

Guidelines

for

**SCHOOL COUNSELING PRACTICUM AND
INTERNSHIP**

Department of Counselor Education

**The Teachers College
Emporia State University**

Revised 08/14

Emporia State University
School Counseling Program

Mission Statement:

The mission of the School Counseling Program is to prepare candidates at the graduate level to develop the skills for critical thinking, creative planning, and effective practice that will allow them to work effectively in meeting the developmental needs of all PreK-12 students in an ever-changing and diverse society.

The School Counseling Program at Emporia State University

The School Counseling Program at Emporia State University is housed within the Department of Counselor Education in The Teachers College. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and meets the standards of the Kansas State Board of Education for School Counselor preparation toward licensure.

The candidate preparing for a career in school counseling is immersed in an academic milieu that values a number of tenets that the faculty see as essential for professional development and growth of professional educators: namely, the merit of diversity, the power of authentic assessment, the essentials of professionalism, the importance of collaboration, the value of technology, and the merit of reflection. Emporia State University's professional education programs devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice will begin their professional lives as critical thinkers, creative planners, and effective practitioners (Emporia State University, 2003).

Graduates of the School Counseling Program at ESU are trained for implementation and management of the Missouri Comprehensive Guidance Program (Gysbers, Kosteck-Bunch, Magnuson, & Starr, 2002). This model (with minor changes) has been adopted by the American School Counselor Association into the National School Counseling Model (ASCA, 2003). The model, which is developmental and comprehensive in nature, assumes that counselors can provide curriculum and instruction, individual planning, responsive services, and system support to students, teachers, and parents in their school setting.

The position of the School Counseling Program is consistent with the roles and responsibilities described by American School Counselor Association (ASCA). The role of the school counselor is to provide leadership in the design, implementation, and management of a comprehensive and developmentally-based counseling program in which the counselor uses effective counseling, consulting, coordinating, and collaborating skills within a school environment. Individuals working as counselors in schools have a unique and distinctive preparation, grounded in theory with training in clinical skills specific to the school setting. The school counselor is integral to the social, emotional, and academic growth and development of every child. With high stakes on achievement, the school counselor is integral to providing a school climate that promotes learning.

Field Experience in School Counseling

SC871: Supervised Practicum in School Counseling: Candidates in the School Counseling Program are required to complete core concentration courses before becoming eligible to apply for SC871: Supervised Practicum in School Counseling (3 credit hours). The practicum, which requires 100 clock hours, is completed through the Counselor Education Clinic at Emporia State University or through on-site experience in the school setting for those enrolled at ESU-KC. Candidates receive weekly supervision (individual and group) from a School Counseling Program faculty member. Candidates are evaluated on their ability to demonstrate *knowledge, skills, and dispositions* in the areas of Critical Thinking, Creative Planning, and Effective Practice as they work with clients in a clinical or school setting.

SC881: School Counseling Internship: Candidates in the School Counseling Program are eligible to take CE881: School Counseling Internship (6 credit hours) after successful completion of CE871: Supervised Practicum in School Counseling. Counseling internship consists of 600 clock hours and is carried out at school internship sites and supervised by a certified school counselor. Candidates receive weekly individual supervision through their on-site supervisor as well as weekly group supervision with a School Counseling Program faculty member. Candidates are evaluated on their ability to demonstrate *knowledge, skills, and dispositions* in the areas of **Critical Thinking, Creative Planning, and Effective Practice** as they work with students, teachers, and parents in an educational environment. In general, the successful completion of this experience should enable the prospective school counselor to function as the coordinator of a comprehensive school guidance program, grades Pre-K through 12.

Diversity in School Counseling

During their coursework, candidates in the School Counseling Program are exposed to a variety of experiences designed to equip them to work effectively with students in a multicultural, ethnically diverse, and global society. Candidates are required to take a prescribed set of courses (48 hours) from a diverse faculty through the department of Counselor Education. Faculty members all have extensive professional experience and are highly considered as leaders in their major fields both nationally and throughout the State of Kansas.

Candidates, some of whom come from rather non-diverse settings, are required to complete coursework that is multicultural sensitive. All candidates must participate and complete SC710: Multicultural Counseling, a core course, in which they are challenged to participate in a variety of activities both in-class and out of class. These assignments expose candidates to a variety of differences in students from those physically challenged to those from social and culturally diverse backgrounds. Throughout all other required courses candidates are continually challenged to apply the course specific content and skills necessary to work effectively with a variety of client populations and settings. Then after completion of core and concentration courses, candidates are eligible to apply for SC871: Supervised Practicum in School Counseling (3 credit hours). This field experience course requires 100 clock hours and is completed in the Counselor Education Clinic at Emporia State University or through on-site locations for those students at the

ESU-KC. Candidates receive supervision in their work with clients from diverse backgrounds across the spectrum of age and development. In their final field experience, candidates are required to complete SC881: School Counseling Internship (6 credit hours). Counseling internship consists of 600 clock hours and is carried out at school internship sites and supervised by a certified school counselor. They also receive weekly group supervision from a School Counseling Program faculty member. During this time, candidates are required to work at three different grade levels; elementary, middle school, and high school as they participate in a variety of service delivery methods. They are required to provide individual, small, and large group counseling with all students, as well as consult with teachers, parents, and other professionals in this educational community. Depending on their placement, candidates are encouraged to seek out additional experiences, both paid and voluntary, in other settings as they continue to expand their ability to demonstrate *knowledge, skills, and dispositions* in this area.

CE881 School Counseling Internship

COURSE DESCRIPTION

(Prerequisite, SC 871; have an approved application to the internship coordinator the semester before expected enrollment and permission required.) Interns complete a 600 clock hour experience at a site or sites that offer opportunities for working with students in grades kindergarten through grade twelve. The intern will engage in both individual and group counseling as well as a variety of other activities that a regularly employed staff member in the setting would be expected to perform. In general the successful completion of this experience should enable the prospective school counselor to function as the coordinator of a comprehensive school guidance program, grades PreK through 12.

Prerequisites

Prior to enrolling in SC881: School Counseling Internship, candidates should have:

- (1) successfully completed the practicum experience (SC 871) in the Counselor Education Clinic or on-site placement with a grade of B or better before they are eligible to enroll in School Counseling Internship (SC881);
- (2) completed an internship application the semester before enrolling;
- (3) secured permission from program coordinator;
- (4) maintained the minimum GPA required by the Graduate School;
- (5) maintained a record of Meeting or Exceeding Expectations for Dispositions (see Advanced Candidate Assessment of Dispositions: The Teachers College)

Practicum and Internship Guidelines

The practicum and internship experiences are time-intensive and require planning in advance. Please take careful note of the following requirements.

SC871: Supervised Practicum

Since spaces are limited in practicum, candidates should plan together with their advisor when they will take practicum. Core courses must be completed prior to applying and enrolling in practicum (see Application for Practicum). Clients are seen through the

Community Counseling Clinic at The Earl Center for those students taking on-campus Practicum, or at on-site placements for students enrolled through the ESU-KC. Students are required to purchase liability insurance (ACA or ASCA).

100 hours are required; 40 hours are direct contact with clients (individual or small group counseling). Candidates meet weekly for at least 1 ½ hours of group supervision and at least one hour for individual supervision

SC881: Internship in School Counseling

- since spaces are limited in internship, candidates must plan with their advisor when internship will be taken
- CE871 must be completed as well as all other course work must be completed
- candidates must complete an application for internship the semester before enrolling
- 600 hours are required; 240 are direct contact which includes individual and small group counseling and classroom guidance
- the internship experience must be completed in a school setting
- candidates are required to receive one hour of supervision per week from an on-site supervisor who is a licensed school counselor with two years of experience
- candidates will meet at least 1 ½ hours per week for group supervision with ESU instructor
- candidates will be expected to see individual clients, conduct small group and/or classroom guidance activities at the three levels (elementary, middle, and high school) during internship
- candidates are required to purchase liability insurance (ACA or ASCA)

A Description of Internship Hours by Semester

Candidates must complete a minimum of 600 clock hours of internship of which 240 clock hours are direct service with clients appropriate to the program of study.

Candidates may enroll in from one to six hours of course credit for CE881: Internship in School Counseling per semester.

One hour of credit = 100 clock hours and 40 hours of direct service per semester.

Description of Hours for School Counseling Internship

Direct Hours:

Individual counseling

Small group counseling

Classroom guidance (a minimum of 12 lessons, at least three at each of the grade levels PreK-3, 4-6, 7-9, and 10-12)

Non-Direct Hours:

Clerical duties (enrollment, scheduling, assessment, scholarship)
Preparation time for classroom guidance activities and small group counseling
Curriculum writing/review
Reviewing/critiquing tapes
Attendance at workshops, in-service, staff meetings (counseling related, but not taken for credit)
Observations of students (formal/informal)
IEP (Individual Education Plan) meetings (when in the role of counselor)
Parent conferences (when in the role of counselor)
Student Improvement Team (SIT) (when in the role of counselor)
Test administration and Interpretation (when in the role of counselor)
Professional reading (counseling techniques, curriculum, role of counselor)
Program/curriculum development (ordering resources, previewing video tapes)
Individual and group supervision (on-site and ESU weekly class)

All internship hours are to be completed in a school or school related setting with an on-site supervisor who is a licensed school counselor.

COURSE OBJECTIVES

The candidate will:

gain an in-depth experience in individual and group counseling with students grades PreK through 12, including those from various cultures and those with disabilities.

Conceptual Framework: Effective Practitioner (Skills 2 & 3, Dispositions 1, 2, & 5)

KSDE: Standards 4 & 8. CACREP Standards II K. 2b.

CACREP School Standards B 4., C. 2 a.

acquire skill in designing and conducting developmental classroom guidance activities to include all social and cultural diversity within the school environment.

Conceptual Framework: Effective Practitioner (Knowledge 2, 4, 5, & 6, Skills 4, 5, & 7)

KSDE: Standards 3, 4, & 9. CACREP School Standards A. 3-6

develop skill in serving as a consultant to parents, teachers, and administrators as an informational resource person in curriculum development, program planning, management, and evaluation that is inclusive of all social and cultural diversity in the community.

Conceptual Framework: Effective Practitioner (Skills 4 & 5, Dispositions 6 & 7)

KSDE: Standards 2 & 7. CACREP Standards II K 2c.

CACREP School Standards C. 2 f & g, 3 a

develop skill in conducting needs assessments of the scope and delivery of a comprehensive guidance program.

Conceptual Framework: Effective Practitioner (Knowledge 2 & 6, Skills

6)

KSDE: Standards 2 & 7

develop the ability to design a plan for the development and implementation of the appraisal service.

Conceptual Framework: Creative Planner (Knowledge 6, Skills 6, Dispositions 5)

KSDE: Standards 2 & 6, CACREP Standards II K 7 h

acquire skill in communicating appraisal data, case conceptualization, assessments, and /or diagnoses of mental and emotional status in the helping process.

Conceptual Framework: Effective Practitioner (Skills 4 & 6, Dispositions 6 & 7)

KSDE: Standards 2 & 6

develop skill in providing parent and teacher consultation as well as parent education including any and all social and cultural diversity within the community.

Conceptual Framework: Effective Practitioner (Skills 4, Dispositions 6 & 7)

KSDE: Standards 3 & 7. CACREP School Standards B. 5

utilize knowledge of career development and other information to assist students in achieving successful educational and career placements.

Conceptual Framework: Effective Practitioner (Knowledge 4, Skills 6 & 7, Dispositions 4 & 6) KSDE: Standards 6 & 7

understand and utilize the importance of professional organizations, primarily ACA & ASCA; professional licensure and accreditation practices; professional advocacy; and ethical and legal standards, ACA & ASCA.

Conceptual Framework: Effective Practitioner (Knowledge 5, Skills 2, Dispositions 1 & 2) KSDE: Standard 10. CACREP Standard II K. 1. d, e, f, g, h

CANDIDATE OUTCOMES:

The candidate:

develops competency in one-to-one counseling with PreK through 12 students.

develops competency in small group counseling with students grades PreK through 12.

develops competency in organizing, preparing, and conducting classroom guidance activities.

develops competency in consulting with parents and teachers.

will be familiar with, and function according to, the ASCA Code of Ethics and the National Standards for School Counseling programs.

utilizes knowledge of developmental stages in developing strategies for interventions with individuals and groups.

evaluates assessment devices to determine their appropriateness for use in assisting students.

collaborates with other school personnel in assessing and meeting the needs of students.

can identify those issues unique to specific social and cultural groups which impact the counseling process.

employs techniques which reflect an understanding of current needs, issues, and thought in the counseling field.

COURSE CONTENT:

Enrollment in the School Counseling Internship is an indication that the candidate has completed all of the course requirements in the School Counseling Program. The internship is the capstone field experience. The content consists of the candidate being able to put into practice, in the school setting, knowledge and skills learned previously in the academic setting. The textbook will be used as a resource for understanding specific counseling theories and techniques. Candidates are supervised in the field by a site supervisor and receive weekly group supervision from university faculty throughout their internship experience. Individual, group counseling, and classroom guidance are considered direct services and comprise 40% of the required hours.

COURSE REQUIREMENTS:

attend weekly group supervision sessions and meet with the on-site supervisor for a minimum of one hour per week for individual supervision;

have proof that liability insurance has been obtained;

complete 600-clock hours including 240 hours of direct service (direct service shall include: individual counseling, small group counseling, and classroom guidance);

provide an audio or video tape **weekly** of a counseling session to the on-site supervisor and/or university supervisor(s) each week (15 weeks); 3 tapes are due to the university supervisor and are to include a written reflection. The written reflection (two-page minimum) is to address strengths and weaknesses of sessions, incorporate and evidence of theoretical perspective, and plans for subsequent sessions (Rubric attached);

facilitate or co-lead a small group of students (four to eight sessions);

prepare and conduct classroom guidance lessons, preferably at each of the grade levels: PreK-3, 4-6, 7-9, and 10-12; lesson plans, and a one-page reflection on the guidance lesson presented are required for the university supervisor's site visit.

maintain ACA Professional Ethics and Standards of Practice at all times;

participate in an interview for a position as a school counselor and present a portfolio of assessment, feedback will be provided by your peers and university supervisor

submit to the internship supervisor as requested:

a. an up-to-date log of all internship activity (see attached form),

b. summary sheet accompanying daily log.

Note: Failure to complete the above requirements may jeopardize final evaluation and grade.

Evaluation in Field Experience

The university internship supervisor will have primary responsibility for evaluation (in consultation with the on-site supervisor).

Sources (Activities) for Evaluation:

1. Knowledge of the counseling process and theory (audio/video tapes, interview summary)
2. Ability to use counseling skills effectively (audio/video tapes, in-class activities, classroom guidance activity)
3. Understanding of clients/conceptualization skills (case presentations/interview summary)
4. Ability to give and receive feedback (supervisor and peer critique during individual/group supervision)
5. Understanding of self as a professional helper (Reflection Paper)

Assessments Used for Evaluation:

Evaluation will be conducted through a variety of assessment methods including the critique of case presentations (*Case Conceptualization Evaluation*), critique of audio and video tapes of counseling sessions, critique of classroom guidance lessons (*Classroom Guidance Evaluation Form* and *Classroom Guidance Activity Form*), critique of an actual guidance lesson being taught on-site, analysis of log entries, student and peer critiques of counseling sessions, ESU supervisor's formal evaluation, and the on-site supervisor's formal evaluation (midterm and final).

COURSE EVALUATION:

The ESU Internship Supervisor will have primary responsibility for evaluation (with consultation from the on-site supervisor). Sources for evaluation include the following:

Candidates are rated 1 = low (below average), 2 = medium (at average), or 3 = (above average) in terms of how they compare to other candidates of equal training and experience on the knowledge, skills, and dispositions that follow:

Knowledge:

understands the counseling process including stages and skills (*Evaluation of Tapes, Reflection Papers*)

understands clients and the counseling session including client's situation evaluation of counselor and treatment planning (*Evaluation of*

Tapes, Reflection Papers)

understands the role of professional helper (*participation in class*)

Skills:

ability to use counseling skills effectively with clients (*Evaluation of Tapes, Classroom Guidance Lesson*)

ability to be "productive" with clients (*Evaluation of Tapes*)

ability to give and receive feedback (*through individual/group supervision*)

Dispositions:

demonstrates professional and ethical behavior (*participation in/outside of class, Evaluation of Tapes*)

demonstrates learning about self (*Reflection Paper, Interview/Group Discussion*)

demonstrates dedication and willingness to develop and grow as a professional helper (*attendance, participation in/outside of class, professional development activities*)

Grading:

A grade of "A" is awarded to candidates who have demonstrated the following:

meets the required number of client sessions and hours of direct and indirect service (may have one absence from class/group supervision sessions)

performs consistently at the Target Level (on Tapes, Reflection Papers, and Evaluation Instruments)

A grade of "B" is awarded to candidates who have demonstrated the following:

meets the required number of client sessions and hours of direct and indirect service (may have two to three absences from class/group supervision sessions)

performs consistently at the Acceptable Level (on Tapes, Reflection Papers, and Evaluation Instruments).

A grade of "C" or below is awarded to candidates who have demonstrated the following:
meets the required number of client sessions and hours of direct and indirect service (may have two to three absences from class/group supervision sessions)

(2) performs consistently at the Unacceptable Level (on Tapes, Reflection Papers, and Evaluation Instruments)

Note: If a student receives a grade of "C" or lower, he/she will be required to repeat the course.

Definitions and Requirements for Internship

Supervision is defined as a formal, contractual relationship between university faculty and other designated members of a specific profession.

Supervisors refers to those who are appropriately degreed, licensed or certified, and experienced to provide mentorship and directional instruction to individuals desiring to become members of that profession.

Intern refers to the individual being supervised for entry into the profession. The intern is at an advanced state in one's program of study, usually in the final year of meeting program, license, or degree requirements.

On-site supervision refers to direct, day-to-day observation and contract between the site supervisor and the intern during the duration of the internship.

The purpose of supervision is to foster the professional growth and effectiveness of the counselor-in-training.

CACREP standards state that site supervisors should meet minimum master's degree requirements "in counseling or a related profession with equivalent qualification including appropriate certifications and or license, a minimum of two... years of pertinent professional experience in the area in which the student is completing clinical instruction and knowledge of the program's expectations, requirements, and evaluation procedures for students" (CACREP, Section III).

CACREP requires a 600-hour internship under the supervision of a certified school counselor.

Types of Supervision: Roberts and Borders (1994) described three types of supervision for school counselors: (a) administrative-focused on attendance, punctuality, staff relations, and outreach to parents; (b) program-focused on program development, implementation, and coordination; and (c) counseling-focused on enhancing clinical

knowledge and skills. As supervisors, school counselors are able to attend to all three categories of supervision when working with interns.

Letter to On-Site Supervisors

Dear Supervisor:

Thank you for serving as an on-site supervisor this semester. The time you have to spend and the expertise you share provides a very important service not only to our students and ESU's School Counseling Program, but also to the State of Kansas and the entire profession of school counseling.

While our students have scheduled weekly consulting or supervision time with you, they also meet in group supervision with me each week. Through these experiences each student should have the opportunity to develop the knowledge, skills, and dispositions to become an effective professional school counselor. Their final grade for the course depends on the criteria designed to meet the outcomes for school-based professionals identified in The Teachers College Conceptual Framework and the Kansas State Department of Education Standards for School Counselors. My role as the instructor is to evaluate each intern on his/her ability to demonstrate knowledge, skills, and dispositions in these areas. To help in doing this each on-site supervisor is asked to complete an evaluation form on the intern at mid-term and again at the end of the semester. The intern will provide you with the evaluation form and will want to discuss it with you as to your comments and suggestions for improvement. I certainly value your opinion and judgment and will use this information in my final evaluation.

An additional responsibility for supervisors involves training that our KSDE, CAEP and CACREP accreditation requires. Training will be provided through the on-site supervisor manual. The intern will provide you with information and materials describing the Conceptual Framework of The Teachers College. This model states "Emporia State University's professional education faculty support a program designed to develop students who are critical thinkers, creative planners, and effective practitioners. Students will study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experience." During this training you will also be provided with information describing the responsibilities of supervisors, ethical standards that apply to supervision, as well as various models and methods of supervision.

Thanks again for your assistance this semester. I will also be arranging a visit during the semester and hope that we will be able to meet during this time. If you have any questions or concerns before then or at any time throughout the semester, please call me.

Sincerely,

ON-SITE SUPERVISOR RESPONSIBILITIES

Provide adequate facilities for the field experience placement. This includes an office/room that will allow counseling privacy.

Orient the student to the school and school policies and acquaint the student with fellow counselors, fellow staff members, administrators, and secretarial staff.

Define the student's responsibilities at the site.

Arrange opportunities for the student to observe the on-site supervisor in counseling sessions, and in other work such as consultation and conferences.

Meet regularly with the student to provide feedback and evaluate progress. These sessions should include such things as: listening to case presentations, discussions of client needs, and critiquing audio or video tapes of sessions.

Maintain on going contact with the ESU supervisor to assess the progress of the student throughout the experience.

Provide evaluation feedback to the ESU supervisor.

Assist the student in gaining a variety of experiences based upon his/her goals and the goals of the site. Among the activities that may be included in the on-site experience are:

- Administrative and teacher consultation
- Parent conferences
- Career, academic, and personal counseling
- Appropriate guidance activities in the classroom
- Individual and group counseling
- Attendance at staffings
- Attendance at professional meetings
- Test administration and interpretation

**Advanced Program Assessment of Dispositions
Department of Counselor Education and Rehabilitation Programs**

Candidate _____ Instructor _____
 _____ Date _____

The candidate must meet or exceed expectations on all items below. (Use item number and make comments below.)
 (Please Circle One Number for Each Item.)

The candidate:	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
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1. Commitment to Professionalism and Ethical Standards

1. is punctual and regularly attends classes	0	1	2	3
2. maintains positive attitudes during and outside of class	0	1	2	3
3. is honest and trustworthy in communications & interactions with others	0	1	2	3
4. demonstrates ethical behavior	0	1	2	3
5. is open and receptive to change	0	1	2	3
6. willingly goes beyond required assignments	0	1	2	3
Examples or description of behavior:				

2. Desire to Analyze/Evaluate Concepts and Clinical practices, to Experiment, and to Evaluate and/or Initiate Innovative Practice

7. is accepting of constructive feedback from others	0	1	2	3
8. is curious and willing to experiment with new ideas and techniques	0	1	2	3
9. conducts self assessment through reflection	0	1	2	3
10. recognizes personal limitations & seeks to compensate/overcome them	0	1	2	3

Examples or description of behavior:				
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3. Dedication to Life-Long Learning by Participating in Professional Organizations and by Being Current with Research in Their Field

11. demonstrates a willingness to read and/or conduct research on his/her own	0	1	2	3
12. Seeks opportunities for professional development	0	1	2	3
13. takes responsibility for personal learning	0	1	2	3
14. understands the role as an educator/counselor	0	1	2	3
15. maintains membership in professional organizations	0	1	2	3
Examples or description of behavior:				

4. Belief in Having High Expectations for All Learners

16. demonstrates belief that all students/clients can learn at their potential	0	1	2	3
17. makes a positive contribution to the learning of others (students/clients/peers)	0	1	2	3
18. understands the role of standards and outcomes	0	1	2	3
Examples or description of behavior:				

5. Respect for Cultural and Individual Differences by Providing Equitable Learning Opportunities for All

19. is tolerant of, and responsive to, ideas and views of others	0	1	2	3
20. is respectful of and responsive to individual differences	0	1	2	3
21. provides equitable learning opportunities for all	0	1	2	3
22. considers backgrounds, interests, attitudes of all students/clients when planning	0	1	2	3

Examples or description of behavior:				
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6. Desire to Communicate with Family and Community Members to Make Them Partners in Education

23. is sensitive to students/clients, their peers, & families from different cultures and with special needs	0	1	2	3
24. encourages interactions in a mutually respectful and friendly manner	0	1	2	3
Examples or description of behavior:				

7. Commitment to Collaboration with Other Professionals to Improve the Overall Learning of Students

25. relates well to peers, faculty, staff, and other professionals	0	1	2	3
26. is willing to share information and ideas with others	0	1	2	3
27. works well with others to develop opportunities for peer & student/client learning	0	1	2	3
28. acts as a consultant with other individuals/systems related to students/clients	0	1	2	3
Examples or description of behavior:				

Additional Comments:

CLASSROOM GUIDANCE ACTIVITY

Lesson Plan Grading Rubric

Rating

Little or No Indication/ Evidence (Unacceptable)	Some Indication/ Evidence (Acceptable)	Clear Indication/ Evidence (Target)	Scale	Points
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1. Title/Topic:

Provides a title/topic that best describes the nature of the activity as it applies to classroom/counseling curriculum. 0 1 2 X 1 _____ activity as

2. Grade Level/Age:

Lists the grade level and age of students for which activity is designed and explain why this activity is appropriate for this grade/age level. 0 1 2 X 2 _____

3. Social/Cultural Diversity:

Explains how activity demonstrates social and cultural sensitivity and meets the needs of all students. 0 1 2 X 2 _____

4. Rationale:

Provides a brief explanation of the reason this activity is important and how it fits into the classroom and counseling curriculum. 0 1 2 X 4 _____

5. Purpose:

Describes the main goal(s) and the objectives (stated in behavioral terms) students will learn from this activity. 0 1 2 X 4 _____

6. Materials:

Identifies the materials necessary to conduct the activity. 0 1 2 X 2 _____

7. Procedure:

Describes the specific steps or aspects involved in this activity. 0 1 2 X 2 _____

8. Follow-up/Evaluation:

Describes the follow-up activities needed and how to assess whether the goals and objectives of the activity were accomplished. 0 1 2 X 4 _____

9. References:

Lists important resources used in the preparation of this activity. 0 1 2 X 1 _____

Conventions/Organization:

Product is easy to read, rules of grammar are followed. Spelling and punctuation errors are non-existent. 0 1 2 X 3 _____

Score _____/50

CLASSROOM GUIDANCE EVALUATION FORM

Lesson Grading Rubric

Instructions: After observing the classroom guidance activity, rate the counselor on the following:

	Rating							
	Little or No	Some	Clear					
	Indication/ Evidence	Indication/ Evidence	Indication/ Evidence					
	(Unacceptable)	(Acceptable)	(Target)	Scale	Points			
The counselor was effective in								
providing a topic appropriate to the grade level, age, and developmental stage of students.	1	2	3	4	5	X 1		
providing a topic that recognizes social, cultural, and learning style diversity.	1	2	3	4	5	X 1		
clearly stating the goals and objectives of the activity and explaining why they are important to students, the classroom/course, and counseling curriculum.	1	2	3	4	5	X 1		
adequately preparing for the presentation in terms of organization, use of materials, use of time, etc.	1	2	3	4	5	X 2		
use of good communication skills (listening, eye contact, responding).	1	2	3	4	5	X 2		
practicing sound classroom management techniques (use of proximics, paralinguistics, kinesics).	1	2	3	4	5	X 2		
appropriate use of closure and generalization of skill(s) being taught.	1	2	3	4	5	X 1		

Score _____/50

Comments:

STUDENT REQUEST
FOR SCHOOL INTERNSHIP PLACEMENT

Course No. _____ Internship requested for _____ Date _____
semester/year

Student Name _____ Phone _____

Address _____

City _____ State _____ Zip _____

REQUESTED PLACEMENT SITE INFORMATION

Site Preference

School Name _____ Phone _____

School Address _____

On-Site Supervisor _____

Address _____

Days and Times of Internship Placement

First Choice: Day(s) of Week _____ Time(s) _____

Second Choice: Day(s) of Week _____ Time(s) _____

Have you obtained permission from the counselor who will be your on-site supervisor?

Yes ____ No ____

Have you obtained permission from the building principal/administrator? Yes ____ No ____

School District Number _____

Name and address of **board office administrator who approves internship placements** for the above school district:

Name _____ Phone _____

Address _____

City _____ State _____ Zip _____

ON THE BACK OF THIS SHEET PLEASE INCLUDE ANY INFORMATION THAT WOULD ASSIST THE DEPARTMENT IN REQUESTING YOUR PLACEMENT.

Please return form to: COORDINATOR OF SCHOOL COUNSELING PROGRAM

COUNSELOR EDUCATION & REHABILITATION PROGRAMS

EMPORIA STATE UNIVERSITY

1200 COMMERCIAL CAMPUS BOX 4036

EMPORIA KS 66801-5087

Application Deadlines: Fall Semester - June 15th, Spring Semester - November 15th

EMPORIA STATE UNIVERSITY

DEPARTMENT OF COUNSELOR EDUCATION AND REHABILITATION PROGRAMS

Final Totals									
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Total Direct Hours _____ Total Indirect Hours _____ Total Hours _____

Internship Supervisor's Signature

Student Signature