Nelson University
School Counseling Practicum Handbook
2025-2026

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Introduction

The School Counseling Practicum is the crucial final link in the training process for those entering school counseling. The School Counseling Practicum involves a team comprised of the School Counseling Intern, Site Supervisor (Mentor School Counselor), and the University Field Supervisor. We are delighted to have you as part of the team. This handbook is provided to help clarify the roles and expectations of all parties involved in the practicum. The School Counseling Practicum is one semester in length.

School Counseling Interns**:**

✓ Call the Field Supervisor or the Director of Teacher Education IMMEDIATELY if there are any problems at school. Do not wait a week if the problem is urgent. We want to be available for you.

✓ **The Field Supervisor as well as your assigned school MUST BE NOTIFIED IMMEDIATELY in the event of absence.**

✓ Inclement weather - Check with the Site Supervisor (mentor) about school procedures in the event of snow, school closing, etc.

✓ Avoid unnecessary activities that would take time away from the School Counseling Practicum. You will need your evenings for any assigned school activities.

Placement Process

The first step in the practicum is finding a placement for the intern to complete their practicum and field experience hours. A practicum shall not take place exclusively during summer.

1. Register for ESC 5126-550 Internship in School Counseling.

2. Receive notification by email from the Graduate Education Office when approved.

3. The Intern notifies the Teacher Education Certification Officer (henceforth known as Certification Officer) of your potential Site Supervisor. Please provide a name, phone number and email address. The certification officer, Director of Teacher Education, and Education Department Chair will work together in order to ensure the SS has the required credentials needed. In order to support a new school counselor and to increase educator retention, an educator preparation program (EPP) and campus or district administrator shall collaboratively assign a site supervisor during the candidate's practicum.

4. Receive email notification from the Certification Officer confirming school Counseling Intern placement.

   > The Practicum shall not take place in a setting where the candidate:
   > - has an administrative role over the mentor or site supervisor, or
   > - is related to the field supervisor, mentor, site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

5. Start and finish dates of the School Counseling Practicum is posted on the Nelson University webpage and also given to the intern, field supervisor, and site supervisor.

6. The handbook is emailed to all parties. **NOTE**: The Nelson University Field Supervisor will contact the Mentoring School Counselor within the first two weeks of the practicum to set up a meeting. All parties shall have local training either in person or virtually.

7. Sign the School Counseling Practicum Handbook Form (located in the appendix) and if not already done so, sign the Educators' Code of Ethics Form (most have completed this already). Send the original to the Certification Officer and send a copy to the field supervisor. These documents are placed in the intern's permanent file stored in the teacher education department for five (5) years.

Role and Responsibility of the Intern

The School Counseling Practicum is the culminating experience in the School Counseling program at Nelson University. The practicum semester is a valuable professional experience that provides the intern with a variety of opportunities to put theory into practice. Field experiences are designed to provide opportunities for interns to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

Once students are approved for the practicum, they are placed in a supportive environment with a site supervisor who has three or more years of school counselor experience. It is important for you to recognize that you are a guest in the school and that your site supervisor bears the responsibility of determining what is best for his or her students, teachers, and staff. The Site Supervisor's decision about what you may or may not do is final. If you demonstrate competence, responsibility, and tact, you will likely have many opportunities to try innovative strategies. If you have any problems or concerns, be sure to inform your Field Supervisor as soon as possible.

Interns are required to start the process by providing information to the Certification Officer at least eight (8) weeks prior to the practicum starting. At that point, the Certification Officer works in tandem with the Director of Teacher Education, relevant school administrators, and human resource offices to ensure placement. Adjustments in placements will not be made after the practicum begins except in unusual circumstances.

Intern Evaluation:

Part of this rich experience is being evaluated while conducting the business of a school counselor. There is a cycle associated with each of the evaluations. There will be a pre-conference, evaluation, and a post-conference (PEP cycle). During the PEP cycle, the field supervisor will formally evaluate you a minimum of three (3) times *totaling* a minimum of 135 minutes. Those dates are set and agreed upon by the Intern, the Field Supervisor, and the Site Supervisor. It is possible that your Field Supervisor will set up a virtual evaluation. If that is the case, the intern will need a place to set a camera where the Intern can be seen and heard at all times. Interns should be prepared for a pre-conference two (2) days before the evaluation and a post-conference within 72 hours of the evaluation. Be prepared when the University Field Supervisor visits.

In addition to the formal evaluation, the Field Supervisor will informally observe a minimum of three (3) times. These "walk-throughs" are a minimum of 15 minutes and can be conducted online. There is no pre-conference to an observation but there is a post-conference.

There might be times the Field Supervisor will want to meet with you and/or the Site Supervisor after the observation. Regardless, a post-conference will be scheduled within 72 hours of the formal evaluation.

When your Nelson University Field Supervisor comes to visit, please provide a place identified and ready for the supervisor. Be sure all participants can be observed from this location. The site supervisor does not have to be present. Each evaluation will be recorded in minutes. *A total of 135 minutes is required over all required evaluations.*

Have a teachable spirit. The Intern's primary goal is to grow professional skills. Therefore, accept suggestions cheerfully.

Some expectations of the Intern are:

- Provide the Site Supervisor and Field Supervisor with up-to-date phone numbers to reach you.
- Acknowledge and accept that the building school counselor has the ultimate responsibility for the physical, academic, social needs, and safety of the students.
- Follow the school calendar at the school where you are School Counseling Intern. Do not ask for special favors, absences, permission to leave early, etc. from your employer.
- Complete the Agreement of Expectation within the first two (2) weeks and submit a copy to the Field Supervisor. (see appendix)
- Dress in a professional manner following regular administrative guidelines, practice punctuality, and maintain a positive, professional relationship with students and staff.
- Know and follow the rules, regulations, and policies of both the school and district.
- Spend sufficient time in preparation.
- Complete the field experiences form (with the date accomplished, written summaries and time spent).
- Share field experience list with the Site Supervisor <u>before</u> completion of experiences.
- Demonstrate enthusiasm for administration, use creative, legal leadership strategies, capitalize upon and use your strengths and talents to their fullest potential.
- Fulfill field experiences and all syllabus requirements, to complete a <u>minimum</u> of 160 School Counseling Practicum Field Experience Hours throughout this semester. Dates of practicum are sent to the Intern, Site Supervisor, and Field Supervisor. Dates are posted on the Nelson Education Leadership Website.
  o   The School Counseling Intern will chart progress by dating the activity, documenting the time spent and writing a reflection summary of each completed activity.
  o   Upon completion of 80% field experiences, the student will write a reflective summary of the value of this activity for educational ministry.

o   The checklist and summary shall be submitted to the ESC 5126 Internship in School Counseling course in Blackboard.

o   Forward a copy to the University Field Supervisor *and* Certification Officer.

- Consult with and obtain approval from the Site Supervisor before planning a guest speaker, activities outside the school or other functions.
- Take initiative in acquiring more responsibility as the practicum progresses.
- Complete two Self-Assessments and share those with the Site Supervisor and Field Supervisor. Forms are provided in the appendix and in the Blackboard Course.
- Assess professional and personal growth through continuous self-examination and self-evaluation.
- Plan strategies to help improve areas of weakness with the assistance of the Site Supervisor and/or Field Supervisor.
- Plan your schedule to include regular planning, feedback, and evaluation conferences with the Site Supervisor.
- Seek out the assistance and support of the Site Supervisor and Field Supervisor as needed.
- Accept graciously the constructive criticism and suggestions from the Site Supervisor and Field Supervisor.
- Consider all experiences as learning experiences, whether they succeed or fall short of expectations.
- Participate in extracurricular activities to the extent possible, while always remembering that time for field experiences planning is the FIRST priority.
- Attend all school counselor meetings and functions where school counselor attendance is expected and as allowed by the ISD.
- If you have not previously done so, contact the Testing Coordinator for approval to take School Counselor Certification Exam. Once approval is verified, register for test.https://www.ets.org/ppa/test-takers/school-leaders/register/

Required State Trainings

The following chart shows the required state training for all educators in Texas. If you complete any of these trainings through your local service center, please contact the professor for that assignment's requirements. If the date is current, within the time frame of your program, those trainings may be accepted in lieu of the course assignment.

Name of Training	Course	Website
Code of Ethics	ESC 5123 Foundations and Ethics of School Counseling	https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethics
Digital Literacy for Administrators	ESC 5213 School Counseling Program Development	Quiz given in class and website research given as needed. Based on the ISTE standards for administrators.
TBSI	EDU 5563 Special Issues and Populations	https://register.tealearn.com
Suicide Prevention	EDU 5563 Special Issues and Populations	https://sprc.org
Substance Abuse	EDU 5563 Special Issues and Populations	https://ncsacw.acf.hhs.gov/
Dyslexia	EDU 5563 Special Issues and Populations	https://register.tealearn.com

Once trainings are complete, students <u>must</u> submit their certificate in the Blackboard course as well as email the certificate to the Certification Officer. Certificates will be placed in the student's permanent file.

Role and Responsibility of the Site Supervisor
of the Cooperating School

The Site Supervisor, or mentor, is the day-to-day guide through the practicum process. The Site Supervisor is expected to guide, assist, and support the Intern during the practicum experience in areas such as, but not limited to, planning guidance lessons, facilitating individual and group counseling sessions, reviewing individual assessments, working with parents, conducting appropriate referrals to community resources, and understanding state and local district policies. The Site Supervisor will report the Intern's progress to the Nelson University Field Supervisor.

Qualifications
- Have 3 or more years' experience as a school counselor;
- Hold a valid school counselor certification;
- Not serving as a Field Supervisor for the candidate completing a practicum;
- Accomplishment as an educator as shown by student learning;
- Guide, assist, and support the candidate during the practicum; and
- Report the candidate's progress to the candidate's Field Supervisor.

Observations of the Site Supervisor
Site Supervisors are expected to observe the intern twice using "Site Supervisor's Observation of Intern" (see appendix) during the practicum: once between weeks 4-8 and once between weeks 9-12. These opportunities provide an excellent way for interns to experience the roles and responsibilities of a school counselor.

However, it is important that the intern receive constructive feedback often throughout the practicum. Take the approach of a growth model. Take note of strengths and areas for improvement. Regularly provide oral and written feedback as well as a time for discussion exchanges. Provide the field supervisor with written documentation on areas for growth at least once in the first half of the placement and at least once in the second half of the placement.

The following section provides **guidelines and expectations** for the Site Supervisor.

- Discuss with the Nelson University Field Supervisor any questions or concerns about the School Counseling Practicum Handbook, procedures, and/or responsibilities involved in the School Counseling Practicum.
- Attend the Nelson University Training for School Counseling Interns and study orientation materials provided by the University.
- Introduce the Intern to staff and orient them to school procedures. Oversee the orientation of the Intern to the school building, grounds, facilities and activities.

- Accept the Intern as another professional while still recognizing that the legal responsibility for the campus's mental health, safety, and academic progress remains yours.
- Read and discuss field experience options with the Intern at the beginning of the practicum. The School Counseling Intern is required to complete 160 clock hours. *The Site Supervisor might recommend options for completion.* Assist the Intern in targeting field experiences as indicated on the Field Experience document.
- When the Site Supervisor leaves the Intern in charge, the Site Supervisor may still be held responsible. However, should any harm come to any pupil through malice, negligence, or poor judgment on the part of the intern, it might be expected that both the Intern and the Site Supervisor be held responsible.
- Review the Intern's Self-Assessments and help the School Counseling Intern improve areas of weakness.
- Correspond bi-weekly, or at a minimum once a month, with the Nelson University Field Supervisor by email, phone call, or in person, to give an update on the performance of the intern. This will ensure that adequate communication occurs between the school and the university throughout the practicum.
- Serve as a positive and effective school counselor role model.
- Encourage the Intern's participation in extracurricular activities while at the same time assisting the Intern in effective time management practices.
- Provide opportunities for the Intern to advance gradually from assistant to participant to greater responsibilities as recommended in the *Suggested Schedule for intern* section of the Agreement of Expectation (see appendix).
- Encourage the Intern to be creative in the use of materials and strategies and assist him/her in the development of these new ideas.
- Meet/conference regularly with the Intern for planning, feedback, and evaluation conferences. Weekly meetings are recommended to ensure adequate communication. This can take the form of a phone conversation, online meeting, or in person.
- Listen attentively to the joys, frustrations, needs, concerns, and dreams the Intern wishes to share.
- Keep the Director of Teacher Education informed of any circumstances that you feel may be detrimental to the professional growth of the Intern.
- Assist the University in maintaining a superior program by offering solicited and unsolicited feedback on strengths and weaknesses of the student's professional and academic preparation as well as the logistics of the program itself.

Remember: Submit original reports and/or evaluations of the School Counseling Intern to the Field Supervisor at the completion of the School Counselor's Practicum. The Field Supervisor is responsible for sending final copies to the education department to be placed in the Intern's permanent file.

Role and Responsibility of the
Nelson University Field Supervisor

School Counselor Field Supervisors have extensive experience in observing, mentoring, and training, with an enthusiasm for working with future school counselors. They serve as a liaison between the school and the University to create the best possible experience for Nelson University School Counseling students. Supervisor duties encompass working with interns within the district/campus environment, providing external support and training, and completing all required documentation.

Qualifications:

- Not employed by the same school where the candidate being supervised is completing his or her practicum
- Not assigned to the candidate as Site Supervisor
- Not related to the Intern or Site Supervisor
- Experience as a district-level school counselor and a current certificate that is appropriate or at least a master's degree in the academic area or field related to the certification class for which supervision is being provided.

Communication

Provide multiple means for communication with the Intern (email, phone, text message) and offer guidelines for contact. Document these and submit the communication log along with your paperwork at the end of the practicum. Respond to the Intern's communications within two school/business days.

Contact the Site Supervisor *within the first two weeks* of the practicum to clarify the Intern's responsibilities, provide general information, answer questions, and share contact information. This meeting must be face to face either in an online platform or in person.

Maintain contact with the Site Supervisor on the growth of the Intern. If any issues arise, document the steps the Site Supervisor has taken to correct problems of the Intern. If issues persist, discuss action steps with the intern in order to help the intern be successful. At times, it may be necessary to involve the Director of Teacher Education.

Field Supervisors must maintain and submit a communication log of the School Counseling Intern as well as communication with the Site Supervisor to the Nelson University Teacher Education Department.

Evaluations and Observations:

The Field Supervisor is required to evaluate the School Counseling Intern a minimum of three (3) times during the practicum. During this PEP cycle (Pre-, Evaluation, Post-),

the Field Supervisor will follow the Nelson University dates and guidelines. Dates are provided to the field supervisor upon acceptance of the role. Other guidelines are:

- A pre-conference is scheduled for the Intern to discuss the upcoming evaluation with the Field Supervisor at least 2-3 days prior to the formal evaluation. During this pre-conference, the Intern should have a schedule arranged in advance so the Field Supervisor can discuss what you will be doing during the formal evaluation and a way for the Field Supervisor to meet with the Site Supervisor.
- The evaluation date should be set ahead of time. After the evaluation of the Intern, the Field Supervisor should prepare a scripted evaluation and critique and share with the Intern during the post-conference. The evaluation form is shared with the Site Supervisor as well.
- Complete a post-conference with the Intern within 72 hours after the scheduled evaluation.
- Provide a copy of the written feedback to the Site Supervisor.

The Field Supervisor is required to informally observe the Intern a minimum of three (3) times during the practicum. The informal observation will be followed with a post-conference. The Field Supervisor will follow the Nelson University dates and guidelines. Dates are provided to the field supervisor upon acceptance of the role. Other guidelines are:

- Conduct at least three informal observations that are 15 minutes or more in duration during the practicum assignment.
- Complete an informal post-conference which includes written feedback of observation on targeted skills.
- Informal observations for practicums may be conducted virtually, either synchronous or asynchronous.
- Collaborate with the Intern and site supervisor throughout the practicum experience.

Forms are included in the appendix of this handbook as well as through email and must be completed and returned to the Nelson University Teacher Education Department.

Other expectations include:

- Complete the Nelson University Teacher Education Field Supervisor training for practicums.
- Complete TEA-approved field supervisor coaching training at least every three years. Field supervisors who have completed TEA-approved training must renew that training by September 1, 2026, and then renew the training at least one time per each three-year period thereafter.
- Be well acquainted with the qualifications, strengths, weaknesses, and personality of the Intern.

- Be available to the Intern as a friend, counselor, instructor, resource person and mediator.
- Clarify the role of the Intern with the particular school as needed.
- Maintain a positive relationship with the Intern to encourage enthusiasm for school counseling. Serve as a resource person to Site Supervisors and their schools.
- Assist the Intern in all areas of professional growth including (but not limited to):
  - Instructional strategies for school counselors
  - Classroom management techniques
  - Interpersonal relationships
  - Time management
  - Field Experiences
- Understand the philosophy and program of each school in the program and help communicate that to the Intern.
- Build a positive relationship with faculty and administration of participating schools so the best interests of both the Intern and students can be served.
- If serious conflicts arise, contact the Director of Teacher Education.
- Assist the University in maintaining a superior program by offering solicited and unsolicited feedback on strengths and weaknesses of the School Counseling Intern, professional and academic preparation, as well as the logistics of the program itself. Feedback can be sent to the Director of Teacher Education.
- At the conclusion of the practicum, **complete all parts of the required Nelson University forms. It is important that signatures are obtained from all parties involved (Intern, Site Supervisor, and Field Supervisor).** If unable to submit electronically, these may be sent to:

Nelson University
Teacher Education Office, Certification Officer
1200 Sycamore St.
Waxahachie, Texas 75165
972-825-4759

Dismissal Policy

In some instances, a School Counseling Intern may be immediately dismissed from the current placement. Dismissal is the final action after the Site Supervisor and Field Supervisor have worked with the Intern to change his or her deficiencies.

Immediate dismissal may also occur upon request from the school district, campus administrator, or mentoring school counselor requesting that an Intern be removed from the Practicum or school campus. *Immediate dismissal can occur even if remediation steps have or have not happened.* A written request by the school district, campus administrator, or mentoring school counselor will result in an immediate dismissal with no additional placement opportunities. This will also result in automatic removal from the Nelson University School Counseling Program. **There is no appeal process when students are immediately dismissed from practicum.**

Appropriate documentation in the following areas could lead to dismissal. Some of those areas are (but not limited to):

- Unprofessional conduct
- Poor interpersonal relationships
- Lack of organizational and planning skills
- Poor communication (oral and/or written) skills
- Poor attendance or excessive tardiness
- Unacceptable completion of minimum requirements
- Unauthorized release or discussion of confidential records
- Unprofessional appearance and/or inappropriate hygiene
- Criminal charges
- Dishonesty
- Failure to improve in the practicum
- Failure to follow directives from the Site Supervisor, Field Supervisor, Director of Teacher Education, or the Department Chair

Procedures to be followed after a dismissal from the School Counseling Practicum semester are as follows:

1. A meeting with the Intern, Field Supervisor, and Nelson University Director of Teacher Education and/or Department Chair to discuss the serious concerns and the final decision. Documentation is shared and all voices are heard. The Site Supervisor may be present at this meeting.

2. A Dismissal from the School Counseling Practicum Form is completed by the Field Supervisor, signed by the Intern, Field Supervisor, and Nelson University Director of Teacher Education and/or Department Chair, and placed in the Intern's permanent file. This form will state the non-support of the continuation in the School Counselor certification program and the student will be removed from the Nelson University Educational Leadership program with the TEA.

3. A follow-up letter will be sent to the Intern from the Director of Teacher Education or Department Chair outlining the meeting and the protocol involved in the termination stage.

Nelson University Teacher Education Post-script:
In all deliberations involving an intern exhibiting serious concerns in performance or ethics, the well-being and academic future of both the intern and potential students are taken into consideration. A school counselor will impact hundreds of students in very important and lingering ways. Nelson University Teacher Education is committed to certifying competent and skilled educators of high integrity. The reputation of Nelson University rests upon the performance of our graduates.

Student Appeal Process

There is no appeal to the dismissal of a student from School Counseling Practicum, only removal from the Nelson University School Counseling Program. Interns who have been removed from the School Counseling Program, have seven (7) business days from the date of the dismissal letter and/or email. The candidate's written appeal letter should be sent to the Nelson University Director of Teacher Education who chairs the committee. The Nelson University Teacher Education committee has the final decision regarding the status of program candidates. The complaint policy is posted on the Nelson University Teacher Education website.

No Credit (but not dismissed)
In some instances, the Intern is not successful in the practicum but has not been dismissed from the program. When that happens, the student is given a no credit for the Internship course and therefore, will not graduate. The Nelson University Teacher Education Committee, in conjunction with the Field Supervisor's recommendations, will develop a plan to address any deficiencies identified by the candidate, the Field Supervisor, and/or the Site Supervisor. The plan will be implemented during the second practicum. Candidates must complete the second practicum within 12 months of the unsuccessful practicum. Those who do not, will not be granted a second practicum and will be removed from the School Counseling Program. If a second attempt is unsuccessful, the candidate will be removed from the School Counseling Program.

Candidates who withdraw or change degree tracks will be removed from the School Counseling Program.

Appendix

Self-Assessment

The intern will complete two self-assessments in the practicum. These shall be shared with the Site Supervisor as well as the Field Supervisor. The first self-evaluation is to be completed near the beginning of the semester (within 4 weeks). The second self-evaluation is to be completed near the end of the semester (within the last three weeks). Submit the self-assessment in the ESC 5126 Internship in School Counseling course. Dates are provided in Blackboard.

Discussion with the Site Supervisor and the Field Supervisor is a key factor to the success of the practicum. Use the Texas School Counselor Standards as a guide.

Self-Assessment 1:

What concerns you most about the practicum?

What concerns do you have about the standards?

In what areas do you see yourself excelling?

In what areas do you feel you will need to grow?

What plan can you and your site supervisor put into place to strengthen your area(s) of growth?

How will you prioritize your time both on and off the job to complete the tasks required in the practicum?

Self-Assessment 2:

Based on the concerns you had about the practicum and the standards, how did you manage those concerns?

Did you excel in the areas you thought you would? Did an area surprise you?

Address the plan you and your site supervisor put into place to strengthen your area(s) of growth. Be specific on how it helped you grow.

Now that you are nearing the end of your practicum, how are you planning to accomplish the task of completing the certification exams?

Purpose of an Agreement of Expectation

It is vital that all team members reach an agreement and define expectations during the early stages of the practicum in order for the intern to **log 160 clock hours**. To reach an agreement, the Site Supervisor and Intern should meet to discuss expectations about the School Counseling Practicum. This should be completed and sent to the Field Supervisor within two (2) weeks of the practicum start date.

Discussion about the Agreement of Expectation is of utmost importance for a clear understanding of expectations. Suggested items of discussion may include:

*   Specific duties for School Counseling Intern (such as field experiences and administrative duties)
*   Site Supervisor observation of the Intern
*   Feedback procedures (oral and/or written)
*   Schedule for taking additional school counseling responsibility
*   Philosophy of school counseling
*   School policies, rules, expectations (written and unwritten), and evaluations (i.e.., TCESS)
*   Methods of keeping communication lines open
*   Observation of other school counselors/schools by the School Counseling Intern

The Intern must work together with the site supervisor to complete the Agreement of Expectation in the beginning of the practicum. This agreement should be considered as a working document, firm enough to give structure, but flexible enough not to break under the pressure of unexpected or unusual circumstances. The team will review the Agreement of Expectation as necessary and make commendations, recommendations, or revisions.

In addition to shared common expectations, if a School Counseling Intern desires to be successful, ongoing communication between the School Counseling Intern, Site Supervisor, and Nelson University Field Supervisor is necessary. The Intern is responsible for initiating communication and in seeking information needed to meet the agreed-upon expectations.

The Agreement of Expectation will:

1. Enable each member of the team to think through and express in an organized way his/her initial expectations of the roles of each team member;
2. Serve as a guide for planning the semester experience and judging the outcome; and
3. Serve as a vehicle for meaningful dialogue among all members of the School Counseling Intern Team throughout the semester.

Agreement of Expectation

This agreement was completed on _____ between _____
                                        (Date)   *(Site Supervisor)*
and _____ .
         (Name of Intern)

This agreement will serve as a vehicle for dialogue between the Site Supervisor, School Counseling Intern and Nelson University Field Supervisor. The agreement will also be a guide for planning throughout the semester. This form is also provided to the Intern through the Blackboard course as well as through email.

1. The Intern will be required to be at the school between _____ a.m. and _____ p.m. If the Site Ssupervisor is unable to determine set times, the schedule shall be provided at least ten (10) days before expected duties.

    ☐ Checking this box indicates that regular times are not identified, and all parties agree upon the above 10-day requirement.

2. Duties of the School Counseling Intern: (Keep in mind the intern has 160 Field Experience hours to complete)

3. Observation of School Counseling Intern by Site Supervisor (2 total: 1 between weeks 4 and 7; and 1 between weeks 8 and 12). If possible, set those dates and activities for these two evaluations.

    First Observation: _____

    Second Observation: _____

4. Feedback/Methods of keeping communication lines open (oral and written):

5. Schedule for Taking over School Counseling Duties

The following is a **tentative schedule** that may be followed to meet requirements. It should serve only as a model and may be altered if the School Counseling Intern is prepared to assume more responsibilities sooner.

Week 1 Serve as Site Supervisor's aide, prepare field experiences

Week 2 & 3 Continue assisting the Site Supervisor, acquire more school counseling responsibilities, and continue field experiences preparation

Week 4 & 5 Take school counseling responsibilities as assigned

Weeks 6 - 13 Increase school counseling responsibilities

Weeks 14 and 15 Reduce school counseling responsibilities. Assign the Intern to observe other school counselors.

Week 16 Reduce school counseling load to zero as directed by the Site Supervisor. Assign the Intern to observe other school counselors.

Notes on changes to tentative schedule:

6.   Philosophy of school counseling and school policies:

7.   Methods of communication with staff and parents as an Intern:

8.   Schedule: Since the role of the school counselor is ever changing, please list a schedule of known events. These include but are not limited to: staff meetings; assistant principal, or testing coordinator; district school counselor meetings; school assemblies; ARDs; parent meetings; and open house or meet the teacher nights.

9. Observation and location of other school counselors by School Counseling Intern: (Usually completed at the end of the practicum)

10. Other:

_____   _____
School Counseling Intern   Date

_____   _____
Site Supervisor   Date

_____   _____
Nelson University Field Supervisor   Date

School Counseling Field Experience Log

The School Counseling Intern is expected to complete 70 of the 87 suggested field experiences listed on the chart below.

School Counseling Intern: _____

Campus: _____   **Semester: _____**

Topic	Field Experiences	Date	Direct Hours	Indirect Hours	Description
Activities/ Events	Plan and supervise student activities, contest, or clubs				
	Assist in special events (i.e. Math Night, College/Career events, Family Nights etc.)				
	Plan school assembly				
At-Risk	Review RTI responsibilities				
	Review criteria for determining students are At-Risk				
	Review administrative procedures/programs for At-Risk students				
Bilingual/ ESL	Review procedures and programs for Bilingual and ESL students				
	Participate in LPAC meeting				
Bulletins to Parents	Write parents newsletter article				
	Write a letter that goes to every parent				

Topic	Field Experiences	Date	Direct Hours	Indirect Hours	Description
Bulletins to Staff	Send email correspondence to all staff				
	Develop written memo to all staff				
Campus Climate	Administer and analyze the results of a campus climate survey				
Campus Support	Assist as campus representation when administration is off campus				
Child Welfare	Review laws and administrative procedures relating to child welfare				
	Assist with in-service or faculty meeting on requirements for reporting to CPS				
Class Placements and Schedules	Assist or become aware of class placement procedures (elementary)				
	Assist or become familiar with master schedule procedures (secondary)				
	Become familiar with master schedule planning				
	Become familiar with student scheduling computer program (secondary)				

Topic	Field Experiences	Date	Direct Hours	Indirect Hours	Description
	Help develop schedule for testing and assemblies				
Community Activities	Organize student participation in community events				
	Solicit business or community partnerships				
Dyslexia	Review district procedures/program for dyslexia students				
Enrollment	Shadow registrar for a day				
	Review district procedures for verifying residency requirements				
	Review policies/procedures related to parental custody/legal guardianship of students				
Ethics	Show understanding of difference between ethical and legal responsibilities				
Faculty Meetings	Attend and help and facilitate a meeting				
Field Trips	Review district policies and forms				
First Aid	Review first aid procedures				
504	Review procedures for 504 students				
	Participate in 504 meeting				
Guidance Curriculum	Review district counseling curriculum (OER)				

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Topic	Field Experiences	Date	Direct Hours	Indirect Hours	Description
	as it pertains to specific campus				
	Determine if your campus is following Texas mode for developmental School Guidance				
Legal	Be familiar with House Bills that affect you as a counselor and student population				
Lost Children	Review administrative procedure for missing children				
Open House	Assist in coordinating open house				
Orientation-Teachers	Participate in new teacher Orientation				
Orientation-Students	Assisting in conducting orientation for new students				
Outside Agencies	Become familiar with the role of all outside agencies				
	Meet with local law enforcement officials				
	Develop Resource Manual				
Parent Conference	Facilitate a parent/teacher conference				
Parent Education	Plan or coordinate parent education sessions				
Parent Groups	Work with GT parent group or another unique parent group				

Topic	Field Experiences	Date	Direct Hours	Indirect Hours	Description
	Attend PTA Board meeting				
	Attend PTA Meeting				
Parent Surveys	Help develop parent feedback survey				
	Analyze parent survey data and develop improvement plan				
Professional Organization	Join professional organizations				
	Read professional journals				
Psychological Services	Review responsibilities of district school psychologist				
	Discuss referral agencies with the district school psychologist				
Retention and Promotion	Review school, district, and state policies and procedures				
Safety	In-service for staff and students on safety rules				
Schedules	Help develop schedule for testing and assemblies				
	Become familiar with master schedule planning				
	Become familiar with student scheduling computer program (secondary)				
School Board Meeting	Attend a School Board meeting				
	Attend a SBDM meeting				

Topic	Field Experiences	Date	Direct Hours	Indirect Hours	Description
Site-Based Decision Making	Participate in development of school improvement plan				
Special Education	Participate in pre-referral/ problem solving team				
	Review special education programs provided by the district				
	Become familiar with parent and student rights				
	Review special education referral process				
	Participate in ARD meetings				
	Become familiar with transfer ARD process				
Staff Development	Help coordinate and/or present staff development session(s)				
Student Absences	Review administrative policies related to student absences				
	Attend truancy court				
Student Admission/ Withdrawn	Review district procedures for admitting and withdrawing students				
Student Awards/ Recognition	Participate in planning student awards/recognition				
Student Records	Review district procedures for what is kept in student				

Topic	Field Experiences	Date	Direct Hours	Indirect Hours	Description
	accumulative folders				
	Review requirements for releasing information on a student				
	Review parents' rights regarding student records				
Testing	Shadow TAKS coordinator when preparing for testing date(s)				
	Work with TAKS coordinator to prepare for testing accommodations				
	Work with staff to analyze test results				
	Review district procedures for gifted/talented testing				
Training	Show awareness for the need for conflict resolution /mediation				
	Show awareness of the need for confidentiality				
	Show awareness of sensitivity training				
Volunteers	Review procedures for volunteers on campus				
Other					
	TOTAL HOURS				

_____ _____

School Counseling Intern Signature   Date Completed

_____ _____

Site Supervisor Signature   Date Completed

(This form is provided to the Field Supervisor through email at the start of the practicum.)

Site Supervisor Observation of School Counseling Intern

School Counseling Intern: _____   Site Supervisor: _____

Date of Observation: _____   Start/Stop Times of Observation: _____

☐ Observation 1 (within week 4-8)   ☐ Observation 2 (within weeks 9-12)

Expectations: Within a time period, no longer than 5 business days, the Mentor School Counselor is expected to make observations in a variety of domains. It is understood that not all domains will be covered in each observation; however, it is expected to cover as many as possible. Within each domain, check all the evidence observed, cite the date and time of the observations and offer additional notes. Upon completion of the observation period. The Mentor School Counselor and the School Counseling Intern are to review and discuss growth opportunities in each domain.

During the internship, the Mentor School Counselor will complete two observations of the intern at least 3 weeks apart. A signed copy will be submitted to the School Counseling Field Supervisor within two weeks of the observation period.

Domain 1: Program Management • Planning • Implementation • Data Lead Decision Making • School Counseling Content Areas • Counseling Resources • Collaboration • Continuous Program Evaluation •	
Date Observed	**Evidence (check all that apply)**
_____ _____ _____ _____	☐ Collaborates regularly with the Site Supervisor to plan and implement a comprehensive school counseling program. Plans a monthly calendar for the implementation of the four components ☐ Guidance Curriculum ☐ Responsive Services ☐ Individual Planning ☐ System Support Implements activities specified on the monthly calendar ☐ Guidance Curriculum ☐ Responsive Services ☐ Individual Planning ☐ System Support ☐ Works with the Site Supervisor to collect and analyze data to determine student needs

_____	☐ Works with the Site Supervisor to collect and analyze data to determine program needs
_____	Allows the data to guide decision-making about program implementation accordingly. 　☐ Guidance Curriculum 　☐ Responsive Services 　☐ Individual Planning 　☐ System Support
_____	Demonstrates an understanding of school counseling content areas 　☐ Interpersonal Effectiveness 　☐ Intrapersonal Effectiveness 　☐ Personal Health and Safety 　☐ Post-secondary Education and Career Readiness
_____	☐ Discusses with the Site Supervisor how program resources are managed.
_____	☐ Participates in a district-based committee meeting
_____	☐ Analyzes the current school counseling program and provides recommendations for improvements
Additional Notes:	

Domain 2: Guidance • Theories • Student Needs • Planning Guidance Lessons • Teaching Guidance Lessons • Collaboration for Guidance • Post-secondary Opportunities • Career Development • Student's Personal Development •	
Date Observed	**Evidence (check all that apply)**
_____	☐ Uses accepted theories in addressing person, social, career, cognitive and educational development
_____	☐ Shows an awareness of the diverse needs of students participating in classroom guidance
_____	☐ Develops a guidance lesson plan that demonstrates an understanding of mental health and wellness
_____	☐ Develops a guidance lesson plan that demonstrates an understanding of social and emotional learning
_____	☐ Conducts a structured group lesson to deliver the guidance curriculum effectively
_____	☐ Assess the effectiveness of the guidance lesson through interactive questioning and discussion

_____	☐ Sets behavior expectations that establish a safe environment for students.
_____	☐ Appropriately addresses student's behavior
_____	☐ Differentiates guidance lessons to accommodate the student population
_____	☐ Works with the Site Supervisor to collect and analyze data to determine guidance lesson content.

_____	Guidance lesson provides opportunity for students to plan, monitor or manage their own development
	    ☐ Educational development/post-secondary opportunities
	    ☐ Career development
	    ☐ Personal/social development

Additional Notes:	

Domain 3: Counseling • Techniques for Individual Counseling • Techniques for Group Counseling • Cultural Context •	
Date Observed	**Evidence (check all that apply)**

_____	Uses accepted theories and techniques for delivering individual counseling
	    ☐ Individual developmental counseling
	    ☐ Preventive counseling
	    ☐ Remedial counseling
	    ☐ Crisis counseling

_____	Uses accepted theories and techniques for delivering group counseling
	    ☐ Group developmental counseling
	    ☐ Preventive group counseling
	    ☐ Remedial group counseling
	    ☐ Crisis group counseling

_____	☐ Provides structures to monitor progress, behavior, and emotional wellbeing of students

_____	Offers counseling interventions within the student's cultural context
	    ☐ Developmental counseling
	    ☐ Preventive counseling
	    ☐ Remedial counseling
	    ☐ Crisis counseling

Additional Notes:	

Domain 4: Consultation • Student Achievement • Student Development • Cultural Context •	
Date Observed	**Evidence (check all that apply)**

	□ Provides positive, constructive, and personalized feedback to families about their child's performance.
_____	

_____	Consults with parents, staff, or community members to promote understanding of diverse student needs
	    □ Developmental needs
	    □ Behavioral needs
	    □ Environmental needs
	
	□ Considers existing cultural context when consulting with parents, staff, or community members about the diverse needs of students

_____	
Additional Notes:	

Domain 5: Coordination • Promote Student Success • Referring Processes •	
Date Observed	**Evidence (check all that apply)**
_____	□ Promotes mental health and wellness within school, home, or community
_____	□ Promotes social and emotional learning within the school, home, or community
_____	□ Links internal and external support services to respond to students' needs
Additional Notes:	

Domain 6: Student Assessment • Ethical Standards • Bias in Assessment Tools • Interpretation of Test Results • Cultural Context • District Policy •	
Date Observed	**Evidence (check all that apply)**
_____	□ Adheres to legal, ethical, and professional standards related to assessment
_____	
_____	□ Analyzes STAAR or another standardized assessment for cultural or linguistic bias
_____	□ Interprets standardized test results to guide individual goal setting
_____	□ Interprets standardized test results in alignment with cultural and diverse needs of the students □ Interprets standardized test results according to district policy
Additional Notes:	

Domain 7: Leadership • Counseling Program • School's Responsiveness to Diversity • Learning Environment and Diversity •	
Date Observed	**Evidence (check all that apply)**
_____	□ Assists the Site Supervisor in carrying out general leadership roles and responsibilities

_____	☐ Provides leadership in the responsiveness to personal and social needs of students
_____	☐ Collaborates with staff in reference to enhancing the learning environments to address the diverse needs of students
Additional Notes:	

Domain 8: Advocacy • Diversity • Student and Groups • School Policies and Programs • Content Areas • Ethics • Comprehensive School Counseling Program •

Date Observed	Evidence (check all that apply)
_____	☐ Advocates among stakeholders for a positive school culture that acknowledges and respects student diversity
_____	☐ Advocates among stakeholders for school policies that are equitable for diverse groups
_____	☐ Advocates for ethical and professional standards
_____	☐ Advocates among stakeholders for the full implementation of a comprehensive school counseling program
Additional Notes:	

Domain 9: Professional Behavior • Continuous Professional Development • Professional Relationships • Accountability • Reflective Practices •

Date Observed	Evidence (check all that apply)
_____	☐ Regularly seeks coaching and feedback from Site Supervisor
_____	☐ Maintains a growth mindset for self and others
_____	Relates well with others 　　☐ Staff 　　☐ Students 　　☐ Parents 　　☐ Community members
_____	☐ Displays accountability in time management
_____	☐ Engages in reflective practices to enhance professional development
Additional Notes:	

Domain 10: Professional Standards • Legal Standards • Competence and Practice • Ethical Standards • Work Habits •

Date Observed	Evidence (check all that apply)

_____ _____ _____ _____ _____ _____ _____ _____	☐ Adheres to federal, state, district and campus legal standards, policies, regulations, and procedures ☐ Seeks awareness of current changes in legislation ☐ Abides by the legal guidelines of confidentiality in a school setting ☐ Adheres to district social media policies ☐ Commits to current professional standards of competence and practice ☐ Promotes and follows school counseling ethical standards ☐ Adheres to ethical standards for written communication with parents, staff, and community members Meets expectations concerning work habits ☐ Attendance ☐ Punctuality ☐ Appropriate attire
Additional Notes:	

Overall	
Area of Strength	**Suggestions to increase effectiveness even more.**
Area of Weakness	**Suggestions to increase effectiveness.**

_____   _____

School Counseling Intern Signature   Site Supervisor Signature

Date of Observation Post-Conference with School Counseling Intern: _____

(This form is provided to the Site Supervisor through email at the start of the practicum.)

Pre-Conference Form

The Intern should expect a pre-conference two (2) days prior to the formal evaluation. This pre-conference will be conducted face-to-face either in person or through an online video conferencing.

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Intern Pre-Conference

The purpose of the pre-conference is for the Intern and Field Supervisor to discuss the self-assessment, set/review goal(s), and determine the data, evidence, and documentation to support the goal for the upcoming evaluation.

Intern:	Field Supervisor:	
Date:	Time (Start/Stop):	

☐ Pre-Conference #1 → → → ☐ Pre-Conference #2 → → → ☐ Pre-Conference #3

Discussion:

Sample questions: What will you be leading or helping with in this evaluation? What are your expectations? What do you plan to accomplish? Is there any historical context I should be aware of? How are you preparing for this meeting (or what data have you gathered)? Are there individuals you will need to meet with prior to the meeting (or have you met with them already)? Are there any issues you anticipate?

Goal: (What would be the key take-aways for participants?)

Principal Intern Signature: _____

Field Supervisor Signature: _____

This fillable form is provided to the field supervisor upon acceptance of the role at the beginning of the practicum.

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Intern Post-Conference Form

The purpose of the post-conference is to provide Interns with an opportunity to self-reflect and collaborate with the field supervisor following an evaluation. Guidance will be provided by the Field Supervisor in order to assist the Intern as they develop their professional educator skills.

Intern:	Field Supervisor:
Date:	Time (Start/Stop):

☐Post-Conference #1   ☐Post-Conference #2   ☐Post-Conference #3

- What was your overall impression of the activity?
- What went well?
- What would you do differently next time?

Field Supervisor shares impressions, guidance, and recommendations.

Reinforcement Plan
1. **Reinforcement Area (Dimension):** *Area of Strength*

2. **Self-reflection questions and Intern response:**

3. **Recommend action(s):**

Refinement Plan
1. **Refinement Area (Dimension):** *Area of Weakness*

2. **Self-reflection question and Intern response:**

3. **Evidence:** *Identify specific examples from the script of the **refinement** identified above.*

4. **Recommend action(s):**

Intern Signature: _____

Field Supervisor Signature: _____
This fillable form is provided to the field supervisor upon acceptance of the role.

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School Counseling Intern Observation Form

(Field Supervisor)

Expectations: The Field Supervisor will evaluate the School Counseling Intern a minimum of three (3) times during the semester using the School Counselor Ten (10) Domains and the Standards Required for the School Counselor Certificate provided by TEA. Per the discretion of the Field Supervisor, a fourth evaluation may be warranted. A pre-conference, the observation, and a post-conference are part of each evaluation. It is expected that each site visit will be assigned a designated direct service (individual counseling, group counseling, and/or guidance lesson) as part of the minimum of three (3) to five (5) domains observed. Following the post-conference and the collection of required signatures, a copy of the observation will be submitted to the building principal or designee.

☐ **Observation 1**

School Counseling Intern: _____ **Field Supervisor:** _____

Site Supervisor: _____

Date of Pre-Conference: _____

Date of Observation: _____ **Start Time:** ____ **Stop Time:** ____

Date of Post-Conference: _____

Standards Observed

Indicate all (minimum of 3/maximum of 5) of the standards witnessed during the formal observation.

☐ Guidance   ☐ Advocacy

☐ Consultation   ☐ Professional Behavior

☐ Coordination   ☐ Professional Standard

☐ Leadership

Guidance

Guidance: Theories - Uses accepted theories in addressing personal, social, career, cognitive and educational development.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Routinely uses accepted theories in addressing personal, social, career, cognitive and educational development.	☐ Sometimes uses accepted theories in addressing personal, social, career, cognitive and educational development.	☐ Rarely uses accepted theories in addressing personal, social, career, cognitive and educational development.	☐ Not Applicable
Guidance: Student Needs - Attends to the diverse needs of students participating in classroom guidance.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently attends to the diverse needs of students participating in classroom guidance	☐ At times attends to the diverse needs of students participating in classroom guidance	☐ Rarely attends to the diverse needs of students participating in classroom guidance	☐ Not Applicable
Guidance: Planning Guidance Lessons – Plans structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students' developmental needs.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Guidance lesson plan demonstrates a comprehensive understanding of mental health and wellness, and/or social and emotional learning strategies and methodologies	☐ Guidance lesson plan demonstrates some understanding of mental health and wellness, and/or social and emotional learning strategies and methodologies	☐ Guidance lesson plan does not demonstrate an understanding of mental health and wellness, and/or social and emotional learning strategies and methodologies	☐ Not Applicable
Guidance: Teaching Guidance Lessons - Conducts structured group lessons to deliver the Guidance Curriculum effectively.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Regularly conducts structured group lessons to deliver the guidance curriculum effectively.	☐ Sometimes conducts structured group lessons to deliver the guidance curriculum effectively.	☐ Rarely conducts structured group lessons to deliver the guidance curriculum effectively.	☐ Not Applicable
☐ Assess the effectiveness of the lesson through interactive questioning and discussion.	☐ Sometimes assess the effectiveness of the lesson through interactive questioning and discussion.	☐ Does not assess the effectiveness of the lesson through interactive questioning and discussion.	☐ Not Applicable
☐ Guidance lesson is adjusted based on student behavior.	☐ Sometimes the guidance lesson is adjusted based on student behavior.	☐ Guidance lesson is not adjusted based on student behavior.	☐ Not Applicable
☐ Sets behavior expectations that establish a safe environment for all.	☐ Sometimes sets behavior expectations that establish a safe environment for some.	☐ Does not set behavior expectations that establish a safe environment.	☐ Not Applicable
☐ Addresses student misbehavior appropriately.	☐ Addresses some student misbehavior.	☐ Allows student misbehavior to go unaddressed or confronts	☐ Not Applicable

		students in a way that discourages future participation and communication.	
☐ Differentiate group lesson to accommodate student population.	☐ Sometimes differentiates group lesson to accommodate student population.	☐ Rarely differentiate group lesson to accommodate student population.	☐ Not Applicable

Guidance: Collaboration for Guidance - Involves students, parents, teachers, and others to promote effective implementation of the Guidance Curriculum.

Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Promotes the implementation of guidance curriculum based on data.	☐ Promotes the implementation of guidance curriculum based on limited data.	☐ Promotes the implementation of guidance curriculum not based on student data.	☐ Not Applicable
☐ Communicates with school leadership, both verbally and in writing in regard to the guidance curriculum plan.	☐ Communicates verbally with school leadership in regard to the guidance curriculum plan.	☐ Does not inform the school leadership of the guidance curriculum plan.	☐ Not Applicable
☐ Includes multiple sources of data when promoting the effective implementation of the Guidance Curriculum.	☐ Includes one source of data when promoting the effective implementation of the guidance curriculum.	☐ Does not include data when promoting the effective implementation of the guidance curriculum.	☐ Not Applicable

Guidance: Post-secondary Opportunities - Accurately and without bias, guides students and parents to plan, monitor, and manage the students own educational development, including information about post-secondary opportunities.

Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Routinely guides students and families accurately and without bias as they plan for post-secondary opportunities.	☐ Sometimes guides students and families accurately and without bias as they plan for post-secondary opportunities.	☐ Rarely guides students and families accurately and without bias as they plan for post-secondary opportunities.	☐ Not Applicable

Guidance: Career Development - Accurately and without bias, guides students and parents to plan, monitor, and manage students' own career development.

Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Routinely guides students and families accurately and without bias as they monitor and manage students' own career development.	☐ Sometimes guides students and families accurately and without bias as they monitor and manage students' own career development.	☐ Rarely guides students and families accurately and without bias as they monitor and manage students' own career development.	☐ Not Applicable

Guidance: Student's Personal Development - Accurately and without bias, guides students and parents to plan, monitor, and manage the students own personal/social development.

Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Routinely guides students and families accurately and without bias as they plan,	☐ Sometimes guides students and families accurately and without bias	☐ Rarely guides students and families accurately and without bias as they plan, monitor, and manage	☐ Not Applicable

monitor, and manage students' own personal/social development.	as they plan, monitor, and manage. students' own personal/social development.	students' own personal/social development.	

Appraiser Comments/Growth Opportunities

Consultation

Consultation: Student Achievement - Consults with parents, school staff, and other community members to promote and increase the effectiveness of student achievement and success.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Provides positive, constructive, and personalized feedback to families about their child's performance.	☐ Communicates essential information and feedback with families or other community members.	☐ Rarely communicates essential information and feedback with families and other community members.	☐ Not Applicable
☐ Consistently consults regularly with parents, staff, and community members to receive input to promote and increase the effectiveness of student achievement and success.	☐ Sometimes consults with parents, staff, and community members to receive input to promote and increase the effectiveness of student achievement and success.	☐ Rarely seeks to receive input from parents, staff, and community members to promote and increase the effectiveness of student achievement and success.	☐ Not Applicable
☐ Analyzes data about involvement and recommends plans to increase authentic engagement and shared responsibility for student outcomes.	☐ Sometimes analyzes data about involvement and recommends plans to increase authentic engagement and shared responsibility for student outcomes.	☐ Rarely tracks and analyzes parent and community involvement data.	☐ Not Applicable
Consultation: Student Development – Consults with parents, school staff and community members to promote understanding of human relations and student development, behavior, and environment.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently consults with parents, staff, and community members to promote understanding of human relations.	☐ Sometimes consults with parents, staff, and community members to promote understanding of human relations.	☐ Rarely consults with parents, staff, and community members to promote understanding of human relations.	☐ Not Applicable
☐ Consistently consults with parents, staff, and community members to promote understanding of student development.	☐ Sometimes consults with parent, staff, and community members to promote understanding of student development.	☐ Rarely consults with parent, staff, and community members to promote understanding of student development.	☐ Not Applicable
☐ Consistently consults with parents, staff, and community members to	☐ Sometimes consults with parents, staff, and community members to	☐ Rarely consults with parents, staff, and community members to	☐ Not Applicable

promote understanding of student behavior.	promote understanding of student behavior.	promote understanding of student behavior.	
☐ Consistently consults with parents, staff, and community members to promote understanding of environment	☐ Sometimes consults with parents, staff, and community members to promote understanding of environment.	☐ Rarely consults with parents, staff, and community members to promote understanding of environment.	☐ Not Applicable

Consultation: Cultural Context – Considers existing cultural context when consulting with parents, school staff, and other community members regarding the unique and diverse needs of students.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently considers existing cultural context when consulting with parents, staff, and community members in regards to the diverse needs of students.	☐ Sometimes considers existing cultural context when consulting with parents, staff, and community members in regards to the diverse needs of students	☐ Rarely considers existing cultural context when consulting with parents, staff, and community members in regards to diverse needs of students.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Coordination

Coordination: Promote Student Success – Coordinates resources in the school, home, and community to promote student success.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Promotes mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught to students	☐ Utilizes basic school support services to meet some students' needs, including counseling, mentoring, and some external service referrals	☐ Utilizes basic school support services to meet few students' needs, including counseling, mentoring, and some external service referrals	☐ Not Applicable
Standard 5.2: Referring Processes – Uses effective processes of referring students, parents, and others to special programs and services.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Links internal and external support services to respond to students' needs	☐ Sometimes links internal and external support services to respond to students' needs	☐ Rarely links internal and external support services to respond to students' needs	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Leadership

Leadership: Counseling Program - Provides leadership for the implementation of the school's comprehensive developmental school counseling program.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**

☐ Consistently goes above and beyond when carrying out school counseling leadership roles and responsibilities.	☐ Carries out general school counseling leadership roles and responsibilities.	☐ Rarely displays leadership and does not assist in taking on the responsibilities of a School Counselor.	☐ Not Applicable
Leadership: School's Responsiveness to Diversity – Provides leadership in the school's responsiveness to the personal and social needs of diverse students.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently provides leadership in the school's responsiveness to personal and social needs of all students.	☐ Provides leadership in the school's responsiveness to personal and social needs of some students.	☐ Does not display leadership in the school's responsiveness to personal and social needs of students.	☐ Not Applicable
Leadership: Learning Environments and Diversity – Provides leadership for the enhancement of learning environments that address the diverse needs of students.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently provides leadership in addressing the diverse needs of all students.	☐ Sometimes provides leadership in addressing the diverse needs of some students.	☐ Does not provide leadership in addressing the diverse needs of students.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Advocacy

Advocacy: Diversity – Advocates for a school environment that acknowledges and respects diversity.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently advocates for a school environment that acknowledges and respects diversity.	☐ Sometimes advocates for a a school environment that acknowledges and respects diversity.	☐ Rarely advocates for a school environment that acknowledges and respects diversity.	☐ Not Applicable
Advocacy: Student and Groups – Advocates for individual and specific groups of students.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Advocates for all individual students.	☐ Advocates for some individual students.	☐ Does not advocate for individual students.	☐ Not Applicable
☐ Advocates for all groups of students.	☐ Advocates for some groups of students.	☐ Does not advocate for specific groups of students.	☐ Not Applicable
Advocacy: School Policies and Programs – Advocates for school policies, programs and services that are equitable and responsive to diverse groups of students and enhance a positive school climate.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently advocates for services that enhance a positive school climate.	☐ Sometimes advocates for services that enhance a positive school climate.	☐ Rarely advocates for services that enhance a positive school climate.	☐ Not Applicable

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently advocates for programs and services that are responsive to a diverse group of students.	☐ Sometimes advocates for programs and services that are responsive to a diverse group of students.	☐ Rarely advocates for programs and services that are responsive to a diverse group of students.	☐ Not Applicable
Advocacy: Content Areas – Promotes the balanced provision of school counseling program content areas based on assessed needs of the campus/district comprehensive development school counseling program (Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Post-secondary Education and Career Readiness).			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Actively engages with Mentor School Counselor in promoting a balanced program that is based on the school counseling content areas.	☐ Passively engages with the Mentor School Counselor in promoting a balanced program based on the school counseling content areas.	☐ Does not engage with the Mentor School Counselor in promoting a balanced program based on the school counseling content areas.	☐ Not Applicable
Advocacy: Ethics – Advocates for the comprehensive developmental school counseling program and school counselors' ethical and professional standards within school and community.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently advocates for ethical standards within the school and community.	☐ Sometimes advocates for ethical standards within the school and community.	☐ Rarely advocates for ethical standards within the school and community.	☐ Not Applicable
Advocacy: Comprehensive School Counseling Program – Advocates for the full implementation of the comprehensive developmental school counseling program among students, school staff, parents, and other community members.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently advocates for a comprehensive school counseling program.	☐ Sometimes advocates for a comprehensive school counseling program.	☐ Rarely advocates for a comprehensive school counseling program.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Professional Behavior

Proficient	Developing	Needs Improvement	Not Applicable
Professional Behavior: Continuous Professional Development – Demonstrates professionalism, including a commitment to continuous professional development.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Regularly seeks coaching and feedback from supervisors and peers.	☐ Sometimes seeks coaching and feedback from supervisors.	☐ Does not seek feedback.	☐ Not Applicable
☐ Regularly incorporates refinements to adapt and improve practices.	☐ Understands the importance of growth for self and others but does not act on this understanding.	☐ Rarely reflects on growth in order to make changes in practice.	☐ Not Applicable
☐ Maintains a growth mindset for self and others.	☐ Sometimes maintains a growth mindset for self or others.	☐ Does not maintain a growth mindset for self or others.	☐ Not Applicable

☐ Aligns growth and professional development to the needs of the school and student outcomes.	☐ Sometimes engages in limited professional development.	☐ Rarely engages in professional development.	☐ Not Applicable

Professional Behavior: Professional Relationships – Establishes and maintains professional relationships with administrators, teachers, other school staff, and community members.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Meets expectations concerning cooperation.	☐ Sometimes meets expectations concerning cooperation.	☐ Rarely meets expectations concerning cooperation.	☐ Not Applicable
☐ Meets expectations concerning ability to relate to students.	☐ Sometimes meets expectations concerning ability to relate to students.	☐ Rarely meets expectations concerning ability to relate to students.	☐ Not Applicable
☐ Meets expectations concerning ability to relate to administration and staff.	☐ Sometimes meets expectations concerning ability to relate to administration and staff.	☐ Rarely meets expectations concerning ability to relate to administration and staff.	☐ Not Applicable
☐ Meets expectations concerning ability to relate to parents.	☐ Sometimes meets expectations concerning ability to relate to parents.	☐ Rarely meets expectations concerning ability to relate to parents.	☐ Not Applicable
☐ Meets expectations concerning ability to relate to community members.	☐ Sometimes meets expectations concerning ability to relate to community members.	☐ Rarely meets expectations concerning ability to relate to community members.	☐ Not Applicable

Professional Behavior: Accountability – Accepts accountability for the use of time in delivering a full complement of services based on assessed needs in all four components of a comprehensive developmental school counseling program.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Accepts accountability for the use of time and delivering a comprehensive school counseling program.	☐ Sometimes accepts accountability for the use of time to deliver a comprehensive school counseling program.	☐ Rarely accepts accountability for the use of the time to deliver a comprehensive school counseling program.	☐ Not Applicable
☐ Excels in time management.	☐ Time management is a developing skill set.	☐ Time management needs improvement.	

Professional Behavior: Reflective Practices – Engages in reflective practice to enhance professional development.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently engages in reflective practices to enhance professional development	☐ Sometimes engages in reflective practices to enhance professional development.	☐ Rarely engages in reflective practices to enhance professional development	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Professional Standards

Professional Standards: Legal Standards – Adheres to federal, state, district and campus legal standards, policies, regulations, and procedures.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently adheres to federal, state, district, and campus legal policies, regulations, and procedures.	☐ Sometimes adheres to federal, state, district, and campus legal policies, regulations, and procedures most of the time.	☐ Rarely adheres to federal, state, district, and campus legal policies, regulations, and procedures.	☐ Not Applicable
☐ Independently and actively seeks awareness of current changes in legislation and policies.	☐ When shared by others, seeks awareness of current changes in legislation and policies.	☐ Does not seek awareness of current changes in legislation and policies.	☐ Not Applicable
☐ Consistently abides by the legal guidelines of confidentiality in a school setting.	☐ Sometimes abides by the legal guidelines of confidentiality in a school setting.	☐ Does not abide by the legal guidelines of confidentiality in a school setting.	☐ Not Applicable
☐ Consistently adheres to district social media policies.	☐ Sometimes adheres to district social media policies.	☐ Does not adhere to district social media policies.	☐ Not Applicable
Professional Standards: Competence and Practice – Commits to current professional standards of competence and practice.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently commits to current professional standards of competence and practice.	☐ Sometimes commits to current professional standards of competence and practice.	☐ Rarely commits to current professional standards of competence and practice.	☐ Not Applicable
Professional Standards: Ethical Standards – Promotes and follows school counseling ethical standards.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Develops and implements process to regularly address ethical behaviors, high expectations, and quality practices that are professional and student-centered.	☐ Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators.	☐ Rarely adheres to the Code of Ethics.	☐ Not Applicable
☐ Consistently adheres to the ethical standards for written communication with parents, staff, and community members.	☐ Sometimes adheres to the ethical standards for written communication with parents, staff, and community members.	☐ Rarely adheres to the ethical standards for written communication with parents, staff, and community members.	☐ Not Applicable
Professional Standards: Work Habits - Demonstrates professional and responsible work habits.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Meets expectations concerning attendance	☐ Sometimes meets expectations concerning attendance.	☐ Rarely meets expectations concerning attendance.	☐ Not Applicable

☐ Meets expectations concerning punctuality.	☐ Sometimes meets expectations concerning punctuality.	☐ Rarely meets expectations concerning punctuality.	☐ Not Applicable
☐ Meets expectations concerning appropriate attire.	☐ Sometimes meets expectations concerning appropriate attire.	☐ Rarely meets expectations concerning appropriate attire.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

School Counseling Intern:_____   **Observation 1**

Overall Rating   ☐ Proficient   ☐ Developing   ☐ Needs Improvement

<u>Required Signatures</u>

_____   _____

School Counseling Intern Signature   Date

_____   _____

Field Supervisor Signature   Date

_____   _____

Site Supervisor Signature   Date

_____   _____

Building Principal or Designee Signature   Date

(This form is provided to the Field Supervisor through email at the start of the practicum.)

School Counseling Intern Observation Form

(Field Supervisor)

Expectations: The Field Supervisor will evaluate the School Counseling Intern a minimum of three (3) times during the semester using the School Counselor Ten (10) Domains and the Standards Required for the School Counselor Certificate provided by TEA. Per the discretion of the Field Supervisor, a fourth evaluation may be warranted. A pre-conference, the observation, and a post-conference are part of each evaluation. It is expected that each site visit will be assigned a designated direct service (individual counseling, group counseling, and/or guidance lesson) as part of the minimum of three (3) to five (5) domains observed. Following the post-conference and the collection of required signatures, a copy of the observation will be submitted to the building principal or designee.

☐ **Observation 2**

School Counseling Intern: _____ **Field Supervisor:** _____

Site Supervisor: _____

Date of Pre-Conference: _____

Date of Observation: _____ **Start Time:** ____ **Stop Time:** ____

Date of Post-Conference: _____

Standards Observed

Indicate all (minimum of 3/maximum of 5) of the standards witnessed during the formal observation.

☐ Group Counseling   ☐ Leadership

☐ Consultation   ☐ Advocacy

☐ Coordination   ☐ Professional Behavior

☐ Student Assessment   ☐ Professional Standard

Group Counseling

Group Counseling: Techniques for Group Counseling – Uses accepted and effective techniques to provide group developmental, preventive, remedial, and/or crisis group counseling.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Routinely delivers accepted and effective techniques when providing group counseling.	☐ Sometimes delivers accepted and effective techniques when providing group counseling.	☐ Rarely delivers accepted and effective techniques when providing group counseling.	☐ Not Applicable
☐ Provides structures to monitor progress, behavior, and emotional wellbeing for all groups of students.	☐ Provides structures to monitor progress, behavior, and emotional wellbeing for some groups of students.	☐ Provides structures to monitor progress, behavior, and emotional wellbeing for a few groups of students.	☐ Not Applicable

Group Counseling: Cultural Context – Acknowledges students' cultural context in the selection of counseling interventions based on the developmental, preventive, remedial, and/or crisis needs accordingly.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Regularly gathers data on individual students in order to understand their culture.	☐ Sometimes gathers data on individual students in order to understand their culture.	☐ Rarely gathers data on individual students in order to understand their culture.	☐ Not Applicable
☐ Prepares counseling intervention based on gathered student data.	☐ Sometimes prepares counseling intervention based on gathered student data.	☐ Rarely prepares counseling intervention based on gathered student data.	☐ Not Applicable

Group Counseling: Theories - Uses accepted theories in addressing personal, social, career, cognitive and educational development.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Routinely uses accepted theories in addressing personal, social, career, cognitive and educational development.	☐ Sometimes uses accepted theories in addressing personal, social, career, cognitive and educational development.	☐ Rarely uses accepted theories in addressing personal, social, career, cognitive and educational development.	☐ Not Applicable

Group Counseling: Facilitating Group Counseling - Conducts structured group counseling to deliver the topic effectively.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Regularly conducts structured group counseling sessions to deliver and address the topic effectively.	☐ Sometimes conducts structured group counseling sessions to deliver and address the topic effectively.	☐ Rarely conducts structured group counseling sessions to deliver and address the topic effectively.	☐ Not Applicable
☐ Assess the effectiveness of the lesson through interactive questioning and discussion.	☐ Sometimes assess the effectiveness of the lesson through interactive questioning and discussion.	☐ Does not assess the effectiveness of the lesson through interactive questioning and discussion.	☐ Not Applicable

☐ Group counseling session is adjusted based on student behavior.	☐ Sometimes the group counseling session is adjusted based on student behavior.	☐ The group counseling session is not adjusted based on student behavior.	☐ Not Applicable
☐ Sets behavior expectations that establish a safe environment for all.	☐ Sometimes sets behavior expectations that establish a safe environment for some.	☐ Does not set behavior expectations that establish a safe environment.	☐ Not Applicable
☐ Addresses student misbehavior appropriately.	☐ Addresses some student misbehavior.	☐ Allows student misbehavior to go unaddressed or confronts student in a way that discourages future participation and communication.	☐ Not Applicable
☐ Differentiate group counseling session to accommodate student population.	☐ Sometimes differentiates group counseling session to accommodate student population.	☐ Rarely differentiate group counseling session to accommodate student population.	☐ Not Applicable

Group Counseling: Student's Personal Development - Accurately and without bias, guides students and parents to plan, monitor, and manage the students own personal/social development.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Routinely guides students and families accurately and without bias as they plan, monitor, and manage students' own personal/social development.	☐ Sometimes guides students and families accurately and without bias as they plan, monitor, and manage. students' own personal/social development.	☐ Rarely guides students and families accurately and without bias as they plan, monitor, and manage students' own personal/social development.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Consultation

Consultation: Student Achievement - Consults with parents, school staff, and other community members to promote and increase the effectiveness of student achievement and success.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Provides positive, constructive, and personalized feedback to families about their child's performance.	☐ Communicates essential information and feedback with families or other community members.	☐ Rarely communicates essential information and feedback with families and other community members.	☐ Not Applicable
☐ Consistently consults regularly with parents, staff, and community members to receive input to promote and increase the effectiveness of student achievement and success.	☐ Sometimes consults with parents, staff, and community members to receive input to promote and increase the effectiveness of student achievement and success.	☐ Rarely seeks to receive input from parents, staff, and community members to promote and increase the effectiveness of student achievement and success.	☐ Not Applicable

☐ Analyzes data about involvement and recommends plans to increase authentic engagement and shared responsibility for student outcomes.	☐ Sometimes analyzes data about involvement and recommends plans to increase authentic engagement and shared responsibility for student outcomes.	☐ Rarely tracks and analyzes parent and community involvement data.	☐ Not Applicable

Consultation: Student Development – Consults with parents, school staff and community members to promote understanding of human relations and student development, behavior, and environment.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently consults with parents, staff, and community members to promote understanding of human relations.	☐ Sometimes consults with parents, staff, and community members to promote understanding of human relations.	☐ Rarely consults with parents, staff, and community members to promote understanding of human relations.	☐ Not Applicable
☐ Consistently consults with parents, staff, and community members to promote understanding of student development.	☐ Sometimes consults with parent, staff, and community members to promote understanding of student development.	☐ Rarely consults with parent, staff, and community members to promote understanding of student development.	☐ Not Applicable
☐ Consistently consults with parents, staff, and community members to promote understanding of student behavior.	☐ Sometimes consults with parents, staff, and community members to promote understanding of student behavior.	☐ Rarely consults with parents, staff, and community members to promote understanding of student behavior.	☐ Not Applicable
☐ Consistently consults with parents, staff, and community members to promote understanding of environment	☐ Sometimes consults with parents, staff, and community members to promote understanding of environment.	☐ Rarely consults with parents, staff, and community members to promote understanding of environment.	☐ Not Applicable

Consultation: Cultural Context – Considers existing cultural context when consulting with parents, school staff, and other community members regarding the unique and diverse needs of students.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently considers existing cultural context when consulting with parents, staff, and community members in regards to the diverse needs of students.	☐ Sometimes considers existing cultural context when consulting with parents, staff, and community members in regards to the diverse needs of students	☐ Rarely considers existing cultural context when consulting with parents, staff, and community members in regards to diverse needs of students.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Coordination

Coordination: Promote Student Success – Coordinates resources in the school, home, and community to promote student success.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**

			□ Not Applicable
□ Promotes mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught to students	□ Utilizes basic school support services to meet some students' needs, including counseling, mentoring, and some external service referrals	□ Utilizes basic school support services to meet few students' needs, including counseling, mentoring, and some external service referrals	

Standard 5.2: Referring Processes – Uses effective processes of referring students, parents, and others to special programs and services.

Proficient	Developing	Needs Improvement	Not Applicable
□ Links internal and external support services to respond to students' needs	□ Sometimes links internal and external support services to respond to students' needs	□ Rarely links internal and external support services to respond to students' needs	□ Not Applicable

Appraiser Comments/Growth Opportunities

Student Assessment

Student Assessment: Ethical Standards - Adheres to legal, ethical, and professional standards related to assessment.

Proficient	Developing	Needs Improvement	Not Applicable
□ Consistently adheres to legal, ethical, and professional standards related to assessment.	□ Sometimes adheres to legal, ethical, and professional standards related to assessment.	□ Rarely adheres to legal, ethical, and professional standards related to assessment.	□ Not Applicable

Student Assessment: Bias in Assessment Tools **-** Possess and promotes an understanding of potential cultural and linguistic bias in assessment tools.

Proficient	Developing	Needs Improvement	Not Applicable
□ Analyzes STAAR assessment or other standardized assessment for cultural and linguistic bias and supports teacher instruction through professional development or attending PLC/team meeting.	□ Analyzes STAAR assessment or other standardized assessment for cultural and linguistic bias and sometimes supports teacher instruction individually.	□ Analyzes STAAR assessment or other standardized assessment for cultural and linguistic bias.	□ Not Applicable
□ Supports student interventions of testing strategies through small group instruction.	□ Supports student interventions of testing strategies through individual instruction.	□ Does not support student interventions of testing strategies.	□ Not Applicable

Student Assessment: Interpretation of Test Results **–** Interprets standardized test results and other formal and informal assessment data to guide students in individual goal setting and planning in collaboration with school personnel.

Proficient	Developing	Needs Improvement	Not Applicable
□ Consistently interprets standardized test results and	□ Sometimes interprets standardized test results and other formal	□ Rarely interprets standardized test results and other formal	□ Not Applicable

other formal assessments to guide individual goal setting.	assessments to guide individual goal setting.	assessments to guide individual goal setting.	
☐ Consistently interprets standardized test results and other formal assessments to plan in collaboration with school personnel.	☐ Sometimes interprets standardized test results and other formal assessments to plan in collaboration with school personnel.	☐ Rarely interprets standardized test results and other formal assessments to plan in collaboration with school personnel.	☐ Not Applicable

Student Assessment: Cultural Context **-** Guides student goal setting and planning by promoting understanding of parents and school staff through the use of standardized test results and other assessment data in alignment with cultural and diverse needs of students.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently considers existing cultural context when guiding student goal setting with parents and/or school staff through the use of standardized test results.	☐ Sometimes considers existing cultural context when guiding student goal setting with parents and/or school staff through the use of standardized test results.	☐ Rarely considers existing cultural context when guiding student goal setting with parents and/or school staff through the use of standardized test results.	☐ Not Applicable
Student Assessment: District Policy **-** Uses formal and informal assessment tools appropriately within the scope of practice and local district policy.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently uses assessment tools appropriately within their scope of practice.	☐ Sometimes uses assessment tools appropriately within their scope of practice.	☐ Does not use assessment tools within their scope of practice.	☐ Not Applicable
☐ Consistently uses assessment tools appropriately within district policy.	☐ Sometimes uses assessment tools appropriately within district policy.	☐ Rarely uses assessment tools appropriately within district policy.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Leadership

Leadership: Counseling Program - Provides leadership for the implementation of the school's comprehensive developmental school counseling program.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently goes above and beyond when carrying out school counseling leadership roles and responsibilities.	☐ Carries out general school counseling leadership roles and responsibilities.	☐ Rarely displays leadership and does not assist in taking on the responsibilities of a School Counselor.	☐ Not Applicable
Leadership: School's Responsiveness to Diversity – Provides leadership in the school's responsiveness to the personal and social needs of diverse students.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**

☐ Consistently provides leadership in the school's responsiveness to personal and social needs of all students.	☐ Provides leadership in the school's responsiveness to personal and social needs of some students.	☐ Does not display leadership in the school's responsiveness to personal and social needs of students.	☐ Not Applicable

Leadership: Learning Environments and Diversity – Provides leadership for the enhancement of learning environments that address the diverse needs of students.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently provides leadership in addressing the diverse needs of all students.	☐ Sometimes provides leadership in addressing the diverse needs of some students.	☐ Does not provide leadership in addressing the diverse needs of students.	☐ Not Applicable

Appraiser Comments/Growth Opportunities

Advocacy

Advocacy: Diversity – Advocates for a school environment that acknowledges and respects diversity.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently advocates for a school environment that acknowledges and respects diversity.	☐ Sometimes advocates for a a school environment that acknowledges and respects diversity.	☐ Rarely advocates for a school environment that acknowledges and respects diversity.	☐ Not Applicable

Advocacy: Student and Groups – Advocates for individual and specific groups of students.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Advocates for all individual students.	☐ Advocates for some individual students.	☐ Does not advocate for individual students.	☐ Not Applicable
☐ Advocates for all groups of students.	☐ Advocates for some groups of students.	☐ Does not advocate for specific groups of students.	☐ Not Applicable

Advocacy: School Policies and Programs – Advocates for school policies, programs and services that are equitable and responsive to diverse groups of students and enhance a positive school climate.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently advocates for services that enhance a positive school climate.	☐ Sometimes advocates for services that enhance a positive school climate.	☐ Rarely advocates for services that enhance a positive school climate.	☐ Not Applicable
☐ Consistently advocates for programs and services that are responsive to a diverse group of students.	☐ Sometimes advocates for programs and services that are responsive to a diverse group of students.	☐ Rarely advocates for programs and services that are responsive to a diverse group of students.	☐ Not Applicable

Advocacy: Content Areas – Promotes the balanced provision of school counseling program content areas based on assessed needs of the campus/district comprehensive development school counseling program (Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Post-secondary Education and Career Readiness).

Proficient	Developing	Needs Improvement	Not Applicable

☐ Actively engages with Mentor School Counselor in promoting a balanced program that is based on the school counseling content areas.	☐ Passively engages with the Mentor School Counselor in promoting a balanced program based on the school counseling content areas.	☐ Does not engage with the Mentor School Counselor in promoting a balanced program based on the school counseling content areas.	☐ Not Applicable
Advocacy: Ethics – Advocates for the comprehensive developmental school counseling program and school counselors' ethical and professional standards within school and community.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently advocates for ethical standards within the school and community.	☐ Sometimes advocates for ethical standards within the school and community.	☐ Rarely advocates for ethical standards within the school and community.	☐ Not Applicable
Advocacy: Comprehensive School Counseling Program – Advocates for the full implementation of the comprehensive developmental school counseling program among students, school staff, parents, and other community members.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently advocates for a comprehensive school counseling program.	☐ Sometimes advocates for a comprehensive school counseling program.	☐ Rarely advocates for a comprehensive school counseling program.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Professional Behavior

Professional Behavior: Continuous Professional Development – Demonstrates professionalism, including a commitment to continuous professional development.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Regularly seeks coaching and feedback from supervisors and peers.	☐ Sometimes seeks coaching and feedback from supervisors.	☐ Does not seek feedback.	☐ Not Applicable
☐ Regularly incorporates refinements to adapt and improve practices.	☐ Understands the importance of growth for self and others but does not act on this understanding.	☐ Rarely reflects on growth in order to make changes in practice.	☐ Not Applicable
☐ Maintains a growth mindset for self and others.	☐ Sometimes maintains a growth mindset for self or others.	☐ Does not maintain a growth mindset for self or others.	☐ Not Applicable
☐ Aligns growth and professional development to the needs of the school and student outcomes.	☐ Sometimes engages in limited professional development.	☐ Rarely engages in professional development.	☐ Not Applicable
Professional Behavior: Professional Relationships – Establishes and maintains professional relationships with administrators, teachers, other school staff, and community members.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Meets expectations concerning cooperation.	☐ Sometimes meets expectations concerning cooperation.	☐ Rarely meets expectations concerning cooperation.	☐ Not Applicable

☐ Meets expectations concerning ability to relate to students.	☐ Sometimes meets expectations concerning ability to relate to students.	☐ Rarely meets expectations concerning ability to relate to students.	☐ Not Applicable
☐ Meets expectations concerning ability to relate to administration and staff.	☐ Sometimes meets expectations concerning ability to relate to administration and staff.	☐ Rarely meets expectations concerning ability to relate to administration and staff.	☐ Not Applicable
☐ Meets expectations concerning ability to relate to parents.	☐ Sometimes meets expectations concerning ability to relate to parents.	☐ Rarely meets expectations concerning ability to relate to parents.	☐ Not Applicable
☐ Meets expectations concerning ability to relate to community members.	☐ Sometimes meets expectations concerning ability to relate to community members.	☐ Rarely meets expectations concerning ability to relate to community members.	☐ Not Applicable

Professional Behavior: Accountability – Accepts accountability for the use of time in delivering a full complement of services based on assessed needs in all four components of a comprehensive developmental school counseling program.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Accepts accountability for the use of time and delivering a comprehensive school counseling program.	☐ Sometimes accepts accountability for the use of time to deliver a comprehensive school counseling program.	☐ Rarely accepts accountability for the use of the time to deliver a comprehensive school counseling program.	☐ Not Applicable
☐ Excels in time management.	☐ Time management is a developing skill set.	☐ Time management needs improvement.	

Professional Behavior: Reflective Practices – Engages in reflective practice to enhance professional development.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently engages in reflective practices to enhance professional development	☐ Sometimes engages in reflective practices to enhance professional development.	☐ Rarely engages in reflective practices to enhance professional development	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Professional Standards

Professional Standards: Legal Standards – Adheres to federal, state, district and campus legal standards, policies, regulations, and procedures.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently adheres to federal, state, district, and campus legal policies, regulations, and procedures.	☐ Sometimes adheres to federal, state, district, and campus legal policies, regulations, and procedures most of the time.	☐ Rarely adheres to federal, state, district, and campus legal policies, regulations, and procedures.	☐ Not Applicable

☐ Independently and actively seeks awareness of current changes in legislation and policies.	☐ When shared by others, seeks awareness of current changes in legislation and policies.	☐ Does not seek awareness of current changes in legislation and policies.	☐ Not Applicable
☐ Consistently abides by the legal guidelines of confidentiality in a school setting.	☐ Sometimes abides by the legal guidelines of confidentiality in a school setting.	☐ Does not abide by the legal guidelines of confidentiality in a school setting.	☐ Not Applicable
☐ Consistently adheres to district social media policies.	☐ Sometimes adheres to district social media policies.	☐ Does not adhere to district social media policies.	☐ Not Applicable
Professional Standards: Competence and Practice – Commits to current professional standards of competence and practice.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently commits to current professional standards of competence and practice.	☐ Sometimes commits to current professional standards of competence and practice.	☐ Rarely commits to current professional standards of competence and practice.	☐ Not Applicable
Professional Standards: Ethical Standards – Promotes and follows school counseling ethical standards.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Develops and implements process to regularly address ethical behaviors, high expectations, and quality practices that are professional and student-centered.	☐ Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators.	☐ Rarely adheres to the Code of Ethics.	☐ Not Applicable
☐ Consistently adheres to the ethical standards for written communication with parents, staff, and community members.	☐ Sometimes adheres to the ethical standards for written communication with parents, staff, and community members.	☐ Rarely adheres to the ethical standards for written communication with parents, staff, and community members.	☐ Not Applicable
Professional Standards: Work Habits - Demonstrates professional and responsible work habits.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Meets expectations concerning attendance	☐ Sometimes meets expectations concerning attendance.	☐ Rarely meets expectations concerning attendance.	☐ Not Applicable
☐ Meets expectations concerning punctuality.	☐ Sometimes meets expectations concerning punctuality.	☐ Rarely meets expectations concerning punctuality.	☐ Not Applicable
☐ Meets expectations concerning appropriate attire.	☐ Sometimes meets expectations concerning appropriate attire.	☐ Rarely meets expectations concerning appropriate attire.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

School Counseling Intern:_____   **Observation 2**

Overall Rating   ☐ **Proficient**   ☐ **Developing**   ☐ **Needs Improvement**

Required Signatures

_____   _____

School Counseling Intern Signature   **Date**

_____   _____

Field Supervisor Signature   **Date**

_____   _____

Site Supervisor Signature   **Date**

_____   _____

Building Principal or Designee Signature   **Date**

(This form is provided to the Field Supervisor through email at the start of the practicum.)

School Counseling Intern Observation Form

(Field Supervisor)

Expectations: The Field Supervisor will evaluate the School Counseling Intern a minimum of three (3) times during the semester using the School Counselor Ten (10) Domains and the Standards Required for the School Counselor Certificate provided by TEA. Per the discretion of the Field Supervisor, a fourth evaluation may be warranted. A pre-conference, the observation, and a post-conference are part of each evaluation. It is expected that each site visit will be assigned a designated direct service (individual counseling, group counseling, and/or guidance lesson) as part of the minimum of three (3) to five (5) domains observed. Following the post-conference and the collection of required signatures, a copy of the observation will be submitted to the building principal or designee.

☐ **Observation 3**

School Counseling Intern: _____ **Field Supervisor:** _____

Site Supervisor: _____

Date of Pre-Conference: _____

Date of Observation: _____ **Start Time:** ____ **Stop Time:** ____

Date of Post-Conference: _____

Standards Observed

Indicate all (minimum of 3/maximum of 5) of the standards witnessed during the formal observation.

☐ Individual Counseling

☐ Consultation

☐ Coordination

☐ Student Assessment

☐ Leadership

☐ Advocacy

☐ Professional Behavior

☐ Professional Standard

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Individual Counseling

Individual Counseling: Techniques for Individual Counseling – Uses accepted and effective techniques to provide individual development, preventive, remedial, and/or crisis counseling.			
Proficient	**Proficient**	**Proficient**	**Not Applicable**
☐ Routinely delivers accepted and effective techniques when providing individual counseling.	☐ Routinely delivers accepted and effective techniques when providing individual counseling.	☐ Routinely delivers accepted and effective techniques when providing individual counseling.	☐ Not Applicable
☐ Provides structures to monitor individual progress, behavior, and emotional wellbeing for all students.	☐ Provides structures to monitor individual progress, behavior, and emotional wellbeing for all students.	☐ Provides structures to monitor individual progress, behavior, and emotional wellbeing for all students.	☐ Not Applicable

Individual Counseling: Cultural Context – Acknowledges students' cultural context in the selection of counseling interventions based on the developmental, preventive, remedial, and/or crisis needs accordingly.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Regularly gathers data on individual students in order to understand their culture.	☐ Sometimes gathers data on individual students in order to understand their culture.	☐ Rarely gathers data on individual students in order to understand their culture.	☐ Not Applicable
☐ Prepares counseling intervention based on gathered student data.	☐ Sometimes prepares counseling intervention based on gathered student data.	☐ Rarely prepares counseling intervention based on gathered student data.	☐ Not Applicable

Individual Counseling: Theories - Uses accepted theories in addressing personal, social, career, cognitive and educational development.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Routinely uses accepted theories in addressing personal, social, career, cognitive and educational development.	☐ Sometimes uses accepted theories in addressing personal, social, career, cognitive and educational development.	☐ Rarely uses accepted theories in addressing personal, social, career, cognitive and educational development.	☐ Not Applicable

Individual Counseling: Facilitating Individual Counseling **-** Conducts structured group counseling to deliver the topic effectively.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Regularly conducts structured individual counseling sessions to	☐ Sometimes conducts structured individual counseling sessions to	☐ Rarely conducts structured individual counseling sessions to	☐ Not Applicable

deliver and address the topic effectively.	deliver and address the topic effectively.	deliver and address the topic effectively.	
☐ Assess the effectiveness of the lesson through interactive questioning and discussion.	☐ Sometimes assess the effectiveness of the lesson through interactive questioning and discussion.	☐ Does not assess the effectiveness of the lesson through interactive questioning and discussion.	☐ Not Applicable
☐ Individual counseling session is adjusted based on student behavior.	☐ Sometimes the individual counseling session is adjusted based on student behavior.	☐ The individual counseling session is not adjusted based on student behavior.	☐ Not Applicable
☐ Sets behavior expectations that establish a safe environment for all.	☐ Sometimes sets behavior expectations that establish a safe environment for some.	☐ Does not set behavior expectations that establish a safe environment.	☐ Not Applicable
☐ Addresses student misbehavior appropriately.	☐ Addresses some student misbehavior.	☐ Allows student misbehavior to go unaddressed or confronts student in a way that discourages future participation and communication.	☐ Not Applicable
☐ Differentiate individual counseling session to accommodate student population.	☐ Sometimes differentiates individual counseling session to accommodate student population.	☐ Rarely differentiate individual counseling session to accommodate student population.	☐ Not Applicable
Individual Counseling: Student's Personal Development - Accurately and without bias, guides students and parents to plan, monitor, and manage the students own personal/social development.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Routinely guides students and families accurately and without bias as they plan, monitor, and manage students' own personal/social development.	☐ Sometimes guides students and families accurately and without bias as they plan, monitor, and manage. students' own personal/social development.	☐ Rarely guides students and families accurately and without bias as they plan, monitor, and manage students' own personal/social development.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Consultation

Consultation: Student Achievement - Consults with parents, school staff, and other community members to promote and increase the effectiveness of student achievement and success.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Provides positive, constructive, and personalized feedback to families about their child's performance.	☐ Communicates essential information and feedback with families or other community members.	☐ Rarely communicates essential information and feedback with families and other community members.	☐ Not Applicable
☐ Consistently consults regularly with parents, staff, and community members to receive input to promote and increase the effectiveness of student achievement and success.	☐ Sometimes consults with parents, staff, and community members to receive input to promote and increase the effectiveness of student achievement and success.	☐ Rarely seeks to receive input from parents, staff, and community members to promote and increase the effectiveness of student achievement and success.	☐ Not Applicable
☐ Analyzes data about involvement and recommends plans to increase authentic engagement and shared responsibility for student outcomes.	☐ Sometimes analyzes data about involvement and recommends plans to increase authentic engagement and shared responsibility for student outcomes.	☐ Rarely tracks and analyzes parent and community involvement data.	☐ Not Applicable
Consultation: Student Development – Consults with parents, school staff and community members to promote understanding of human relations and student development, behavior, and environment.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently consults with parents, staff, and community members to promote understanding of human relations.	☐ Sometimes consults with parents, staff, and community members to promote understanding of human relations.	☐ Rarely consults with parents, staff, and community members to promote understanding of human relations.	☐ Not Applicable
☐ Consistently consults with parents, staff, and community members to promote understanding of student development.	☐ Sometimes consults with parent, staff, and community members to promote understanding of student development.	☐ Rarely consults with parent, staff, and community members to promote understanding of student development.	☐ Not Applicable
☐ Consistently consults with parents, staff, and community members to	☐ Sometimes consults with parents, staff, and community members to	☐ Rarely consults with parents, staff, and community members to	☐ Not Applicable

promote understanding of student behavior.	promote understanding of student behavior.	promote understanding of student behavior.	
☐ Consistently consults with parents, staff, and community members to promote understanding of environment	☐ Sometimes consults with parents, staff, and community members to promote understanding of environment.	☐ Rarely consults with parents, staff, and community members to promote understanding of environment.	☐ Not Applicable

Consultation: Cultural Context – Considers existing cultural context when consulting with parents, school staff, and other community members regarding the unique and diverse needs of students.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently considers existing cultural context when consulting with parents, staff, and community members in regards to the diverse needs of students.	☐ Sometimes considers existing cultural context when consulting with parents, staff, and community members in regards to the diverse needs of students	☐ Rarely considers existing cultural context when consulting with parents, staff, and community members in regards to diverse needs of students.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Coordination

Coordination: Promote Student Success – Coordinates resources in the school, home, and community to promote student success.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Promotes mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught to students	☐ Utilizes basic school support services to meet some students' needs, including counseling, mentoring, and some external service referrals	☐ Utilizes basic school support services to meet few students' needs, including counseling, mentoring, and some external service referrals	☐ Not Applicable

Standard 5.2: Referring Processes – Uses effective processes of referring students, parents, and others to special programs and services.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Links internal and external support services to respond to students' needs	☐ Sometimes links internal and external support services to respond to students' needs	☐ Rarely links internal and external support services to respond to students' needs	☐ Not Applicable

Appraiser Comments/Growth Opportunities

Student Assessment

Student Assessment: Ethical Standards - Adheres to legal, ethical, and professional standards related to assessment.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently adheres to legal, ethical, and professional standards related to assessment.	☐ Sometimes adheres to legal, ethical, and professional standards related to assessment.	☐ Rarely adheres to legal, ethical, and professional standards related to assessment.	☐ Not Applicable

Student Assessment: Bias in Assessment Tools - Possess and promotes an understanding of potential cultural and linguistic bias in assessment tools.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Analyzes STAAR assessment or other standardized assessment for cultural and linguistic bias and supports teacher instruction through professional development or attending PLC/team meeting.	☐ Analyzes STAAR assessment or other standardized assessment for cultural and linguistic bias and sometimes supports teacher instruction individually.	☐ Analyzes STAAR assessment or other standardized assessment for cultural and linguistic bias.	☐ Not Applicable
☐ Supports student interventions of testing strategies through small group instruction.	☐ Supports student interventions of testing strategies through individual instruction.	☐ Does not support student interventions of testing strategies.	☐ Not Applicable

Student Assessment: Interpretation of Test Results – Interprets standardized test results and other formal and informal assessment data to guide students in individual goal setting and planning in collaboration with school personnel.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently interprets standardized test results and other formal assessments to guide individual goal setting.	☐ Sometimes interprets standardized test results and other formal assessments to guide individual goal setting.	☐ Rarely interprets standardized test results and other formal assessments to guide individual goal setting.	☐ Not Applicable
☐ Consistently interprets standardized test results and other formal assessments to	☐ Sometimes interprets standardized test results and other formal	☐ Rarely interprets standardized test results and other formal	☐ Not Applicable

plan in collaboration with school personnel.	assessments to plan in collaboration with school personnel.	assessments to plan in collaboration with school personnel.	

Student Assessment: Cultural Context **-** Guides student goal setting and planning by promoting understanding of parents and school staff through the use of standardized test results and other assessment data in alignment with cultural and diverse needs of students.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently considers existing cultural context when guiding student goal setting with parents and/or school staff through the use of standardized test results.	☐ Sometimes considers existing cultural context when guiding student goal setting with parents and/or school staff through the use of standardized test results.	☐ Rarely considers existing cultural context when guiding student goal setting with parents and/or school staff through the use of standardized test results.	☐ Not Applicable

Student Assessment: District Policy **-** Uses formal and informal assessment tools appropriately within the scope of practice and local district policy.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently uses assessment tools appropriately within their scope of practice.	☐ Sometimes uses assessment tools appropriately within their scope of practice.	☐ Does not use assessment tools within their scope of practice.	☐ Not Applicable
☐ Consistently uses assessment tools appropriately within district policy.	☐ Sometimes uses assessment tools appropriately within district policy.	☐ Rarely uses assessment tools appropriately within district policy.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Leadership

Leadership: Counseling Program - Provides leadership for the implementation of the school's comprehensive developmental school counseling program.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently goes above and beyond when carrying out school counseling leadership roles and responsibilities.	☐ Carries out general school counseling leadership roles and responsibilities.	☐ Rarely displays leadership and does not assist in taking on the responsibilities of a School Counselor.	☐ Not Applicable

Leadership: School's Responsiveness to Diversity – Provides leadership in the school's responsiveness to the personal and social needs of diverse students.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently provides leadership in the school's responsiveness to personal and social needs of all students.	☐ Provides leadership in the school's responsiveness to personal and social needs of some students.	☐ Does not display leadership in the school's responsiveness to personal and social needs of students.	☐ Not Applicable
Leadership: Learning Environments and Diversity – Provides leadership for the enhancement of learning environments that address the diverse needs of students.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently provides leadership in addressing the diverse needs of all students.	☐ Sometimes provides leadership in addressing the diverse needs of some students.	☐ Does not provide leadership in addressing the diverse needs of students.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Advocacy

Advocacy: Diversity – Advocates for a school environment that acknowledges and respects diversity.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Consistently advocates for a school environment that acknowledges and respects diversity.	☐ Sometimes advocates for a a school environment that acknowledges and respects diversity.	☐ Rarely advocates for a school environment that acknowledges and respects diversity.	☐ Not Applicable
Advocacy: Student and Groups – Advocates for individual and specific groups of students.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Advocates for all individual students.	☐ Advocates for some individual students.	☐ Does not advocate for individual students.	☐ Not Applicable
☐ Advocates for all groups of students.	☐ Advocates for some groups of students.	☐ Does not advocate for specific groups of students.	☐ Not Applicable
Advocacy: School Policies and Programs – Advocates for school policies, programs and services that are equitable and responsive to diverse groups of students and enhance a positive school climate.			

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently advocates for services that enhance a positive school climate.	☐ Sometimes advocates for services that enhance a positive school climate.	☐ Rarely advocates for services that enhance a positive school climate.	☐ Not Applicable
☐ Consistently advocates for programs and services that are responsive to a diverse group of students.	☐ Sometimes advocates for programs and services that are responsive to a diverse group of students.	☐ Rarely advocates for programs and services that are responsive to a diverse group of students.	☐ Not Applicable

Advocacy: Content Areas – Promotes the balanced provision of school counseling program content areas based on assessed needs of the campus/district comprehensive development school counseling program (Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Post-secondary Education and Career Readiness).

Proficient	Developing	Needs Improvement	Not Applicable
☐ Actively engages with Mentor School Counselor in promoting a balanced program that is based on the school counseling content areas.	☐ Passively engages with the Mentor School Counselor in promoting a balanced program based on the school counseling content areas.	☐ Does not engage with the Mentor School Counselor in promoting a balanced program based on the school counseling content areas.	☐ Not Applicable

Advocacy: Ethics – Advocates for the comprehensive developmental school counseling program and school counselors' ethical and professional standards within school and community.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently advocates for ethical standards within the school and community.	☐ Sometimes advocates for ethical standards within the school and community.	☐ Rarely advocates for ethical standards within the school and community.	☐ Not Applicable

Advocacy: Comprehensive School Counseling Program – Advocates for the full implementation of the comprehensive developmental school counseling program among students, school staff, parents, and other community members.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently advocates for a comprehensive school counseling program.	☐ Sometimes advocates for a comprehensive school counseling program.	☐ Rarely advocates for a comprehensive school counseling program.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

Professional Behavior

Professional Behavior: Continuous Professional Development – Demonstrates professionalism, including a commitment to continuous professional development.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Regularly seeks coaching and feedback from supervisors and peers.	☐ Sometimes seeks coaching and feedback from supervisors.	☐ Does not seek feedback.	☐ Not Applicable
☐ Regularly incorporates refinements to adapt and improve practices.	☐ Understands the importance of growth for self and others but does not act on this understanding.	☐ Rarely reflects on growth in order to make changes in practice.	☐ Not Applicable
☐ Maintains a growth mindset for self and others.	☐ Sometimes maintains a growth mindset for self or others.	☐ Does not maintain a growth mindset for self or others.	☐ Not Applicable
☐ Aligns growth and professional development to the needs of the school and student outcomes.	☐ Sometimes engages in limited professional development.	☐ Rarely engages in professional development.	☐ Not Applicable
Professional Behavior: Professional Relationships – Establishes and maintains professional relationships with administrators, teachers, other school staff, and community members.			
Proficient	**Developing**	**Needs Improvement**	**Not Applicable**
☐ Meets expectations concerning cooperation.	☐ Sometimes meets expectations concerning cooperation.	☐ Rarely meets expectations concerning cooperation.	☐ Not Applicable
☐ Meets expectations concerning ability to relate to students.	☐ Sometimes meets expectations concerning ability to relate to students.	☐ Rarely meets expectations concerning ability to relate to students.	☐ Not Applicable
☐ Meets expectations concerning ability to relate to administration and staff.	☐ Sometimes meets expectations concerning ability to relate to administration and staff.	☐ Rarely meets expectations concerning ability to relate to administration and staff.	☐ Not Applicable
☐ Meets expectations concerning ability to relate to parents.	☐ Sometimes meets expectations concerning ability to relate to parents.	☐ Rarely meets expectations concerning ability to relate to parents.	☐ Not Applicable

☐ Meets expectations concerning ability to relate to community members.	☐ Sometimes meets expectations concerning ability to relate to community members.	☐ Rarely meets expectations concerning ability to relate to community members.	☐ Not Applicable

Professional Behavior: Accountability – Accepts accountability for the use of time in delivering a full complement of services based on assessed needs in all four components of a comprehensive developmental school counseling program.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Accepts accountability for the use of time and delivering a comprehensive school counseling program.	☐ Sometimes accepts accountability for the use of time to deliver a comprehensive school counseling program.	☐ Rarely accepts accountability for the use of the time to deliver a comprehensive school counseling program.	☐ Not Applicable
☐ Excels in time management.	☐ Time management is a developing skill set.	☐ Time management needs improvement.	

Professional Behavior: Reflective Practices – Engages in reflective practice to enhance professional development.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently engages in reflective practices to enhance professional development	☐ Sometimes engages in reflective practices to enhance professional development.	☐ Rarely engages in reflective practices to enhance professional development	☐ Not Applicable

Appraiser Comments/Growth Opportunities

Professional Standards

Professional Standards: Legal Standards – Adheres to federal, state, district and campus legal standards, policies, regulations, and procedures.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently adheres to federal, state, district, and campus legal policies, regulations, and procedures.	☐ Sometimes adheres to federal, state, district, and campus legal policies, regulations, and procedures most of the time.	☐ Rarely adheres to federal, state, district, and campus legal policies, regulations, and procedures.	☐ Not Applicable
☐ Independently and actively seeks awareness of current changes in legislation and policies.	☐ When shared by others, seeks awareness of current changes in legislation and policies.	☐ Does not seek awareness of current changes in legislation and policies.	☐ Not Applicable

☐ Consistently abides by the legal guidelines of confidentiality in a school setting.	☐ Sometimes abides by the legal guidelines of confidentiality in a school setting.	☐ Does not abide by the legal guidelines of confidentiality in a school setting.	☐ Not Applicable
☐ Consistently adheres to district social media policies.	☐ Sometimes adheres to district social media policies.	☐ Does not adhere to district social media policies.	☐ Not Applicable

Professional Standards: Competence and Practice – Commits to current professional standards of competence and practice.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Consistently commits to current professional standards of competence and practice.	☐ Sometimes commits to current professional standards of competence and practice.	☐ Rarely commits to current professional standards of competence and practice.	☐ Not Applicable

Professional Standards: Ethical Standards – Promotes and follows school counseling ethical standards.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Develops and implements process to regularly address ethical behaviors, high expectations, and quality practices that are professional and student-centered.	☐ Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators.	☐ Rarely adheres to the Code of Ethics.	☐ Not Applicable
☐ Consistently adheres to the ethical standards for written communication with parents, staff, and community members.	☐ Sometimes adheres to the ethical standards for written communication with parents, staff, and community members.	☐ Rarely adheres to the ethical standards for written communication with parents, staff, and community members.	☐ Not Applicable

Professional Standards: Work Habits - Demonstrates professional and responsible work habits.

Proficient	Developing	Needs Improvement	Not Applicable
☐ Meets expectations concerning attendance	☐ Sometimes meets expectations concerning attendance.	☐ Rarely meets expectations concerning attendance.	☐ Not Applicable
☐ Meets expectations concerning punctuality.	☐ Sometimes meets expectations concerning punctuality.	☐ Rarely meets expectations concerning punctuality.	☐ Not Applicable

☐ Meets expectations concerning appropriate attire.	☐ Sometimes meets expectations concerning appropriate attire.	☐ Rarely meets expectations concerning appropriate attire.	☐ Not Applicable
Appraiser Comments/Growth Opportunities			

School Counseling Intern:_____   **Observation 2**

Overall Rating   ☐ Proficient   ☐ Developing   ☐ Needs Improvement

Required Signatures

_____   _____
School Counseling Intern Signature   **Date**

_____   _____
Field Supervisor Signature   **Date**

_____   _____
Site Supervisor Signature   **Date**

_____   _____
Building Principal or Designee Signature   **Date**

(This form is provided to the Field Supervisor through email at the start of the practicum.)

NELSON UNIVERSITY

School Counseling Intern Informal Observation Form

The purpose of the informal observation form is for the Intern and Field Supervisor to observe and possibly discuss growth moments noted since last observation.

Intern:	Field Supervisor:
Date:	Time (Start/Stop):

☐Informal Observation #1 ☐Informal Observation #2 ☐Informal Observation #3

Previous Post-Conference Notes:

Previous Post-Conference Recommendations:

Informal observations made:

Intern Signature: _____

Field Supervisor Signature: _____

(This form is provided to the Field Supervisor through email at the start of the practicum.)

Sample Communication Log

The Field Supervisor shall submit a communication log between themselves and the Intern, as well as between themselves and the mentor. This table provides a guide of how one can document such communication.

Date of communication	Type of communication	Summary of communication
Example 1: August 31, 2024	In Person	Met with the Intern to go over roles and responsibilities of the practicum
Example 2: September 3, 2024	Email	Set up first pre-conference, evaluation and post-conference Also set up a time to meet with the Site Supervisor
Example 1: September 15, 2024	Phone	Discussed concerns about the Intern not taking responsibilities seriously. See attached email from the Site Supervisor
Example 2: October 2, 2024	Email	Monthly check-in communication. See Attached email for specifics.

Although these examples were placed in the same table, the Field Supervisor will have two <u>separate</u> communication logs.

Recommendation for Certification

This document is a state requirement and must be signed by the Site Supervisor and the Field Supervisor. During the practicum, the candidate must demonstrate proficiency in each of the School Counseling Standards for the certificate class being sought.

If either the Field Supervisor or Site Supervisor does not recommend that the candidate should be recommended for a standard certificate, the person who
does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies) supporting the lack of recommendation to the candidate and either the Field Supervisor or Site Supervisor.

Nelson University Non-Teacher Proficiency Documentation

Intern Name: [____]

The field supervisor and the site supervisor shall provide a statement about the proficiency of the intern. Please check one of the statements, provide support for your decision, and return this document to the Nelson University Education Department.

Completing and returning this document through email indicates signature of field supervisor and site supervisor.

Site Supervisor Name and Signature: [____]

☐ The intern has demonstrated proficiency in each educator standard and should be recommended for a standard certificate.

☐ The intern has not demonstrated proficiency in each educator standard and should not be recommended for a standard certificate.

[____]

Field Supervisor Name and Signature: [____]

☐ The intern has demonstrated proficiency in each educator standard and should be recommended for a standard certificate.

☐ The intern has not demonstrated proficiency in each educator standard and should not be recommended for a standard certificate.

[____]

Practicum Completion Form

Th intern will complete 80% of the topics listed on the School Counselor Field Experience checklist, writing the date completed, time spent, and written summaries. The Intern will chart progress by dating the activity, documenting the time spent and writing a reflection summary of each completed activity.   Upon completion of 80% field experiences, the student will write a reflective summary of the value of this activity for educational ministry.

The checklist and summary shall be submitted to the ESC 5126 Internship in School Counseling Course in Blackboard. The student is to forward a copy to the University Field Supervisor and the Nelson University State Certification Officer. An email will be sent to the School Counseling Intern containing the Field Experiences Chart.

My signature indicates that I have completed a minimum of **80% school counselor experience topics.**

My signature also indicates that I have completed a minimum of **160 clock hours** during the School Counseling Practicum.

_____
Intern's Signature   Date

_____
Intern's Printed Name

Code of Ethics and Standard Practices for Texas Educators

Amended to be effective October 21, 2018, 43 TexReg 6839

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

> (i) the nature, purpose, timing, and amount of the communication;

> (ii) the subject matter of the communication;

> (iii) whether the communication was made openly, or the educator attempted to conceal the communication;

> (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

> (v) whether the communication was sexually explicit; and

> (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Code of Ethics and Standard Practices for Texas Educators

By signing below, I, _____ hereby confirm I have read in its entirety the above required Educator Ethics materials provided by TEA as found in Texas Administrative Code 19 TAC 247.2. Furthermore, I hereby agree to abide by the Educators' Code of Ethics.

I have read and agree to abide by the Educators' Code of Ethics.

_____ _____
Intern's Signature   Date

Dismissal from Practicum Form

Intern: Field Supervisor:

Date/Time of Meeting:

Documentation of the non-support of the continuation of the practicum:

Intern's Rebuttal:

Next Steps:

_____   _____
Intern Signature   Field Supervisor Signature

_____
Director of Teacher Education Signature

(If the Director is not available the Department Chair Signature is acceptable.)

School Counseling Practicum Terminology

Certification Officer – Responsible for managing and recommending eligible candidates for their appropriate testing and educator certifications to the Texas Education Agency based upon satisfactory completion of all requirements pertaining to certification.

Cooperating School - a fully accredited public or private school that works cooperatively with Nelson University to direct the administrative activities of a school Counseling Intern.

Evaluation/Observation - candidates will be evaluated by the field supervisor a minimum of three times and a minimum of two times by the site supervisor. Evaluations are reported to the Educator Preparation Program (Nelson University) as well as the TEA. The field supervisor will conduct at least 3 informal observations.

Good Standing – means the candidate has: (1) no outstanding financial responsibility due to Nelson University, (2) no poor conduct review or pending review either at Nelson University, school district, or state level, (3) not been removed from School Counseling Practicum.

Recommendation for Certification – this document is a state requirement and must be signed by the site supervisor and the Field Supervisor.

Post-Conference - field supervisors will conduct a post-conference with interns within 72 hours of the evaluation/observation. This post-conference will provide feedback to the Intern in order to improve performance.

Practicum - A supervised educator assignment at a public school accredited by the TEA or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.

Pre-Conference – The Field Supervisor conduct a pre-conference with interns at least 48 hours in advance of the evaluation/observation. This pre-conference gives the intern the ability to explain the observation content and discuss potential improvements ahead of the evaluation.

School Counseling Intern – a Nelson University Graduate Student who has been assigned to a cooperating school and approved by the Director of Teacher Education to acquire practical school counseling experience during a specific period of time, under the direction of a Site Supervisor and the Nelson University Field Supervisor.

Site Supervisor - For a practicum candidate, an educator who is assigned collaboratively by the campus or district administrator and the EPP and who supports the candidate during the practicum experience.

Nelson University Field Supervisor – a professionally qualified representative of Nelson University who visits, consults with, and evaluates the progress of a school Counseling Intern during the School Counseling Practicum in the cooperating school.

School Counselor Certification Standards
https://ritter.tea.state.tx.us/sbecrules/tac/index.html

§239.15. Standards Required for the School Counselor Certificate.

(a) School Counselor Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Counselor Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.25 of this title (relating to Requirements to Renew the Standard School Counselor Certificate).

(b) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(1) the history and philosophy of counseling;

(2) counseling and consultation theories and practices;

(3) career development theories and practices;

(4) the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;

(5) assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;

(6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;

(7) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;

(8) learners' developmental characteristics and needs and their relevance to educational and career choices;

(9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;

(10) the characteristics and educational needs of special populations;

(11) techniques and behavioral interventions to assist teachers with classroom management;

(12) the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;

(13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;

(14) counseling-related research techniques and practices;

(15) developing and teaching best practices on leadership skills;

(16) how cultural factors and group membership impact individual students;

(17) the comprehensive school counseling program model;

(18) how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and

(19) an understanding of systems, including family dynamics and school environments.

(c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must:

(1) develop processes and procedures for planning, designing, implementing, and evaluating *The Texas Model for Comprehensive School Counseling Programs*;

(2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in *The Texas Model for Comprehensive School Counseling Programs*;

(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;

(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;

(5) coordinate resources, referrals, and follow-up procedures for students within the school and community;

(6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;

(7) participate in the selection, use, and interpretation of assessments and assessment results;

(8) use multiple sets of information and data to make decisions about students, programs, and services;

(9) use counseling-related research techniques and evidence-based practices to address student needs;

(10) advocate for a comprehensive school counseling program that is responsive to all students;

(11) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;

(12) maintain proficiency in counseling and campus-related technology; and

(13) use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.

(d) Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

(1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;

(2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;

(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;

(4) implement effective referral procedures to facilitate the use of special programs and services;

(5) act as a consultant to help learners achieve success inside and outside of school;

(6) advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;

(7) create a program mission, goal, and services in alignment with the school mission and campus improvement plan;

(8) create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program;

(9) establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists);

(10) increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers;

(11) provide school-wide professional development and parent workshops throughout the school year;

(12) support participation in fair-share responsibilities versus non-counseling related duties;

(13) know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and

(14) develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.

(e) Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

(1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;

(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;

(3) facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment;

(4) take a positive, strength-based approach that builds on commonalities versus differences in all learners;

(5) understand how environment and behavior may impact or influence individual learners;

(6) ensure equitable access to programs and services for all students;

(7) understand how family values, group membership, and culture intersect;

(8) acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;

(9) increase students' awareness and include their voices regarding educational and individualized plans; and

(10) ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.

(f) Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(1) demonstrate effective communication through oral, written, and nonverbal expression;

(2) use knowledge of group dynamics and productive group interaction;

(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;

(4) facilitate learners' access to community resources;

(5) develop and implement strategies for effective internal and external communications;

(6) facilitate parent/guardian involvement in their children's education;

(7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;

(8) work effectively as a team member to promote positive change for individuals, groups, and the school community;

(9) take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;

(10) effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor;

(11) adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and

(12) facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.

(g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

(1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;

(2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;

(3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;

(4) apply research-based practice to improve the school guidance and counseling program;

(5) engage in ongoing professional development to improve the school guidance and counseling program; and

(6) engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners.

Source: The provisions of this §239.15 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.

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School Counseling Practicum Handbook Signature Form

My signature indicates that I have read and understand the contents of the School Counseling Practicum Handbook. My signature also indicates that I am willing to abide by all of the information contained in the handbook.

_____   _____

Intern's Signature   Date

_____

Intern's Printed Name