on 12 Program Objectives and Curriculum of the School Counseling Program →G.P.A. of 3.0 or higher →Completed Planned Program on file →Application for Practicum with Approved Site | →G.P.A. of 3.0 or higher →Completion of at least 33 program hours at University of the Cumberland →Six year time limit not exceeded →TC-1 Completed |
| Key Assessments | | |
| →Writing Sample and Assessment →Favorable dispositions on letters of recommendation | →ePortfolio based on coursework & Ky Counseling Standards →Two favorable disposition assessments →Field experience completed with favorable assessments →Passing Scores on E-Portfolio | →COOL 637 Counseling Practicum with favorable assessments →COOL 638 Counseling Internship with favorable assessments |

Signature Assessments

| Std. | Course | Std. | Course | Std. | Course |
|------|----------|------|--------------------|------|--------------------|
| 1 | COOL 530 | 5 | COOL 630, COOL 636 | 9 | COOL 538, SPOL 530 |
| 2 | COOL 531 | 6 | COOL 634 | 10 | COOL 530 |
| 3 | EDOL 631 | 7 | COOL 536, COOL 537 | 11 | COOL 631 |
| 4 | COOL 539 | 8 | EDOL 630 | 12 | COOL 637, 638 |

Standards by Course for School Counseling Program

| Course Number and Name | Kentucky Teacher Standards | Kentucky School Counselor Standards |
|---|------------------------------------|---|
| EDOL 532, Evaluation Measurement and Assessment | 1, 2, 4, 5, 6 | 7, 8, 11 |
| EDOL 630 Research Methods in Education | 1, 5, 6, 10, 11, 12 | 8* |
| EDOL 631 Advanced Human Behavior Developments and Learning | 1, 2, 8, 11, 12 | 3* |
| SPOLE 530 Issues and Trends in Special Education | 1, 2, 3, 4, 5, 6, 8, 11, 12 | 2, 9* |
| COOL 530 Introduction to School Counseling | 1, 3, 9, 10, 11, 12 | 1* , 5, 8, 9, 10* , 11 |
| COOL 531 Social & Cultural Foundations of School Counseling | 1, 11, 12 | 2* , 5 |
| COOL 536 Psychological Assessments | 1, 5, 8, 11, 12 | 7* , 8 |
| COOL 537 Personality Assessment | 1, 5, 8, 11, 12 | 7* , 8 |
| COOL 538 Counseling Individuals with Diverse Needs | 1, 3, 8, 10, 11, 12 | 2, 5, 9* , 10, 11 |
| COOL 539 Career Development | 1, 6, 10, 11, 12 | 4* , 10, 11, 12 |
| COOL 630 Introduction to Drug/Alcohol Counseling | 1, 11, 12, | 5* , 11, 12 |
| COOL 631 Legal and Ethical Issues in School Counseling | 1, 11, 12 | 1, 2, 3, 4, 5, 6, 7, 8, 11* |
| COOL 634 Group Counseling in Public Schools | 1, 10, 11, 12 | 2, 3, 5, 6* , 8, 9, 10, 11, 12 |
| COOL 636 Counseling Aspects of Grief and Loss | 1, 3, 8, 10, 11, 12 | 2, 3, 5* , 8, 10, 11, 12 |
| COOL 637 Counseling Practicum | 1, 6, 10, 11, 12 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* |
| COOL 638 Counseling Internship | 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12* |

* Signature Assessment used to assess this Standard for the Program

Professional Growth Plan (PGP)

The Professional Growth Plan is the pivotal, ever-evolving piece in mentoring and guiding the counselor candidate’s professional growth. During conferences, the site supervisor is responsible for encouraging the counselor candidate to build on identified strengths and continuing to make progress toward eliminating growth areas. Data gathered from observations, lesson plans for large group guidance, written requirements, and exhibited dispositions should be the basis for PGP decisions. The counselor candidates will claim greater ownership if they are the authors and editors of the PGP.

Individual Action Plan Policy

If at any time during the program, the candidate fails to achieve Kentucky State Counselor Standards or University and Education Department Standards, the candidate is required to meet with the Chair of the Department and/or faculty member and complete an Individual Action Plan. Areas of concern may include but are not limited to

- Academic deficiencies
- Unacceptable dispositions
- Failure to complete requirements in a timely manner
- Failure to demonstrate Kentucky and University Standards during courses, field experiences, or student teaching.
- Failure to comply with public school policies and procedures during field experiences and student teaching

Remedial actions will be identified on a case-by-case, individual basis. **Individual Action Plans** may include but are not limited to

- Enrolling in and successfully completing an additional course
- Attending counseling sessions to address dispositions
- Repeating a course
- Spending additional time in the public school setting

Once the candidate and Chair of the Department and/or faculty member have agreed upon and signed the Action Plan, a time frame will be established for completion of the remedial steps. The candidate has the responsibility to schedule a meeting with the Department Chair and provide verification that all requirements have been met.

Procedure for Initiating a Candidate's Individual Action Plan

The Education Department faculty at University of the Cumberlands is committed to helping all candidates learn. Faculty are prepared to offer assistance and guidance to candidates who may struggle to meet the established standards for content knowledge, pedagogical skills, and professional dispositions. However, if a candidate demonstrates a significant need for growth in any or all of these areas, an Action Plan will be initiated and the candidate will be moved to **Probationary Status**. The following process is followed when an Action Plan is deemed necessary.

1. A professor, academic advisor, P-12 supervising teacher, Department Chair, Program Director or candidates themselves may initiate the Action Plan.
2. Collaboratively, appropriate personnel and the candidate will document
 - a. specific area(s) of concern (growth area)
 - b. specific actions and strategies designed to eliminate the identified area of concern
 - c. an established a time line for completion of the strategies and actions
 - d. possible resources to support the candidate's professional growth
3. All involved parties, including the Department Chair and Program Director, will sign and date the Action Plan.
4. The Action Plan's timeline should be no longer than one academic year.
5. The Action Plan becomes part of the candidate's licensure file.

6. The Program Director will monitor the candidate's progress and completion of the plan.
7. The TEAC and/or GEAC Committee will be notified of the Action Plan and must approve the candidate's successful completion of the plan. If all requirements have been met, the candidate will be notified of permission to continue in the program and of removal from ***Probationary Status***.
8. Candidates who are unsuccessful in meeting the Action Plan requirements are exited from the program unless TEAC or GEAC grants a time extension for additional remedial actions.
9. However, if after the specified time, all requirements have been met, the candidate will be notified of permission to continue in the program and of removal from ***Probationary Status***.
10. If the candidate has not removed the identified area(s) for growth at the end of the second probationary period, the candidate will be withdrawn from the program. Candidates must provide documentation of successful actions that have removed the identified area for growth and may request readmission to the program.
11. If readmitted, the candidate's enrollment in the program will be monitored by the Program Director and will continued enrollment will depend upon ongoing improvement in the cited area(s) for growth.



University of the Cumberland

Individual Action Plan

Candidate's Name _____ Date _____
(Please Print)

Department Chair _____ Advisor/Professor _____
(Please Print) (Please Print)

Individual Action Plan

Priority Area for Growth:

| Activities | Timeline & Completion Dates | Assistance/Resource Needed |
|------------|-----------------------------|----------------------------|
| | | |

Comments:

Candidate's Signature _____ Date _____

Chair's Signature _____ Date _____

Advisor/Professor's Signature _____ Date _____

A copy of this report will be kept in the Candidate's file in the office of Teacher Education.

Timeline for Documents for Practicum/Internship

It is important to submit program documents on time.

| | |
|---|---|
| Self-assessment of dispositions | End of program |
| PRAXIS II exam* | Completion of coursework; Semester prior to Clinicals – Practicum/Internship. |
| Portfolio Review | Semester prior to Clinicals – Practicum/Internship. |
| Application to Practicum/Internship | Semester previous (Nov. 15 / July 15) |
| TC-1 Completed and on file with Counselor Certification Officer | End of last semester |

* *PRAXIS II exams, through Educational Testing Service (ETS) are only given seven (7) times per year. Scores are not available until approximately four (4) weeks after the test is taken. **It is the candidate's responsibility to submit the PRAXIS scores to University of the Cumberlands as ETS does not report scores that are not required by the state.***

NOTE: The PRAXIS tests and cut scores required at University of the Cumberlands are based on a triangulation of candidate scores from the Spring 2011, Fall, 2011, and Spring 2012 semesters as well as consideration of licensure requirements for Ohio, West Virginia, and Tennessee - Kentucky's neighboring states that require the PRAXIS for licensure. The official cut score will be announced with the next publication of this handbook for the 2012 – 2013 school year. Other state licensure exams and cut scores may vary. Please contact your state licensure department for the appropriate score in your state.

Exit Criteria

Counselor candidates are required to be assessed at exit through the assessments and activities within the Clinical experiences of Practicum and Internship. The formal assessment from the Planned Program is:

1. Thirty-three (33) hours completed at University of the Cumberlands
2. Six (6) year time limit not exceeded
3. Successful Completion of COOL 637 Counseling Practicum or COOL 638 Counseling Internship
4. Cumulative GPA 3.0
5. TC-1 completed _____

Standards for Guidance Counselor Program

These standards were approved January 2005 by the Kentucky Education Professional Standards Board. The Kentucky Standards for Guidance Counselor Programs are derived from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards and are incorporated by reference in 16 KAR 5:010 that include core curriculum experiences and demonstrated knowledge and skills.

PREAMBLE

Professional guidance counselors represent a significant and important component of the educational leadership team within the P-12 schools of the Commonwealth. The standards for training and preparation for guidance counselors evolved from a synthesis of the American School Counselor Association (ASCA) National Model and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) national counselor preparation standards. The standards acknowledge the importance of a common core of knowledge, skills, and abilities as well as the specific skills and knowledge unique to the practice of professional school counseling. The standards for counselor training and preparation represent the foundation for the profession of guidance counseling in the Commonwealth of Kentucky.

(9) A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy, and current trends in school counseling and educational systems;
2. relationship of the school counseling program to the academic and student services program in the school;
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. strategies of leadership designed to enhance the learning environment of schools;
5. knowledge of the school setting, environment, and pre-K-12 curriculum;
6. current issues, policies, laws, and legislation relevant to school counseling;
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and
10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ASCA Ethical Standards for School Counselors*, and the *ACA Code of Ethics*).

(10) B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. advocacy for all students and for effective school counseling programs;
2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;
3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.
4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;
6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and
7. knowledge of prevention and crisis intervention strategies.

(11) C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1. Program Development, Implementation, and Evaluation

- a. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes;
- b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;
- c. implementation and evaluation of specific strategies that meet program goals and objectives;
- d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
- e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
- f. strategies for seeking and securing alternative funding for program expansion; and
- g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

2. Counseling and Guidance

- a. individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;
- b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development;
- c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;

- d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);
- e. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);
- f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;
- g. systems theories and relationship among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and
- h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

3. Consultation

- a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;
- b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;
- c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

(12) D. CLINICAL INSTRUCTION

For the School Counseling Program, practicum/internship experiences must occur in a school counseling setting under the supervision of a site supervisor.

The program must clearly define and measure the outcomes expected of practicum/intern students, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).

PROGRAM OBJECTIVES AND CURRICULUM

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow:

- 1. PROFESSIONAL IDENTITY** – studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession, including significant factors and events;
 - b. professional roles, functions, and relationships with other human service providers;
 - c. technological competence and computer literacy;
 - d. professional organizations, including ASCA/ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
 - e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

- g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - h. ethical standards of ASCA, ACA, and related entities, and applications of ethical and legal considerations in professional counseling.
- 2. SOCIAL AND CULTURAL DIVERSITY** – studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:
- a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
 - c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
 - d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body;
 - e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
 - f. ethical and legal considerations.
- 3. HUMAN GROWTH AND DEVELOPMENT** – studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:
- a. theories of individual and family development and transitions across the life-span;
 - b. theories of learning and personality development;
 - c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
 - d. strategies for facilitating optimum development over the life-span; and
 - e. ethical and legal considerations.
- 4. CAREER DEVELOPMENT** – studies that provide an understanding of career development and related life factors, including all of the following:
- a. career development theories and decision-making models;
 - b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
 - c. career development program planning, organization, implementation, administration, and evaluation;
 - d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
 - e. career and educational planning, placement, follow-up, and evaluation;
 - f. assessment instruments and techniques that are relevant to career planning and decision making;
 - g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

- h. career counseling processes, techniques, and resources, including those applicable to specific populations; and
- i. ethical and legal considerations.

5. HELPING RELATIONSHIPS – studies that provide an understanding of counseling and consultation processes, including all of the following:

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
- b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
- e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
- f. integration of technological strategies and applications within counseling and consultation processes; and
- g. ethical and legal considerations.

6. GROUP WORK – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, groups members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- e. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups;
- f. professional preparation standards for group leaders; and
- g. ethical and legal considerations.

- 7. ASSESSMENT** – studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:
- a. historical perspectives concerning the nature and meaning of assessment;
 - b. basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
 - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
 - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
 - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
 - f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
 - g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
 - h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
 - i. ethical and legal considerations.
- 8. RESEARCH AND PROGRAM EVALUATION** – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession;
 - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
 - c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
 - d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
 - e. use of research to improve counseling effectiveness; and
 - f. ethical and legal considerations.

UNIVERSITY OF THE CUMBERLANDS STANDARDS

Standard 11: Evidence Behaviors Ascribed in the College’s Mission Statement with Particular Emphasis on the Service and Work

The extent to which the counselor:

- 11.1 Successfully completes coursework with evidence of voluntary participation.
- 11.2 Gives evidence of leadership in school and community organizations.
- 11.3 Attends college classes, seminars, and in-service opportunities regularly for professional development.
- 11.4 Engages in creative problem solving and reflective critical thinking.

Standard 12: Demonstrates Behaviors Described in the Kentucky Code of Ethics

The extent to which the counselor:

- 12.1 Maintains a professional relationship with college and public school, faculty, and students.
- 12.2 Engages in activities that will strengthen understanding of diversities of students.
- 12.3 Validates moral and professional behavior with satisfactory evaluations in courses and in public school position.
- 12.4 Completes all independent assignments through own effort.



Forms

The following pages contain helpful forms either for the Portfolio or for your coursework as you progress through program that will make your experience go more smoothly.

University of the Cumberland's Dispositions Survey

Candidate Name:

Date:

Please rate yourself on a 4 point scale.

4-Excellent Progress

3- Satisfactory Progress

2- Making Progress

1- Not Making Progress

Strong Work Ethic _____ (average score)

____ Has high expectations for self

____ Is dependable

____ Is timely in completing responsibilities

____ Is a self starter; takes initiative

Critical & Creative Thinking _____ (average)

____ Is flexible

____ Provides for all learners

____ Expresses thoughts and ideas clearly

____ Demonstrates ability to problem solve

Caring _____ (average)

____ Has a positive attitude

____ Is cooperative

____ Is respectful of others

____ Establishes rapport with diverse populations

Excellence/ Professional Integrity

_____ (average)

____ Has a professional appearance

____ Uses technology effectively

____ Demonstrates leadership abilities

____ Uses appropriate spoken & written English

Add narrative of why you scored yourself as you did here:

Dispositions Reporting

Counselor candidates should be aware that their dispositions strongly inform their work with students. Supervising Counselors, Principals, Coordinators, and Course Instructors are always watching. The following form is not the one that you must complete, but is one that could be completed about you.

Educational Professional Candidate Dispositions Feedback

CONFIDENTIAL

Please Check Area(s) of Concern:

| | |
|--|---|
| Strong Work Ethic <input type="checkbox"/> Has high expectations for self <input type="checkbox"/> Is dependable <input type="checkbox"/> Is timely in completing responsibilities <input type="checkbox"/> Is a self starter; takes initiative | Critical & Creative Thinking <input type="checkbox"/> Is flexible <input type="checkbox"/> Provides for all learners <input type="checkbox"/> Expresses thoughts and ideas clearly <input type="checkbox"/> Demonstrates ability to problem solve |
| Caring <input type="checkbox"/> Has a positive attitude <input type="checkbox"/> Is cooperative <input type="checkbox"/> Is respectful of others <input type="checkbox"/> Establishes rapport with diverse populations | Excellence/ Professional Integrity <input type="checkbox"/> Has a professional appearance <input type="checkbox"/> Uses technology effectively <input type="checkbox"/> Demonstrates leadership abilities <input type="checkbox"/> Uses appropriate spoken & written English |
| KY Professional Code of Ethics <input type="checkbox"/> Demonstrates behavior aligned with the KY Professional Code of Ethics and University standards for attitude and conduct. | |

Explain and document incidents and/or reasons for concern:

Describe a plan to remediate negative dispositions:

Candidate's Name (Please Print): _____

Professor's or Supervising Counselor's Name (Please Print): _____

*Candidate's Signature/Date

Signature/Title of Person Reporting/Date

Dept. _____

*Candidate's signature does not necessarily imply agreement; it does indicate the receipt of a copy of this form. The candidate has the right to submit a written rebuttal/response within five working days of the receipt of this form. A copy of this report and the rebuttal/response will be kept in the candidate's file in the office of Counselor Education.

Department of Education Use Only:

PRAXIS II Exams Scores and Dates:

| Guidance and Counseling | Guidance and Counseling (Retake) | Guidance and Counseling (Retake) |
|-------------------------|----------------------------------|----------------------------------|
| <hr/> Score | <hr/> Score | <hr/> Score |
| <hr/> Date Comments | <hr/> Date Comments | <hr/> Date Comments |

Please return this form to the Graduate Education Department
Fax (606) 539-4014
Kim.White@ucumberlands.edu

The Education Professional Standards Board requires that all practicum candidates file with their application, a copy of a valid and current medical exam which includes a tuberculosis test.

Letter to Principal or Superintendent



7792 College Station Drive, Williamsburg, KY 40769

Office: 502-253-9859, Cell: 502-468-1480

e-mail: susan.rose@ucumberland.edu

Fall Semester, 2010

Dear Principal or Superintendent,

You are receiving this letter because a University of the Cumberland Master of Arts in Education counselor candidate is requesting a practicum/internship placement with your school. It is the practice of UC to have candidates identify possible placements, then let us know. Then we ensure that the placement will be state-approved by sending a student counselor agreement form that you will fill out and return to us.

Our counselor candidate will work with you for 100 hours during the practicum semester and/or 600 hours during the two semesters of internship. They need a highly qualified counselor who has a master's degree and at least two years experience as a school counselor. Of these 700 hours, 600 hours must be at the level of education where the candidate expects to work in the future. One hundred hours of clinical experience must be completed at each of the other two levels of education. For example, if a candidate expects to work at the high school level in the future, 600 hours of experience must be earned at the high school level, with 50 hours earned at the elementary and 50 hours at the middle school level.

It is possible that the counselor candidate will need some guidance with the TB test and criminal background check procedures.

At the end of the semester, the candidate will need you or another counselor or administrator at your school to review their portfolio and complete an evaluation. If you have more questions or need to verify this letter further, please give me a call or send me an email. We appreciate any help you can give. UC is dedicated to producing high-quality counselors who are able to positively impact P-12 student learning in a positive way.

Respectfully,

Susan R. Rose, Ph.D.
Associate Professor, Education
Director of School Counseling Program
University of the Cumberland

**SCHOOL COUNSELING
PRACTICUM/INTERNSHIP AGREEMENT**

The School Counseling Program of University of the Cumberland (UC), the _____
 _____ School of _____ School
 District and Mr./Ms. _____, school counselor candidate, agree
 to a school counseling practicum/internship experience according to the conditions outlined by the UC
 School Counseling Program. The On-Site Supervisor agrees to provide one hour of individual
 supervision to the candidate per week, and the candidate will be permitted to audio or video tape certain
 sessions with clients at the site.

Upon signature of the practicum/internship candidate, the school administrator, the supervising
 counselor, and the UC counselor educator, the agreement is deemed to be in effect for the duration of the
 practicum/internship experience in the _____ school year.

Please keep in mind that the Supervising Counselor should exhibit the following criteria:

- A school counseling degree from an accredited institution;
- A school counseling certificate for each grade within their program;
- At least two years experience as a school counselor;
- A demonstrated ability to engage in effective management techniques that promote an environment conducive to learning;
- An ability to help the counselor candidate prepare realistic plans for the practicum and internship experiences based on the candidate’s abilities and in accordance with the University’s school counseling program;
- An ability to assist the counselor candidate in the different forms of experience, i.e.: individual meetings, group session, case conferences, and information contacts;
- An ability to use of multiple assessments to inform the Counselor program and instruction; and
- An ability to create a learning community that values and builds upon students’ diverse cultures.
- The demonstration of an aptitude and ability to contribute to the mentoring and development of a preservice educator.

| | |
|--------------------------------|------|
| Practicum/Internship Candidate | Date |
| Supervising Counselor | Date |
| K – 12 School Administrator | Date |
| UC Counselor Educator | Date |

University of the Cumberland's Supervising Counselor Agreement, p.2

(The information on this form is needed in order to expedite **reward of EILA hours/payment of the stipend to the Supervising Counselor.**)

| | |
|---------------------------------|------------------------------|
| _____ Supervising Counselor | _____ Date |
| _____ School District | _____ Home Address |
| _____ School | _____ Home Phone |
| _____ School Phone | _____ Cell Phone |
| _____ School Address | _____ Email |
| _____ Social Security Number | _____ Subject/Grade Level |

Please Circle & Complete

| | | | | |
|---|--|-------|--------|---------|
| Degree Completed (circle one) | BS/BA | MS/MA | Rank I | PhD/EdD |
| Certified in Current Assignment | Yes | No | | |
| Course in Supervision of Practicum/Internship | Yes | No | | |
| Number of Years Teaching Experience | (at least 2 yrs, professional certificate) _____ | | | |
| Number of Years in Current District | _____ | | | |

Participating Educators: This agreement is valid for the _____ semester _____ and implies your
 (Fall/Spring) (Year)
 acceptance of a counselor candidate from University of the Cumberland's. This agreement form indicates your agreement to support the counselor candidate in meeting all of the established standards and requirements. **Your signature below also verifies the fact that you have read and will adhere to the guidelines provided in University of the Cumberland's Supervising Counselor Handbook and that you are not a relative of the counselor candidate.**

The Department of Education at University of the Cumberland's has adopted the motto "*Reflective Constructors of Quality Learning Experiences through Critical Thinking*" to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative or Communicative knowledge base.

| | |
|---|---|
| _____ Supervising Counselor Signature | _____ Counselor Candidate Signature |
| _____ Principal/Superintendent Signature | _____ University Coordinator Signature |

Please mail or e-mail back to: susan.rose@ucumberlands.edu **Attention:** Dr. Susan R. Rose
 University of the Cumberland's, 12938 Wooded Forest Road, Louisville, Kentucky, 40243

Professional Code of Ethics for Kentucky School Personnel
704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession;

(A) To Students

- Shall provide students with professional education services in a non- discriminatory manner and in consonance with accepted best practice known to the educator.
- Shall respect the constitutional rights of all students.
- Shall take reasonable measures to protect the health, safety and emotional well-being of students.
- Shall not use professional relationships or authority with students for personal advantage.
- Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Shall not knowingly make false or malicious statements about students or colleagues.
- Shall refrain from subjecting students to embarrassment or disparagement.
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing or grabbing; rape; threats of physical harm; and sexual assault.

(B) To Parents

- Shall make reasonable effort to communicate to parents information, which should be revealed in the interest of the student.
- Shall endeavor to understand community cultures and diverse home environments of students.
- Shall not knowingly distort or misrepresent facts concerning educational issues.
- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall not use institutional privileges for private gain, for the promotion of political candidates or for partisan political activities.
- Shall not accept gratuities, gifts or favors that might impair or appear to impair professional judgment and shall not offer any of these to obtain special advantage.

(C) To the Education Profession

- Shall exemplify behaviors which maintain the dignity and integrity of the profession.
- Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
- Shall not use coercive means or give special treatment in order to influence professional preparation and legal qualifications.
- Shall not knowingly falsify or misrepresent records of facts relating to the educator’s own qualifications or those of other professions.

I declare that I understand the standard for personal and professional conduct expected of a professional educator in Kentucky. I further certify that I have read and examined the CODE OF ETHICS printed above applicable to school personnel, understand its provisions and agree to abide by its terms during the course of my career as a pre-service counselor and as a professional educator.

COUNSELOR CANDIDATE

SIGNATURE _____ Date _____

PRINTED NAME _____ ID# _____

Counselor Candidate Checklist

In an effort to assist in your orientation and first days of clinical placement, your site supervisor will help you complete the following checklists. (This is especially helpful for Intern Candidates or those Practicum Candidates completing in a school where they do not teach).

Information to get from your site supervisor:

- the school's and site supervisor's phone numbers, email address
- the school handbook
- the school's policy and procedures handbook
- a copy of tornado, fire and lockdown procedures
- the location of the list of approved persons to whom a student may be released
- important student health-related information (allergies, medications, serious medical problems)
- cost for school lunch, breakfast
- where you will eat lunch, store lunch if carrying
- where to secure textbooks and supplementary software, materials, technology, media equipment, curriculum guides, and other essential materials
- a school map that identifies the location of the gym, art room, nurse's office, etc.
- dates or days and locations for site-based, departmental, faculty, P.T.A. / P.T.O., team and school board meetings are held (These are wonderful opportunities to collect time that you may not have thought of otherwise)
- the daily schedule, when classes begin and end
- a semester schedule for the school system
- opportunities to contribute to extracurricular activities
- schedules for extracurricular activities such as theatre, art and musical productions, athletic events, academic meets, art shows (Again, other good opportunities. Remember that the Counselor is *Support Personnel!* Supporting the students in extracurricular activities is important.)
- the names of faculty or staff you may contact if the supervising counselor is unavailable for assistance
- where you may park
- information related to special needs

Responsibilities and Procedures to find out:

- procedures for students to enter and exit the building
- procedures for students to leave the classroom (to the office, restrooms, etc.)
- procedures for documenting behavior
- procedures for contacting office or security in case of emergency
- measures and documentation required in case of an accident involving students, yourself or others
- process for planning and implementing field trips, fund raising events, class productions
- responsibilities and protocol for communicating with parents

LEADERSHIP:

- possible school and community activities or events in which you might take a leadership position

Practicum/Internship Working Progress Checklist

Candidates, you should keep copies of the following in a binder to show your observers when they arrive.

| <u>Requirements</u> | <u>Date completed</u> |
|--|-----------------------|
| Agreement Form from Supervising Counselor | |
| Expectations from Supervising Counselor & Cooperating Counselor (Practicum/internship only) | |
| Schedule of Classes | |
| School Handbook | |
| School's Policy and Procedures Handbook | |
| Professional Growth Plans (Entry & Exit) | |
| Formative Assessment #1 from Supervising Counselor (Practicum; Internship, 1 st semester) | |
| Formative Assessment #2 from Supervising Counselor (Practicum; Internship, 1 st semester) | |
| Formative Assessment #3 from Supervising Counselor (Internship, 2 nd semester) | |
| Formative Assessment #4 from Supervising Counselor (Internship, 2 nd semester) | |
| Lesson Plans for each large group lesson taught | |
| Leadership Artifact | |
| Summative Assessment #1 from Supervising Counselor (Practicum; Internship, 1 st semester) | |
| Summative Assessment #2 from Supervising Counselor (Internship, 2 nd semester) | |
| Multicultural/ Diversity Summary (<i>in Field Experience Timesheet</i>) | |
| Clinical Experience Timesheets/Logs | |

THERE IS NO EXCUSED TIME FROM PRACTICUM or INTERNSHIP. If the hours cannot be completed within the timeframe of the practicum and internship semesters, the candidate will repeat the course(s).

Permission to Videotape

Copies of this page from each student’s parent or a signed letter from the counselor of record should be scanned and included with the video reflection and materials for each student present in your videos. Please remember to link this form to the Table of Contents.

Alternatively, a scanned, signed letter from the Supervising Counselor or Principal can state that the students’ forms are on file at the school. This same scanned letter should be included in the COOL 637 and 638 Video Project.

If agreeable we would like for the supervising counselor to keep the parent copies and that each University of the Cumberland’s Counselor Candidate prepare a letter for the supervising counselor to sign. The letter should indicate that the counselor has permission to include forms on file in his/her room (include in your letter the counselor’s name and the date).

Permission to Videotape

I hereby give permission for my child, _____, to participate in an activity that is recorded by videotape. I understand the videotape will be created as part of the process of development of a counselor assessment program as well as for the certification of University of the Cumberland’s Counselor Candidate. I understand the videotape will be submitted to his/her University of the Cumberland’s education professor for class requirements and could be viewed by representatives of the university, school district, and the Education Professional Standards Board for the purposes stated above.

Name of Parent /Guardian (please print): _____

Signature of Parent /Guardian: _____ **Date:** _____

COUNSELING CLINICALS SEMESTER SUMMARY LOG

Complete at end of semester using the signed weekly logs to document total clinical hours.

| <i>DIRECT SERVICES</i> | Hours | Dates |
|--|--------------|--------------|
| Individual Counseling | | |
| Small Group Counseling | | |
| Classroom Guidance | | |
| Consultation | | |
| <i>TOTAL DIRECT SERVICE HOURS</i> | | |
| <i>INDIRECT COUNSELING/GUIDANCE SERVICES</i> (Define below) | | |
| | Hours | Dates |
| | | |
| | | |
| | | |
| <i>TOTAL INDIRECT SERVICE HOURS</i> | | |
| | | |
| <i>TOTAL DIRECT AND INDIRECT SERVICE HOURS</i> | | |

Comments:

The signatures below attest to the accuracy of the hours listed above.

Counselor Candidate _____ **Date** _____

Site Supervisor _____ **Date** _____

University Supervisor _____ **Date** _____

LEARNING OBJECTIVES CONTRACT

UC School Counseling Program

Counselor Candidate: _____

Practicum/Internship Site: _____

Site Supervisor: _____

Supervisor's Phone #: _____

Total hours to be completed at this site: _____ Date: _____

Learning Objectives – Site Supervisor:

Please identify the expectations for the practicum/internship candidate. In your discussion with the candidate please identify, as specifically as possible, these expectations. These may include performance expectations or objectives that you hope to help the candidate accomplish while working in your school. These objectives can serve as a helpful scale by which to evaluate the candidate's progress. Please be as specific as possible.

1. _____

2. _____

3. _____

Learning Objectives – Candidate:

Please identify the expectations for the practicum/internship candidate. Before beginning your work, meet with your supervisor to discuss these objectives. These may include personal goals you hope to accomplish, experience you hope to have, skills you hope to gain, etc., during your work at this school. These objectives can serve as a helpful scale by which to evaluate the practicum/internship experience. Please be as specific as possible.

1. _____

2. _____

3. _____

ON-SITE INDIVIDUAL SUPERVISION SESSION REPORT

- *To be completed weekly by the candidate and/or supervisor*

| Subject | Comments |
|--|----------|
| Focus of the supervision session (weekly topic): | |
| Strengths of candidate (related to weekly topic): | |
| Areas for growth (related to weekly topic): | |
| Follow-up for next session: | |
| Ethical or Dispositional concerns about issues at the site: | |

Please Sign and Date

_____ **Supervisor**

_____ **Counselor Candidate**

_____ **Date**



University of the Cumberland's Field Experience Reporting/Timesheet

Candidate Name _____ **ID#** _____ **Semester/Yr** _____ **UC Course** _____

TOTAL NUMBER OF HOURS FOR THIS TIMESHEET _____ **UC Professor** _____

Please briefly but specifically summarize what occurred during your time in the public school setting. Indicate the actual clock hours, your level of involvement, and the diverse populations with whom you interacted. Please complete **ALL** sections of the timesheet using the key provided. Return to your professor in order that your grade can be posted. **Use ONE form for each teacher observed.**

Field Experience Teacher Demographics (please fill in blanks and circle choices below)

Name (print) _____ **e-mail** _____ **Phone:** _____

Years Teaching Experience: ____ **Gender:** M F **Certification area(s):** _____ **Rank:** I, MA/MS, BA/BS, Other

Race: African American, Asian, Caucasian, Hispanic, Native American, Pacific Islander, Unknown

Field Experience Teacher Signature _____ **School Name** _____

Record Involvement with each listed student population for the type (i.e., for Race/Ethnicity you might write Hispanic). Describe the involvement below in the summary – you are shooting for “P” as much as possible. Have your Supervising Counselor or Administrator sign off on this list.

| <i>Level of Involvement</i> | <i>Diverse Populations</i> | |
|--|--|-------------------------|
| O- Observation | L- English Language Learners/Linguistic | EX- Exceptional |
| P- Participation (Co-teaching, small group instruction, tutoring, etc.) | S- Low socioeconomic | R- Racial/Ethnic |
| I- Full instructional responsibility | | |

Multicultural/Diversity Experiences Summary Guidelines

| Population | Type (AA=African American, A=Asian, AI=American Indian/Alaskan Native, C=Caucasian, H=Hispanic/Latino, P=Pacific Islander, N=Non-resident alien/International, O=other) | O | P | I |
|--------------------------|--|----------|----------|----------|
| Race/Ethnicity | | | | |
| Race/Ethnicity | | | | |
| Exceptionality | | | | |
| English Language Learner | | | | |
| Socioeconomic Status | | | | |

As you describe your experiences, note the ages of students involved and number of persons in the session or setting.

| Date | Level of involvement | Diverse populations present | Summary of your experience, interactions | Time/Hours spent | Supervising Teacher Initials |
|------|----------------------|-----------------------------|--|--------------------|------------------------------|
| | | | | | |
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| | | | | | |
| | | | | | |
| | | | | | |
| | | | | TOTAL HOURS | |

***Multicultural/Diversity Experiences Summary Guidelines**

Within your summaries, please include a complete reflection of your **interactive** experiences with multicultural and diverse populations. Be certain you have interacted with all diversity categories. Some of the diversities that you might consider are:

- Religious and spiritual beliefs
- Economic class background
- Socioeconomic status
- Psychological maturity: Developmental disabilities
 - LBD
 - FMD
 - Gifted
- Ethnic and racial identity
- Chronological stage (Age)
- Trauma (Genetic or acquired disabilities)
 - Hearing impaired
 - Visually impaired
 - Other Health Impaired

Describe the populations, your role in working with these populations, an analysis of the teaching-learning process, and significant lessons learned.

University of the Cumberland Field Experience Evaluation

Teacher Candidates will benefit from feedback throughout their coursework. In an effort to increase specific feedback, you are asked to please complete this form and return it to the candidate (who will submit to the Course Instructor).

It is possible that you would not have noticed some of the characteristics of the candidate during their field experience with you. If that is the case, mark NA. Please mark EACH blank below. Thank you for your time!

Teacher Candidate Name _____ Teacher Candidate ID# _____

| | |
|--|---|
| <p>Please Use Rating Scale for each BLANK: 3 - Satisfactory Performance of the Standards 2 - Making Progress Toward the Standards 1 - Not Making Progress Toward the Standards NA – did not observe</p> | <p>UC Course Name/# _____ UC Professor _____ Semester: (Fall, Spring, Summer) _____ Year: _____</p> |
|--|---|

| | |
|--|--|
| <p>KNOWLEDGE AND SKILLS</p> <p>___ Content Knowledge ___ Planning ___ Class Climate ___ Management/Instruction ___ Assessment ___ Technology ___ Reflection ___ Collaborates with ___ Engages in Professional Development ___ Takes initiative/ Leadership</p> | <p>COMMUNICATION SKILLS</p> <p>___ Maintains Strong Eye Contact ___ Articulates Words Clearly ___ Uses Correct Grammar/Syntax ___ Communicates Ideas Clearly ___ Avoids Distracting Mannerisms ___ Uses Appropriate Vocal Variety and Volume ___ Uses Effective Questioning Skills others ___ Has Effective Writing Skills</p> |
|--|--|

ATTITUDES AND DISPOSITIONS

| | |
|---|---|
| <p>Strong Work Ethic _____ (average score)</p> <p>___ Has high expectations for self ___ Is dependable ___ Is timely in completing responsibilities ___ Is a self starter; take initiative</p> <p>Caring _____ (average score)</p> <p>___ Has a positive attitude ___ Is cooperative ___ Is respectful of others ___ Establishes rapport with diverse populations</p> | <p>Critical & Creative Thinking _____ (average score)</p> <p>___ Is flexible ___ Provides for all learners ___ Expresses thoughts and ideas clearly ___ Demonstrates ability to problem solve</p> <p>Excellence/Professional Integrity _____ (average score)</p> <p>___ Has a professional appearance ___ Uses technology effectively ___ Demonstrates leadership abilities ___ Uses appropriate spoken & written English</p> |
|---|---|

Field Experience Teacher Demographics (please complete and circle choices below)

Name (print) _____ e-mail _____

Phone: _____ Years Teaching Experience: _____ Gender: M F

Certification area(s): _____ Rank: I, MA/MS, BA/BS, Other

Race: African American, Asian, Caucasian, Hispanic, Native American, Pacific Islander, Unknown

Field Experience Teacher signature _____ School Name _____

Would you consider having teacher candidates in your classroom again? ___ Yes ___ No

Comments:

Field Experience Reflection Rubric – Pillar V
 (To be used in Courses where Field Experiences are required)

Professor Name _____
 Course Name/No. _____

Candidate Name _____
 Date _____

| Performance Assessment | 3 | 2 | 1 |
|--|----------|----------|----------|
| Candidate clearly identified and reflected on at least two field experience levels. <i>KTS 3,7; UC11,12; CF Conceptual, Strategic, Communicative, Evaluative; Kentucky School Counselor Standards (KCS) 11, 12</i> | | | |
| Candidate analyzed and reflected on diversity observed. <i>KTS 2, 3, 4, 5, 6, 7, 8; CF Conceptual, Strategic, Evaluative, Communicative; KCS 1 2, 7, 9, 11</i> | | | |
| Candidate analyzed and reflected on at least one other educational issue <i>KTS 1, 7; CF strategic, evaluative, communicative; KCS 1, 4, 5, 6, 7, 8, 9, 10, 11</i> | | | |
| Candidate clearly related your field experiences to course content. <i>KTS 1, 7; CF conceptual, communicative, evaluative; KCS 9, 10, 11</i> | | | |
| Candidate writing is clear and specific with minimal writing errors. <i>KTS 1, 7; UC 11, 12; CF communicative, evaluative; KCS 1, 11</i> | | | |

Comments:

Proposed Internship Activity Plan

| Type of Activity | Description of Activity | Evaluation of Outcomes |
|--|--------------------------------|-------------------------------|
| <p>Individual Counseling Topics include academic, career, personal/social concerns. Brief, goal focused – usually 1-3 sessions followed by referral if necessary.</p> | | |
| <p>Small Group Counseling Specify identified topics, grade levels and projected start and end dates.</p> | | |
| <p>Classroom Guidance Specify identified topics, grade levels and projected start and end dates.</p> | | |
| <p>Consultation Describe plans for being available to parents and teachers. Identify particular groups you might target (such as teachers/parents of students you will serve in groups).</p> | | |
| <p>Other Related Guidance/ Counseling Activities These are to be arranged with your site supervisor. Examples include observing classrooms, child study team meetings (RTI), peer helper programs, helping with program planning and evaluation, community relations, learning about test interpretation/ECE procedures.</p> | | |
| <p>Site Supervisor Meetings Minimum is one per week for one hour. Specify date and time set aside for meetings.</p> | | |

I have read the proposed activity plan and agree that the internship candidate will be permitted to complete these activities under my supervision.

Site Supervisor Signature _____ Date _____

Counselor Candidate Signature _____ Date _____

Case Study Format

Counseling Children and Adolescents in the School

Choose one student you will be working with over a period of at least five to six sessions and provide the following information. In addition, you will also be asked to provide individual counseling summary notes for each session (see following page).

- I. Background information on student
 - a. Referral source
 - b. Description of student characteristics (age, sex, grade, cultural background, etc.)
 - c. Academic functioning
 - d. Social functioning (peers/family)
 - e. Description of family
 - f. Traumatic events/stressors (academic, personal, social)

- II. Description of the problem
 - a. Presenting problem
 - b. History – frequency, duration, intensity of presenting problem
 - c. What has been tried?
 - d. Previous experience with counselor
 - e. Treatment Plan
 - f. Goal(s)
 - g. Action Plan
 - h. Consultation with parent(s)/teacher(s)
 - i. Evaluation of effectiveness

Individual Counseling Summary Notes

Student _____ Grade/Age: _____ Date of Session _____

Counselor (graduate student): _____ Session # _____ of _____

Presenting concern:

Use the following format as a guide to provide information about each of the individual sessions you conduct within your clinical experiences.

1. Mood of the student at start of session (Record observable behaviors rather than impressions or assumptions):

2. Major issues addressed in this session:

3. Counseling techniques utilized:

4. Outcome of session (might include new perspective, ideas for change, plans for change, this to investigate/do before next session, change in effect, etc.):

5. Mood of student at conclusion of session (Record observable behaviors rather than impressions or assumptions):

6. Issues to come back to:
 - a.
 - b.
 - c.

7. Strengths of session: (1.1)

8. Weaknesses of session:

9. Remarks:

10. I learned that:

Individual Counseling Tape Review Form

Counselor Candidate Name: _____

Date of Review _____

Rater's name: _____

Age/Grade of Student _____

Please rate each of the following categories:

| | E Exceeds Expectations | M Meets Expectations | D Does not meet Expectations | N.O. Not observed |
|--|-------------------------------------|-----------------------------------|---|--------------------------------|
| Structuring | | | | |
| 1. Time frame and topic reviewed | E | M | D | N.O. |
| 2. Explanation of counseling process | E | M | D | N.O. |
| Core Conditions | | | | |
| 1. Warmth, respect, positive regard, and genuine caring communicated | E | M | D | N.O. |
| 2. Creates a comfortable environment which accepts and fosters diversity | E | M | D | N.O. |
| Counselor Responses | | | | |
| 1. Attending skills utilized | E | M | D | N.O. |
| 2. Content and feeling are reflected accurately | E | M | D | N.O. |
| 3. Open vs. closed questions used | E | M | D | N.O. |
| 4. Clarifying and summarizing | E | M | D | N.O. |
| Problem Solving Model | | | | |
| 1. Explore problem | E | M | D | N.O. |
| 2. Define concretely the problem and goal | E | M | D | N.O. |
| 3. Explore alternatives and consequences | E | M | D | N.O. |
| 4. Develop clear action plan | E | M | D | N.O. |
| 5. Evaluation and follow-up | E | M | D | N.O. |

I liked: (strengths, helpful behaviors, strategies)

You may want to consider: (recommended changes)

Small Group Counseling Format

Counselor Candidate: _____

Small Group Topic _____

Date _____

Session Topic:

Session # _____

National standard development area(s): Academic Career Personal/Social

National Standard(s) Competencies:

Kentucky School Counselor Standard(s):

Purpose Should be related to the identified competencies.

Resources What will you need to complete the activities/session?

Beginning Review last session. Check on student goals – applying lessons to their life. Check on overall functioning – scaling – grades, home, peers, teachers, parents, fun, rest, exercise, and diet. Preview today

Middle Involve student in pair discussions, - ask before telling – related to today’s topic. Provide some new information and ask student to personalize – which ideas would be most helpful/useful to them. Apply ideas in role-play, drama, multiple endings and coaching, art, music, games and bibliotherapy.

End Discuss what thoughts and feelings they experienced during the activity/session. Ask them to commit to trying/applying some idea from today.

Group Counseling Tape Review Form

Graduate student name: _____

Date of Review: _____

Name of Group _____

Rater's name: _____

Session Topic _____ Session # _____

Grade level: _____

Please rate each of the following categories:

| | E Exceeds Expectations | M Meets Expectations | D Does not meet Expectations | N.O. Not observed |
|---|-------------------------------------|-----------------------------------|---|--------------------------------|
| Planning and recommended format | | | | |
| 3. Evidence of pre-group screening | E | M | D | N.O. |
| 4. Recommended format for group sessions followed | E | M | D | N.O. |
| Group Leadership Skills | | | | |
| 1. Personalizing and structuring | E | M | D | N.O. |
| 2. Temperature check and goal reporting | E | M | D | N.O. |
| 3. Active listening and empathic responding | E | M | D | N.O. |
| 4. Clarifying, questioning, drawing out, and cutting off | E | M | D | N.O. |
| 5. Connecting, linking, universalizing | E | M | D | N.O. |
| 6. Focus: Establish, maintain, shift, deepen | E | M | D | N.O. |
| 7. Involve everyone, rounds, dyads | E | M | D | N.O. |
| 8. Practice/application of skill/information | E | M | D | N.O. |
| 9. Modeling and coaching | E | M | D | N.O. |
| 10. Encouraging and supportive of students and diverse points of view (6.2) | E | M | D | N.O. |
| 11. Voice, eyes, posture, energy | E | M | D | N.O. |
| 12. Summarizing and goal setting | E | M | D | N.O. |

I liked: (strengths, helpful behaviors, strategies)

You may want to consider: (recommended changes)

**Small Group Counseling Unit
Student Feedback**

Small Group Counseling Unit _____

What I liked most about being in the small group was:

What I liked least about being in the small group was:

The most important think I learned as a result of being in the group was:

Something I might change about the group if I could, would be:

I would recommend that other students participate in small group on this topic.

Yes

MAYBE

NO

I would participate in another small group if I had the opportunity.

Yes

MAYBE

NO

Anything else you would like to tell me about the group.

Classroom Guidance Format

Title of Unit _____ Grade level _____

Focus of lesson _____ Lesson # _____

National standard development area(s): Academic Career Personal/Social

National Standards Competencies:

Kentucky School Counselor Standard(s):

Purpose Should be related to the identified competencies.

Materials Describe any materials necessary for completion of the activities.

Introduction Provide rationale from student perspective to generate interest. Typically involves attention getters such as “how many of you” questions, quotes, props, music, puppets, pictures, poem, etc.

Activity I Large Group – provide information, concepts, models. Typically involves asking what students already know before providing new information, discussion, brainstorming, defining, clarifying, and modeling.

Step 1

Step 2

Step 3

Activity II Small Group (2 – 6) Opportunity to apply learning to student development (academic, career, personal/social). Typically involves skill practice through role-play, problem solving, brainstorming, and prioritizing.

Step 1

Step 2

Step 3

Closure: Opportunity to process lesson and set goals for apply learning outside of class. Typically involves the following questions: What was it like to participate in this activity? What did you learn? How can you use what you learned?

Classroom Guidance Tape Review Form

Rater's name: _____ Grade level: _____

Session Topic _____ Lesson # _____

Please rate each of the following categories:

| | E Exceeds Expectations | M Meets Expectations | D Does not meet Expectations | N.O. Not observed |
|--|-------------------------------------|-----------------------------------|--|-----------------------------|
| Planning | | | | |
| 1. Recommended format for classroom guidance followed | E | M | D | N.O. |
| 2. Variety and pacing of activities | E | M | D | N.O. |
| 3. Clearly focused plan & maintaining focus | E | M | D | N.O. |
| 4. Materials, activities, language were developmentally appropriate and reflect needs of students from diverse backgrounds | E | M | D | N.O. |
| 5. Appropriate technology to support lesson was utilized | E | M | D | N.O. |
| Group discussion skills | | | | |
| 1. Structuring (time, topic, rationale) | E | M | D | N.O. |
| 2. Active listening and empathic responding | E | M | D | N.O. |
| 3. Connecting/linking/universalizing | E | M | D | N.O. |
| 4. Practice/application and small group discussion built into classroom lesson | E | M | D | N.O. |
| 5. Encouraging and supportive of students and diverse points of view | E | M | D | N.O. |
| 6. Eyes, voice, posture, expressions, energy | E | M | D | N.O. |
| 7. Summarizing and goal setting | E | M | D | N.O. |
| Classroom Management | | | | |
| 8. Adapts plans while a classroom guidance is in progress to address unexpected problems | E | M | D | N.O. |
| 9. Employs strategies to re-engage students who are off task | E | M | D | N.O. |

I liked: (strengths, helpful behaviors, strategies)

You may want to consider: (recommended changes)

**Classroom Guidance
Classroom Teacher Evaluation**

Counselor Candidate name: _____ Date # _____

Guidance Topic _____ Grade level: _____

Please rate the classroom guidance lesson based on the following: 1 = Low 5 = High Not observed

| | 1 | 2 | 3 | 4 | 5 | N.O |
|--|---|---|---|---|---|-----|
| 1. The lesson addresses a need of most students this age. | | | | | | |
| 2. My students seemed to enjoy the lesson. | | | | | | |
| 3. My students were able to understand and apply the concept/skills involved in the lesson. | | | | | | |
| 4. The lesson helped students develop learning and/or social skills needed for school success. | | | | | | |
| 5. The counselor candidate involved all of the children in the lesson. | | | | | | |
| 6. The subject and the way it was taught was appropriate for this age level. | | | | | | |
| 7. The counselor candidate used appropriate classroom management skills. | | | | | | |
| 8. The counselor candidate used technology to enhance learning. | | | | | | |

I liked: (strengths, helpful behaviors, strategies)

You may want to consider: (recommended changes)

Classroom Teacher Signature _____ Date _____

Consultation Guidelines

The following is an action flow chart for before, during and after a parent consultation.

Before Consultation:

1. Know why consultee is asking for consultation
2. Look at permanent record
3. Gather information from teachers or parents
4. Decide what you hope to accomplish
5. Have a plan for how the consultation will go and some possible suggestions.

During Consultation:

1. Structure the consultation. “We’ll have approximately 40 minutes for our meeting. As I understand it, the problem is... What I thought would be helpful is that together we get clear on what the problem involves and what is causing it or keeping it going. Then we will be able to put our heads together and develop an action plan to help you achieve your goals. Does that sound okay?”
2. Start with positives. Have the parent identify some strengths of the student being discussed. It is helpful for the counselor to add some positives from the information gathered from the permanent record, teachers, and contact with the student.
3. Use the following questions:
 - a. What is your main concern? (problem)
 - b. What changes would you expect to see if things begin to get better? (goal)
 - c. How long has this been a problem? How frequently does the problem occur?
 - d. What have you tried?
 - e. What was the child’s reaction?
 - f. What else have you tried? How did child react?
 - g. What do you think might work? (recycle)
4. Fill in background information gaps
 - a. Siblings (names and ages) and how they do in school, socially, athletically, being responsible and helpful.
 - b. How student does in same categories as above in 4(a). (Ask about opportunity for play with peers (neighborhood, school, and activities).
 - c. How student gets along with siblings, mother, father, other significant adults at home, teachers.
 - d. How a typical day goes: getting up, dressing, breakfast, afternoon, after school, dinner, homework, and bedtime.
5. Offer suggestions after summarizing, “I’ve got an idea- what do you think would happen if...” Offer several suggestions and give consultee choice “which do you think would be most likely to be helpful to you?”
6. Focus on one or two issues at a time. Develop a plan that is clear, and possible.

7. Be encouraging to consultee and build in encouragement to child as part of the action plan.
8. Get a commitment and starting time for agreed upon action plan.
9. Summarize and set time for follow-up contact.

After Consultation:

1. Make plan to follow through on any interventions involving you (counselor).
2. Contact parents if they do not contact you on agreed upon date for follow-up.
3. Be prepared to trouble shoot problems parents had in implementing plan.
4. Gather updated information from teacher or observation to share with parent.
5. Set time for second follow-up if needed.

Parent/Teacher Consultation Format

Counselor Candidate: _____

Consultation date _____

Parent or teacher _____

Grade of Student _____

Problems/Concerns

Background information

Strengths of student:

Permanent record review – Standardized test scores results, grades, medical concerns, special programs etc.

Other information gathered before consultation – From teachers, parents, observations, direct student contact, etc.

Summary of consultation

What has been tried

Other plans/suggestions that parents/teacher agreed to try:

Follow-up

When:

Where:

Who:

Comments:

Consultation Tape Review Form

Counselor Candidate name: _____

Rater's name: _____

Focus of Consultation _____

Date of Review: _____

Please rate each of the following categories:

| | | | |
|-------------------------|-----------------------|-------------------------------|--------------|
| E | M | D | N.O. |
| Exceeds Expectations | Meets Expectations | Does not meet Expectations | Not observed |

Before consultation

1. PR review, information from parents, teachers E M D N.O.

During consultation

2. Structure meeting – time, topic, process E M D N.O.

3. Start with positives/strengths E M D N.O.

4. Clarify problem in concrete behavioral terms including *duration* and *frequency* E M D N.O.

5. Clarify goal of consultation in behavioral terms E M D N.O.

6. Clarify everything that has been tried and results – include examples and child's reaction to intervention and adult's emotional reaction E M D N.O.

7. Goal of student behavior identified E M D N.O.

8. Clarify what client thinks might work E M D N.O.

9. Gather missing information: peer relations, academic strengths/weakness, academic and peer performance of siblings, relationship to parents and siblings E M D N.O.

10. Recommendations/suggestions offered as additional alternatives for client to consider – put client in role of expert to evaluation suggestion E M D N.O.

11. Encouragement for student and parent/teacher built in E M D N.O.

12. Commitment to implement plan obtained E M D N.O.

13. Follow-up meeting/phone conference set E M D N.O.

14. Maintained professional integrity and honesty E M D N.O.

I liked: (strengths, helpful behaviors, strategies)

You may want to consider: (recommended changes)

Signature _____ Date _____

These are forms that will be used to evaluate your performance.

The *Formative Evaluation* will be completed twice during the semester for each Student Counselor. Supervising Counselors should send these to the Director of the School Counseling program (Dr. Susan R. Rose). The Formative Evaluation can be downloaded at <http://www.ucumberland.edu/academics/education/srose/Formative%20Evaluation.doc>

The *Summative Evaluation* will be completed by the Supervising Counselor for Student Counselors at the end of each semester of Practicum and Internship. The Summative Evaluation form is online at <http://www.ucumberland.edu/academics/education/srose/Summative%20Evaluation.doc>

THERE ARE NO EXCUSED ABSENCES FROM PRACTICUM/INTERNSHIP.

Any missed time must be made up during the semester. If the time cannot be completed during the semester, the candidate will repeat the course.

University of the Cumberland's Formative Evaluation
School Counseling Program

Counselor candidates will benefit from feedback throughout their clinical experience. In an effort to increase specific feedback, you are asked to please **complete these forms** and **discuss your comments** with the counselor candidate during the eight and twelfth week of each clinical semester as feedback on progress.

- Rating Scale:** 4 – Exceptional Performance on the Standards
 3 - Satisfactory Performance of the Standards
 2 - Making Progress toward the Standards
 1 - Not Making Progress toward the Standards

KNOWLEDGE AND SKILLS

- Professionalism
- Reaches *all* students
- Uses, Manages and Analyzes Data Effectively
- Addresses Career at age appropriate levels
- Guidance
- Individual and Small Group Counseling
- Assessment
- Manages time effectively
- Develops, Implements and Evaluates CSCP
- Technology
- Reflection
- Consults and Collaborates with others
- Takes initiative/ Leadership

COMMUNICATION SKILLS

- Maintains Strong Eye Contact
- Articulates Words Clearly
- Uses Correct Grammar/Syntax
- Communicates Ideas Clearly
- Avoids Distracting Mannerisms
- Uses Appropriate Vocal Variety and Volume
- Uses Effective Questioning Skills
- Has Effective Writing Skills

ATTITUDES AND DISPOSITIONS

Strong Work Ethic _____ (average score)

- Has high expectations for self
- Is dependable
- Is timely in completing responsibilities
- Is a self starter; take initiative

Caring _____ (average score)

- Has a positive attitude
- Is cooperative
- Is respectful of others
- Establishes rapport with diverse populations

Critical & Creative Thinking _____ (average score)

- Is flexible
- Provides for all learners
- Expresses thoughts and ideas clearly
- Demonstrates ability to problem solve

Excellence/Professional Integrity _____ (average score)

- Has a professional appearance
- Uses technology effectively
- Demonstrates leadership abilities
- Uses appropriate spoken & written English

Please identify specific strengths demonstrated by the counselor candidate.

Please identify specific growth areas for the counselor candidate.

Site Supervisor/Date

Counselor Candidate//Date

THERE ARE NO EXCUSED ABSENCES FROM CLINICAL.

Any missed days or portions of days will be made up during the semester. If they cannot be made up the candidate will repeat the course.

UNIVERSITY OF THE CUMBERLANDS

**KENTUCKY SCHOOL COUNSELOR PROGRAM
SUMMATIVE EVALUATION OF PRACTICUM/INTERN CANDIDATE**

Counselor Candidate _____
 School _____
 Observer Name _____
 Date of Observation _____
 Counselor Area Observed _____
 Number of Students in Observed Component _____

Ages/Grades of Students _____ Number of Students having IEP _____ Number of ELL Students _____

Number of Students of Cultural Diversity _____ Cultural/Ethnic Diversity _____

Number of other personnel or parents in Observed Component _____

The signatures below verify that the analytic scores, feedback and holistic score for each Standard have been discussed with the student counselor.

 Counselor Candidate's Signature _____
Date

 Observer's Signature _____
Date

Observation Summary:

Please rate on a 4 point scale. 4 – Excellent Progress 3 – Satisfactory Progress
2 – Making Progress 1 – Unsatisfactory Progress

| | |
|---|---|
| <p>Strong Work Ethic _____ (Average Score)</p> <p>_____ Has high expectations for self _____ Is dependable _____ Is timely in completing responsibilities _____ Is a self starter; takes initiative</p> | <p>Critical & Creative Thinking _____ (Average Score)</p> <p>_____ Is flexible _____ Provides for all learners _____ Expresses thoughts and ideas clearly _____ Demonstrates ability to problem solve</p> |
|---|---|

| | |
|--|---|
| <p>Caring _____ (Average Score)</p> <p>_____ Has a positive attitude _____ Is cooperative _____ Is respectful of others _____ Establishes rapport with diverse populations</p> | <p>Excellence/Professional Integrity _____ (Average Score)</p> <p>_____ Has a professional appearance _____ Uses technology effectively _____ Demonstrates leadership abilities _____ Uses appropriate spoken and written English</p> |
|--|---|

Directions: Please indicate competency of the practicum/intern marking the appropriate box by using the following scale:

1 Unsatisfactory Progress Toward Standard

2 Making Progress Toward Standard

3 Satisfactory Progress on Standard

4 Exceptional Progress on Standard

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 1. Professional Identity: Provides an understanding of all of the following aspects of professional functioning: | | | | | |
| 1a | History and philosophy of the counseling profession, including significant factors and events | | | | |
| 1b | Professional roles, functions, and relationships with other human service providers | | | | |
| 1c | Technological competence and computer literacy | | | | |
| 1d | Professional organizations, including ASCA/ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases | | | | |
| 1e | Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues | | | | |
| 1f | Public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession | | | | |
| 1g | Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients | | | | |
| 1h | Ethical standards of ASCA, ACA, and related entities, and applications of ethical and legal considerations in professional counseling | | | | |
| 2. Social and Cultural Diversity: Provides an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society including the following: | | | | | |
| 2a | Multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally | | | | |
| 2b | Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities | | | | |
| 2c | Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups | | | | |
| 2d | Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body | | | | |
| 2e | Theories of multicultural counseling, theories of identity development, and multicultural competencies | | | | |
| 2f | Ethical and legal considerations | | | | |
| 3. Human Growth and Development: Provides an understanding of the nature and needs of individuals at all developmental levels, including the following: | | | | | |
| 3a | Theories of individual and family development and transitions across the life-span | | | | |
| 3b | Theories of learning and personality development | | | | |
| 3c | Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior | | | | |
| 3d | Strategies for facilitating optimum development over the life-span | | | | |

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| 4. Career Development: Provides an understanding of career development and related life factors, including the following: | | | | | |
| 4a | Career development theories and decision-making models | | | | |
| 4b | Career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems | | | | |
| 4c | Career development program planning, organization, implementation, administration, and evaluation | | | | |
| 4d | Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development | | | | |
| 4e | Career and educational planning, placement, follow-up, and evaluation | | | | |
| 4f | Assessment instruments and techniques that are relevant to career planning and decision making | | | | |
| 4g | Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites | | | | |
| 4h | Career counseling processes, techniques, and resources, including those applicable to specific populations | | | | |
| 5. Helping Relationships: Provides an understanding of counseling and consultation processes, including the following: | | | | | |
| 5a | Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills | | | | |
| 5b | An understanding of essential interviewing and counseling skills to allow the student to develop a therapeutic relationship maintaining professional boundaries within self-awareness, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship | | | | |
| 5c | Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions | | | | |
| 5d | A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions | | | | |
| 5e | A general framework for understanding and practicing consultation | | | | |
| 5f | Integration of technological strategies and applications within counseling and consultation processes | | | | |
| 6. Group Work: Provides both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including the following: | | | | | |
| 6a | Principles of group dynamics, including group process components, developmental stage theories, groups members' roles and behaviors, and therapeutic factors of group work | | | | |
| 6b | Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles | | | | |
| 6c | Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature | | | | |
| 6d | Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness | | | | |
| 6e | Approaches used for other types of group work, including task groups, psycho-educational groups, and therapy groups | | | | |
| 6f | Professional preparation standards for group leaders | | | | |

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| 7. Assessment: Provides an understanding of individual and group approaches to assessment and evaluation, including the following: | | | | | |
| 7a | Historical perspectives concerning the nature and meaning of assessment | | | | |
| 7b | Basic concepts of standardized and non-standardized testing and other assessment techniques | | | | |
| 7c | Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations | | | | |
| 7d | Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) | | | | |
| 7e | Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) | | | | |
| 7f | Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals & specific populations | | | | |
| 7g | Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling | | | | |
| 7h | An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status | | | | |
| 8. Research and Program Evaluation: Provides an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including the following: | | | | | |
| 8a | The importance of research and opportunities and difficulties in conducting research in the counseling profession | | | | |
| 8b | Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research | | | | |
| 8c | Use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy | | | | |
| 8d | Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications | | | | |
| 8e | Use of research to improve counseling effectiveness | | | | |
| 9. Foundations of School Counseling: Provides an understanding of the foundations of school counseling, including all the following: | | | | | |
| 9.1 | History, philosophy, and current trends in school counseling and educational systems | | | | |
| 9.2 | Relationship of the school counseling program to the academic and student services program in the school | | | | |
| 9.3 | Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school | | | | |
| 9.4 | Strategies of leadership designed to enhance the learning environment of schools | | | | |
| 9.5 | Knowledge of the school setting, environment, and pre-K-12 curriculum | | | | |
| 9.6 | Current issues, policies, laws, and legislation relevant to school counseling | | | | |
| 9.7 | The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling | | | | |
| 9.8 | Knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student success and development | | | | |
| 9.9 | Knowledge and application of technology in education and school counseling to assist students, families, and educators in using resources that promote informed choice | | | | |
| 9.10 | Ethical and legal considerations related specifically to the practice of school counseling (e.g., the <i>ASCA Ethical Standards for School Counselors</i> , and the <i>ACA Code of Ethics</i>) | | | | |

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| 10. Contextual Dimensions of School Counseling: Provides an understanding of the coordination of counseling program components as they relate to the total school community, including the following: | | | | | |
| 10.1 | Advocacy for all students and for effective school counseling programs | | | | |
| 10.2 | Coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students | | | | |
| 10.3 | Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students | | | | |
| 10.4 | Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate | | | | |
| 10.5 | Methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community | | | | |
| 10.6 | Methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs | | | | |
| 10.7 | Knowledge of prevention and crisis intervention strategies | | | | |
| 11. Knowledge and Skill Requirements for School Counselors: Provides an understanding of the knowledge and skill requirements for school counselors, including the following: | | | | | |
| 11.1 | Program Development, Implementation, and Evaluation: Designs, plans, implements, and evaluates counseling and guidance program | | | | |
| 11.2 | Counseling and Guidance: Implements and facilitates delivery of counseling and guidance services | | | | |
| 11.3 | Consultation: Consults with school or system staff and administration about issues, problems, and concerns involving students, as needed or as requested | | | | |
| 12. Clinical Instruction | | | | | |
| 12.1 | Candidate appropriately completed the Practicum/Internship experience according to your expectations, and you would recommend this candidate for a counseling position | | | | |

Summary of Candidate's Strengths and Growth Areas

Recommended steps for future professional development

School Counseling Practicum and Internship Site Evaluation Form

Please complete this site evaluation form to help the Department of Counselor Education develop and maintain quality sites for our practicum and internship students. Your response will be kept confidential.

1. Name of Practicum/Intern

2. Name of school where practicum/internship was completed

3. Name of site supervisor

Please rate the following items on a 1-5 scale where 5 = the highest rating and 1 = the lowest rating. Circle the number that best describes your experience. Please provide written comments to clarify your ratings.

1. The site provided me adequate physical space I needed to meet with students individually for counseling (i.e. visually and verbally private meeting space to protect confidentiality).

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Comments:

2. The site provided me adequate physical space I needed to meet with students for group counseling (i.e. visually and verbally private meeting space to protect confidentiality).

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Comments:

3. The site provided me adequate physical space I needed to meet with students for consultation (i.e. visually and verbally private meeting space to protect confidentiality)

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Comments:

4. The site provided me adequate opportunities to conduct classroom guidance activities.

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Comments:

5. The site supervisor introduced me to the faculty and helped me to develop an adequate number of referrals for individual and small group counseling as well as consultation and classroom guidance.

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Comments:

6. The site supervisor met with me for at least one hour per week to provide supervision.

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Comments:

7. The site supervisor routinely (weekly as well as mid-point) provided supervision and evaluation that was helpful and professional.

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Comments:

8. The school counseling program at this site included the following direct services: individual counseling, small group counseling, classroom guidance and consultation with parents and teachers.

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Comments:

9. Site supervisor provided orientation and supervision about the policies and procedures of the site.

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Comments:

10. I would recommend this site to other practicum/interns.

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Comments:

Other comments:



Glossary of Terms

- Achievement gap groups** - where there is either a difference in the data for different groups
- Assessment accommodations/adaptations/modifications** - ways that instruments are changed to meet the needs of diverse students
- Assessment instrument** - form used to mark achievement on a particular activity - these include checklists, rubrics, anecdotal records, rating scales, and scoring guides
- Authentic Assessment**- a product or performance that requires the counselor candidates and/or P-12 students to demonstrate what they are able to do with what they have learned.
- Bloom's Taxonomy**- the classification of cognitive levels (knowledge, comprehension, application, analysis, synthesis, evaluation); the framework for creating questions that encourage students to engage in different thought processes and higher level thinking
- Certified** – candidates who have already completed a teaching degree and are teaching on a professional license
- Chat/Seminar** - Up to 14 Tuesday or Thursday night discussions using Elluminate with classmates and instructor, OR face-to-face meetings with instructor
- Code of Ethics** – rules and guidelines for counselor conduct towards parents, students, and colleagues in schools in the State of Kentucky
- Collaboration**- working and cooperating with peers, other professionals, parents, and community resources for the purpose of improving student learning and/or the educational process
- Continuous assessment**- the systematic, ongoing process that enables the student and/or student teacher to identify what has been learned, progress made, strengths and growth areas; decisions are based on data
- Counselor Candidate**– a counselor candidate who is NOT employed in a school system as a school counselor during coursework (That's you!)
- Critical thinking**- the process of thinking that goes beyond memorizing information (Ex: analyzing information and situations; creating new, innovative approaches, lessons, programs; assessing and evaluating the effectiveness of lessons)
- Depth of Knowledge**- a descriptive mechanism created to identify the cognitive level at which a student demonstrates a content standard
- Dispositions** – beliefs and attitudes that influence behaviors and interactions with students, parents, colleagues, and others (University of the Cumberlands' dispositions- caring, a strong work ethic, critical and creative thinking, a commitment to the KY Code of Ethics and professional integrity)
- Diversity**- the differences that must be considered in the planning, implementation, managing, and assessing students (These differences may include but are not limited to race, ethnicity, gender, religion, learning styles, rates of learning, achievement levels, interests, background experiences, socioeconomic status, and age.)
- Education Professional Standards Board (EPSB)** - the standards and accreditation agency for Kentucky teachers, administrators and for programs of education at Kentucky colleges and universities
- Electronic Portfolio**- a compilation of work throughout the School Counselor Program that shows continuous progress towards meeting the Kentucky School Counselor and University Standards

External Observer – an educator who completes observations only for a counselor candidate. These educators are used in cases where candidates live more than a couple of hours away from the University.

Formative Assessment- on-going feedback to ensure the learner is making progress towards meeting the established standards and learning.

Formative Assessment (yours) – assessment form completed by the Supervising Counselor (two per semester). These assessments are used as avenues to critique and document candidate growth over the semester, in content knowledge, disposition, and pedagogy

Internship - COOL 638, the final course taken in the clinical experience

Multiple Intelligences – planning for three modes of learning (visual, aural and kinesthetic) and the ways that students have strengths in learning (music, natural, intrapersonal, interpersonal, etc.)

Objectives- outcomes that are written in specific, observable, measurable terms; criteria is established as a standard for meeting the specified outcomes

Observation – a visit from an External Observer, Course Instructor, or Supervising Counselor during the teaching of a large group guidance lesson or counseling activities by the counselor candidate

Pedagogy- teaching or instructional strategies, methods

Philosophy – statement of candidate belief about counseling and learning, based on a philosophy or theory of learning; the process of clearly explaining beliefs about learning, education, teaching, acquisition of knowledge, schools, etc.

Practicum – COOL 637, the initial course taken in the clinical experience

Professional Growth Plan– use of counselor evaluate form(s) to plan, execute, and analyze professional growth over the semester; an ongoing process that engages the counselor candidate in self assessment identifying strengths, growth areas, a plan for eliminating growth areas, and evidence that actions were taken to eliminate the growth areas; the PGP process assists the candidate in meeting all of the Kentucky School and University Standards through data and reflection

Rating scale - a checklist with numbers added that is used for assessment

Rationale - the written piece of the Portfolio that details how candidate meets the standards Reflection- consciously, honestly, and consistently considering one's own knowledge, skills, and dispositions and teaching behaviors; the ability to explain the whys, hows, and outcomes of teaching decisions and experiences; thinking critically about educational issues based on previous experiences, research, best practices, assessment data

Remediation Activities – strategies candidates plan for children to do that did not learn the lesson material – should be structured differently (different activity) than was done in class

Rubric - a rating scale with descriptions written in for how well student should perform for each set of criteria

School library media specialist – the 'librarian' – a certified teacher who has been trained in information science to help candidates teach more effectively through use of resources and expertise

SKYPE – free, online program used for chat and video conferencing

Standards- statements and set criteria establishing what the professional educator must be able to demonstrate/do

Student self- assessment - instruments used by students to help them determine how well they are learning

Summative assessment - instruments used to determine what students learned - a final report; the comprehensive evaluation of the learner's (counselor candidate's) collective or total performance/work as evidence of meeting the established standards

Summative Assessment (yours) – assessment form completed by the Supervising Counselor at final – these assessments contain the grade for semester that are calculated into the final course grade

Supervising Counselor – the educator that invites a counselor candidate into their school community for up to 700 hours, mentoring and guiding them by modeling best practices, assessing their work, and conferencing often

Trade Book - any fiction or non-fiction book that students use to learn from or to read for pleasure – usually what they can check out from the school library media center

Video Project – DVD of a specific counseling and guidance activity with reflective paperwork