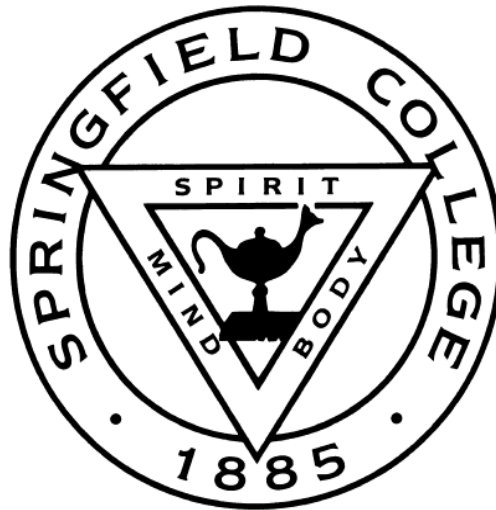


School Counseling Fieldwork Handbook

**School Guidance Counseling, PreK-8, 5-12
School Social Worker/School Adjustment
Counseling, All Levels**



INITIAL LICENSE

PUBLISHED AUGUST 2011

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Dear Supervising Practitioner, College Supervisor and Practicum Student:

Welcome to another exciting year of partnership in School Counselor preservice preparation! As we continue to refine our graduate level licensure programs to meet the needs of students and the changing landscape in education, you will notice that the School Counseling practicum requirements have been revised to include a Preservice Performance Assessment (PPA) System that is consistent with the MA Department of Elementary and Secondary Education performance assessment requirements.

As always, we are excited by the skills, enthusiasm and professionalism demonstrated by the graduate students who have elected this program to serve as their training ground in the field of school counseling. We are also delighted by the dedication and commitment of the supervising practitioners who will be working with them. The collaborative work we do in the coming year will impact us all, and will impact children and schools for years to come. Thank you for your dedication to our profession.

Open communication between supervising practitioners, students, and college supervisors is critical as our students experience the challenges of putting theory into practice. Please feel free to contact me at anytime regarding questions and concerns in the coming year.

Sincerely,

Allison Cumming-McCann, Ph.D.
Director, School Counseling Program

PEOPLE TO KNOW

OFFICE OF EDUCATOR PREPARATION & LICENSURE

The best way to reach anyone in this office is by calling the office number at: 413-748-3155.

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SCHOOL COUNSELING PROGRAM

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Allison Cumming-McCann, Ph.D.
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Pat Watrous
College Supervisor & Seminar Professor
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Pre-Practicum

Students complete a 60-hour pre-practicum experience in a public school. This experience is embedded in the course, **PSYC 645 Prevention & Group Counseling in Schools**. For more information, please see the Pre-Practicum Contract and evaluation forms, later in this handbook.

Pre-Practicum Performance Assessment

Students and supervising practitioners sign a contract at the beginning of the pre-practicum, outlining the expectations for the experience. Weekly in **PSYC 645 Prevention & Group Counseling in Schools**, the class that accompanies the pre-practicum, students have opportunities to discuss their pre-practicum experience. Twice during the semester, they turn in sections of their daily journal documenting their pre-practicum experiences. In addition, throughout the semester students write a series of short papers on prevention and intervention issues related to their pre-practicum sites. At the end of the pre-practicum, supervising practitioners evaluate the pre-practicum student (See Pre-Practicum Site Evaluation Form). If problems are noted, students may be asked to repeat all or part of the 60-hour pre-practicum requirement in another school.

SCHOOL COUNSELORS**‡ ‡ DRESS FOR RESPECT ‡ ‡**

It is important to dress professionally each time you go to your Practicum site. While we each have our preferred style of dress, here are some basic ideas to keep in mind when dressing for your Practicum. Once you have established yourself in the field, you may choose to dress less formally. However, as a rookie school counselor, you need to make a special effort for people to view you seriously and professionally. You do not want to be mistaken for a school student. The people you work with during your Practicum may be the people who hire you, and certainly will serve as important references.

DO:

- Notice what other people in the counseling department are wearing, and dress like the more formally dressed people
- Look well-groomed and neat
- Make sure your clothes are clean and unwrinkled
- Make sure you are not showing too much skin and are not dressed seductively
- If you have long hair, consider wearing it up in a bun or back in a pony tail, or styling it neatly in some other way
- Wear clothes that make you look mature and professional
 - Women may want to wear clean slacks or a skirt (knee length or below) with a nice sweater or jacket, or a dress
 - Men may want to wear dress slacks, khakis, or a suit. As for a tie, notice if the other men in the office are wearing them or not. It is better to be a little more formal than casual in comparison to what others in the office are wearing.

DON'T:

- Dress like the students
- Wear jeans
- Wear revealing, low-cut, or overly tight shirts or short skirts
- Dress in dirty or wrinkled clothes
- Wear shorts, sweat shirts, or sweat pants
- Wear sneakers, flip-flops, hiking boots, or informal sandals
- Wear hats or do-rags

Dress-down Fridays: What should you do if your department has dress-down Fridays? Based on past experience, I recommend that you still dress professionally. Unlike the fulltime permanent staff counselors, you have to demonstrate on a daily basis that you are at a professional level. Your attire is a first step in conveying the right impression.

SPRINGFIELD COLLEGE SCHOOL COUNSELING
PRE-PRACTICUM CONTRACT

Pre-Practicum Semester _____

The pre-practicum offers students enrolled in the School Counseling Program at Springfield College an opportunity to gain first-hand knowledge of school counseling. Ideally, students will be exposed to a variety of school counseling activities and will be able to assist the School Counseling Department in a meaningful way, as appropriate. The pre-practicum consists of 60 on-site hours working with a school counselor at a school, plus attendance at a pre-practicum seminar at Springfield College. Students are encouraged to enroll in the pre-practicum relatively early during their program of study, to begin making connections between classroom learning and school practice.

I, _____, understand that _____
Student Name Cooperating School

will allow me to participate in a pre-practicum experience beginning on _____
and ending on _____, comprised of at least ____ hours at the school.

I will do my best to be helpful to my site supervisor and the school in which I am performing the pre-practicum. I know I will be evaluated at the end of the pre-practicum by the site supervisor. I am aware that the site supervisor and the Springfield College supervisor may communicate with each other, if needed.

Pre-Practicum Student Signature & Date

In signing this sheet, we are agreeing to the above conditions, and expressing our expectation that this experience will be productive and positive for all.

Site Supervisor Signature & Date

School Principal Signature & Date

Springfield College Pre-Practicum Student Evaluation Form

Student's Name _____ Date of Completion _____ Total Hours _____

School & Grade Level _____

Supervising Practitioner's Name & Signature _____

This form is to be filled out by the Supervising Practitioner and given to the student in a sealed envelope or sent to: Allison Cumming-McCann, Director, School Counseling, Psychology Dept., 263 Alden Street, Springfield, MA 01109. If you have questions please call Allison Cumming-McCann at: 413-748-3025. This form is designed to allow the Supervising Practitioner to evaluate the abilities of the student as a school counselor, for support and follow-up. Please rate the student:

1 = Seldom 2 = Sometimes 3 = Often 4 = Always NA = Not Applicable

The student:

was eager to learn	1	2	3	4	NA
explored many aspects of the Counseling Department	1	2	3	4	NA
arrived on time and prepared to work	1	2	3	4	NA
asked appropriate questions	1	2	3	4	NA
observed the rules of confidentiality	1	2	3	4	NA
worked with a professional manner & attitude	1	2	3	4	NA
sought to understand roles of school support staff	1	2	3	4	NA
met with other counselors in the Department	1	2	3	4	NA
grasped the concepts presented	1	2	3	4	NA
accessed personnel appropriately	1	2	3	4	NA
learned about computer counseling programs	1	2	3	4	NA
explored career information	1	2	3	4	NA
sought info on personal & social counseling	1	2	3	4	NA
demonstrated interest in academic counseling	1	2	3	4	NA
showed appropriate initiative	1	2	3	4	NA
showed ability work with diverse students & families	1	2	3	4	NA
demonstrated appropriate interpersonal skills	1	2	3	4	NA
came to work looking professional	1	2	3	4	NA
demonstrated ability to work with students of this age	1	2	3	4	NA
is welcome here in another capacity at another time	1	2	3	4	NA

We welcome additional comments: (Please feel free to use the other side)

PRACTICUM

SCHOOL GUIDANCE COUNSELING

&

SCHOOL ADJUSTMENT COUNSELING

Practicum

Students complete a practicum of at least 450 hours in an educational setting, usually in a public school. Students are supervised by licensed/certified school counselors. Students need to attend an orientation session given by the Educator Preparation Office (ext. 3155) early in the semester before they hope to begin their practicum. The Educator Preparation office will give the student practicum application materials and will help make arrangements for a practicum site. The program has a list of schools in the region where previous students have had high-quality supervision and breadth and depth in their practicum training. Students who know of a site where they hope to do their practicum, and of a supervisor with whom they hope to work, are given an opportunity to request placement in the site of their choice. Students will not be placed in a school that they attended, or a school with which they have a prior relationship that might complicate their practicum experience (e.g., where a parent is employed or the school that their children attend). Along with their practicum, students are required to enroll in **PSYC 683 Ethical School Counseling Practicum Seminar**, which is a course that meets weekly to provide peer supervision, a forum to discuss practicum experiences, and an opportunity to study school law, ethical standards of school counseling and other related issues pertinent to the profession.

Requirements to Enroll in Practicum**Standards for practicum placement:**

- 1) A grade of B or better in:
 - PSYC 601: Developmental School Guidance Counseling (a prerequisite for PSYC 645)
 - PSYC 622: Principles of Counseling
 - PSYC 645: Prevention & Group Counseling in Schools (in exceptional circumstances may be taken in the same semester as the practicum with Program Director approval)
 - PSYC 685: Counseling Practicum
- 2) Completion of at least three additional Springfield College graduate courses required for the School Counseling Program with a grade of B or better.
- 3) A minimum 3.00 cumulative grade point average for all graduate courses taken.
- 4) Passing scores on the Communication and Literacy Skills Tests of the Massachusetts Tests for Educator Licensure (MTEL).
- 5) The personal characteristics needed to become an educator (for example, responsible, dependable, hard working, professional, committed to the field of education, etc.).
- 6) The approval of the School Counseling Program Director to begin the practicum. This decision will be based on the level of skill and professionalism demonstrated in the pre-practicum and in courses. Where necessary, the Program Director may consult with instructors in relevant classes (e.g. Counseling Practicum) to assess the student's skill level. If a student is deemed not ready to begin the practicum, he or she will be advised of the necessary steps to take to be recommended to begin the practicum. These may include:
 - * completing additional required coursework
 - * volunteering or working in counseling or educational settings
 - * taking a leave of absence from the program
 - * seeking personal counseling or psychotherapy

If a student is unable to be placed in a practicum (for instance, cannot pass the MTEL after several attempts and decides to desist), the student may apply to transfer to another Springfield College graduate program (e.g. General Counseling). If the student changes programs, Springfield College will not be able to endorse the student for school counselor licensing.

Practicum Objectives and Assessment

The objectives for the practicum experience include the six professional standards stated in the Massachusetts Regulations for Support Personnel. All written assignments, which are included in the preservice counselor's evidence binder and portfolio, serve as a basis for assessing the preservice counselor's performance. The six standards are as follows:

- a. Counseling/Consultation Skills
- b. Academic Advising and Career/College Counseling
- c. Group Counseling/Group Guidance/Developmental Guidance
- d. Laws/Special Education
- e. Assessment
- f. Referral

The Preservice Performance Assessment (PPA) System outlined below is followed to ensure that all standards have been met.

Springfield College Preservice Performance Assessment (PPA) System

1. Student counselor puts all documents in an evidence binder. Lists appropriate documents in the evidence column of the Preservice Performance Assessment. All documents must be cited as specifically as possible (e.g., presentation outlines, meeting notes, date of journal entry or observation).
2. Student counselor submits electronic copy of the draft Preservice Performance Assessment (PPA), with the evidence column filled in, to the college supervisor at the midterm and provides a paper copy to the supervising practitioner. [See sample PPAs in fieldwork handbook for examples of evidence.]
3. College supervisor, supervising practitioner, student counselor use the draft PPA to independently fill out the Springfield College Midterm Evaluation Form. (See completed sample draft PPA in this handbook.)
4. A 3-way midterm meeting is held to review student counselor progress. If satisfactory progress is not being made a Springfield College Intervention Warning form is to be completed.
5. Student counselor submits an electronic copy of the final draft of the Preservice Performance Assessment (PPA), with the evidence column filled in, to the college supervisor and supervising practitioner 3-5 days prior to the final 3-way final evaluation meeting.

6. Both supervisors review PPA and verify evidence. They can check the student's evidence binder for supporting documents. The supervisors then work together to assign ratings, write comments for each standard and the "Summary Comments" (last page of PPA). This is often done via email. Once both supervisors agree on all ratings and comments they meet with the student counselor for the final 3-way conference and then sign off on all pages of the PPA.
7. Upon successful completion of the practicum experience, the supervising practitioner and the college supervisor sign off on all pages of the Preservice Performance Assessment attesting to the fact that they believe the student demonstrated the standards of effective counseling required for the license sought. (See the fieldwork handbook for a listing of required assignments and assessment tools.)

Note: Samples of all of the documents referenced above can be found in this handbook.

Practicum Roles and Responsibilities

School Counseling Program Director

The School Counseling Program Director will be responsible for the following duties:

- a) Check student records for eligibility to begin the practicum;
- b) Help match students with appropriate school sites;
- c) Conduct all written correspondence with school officials;
- d) Provide Students, supervising practitioners and college supervisors with information packets containing relevant information and forms;
- e) Submit PDP forms to the Office of Educator Preparation for each supervising practitioner;
- f) Submit grades from college supervisors to the Registrar at the end of the semester;
- g) Resolve problems that may occur beyond “normally expected” levels;
- h) Collect and submit expense vouchers for college supervisors.

College Supervisor

Depending on their location, some practicum students have the School Counseling Program Director, as their college supervisor, and others are supervised by experienced school counselors who have agreed to take on these responsibilities as Springfield College adjunct instructors. The college supervisor serves as a liaison between the college and the practicum schools. This individual will serve as a resource person to the supervising practitioner, the Program Director and the practicum student.

See *College Supervisor Checklist-Things to Cover*, found in miscellaneous section of handbook.

He/she is required to:

1. Visit and observe the student and conference with the student and supervising practitioner at least three times during each practicum placement (four times for students who are doing a two-semester placement), including the initial visit described in #2 below.
2. Visit the practicum site and have an initial meeting with the practicum student and supervising practitioner during the first three weeks of the practicum placement (as early as possible). During this first site visit, ask the supervising practitioner to fill out the Practicum Checklist, and discuss planned practicum activities and expectations.
3. Monitor student progress in the field placement and notify the Director of any issues or concerns.
4. Review all written material as appropriate and review selections from student journals and progress reports. Provide students with feedback on these in a timely manner (through emails, phone calls, or written comments).
5. Review the student’s draft Preservice Performance Assessment (PPA) and complete the Midterm Evaluation Form for each practicum student. The contents of midterm and draft PPA should be discussed with the student and the practitioner at the 3-way midterm conference.

6. Convey concerns about any practicum student, supervising practitioner, or practicum placement site to the Program Director as soon as these develop. Fill out an Intervention Warning Form if there is any chance the student counselor may not be able to meet all state professional standards and is at risk of not being recommended for licensure.
7. For the final evaluation, be responsible for completing the Preservice Performance Assessment (PPA). Review all of the evidence listed by the student on the PPA. Check the student's evidence binder for supporting documents. Consult with the supervising practitioner to verify, add and/or subtract evidence from the PPA. Work with the supervising practitioner to fill in a rating, write comments for each standard and complete the "Summary Comments." Submit a copy of the final PPA to the supervising practitioner prior to final 3-way conference (send via email if possible). The contents of the PPA should be discussed with the student and the supervisor at the final 3-way conference. The college supervisor is responsible for submitting the signed PPA (which includes the practicum report) to the Educator Preparation Office at the end of each practicum experience. [Please double check to make sure the PPA is signed in all places.] A copy of the PPA will be kept in the student's file.
8. Submit an end of the semester report to the Program Director with the completed midterm evaluation form, the final PPA (including the Practicum Report) with the required signatures, and the final practicum grade.
9. Submit monthly expense reports for mileage to the Psychology Department secretary in a timely fashion.
10. Be available for occasional consultations to practicum students if problems arise at their sites (e.g., ethical dilemmas, students in crisis). Students should be encouraged to speak directly with their supervising practitioners, but having an outside person to consult with can be invaluable as well. If major concerns arise, these should be communicated to the Program Director and the Director of Educator Preparation and Licensure.

The college supervisor will receive a folder with all required forms within the first three weeks of the semester. He/she will be responsible for completing all forms and returning the completed folder with a report to the Director. Samples of all forms can be found in this handbook.

Supervising Practitioner

The role of the supervising practitioner during the practicum is significant. Adjusting to the position of School Counselor can be difficult for some students, while it appears to be easy and natural for others. During the first few weeks, practicum students are learning the language of professional counseling, experiencing new routines as an authority figure rather than a student, learning to develop and implement interventions, and facing the reality of their career decision. Some practicum students seek out new challenges at their practicum sites whereas others wait for duties to be assigned to them.

See *Supervising Practitioner Checklist-Things to Cover*, found in miscellaneous section of handbook.

Supervising practitioners are expected to guide these practicum students in their initiation into the field of School Counseling. Supervising practitioners may be responsible for five roles at some time during their relationship with the practicum student:

1. **Teacher:** The supervising practitioner should make available to the student a copy of the policy handbook and is responsible for sharing knowledge and experience. In the early weeks the practicum student will need help in “learning the ropes” and the names of other personnel, layout of the facility, general policies and procedures, etc. Throughout the practicum, the supervising practitioner will help the student learn to manage time; keep records; use computer counseling programs; develop and implement intervention plans with students, families, groups, and colleagues; work with families, school students, and other staff; provide the intern with a caseload ranging from 15-30 students; and helps them develop effective counseling skills. The practicum student will need help in understanding school policies and state law regarding customary practices and ethical dilemmas. The practicum student will need to understand the referral process for accessing additional resources for school students who need additional help. Most practicum students are eager to learn as much as they can from their supervisors.
2. **Cheerleader:** Becoming a School Counselor is a radical shift in identity for some practicum students. During that shift there are times when they will know they have made the right career choice: their energy will be high; they will feel like they are effective in helping school students learn and grow, and they will be convinced that they are on the right track. There will also be times when they want to turn and run, because the challenge seems too great: they will question whether they have made the right choice and whether they have what it takes. They may be overwhelmed with the caseloads handled by many School Counselors today, or they may be appalled at the problems faced by some of the school students. These times may be filled with self-doubt and frustration. During these difficult times their mentor is most important. The supervising practitioner can help practicum students maintain focus on the reasons they have decided to become School Counselors by providing positive support and encouragement. Supervisors help students reflect on the deeper meaning of counseling and the potential long-term impact of School Counselors.
3. **Sponsor:** As the sponsor of an initiate into the School Counseling profession, supervising practitioners serve as role models. The actions of the supervising practitioner will influence the professional practice of the practicum student far beyond this initial year of training. The supervising practitioners’ attitudes toward the job, colleagues, administrators, school students, and professional development, will influence the practicum student’s developing attitudes in these areas.
4. **Friend:** If the supervising practitioner teaches, sponsors, and encourages the practicum student, they are likely to become professional friends and colleagues.
5. **Evaluator:** The practicum enables students to put into practice all they have been studying in their courses. It is also an opportunity for them to develop the skills they need to succeed as School Counselors. The supervising practitioner will be expected to observe and provide direct feedback to the practicum student on a regular basis. Feedback should be related to the development of effective counseling practices and professionalism. If there are serious concerns about the practicum student’s ability to handle any of the tasks of professional

School Counselors, or concerns around ethics, professionalism, or other issues, it is important that the supervising practitioner communicate these to the practicum student, the faculty supervisor, and the Program Director as soon as possible. On rare occasions, inadequate performance on the practicum necessitates that a given student repeat a practicum in another school. Grossly incompetent or unethical behavior might result in a student not being recommended for licensing. All deficiencies should be documented in detail as soon as possible, to allow time for remediation.

In addition to these roles, the supervising practitioner is required to provide the following:

1. Ongoing informal observations and specific feedback to students.
2. Formal written observations and feedback at least twice throughout the practicum.
3. A minimum of one hour of conferencing with supervisees per week. These conferences should be formal and the time set aside in advance. Experience has shown that on-the-fly conversations are inadequate to provide the kind of guidance practicum students need. This time investment will be recouped by the practicum students' increased ability to perform at high levels at the site, with this kind of supervision. These conferences should be directly related to the duties and responsibilities of the students and their development as counselors.
4. Meet conjointly with the practicum student and the college supervisor at least three times during the practicum (four times when the practicum takes place over two semesters).
5. Complete the Midterm Evaluation form for the midterm conference (use observations and the evidence found on the student's draft Preservice Assessment (PPA) as a basis for the midterm evaluation). The practitioner should provide one copy of the midterm and all observation forms to the student, one copy to the college supervisor, and keep one copy for his/her own records. The contents of the observations, midterm and draft PPA should be discussed with the student and the supervisor at the 3-way midterm conference.
6. Contact the College Supervisor if serious concerns about a student's performance arise. If a student demonstrates a pattern of unprofessional behavior such as excessive lateness, unprofessional dress, unexcused absences, inability to work within the school setting, not following policies and procedures, or any behavior that puts the students or staff at risk of physical or emotional harm, the supervising practitioner should notify the college supervisor and a conference should be scheduled. Collaborate with the College Supervisor to fill out the Springfield College "Intervention Form."
7. For the final evaluation, review all of the evidence listed by the student on the Preservice Performance Assessment (PPA). Check the student's evidence binder for supporting documents. Collaborate with the college supervisor to verify, add and/or subtract evidence from the PPA. Review the ratings and all written comments on the PPA. Suggest additions and/or changes to the college supervisor. Sign the PPA and the Practicum Report in all places. The contents of the PPA should be discussed with the student and the supervisor at the final 3-way conference. A copy of the PPA will be kept in the student's file.

[Note: Samples of all forms can be found in this handbook.]

Tuition Grants and Professional Development Points

Special Note to Supervising Practitioners: Thank you for your willingness to mentor a Springfield College student. Supervising practitioners will receive a letter documenting Professional Development Points for mentoring students and a “perks” envelope with the option of requesting a tuition grant or a stipend. For more information contact the Educator Preparation Office, 413-748-3155.

Practicum Student Requirements

Graduate students participating in field experiences are expected to adhere to the rules, regulations, and standards of behavior and professionalism of the site where they are placed. While at the site they will be required to maintain a routine work schedule. Students will be responsible for working with the supervising practitioner and college supervisor to be sure the experience provides appropriate experiences for enhancing professional development.

Throughout the experience, students will:

1. Review and implement goals and expectations with the supervising practitioner.
 - a. Be receptive to feedback.
 - b. Meet with supervising practitioner at least one hour per week.
 - c. Observe counseling, assessment and management styles of a variety of on-site professionals.
 - d. Be responsible for a caseload of 15-30 students that covers the full range of grade levels (e.g., 9, 10, 11, and 12).
 - e. Be a team player! Work cooperatively.
 - f. Participate fully in all aspects of the life of the placement site. Take the opportunity to become a part of the community.
2. Be responsible for contacting the college supervisor to set up all required meetings and for providing him/her with the following materials:
 - a. Journal selections and progress reports;
 - b. Other assignments determined by the college supervisor and supervising practitioner;
 - c. Up-to-date contact information (phone numbers, address and email address).
3. Contact the supervising practitioner, college supervisor, and the Office of Educator Preparation & Licensure (748-3155) before any absence—preferably days in advance.

4. Behave in a legal, ethical, and moral manner throughout the practicum experience by maintaining both personal and professional integrity and avoiding any actions or involvement in procedures not approved by qualified supervisors which would cause harm to others;
5. Respect the integrity and protect the welfare of the individuals and groups with whom they work. They shall not misrepresent their roles or competencies to schools, agency staff, clients, students, or others. Professional concerns or problems with others shall be discussed with the supervising practitioner, college supervisor; Program Director and/or Director of Educator Preparation & Licensure.
6. Respect the confidentiality of information about schools, students and their families in the course of the practicum. Any discussion of students in the practicum course requires the disguising of identifying information;
7. Avoid undertaking any activity in which inadequate skills, personal problems, or role conflicts are likely to lead to inadequate performance. If such a situation arises, students shall seek assistance from the college supervisor or supervising practitioner to determine the appropriate course of action;
8. Participate in the Practicum Seminar and complete the requirements of the seminar, as outlined in the syllabus.
9. Maintain an evidence binder (3-ring notebook) throughout the practicum experience. All practicum documents must be put in the evidence binder. This includes handouts, outlines of presentations, log of meetings, meeting notes, journal entries, progress reports, supervisor observations and notes (see list of *Evidence Ideas for the PPA* in the miscellaneous section of this handbook). Practicum students should take care not to include materials containing confidential or sensitive information about the site, supervising practitioner or the pupils. The evidence binder should be organized in sections by type of document (e.g., journals, progress reports, case management notes) and put in chronological order. Supervisors will be reviewing documents in this binder to verify all evidence cited on the PPA.
10. Create a portfolio. The portfolio is an effective, individualized employment tool. It is required of all students in the School Counseling program. The purpose is to document learning, experiences, strengths, and skills acquired through coursework, employment and internships. It will be evaluated and graded as a part of the Ethical School Counseling Seminar course and must be completed 5 weeks prior to graduation.
11. Complete a Midterm Self Evaluation. Submit a draft Preservice Performance Assessment (PPA) with the evidence column filled in to the college supervisor and supervising practitioner prior to the midterm. All documents must be cited as specifically as possible (e.g., handout date/number, date of observation, date of journal entry). Complete the 2-page Midterm Evaluation Form using the draft PPA to independently fill out the midterm form.
12. Submit an electronic copy of the final draft of the Preservice Performance Assessment (PPA) with the evidence column filled in to the college supervisor and supervising practitioner 3-5 days prior to the final evaluation meeting. Make sure all documents are cited correctly and can be found in the evidence binder.

Overall Assessment of the Practicum Experience

Throughout the practicum, the college supervisor and supervising practitioner are in regular contact. They also hold at least three three-way meetings with the practicum student in which all participants share their evaluation of the student's practicum performance and the practicum experience. The college supervisor observes the practicum student engaging in group guidance or group counseling at least once.

Additionally, students keep detailed daily journals of their fieldwork experiences. The college instructor who teaches the practicum course reads selections from these journals on three occasions throughout the practicum and provides feedback to the student based on these journals. Based on concerns raised in the journals or during class discussions, the college supervisor may contact the supervising practitioner to discuss concerns, and devise a plan for addressing these. In PSYC 683: Ethical School Counseling Practice Seminar, students have structured opportunities to discuss their fieldwork experiences with their college supervisor and their peers.

Midway through the practicum supervising practitioners, college supervisors and practicum students fill out an evaluation form. The draft PPA is used as the basis for filling out the midterm evaluation. Where deficiencies are noted, the parties will work out a plan for addressing these.

At the end of the practicum the final PPA must be successfully completed. If one or more standards have NOT been met and deficiencies are still noted at the end of the practicum, the student may be asked to repeat all or part of the practicum at another site. Students will not be endorsed for licensure until they have clearly met all of the professional standards for School Counselors required by the State.

SPRINGFIELD COLLEGE SCHOOL COUNSELING PRACTICUM OBSERVATION FORM

Practicum Student: _____ **Observer:** _____

Date of Observation: _____ **Time:** _____

PRECONFERENCE: _____

1. Description of setting/activity being observed:

- Individual
- Small Group
- Classroom
- Other _____

Explain:

2. Purpose/goal/objective of activity being observed (attach any copies of lesson plans & cite any standards being met):

3. Focus of observer (e.g., establishing relationship, reflecting, classroom management, effectiveness of delivery, student engagement):

OBSERVATION: _____

1. General observations (notes on back of form):

2. Observations specific to focus:

3. What went well (specifically):

4. What questions do you have?

POST- CONFERENCE: _____

1. Reflections from practicum student:

2. Feedback, future recommendations, goals & follow-up:

Observer Signature _____ Practicum Student Signature _____

Springfield College
Educator Preparation & Licensure Office
Practicum/Practicum Equivalent
Intervention Warning

You are currently not making satisfactory progress in meeting your practicum requirements and standards. Students who fail to meet practicum requirements are at risk of failing and will not be recommended for licensure.

Date _____
Student _____ Program/Grade Level _____
Supervising Practitioner _____ College Supervisor _____
School _____ City/State _____

Area Needing Improvement (cite specific standards) _____

Sample Only

Steps to be taken to make satisfactory progress _____

College Supervisor Signature _____ Date _____

Supervising Practitioner Signature _____ Date _____

Date met with Director of Educator Preparation & Licensure _____

Director's Signature _____

I understand that if the above stated requirements are not met to the satisfaction of the college supervisor and the supervising practitioner upon the completion of the practicum, I will not be recommended for licensure.

Student's Signature _____ Date _____

SCHOOL GUIDANCE COUNSELING

SCHOOL GUIDANCE COUNSELING PRACTICUM CHECKLIST

Please check off the activities/opportunities the student will be expected to have during the practicum.

STANDARD A – COUNSELING/CONSULTATION SKILLS

- Work with selected caseload of students
- Provide individual counseling to students (Demonstrate appropriate interpersonal skills)
- Use counseling skills to identify, clarify and address student issues and concerns
- Use culturally relevant strategies in working with students
- Consult and collaborate with school staff (teachers, counselors, administrators)
- Participate in district initiatives related to student retention and achievement
- Consult and collaborate with families

STANDARD B – ACADEMIC ADVISING AND CAREER/COLLEGE COUNSELING

- Provide career/college counseling
- Use State Curriculum Frameworks to guide/structure work with students
- Provide academic counseling and participate in scheduling with students
- Use resource materials to facilitate career exploration
- Support students through the college application & financial processes
- Write recommendations

STANDARD C – GROUP COUNSELING/DEVELOPMENTAL GUIDANCE

- Participate in identifying and selecting group members
- Help facilitate/lead counseling groups
- Participate in career related classroom and group guidance activities such as; college fairs, financial aid seminars, test review, etc.
- Lead developmental counseling programs and activities such as career decision making, prevention of substance abuse, bullying, dealing with depression, etc.

STANDARD D – LAWS/SPECIAL EDUCATION

- Demonstrate knowledge of counselor's ethical and legal responsibilities (e.g., special education)
- Exposed to the counselor's role in accordance with state, federal, local and school laws/regulations (i.e., CHINS, 51A procedures, 504 plans, and attendance policies)
- Participate in pre-referral process with students, school staff and parents/guardians
- Participate in IEP/PPT meetings
- Exposed to the diagnosis process and treatment of learning and behavior disorders and how they affect student academic performance
- Collaborate with special needs team members to review, update and implement plans for students

STANDARD E – ASSESSMENT

- Assist in standardized test administration (MCAS, CAPT, PSAT, SAT, AP)
- Interpret test results and communicate results with students, teachers and families
- Use data to evaluate and improve effectiveness of counseling
- Identify objectives and evaluate outcomes of services provided to students

STANDARD F – REFERRAL

- Identify and use referral sources within the school system and the community
- Participate in referral procedures for students

Student Signature_____
Supervision Practitioner_____
Springfield College
Supervisor_____
Date

SPRINGFIELD COLLEGE
Midterm Evaluation for School Guidance Counseling Practicum Students

Students Name _____

School _____

Grade Level _____

Date _____

Midterm evaluation will be completed by the student, college supervisor and supervising practitioner. The evaluation will be based upon the student's midterm completion of the PPA (a copy of which will be provided to each member of the three way meeting at least 1 week prior to the meeting).

Standard A – Counseling/Consultation Skills			
Practicum student is able to successfully demonstrate an array of counseling and consultation skills that are developmentally appropriate and culturally relevant.			
Areas of Strength: (evidence is clear)		Areas in need of improvement: (lack of evidence)	
Overall Rating for Standard A			
1	2	3	NA
Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.			
Goals for Final & Comments:			
Sample Only			

Standard B – Academic Advising and Career/College Counseling			
Practicum student is able to successfully utilize effective advising, career development and/or college counseling skills in working with students, staff and families.			
Areas of Strength: (evidence is clear)		Areas in need of improvement: (lack of evidence)	
Overall Rating for Standard B			
1	2	3	NA
Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.			
Goals for Final & Comments:			

Standard C – Group Counseling/Group Guidance/Developmental Guidance			
Practicum student understands and applies skills in identifying and working with preventative and responsive groups, providing standards based developmental guidance lessons and participating in other school guidance activities.			
Areas of Strength: (evidence is clear)		Areas in need of improvement: (lack of evidence)	
Overall Rating for Standard C			
1	2	3	NA
Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.			
Goals for Final & Comments:			

Standard D – Laws/Special Education			
Student is able to understand and apply school laws, special education regulations and ethical standards in making decisions and in working with students, school staff, families and external agencies.			
Areas of Strength: (evidence is clear)		Areas in need of improvement: (lack of evidence)	
Overall Rating for Standard D			
1	2	3	NA
Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.			
Goals for Final & Comments:			

Standard E – Assessment			
Student demonstrates the ability to effectively interpret and utilize data to inform practice, and develop interventions to support student achievement.			
Areas of Strength: (evidence is clear)		Areas in need of improvement: (lack of evidence)	
Overall Rating for Standard E			
1	2	3	NA
Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.			
Goals for Final & Comments:			

Sample Only

Standard F – Referral			
Student is able to demonstrate when and how to use a referral resources.			
Areas of Strength: (evidence is clear)		Areas in need of improvement: (lack of evidence)	
Overall Rating for Standard F			
1	2	3	NA
Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.			
Goals for Final & Comments:			

Signature of individual completing form: _____ Date _____

School Guidance Counseling PPA - Candidates are to provide evidence documenting that all standards A-F have been demonstrated. Supervisors are to rate the candidate and provide comments. [Note: The practicum report is page one of the PPA]

Standard A – Counseling/Consultation Skills	
Indicators	Evidence
<ol style="list-style-type: none"> 1. Uses appropriate interpersonal skills such as active listening, reflection of feelings, clarifying questions, summary. 2. Fosters a relationship with students that encourages the development of trust and open communication. 3. Respects individual differences with regard to gender, sexual orientation, race, and socio-economic background and addresses the individual needs of students. 4. Utilizes the appropriate techniques to help students define their issues and concerns, develop strategies to resolve them and assists in implementation of these strategies. 5. Demonstrates an understanding of the psychology of learning and counsels students according to their learning styles, developmental levels and needs. 6. Demonstrates knowledge of strategies, including appropriate referrals, that may be used in counseling/consultation for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence with students PreK-12. 7. Uses appropriate consulting skills (listening, clarification, action planning, etc.) necessary for communicating with parents, teachers, administrators and other counselors. 8. Consults with school staff to provide a climate that recognizes, accepts and appreciates ethnic and cultural diversity as well as individual differences. 9. Participates in school district initiatives as a consultant or committee member on issues that influence the classroom, student retention and achievement. 10. Communicates and consults effectively with referral sources within the school and community on behalf of students. 	<ol style="list-style-type: none"> 1. “Makes eye contact and displays good listening skills with the students during small group and individual counseling sessions (SP observation, 10/20/07). 2. “Open door policy – students can walk in anytime. Students seek out intern, appear to trust her.” (SP midterm, 10/23/07) 3. “Successfully worked with diverse groups of students, took time to better understand cultural differences.” (CS midterm 10/23/07) 4. “Action plans developed with students. Demonstrated strong crisis counseling skills when faced with death of faculty member, student.” (SP notes, 10/22/07) 5. “Used variety of strategies and appropriate language in working with individual students of varying levels and needs.” (SP notes of interactions, 10/3/07). 6. Obtained resource list of referral options and discussed with supervisor (noted in 9/7/07 journal). Referred student for outside counseling (10/3/07). Grief counseling after death of teacher (10/22/07); student (11/5/07) – (See SP notes on those dates.) 7. Communicated with parents, students and staff during Open House event (10/9/07). Consultation with supervisor and staff regarding student issues. Contacted and spoke with parents and teachers regarding concerns. (Noted in SP midterm, 10/23/07) 8. Promoted Hispanic College Fair field trip (10/30/07). Attended faculty meeting (10/16/07). Consulted with school nurse, adjustment counselors and psychologists regarding student issues. (SP notes 10/16 and 10/30/07). 9. Attended district-wide guidance department meeting (10/18/07). Participation in school attendance meeting (10/5/07). Department meeting (12/4/07). (See intern log of meetings attended.) 10. Worked with school nurse on several student referrals. Coordinated with River Valley counselor for student to receive services after school (SP notes, 9/20/07).
Rating:	Explanation of Rating for Standard A – Counseling/Consultation Skills

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate’s Name: _____ License: School Guidance 5-12
 College Supervisor (sign): _____ Date: _____
 Supervising Practitioner (sign): _____ Date: _____

Standard B – Academic Advising and Career/College Counseling	
Indicators	Evidence
<p>1. Assists students in understanding the relationship of school to the world of work.</p> <p>2. Helps students acquire skills to improve self-knowledge, understand the world of work and make informed career decisions.</p> <p>3. Is familiar with the Massachusetts Curriculum Frameworks and their use in academic advising.</p> <p>4. Explains academic requirements and scheduling procedures.</p> <p>5. Assists students in career exploration using a variety of college & other post-secondary resource materials (printed, Internet, computer-generated and other).</p> <p>6. Assists students in applying to college, understands the college application and financial aid process.</p> <p>7. Writes clear and concise recommendations.</p>	<p>1. Reviewed school program of studies with newly enrolled student and scheduled appropriate classes considering her career interests (SP observation, 10/16/07).</p> <p>2. Distributed “College and Career Planning” information to senior students (10/19/07). Met with senior students to discuss postsecondary and career options (SP midterm, 10/23/07)</p> <p>3. Reviewed state counseling model in master’s level coursework (9/06). Attended MASCA conferences (See misc. dated, 9/06, 4/07).</p> <p>4. Reviewed requirements and set up student schedule for new enrollee (SP notes, 9/12/07). Met with students to discuss scheduling concerns. (SP midterm, 10/23/07).</p> <p>5. Updated and incorporated material for student “Job Finder Binder.” Distributed “Planning for College” booklets to senior students (Journal, 9/28/07).</p> <p>6. “Met with senior students to review postsecondary plans (ongoing). Met with college admissions representatives (ongoing). Reviewed and ordered federal financial aid publications” (SP midterm, 10/23/07)</p> <p>7. Sample recommendation from coursework (9/27/06).</p>

Rating:	Explanation of Rating for Standard B – Academic Advising and Career/College Counseling
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Candidate’s Name: _____ **License:** School Guidance 5-12

College Supervisor (sign): _____ **Date:** _____

Supervising Practitioner (sign): _____ **Date:** _____

Standard C – Group Counseling/Group Guidance/Developmental Guidance	
Indicators	Evidence
<p>1. Understands and participates in the group counseling selection process and explains ground rules to potential group members.</p> <p>2. Understands and participates in the group counseling process as a leader or co-leader, from the initial stage through termination.</p> <p>3. Participates in group guidance activities such as college fairs, financial aid seminars, review of SAT, MCAS and other testing procedures.</p> <p>4. Possesses a knowledge of the philosophy, principles & practices of developmental school guidance counseling.</p> <p>5. Leads/facilitates developmental guidance programs and activities such as career decision making, prevention of substance abuse, sexual and physical abuse and dealing with depression and other mental illnesses.</p>	<p>1. Involved students in development of ground rules for group discussion (CS observation/notes, 9/16//07).</p> <p>2. Led bi-weekly advisory meetings with team of freshmen students and introduced a variety of group activities (CS observation/notes 12/11/07).</p> <p>3. Coordinated Holyoke Community College Hispanic College Fair (10/30/07). Developed video presentation for PSAT administration (9/24/07). Organized PSAT administration (10/17/07). Facilitated MCAS administration (11/07). Led Westfield State College field trip (11/07). Scheduled classes and tutoring based on MCAS results (10/07). Organized and co-led State Scholar field trip (12/4/07). (See record of various guidance activities, signed off by SP)</p> <p>4. “Demonstrates this knowledge through involvement in the comprehensive guidance program. Has worked in partnership with teachers to address personal-social, educational and career development needs of students” (CS midterm, 10/23/07)</p> <p>5. Created guidance department newsletter (10/07, 11/07). “Successfully planned and taught a series of lessons on prevention of substance abuse to 10th graders” (CS observation, 12/11/07)</p>

Rating:	Explanation of Rating for Standard C – Group Counseling/Group Guidance/Developmental Guidance
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Candidate's Name: _____ License: School Guidance 5-12
 College Supervisor (sign): _____ Date: _____
 Supervising Practitioner (sign): _____ Date: _____

Standard D – Laws/Special Education	
Indicators	Evidence
<ol style="list-style-type: none"> 1. Understands the ethical standards that relate to a guidance counselor's role/responsibilities and acts in accordance with those principles. 2. Understands the federal, state, local and school laws and regulations that relate to the counselor's role/responsibilities and acts in accordance with those laws and regulations (including 504, CHINS, 51A procedures). 3. Understands the federal and state laws as they refer to special education. 4. Understands school's policy and procedures regarding special needs referral and IEP process. 5. Understands the diagnosis and treatment of learning and behavior disorders and how they affect student academic performance. 6. Possesses a knowledge of theories of development as they relate to abnormal intellectual, social and emotional development. 7. Participates in pre-referral team when appropriate, consulting with staff and parents. 8. Effectively collaborates with special needs team members to develop or update student IEP's. 	<ol style="list-style-type: none"> 1. "Demonstrated the highest of ethical standards when dealing with parents and students over specific student issues" (CS midterm, 10/23/07). 2. Attended faculty meeting in which principal reviewed 51A procedures (See log of meetings, 10/16/07). Attended guidance department meetings, reviewed 504 procedures (See log of meetings, 10/18/07; 12/4/07). "Acts in accordance with all relevant laws and procedures" (SP midterm, 10/34/07). 3. During IEP meetings and during subsequent conversations it was clear that she understood all laws pertaining to special education (SP notes, 11/15/07). 4. Read and reviewed school policy (Journal, 9/7/07). Attended guidance department meeting, reviewed 504 procedures (See log of meetings, 10/18/07). "Regularly consulted with staff regarding referrals, IEP modifications" (SP observation, 10/20/07). 5 "Adjusted student schedules based on knowledge specific learning disabilities and/or behavior disorders to promote academic achievement" (CS notes 12/11/07) 6. "Made an appropriate referral for a student with some social and emotional developmental delays." (SP notes, 12/11/07) 7. "Participated in a pre-referral meeting. Consulted with teachers on student progress. Discussed referral option with parents." (CS midterm, 10/23/07) 8. "Attended and participated in IEP development/update meeting for several students" (SP notes, 12/11/07).

Rating:	Explanation of Rating for Standard D – Laws/Special Education
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: _____ License: School Guidance 5-12
 College Supervisor (sign): _____ Date: _____
 Supervising Practitioner (sign): _____ Date: _____

Standard E – Assessment	
Indicators	Evidence
<p>1. Demonstrates knowledge of statistics, research design & research in guidance counseling.</p> <p>2. Interprets and effectively communicates standardized test results, such as the MCAS, to students, teachers and parents.</p> <p>3. Uses research data to improve the effectiveness of counseling.</p> <p>4. Establishes objectives and systematically evaluates the outcomes of services provided to students.</p>	<p>1. Co-presented at the April 2007, MASCA conference on “Survey Monkey” and its benefits to the Guidance Counseling field (See conference materials). “Utilized her knowledge of statistics to help analyze and interpret student test results.” (SP midterm 10/23/07)</p> <p>2. “Assisted in informing students and parent of MCAS scores, helped interpret results and made recommendations for tutoring programs” (CS midterm 10/23/07).</p> <p>3. Received instruction on using GradeBook Wizard computer program (Journal, 9/26/07). Reviewed journal article on counseling students with Autism. Was able to improve my counseling skills with these students (See copy of review 11/15/07).</p> <p>4. “Helped department systematically evaluate the outcomes of the tutoring services provided to students” (SP notes, 12/14/07).</p>

Rating:	Explanation of Rating for Standard E – Assessment
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate’s Name: _____ License: School Guidance 5-12
 College Supervisor (sign): _____ Date: _____
 Supervising Practitioner (sign): _____ Date: _____

Standard F – Referral	
Indicators	Evidence
<p>1. Identifies and uses referral resources within the school system and community.</p> <p>2. Understands when it is necessary to refer students to others. (For example, the treatment of substance abuse, physical and sexual abuse, mental illness.)</p>	<p>1. Obtained resource list of referral options and discussed with supervisor (Journal, 9/7/07). Met with state rehabilitation commission about postsecondary transition/referral options (See log of meetings, 12/4/07).</p> <p>2. “Referred student for outside counseling. Referred students to nurse, school adjustment counselors and others as necessary.” (SP midterm 10/23/07).</p>

Rating:	Explanation of Rating for Standard F – Referral
----------------	--

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate’s Name: _____ License: School Guidance 5-12
 College Supervisor (sign): _____ Date: _____
 Supervising Practitioner (sign): _____ Date: _____

Summary Decision for Preservice Performance Assessment

Support Personnel candidate's *Preservice Performance Assessment* in the practicum meets the Professional Standards for Support Personnel: Yes _____ or No _____.

Candidate (sign): _____ License: School Guidance 5-12

College Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ Date: _____

Standard	Rating (from pp. 2-5)
(a) Counseling/Consultation Skills	
(b) Academic Advising and Career/College Counseling	
(c) Group Counseling/Group Guidance/Developmental Guidance	
(d) Laws/Special Education	
(e) Assessment	
(f) Referral	

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Final Practicum Grade _____

Summary Comments (include phrases that could be used in a letter of recommendation):

Areas of strength:

Areas in need of improvement:

The sponsoring organization should maintain this assessment record as part of its candidate's permanent file. Copies do not have to be sent to the Department of Elementary and Secondary Education.

SCHOOL ADJUSTMENT COUNSELING

Option to Complete School Adjustment Counseling License

The Master's Degree for the School Guidance Counseling Licensure program is typically earned by completing 48 credits. An additional 9-12 credits are required to complete the School Adjustment Counseling Licensure program. Only students who have successfully completed the School Guidance Counseling program will be eligible to complete the School Adjustment Counseling program.

Additional Coursework required for School Adjustment Licensure: (9 - 12 credits)

Only students who have successfully completed the School Guidance Counseling program will be eligible to complete the School Adjustment Counseling program.

- EDUC 621 - School Law *Credits: 3*
- EDUC 640 - Behavior Management for School Aged Children *Credits: 3*
- PSYC 686 - Fieldwork/Internship and Seminar *Credits: 1-16*
(Note: minimum of 6 credits of fieldwork is required to meet program requirements)

An additional practicum (450-900 clock hours) must be completed in order to fulfill the requirements of the School Adjustment Counseling program. All of the practicum guidelines detailed in this handbook must be followed.

See the following pages for samples of:

- School Adjustment Counseling Practicum Checklist
- School Adjustment Counseling Midterm Evaluation Form
- School Adjustment Counseling Preservice Performance Assessment

SPRINGFIELD COLLEGE

School Adjustment Counseling Practicum

This practicum is a fifteen week supervised fieldwork experience with a weekly seminar. Students are placed in an elementary, middle or high school in order to refine and expand upon their counseling skills. They will have daily, on-site supervision from a professional school adjustment counselor and faculty supervision from the Psychology Department. Students have already completed 450 hours of a supervised practicum; therefore the expectations of direct counseling responsibilities are a bit more rigorous during this placement. Outlined below are the expected routines for this school adjustment counseling practicum.

- Week 1:** Observe three-four classes/teachers.
Follow through on all practitioner directed activities identified on the “Practicum Supervision Checklist” (see reverse side).
Accompany supervising practitioner to all meetings and duties.
Begin reflective journal for college supervisor.
Initiate weekly meetings with supervising practitioner.
- Week 2:** Continue week one activities.
Plan and implement a minimum of one special assignment per day.
Begin keeping case notes.
Meet with supervising practitioner to set goals and determine plan for division of responsibilities for the remainder of the semester.
- Week 3:** Continue all previous activities.
Assume full responsibility for one task area.
First visit by college supervisor.
- Week 4:** Continue all previous activities.
Assume full responsibility for two task areas.
Evaluate division of responsibilities with supervising practitioner.
- Week 5 – 14:** Assume case load.
Supervising practitioner should maintain close supervision and provide feedback.
Second visit and midterm evaluation by college supervisor and supervising practitioner should occur around week 9-10. A midterm letter grade will be assigned.
- Week 15:** Transition duties back to Supervising Practitioner.
Final visit and final evaluation by faculty supervisor and supervising practitioner.

OVER

SPRINGFIELD COLLEGE

School Adjustment Counseling Practicum Checklist

Please check off the activities/opportunities the student will be expected to have during the practicum.

STANDARD A – KNOWLEDGE

- Demonstrate knowledge of therapeutic relationships
- Demonstrate knowledge of theories of normal and abnormal intellectual, social and emotional development
- Demonstrate knowledge of learning disorders and emotional issues affecting student achievement and their treatment
- Demonstrate knowledge of the prevention and treatment of substance abuse, physical and sexual abuse, and violence
- Demonstrate knowledge of diagnostic instruments; procedures for testing and interpreting results
- Demonstrate a variety of techniques for communicating and working with families and school and community personnel
- Demonstrate knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations
- Demonstrate knowledge of medical conditions and medication related to physical disabilities and learning disorders
- Demonstrate knowledge of federal and state laws and regulations addressing the legal rights of students and families

STANDARD B – COMMUNICATION SKILLS

- Act as a liaison between home, school and community
- Provide educational, behavior management and mental health information and consultation to school personnel, parents and the community
- Work jointly with other school personnel to identify student's needs, and make use of resources to bring about positive changes
- Assist students, families and school personnel in identifying strengths that enhance educational, social and emotional growth
- Interface with DYS, juvenile probation, DSS, DMH, and other social services.
- Support students returning to school settings after a period in juvenile justice or other facility; assists in transition back to school and developing individual plans; and facilitates liaison between students, teachers, families and other appropriate persons to ensure a satisfactory reentry to school
- Write clear and concise clinical reports

STANDARD C – CLINICAL SERVICES

- Assist students to identify, modify or change behavior that interferes with achievement and adjustment
- Assist students and families to begin to assume responsibilities for independent problem solving
- Assist students and families to identify and change those aspects of their functioning that interfere with potential of the student's academic, emotional and social performance.
- Counsel students and families individually and/or in groups; enable them to identify strengths and weaknesses in family functioning that impact on student learning.
- Plan for and participate in Team meetings
- Provide direct counseling and consultation services
- Identify and use referral sources within the school system and the community
- Participate in referral procedures for students
- Coordinate case management as appropriate to enhance school functioning.

STANDARD D – EQUITY

- Counsel students and others to support self-determination and to enhance their self-worth, dignity and self-confidence
- Demonstrate understanding of student's and families' rights to confidentiality and clarify the limits to confidentiality due to ethical principles, legal statutes and school policies
- Demonstrate understanding of systemic changes that are responsive to the stresses of childhood and adolescence and intervenes appropriately when crisis occur
- Demonstrates understanding of the needs of persons of diverse social, cultural, gender, racial and religious backgrounds and differing abilities or sexual orientation; and understands the impact of differences on student adjustment and learning

STANDARD E – PROFESSIONAL RESPONSIBILITIES

- Participates in professional development opportunities
- Other

Student Signature

Supervision Practitioner

Springfield College Supervisor

Date

SPRINGFIELD COLLEGE
Midterm Evaluation for School Adjustment Counseling Practicum Students

Students Name _____ School _____ Grade Level _____ Date _____

Midterm evaluation will be completed by the student, college supervisor and supervising practitioner. The evaluation will be based upon the student’s midterm completion of the PPA (a copy of which will be provided to each member of the three way meeting at least 1 week prior to the meeting).

Standard A – Knowledge			
Areas of Strength: (evidence is clear)		Areas in need of improvement: (lack of evidence)	
Overall Rating for Standard A			
1	2	3	NA
<small>Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.</small>			
Goals for Final & Comments:			
Sample Only			

Standard B – Communication Skills			
Areas of Strength: (evidence is clear)		Areas in need of improvement: (lack of evidence)	
Overall Rating for Standard B			
1	2	3	NA
<small>Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.</small>			
Goals for Final & Comments:			

Standard C – Clinical Services			
Areas of Strength: (evidence is clear)		Areas in need of improvement: (lack of evidence)	
Overall Rating for Standard C			
1	2	3	NA
Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.			
Goals for Final & Comments:			

Standard D – Equity			
Areas of Strength: (evidence is clear)		Areas in need of improvement: (lack of evidence)	
Overall Rating for Standard D			
1	2	3	NA
Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.			
Goals for Final & Comments:			

Standard E – Professional Responsibilities			
Areas of Strength: (evidence is clear)	Areas in need of improvement: (lack of evidence)		
Overall Rating for Standard E			
1	2	3	NA
Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.			
Goals for Final & Comments:			
Sample Only			

Signature of individual completing form: _____ Date _____

School Adjustment Counseling PPA - Candidates are to provide evidence documenting that all standards A-E have been demonstrated. Supervisors are to rate the candidate and provide comments. [Note: The practicum report is page one of the PPA.]

Standard A – Knowledge	
Indicators	Evidence
<ol style="list-style-type: none"> 1. Principles of therapeutic relationships. 2. Theories of normal and abnormal intellectual, social and emotional development. 3. Learning disorders, including emotional issues affecting student achievement and their treatment. 4. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. 5. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results. 6. Techniques for communicating and working with families and school and community personnel. 7. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. 8. Knowledge of medical conditions and medication related to physical disabilities and learning disorders. 9. Federal and state laws and regulations addressing the legal rights of students and families. 	<ol style="list-style-type: none"> 1. Demonstrates ability to engage students and have a very strong therapeutic relationship (SP eval 5/3/10) 2. Social and Emotional Professional Development workshop (see lessons/workshops section) 3. Reviewed IEPs & test scores. Met with SP to discuss treatment. (SP notes 3/22/10) 4. Assisted in Substance Abuse program in health classes 4/5/10-Ongoing (see lessons/workshops section) 5. Observed and evaluated students' performance, behavior, social development, and physical health within the school setting. (SP obs. 4/6/10) 6. Previous work experience & newsletter home to parents (see misc. section) 6. Corresponded with parents through phone calls and letters (see notes and letters) 7. Developed referral resource list (see resource section) 8. Reviewed IEPs (see notes in IEP section) 9. Attended Ethics workshop 3/22/10 (see lessons/workshops section)

Rating:	Explanation of Rating for Standard A – Knowledge

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: _____ **License:** _____

College Supervisor (sign): _____ **Date:** _____

Supervising Practitioner (sign): _____ **Date:** _____

Standard B – Communication Skills	
Indicators	Evidence
<ol style="list-style-type: none"> 1. Communicates to school personnel an understanding of the physical, social, emotional and psychological factors that strengthen or detract from a student’s academic achievement. 2. Acts as a liaison between home, school and community. 3. Provides educational, behavior management and mental health information and consultation to school personnel, parents and the community. 4. Works jointly with other school personnel to identify student’s needs, and makes use of staff resources to help bring about positive changes. 5. Assists students, families and school personnel in identifying strengths that enhance educational, social and emotional growth. 6. Supports students returning to school settings after a period in juvenile justice or other facility; assists them in making the transition back to school and developing individual plans; and facilitates liaison between students, teachers, families and other appropriate persons to ensure a satisfactory reentry to school. 7. Writes clear and concise clinical reports. 	<ol style="list-style-type: none"> 1. Individual counseling case load ongoing (see list of students in section II) 2. Worked with parents regarding student with depression 3/17/10. Attended parent meetings ongoing (see notes/record in parental communication section) 2. Attended IEP meetings 3/15 & 3/17/10 (see notes in IEP section) 3. Assisted in developing Bully/Substance abuse program 3/24/10-ongoing (see lessons/workshop section) 4. Attended 504 referral meeting 3/3/10 (see IEP section) 4. Participated in STAT meeting where student was referred to outside resources for depression (see IEP section) 4. Collaborated with Suicide Crisis agency regarding a student 4/9/10 (see notes in misc section) 4. Provided crisis intervention to students after a student death (see individual case notes in section II) 5. Counseled individuals to help them understand and overcome personal, social or behavioral problems affecting their educational or vocational situations. (see individual counseling case notes in section II) 6. Taught classes and presented self-help or information sessions on subjects related to social/personal issues within the health classes (ongoing) (see lessons/workshop section) 6. Assisted with alcohol and drug prevention programs, and classes that teach students to handle conflicts without resorting to violence (ongoing) (see lessons/workshop section) 7. Sample clinical report (see misc section)
Rating:	Explanation of Rating for Standard B – Communication Skills

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate’s Name: _____ **License:** _____

College Supervisor (sign): _____ **Date:** _____

Supervising Practitioner (sign): _____ **Date:** _____

Standard C – Clinical Services	
Indicators	Evidence
<ol style="list-style-type: none"> 1. Develops a psycho-social assessment of the student in the context of the family, the school and classroom, and identifies short and long term goals to bring about positive change. 2. Enables the student to identify, modify or change behavior that interferes with achievement and adjustment. 3. Enables students and families to begin to assume responsibilities for independent problem solving. 4. Enables students and families to identify and change those aspects of their functioning that interfere with potential of the student’s academic, emotional and social performance. 5. Counsels students and families individually and/or in groups; enables them to identify strengths and weaknesses in family functioning that impact on student learning. 6. Plans for and participates in Team meetings under Chapter 766 and implements specific goals as recommended. 7. Provides direct counseling and consultation service as provided for under Chapter 766 mandates. 8. Acts as an advocate or intermediary for students, parents and families, when appropriate. 9. Identifies community resources that pertain to school-aged children and their families and makes effective referrals to resources in the local community. 10. Coordinates planning and services between agencies and school personnel. 11. Coordinates case management as appropriate to enhance school functioning. 	<ol style="list-style-type: none"> 1. Records, reports & case notes maintained for each individual assigned to case load, includes goal setting for future (see section II) 2. Taught social skills lessons in special education classroom 3/31/10-ongoing (see lessons/workshops section) 3. Individual counseling case notes (see section II) 4. Participated in referral meeting for student suffering from PTSD and collaborating with outside therapist regarding sexual abuse (3/17/10 ongoing) (see section II) 5. Liaison between parents/teachers and student returning from treatment (doctor referral) (see notes in section II) 6. Collaborated with parents or guardians, teachers, other counselors and administrators to resolve a student’s behavioral, academic need when returning from treatment. (see IEP section) 7 & 8. Attended initial & annual IEP meetings (see notes in IEP section) 7 & 8. Attended 504 referral meeting (see meeting notes in IEP section) 9. Developed Referral Resource List (see resource section) 10. Contacted several outside agencies regarding programs/ assistance for a homeless student (see case notes in section II) 11. Maintained accurate and complete student records as required by laws, district policies, and administrative regulations. (see case notes in section II)

Rating:	Explanation of Rating for Standard C – Clinical Services
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Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate’s Name: _____ **License:** _____

College Supervisor (sign): _____ **Date:** _____

Supervising Practitioner (sign): _____ **Date:** _____

Standard D – Equity	
Indicators	Evidence
<p>1. Counsels students and others to enable them to attain self-determination and to enhance their self-worth, dignity and self-confidence.</p> <p>2. Respects student’s and families’ rights to confidentiality and clarifies the limits to confidentiality due to ethical principles, legal statutes and school policies.</p> <p>3. Advocates for systemic changes that are responsive to the stresses of childhood and adolescence and intervenes appropriately when crisis occur.</p> <p>4. Respects and responds appropriately to the issues and needs of persons of diverse social, cultural, gender, racial and religious backgrounds and differing abilities or sexual orientation; and understands the impact of differences on student adjustment and learning.</p> <p>5. Acts with awareness of statutes relating to students’ rights and responsibilities, record keeping and issues of confidentiality.</p>	<p>1. Performed administrative duties such as hall and cafeteria monitoring, and bus loading and unloading. (ongoing) (see log in misc section)</p> <p>1. Established and enforced behavioral contract and procedures to ensure students academic success (4/17/10) (see section II)</p> <p>1. “She has wonderful skills, both administrative and counseling” Observation and feedback from SP 3/22/10</p> <p>1. Developed Bullying Curriculum (lessons) ongoing (see lessons/workshop section)</p> <p>2. Participated in PACT meeting regarding 504 and DCAP referral (10/14/09) (see notes in misc section)</p> <p>2. “She has wonderful skills, both administrative and counseling” (Observation and feedback from SP 3/22/10)</p> <p>3. Assisted in developing Care2Share campaign (survey, email account, posters, scheduling) (see misc section)</p> <p>4. Participated in IEP meeting (10/13/09) (see IEP section)</p> <p>4. Collaborated with SIP teacher regarding student with emotional/behavioral problems. (see IEP section)</p> <p>5. Attended Special Education referral meeting (10/28/09) (see IEP section)</p> <p>5. Attended student service team meeting (9/15/09) (see IEP section)</p> <p>5. Consulted SIP special educator regarding transition for an IEP student (9/29/09). (see IEP section)</p> <p>5. Assisted in completed FBA (11/3/09) (see IEP section)</p>

Rating:	Explanation of Rating for Standard D – Equity

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate’s Name: _____ License: _____

College Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ Date: _____

Standard E –Professional Responsibilities	
Indicators	Evidence
1. Remains abreast of current research and engages in professional development activities, including action research, to promote ongoing professional growth. 2. Adheres to appropriate professional and ethical standards and models professional behaviors that contribute to addressing the needs of students and families.	1. Attended staff meeting (Mondays ongoing) (see agendas in misc section) 1. Attended behavioral/emotional support workshop (3/22/10) (see registration form in lessons/workshops section) 1. Attended regional social work conference (5/19/10) (see registration, workshop materials in lessons/workshops section) 2. Completed ethics training test (3/22/10) (see notes in lessons/workshops section)

Rating:	Explanation of Rating for Standard E –Professional Responsibilities
	Sample Only

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: _____ License: _____

College Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ Date: _____

Summary Decision for Preservice Performance Assessment

Support Personnel candidate's *Preservice Performance Assessment* in the practicum meets the Professional Standards for Support Personnel: Yes _____ or No _____.

Candidate (sign): _____ License: _____

College Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ Date: _____

Standard	Ratings
(a) Knowledge	
(b) Communication Skills	
(c) Clinical Services	
(d) Equity	
(e) Professional Responsibilities	

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard, 3=Exceeds the Standard; NA=Not Applicable.

Final Practicum Grade _____

Summary Comments (include phrases that could be used in a letter of recommendation):

Areas of strength:

Areas in need of improvement:

The sponsoring organization should maintain this assessment record as part of its candidate's permanent file. Copies do not have to be sent to the Department of Elementary & Secondary Education.

PRACTICUM FORMS

Things to Remember

Practicum Reports/Preservice Performance Assessment

The Educator Preparation Office will provide practicum reports to all college supervisors. The top half will already be completed. Please review all information to ensure that it is correct. Make any corrections (i.e., supervising practitioner's license number, professional status, placements, etc.) directly on the form and return it to the Educator Prep Office ASAP. We will make the corrections and return the forms to you **before you get them signed.**

If corrections need to be made after the forms are signed, do not write directly onto the form. Please put the corrections on "Post-It" notes and attach to the Practicum Report.

PLEASE NOTE:

The license number and whether or not the supervising practitioner has an initial (with years of experience) or professional license should be on the practicum report. If this is missing, please obtain this information from the supervising practitioner and submit it to the Educator Preparation Office. **DO NOT FILL IN THE HOURS.** Students must submit a time record to the Educator Prep Office.

The practicum report should be initialed by the student, and signed and dated by the supervising practitioner and college supervisor [**please remember to use black ink**] on a minimum of three dates as evidence of three distinct meetings:

1. An initial meeting at which the standards and procedures for evaluation are explained to the student,
2. A meeting held midway through the practicum at which the student's progress toward the standards are discussed, and
3. A final meeting at which the evaluation of the student is completed.

At the end of the practicum experience the supervisors indicate whether or not the student has successfully completed the preservice performance assessment (PPA), that is whether or not student has met all standards, and sign the bottom of the form. The practicum report and the PPA must be filled out completely. The following is a checklist for ensuring the PPA is completed properly.

1. Fill in a rating **and** write comments for each standard.
2. On each page, fill in name of license with grade level (e.g., physical education 5-12).
3. Both supervisors sign the bottom of each page.
4. On the last page, indicate whether or not ("Yes" or "No") student met all standards, everyone sign, fill in box with summary of all ratings, fill in a grade, and write the summary comments.

Submit the completed practicum report and preservice performance assessment form to the Educator Preparation Office immediately following the completion of each experience whether or not the student is recommended for licensure.

**** It is not necessary to copy the practicum report or the PPA. Students will receive official copies from the Educator Preparation Office.**

If you have any questions, please call the Educator Prep Office at 748-3155.



The Commonwealth of Massachusetts

Department of Elementary and Secondary Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

Preservice Performance Assessment for Support Personnel Practicum (Practicum Report)

Professional Support Personnel Licenses: See 603 CMR 7.11

Part I – Applicant.

Practicum: _____ Practicum Equivalent: _____

1. Legal Name: _____ 2. SSN: _____
3. Address: _____
4. Sponsoring Organization: _____ Program & Level: _____
5. Pre-Practicum: _____
6. Practicum Course Number: _____ Credit Hours: _____
Course Title: _____ Dates: _____
7. Practicum Site: _____ 8: Grade Levels of Students: _____
9. Total number of practicum hours: _____ Number of hours assumed full responsibility in the role: _____
10. Other Massachusetts licenses held if any: _____
11. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes _____ No _____

Part II – College Supervisor

Name: _____ Position/Title: _____

The Applicant completed a practicum designed by Springfield College as partial preparation for the following license:

Applicant’s License Field-Grade Level: _____

Part III – Supervising Practitioner

Name: _____ Position: _____

School System: _____ License: Initial (# yrs. experience): _____ or Professional: _____

Massachusetts License #: _____ Field(s): _____

Part IV – Initial 1, 2, and 3.

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the Applicant.

Date: _____ Applicant: _____ College Supervisor: _____ Supervising Practitioner: _____

2. Meeting held midway through the practicum at which the Applicant’s progress toward the Professional Standards was discussed.

Date: _____ Applicant: _____ College Supervisor: _____ Supervising Practitioner: _____

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.

Date: _____ Applicant: _____ College Supervisor: _____ Supervising Practitioner: _____

Part V

Candidate has successfully completed the Preservice Performance Assessment (Sections: 7.03(2)(a)(4) & 7.11) Yes: _____ No: _____

College Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ Date: _____

Mediator (if necessary: see Regulations 7.04(4))(sign): _____ Date: _____

SPRINGFIELD COLLEGE

**School Counselor Practicum
TIME RECORD AND ACTIVITY REPORT**

Record the hours expended during the practicum according to the categories described below. Please note that for licensure, there is a requirement of 450-900 hours.

Observing - The supervising practitioner is in charge and the practicum student is watching/listening.

Assisting - The supervising practitioner is in charge and the practicum student is helping.

Direct Service - The practicum student is directly responsible for carrying out the duties of a school counselor.

Other - The practicum student participates in other activities related to school counseling.

STUDENT _____

DATES FROM _____ TO _____

SITE: _____ GRADE LEVEL: _____

COLLEGE SUPERVISOR _____
signature

SUPERVISING PRACTITIONER _____
signature

TIME RECORD (IN HOURS)					
Observing Hours	Assisting Hours	Direct Service	Other:	Other:	Total:

DESCRIBE OTHER DUTIES HERE:

**SPRINGFIELD COLLEGE
EVALUATION OF COLLEGE SUPERVISOR**

College Supervisor _____ **Program** _____

The following items deal with characteristics of college supervisors which students feel to be important. Please complete each item by circling the response you feel is appropriate and making comments/suggestions.

	X N/A	0 poor	1 fair	2 good	3 very good	4 excellent	
1. Number of visits <i>Comments:</i>					X	0	1 2 3 4
2. Quality of observations/visits <i>Comments:</i>					X	0	1 2 3 4
3. Expectations clear <i>Comments:</i>					X	0	1 2 3 4
4. Availability for appointments and discussions <i>Comments:</i>					X	0	1 2 3 4
5. Feedback on written work <i>Comments:</i>					X	0	1 2 3 4
6. Knowledge and experience in the field <i>Comments:</i>					X	0	1 2 3 4
7. Suggestions for evaluating and improving your teaching/counseling skills <i>Comments:</i>					X	0	1 2 3 4
8. Considering everything, how would you rate your college supervisor? <i>Comments:</i>					X	0	1 2 3 4

Course # _____

Semester _____

SPRINGFIELD COLLEGE
STUDENT EVALUATION OF THE SCHOOL COUNSELING PRACTICUM

Name of Student _____ Date _____

School _____ Supervising Practitioner _____

The following items deal with your practicum experience. Please complete each item by circling the response you feel is appropriate and making comments.

1	2	3	4	5	N/A
Poor	Fair	Good	Very Good	Excellent	Not Applicable

PRACTICUM EXPERIENCE IN GENERAL**1. Seminars (practicum only)**

A. Topics and information 1 2 3 4 5 N/A

B. Scheduling of seminars (length, number) 1 2 3 4 5 N/A

*Comments:***2. Placement Procedures**

1 2 3 4 5 N/A

*Comments:***3. Handbook/Other Materials**

A. Expectations and requirements clearly stated 1 2 3 4 5 N/A

B. Informative 1 2 3 4 5 N/A

*Comments:***4. Written Work**

A. Overall requirements 1 2 3 4 5 N/A

B. Types of assignments 1 2 3 4 5 N/A

*Comments:***5. Length of Practicum**

1 2 3 4 5 N/A

Comments:

SCHOOL/SITE**1. School Counseling Department at Site**

A. Meets the interests and needs of the students	1	2	3	4	5	N/A
B. Well organized	1	2	3	4	5	N/A
C. Has Developmental Guidance Program	1	2	3	4	5	N/A

*Comments:***2. School Support**

A. Adequate support for Department	1	2	3	4	5	N/A
B. Quality of faculty relationship with guidance	1	2	3	4	5	N/A
C. Quality of admin. relationship with guidance	1	2	3	4	5	N/A

*Comments:***3. Supervising Practitioner**

A. Feedback on work	1	2	3	4	5	N/A
B. Suggestions to help you improve your skills	1	2	3	4	5	N/A
C. Serves as professional role model	1	2	3	4	5	N/A
D. Overall rating of Supervising Practitioner	1	2	3	4	5	N/A

*Comments:***PREPARATION**

How would you rate your preparation at Springfield College in each of the six standards?

I. Counseling/Consultation Skills	1	2	3	4	5
--	---	---	---	---	---

Comments:

II. Academic Advising and Career/College Counseling	1	2	3	4	5
--	---	---	---	---	---

Comments:

III. Group Counseling-Guidance/Developmental Guid.	1	2	3	4	5
---	---	---	---	---	---

Comments:

IV. Laws/Special Education	1	2	3	4	5
-----------------------------------	---	---	---	---	---

Comments:

V. Assessment	1	2	3	4	5
----------------------	---	---	---	---	---

Comments:

VI. Referral	1	2	3	4	5
---------------------	---	---	---	---	---

Comments:

**SPRINGFIELD COLLEGE
SUPERVISING PRACTITIONER EVALUATION
OF SCHOOL COUNSELING PREPARATION PROGRAM**

Licensure Program _____ Grades _____ Dates of Experience _____ to _____

Student Counselor _____ Supervising Counselor _____

How would you rate the adequacy of the Springfield College educator preparation program?
Identification of specific strengths and weaknesses and positive suggestions for program improvement
would be most helpful. Your comments are greatly appreciated!

	X	1	2	3	4
	did not observe	needs improvement	adequate	very good	excellent

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | Placement procedures
<i>Comments:</i> | X | 1 | 2 | 3 | 4 |
| 2. | Information and materials received from SC
<i>Comments:</i> | X | 1 | 2 | 3 | 4 |
| 3. | Length of practicum
<i>Comments:</i> | X | 1 | 2 | 3 | 4 |
| 4. | College supervision of student
<i>Comments:</i> | X | 1 | 2 | 3 | 4 |
| 5. | Forms for evaluation of student
<i>Comments:</i> | X | 1 | 2 | 3 | 4 |
| 6. | Overall preparation of students
<i>Comments:</i> | X | 1 | 2 | 3 | 4 |

Sample Only

7. Preparation of student counselor in the following standards:

I. Counseling/Consultation Skills	1	2	3	4
Comments:				
II. Academic Advising and Career/College Counseling	1	2	3	4
Comments:				
III. Group Counseling/Group Guidance/Developmental Guidance	1	2	3	4
Comments:				
IV. Laws/Special Education	1	2	3	4
Comments:				
V. Assessment	1	2	3	4
Comments:				
VI. Referral	1	2	3	4
Comments:				

Sample Only

ADDITIONAL COMMENTS:

THANK YOU FOR YOUR ASSISTANCE

Signature of Evaluator _____ Date _____

School _____

Address _____

**SPRINGFIELD COLLEGE
COLLEGE SUPERVISOR EVALUATION OF THE
SCHOOL COUNSELING SUPERVISING PRACTITIONER**

Supervising Practitioner _____ **School** _____
Student Counselor _____

The following items deal with characteristics of supervising practitioners and placement sites.

	X N/A	0 poor	1 fair	2 good	3 very good	4 excellent
1. Supervising practitioner developed an effective mentoring relationship with practicum student <i>Comments:</i>					X 0	1 2 3 4
2. Expectations communicated clearly to practicum student <i>Comments:</i>					X 0	1 2 3 4
3. Feedback provided to practicum student on a timely basis <i>Comments:</i>					X 0	1 2 3 4
4. Encouraged practicum student to assume appropriate counseling responsibilities in a timely fashion <i>Comments:</i>					X 0	1 2 3 4
5. Overall evaluation of supervising practitioner <i>Comments:</i>					X 0	1 2 3 4
6. Overall evaluation of practicum site <i>Comments:</i>					X 0	1 2 3 4
7. Recommendation for future use <i>Comments:</i>					X 0	1 2 3 4
8. Describe the type of student who would be most successful with this supervising practitioner at this site: _____ _____ _____						

Completed by _____

**SPRINGFIELD COLLEGE
SCHOOL COUNSELING**

REVIEW OF PRACTICUM SITE

Date completed _____

Name of school:

Location:

School size:

Number of counselors:

Average caseload:

Support service personnel:

Intern space availability:

Developmental guidance programs (describe):

Recommend placement for future interns?

Strengths/weaknesses of the Guidance Department:

Additional comments:

Sample Only

THANK YOU LIST: SUPERVISING PERSONS

Your Name _____ Date _____

School _____

Address _____

You are expected to thank those persons who have made your fieldwork experience beneficial to you. The College wishes to know who has been helpful to you and in what way has each person been helpful. Personal verbal ‘thanks’ are always appreciated but your written note is even more meaningful.

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student
School	Town/City	

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student
School	Town/City	

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student
School	Town/City	

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student
School	Town/City	

MISCELLANEOUS RESOURCES

School Counseling Practicum
Areas of Focus
Sample

Collaboration with school staff and other professionals

Individual counseling

Group counseling

Use of *Naviance* and other online programs

Use of school data management system (X2Aspen)

Working with students at risk

College and career exploration and planning

Referrals

Crisis management/coordination of interventions

Communication with parents

Communication with Palmer Academy (alternative high school)

PSAT, ACT, CAPT, AP

PPT meetings, 504 meetings, Collaborative Intervention Meetings

Concurrent Enrollment programs (UConn ECE, Career/College Pathways)

Scholarships

Eight grade orientation

Course selection process and schedule planning/adjustment

Monitoring of academic progress and interventions

Financial Aid

Career Center/college visitations

ESOL collaboration

Registration of new students

Advisory meetings

Received from Dr. Theodore Phillips, supervising practitioner for an intern at Montville High School, Montville, CT

Evidence Ideas for the School Guidance Counseling Preservice Performance Assessment

List of possible documents that can be cited as evidence on the PPA

Standard A: Counseling/Consultation Skills

- Record/log of counseling sessions with individual students in caseload
- Record/log of all school meetings attended
- Record/log of meetings with parents, teachers, administrator and other counselors
- Supervising Practitioner (SP) observations/notes
- College Supervisor (CS) observations/notes
- SP or CS midterm evaluation

Standard B: Academic Advising and Career/College Counseling

- Handouts distributed to students (e.g., College and Career Planning Booklets)
- List of resource materials recommended to students for career exploration
- Handout given to students with tips for completing college applications, etc.
- Sample letter of recommendation written on behalf of a student
- Example of how used state frameworks/standards to guide academic counseling/advising

Standard C: Group Counseling/Group Guidance/Developmental Guidance

- Criteria used for identifying and selecting group members
- Record of participation in meeting to select group members
- Log of group meetings and/or meeting notes
- Journal entries reporting on progress of group counseling experience
- CS or SP observation of facilitation of counseling group(s)
- Lesson plans from teaching or giving presentations in classrooms or to groups (e.g., test review, prevention of substance abuse, anti-bullying)

Standard D: Law/Special Education

- Journal entries or meeting notes describing appropriate ethical behavior and awareness of legal responsibilities (e.g., special education)
- Record of attendance at pre-referral meetings, IEP/PPT meetings and/or notes from mtgs.
- Detailing of how adjusted students' schedules based on the particular needs of individual students (e.g., those with learning disabilities, attention deficits, behavior disorder, etc.)
- Record/log of meetings with special needs team members (e.g., special educators, school adjustment counselors, school psychologists)
- CS or SP observations and/or midterms

Standard E: Assessment

- Log or journal entry detailing how helped with standardized test administration
- Data results, together with interpretation of results, handouts given to students
- Record/log of meetings with students/parents to review test results and make recommendations for tutoring, etc.
- Documentation of systematic evaluation of effectiveness of services provided to students
- CS or SP observations and/or midterms

Standard F: Referral

- List of referral resources available within school and community
- Log of student referrals and/or SP observation/notes or midterm

Evidence Ideas for the School Adjustment Counseling Preservice Performance Assessment

List of possible documents that can be cited as evidence on the PPA

Standard A: Knowledge

- Record/log of meetings with parents, teachers, administrator and other counselors
- Supervising Practitioner (SP) observations/notes
- College Supervisor (CS) observations/notes
- SP or CS midterm evaluation

Standard B: Communication Skills

- Record/log of meetings with parents, teachers, administrator and other counselors
- Supervising Practitioner (SP) observations/notes
- College Supervisor (CS) observations/notes
- SP or CS midterm evaluation
- Handouts distributed to students
- Sample reports

Standard C: Clinical Services

- Record/log of counseling sessions with individual students in caseload
- Record/log of all school meetings attended
- CS or SP observation of facilitation of counseling group(s), etc.
- List of referral resources available within school and community
- Log of student referrals and/or SP observations/notes or midterm
- Sample reports

Standard D: Equity

- Record of attendance at pre-referral meetings, IEP/PPT meetings and/or notes from mtgs.
- Detailing of how adjusted students' schedules based on the particular needs of individual students (e.g., those with learning disabilities, attention deficits, behavior disorder, etc.)
- Record/log of meetings with special needs team members (e.g., special educators, school adjustment counselors, school psychologists)
- CS or SP observations and/or midterms

Standard E: Professional Responsibilities

- Copies of professional articles
- Record of attendance at professional development workshops
- Meeting agendas
- CS or SP observations and/or midterms

Supervising Practitioner (Site Supervisor) Checklist - Things to Cover with Interns

- **First Day/Week** – Provide welcoming environment for intern (think of how you would like to be treated the 1st day on the “job”)
 - Introduce intern to principal, other key administrators, other support personnel (e.g., nurse, etc.), and teachers as appropriate.
 - Give tour of the school.
 - Provide a space the intern can call his/her own (even if it is a small desk/table and chair in the corner somewhere).
 - Provide daily/weekly schedule and school calendar.
 - Provide content/topics for any upcoming lessons/advising sessions.
 - Provide other materials and resources.
 - Student Handbook & Faculty Handbook
 - Review any critical policies during first week
 - Discuss photo and videotaping policies, permission needed.
 - Special Procedures – Snow days/delays, medical (e.g., injuries, illnesses), emergencies (e.g., fire, weather related, lockdowns, etc.).
 - Review list of students in caseload. Note important information that is out of the ordinary (e.g., students on IEPs, unusually difficult family situation, etc.).
 - Provide the link to the web site where district-wide, subject and grade level outcomes/benchmarks are posted. Interns should cross reference these with statewide curriculum frameworks, learning standards and national standards as appropriate.
 - Inform the intern of the resources you have available that might be helpful.

- **Communication is key**
 - Set aside some time each day (if possible) when you can answer questions, and/or debrief.
 - Make it clear how/when you want the intern to contact you if he/she has to be absent/late vs. to ask a question about something. Let your preferences be known (e.g., don’t call home/cell with basic questions).
 - Provide them with your cell/home phone numbers, email address, and best times to reach you. Ask them to pass all of this information on to the College Supervisor.
 - Get the student intern’s cell phone number and email address

- **Explain your role as supervising practitioner (SP)**
 - Provide support throughout practicum. Serve as a mentor/coach.
 - Provide feedback related to six standards (A-F) that must be met:
 - A) Counseling/Consultation Skills, B) Academic Advising and Career/College Counseling, C) Group Counseling/Group Guidance/Developmental Guidance, D) Law/Special Education, E) Assessment, F) Referral.
 - Serve as a resource for planning, problem solving, etc.
 - Assist with assessment of student learning, interpretation of MCAS, CAPT, SAT, etc.
 - Help intern identify appropriate evidence for Preservice Performance Assessment (PPA) that meets the various standards and indicators.

- Complete midterm evaluation in advance of midterm meeting. Finalize ratings and comments on PPA (final evaluation) in collaboration with College Supervisor.
- **Make personal expectations clear**
 - Take time to let your intern know what is important to you. Go over your own pet peeves (e.g., poor communication, missed deadlines, appearance) and your style (e.g., tend to be laid back, detailed oriented or very critical).
- **Explain your approach to observing and providing specific feedback**
 - For example, you might observe a counseling session, advisement, group work, classroom lesson and jot down notes and go over them at a specified time or immediately after the session ends. Will put in writing what you have observed throughout the week and give to intern once a week.
- **Lessons, Counseling and Advising Sessions - Review your expectations**
 - All plans for lessons, advising sessions, etc., must be prepared in advance and **MUST** be shown to the supervising practitioner in advance by a prearranged deadline.
 - Let the intern know when you would like to see all plans (e.g., a day in advance, first thing in the morning, a week in advance.)
 - **REMEMBER** – “Failing to Prepare” is “Preparing to Fail”
 - They should be reminded to use resources when planning (they should not be planning everything off the top of their head).
 - They should vary their counseling methods/styles and forms of assessments.
 - Help intern match lesson objectives to district grade level/content standards/outcomes.
- **Assist student intern in becoming a reflective counselor**
 - Remind interns to jot down notes/reflect after each session, lesson, interaction.
 - Help interns to be able to recognize strengths and weaknesses.
- **Student Interaction and Behavior**
 - Model good management techniques (e.g. consistent, progressive discipline).
 - Remind intern of basic management criteria. Always maintain a safe environment and one that fosters student learning. Behavior that detracts from the learning environment must not be allowed.
- **Deadlines**
 - At first 3-way meeting, coordinate deadlines for various tasks with college supervisor and intern.
 - Discuss deadlines throughout the experience. Make adjustments as necessary in conversation with College Supervisor and Intern.
- **Attendance and professionalism are important**
 - Must notify all (School, Supervising Counselor, College Supervisor, Ed Prep Office) anytime s/he misses a day. Remind him/her that it is not enough to leave phone messages. Intern shouldn't stop calling until s/he speaks with someone directly.

- Little things are important. It is vital that the intern demonstrate responsibility, a strong work ethic, etc. Professionalism is a must.
 - Encourage intern to take initiative and be involved outside school day.
- **If possible, near the end of the practicum, arrange a mock interview for the intern with one of the administrators.**

College Supervisor Checklist - Things to Cover with Counseling Interns

- Introductions
- Communication is key
 - Make the student counselor feel at ease to contact you at home, in your office or email.
 - Provide them with your email address, phone number(s), and best times to call early in the morning and late afternoon/evening.
 - Get their cell phone number and email address.
- Explain your role as college supervisor (CS).
 - Provide support throughout practicum
 - Provide feedback to journals and other written work
 - Serve as a resource for planning, problem solving, etc.
 - Review/grade written assignments
 - Complete PPA (final evaluation) in collaboration with Supervising Practitioner
- Explain your approach to scheduling visits
 - Tell them your approach regarding scheduling visits. Do you plan out the entire semester in advance? Do you do surprise visits?(Not recommended)
- Make personal expectations clear. Take time to let your students know your style and what is important to you.
- Daily Journals
 - Review what you expect for the journal
 - Length, quality (e.g., proper grammar, spelling),
 - Content/focus (e.g., you may want to suggest they use the reflection questions found in the handbook or focus on one or more standards),
 - Daily deadline (e.g., no later than 9:00 p.m.)
 - Let interns know what they can expect to get back from you and when (e.g., daily reply, every other day, just a few lines, etc.)
- Presentation/Lesson Plans
 - Review your expectations
 - All presentations/lessons must be prepared in advance and **MUST** be shown to the supervising practitioner in advance

- REMEMBER** – “Failing to Prepare” is “Preparing to Fail”
 - Let the counseling intern know what you would like to see. They can send written materials requested as an attachments via email so you can review and make sure they are on track.
 - Remind the students that when you come to observe you should always be presented with a lesson plan and their evidence binder containing all lesson plans with reflect.
 - They should be reminded to use resources when problem solving and planning (they should not be planning everything off the top of their head).
- Review calendar with detailed deadlines
 - Reinforce requirements in the handbook and point out deadlines on the calendar (e.g., draft PPA and midterm evaluation date on calendar).
 - Review the difference between the evidence binder (organize “artifacts” chronologically by type) and the presentation portfolio (organize by standard plus add sections as desired to showcase unique strengths/experiences).
 - Provide tips about collecting evidence, how to organize in evidence binder and cite on Preservice Performance Assessment (PPA). Briefly discuss midterm evaluation, PPA, and your preferences. Encourage the interns to ask questions and to run everything by their supervising practitioner.
 - Tell them it is not too soon to collect items for presentation portfolio. They must get permission to include photos of their students.
 - Attendance and professionalism are important
 - Must notify all (School, Supervising Practitioner, College Supervisor, Ed Prep Office) anytime they miss a day. Remind them that it is not enough to leave phone messages. They shouldn’t stop calling until they speak with someone directly.
 - Little things are important. It is vital that they demonstrate responsibility, a strong work ethic, etc. Professionalism is a must.
 - Talk to them about taking initiative (e.g., do bulletin boards, organize files, etc.)
 - Go over your own pet peeves (e.g., poor communication, missed deadlines, appearance) and your style (e.g., tend to be laid back, detailed oriented or very critical, etc.)
 - Review written assignments in the handbook
 - Remind them that you need their schedule right away.
 - Review any other expectations you have regarding the practicum.
 - Ask if they have any questions.