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INTRODUCTION

The mission of Mount Mary University articulates four core principles:

COMPETENCE

- Committing to excellence in teaching and learning with an emphasis on critical thinking.
- Integrating the liberal arts with career preparation.
- Enhancing professional excellence at the graduate level.

COMMUNITY

- Developing a learning environment founded on the spirit of the School Sisters of Notre Dame (SSND), a community of women rooted in the Catholic tradition.
- Promoting a diverse learning community, which is inspired by the SSND witness to unity in a divided world.
- Working in partnership with local, national and global organizations.

COMPASSION

- Promoting a deep sense of social justice arising from sensitivity to moral values and Christian principles, since the SSND legacy is one which confronts with the gospel message those elements which impede human development and unity.

COMMITMENT

- Encouraging leadership and integrity because of the conviction that each individual is created in God’s image and thus a person of dignity.
- Providing an environment for the development of the whole person because the SSND educational stance is grounded in a Christian vision of who the person is called to be and what the world is destined to become.

The undergraduate curriculum and the mission of graduate education at Mount Mary University reflect these principles and frame the philosophies of the school’s teacher and counselor education programs.

The teacher and school counselor education programs share the common purpose of educating visionary and ethical decision-makers who are competent, compassionate, and committed members of the educational community. Each program has developed a specific set of standards/competencies aligned with state, national, and professional organization standards for teachers or school counselors.

As an undergraduate program situated within the professional realm, the Initial Teacher Education program incorporates a core curriculum which provides an introduction to major areas of knowledge in the liberal arts; a major which integrates more intensive study in the field of education; and elective courses.
SCHOOL COUNSELING PROGRAM

The school counseling program at Mount Mary University prepares culturally competent and skilled Professional School Counselors who are dedicated to working for social justice and capable of identifying and removing barriers that impede equal access to educational and career opportunities for all students. Through advocacy, collaboration, teamwork, leadership, individual and group counseling interventions, and the use of data and technology, the competency-based School Counseling program prepares Professional School Counselors to deliver comprehensive programs that promote success for all students (pre K-12) and address all students’ academic, career and social/emotional development.

The professional school counselor believes that all children have a capacity to learn, they all have an equal right to access a certified school counselor and to participate in a comprehensive school counseling program that will be consistent with expected developmental stages of learning and differences in learning styles to ensure student success. The following principles are the foundation for the school counseling program:

- All students’ ethnic, cultural, racial, sexual orientation, and special needs are considered when planning and implementing the school counseling program.
- The school counseling program is planned and coordinated by state-certified school counselors in consultation with administration and teachers to coordinate with parents and the community.
- Data is used in assessing the needs and effectiveness of the school counseling program, will drive future program development and evaluation, and to actively monitor student results.
- The school counseling program provides academic, career, personal and social development for every student.
- Counselors abide by the professional school counseling ethics as advocated by the American School Counselor Association.
- Counselors participate in professional development to maintain a high-quality school counseling program.

Graduates with the School Counseling Concentration meet Wisconsin Department of Public Instruction requirements for School Counselor Initial Educator License: License Code 54.

Careers: School counseling positions are generally available in K-12 school settings. Other employment possibilities include: admission counseling in higher education, academic/career advising or student affairs in higher education, adjunct teaching positions, youth programs, and community centers.

Program Objectives
In addition to the Counseling Program’s overall objectives, our School Counseling concentration is also designed to meet more specific standards set by CACREP (Appendix A) and State of Wisconsin Department of Public Instruction for school counselors, including the School Counseling Content Guidelines (Appendix B) and PI34 Pupil Services Standards (Appendix C).
Required Coursework
School Counseling Concentration - 48 credits (51 credits beginning summer 2018)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 600</td>
<td>Professional Identity &amp; Ethics</td>
</tr>
<tr>
<td>CON 601</td>
<td>Orientation to School Counseling (0 credits, 1st Friday of December)</td>
</tr>
<tr>
<td>CON 610</td>
<td>Theories of Counseling</td>
</tr>
<tr>
<td>CON 611</td>
<td>Career Development</td>
</tr>
<tr>
<td>CON 612</td>
<td>Techniques of Counseling</td>
</tr>
<tr>
<td>CON 630</td>
<td>Behavioral Science Statistics and Research</td>
</tr>
<tr>
<td>CON 700</td>
<td>Multicultural Counseling</td>
</tr>
<tr>
<td>CON 720</td>
<td>Counseling Assessment and Program Evaluation</td>
</tr>
<tr>
<td>CON 740</td>
<td>Group Procedures in Counseling</td>
</tr>
<tr>
<td>CON 741</td>
<td>Family Systems Theory, Research and Practice</td>
</tr>
<tr>
<td>CON 750</td>
<td>Counseling across the Lifespan</td>
</tr>
<tr>
<td>CON 710</td>
<td>Counseling Children and Adolescents</td>
</tr>
<tr>
<td>CON 730</td>
<td>Counseling in Schools</td>
</tr>
<tr>
<td>CON 796</td>
<td>Internship I (School placement)</td>
</tr>
<tr>
<td>CON 797</td>
<td>Internship II (School placement)</td>
</tr>
<tr>
<td>EDU 703</td>
<td>Exceptional Learners *</td>
</tr>
<tr>
<td>EDU 742</td>
<td>Instructional Strategies *</td>
</tr>
<tr>
<td>CON 711</td>
<td>Academic and Career Planning</td>
</tr>
</tbody>
</table>

*WI certified teachers will choose six credits from the list of electives below.

- CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
- CON 640 Medical & Psychosocial Aspects of Disabilities
- CON 650 Trauma Counseling I (3 credits)
- CON 651 Trauma Counseling II (3 credits)
- CON 679 Special Topics in Counseling (1-3 credits)
- CON 714 Addictions Counseling (3 credits)
- CON 715 Professional Issues in Addictions Counseling (3 credits)
- CON 770 Psychopathology (3 credits)
- CON 775 Psychopharmacology (3 credits)

Example of School Counseling Program: Full-Time Sequence

<table>
<thead>
<tr>
<th>Fall Semester, Year I</th>
<th>Spring Semester, Year I</th>
<th>Summer, Year I</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 600 Professional Identity/Ethics</td>
<td>EDU 742 Instructional Strategies</td>
<td>EDU 703 Exceptional Learners</td>
</tr>
<tr>
<td>CON 601 Orientation to School Counseling</td>
<td>CON 700 Multicultural Counseling</td>
<td>CON 730 Counseling in the Schools</td>
</tr>
<tr>
<td>CON 610 Theories of Counseling</td>
<td>CON 611 Career Development</td>
<td></td>
</tr>
<tr>
<td>CON 612 Techniques of Counseling</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester, Year II</th>
<th>Spring Semester, Year II</th>
<th>Summer, Year II</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 712 Counseling Children/Adolescents</td>
<td>CON 741 Family Systems</td>
<td>CON 740 Group Procedures</td>
</tr>
<tr>
<td>CON 630 Behavioral Science Statistics and Research</td>
<td>CON 720 Counseling Assessment and Program Evaluation</td>
<td>CON 750 Counseling Across the Lifespan</td>
</tr>
<tr>
<td>CON 796 Internship I School Placement</td>
<td>CON 797 Internship School Placement</td>
<td></td>
</tr>
<tr>
<td><strong>CON 711 Academic and Career Planning</strong></td>
<td>Praxis II Professional School Counseling Exam</td>
<td></td>
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</table>
Change of Counseling Concentration
Direct admission is required for entry into the School Counseling Concentration. Consideration for entry into School Counseling for currently enrolled students in another counseling concentration may be based on available space and academic excellence in the program. A written expression of interest should be given to the Program Director in such cases.

Students enrolled in the School Counseling Concentration should confer with the Program Director in cases where a move from the school to the Clinical Mental Health Counseling concentration is preferred. All classification changes must be officially made with the Director of Academic and Career Advising.

Students may also wish to extend their employment options and professional affiliation by following the additional program requirements to be eligible for licensure in the state of Wisconsin as a Licensed Professional Counselor (LPC). (For more information, please read information regarding the Clinical Mental Health Counseling Concentration in the Counseling Program Policy and Procedure Handbook).

ASSESSMENT

All school counseling candidates are required to complete four critical program assessment standards (in addition to general counseling program assessment requirements):

First, upon the completion of 18 credits, student will meet with their advisor, discuss their goals related to school counseling and complete a program of study utilizing the School Counseling Advising Guide, as well as complete a self- and submit it to their academic advisor. Students will be given access to all instructor evaluations of their classroom performance and competency evaluations as necessary to complete the self-evaluation. The student is responsible for scheduling an appointment with their advisor, no less than two weeks after submission of the self-evaluation, to review their progress in the program. As a result of this meeting students will either proceed through their course of study until they reach the final critical assessment standard or they will follow the remediation procedure outlined in the M.S. in Counseling Policy and Procedure Manual.

All master’s degree-seeking students, including those who already hold teacher certification, must pass the Praxis II Professional School Counselor Exam (0421) within the last 12 credits of the program. During the semester prior to graduating, students register for this exam on their own and can opt to take a written or computerized version of the exam. Score results must be provided to the Program Director to verify the exam requirement has been met. Students must pass the Praxis II examination (cutoff score is 156) to meet graduation requirements. Students who do not pass will need to re-take and pass Praxis II or successfully complete a written comprehensive exam prior to graduating. Post Master’s Certificate students will need to pass the Praxis II prior to starting internship. Please go to: http://www.ets.org/s/praxis/pdf/0421.pdf for details on this exam.

Finally, students must complete the School Counseling Portfolio. The M.S. in Counseling Program at Mount Mary University utilizes the School Counselor Portfolio as a method of developing, integrating, and assessing a student’s ability to document competency in the Wisconsin Department of Public Instruction’s (DPI) Pupil Services Standards (PI 34.04) and licensure program guidelines for school counselors. The school counselor portfolio will function as the final evaluative tool in the student’s preparation as a school counselor in conjunction with the necessary course work and internship experiences. All students enrolled in the School Counseling Concentration will be expected to take CON
601 Orientation to School Counseling in which the criteria for and the function of the portfolio will be defined. This orientation class takes place in fall and must be taken prior to the start of Internship I.

The portfolio may be submitted for evaluation and feedback two times prior to the final submission. Specific dates will be announced at the beginning of CON 796 Internship 1. PI34 Pupil Services Standards prevent students from turning in the final portfolio before the final day of internship. Students may graduate from the program before turning in the portfolio or receiving the final evaluation of the portfolio. To be eligible for licensure students must receive Exemplary or Satisfactory on ALL areas evaluated. Counseling faculty will review and evaluate portfolios (see Appendix D) and reach inter-rater reliability.

**SCHOOL COUNSELING INTERNSHIP**

Under PI 34 Pupil Services Standards, students are required to complete a 600-hour internship that extends across the PK-12 school experience (i.e., elementary school, middle school, high school). To meet this licensing requirement we require that students arrange the number of hours at school counseling internship to meet the following guidelines:

a. 300 hours of experience with an elementary school age population OR middle school age population
b. 300 hours of experience with a high school age population

**Student requirements prior to starting Internship**

Must have completed at least 21 credits including:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CON 600</td>
<td>Professional Identity and Ethics</td>
</tr>
<tr>
<td>CON 601</td>
<td>Orientation to School Counseling (0-cr)</td>
</tr>
<tr>
<td>CON 610</td>
<td>Theories of Counseling</td>
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<tr>
<td>CON 611</td>
<td>Career Development</td>
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<td>CON 612</td>
<td>Techniques of Counseling</td>
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<td>CON 700</td>
<td>Multicultural Counseling</td>
</tr>
<tr>
<td>CON 730</td>
<td>Counseling in Schools</td>
</tr>
<tr>
<td>EDU 703</td>
<td>Exceptional Learners</td>
</tr>
</tbody>
</table>

Required courses that must be taken prior to or concurrently with internship:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 712</td>
<td>Counseling Children and Adolescents</td>
</tr>
<tr>
<td>EDU 742</td>
<td>Instructional Strategies</td>
</tr>
</tbody>
</table>

**Additional requirements to be completed by student prior to beginning internship**

1. Criminal Background Check. All students are REQUIRED to present documentation to the practicum/internship coordinator that you have completed a CRIMINAL BACKGROUND CHECK. This background check is often completed by internship sites. If your site does not complete this process, you will need to use Castlebranch.com. This is a service that allows students to order their own background checks online. Information collected through Castlebranch.com is secure, tamperproof, and kept confidential. The services performed by Castlebranch.com are based on guidelines provided by the college, so all the information needed can be obtained from one source. The results are available on the Castlebranch.com website where the student, as well as the school, can view them.

   2. In the Package Code box, enter the package code: MO99
3. Enter your payment information – Visa, MasterCard, or Money Order. Follow the online instructions to complete the order.

Once the order is submitted, you will receive a confirming email containing the password needed to view the results of the background check. To view the results, visit https://www.castlebranch.com/online_submission/package_code.php?redirectFrom=cbg enter the password in the area provided on the lower right side of the homepage, then enter the last four digits of your Social Security Number. Results are typically available in approximately three days, although some searches take longer. Please allow adequate time when ordering. The Program Director will automatically have access to the results.

For A Summary of Your Rights Under the Fair Credit Reporting Act visit www.ftc.gov. For questions regarding the background check, contact https://www.castlebranch.com/online_submission/package_code.php?redirectFrom=cbg Phone: (888) 723-4263 or customerservice@castlebranch.com

If a student has lived in states other than Wisconsin during the past three years, the law requires that a criminal background check is performed in each of those states. For more information, see the State of Wisconsin website for Caregiver Background Checks: https://www.dhs.wisconsin.gov/caregiver/index.htm

Exclusionary Criteria
Should the background check result in positive findings, students will be given the opportunity to respond and/or comment on any report stating they have a criminal background. The Counseling Department’s Formal Review Committee will allow for a case-by-case review of students with prior convictions; however, the burden of proof lies with the student to demonstrate evidence of rehabilitation that is acceptable to K-12 schools and the Counseling Program. The committee will make every effort to conduct its review as soon as possible after the disclosure or discovery of the information. The Committee will use the standards outlined in the Graduate Bulletin and the ACA Code of Ethics & ASCA Ethical Standards to inform its decision. The Formal Review Committee will provide a formal, written recommendation following a formal review of the facts associated with the criminal background check. The content of the recommendation will include information on the criminal behavior, the process undertaken by the Formal Review Committee, the basis upon which the committee came to a recommendation and the recommendation itself. Recommendations from the Formal Review Committee may be any of the following:

- allow the student to continue in the program without restriction;
- allow the student to proceed in the academic program with specified terms and conditions; or
- dismiss the student from the program, prohibiting the student from matriculation.

2. Professional Liability Insurance. Counseling students are provided with professional liability insurance as specified by the guidelines which appear in the Clinical Affiliation Agreement that the department has made with your site. This ordinarily provides you with substantial coverage by both the site and Mount Mary University. However, PI34 Pupil Services Standards require students to obtain individual professional liability insurance policy. This type of insurance is included in the cost of membership to ASCA.

3. TB, X-ray, other tests and vaccinations. Some internship sites may require these additional tests
before an internship placement can begin.

4. Safeguarding All of God's Family - Safe Environment Training. For those with Catholic school sites, students must complete sex abuse prevention program named, Safeguarding All of God’s Family - Safe Environment Training, prior to starting internship. Registration information can be found at: http://www.archmil.org/offices/safeguarding.htm.

Additional requirement to be completed during Internship

As described in the M.S. in Counseling Policy and Procedure Handbook, each fall, typically a Friday in late September, all practicum/internship students accompany the Practicum/Internship Program Coordinator to Roger’s Ropes and Challenge Course. A fee may be assessed at the start of the semester and is based on number of students participating. Only Post-Masters Students and students enrolled in CON 798: Internship III are exempt from this requirement.

Requirements of School Counseling Internship Site

A. The school must have adopted or be in the process of adopting the ASCA National Model for School Counseling or the Wisconsin Developmental Guidance Model for their school counseling program.
B. Clinical Affiliation Agreement signed by the school district or the appropriate parties (i.e., principal).

Requirements of Site Supervising Counselor

A. As a requirement of Pupil Service Standard, PI34.15, the primary School Counseling Supervisor must have a master’s degree in Counseling, be licensed as a School Counselor, and have had a minimum of 3 years professional experience as a School Counselor with one year in the school or school system of current employment.
B. Complete Clinical Supervision training provided by Mt Mary University Counseling Program faculty, including a training in the PI 34 Standards PI 34.15(6)(6).
C. Complete an Internship Site Contract, which is the “supervision agreement”, signed by the Student, School Principal, School Counselor Supervisor, and faculty member MS in Counseling Program, Mt Mary University.
D. Reviews initial and final Internship Learning Agreement (student course requirement) with student.
E. Provides opportunities for the Student-Counselor to achieve the objectives and the competencies of the course by assigning appropriate duties, tasks, and responsibilities.
F. Provides on-site supervision of the Student-Counselor, allowing for independence as the Student-Counselor improves his/her functioning as the field experience progresses. At no time should a student be left alone on site, whether or not students are present.
G. Is available to the intern for consultation and supervision. An average of one hour of individual supervision per week must be provided and documented on the time log.
H. PI 34.15(5)(c) 3.a. requires “At least 2 written evaluations based upon observations by the school-based supervisor shall be required during each student's [internship]. (b). The evaluation procedures under subparagraph (b) shall include at least two conferences involving the school-based supervisor, the faculty supervisor and the [intern]. The school-based supervisor evaluation of the practicum shall become part of the student's portfolio.” Complete and review with the student.
the Internship Evaluation at mid-term (at the 7-8 week mark and end of the internship (see Appendix E). This evaluation must be mailed, or submitted to the Faculty Supervisor via the student no later than the Monday of the middle of the semester and the Monday of the last week of the student’s internship.

Requirements of Faculty Supervisor

A. Oversees internship experience to assure a successful program for the student.
B. Consults with the Site Supervising Counselor and other school personnel as needed.
C. Provides monitoring and supervision via group supervision meetings and individual meetings with students.
D. Evaluates the student’s completion of the course requirements and performance. The Faculty Supervisor/Clinical Instructor will assign a letter grade based on (a) the assessment of the student’s completion of course requirements, (b) the Site Supervisor’s Evaluation of School Counseling Intern Performance completed by the Internship site supervising counselor, and (c) The Evaluation of School Counseling Intern Performance completed by the faculty supervisor at both the midpoint (at the 6-7 week mark) and end of the internship experience (see Appendix E).
E. Visits the internship site to consult with the Supervising Counselor or other school/agency administrators as needed, or to conduct on-site observations of student’s Progress of students may also be assessed by phone or e-mail.

Requirements of Director of School Counseling Program

A. Conducts students’ Orientation to School Counseling
B. Conducts Site Supervisor Training.
C. Verifies student readiness for internship.
D. Coordinates with school personnel to finalize placement sites and obtain contractual agreements for school counseling students.
E. Monitors the internship process to assure quality of site placements and satisfactory experiences for counseling students.
F. Maintains evidence of student liability insurance and passing of State certification exams.
G. Maintains and revises the School Counseling Concentration Policy and Procedure Handbook.
H. Consults with faculty as needed regarding student progress and completion of internship.

Process of Acquiring and Securing an Internship Site

A. Review portfolio tasks and develop goals to be met at a particular site (discuss professional goals, strengths and limitations, readiness for internship) and develop a cover letter and vitae.
B. Arrange interviews with possible internship sites and supervisors. During your interview you must identify which tasks will be completed at the site
C. After you have identified a site and come to a verbal agreement with the site supervisor you should immediately forward the following information: supervisor name, school name, principal name, telephone number for supervisor and school, school address, specific dates of the internship, number of hours to be completed at the school, and the critical tasks to be completed at the internship site
D. The Program sends letter of confirmation and supervisor agreements to potential site supervisor
E. If a current Clinical Affiliation Agreement is not on file for school or school district, the Program sends and requests the school complete a Clinical Affiliation Agreement
If you have any questions about the above requirements, responsibilities or, please contact Dr. Carrie King, Counseling Department Chair, School Counseling Program Director, Master of Science in Counseling Program, at 414/930-3262 or kingc@mtmary.edu.

LICENSING

The School Counseling Concentration qualifies graduates of the Counseling Program for an Initial Educator license: License Code 54, under PI 34 in the State of Wisconsin. All students will be licensed at the PK-12th grade levels.

For school counselors, the Department of Public Instruction (DPI) grants the license following an endorsement from the academic program. Instructions for obtaining a school counseling license:

1. Go to https://dpi.wi.gov/tepdl/elo/in-state. You will see this link: Educator Licensing Online - ELO
2. Click on: First-time request for a pupil services license or for adding a new pupil services position to existing pupil services license (P001-1020).
3. Open the link and take a look to see what documents/information you'll need. It is strongly suggest is that you gather all of your information prior to sitting down to complete the application process (it is lengthy) because it will time them out if you leave to unearth documents, etc. and you'll have to start over.
4. After successful completion and evaluation of your PI34 portfolio, you will receive an email from notifying you that you can complete and submit your application and fee to DPI.
5. You will receive an email from DPI once approved for your license. You may then print your "license" from the DPI website. You won’t paper license in the mail.

Additional information about requirements for licensing is available from the WDPI website at:
http://dpi.wi.gov/sspw/pupil-services/school-counseling/licensing/process - PI-34 and School Counselor Licensure

SCHOOL COUNSELOR PI 34 PUPIL SERVICES STANDARDS PORTFOLIO

The Masters of Science in Counseling at Mount Mary University utilizes the School Counselor Portfolio as a method of developing, integrating, and assessing a student’s ability to document competency in the Wisconsin Department of Public Instruction’s (DPI) Pupil Services Standards (PI 34.04) (Appendix C) and licensure program guidelines for school counselors as set forth in the Wisconsin Comprehensive School Counseling Model (Appendix B). The school counselor portfolio will function as the final evaluative tool in the student’s preparation as a school counselor in conjunction with the necessary course work and internship experiences. All students enrolled in the School Counseling Concentration will be expected to take CON 601 in which the criteria for and the function of the portfolio will be defined. This course must be taken in the fall prior to the start of Internship I; CON 601 is required for licensure.
## Content Guidelines for School Counselors, PI34 Pupil Services Standards and & Associated Portfolio Tasks

<table>
<thead>
<tr>
<th>Content Guideline</th>
<th>PI 34 Pupil Service Standards</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the psychological, theoretical, and sociological</td>
<td>1.1, 1.2, 1.3, 1.8, 1.9, 2, 4, 5, 6</td>
<td><strong>CON 712</strong> Counseling Children and Adolescents -- Dyad Case Collaboration Project</td>
</tr>
<tr>
<td>foundations of human development, learning, and behavior.</td>
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</tr>
<tr>
<td>Demonstrate an understanding of skills required to develop, organize, administer,</td>
<td>1.9, 1.10, 2, 5, 6</td>
<td><strong>Three (3) activities</strong> associated with internship activities.</td>
</tr>
<tr>
<td>evaluate, and promote a comprehensive school-counseling program based on the</td>
<td></td>
<td><strong>EDU 742</strong> Workshop Presentation</td>
</tr>
<tr>
<td>collaboration with educators, families, and community resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the skills required to work effectively with school teams to promote</td>
<td>1.6, 1.7, 1.9, 1.10, 3, 5, 6, 7</td>
<td><strong>CON 712</strong> Counseling Children &amp; Adolescent Substance Use School In-service Presentation and List of Resources <strong>CON 712</strong> Counseling Children &amp; Adolescent Crisis Field Journal <strong>CON 712</strong> Counseling Children &amp; Adolescents Bullying Prevention Training Course</td>
</tr>
<tr>
<td>a safe and healthy school climate, including prevention and intervention strategies</td>
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<td></td>
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<tr>
<td>addressing issues including social/emotional competence, conflict resolution, peer</td>
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<td>mediation, bullying prevention, and crisis management.</td>
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<tr>
<td>Demonstrate an understanding of the role that diversity, inclusion, gender and</td>
<td>1.1, 1.2, 1.3, 1.9, 2, 6</td>
<td><strong>CON 730</strong> Counseling in Schools, Multicultural Article Critique</td>
</tr>
<tr>
<td>equity have on students’ academic achievement, social/emotional, and career</td>
<td></td>
<td><strong>EDU 703</strong> Exceptional Education, action plan assignment</td>
</tr>
<tr>
<td>development.</td>
<td></td>
<td>**CON 700, Immersion Project, if you have any entries that are specific to school-age children. **CON 611, Intervention Poster, if you have focused on a school-age population.</td>
</tr>
<tr>
<td>Demonstrate *classroom instruction skills and **individual/***small group</td>
<td>*1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2, 6</td>
<td><strong>CON 796, CON 797</strong> Case Presentations 1, 2, 3, 4</td>
</tr>
<tr>
<td>counseling skills to facilitate students’ social/emotional, academic, and career</td>
<td>**1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 1.6, 1.7, 1.3, 1.4, 1.5, 1.7, 6, 7</td>
<td>**CON 712 Counseling Children &amp; Adolescents Skill Demos (e.g., Informed Consent, BSFC, Suicide Assessment) **Conducted during internship- Requires supervisor sign off.</td>
</tr>
<tr>
<td>development throughout their Pk-12 school experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of &quot;Pk-16&quot; career development theories, practices and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>programs, including the ability to facilitate student skill development.</td>
<td>1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 1.9, 2, 6</td>
<td><strong>CON 711</strong> ACP P-12 Career Education Scope and Sequence <strong>CON 711</strong> ACP Individual Academic/Career Intervention</td>
</tr>
<tr>
<td>Demonstrate knowledge of developmental approaches to assist all students and parents at points of educational transition such as, home to elementary school, elementary to middle to high school, and high school to a variety of postsecondary options.</td>
<td>1.6, 1.9, 1.10, 3, 6, 7</td>
<td><strong>CON 711 ACP Transition Presentation</strong> – to be delivered at internship site. Requires supervisor sign off. Site Supervisor Evaluations Personal CV/resume</td>
</tr>
<tr>
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</tr>
<tr>
<td>Demonstrate an understanding of relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the American School Counselor Association.</td>
<td>1.9, 3, 4</td>
<td>Four (4) Supervisor Evaluations CON 797 Ethics Paper 2016 ASCA Ethical Standards</td>
</tr>
<tr>
<td>Demonstrate the ability to utilize student data, institutional assessments, and research from the field to improve school counseling programs and improve the learning environment for all students.</td>
<td>1.2, 1.8, 3, 6</td>
<td><strong>CON 730 Data Project</strong> <strong>CON 711 ACP Opportunity Gap Data Project</strong></td>
</tr>
<tr>
<td>Demonstrate an understanding of current/emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and social/emotional choices; including use of 1-to-1 programs and social media.</td>
<td>1.4, 1.6, 1.7, 3</td>
<td><strong>CON 711 ACP ACP Technology Project</strong> <strong>CON 712 Counseling Children &amp; Adolescents Bullying Prevention Training Course</strong></td>
</tr>
<tr>
<td>Demonstrate the ability to acquire appropriate, ongoing professional development and engaging in personal/professional reflection to continually evaluate current school-counseling services.</td>
<td>1.9</td>
<td>Compilation of all versions of the Internship Learning Agreement (ILA) from CON 730, CON 796, CON 797 CON 796, CON 797 Professional Growth Engagement Assignment</td>
</tr>
<tr>
<td>Demonstrate acquired skills in understanding the appropriate roles, functions, and responsibilities of a school counselor by acquiring a minimum of 600 hours of supervised practicum as a school counselor in a school setting at the appropriate level(s).</td>
<td></td>
<td><strong>CON 796, CON 797 Four (4) Site Supervisor Evaluations and Hours Logs</strong> 240 direct contact hours</td>
</tr>
</tbody>
</table>
Appendix A

2016 CACREP Standards – School Counseling

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
   a. history and development of school counseling
   b. models of school counseling programs
   c. models of P-12 comprehensive career development
   d. models of school-based collaboration and consultation
   e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS
   a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
   b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
   c. school counselor roles in relation to college and career readiness
   d. school counselor roles in school leadership and multidisciplinary teams
   e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
   f. competencies to advocate for school counseling roles
   g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
   h. common medications that affect learning, behavior, and mood in children and adolescents
   i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
   j. qualities and styles of effective leadership in schools
   k. community resources and referral sources
   l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
   m. legislation and government policy relevant to school counseling
   n. legal and ethical considerations specific to school counseling

3. PRACTICE
   a. development of school counseling program mission statements and objectives
   b. design and evaluation of school counseling programs
   c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
   d. interventions to promote academic development
   e. use of developmentally appropriate career counseling interventions and assessments
   f. techniques of personal/social counseling in school settings
   g. strategies to facilitate school and postsecondary transitions
   h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
i. approaches to increase promotion and graduation rates  
j. interventions to promote college and career readiness  
k. strategies to promote equity in student achievement and college access  
l. techniques to foster collaboration and teamwork within schools  
m. strategies for implementing and coordinating peer intervention programs  
n. use of accountability data to inform decision making  
o. use of data to advocate for programs and students
Appendix B

School Counseling Content Guidelines:

A school counselor will:

1. Demonstrate an understanding of the psychological, theoretical, and sociological foundations of human development, learning, and behavior.
2. Demonstrate an understanding of skills required to develop, organize, administer, evaluate, and promote a comprehensive school-counseling program based on either the American School Counselor Association National Model (3rd ed., 2012) in collaboration with educators, families, and community resources.
3. Demonstrate the skills required to work effectively with school teams to promote a safe and healthy school climate, including prevention and intervention strategies addressing issues including social/emotional competence, conflict resolution, peer mediation, bullying prevention, and crisis management.
4. Demonstrate an understanding of the role that diversity, inclusion, gender and equity have on students’ academic achievement, social/emotional, and career development.
5. Demonstrate classroom instruction skills and individual/small group counseling skills to facilitate students’ social/emotional, academic, and career development throughout their Pk-12 school experience.
6. Demonstrate an understanding of "Pk-16" career development theories, practices and programs, including the ability to facilitate student skill development.
7. Demonstrate knowledge of developmental approaches to assist all students and parents at points of educational transition such as, home to elementary school, elementary to middle to high school, and high school to a variety of postsecondary options.
8. Demonstrate an understanding of relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the American School Counselor Association.
9. Demonstrate the ability to utilize student data, institutional assessments, and research from the field to improve school counseling programs and improve the learning environment for all students.
10. Demonstrate an understanding of current/emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and social/emotional choices; including use of 1-to-1 programs and social media.
11. Demonstrate the ability to acquire appropriate, ongoing professional development and engaging in personal/professional reflection to continually evaluate current school-counseling services.
12. Demonstrate acquired skills in understanding the appropriate roles, functions, and responsibilities of a school counselor by acquiring a minimum of 600 hours of supervised practicum as a school counselor in a school setting at the appropriate level(s).
Appendix C

PI 34.04 Pupil services standards.

(1) The pupil services professional understands the teacher standards under s. PI 34.02.

1 The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2 The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3 The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4 The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6 The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7 The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9 The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

(2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
(3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
(4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
(5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
(6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
(7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.
## APPENDIX D

**PI 34 PUPIL SERVICES STANDARDS PORTFOLIO EVALUATION & RATING FORM**

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
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</table>

### Rating Scale:

**3 = Skilled Demonstration.** Student has mastered the main concepts and principles for this task, shows the ability to consistently use this knowledge or the skills in a school counseling capacity, and makes appropriate adjustments based on the needs of the students. The student is also functioning at the level of a new school counseling professional and demonstrates the ability to perform this task independent of a supervising school counselor.

**2 = Acceptable Demonstration.** Student understands the main concepts and principles of the task but shows some inconsistency in the use of this knowledge in a school counseling capacity. As such, the student needs time and experience practicing the task and should continue to perform this critical task while monitored by a supervising school counselor.

**1 = Deficient Demonstration.** Student does not fully understand the main concepts and principles of the critical task and as such, s/he is unable to use this knowledge appropriately in a school counseling capacity. The student needs additional classroom instruction to understand the task and should not practice in a school counseling setting unless closely monitored by a supervising school counselor.

<table>
<thead>
<tr>
<th>Content Guideline</th>
<th>PI 34 Pupil Service Standards</th>
<th>Assessment</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the psychological, theoretical, and sociological foundations of human development, learning, and behavior.</td>
<td>1.1, 1.2, 1.3, 1.8, 1.9, 2, 4, 5, 6</td>
<td>CON 712 Counseling Children and Adolescents – Dyad Case Collaboration Project</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of skills required to develop, organize, administer, evaluate, and promote a comprehensive school-counseling program based on the American School Counselor Association National Model (3rd ed., 2012) in collaboration with educators, families, and community resources.</td>
<td>1.9, 1.10, 2, 5, 6</td>
<td>Three (3) activities associated with internship activities. EDU 742 Workshop Presentation CON 730 Development Guidance Lesson</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the skills required to work effectively with school teams to promote a safe and healthy school climate, including prevention and intervention strategies addressing issues including social/emotional competence, conflict resolution, peer mediation, bullying prevention, and crisis management.</td>
<td>1.6, 1.7, 1.9, 1.10, 3, 5, 6, 7</td>
<td>CON 712 Counseling Children &amp; Adolescent Substance Use School In-service Presentation and List of Resources CON 712 Counseling Children &amp; Adolescent Crisis Field Journal CON 712 Counseling Children &amp; Adolescents Bullying Prevention Training Course</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of the role that diversity, inclusion, gender and equity have on students’ academic achievement, social/emotional, and career development.</td>
<td>1.1, 1.2, 1.3, 1.9, 2, 6</td>
<td>CON 730 Counseling in Schools, Multicultural Article Critique EDU 703 Exceptional Education, action plan assignment CON 700, <em>Immersion Project</em>, if you have any entries that are specific to school-age children. CON 611, <em>Intervention Poster</em>, if...</td>
<td></td>
</tr>
<tr>
<td>Demonstrate *classroom instruction skills and **individual/***small group counseling skills to facilitate students’ social/emotional, academic, and career development throughout their Pk-12 school experience.</td>
<td>1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2, 6 **1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 6 ***1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 6, 7</td>
<td>*CON 711 ACP Career Developmental Classroom Lesson Plan or conducted during internship Proof of observation *EDU 742 Instructional Strategies Classroom Lesson Delivery w/teaching strategy demonstrated **CON 796, CON 797 Case Presentations 1, 2, 3, 4 **CON 712 Counseling Children &amp; Adolescents Skill Demos (e.g., Informed Consent, BSFC, Suicide Assessment) ***Conducted during internship Requires supervisor sign off.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of &quot;Pk-16&quot; career development theories, practices and programs, including the ability to facilitate student skill development.</td>
<td>1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 6, 7</td>
<td>CON 711 ACP P-12 Career Education Scope and Sequence CON 711 ACP Individual Academic/Career Intervention</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of developmental approaches to assist all students and parents at points of educational transition such as, home to elementary school, elementary to middle to high school, and high school to a variety of postsecondary options.</td>
<td>1.6, 1.9, 1.10, 3, 6, 7</td>
<td>CON 711 ACP Transition Presentation – to be delivered at internship site. Requires supervisor sign off. Site Supervisor Evaluations Personal CV/resume</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the American School Counselor Association.</td>
<td>1.9, 3, 4</td>
<td>Four (4) Supervisor Evaluations CON 797 Ethics Paper 2016 ASCA Ethical Standards</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to utilize student data, institutional assessments, and research from the field to improve school counseling programs and improve the learning environment for all students.</td>
<td>1.2, 1.8, 3, 6</td>
<td>CON 730 Data Project CON 711 ACP Opportunity Gap Data Project</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of current/emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and social/emotional choices; including use of 1-to-1 programs and social media.</td>
<td>1.4, 1.6, 1.7, 3</td>
<td>CON 711 ACP ACP Technology Project CON 712 Counseling Children &amp; Adolescents Bullying Prevention Training Course</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to acquire appropriate, ongoing professional development and engaging in personal/professional reflection to continually evaluate current school-counseling services.</td>
<td>1.9</td>
<td>Compilation of all versions of the Internship Learning Agreement (ILA) from CON 730, CON 796, CON 797 CON 796, CON 797 Professional Growth Engagement Assignment</td>
<td></td>
</tr>
<tr>
<td>Demonstrate acquired skills in understanding the appropriate roles, functions, and responsibilities of</td>
<td></td>
<td>CON 796, CON 797 Four (4) Site</td>
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</tr>
</tbody>
</table>
a school counselor by acquiring a minimum of 600 hours of supervised practicum as a school counselor in a school setting at the appropriate level(s).

<table>
<thead>
<tr>
<th>Supervisor Evaluations and Hours Logs</th>
<th>240 direct contact hours</th>
</tr>
</thead>
</table>

Decision on this portfolio (check one):
- Demonstrated- passed
- Not Demonstrated- failed (3 or more ratings are “1”)

**Signatures**

<table>
<thead>
<tr>
<th>Reviewer:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comments/Recommendations:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
</table>
APPENDIX E
MOUNT MARY UNIVERSITY
MASTER OF SCIENCE IN COUNSELING
SITE SUPERVISOR’S EVALUATION OF SCHOOL COUNSELING INTERN PERFORMANCE

Name of Student:________________________________________________________

Date:_______________  Name of Person Completing Form: ________________________________

Title:________________________________________________________

School Site:_____________________________________________________

Address:________________________________________________________

Phone: __________________________________________________________

E-Mail address: ____________________________________________________

TO THE SCHOOL COUNSELOR SITE SUPERVISOR:
We appreciate your willingness to have our students placed in your school. It is important to have your impressions and observations of the student’s growth and development as a school counselor. Your feedback will be a component of the final course grade that will be assigned by the course instructor. We recommend that you discuss your responses with the student. There are different procedures you may follow. You may have the student complete her/his form and compare responses with yours and then complete the assessment that would be returned to us; you may jointly complete the assessment; or you may complete the assessment and then meet with the student before returning it to us. We believe the review process is a vital component of the growth and development of our students.

Complete and review with the student the Internship Evaluation at mid-term (at the 7-8 week mark) and end of the internship. This evaluation must be mailed to the address below, emailed, or submitted to the Faculty Supervisor via the student no later than the Monday of the middle of the semester and the Monday of the last week of the student’s internship.

Thank you for your assistance.

Dr. Carrie King, Counseling Department Chair
School Counseling Program Director
Master of Science in Counseling Program
Mount Mary University
2900 N. Menomonee River Parkway
Milwaukee, WI 53222-4597
kingc@mtmary.edu
Rating Scale for Items
NA. Not Applicable = Not enough information about the student’s performance to provide an accurate assessment or the item is not applicable to this internship setting.

3. Exemplary = Supervisee has mastered the main concepts and principles for this critical task, shows the ability to consistently use this knowledge or the skills in a school counseling capacity, and makes appropriate adjustments based on the needs of students. The supervisee is also functioning at the level of a new school counseling professional and demonstrates the ability to perform this critical task independent of a supervising school counselor.

2. Satisfactory = Supervisee understands the main concepts and principles of the critical task but shows some inconsistency in the use of this knowledge in a school counseling capacity. As such, the supervisee needs time and experience practicing the task and should continue to perform this critical task while monitored by a supervising school counselor.

1. Unsatisfactory = Supervisee does not fully understand the main concepts and principles of the critical task, and as such, he/she is unable to use this knowledge appropriately in a school counseling capacity. The supervisee needs additional classroom instruction to understand the task and should not practice in a school counseling setting unless closely monitored by a supervising school counselor.

2.
Section I: Delivery of School Counseling Services
A. Observation of Individual Counseling (PI 34 Pupil Services Standards Addressed: 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 2, 4, 5, 6).
1. Uses appropriate counseling skills designed to promote student growth.
   ☐ 3 ☐ 2 ☐ 1 ☐ NA
2. Adjusts the use of counseling skills to meet student needs.
   ☐ 3 ☐ 2 ☐ 1 ☐ NA
3. Provides feedback to students on their progress in counseling.
   ☐ 3 ☐ 2 ☐ 1 ☐ NA
4. Demonstrated appropriate use of attending skills.
   ☐ 3 ☐ 2 ☐ 1 ☐ NA
5. Demonstrated appropriate use of opened-questions.
   ☐ 3 ☐ 2 ☐ 1 ☐ NA
6. Demonstrated appropriate use of restatements.
   ☐ 3 ☐ 2 ☐ 1 ☐ NA
7. Demonstrated appropriate use of reflection of feelings.
   ☐ 3 ☐ 2 ☐ 1 ☐ NA
8. Attitude toward student shows that he/she values student relationship.
   ☐ 3 ☐ 2 ☐ 1 ☐ NA
9. Creates a developmentally appropriate theoretical case conceptualization.
   ☐ 3 ☐ 2 ☐ 1 ☐ NA
11. Creates a developmentally appropriate action plan for the student.
    ☐ 3 ☐ 2 ☐ 1 ☐ NA

B. Observation of Group Counseling (PI 34 Pupil Services Standards Addressed: 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 6, 7).
1. Demonstrates a variety of effective group counseling skills (e.g., attending and listening, questioning, providing feedback, and managing the time/pace of group sessions)
   ☐ 3 ☐ 2 ☐ 1 ☐ NA
2. Understands how to adjust group counseling skills or strategies to address students’ level of
development.
☐ 3  ☐ 2  ☐ 1  ☐ NA
3. Provides feedback to students during group on their progress toward their counseling goals.
☐ 3  ☐ 2  ☐ 1  ☐ NA
4. Accurately evaluates the effectiveness of group counseling interventions.
☐ 3  ☐ 2  ☐ 1  ☐ NA
5. Attitude in group counseling demonstrates that student values relationships with students.
☐ 3  ☐ 2  ☐ 1  ☐ NA
6. Shows flexibility in the use of various group counseling skills.
☐ 3  ☐ 2  ☐ 1  ☐ NA

C. Counseling with Diverse Students (PI 34 Pupil Services Standards Addressed: 1.1, 1.2, 1.3, 1.9, 2, 6).
1. Integrates theories and models of diversity and social justice into conceptualizations of students.
☐ 3  ☐ 2  ☐ 1  ☐ NA
2. Selects interventions and activities that are culturally-appropriate for students and schools.
☐ 3  ☐ 2  ☐ 1  ☐ NA
3. Articulates how own cultural background influences work as a school counselor.
☐ 3  ☐ 2  ☐ 1  ☐ NA
4. Seeks to increase own knowledge about diversity and social justice via ongoing supervision, consultation, and learning.
☐ 3  ☐ 2  ☐ 1  ☐ NA
5. Shows appreciation for how multiple aspects of diversity influence school counseling theory, practice, and research.
☐ 3  ☐ 2  ☐ 1  ☐ NA
6. Articulates how diversity influences multiple facets of student development.
☐ 3  ☐ 2  ☐ 1  ☐ NA
7. Expresses appreciation for student’s diverse background.
☐ 3  ☐ 2  ☐ 1  ☐ NA
8. Understands that integrating diversity and cultural heritage of students into school counseling services enhances such programs.
☐ 3  ☐ 2  ☐ 1  ☐ NA

D. Developmental Guidance Lesson Plan (PI 34 Pupil Services Standards Addressed: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2, 6).
1. Identified appropriate competency from ASCA Mindsets and Behaviors (2014) for the activity.
☐ 3  ☐ 2  ☐ 1  ☐ NA
2. Identified appropriate learning activities for the target audience.
☐ 3  ☐ 2  ☐ 1  ☐ NA
3. Demonstrated effective group facilitation/class management skills that meet the needs of students in the classroom.
☐ 3  ☐ 2  ☐ 1  ☐ NA
4. Appropriately presented lesson plan content information to students.
☐ 3  ☐ 2  ☐ 1  ☐ NA
5. Promotes a classroom environment that is conducive to learning for all students.
☐ 3  ☐ 2  ☐ 1  ☐ NA
6. Responds well to student needs and questions during classroom instruction/group activity.
☐ 3  ☐ 2  ☐ 1  ☐ NA
7. Describes and implements an appropriate evaluation plan for the activity.
☐ 3  ☐ 2  ☐ 1  ☐ NA

8. Integrates and values how students’ diverse backgrounds enhanced the outcome of the developmental guidance activity.
☐ 3  ☐ 2  ☐ 1  ☐ NA

E. Transition Services (PI 34 Pupil Services Standards Addressed:  1.6, 1.9, 1.10, 3, 6, 7).
1. Demonstrated understanding of developmental theory and the ability to apply such knowledge to design activities that will help students and their parents/guardians navigate educational transition points.
☐ 3  ☐ 2  ☐ 1  ☐ NA

2. Demonstrated knowledge of PK-12 academic options and post-secondary academic and career options.
☐ 3  ☐ 2  ☐ 1  ☐ NA

3. The implementation of the student’s transition presentation promotes student growth and development through educational transitions.
☐ 3  ☐ 2  ☐ 1  ☐ NA

4. The student’s transition presentation facilitates students’, as well as their parents’/guardians’, identification and understanding of educational transition points.
☐ 3  ☐ 2  ☐ 1  ☐ NA

5. The student’s transition presentation helps students and parents/guardians develop appropriate academic and career plans.
☐ 3  ☐ 2  ☐ 1  ☐ NA

6. The student’s transition presentation demonstrates her/his belief that educational transition points are important opportunities to promote student growth and development.
☐ 3  ☐ 2  ☐ 1  ☐ NA

F. Collaboration with Pupil Service Staff Member (PI 34 Pupil Services Standards Addressed:  1.6, 1.7, 1.9, 1.10, 3, 5, 6, 7).
1. Demonstrated knowledge of the roles and functions of the members of the pupil services team.
☐ 3  ☐ 2  ☐ 1  ☐ NA

2. Can identify appropriate referral concern for in-school project or program for collaboration through consultation with a member(s) of the pupil services team.
☐ 3  ☐ 2  ☐ 1  ☐ NA

3. Knows a variety of prevention and intervention strategies to address student concerns or services.
☐ 3  ☐ 2  ☐ 1  ☐ NA

4. Worked in a collaborative manner with pupil service professional on student referral or student service.
☐ 3  ☐ 2  ☐ 1  ☐ NA

G. Integration of Technology into School Counseling Services (PI 34 Pupil Services Standards Addressed: 1.4, 1.6, 1.7, 3)
1. Selected an appropriate technology for an identified guidance activity and clearly articulated its use within the context of the emerging technology in education and school counseling practice.
☐ 3  ☐ 2  ☐ 1  ☐ NA

2. Demonstrated how to use technology to enhance students learning.
☐ 3  ☐ 2  ☐ 1  ☐ NA

3. The supervisee’s assessment of the results of the activity indicated students’ learning of academic,
career, and/or social/emotional competencies were clearly and significantly enhanced by the use of technology.
☐ 3  ☐ 2  ☐ 1  ☐ NA
4. Accurately evaluated effect technology had on promoting student growth and learning during the developmental guidance lesson.
☐ 3  ☐ 2  ☐ 1  ☐ NA
5. Articulated a detailed appreciation for the role of technology in meeting the learning needs of students with diverse learning styles.
☐ 3  ☐ 2  ☐ 1  ☐ NA

Section II: Management/Accountability of School Counseling Services
A. Evaluation of Services & Activities (PI 34 Pupil Services Standards Addressed: 1.2, 1.8, 1.9, 1.10 2, 3, 5, 6).
1. Identifies appropriate assessments for the evaluation of the counseling program.
☐ 3  ☐ 2  ☐ 1  ☐ NA
2. Organizes the assessments results in a way that is meaningful.
☐ 3  ☐ 2  ☐ 1  ☐ NA
3. Communicates the assessment results to supervisor in a way that conveys they understand the implications of the data.
☐ 3  ☐ 2  ☐ 1  ☐ NA
4. Uses the results to evaluate the effectiveness of the current developmental guidance lesson or activity.
☐ 3  ☐ 2  ☐ 1  ☐ NA
5. Discusses with her/his supervisor the implications the results may have for improving developmental guidance lessons or activities in the future.
☐ 3  ☐ 2  ☐ 1  ☐ NA
6. Values how program evaluation can improve a school counseling activity.
☐ 3  ☐ 2  ☐ 1  ☐ NA

Section III: Foundations of School Counseling Services
I. Ethical and Professional Behavior (PI 34 Pupil Services Standards Addressed: 1.9, 3, 4).
1. Supervisee was knowledgeable about the relevant ethical and legal requirements involving school counseling practice.
☐ 3  ☐ 2  ☐ 1  ☐ NA
2. Supervisee reliably considered ethical and legal issues in her/his school counseling work.
☐ 3  ☐ 2  ☐ 1  ☐ NA
3. Supervisee made thoroughly reasoned decisions when handling ethical and legal issues.
☐ 3  ☐ 2  ☐ 1  ☐ NA
4. Supervisee showed a commitment to high ethical standards
☐ 3  ☐ 2  ☐ 1  ☐ NA
5. Supervisee was appropriately professional in his/her interactions with staff, students, parents, etc.
☐ 3  ☐ 2  ☐ 1  ☐ NA
6. Supervisee was conscientious with his/her responsibilities, and completed them well
☐ 3  ☐ 2  ☐ 1  ☐ NA
Section IV: Comments
J. Please comment on the supervisee’s responsiveness to supervision, professionalism in the work place, and the quality of her/his work:

Click or tap here to enter text.

K. Please comment on areas of growth for the supervisee:

Click or tap here to enter text.

L. Please comment on areas in which the supervisee is showing exemplary knowledge or abilities:  

Click or tap here to enter text.

School Supervisor’s Signature: Click or tap here to enter text. Date: Click or tap to enter a date.

Student’s Signature: Click or tap here to enter text. Date: Click or tap to enter a date.

Faculty Supervisor’s Signature: Click or tap here to enter text. Date: Click or tap to enter a date.

*** Adapted from: University of Wisconsin Oshkosh, Professional Counseling Department, Internship/Internship Evaluation Form
APPENDIX F

SITE EVALUATION FORM FOR SCHOOL COUNSELING INTERNSHIP STUDENTS

Directions: The student completes this form at the end of each school counseling internship. The completed form should be turned in to the School Counseling Program Director at Mt Mary University.

Student ________________________
Internship Placement Site ________________________
Dates of Internship placement ________________________

Rate the following questions about your site and experiences with the following scale:
A. Very satisfactory B. Moderately satisfactory C. Moderately unsatisfactory D. Very unsatisfactory

________ Amount of on-site supervision
________ Relevance of experience to career goals
________ Exposure to and communication of site goals
________ Exposure to and communication of site policies/regulations/procedures
________ Exposure to professional roles and functions within the setting
________ Exposure to information about community resources
________ Administrative support for the site counseling program
________ Appropriate supervisee office space and working conditions
________ Appropriate support by site of the supervisee

Using the same scale as above, rate all applicable experiences that you had at your site. Leave a blank space for experiences you did not have. Feel free to comment about specific experiences.

________ Record keeping/counseling notes
________ Classroom Guidance
________ Programming/planning activities
________ Administration and interpretation of tests
________ Staff development workshops
________ Individual counseling
________ Group counseling
________ Family/couple counseling
________ Psycho-educational activities
________ Consultation
________ Support team, collaboration with other professionals
________ Career counseling
________ Program evaluation
________ Other ____________________________

Comments: Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D).

Based on your practicum/internship experience, select one of the following statements:
___ I wholeheartedly recommend this site for future students.
___ I recommend this site for future students.
___ I recommend this site, with reservations, for future students. Reason: ____________________________
___ I do not recommend this site for future students. Reason: ____________________________
APPENDIX G

EVALUATION OF SCHOOL SITE SUPERVISOR
(To be completed by the student intern)

Directions: The student completes this form at the end of each school counseling internship. The completed form should be turned in to the School Counseling Program Director at Mt Mary University.

Supervisor’s Name: __________________________________________

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

<table>
<thead>
<tr>
<th>RATING CATEGORIES</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. My Supervisor:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Explained his/her role as my supervisor</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>2. Made me feel at ease with the supervisory process</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>3. Gave me feedback about my role as a counselor that was accurate and that I could use</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>4. Helped me clarify the issues that my students needed assistance with</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>5. Assisted me in understanding my own feelings about the student and his/her issues</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>6. Encouraged me to develop a plan to work with specific students</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>7. Modeled appropriate counseling techniques when necessary</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td><strong>II. My Supervisor helped Promote:</strong></td>
<td></td>
</tr>
<tr>
<td>8. My professional identity by encouraging membership in professional organizations</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>9. Professional standards by encouraging certification and accreditation of supervisors by accrediting bodies (State and National)</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td>10. Legal and ethical practice by discussing and modeling appropriate ethical standards</td>
<td>1 2 3 4 n/a</td>
</tr>
<tr>
<td><strong>III. I Felt:</strong></td>
<td></td>
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<tr>
<td>11. Confident of the counseling skills of my supervisor</td>
<td>1 2 3 4 n/a</td>
</tr>
</tbody>
</table>
12. My supervisor respected me and was concerned with my professional growth
   
13. My supervisor was committed to his/her role as a supervisor
   
14. Motivated and encouraged me
   
15. My supervisor served as an appropriate professional role model
   
16. Supervision sessions allowed for personal and professional growth
   
17. Recognizes his/her own limitations
   
18. My supervisor was genuine, congruent, empathic, and honest

IV. My Supervisor Helped Me:
19. Clarify my own ideas about counseling theory
   
20. Focus on specific counseling strategies to assist the client
   
21. Develop techniques to resolve conflict

Please complete the following demographic questions. The demographics will be used for descriptive analysis in research.

Your gender: ________  Supervisor’s gender: ________

Your age: ________  Supervisor’s age: ________

Your racial/ethnic background: ________________________________

Your supervisor’s racial/ethnic background: _____________________________

Number of years that your supervisor has been a school counselor: ___________
Appendix H  
School Counseling Exit Survey

Name: ________________________________ Date: __________

Permanent e-mail address: ________________________________

SECTION I: Courses and program

1. Please rank order the three courses that were most significant in contributing to your personal growth.
   1.
   2.

2. Please rank order the three courses that were most significant in contributing to your professional and career growth.
   1.
   2.

3. Identify the one, most significant MMU experience that has contributed to both your personal and professional growth.
   _______________________________________________________________________________
   _______________________________________________________________________________

4. What did you like best about the program and why?
   _______________________________________________________________________________
   _______________________________________________________________________________

5. What did you like least about the program and why?
   _______________________________________________________________________________
   _______________________________________________________________________________

6. What aspects of the M.S. in Counseling Program at MMU could be enhanced to better prepare our students for internship experiences?
   _______________________________________________________________________________
   _______________________________________________________________________________

7. After program completion, where do you see:
   Your greatest gains in competency ________________________________________________
   and
   Areas needing continued growth ________________________________________________

8. Would you recommend it to others? Why or why not?
   ____ Yes, _________________________________________________________________________
   ____ No, _________________________________________________________________________
SECTION II: Competency Self-Evaluation

1. How satisfied are you with your ability to deliver the following services:

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
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<tr>
<td>Group Counseling</td>
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<tr>
<td>Classroom Guidance</td>
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<tr>
<td>Crisis Counseling</td>
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</table>

2. How satisfied are you with your **KNOWLEDGE** in the following areas:

<table>
<thead>
<tr>
<th>Knowledge Area</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
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</thead>
<tbody>
<tr>
<td>b. ASCA National Model</td>
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<tr>
<td>c. models of P-12 comprehensive career development</td>
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<tr>
<td>d. models of school-based collaboration and consultation</td>
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<tr>
<td>e. assessments specific to P-12 education student advocacy</td>
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<tr>
<td>Counseling Theories</td>
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<td>Role in crisis management</td>
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<tr>
<td>Roles in relation to college and career readiness</td>
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<td>PBIS/RtI – Multitiered systems of support</td>
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<td>Models of social justice counseling</td>
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<tr>
<td>Substance use and youth/families</td>
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<td>Trauma Sensitive Schools</td>
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<tr>
<td>Impact of aspects of diversity on academic, career, social-emotional development</td>
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<tr>
<td>Classroom management</td>
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<tr>
<td>Disorders of Childhood/Adolescence</td>
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<tr>
<td>Professional Role &amp; Identity</td>
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<tr>
<td>Ethical &amp; Legal Standards</td>
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</table>

3. How satisfied are you with your **SKILL** in the following areas:

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. development of school counseling program mission statements and objectives</td>
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<tr>
<td>b. design and evaluation of school</td>
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</tbody>
</table>
counseling programs

c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
d. interventions to promote academic development
e. use of developmentally appropriate career counseling interventions and assessments
f. techniques of personal/social counseling in school settings
g. strategies to facilitate school and postsecondary transitions
h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
i. approaches to increase promotion and graduation rates

4. How would you rate your DISPOSITION in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I appreciate individual differences</td>
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<tr>
<td>Recognize the importance of student advocacy &amp; serving as a change agent</td>
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<tr>
<td>Use supervision effectively</td>
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<tr>
<td>Committed to professional growth and development</td>
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<tr>
<td>Values engaging students’ support systems</td>
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<tr>
<td>Recognizes the importance of supervision and case consultation</td>
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<tr>
<td>Appreciates learning and cultural differences</td>
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<tr>
<td>Recognizes the importance of self-awareness/reflection</td>
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<tr>
<td>Values the integration of culture, race, sexual orientation, gender, abilities/disabilities, SES, and spirituality into counseling</td>
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</tbody>
</table>

_____________________________  ___________________________  _____
Student Signature            Faculty Signature           Date