



# UNIVERSITY OF CENTRAL FLORIDA

## *Handbook for Internship in Professional School Counseling*

Spring & Fall, 2020

*SDS 6947: Internship in Professional School Counseling*  
College of Community Innovation & Education  
Department of Counselor Education & School Psychology

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## **Introduction and General Description**

### **SDS 6947: *Internship in Professional School Counseling Handbook***

The *Internship in Professional School Counseling Handbook* is designed to serve as a guide for the advanced graduate field work (internship) in professional school counseling (SDS 6947). The handbook provides information for university graduate faculty, school counseling on-site supervisors, and graduate student-interns in the Counselor Education—School Counseling Track Program. The handbook outlines the roles and responsibilities, expectations, evaluation criteria, and general policies for SDS 6947. Supplemental material is included for the professional benefit of the graduate student-intern and to enhance the internship experience.

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### **UCF's Counselor Education Vision and Mission Statement**

The University of Central Florida, College of Community Innovation and Education's graduate program in Counselor Education—School Counseling Track seeks to develop knowledgeable, skilled and reflective professionals who are effective change agents for individuals, families, communities and institutions, and are advocates for youth of varying abilities, cultural heritages and socioeconomic backgrounds. The faculty makes a conscious effort to prepare students to work with parents/caregivers and youth of the varied cultural backgrounds, economic levels, and value orientations found in contemporary Florida. In addition, it is important that our graduates feel capable of, and committed to, assuming leadership roles in the fields of professional school counseling. For us, leadership and advocacy implies having the commitment and skills to not only assist individual children, parents/caregivers, and teachers; but to make a constructive contribution to the improvement of our profession, communities and schools as well.



Our mission is to educate and train counselors and counselor educators who are diverse in age, ethnic, and racial identity, and socioeconomic backgrounds. It proudly identifies with its geographic region while striving for national and international excellence in counselor education. It uses a reflective practitioner model that integrates the use of current technology, intensive clinical experiences, research, and intellectual and creative resources to work with an increasingly diverse and multicultural society. The program endeavors to train counselors who work in higher education, pre-K through 12 schools, social service and government agencies, hospitals and private practice. Additionally, the program endeavors to train counselor educators and supervisors for careers in higher education and supervisory positions in schools and agencies.

## Overview

### ***Internship in Professional School Counseling***

SDS 6947: *Internship in Professional School Counseling* is the primary field experience required of all graduate students in the UCF Counselor Education—School Counseling Track Program. The PSC internship experience is completed full time over the course of one academic semester (*Fall or Spring semesters only*) or candidates may complete their internship experience part-time over a full academic year (Fall and Spring semesters). School counseling graduate students complete their internship at the end of their graduate program. Supervision is provided by an on-site school counseling supervisor and a university school counseling faculty supervisor. The internship course (SDS 6947) requires a minimum of **600 clock hours, of which 240 must be direct services**. All hours must be completed within one (1) year of beginning the internship experience. Further, all the internship hours must be **completed in a PK-12 school setting** and under the direct on-site supervision of **a Florida Certified School Counselor with a minimum of two (2) years of professional experience, who has completed the clinical educators training** required by the State of Florida.

Certified school counselors need a broad background of knowledge, skills, dispositions, and abilities if they are to function effectively. These cognitive and personal aspects, however, need to become interwoven with practical experiences. The *Internship in Professional School Counseling* (SDS 6947) provides an opportunity for actual on-the-job exposure to specific functions of PSCs. Student-interns function as educational decision-makers as they become actively involved in the implementation of comprehensive, developmental professional school counseling programs. **The comprehensive, developmental model (American School Counseling Association, ASCA; 2005,2012,2016 National Model©) includes functions related to counseling (prevention, remediation, & crisis intervention; individual, group, & the classroom guidance curriculum), consultation, and coordination.**

All school counseling internship sites and student placements are arranged by the UCF College of Community Innovation & Education and the Office of Clinical Experiences in collaboration with school district personnel and must be approved by the **School Counseling Program Coordinator, Dr. Van Horn**. Additionally, all school counseling internship activities are to be conducted in accord with the laws of the state of Florida, the American Counseling Association (ACA; 2012, 2016) *Code of Ethics* and the ASCA (2012) *Ethical Standards for School Counselors*, and the highest standards of professional behavior.

### ***Objectives: Internship in Professional School Counseling***

Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) *Standards*, the FL-DOE *Florida Educator Accomplished Practices* (FEAP, 2010), and the FL-DOE *Competencies and Skills: Guidance and Counseling PK-12* (13<sup>th</sup> ed.; 2009) are noted with Course Objectives

**SDS 6947: *Internship in Professional School Counseling* is designed to provide opportunities for student-interns to:**

1. Receive practical experience in providing comprehensive, developmental school counseling services in culturally diverse school settings to support all students' holistic development.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (c)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #2 – *Knowledge of Activities & Programs for Addressing Current Concerns*.

2. Develop their professional identity as a professional school counselor, providing effective services to all students and stakeholders
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (a)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #6 – *Knowledge of Professional, Ethical, & Legal Considerations*
3. Develop diverse school-based counseling related services to support all students' holistic development.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (c)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #1 – *Knowledge of Counseling*
4. Provide comprehensive, developmental school counseling service to all students and stakeholders, including students and families from diverse cultural, economic, geographic, and familial backgrounds.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (b, c, d, e,)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #10 – *Knowledge of Social & Cultural Diversity*
5. Provide ethical and effective school counseling services to students with exceptionalities and diverse learning needs.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (h, o)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #10 – *Knowledge of Social & Cultural Diversity*
6. Analyze and enhance communication skills with all students and stakeholders.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (l)
  - b. FEAPs (2010): *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #1 – *Knowledge of Counseling*
7. Develop ethical decision-making abilities through practical interactions with students, parents/caregivers, and other educators; integrating ACA (2015) *Ethical Codes*, ASCA (2016) *Standards of Ethics*, legal statutes, and school board policies.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (e)
  - b. FEAPs (2010): *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #6 – *Knowledge of Professional, Ethical, & Legal Considerations*

8. Provide consult services to parents, guardians, teachers, and other educators to facilitate the construction of an educational environment that best matches students' academic, emotional, social, and vocational needs
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice(e,h)
  - b. FEAPs (2010): *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #1 – *Knowledge of Counseling*
  
9. Receive feedback from supervisors and other students to assist in enhancing abilities to provide comprehensive, developmental school counseling services to all students and stakeholders.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice
  - b. FEAPs (2010): *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #6 – *Knowledge of Professional, Ethical, & Legal Considerations*
  
10. Serve as advocates for disenfranchised and marginalized students, families, and schools.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (o)
  - b. FEAPs (2010): *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #10 – *Knowledge of Social & Cultural Diversity*
  
11. Employ appropriate methods of interpreting test and assessment data to assist students, teachers, administrators, and parents/guardians in supporting all students' holistic development and achievement.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (n)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), and *Assessment* (2.a.4.),
  - c. FL-DOE (2009) Competence #3 – *Knowledge of Student Assessment*
  
12. Providing comprehensive, developmental school counseling services to support the career development, transitioning, and postsecondary needs of all students.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (c,e)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #4 – *Knowledge of Career Development & Postsecondary Opportunities*
  
13. Receive practical experience developing and leading school-based counseling groups.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (f)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #1 – *Knowledge of Counseling*

14. Receive practical experience developing, coordinating, and leading appropriate classroom guidance curriculum (psychoeducational groups).
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (c)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #2 – *Knowledge of Activities & Programs for Addressing Current Concerns*
  
15. Serve as liaisons to establish and develop a referral and support system between students, parents/guardians, school personnel, and other outside agencies.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (g,l)
  - b. FEAPs (2010): *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #5 – *Knowledge of Consultation, Collaboration, & Coordination*
  
16. Develop computer technology skills in the school setting while constructing a technology portfolio to assist in meeting state mandated computer competencies required for licensure/certification.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (c)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), and *Continuous Professional Improvement* (2.b.1.)
  - c. FL-DOE (2009) Competence #9 – *Knowledge of Appropriate Technology*
  
17. Collaborate in the development of a comprehensive, developmental school counseling program that is designed specifically to address the needs of the students and community (e.g., needs assessment, program evaluation, analyzing data, applying research findings, and modification of program per findings).
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (b, c, f)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #8 – *Knowledge of Research, Program Evaluation, and Follow-up*
  
18. Gain familiarity with literature and best practices advocated by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the Florida Counseling Association (FCA), the Florida School Counselor Association (FSCA), and the Florida Department of Education to ensure that goals, objectives, and activities are consistent with those recommended by these professionals.
  - a. CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (a)
  - b. FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - c. FL-DOE (2009) Competence #6 – *Knowledge of Professional, Ethical, & Legal Considerations*



- 19.** Attend professional counseling conferences and trainings to promote professional development and continuous improvement.
- CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (b)
  - FEAPs (2010): *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - FL-DOE (2009) Competence #6 – *Knowledge of Professional, Ethical, & Legal Considerations*
- 20.** Develop knowledge, dispositions, and skills to service as ethical and effective educational leaders, supporting all students and stakeholders holistic needs.
- CACREP (2016) Section 5: Entry Level Specialty Areas: G. School Counseling- 3. Practice (n)
  - FEAPs (2010): *Instructional Design & Lesson Planning* (2.a.1.), *The Learning Environment* (2.a.2.), *Instructional Delivery & Facilitation* (2.a.3.), *Assessment* (2.a.4.), *Continuous Professional Improvement* (2.b.1.), and *Professional Responsibility & Ethical Conduct* (2.b.2.)
  - FL-DOE (2009) Competence #5 – *Knowledge of Consultation, Collaboration, & Coordination*

***Prerequisites:***  
***Internship in Professional School Counseling***

**Prior to registering for SDS 6947: *Internship in Professional School Counseling*, students need to have:**

- Successful completion of **MHS 5005** (*Introduction to the Counseling Profession*), **MHS 6400** (*Theories of Individual Counseling*), **MHS 6401** (*Techniques in Counseling*), **MHS 6500** (*Group Procedures in Counseling*), **SPS 6815** (*Ethical & Legal Issues in Professional School Counseling*), **MHS 6420** (*Multicultural Counseling*), **MHS 6803** (*Counseling Practicum I*), **SDS 6411** (*Counseling Children & Adolescents*), and **SDS 6620** (*Coordination of Professional School Counseling Programs*);

Students must register and successfully complete the **Florida Teacher Certification Examinations (FTCE) PRIOR to graduating from the School Counseling Track program in Counselor Education beginning their professional school counseling internship experience**. More specifically, students need to pass **PRIOR** to the start of internship **(a)** the FTCE General Knowledge Examination and **(b)** the FTCE Subject Examination (*School Counseling*). The last FTCE **(c)** the Professional Education Examination can be taken and passed prior to graduation and during or after the internship experience. **Note: Information regarding all the FTCE is available at the UCF College of Community Innovation & Educations Office of Student Services at: <http://studentservices.education.ucf.edu/> and you can go to the FTCE website for specific information and test registration/fees: [www.fl.nesinc.com](http://www.fl.nesinc.com)**

- After completing the Online Internship documentation, your submission will be reviewed and the program coordinator will receive a listing of those approved student-interns.
- Once approved, the program assistant will meet with the School Counseling Coordinator to review credits and enroll student-interns in this clinical experience for either 3 or 6 credits.
- Upon beginning the internship experience, student- interns needs to complete a ***Professional School Counseling Internship Agreement*** and an ***Outline of Planned Internship Experiences Form*** –The *Outline of Planned Internship Experiences – Professional School Counseling* includes narratives describing a minimum of three opportunities or experiences for direct and indirect services.



- Students must maintain the **minimum 3.0 cumulative GPA** required by the College of Community Innovation & Education and the University of Central Florida in order to maintain their standing in the program and graduate;
- All interns are **REQUIRED to purchase professional counseling liability insurance** for this clinical experience (*available as part of an ASCA student membership*) – information relating to ASCA insurance is available at: [www.schoolcounselor.org](http://www.schoolcounselor.org) and information relating to ACA insurance is available at: [www.counseling.org](http://www.counseling.org).

## **EXPECTATIONS**

### **UCF Graduate Student Interns**

*Expectations for Student-interns enrolled in SDS 6947: Internship in Professional School Counseling*

- A. The student-intern expectations if approved for a full-time internship is 40 hours/week at their internship site placement over the entire course of the semester enrolled. The student-intern expectations if approved for a part-time internship is 20 hours/week at their internship site placement over the entire course of the semester enrolled. **Those choosing to do a part time internship will accrue their required CACREP hours over two semesters, instead of one.**
- B. The student-intern is required to meet on the main campus 90 minutes a week for **UCF group supervision**. This is an important part of internship where student discuss and present cases.
- C. The student-intern will conform to the administrative policies, standards and practices of the internship site, and to the ethical and legal standards of the profession.
- D. The student-intern shall identify himself or herself to the public as a " UCF School Counseling Student-Intern" and wear the college issued nametag at all times on internship site premises.
- E. The student-intern will provide his or her own transportation to the internship site.
- F. The student-intern will obtain prior written approval of the internship site and the university before publishing any materials relating to the internship experience.
- G. The student-intern, in collaboration with the supervising school counselor at the internship site and the university faculty member, will set times, location and responsibilities of the internship experience.
- H. The student-intern, in collaboration with the supervising school counselor at the internship site and the university faculty member, will develop a written plan of activities of sufficient breadth to meet the standards set by the Florida Department of Education.
- I. The student-intern will obtain a **written evaluation of performance** from the site supervisor at least twice during each internship semester (e.g., mid evaluation and final evaluation form) and will submit that written evaluation according to the schedule established by the university faculty member. This written evaluation is required prior to posting a grade for the internship course.
- J. The student-intern is responsible for discussing the **mid and final evaluation** process to their school onsite supervisor and review the following information with the UCF faculty supervisor.

**IMPORTANT:** In Fall, 2015 the School Counseling Track Program began to use the Qualtrics system in order to document and capture data from both the MID SITE SUPERVISOR INTERNSHIP EVALUATION FORM and the FINAL SITE SUPERVISOR INTERNSHIP EVALUATION FORM. This means that each school counseling site supervisor will need to go to: [http://ucf.qualtrics.com//SE/?SID=SV\\_b3GyKJepCSneRdr](http://ucf.qualtrics.com//SE/?SID=SV_b3GyKJepCSneRdr) to connect to the Qualtrics survey for the School Counseling Internship Supervisor Mid and Final Evaluation Forms. The forms have not changed, but the way you fill them out has changed. Again, school site supervisors will now use the link below to connect to an online form to document your feedback: [http://ucf.qualtrics.com//SE/?SID=SV\\_b3GyKJepCSneRdr](http://ucf.qualtrics.com//SE/?SID=SV_b3GyKJepCSneRdr)

- K. The student-intern will notify their internship site of illness, accident, or any other situation that does not allow the student-intern to meet at the internship site. Any prearranged absences should be discussed at the **START** of internship (first week at school site).
- L. The student-intern will attend all scheduled **individual supervision** sessions (*with on-site supervisor for an hour/weekly at school site*) and attend **group supervision** sessions (*with the university supervisor 90 minutes/weekly*) on campus.
- M. The student-intern will be prepared to complete all SDS 6947 **course requirements** (*i.e., log hours, case presentations, wellness plans, accountability measure presentations/poster showcase, readings, and other assigned activities outlined in course syllabus*).
- N. The student-intern will complete all **internship paperwork and documentation** by the scheduled due date on semester course syllabus reviewed the first week of classes. This includes providing copies of rubrics (Classroom Guidance Lesson & Data Assessment) along Site Agreement and Goal Statements, and Mid and Final Site Supervisor Evaluation forms to the onsite school supervisor. *It is solely the responsibility of the student-intern to gather and submit these documents by course deadlines.*

## EXPECTATIONS: On-Site Supervisors

***Expectations for On-site Supervisors*** in the role of Supervisor throughout SDS 6947 course:

- A. Attend the ***UCF Meet and Greet Event*** held for onsite school counseling supervisors. This takes place the third week of the fall and spring internship semesters.
- B. Provide a minimum of **one (1) hour of individual** supervision per week. This can take place in one sitting, or can be two 30- minute sessions, or 3 20-minute sessions. This is essential in order to discuss and process the growth and development of the student-intern.
- C. Provide experiences with a diverse student population.
- D. Provide experiences with a variety of educational programs, including exceptional education and ESOL programs. That may involve coordinating the student-intern to observe and work in other departments and with other student support personnel (e.g., staffing specialists).

- E. Provide opportunities for internship students to gain a broad range of experiences, including:
1. Data based decision-making: Assessing and reevaluating individual pupils and their programs.
  2. Collaboration and consultation with school personnel and participation on interdisciplinary and leadership teams.
  3. Developing, implementing and evaluating academic and behavioral interventions
  4. Providing counseling (individual & group) and other mental health interventions.
  5. Home, school, community collaboration: Working with parents/caregivers and community members.
  6. Learning about, helping develop, or evaluating policy, practices and programs.
  7. Participating in professional development activities.
  8. Participating in individual or group supervision.
  9. Learning about and using technology and information systems (e.g., Skyward)
  10. Learning about individual differences and student diversity.
- F. The internship site in collaboration with the university will designate one professional school counselor who has at **least two years of experience in school counseling** to serve as the primary supervisor. The student may also work with other experienced school counselors at the site for specific activities. In no case shall any site supervisor be assigned by the internship site to provide concurrent supervision for more than **one** internship student.
- G. The internship on-site supervisor will complete at least two (mid-semester & final internship) evaluations. In addition, there will be feedback provided to student-interns on at least one Classroom Guidance Lesson and on Data Assessments (both through rubrics provided to supervisors by student-interns).
- H. The site supervisor shall ensure that the student-intern will be treated by the district as part of the professional staff; provided a supportive work environment, adequate supplies, and counseling materials. In addition, the site supervisor shall see that the student-intern is encouraged to participate in district or county committees; and that he/she/they are provided release time as needed to attend professional development experiences (e.g., UCF Counseling Conference) or professional association meetings (e.g., ASCA, OCSCA).
- I. To promptly and thoroughly investigate any complaint by any participating student-intern of unlawful discrimination or harassment at the facility or involving employees or agents of the facility, to take prompt and effective remedial action when discrimination or harassment is found to have occurred, and to promptly notify the university faculty supervisor of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- J. To provide, upon request by any participating student-intern, with such reasonable accommodations at the facility as required by law in order to allow qualified disabled students to participate in the program.
- K. To provide all participating student-interns with a copy of the internship site's rules, regulations, policies, and procedures with which the students are expected to comply.
- L. To provide for emergency health care of the student-intern in case of accident at the expense of the student-intern.
- M. The internship site may notify the university in writing (email accepted) of its desire to remove

any student-intern who the internship site determines is not performing satisfactorily, who refuses to follow the internship site's administrative and student care policies, procedures, rules and regulations, or whose health status is determined to be a detriment to his or her successful completion of the internship. Prior to removal of a student, the site shall consult with the university supervisor and School Counseling Coordinator about its concerns and proposed course of action.

- N. Attend the *UCF Accountability Poster Showcase* held at the end of the semester (last week of the fall and spring semesters) for onsite school counseling supervisors and district personnel. This is a culminating showcase and an opportunity for student-interns to share the data and impact their counseling interventions had on students, teachers, parents, or staff.
- O. The internship site agrees to notify the university *immediately* if there are any changes in its personnel, operation, or policies which may affect the field education experience.
- P. The internship site agrees to comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.

### **EXPECTATIONS: University Internship Supervisor**

The university supervisor coordinates the internship experiences offered to graduate students in the school counseling track of the Counselor Education Program and is responsible for providing group supervision. The supervisor is a faculty member in the Counselor Education Program and has had extensive training in counselor supervision and experience in professional school counseling.

*Expectations for University Internship Supervisors* throughout SDS 6947 course:

- A. The university shall designate a faculty member to coordinate, with a designee of the internship site, the program for each student assigned to internship site.
- B. The university shall complete periodic evaluations of the student-intern regarding his/her/their performance at the internship site as per arrangement between the university faculty member and the internship site supervisor.
- C. The university (School Counseling Coordinator) will assure that the student-intern shall have completed the necessary educational prerequisites to be eligible for final internship experiences.
- D. The university supervisor will conduct **one (1) professional school counseling internship on-site visit** where he/she/they will meet with both the student-intern and on-site supervisor to discuss the student-intern's experience, progress, and professional development. For split or part time student-interns this site visit may take place during the first or second semester of the internship experience (or both terms if necessary or if they are at different school sites)

**Note:** *The only exception to the on-site visit is if the distance to the school site is more than 35 miles from UCF then a phone conference (including student-intern, onsite supervisor and university supervisor) can take the place in lieu of an on-site face-to-face visit.*

**The *internship site, university internship supervisor, and internship graduate student* mutually agree to:**

- A. Neither party shall discriminate in the assignment of student-interns on the basis of race, color, disability, sex, religion, national origin, sexual orientation, ancestry, or any other basis prohibited by law.
- B. The parties agree that the student-interns are considered to be learners who are fulfilling specific requirements for field experiences as part of a degree requirement. Students are not to be considered employees or agents of the university for any purpose, including but not limited to workers' compensation insurance or employee benefits programs.
- C. These expectations shall be construed in accordance with the laws of the State of Florida in effect at the time of the execution of this agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, Florida.

### **GUIDELINES FOR INDIVIDUAL SUPERVISION**

Graduate internship students are responsible for scheduling a **minimum of one hour per week** of individual supervision. *This one-to-one supervision will primarily occur with the on-site supervisor. It may consist of three 20 minute sessions throughout the week, or two 30 minute supervision sessions but it must be at least one hour per week.* The internship student may, however, also schedule individual supervision sessions with the university supervisor. The purpose of the supervision is to provide support and direction for the professional development of the internship students as they become fully engaged in PSC functions.

**Individual supervision may include provision of assistance with:**

- Case conceptualization and management
- Cognitive counseling skills
- Interpersonal skills
- Consultation skills
- Program planning and coordination
- Classroom presentation/activities resources and feedback
- Legal and ethical issues
- Goal setting
- Priority setting
- Time management
- Student assessment
- Documentation procedures
- Professional resources
- Referral networks - process and procedures
- Child and adolescent development
- Individual and cultural differences
- School system - structure and organization
- Transfer counseling theory to practice
- Appropriate school counselor roles and program functions

The supervisory interventions may be based on self-report of the internship student, the use of audio and/or videotapes, modeling, role-play, co-counseling, and/or direct observation.

## GUIDELINES FOR GROUP SUPERVISION

Group supervision will occur in regularly scheduled sessions over the course of the semester. Typically this will occur once a week (Tuesdays, 4pm-5:30pm) at the UCF Main Campus. Content and instructional approaches will be determined by the needs of the group. The group supervision session will provide opportunities for:

- Book Study
- Discussions of program issues
- Didactic information- (e.g., self-harming, assessing lethality, etc....)
- Clarification of appropriate counselor roles
- Peer and supervisor feedback and support
- Resource sharing
- Legal and ethical considerations and concerns

Approaches may include:

- Discussions
- Role-plays
- Didactic presentations
- Experiential activities
- Review of audio and videotapes

### Florida Educators Accomplished Practices (FEAP, 2010) met by SDS 6947:

#### 6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six

(6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

#### *(a) Quality of Instruction.*

**1. Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**2. The Learning Environment.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural, linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;

- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

**3. Instructional Delivery and Facilitation.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

**4. Assessment.** The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

**(b) Continuous Improvement, Responsibility and Ethics.**

**1. Continuous Professional Improvement.** The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

**2. Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

*Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.*

## **CACREP (2016) Standards relating to SDS 6947**

### **SECTION 5: Entry-Level Specialty: School Counseling G. School Counseling**

#### **3. PRACTICE (a-o)**

Professional practice, which includes practicum & internship, provides for the application of theory & the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic & demographic diversity of their community.

#### **SUPERVISOR QUALIFICATIONS & SUPPORT**



- A. Program faculty members serving as individual or group practicum/internship supervisors **must** have the following:
1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
  2. Relevant experience & appropriate credentials/licensure and/or demonstrated competence in counseling.
  3. **Relevant supervision training & experience.**
- C. Site supervisors **must** have the following qualifications:
1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
  2. A minimum of **two years of pertinent professional experience** in the program area in which the student is enrolled.
  3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
  4. **Relevant training in counseling supervision.**
- D. Orientation, assistance, consultation, & professional development opportunities are provided by counseling program faculty to site supervisors and are also required per county/district policy.
- E. **Supervision contracts** for each student are developed to define the roles & responsibilities of the faculty supervisor, site supervisor, & student during practicum and internship.

### INTERNSHIP Hour Requirements

- G. The program requires completion of a supervised internship in the student's designated program area of **600 clock hours**, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:
1. At least **240 clock hours of direct service**, including experience leading groups
  2. Weekly interaction that averages **one hour per week of individual** &/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
  3. An average of **1 ½ hours per week of group supervision** provided on a regular schedule throughout the internship & performed by a program faculty member.
  4. The opportunity for the student to become familiar with a **variety of professional activities** and resources in addition to direct service (e.g., record keeping, assessment instruments, scheduling, supervision, information and referral, in-service and staff meetings) with access to *diverse students and populations*.
  5. The opportunity for the student to develop **program-appropriate audio/video recordings for use in supervision** or to receive live supervision of his or her interactions with clients.
  6. Evaluation of the student's counseling performance throughout the internship, including documentation of a **formal evaluation** after the student completes the internship by a program faculty member in consultation with the site supervisor.

### HELPFUL WEBSITES

American Counseling Association (ACA)	<a href="http://www.counseling.org">www.counseling.org</a>
American School Counselor Association (ASCA)	<a href="http://www.schoolcounselor.org">www.schoolcounselor.org</a>
Florida Counseling Association (FCA)	<a href="http://www.flacounseling.org">www.flacounseling.org</a>
Florida School Counselor Association (FSCA)	<a href="http://www.fla-schoolcounselor.com">www.fla-schoolcounselor.com</a>
National Board of Certified Counselors (NBCC)	<a href="http://www.nbcc.org">www.nbcc.org</a>
Council for Accreditation of Counseling and Related Education Programs	<a href="http://www.cacrep.org">www.cacrep.org</a>
Chi Sigma Iota (Counseling Professional Honor Society International)	<a href="http://www.csi-net.org">www.csi-net.org</a>
U.S. Dept. of Health & Human Services for Children	<a href="http://nccanch.acf.hhs.gov/general/legal/statutes/">http://nccanch.acf.hhs.gov/general/legal/statutes/</a>
Florida Department of Education	<a href="http://www.fldoe.org">www.fldoe.org</a>
Office of Clinical Experiences ( <i>College of Education at UCF</i> )	<a href="http://education.ucf.edu/clinicalexp">http://education.ucf.edu/clinicalexp</a>



UNIVERSITY OF  
CENTRAL FLORIDA

## Internship Handbook Sign-Off Sheet

SDS 6947: Internship in Professional School Counseling Handbook  
Counselor Education—School Counseling Program  
University of Central Florida

I, \_\_\_\_\_ (print name) , have read the *Counselor Education Graduate Student Handbook* and *SDS 6947: Internship in Professional School Counseling Handbook* of the Counselor Education Program at the University of Central Florida. I agree to abide by the requirements, policies, procedures and ethical standards of the Counselor Education program, and agree to participate in the Counselor Education Program's ongoing evaluation process as described in the Counselor Education Graduate Student Handbook.

\_\_\_\_\_  
Student-intern's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student-intern's Cell Phone Number

\_\_\_\_\_  
Student-intern's E-mail Address

Anticipated Semester and Year of Graduation (\_\_\_\_\_) Semester and (\_\_\_\_\_) Year

Name of Faculty Advisor: \_\_\_\_\_

*(This form will be submitted to the School Counseling Track Coordinator 1<sup>st</sup> week of classes)*



UNIVERSITY OF  
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**SDS 6947: Internship in Professional School Counseling**  
**Student-Intern Documentation Completion Checklist**

Student-intern: \_\_\_\_\_

Internship School Site: \_\_\_\_\_

Site Supervisor (School-based Supervisor): \_\_\_\_\_

UCF Internship Supervisor: \_\_\_\_\_

Circle the Semester(s):      **Spring, 2020**      **Fall, 2020**

Form /Activity	Completed (include date)	Not Completed
<b>(1-4 BRING TO FIRST CLASS MEETING)</b>		
1. Internship Handbook Sign Off Sheet (signed with contact information)		
2. ASCA/ACA Membership & Professional Liability Insurance Documentation		
3. Successful Completion of FTCE ( <i>General Knowledge</i> )		
4. Successful Completion of FTCE ( <i>Subject Area: School Counseling</i> )		
<hr/>		
5. Student-Intern Continuous Improvement Plan / Wellness Plan		
6. School Site Approval Data Sheet		
7. School Site Agreement Form		
8. Outline of Planned Internship Experience – Professional School Counseling		
9. Internship Site Supervisor Evaluation Form ( <b>Mid-Semester</b> )		
10. Professional School Counseling Internship Log ( <b>Excel / mid-semester</b> )		
<hr/>		
11. Classroom Guidance Observation Rubric ( <b>completed &amp; signed</b> )		
12. Data & Assessment Evaluation Rubric ( <b>completed &amp; signed</b> )		
13. UCF Internship Supervisor’s School-based Site Visit		
<hr/>		
14. Evaluation of School Counseling Internship Site ( <b>completed by intern</b> )		
15. Professional School Counseling Internship Excel Log ( <b>final hours</b> )		
16. Summary Record of Internship Hours & Supervisory Data ( <b>final signed</b> )		
17. Internship Site Supervisor Evaluation Form ( <b>Final Evaluation- signed</b> )		
18. Accountability Project and Poster Showcase participant ( <b>poster &amp; handout</b> )		
19. Mock Interview with Internship Site Administrator ( <b>sign off form</b> )		
<hr/>		
<b>To Graduate From Program</b>		
20. Successful Completion of FTCE ( <i>Professional Exam</i> )		
21. Successful Completion of CPCE (Program Requirement)		
22. Submission & Review of Program Portfolio (Faculty Advisor)		

\_\_\_\_\_  
Student-intern (name / signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
UCF Supervisor (name / signature)

\_\_\_\_\_  
Date



UNIVERSITY OF  
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## SCHOOL SITE APPROVAL DATA SHEET

### Counselor Education Program *Professional School Counseling Track*

**Student-Intern:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Semester to Begin Internship Experience:** Spring or Fall 20\_\_

**Name of School Assigned:** \_\_\_\_\_

**Complete School Site Address:** \_\_\_\_\_

\_\_\_\_\_

**County:** \_\_\_\_\_ **School Telephone:** \_\_\_\_\_

**School Level:** \_\_\_\_\_ **School Email Address:** \_\_\_\_\_

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**Principal's Name:** \_\_\_\_\_

**Principal's Telephone Number:** (\_\_\_\_) \_\_\_\_\_

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**On-site Supervisor's Name:** \_\_\_\_\_

**Supervisor's Direct Phone line/& extension:** (\_\_\_\_) \_\_\_\_\_

**Supervisor's Email address:** \_\_\_\_\_

**Years of School Counseling Experience:** \_\_\_\_\_

**Current Position Title:** \_\_\_\_\_

**College/University Earned Graduate Degree in School Counseling:** \_\_\_\_\_

### Type of Direct Service Provided

Please review each of the following types of service with your school site supervisor and discuss the opportunity for you to participate in each activity. Please check either “yes” or “no” for each. The highlighted areas are mandatory to this clinical experience and a site may be changed for a student-intern if a school is unable to provide an experience necessary to appropriately prepare our student-interns via CACREP and FEAP standards and requirements.

Individual counseling	Yes _____	No _____
Academic advising & planning (all levels)	Yes _____	No _____
Small Group counseling	Yes _____	No _____
Classroom guidance	Yes _____	No _____
Career counseling & advisement (all levels)	Yes _____	No _____
Consultation services	Yes _____	No _____
Collaboration (i.e., MTSS/Child Study Teams)	Yes _____	No _____
Parent / Caregiver conferences	Yes _____	No _____
Parent / Caregiver trainings/ presentations	Yes _____	No _____
Referral services (social work, mental health)	Yes _____	No _____
Testing (Kbit, gifted screenings, etc...)	Yes _____	No _____

### Indirect Services Provided (Non-Counseling Duties Involved)

Scheduling (if middle/ high school settings)	Yes _____	No _____
Testing coordination	Yes _____	No _____
Staff/Team meetings	Yes _____	No _____
Filing/record keeping/cumulative folders	Yes _____	No _____

### Supervision Provided

Live or Direct experience (classroom/groups)	Yes _____	No _____
Individual supervision weekly (1 hour)	Yes _____	No _____

### Education Provided

Professional Development trainings	Yes _____	No _____
County In-service trainings	Yes _____	No _____
Research (data collection) opportunities	Yes _____	No _____
Other unique opportunities	Yes _____	No _____

The College of Community Innovation and Education and the Counselor Education Program of the UCF would like to **thank you** for your support of our students. We could not effectively train school counselors without your help and expertise. Thank you for your assistance, cooperation, and support.

**UCF Internship Supervisor Site Approval:**    Approved or Denied    **Date:** \_\_\_\_\_  
**UCF Internship Supervisor Name:** \_\_\_\_\_  
**UCF Internship Supervisor Signature:** \_\_\_\_\_



UNIVERSITY OF  
CENTRAL FLORIDA

## SCHOOL SITE INTERNSHIP AGREEMENT FORM

Student-Intern: \_\_\_\_\_

Semester to Begin the Internship Experience: (circle one) Spring of 2020 or Fall of 2020

This agreement is made this \_\_\_\_\_ day of \_\_\_\_\_, by and between

\_\_\_\_\_ (hereinafter referred to as the SCHOOL) and \_\_\_\_\_

\_\_\_\_\_ (hereinafter referred to as the UNIVERSITY). This agreement will be effective for a period from

\_\_\_\_\_ to \_\_\_\_\_ for student-intern \_\_\_\_\_.

### Purpose

The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of professional school counseling clarifying the hours they are required to attend school placement [40 hrs/wk throughout semester=full time (6credits) or [20 hrs/wk throughout semester= part time(3 credits)]

### The UNIVERSITY shall be responsible for the following:

1. Selecting a student –intern who has successfully completed all of the prerequisite courses and the practicum in counseling experience.
2. Providing the SCHOOL with an internship handbook that clearly delineates the responsibilities of the UNIVERSITY, the SCHOOL, the STUDENT-INTERN, the ON-SITE SUPERVISION, and the UNIVERSITY INTERNSHIP SUPERVISOR.
3. Designating a qualified University of Central Florida faculty member as the internship supervisor who will work with the SCHOOL in coordinating the internship experience.
4. Notifying the student-intern that he or she must adhere to the administrative policies, rules, standards, schedules, and practices of the SCHOOL.
5. Advising the student-intern that he or she should have adequate and appropriate professional liability insurance.

### The SCHOOL shall be responsible for the following:

1. Providing the student-intern with an overall orientation to the school's specific services necessary for the implementation of the internship experience.
2. Designating a qualified staff member (a Florida Certified School Counselor with a minimum of two years of professional experience, who has completed the clinical educators training required by the State of Florida) to function as on-site supervising counselor for the student-intern. The supervising counselor will be responsible, with the approval of the administration of the SCHOOL, for providing opportunities for the student - intern to engage in a variety of counseling activities under supervision and for evaluating the student intern's performance. (A competency checklist is included in the internship handbook.)

### Equal Opportunity

It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, ethnic origin, age, sexual orientation and identity, gender, or creed.



## Academic Testing Policy

The University of Central Florida's (UCF) Counselor Education Program is dedicated to the professional development and growth of school counseling student-interns by providing a well-rounded and comprehensive internship experience. A school counseling student-intern's experience often coincides with state standardized assessment and testing. In order to ensure the security and integrity of any state standardized assessment and testing, and to protect our student-interns, UCF school counseling student-interns are **NOT** permitted to: (a) coordinate, (b) administer, (c) proctor, or (d) distribute and/ or collect any standardized assessment and testing examination materials.

The UCF College of Community Innovation and Education – School Counseling Program respectfully request that school counseling student-interns be moved to **NON-testing classrooms (activities)** for the duration of any standardized testing window. If school counseling student-interns remain in classrooms, they should be observers only, when certificated personnel leave, school counseling student-interns **must leave** as well. School counseling student-interns have been instructed that ***at no time*** can they be alone in the room with students while they are taking a standardized academic examination or alone with any testing materials.

### School Counseling Student-Interns are permitted to:

- **Assist** his or her school-based counseling supervisor **WITH** the coordination **and** training of other school personnel in preparation with any state standardized testing examination policies and procedures.
- **Assist** his or her school-based counseling supervisor **WITH** organizing standardized testing examination materials

### School Counseling Student-Interns are **NOT** allowed to::

- Coordinate state standardized testing
- Adminster state standardized tests to students
- Proctor state standardized Tests **alone**
- Distribute and/ or collect state standardized administration materials
- Be **ALONE** in a testing room with state standardized examination materials
- Be **ALONE** in a test preparation / holding room with state standardized examination materials.
- Be **ABSENT** or **miss time** from their Internship site due to testing.



**Termination**

It is understood and agreed by and between the parties hereto that the SCHOOL has the right to terminate the internship experience of the student whose health status is detrimental to the services provided the students of the SCHOOL. Further, the SCHOOL has the right to terminate the use of the SCHOOL by a student-intern if, in the opinion of the on-site supervising school counselor, the student-intern’s behavior is detrimental to the operation of the SCHOOL and student services. Such action will not be taken until the grievance against any student-intern has been discussed with the student-intern and with UNIVERSITY officials.

The names of the responsible individuals at the two institutions charged with the implementation of the contract are as follows:

\_\_\_\_\_  
**School Counseling Student-intern** *(please print neatly)*

X \_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
**On-site Supervisor (Certified School Counselor) at the SCHOOL** *(please print neatly)*

X \_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
**UCF Internship Supervisor at the UNIVERSITY** *(please print neatly)*

X \_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## Outline of Planned Internship Experiences

The *Outline of Planned Internship Experience–Professional School Counseling* outlines the specific objectives and duties of the student-intern during his or her internship experience. The objectives and tasks should align with the American School Counselor Association’s (ASCA, 2005, 2012) *National Model* and the Council for Accreditation of Counseling and Related Educational Program’s (CACREP, 2016) accreditation standards.

American School Counselor Association. (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

Council for Accreditation of Counseling and Related Educational Programs. (2016). *CACREP accreditation standards and procedures manual*. Alexandria, VA: Author.

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### Field work time requirements

- SDS 6947: *Internship in Professional School Counseling* requires a total of **600 hours** of supervised internship fieldwork, **240** need to be direct service hours.
- Internship fieldwork hours are usually completed over the course of one academic semester (*fall or spring semesters*) although candidates may complete their internship experience split (half-time) over two semesters (**only fall and spring semesters available**).
- All hours must be completed within one year of beginning fieldwork.

### Student-Intern’s Internship Experience Objective

**Direct services to be provided** (e.g., individual, small group, and classroom guidance lessons, as well as consultation and collaboration services with teachers, administrators and parents/guardians/families)

**Example:**

“I will develop my skills in group counseling by co-leading a bereavement support group with my on-site supervisor at Orange Middle School.”

“ I will gain confidence in classroom management by conducting a unit of classroom guidance lessons in 6<sup>th</sup> grade focusing on stress management.”

**YOUR OBJECTIVES BELOW: (please list at least three below or attach an additional paper)**

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**Indirect service to be provided** (e.g., referral, evaluation, data collection, scheduling and program planning)

**Example:**

“I will develop my knowledge of student/family resources by researching and creating a list of impactful community and district support services.”

**YOUR OBJECTIVES BELOW: (please list at least three below or attach an additional paper)**

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\_\_\_\_\_  
**School Counseling Student-intern** (*please print neatly*)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
**On-site Supervisor (Certified School Counselor) at the SCHOOL** (*please print neatly*)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
**UCF Internship Supervisor at the UNIVERSITY** (*please print neatly*)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Counselor Education—School Counseling (M.A., M.Ed., Ed.S.)**  
**SDS 6947 – Internship in Professional School Counseling**  
**Internship Site Supervisor Evaluation Form (Mid-Term Evaluation)**

**Student-Interns’ Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Internship Site School:** \_\_\_\_\_ **District:** \_\_\_\_\_  
**Internship Site Supervisor (name):** \_\_\_\_\_

The SDS 6947: *Internship in Professional School Counseling* Final Internship Site Supervisor Evaluation Form reflects the professional competencies noted within the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) *Standards*, the Florida Department of Education (FL-DOE) *Florida Educator Accomplished Practices* (FEAP, 2010), and the FL-DOE *Competencies and Skills: Guidance and Counseling PK-12* (13<sup>th</sup> ed.; 2010). For each school counseling student-intern professional competence, a set of descriptors are provided to assist school counseling internship site supervisors (school-based supervisors) in assessing his or her student-intern’s level of professional competence.

**Accreditation Standards Assessed through this Assignment:**

**CACREP (2009) Standards:**

1. **School Counseling** B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling
2. **School Counseling** B.2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
3. **School Counseling** D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
4. **School Counseling** D. 2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
5. **School Counseling** D. 3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
6. **School Counseling** D.4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. **School Counseling** D.5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
8. **School Counseling** J.1. Applies relevant research findings to inform the practice of school counseling.
9. **School Counseling** J.2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
10. **School Counseling** F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

11. **School Counseling** F.2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
12. **School Counseling** F.3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
13. **School Counseling** F.4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
14. **School Counseling** H.1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
15. **School Counseling** H.2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
16. **School Counseling** H.3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
17. **School Counseling** H.4. Makes appropriate referrals to school and/or community resources.
18. **School Counseling** H.5. Assesses barriers that impede students' academic, career, and personal/social development.
19. **School Counseling** K.2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
20. **School Counseling** L.1. Conducts programs designed to enhance student academic development.
21. **School Counseling** L.2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
22. **School Counseling** L.3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
23. **School Counseling** N.1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
24. **School Counseling** N.2. Locates resources in the community that can be used in the school to improve student achievement and success.
25. **School Counseling** N.3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
26. **School Counseling** N.4. Uses peer helping strategies in the school counseling program.
27. **School Counseling** N.5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.
28. **School Counseling** P.1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
29. **School Counseling** P.2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

**Florida Educators Accomplished Practices (FEAP, 2010): 6A-5.065: The Educator Accomplished Practices.**

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

**(a) *Quality of Instruction.***

**1. Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**2. The Learning Environment.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural, linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

**3. Instructional Delivery and Facilitation.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

**4. Assessment.** The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

**(b) Continuous Improvement, Responsibility and Ethics.**

**1. Continuous Professional Improvement.** The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

**2. Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

*Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.*



**FL-DOE Competencies and Skills: Guidance and Counseling PK-12 (FSAC 13<sup>th</sup> ed.; 2010)****1. Competence 1: Knowledge of Counseling**

- a. **Skill 3:** Apply relevant counseling theories and techniques appropriate to specific situations and populations.
- b. **Skill 5:** Demonstrate knowledge of interpersonal processes in small and large group settings
- c. **Skill 6:** Demonstrate knowledge of techniques and leadership skills for facilitating small and large groups.
- d. **Skill 7:** Demonstrate knowledge of appropriate listening and responding skills with all stakeholders.
- e. **Skill 9:** Demonstrate knowledge of human development and behavior to promote positive change.

**2. Competence 2: Knowledge of activities and programs for addressing current concerns**

- a. **Skill 1.** Demonstrate knowledge of evidence-based strategies that promote academic, career, and personal-social development, and community involvement.
- a. **Skill 2.** Demonstrate knowledge of crisis counseling and crisis management plans (e.g., responses to death, natural disasters, acts of violence, medical emergencies).
- b. **Skills 5.** Demonstrate knowledge of school counseling programs for classrooms and large groups (e.g., drug education, personal safety, career education).
- c. **Skill 6.** Demonstrate knowledge of peer helper programs.
- d. **Skill 7.** Demonstrate knowledge of the components of ASCA National Model: A Framework for School Counseling Programs and Florida's School Counseling and Guidance Framework: A Comprehensive Student Development Program Model (e.g., foundation, management, delivery, accountability, systemic change, collaboration, advocacy, leadership).

**3. Competence 3: Knowledge of Student Assessment**

- a. **Skill 1.** Demonstrate knowledge of basic measurement concepts (e.g., validity, norming, reliability, error of measurement, standardization).
- b. **Skill 3.** Demonstrate knowledge of the major functions, strengths, and limitations of various standardized and non-standardized assessments.
- c. **Skill 6.** Apply the results of formal and informal assessments from a variety of sources to improve student educational outcomes.

**4. Competence 4: Knowledge of Career Development & Postsecondary Opportunities**

- a. **Skill 4.** Demonstrate knowledge of resources, including assessments, used in career development.
- b. **Skill 7.** Demonstrate knowledge of resources that provide specific information about educational & technical career opportunities.

**5. Competence 5: Knowledge of consultation, collaboration, and coordination**

- a. **Skill 2.** Demonstrate knowledge of strategies for collaborating with stakeholders to facilitate student success.
- b. **Skill 6.** Identify appropriate approaches and resources for making in-school and out-of-school referrals
- c. **Skill 8.** Demonstrate knowledge of multicultural, ethical, and professional competencies in planning, organizing, implementing, evaluating, and enhancing the comprehensive school counseling program.

**6. Competence 6: Knowledge of professional, ethical, and legal considerations**

- a. **Skill 1.** Demonstrate knowledge of legal and ethical standards relevant to the counseling process and practices.
- b. **Skill 2.** Demonstrate knowledge of the professional and ethical standards of the American Counseling Association and the American School Counselor Association.
- c. **Skill 3.** Demonstrate knowledge of the legal rights of students and parents or guardians with regard to student records (e.g., Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, Individuals with Disabilities Education Improvement Act).
- d. **Skill 4.** Demonstrate knowledge of legislation concerning students with special needs.
- e. **Skill 5.** Demonstrate knowledge of the counselor's role as an advocate and leader to promote and support student success in the school and community.

**7. Competence 7: Knowledge of academic advisement**

- a. **Skill 1.** Identify effective strategies for promoting student awareness of graduation requirements, the college admission process, scholarships, and other postsecondary opportunities.
- b. **Skill 2.** Interpret academic assessment data for appropriate educational placement and progression for all student populations.
- c. **Skill 3.** Identify approaches for assisting students with course selection to prepare for secondary and postsecondary educational or employment opportunities.
- d. **Skill 4.** Identify systemic interventions that foster equity and access to close achievement, opportunity, and informational gaps.

**8. Competence 8: Knowledge of research, program evaluation, and follow-up**

- a. **Skill 1.** Demonstrate knowledge of accountability and research methodology.
- b. **Skill 3.** Demonstrate knowledge of needs assessment techniques.
- c. **Skill 4.** Demonstrate knowledge of the purposes, types, and basic steps of program evaluation and relevant follow-up activities.
- d. **Skill 5.** Demonstrate knowledge of progress monitoring and outcomes reporting to all stakeholders (e.g., graphing student performance, response to intervention, program outcomes).

**9. Competency 9: Knowledge of appropriate technology**

- a. **Skill 2.** Demonstrate knowledge of the appropriate use of technology to plan, organize, implement, evaluate, and enhance the comprehensive school counseling program.

**10. Knowledge of social and cultural diversity**

- a. **Skill 1.** Demonstrate knowledge of multicultural and pluralistic societal changes and trends when developing and coordinating the school counseling program.
- b. **Skill 3.** Demonstrate knowledge of facilitating the counseling process for diverse students and families.
- c. **Skill 4.** Demonstrate knowledge of the counselor's responsibility to address his or her own biases.

**Please rate each professional competence, providing only one rating per professional competence domain.**

**Developing / Not Experienced Yet (0 points)** = Student-intern is still developing skills in this area or did not yet experience at the mid point;

**Proficient (1 points)** = Student-intern meets expectations & demonstrates Accomplished Practice competencies

**Advanced (2 points)** = Student-intern *exceeds* expectations & demonstrates Accomplished Practice competencies-

*Note: If scoring for the Advanced, please state briefly what specific skills are advanced in this area.*

School Counseling Professional Competence & Skill	Accreditation Standard(s) Assessed	Continuing to Develop/ or Not Yet Experienced (0 points)	Proficient (1 point)	Advanced (2 points)	Score
<b>Individual Counseling:</b> student-intern provides individual counseling services to diverse students & stakeholders supporting their academic, personal-social, & career development	FEAP (2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &2.b.2. FSAC (2010): Competence 1: Skills 3, 7, & 9 CACREP (2009) <i>School Counseling</i> : D.1., D.2., D.3., F.1.,	Student-intern does not demonstrate ethical & effective individual counseling service delivery with diverse students & stakeholders	Student-intern demonstrates ethical & effective individual counseling service delivery with diverse students & stakeholders	Student-intern demonstrates ethical & effective individual counseling service delivery with diverse students & stakeholders beyond the expectations of a new counselor <b>Statement:</b> _____	
<b>Group Counseling:</b> student-intern provides group counseling services to diverse students & stakeholders supporting their academic, personal-social, & career development	FEAP(2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &2.b.2. FSAC (2010): Competence 1: Skills 5 & 6 CACREP (2009) <i>School Counseling</i> : D.1., D.2., D.3., F.1.	Student-intern does not demonstrate ethical & effective group counseling service delivery with diverse students & stakeholders	Student-intern demonstrates ethical & effective group counseling service delivery with diverse students & stakeholders	Student-intern demonstrates ethical & effective group counseling service delivery with diverse students & stakeholders beyond the expectations of a new counselor <b>Statement:</b> _____	
<b>Classroom Guidance Curriculum:</b> student-intern provides the classroom guidance curriculum to diverse students, supporting their academic, personal-social, & career development	FEAP(2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &2.b.2. FSAC (2010): Competence 2: Skills 1 & 5 CACREP (2009) <i>School Counseling</i> : D.2., P.2.	Student-intern does not demonstrate ethical & effective delivery of the classroom guidance curriculum to diverse students	Student-intern demonstrates ethical & effective delivery of the classroom guidance curriculum to diverse students	Student-intern demonstrates ethical & effective delivery of the classroom guidance curriculum to diverse students beyond the expectations of a new counselor <b>Statement:</b> _____	

School Counseling Professional Competence & Skill	Accreditation Standard(s) Assessed	Continuing to Develop/ or Not Yet Experienced (0 points)	Proficient (1 point)	Advanced (2 points)	
<p><b>Consultation Services:</b> student-intern provides consultation services to diverse students and stakeholders, supporting students' academic, personal-social, &amp; career development</p>	<p><b>FEAP(2010):</b> 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp;2.b.2.  <b>FSAC (2010):</b> Competence 5: Skills 2 &amp; 6  <b>CACREP (2009) School Counseling:</b> F.4., H.4., N.1., N.3., N.5.</p>	<p>Student-intern does not demonstrate ethical &amp; effective consultation service delivery to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective consultation service delivery to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective consultation service delivery to diverse students &amp; stakeholders beyond the expectations of a new counselor  <b>Statement:</b> _____</p>	
<p><b>Crisis Management / Interventions:</b> student-intern provides crisis management services (e.g., suicide risk, child abuse &amp; neglect, threat assessments) to diverse students and stakeholders, supporting students' academic, personal-social, &amp; career development</p>	<p><b>FEAP(2010):</b> 2.b.1., &amp;2.b.2.  <b>FSAC (2010):</b> Competence 5: Skills 2  <b>CACREP (2009) School Counseling:</b> D.4., H.4., N.5</p>	<p>Student-intern does not demonstrate ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders beyond the expectations of a new counselor  <b>Statement:</b> _____</p>	
<p><b>Program &amp; Service Coordination:</b> student-intern provides coordination and programmatic service delivery to diverse students and stakeholders, supporting students' academic, personal-social, &amp; career development</p>	<p><b>FEAP(2010):</b> 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp;2.b.2.  <b>FSAC (2010):</b> Competence 2: Skills 6&amp; 7; Competence 5: Skill 8  <b>CACREP (2009) School Counseling:</b> B.2., J.2., K.2., L.1., N.4., P.1.</p>	<p>Student-intern does not demonstrate ethical &amp; effective programmatic coordination of services to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective programmatic coordination of services to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective programmatic coordination of services to diverse students &amp; stakeholders beyond the expectations of a new counselor  <b>Statement:</b> _____</p>	
<p><b>Academic Advising:</b> student-intern provides academic advising to diverse students and stakeholders, supporting students' academic, person-social, &amp; career</p>	<p><b>FEAP (2010):</b> 2.a.3., 2.a.4., 2.b.1., &amp;2.b.2.  <b>FSAC (2010):</b> Competence 7: Skills 1, 2, 3 &amp; 4  <b>CACREP (2009) School</b></p>	<p>Student-intern does not demonstrate ethical &amp; effective academic advising to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective academic advising to diverse students &amp;</p>	<p>Student-intern demonstrates ethical &amp; effective academic advising to diverse students &amp; stakeholders beyond the expectations of a new counselor</p>	

development	<i>Counseling:</i> L.2., L.3.,		stakeholders	<b>Statement:</b> _____	
<b>School Counseling Professional Competence &amp; Skill</b>	<b>Accreditation Standard(s) Assessed</b>	<b>Continuing to Develop/ or Not Yet Experienced (0 points)</b>	<b>Proficient (1 point)</b>	<b>Advanced (2 points)</b>	
<b>Programmatic Evaluation &amp; Accountability:</b> student-intern employs programmatic evaluation and accountability strategies to support the delivery of comprehensive services to all students, supporting their academic, person-social, & career development	<b>FEAP(2010):</b> 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &2.b.2. <b>FSAC (2010):</b> Competence 8: Skills 1, 2, 3, 4, & 5 <b>CACREP (2009) School Counseling:</b> B.2., J.1., J.2., K.2., L.1., P.1.	Student-intern does not demonstrate ethical & effective programmatic evaluation & accountability, supporting the delivery of comprehensive services to all stakeholders	Student-intern demonstrates ethical & effective programmatic evaluation & accountability, supporting the delivery of comprehensive services to all stakeholders	Student-intern demonstrates ethical & effective programmatic evaluation & accountability, supporting the delivery of comprehensive services to all stakeholders beyond the expectations of a new counselor <b>Statement:</b> _____	
<b>Career Counseling &amp; Development:</b> student-intern provides career counseling and advisement to diverse students and stakeholders, supporting students' academic, person-social, & career development	<b>FEAP(2010):</b> 2.a.2., 2.a.3., 2.a.4., 2.b.1., &2.b.2. <b>(2003): #8:</b> Indictors 1 & 4 <b>FSAC (2010):</b> Competence 4: Skills 4& 7 <b>CACREP (2009) School Counseling:</b> H.1., H.2., H.3., H.5., P.2.	Student-intern does not demonstrate ethical & effective career counseling to diverse students & stakeholders	Student-intern demonstrates ethical & effective career counseling to diverse students & stakeholders	Student-intern demonstrates ethical & effective career counseling to diverse students & stakeholders beyond the expectations of a new counselor <b>Statement:</b> _____	
<b>Multicultural Counseling &amp; Development:</b> student-intern provides multicultural counseling to diverse students and stakeholders, supporting students' academic, person-social, & career development	<b>FEAP(2010):</b> 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &2.b.2. <b>FSAC (2010):</b> Competence 10: Skills 1, 3, & 4 <b>CACREP (2009) School Counseling:</b> D.3., F.1., F.3., H.1.	Student-intern does not demonstrate ethical & effective multicultural counseling services with diverse students & stakeholders	Student-intern demonstrates ethical & effective multicultural counseling services with diverse students & stakeholders	Student-intern demonstrates ethical & effective multicultural counseling services with diverse students & stakeholders beyond the expectations of a new counselor <b>Statement:</b> _____	

<p><b>Student Assessment &amp; Appraisal:</b> student-intern employs student assessment and appraisal strategies to support the delivery of comprehensive services to all students, supporting their academic, person-social, &amp; career development</p>	<p><b>FEAP(2010):</b> 2.a.4., 2.b.2. (2003): #11: Indictors 2 &amp; 4  <b>FSAC (2010):</b> Competence 3: Skills 1, 3, &amp; 6; Competence 9: Skill 2  <b>CACREP (2009) <i>School Counseling:</i></b> H.1., H.2., H.3.</p>	<p>Student-intern does not demonstrate ethical &amp; effective student assessment strategies with diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective student assessment strategies with diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective student assessment strategies with diverse students &amp; stakeholders beyond the expectations of a new counselor  <b>Statement:</b> _____</p>	
<p><b>School Counseling Professional Competence &amp; Skill</b></p>	<p><b>Accreditation Standard(s) Assessed</b></p>	<p><b>Continuing to Develop/ or Not Yet Experienced (0 points)</b></p>	<p><b>Proficient (1 point)</b></p>	<p><b>Advanced (2 points)</b></p>	
<p><b>Ethical Practice and Advocacy:</b>                  student-intern provides ethical services and best practices to diverse students and stakeholders, advocating for systemic change that supports students’ academic, person-social, &amp; career development</p>	<p><b>FEAP (2003): (2010):</b> 2.b.1., &amp;2.b.2. #3: Indictors 10 &amp; 15; #6: Indictors 1 &amp; 7  <b>FSAC (2010):</b> Competence 6: Skills 1, 2, 3, 4, &amp; 5  <b>CACREP (2009) <i>School Counseling:</i></b> B.1., D.5., F.2.</p>	<p>Student-intern does not demonstrate ethical school counseling practices with diverse students &amp; stakeholders per ASCA (2010) <i>Ethical Standards for School Counselors</i> and school board policies</p>	<p>Student-intern does demonstrate ethical school counseling practices with diverse students &amp; stakeholders per ASCA (2010) <i>Ethical Standards for School Counselors</i> and school board policies</p>	<p>Student-intern does demonstrate ethical school counseling practices with diverse students &amp; stakeholders per ASCA (2010) <i>Ethical Standards for School Counselors</i> and school board policies beyond the expectations of a new counselor  <b>Statement:</b> _____</p>	
<p><b>Demonstration of Overall Ethical &amp; Legal Knowledge &amp; Processes</b>                  Student-intern demonstrates that she/he/they understand that school counselors are held to a high moral standard in a community, the effective school counselors adheres to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct of the Education Profession of Florida</i>, and fulfills the expected obligations to students, the public &amp; the school counseling profession.</p>	<p><b>FEAP (2010) Professional Responsibility &amp; Ethical Conduct</b></p>	<p>Student <b>does not</b> demonstrates that she or he understands that school counselors are held to a high moral standard in a community, the effective school counselors adheres to the <i>Code of Ethics</i>&amp; the <i>Principles of Professional Conduct of the Education Profession of Florida</i>, &amp; fulfills the expected obligations to students, the public &amp; the school counseling</p>	<p>Student demonstrates that she or he understands that school counselors are held to a high moral standard in a community, the effective school counselors adheres to the <i>Code of Ethics</i>&amp; the <i>Principles of Professional Conduct of the Education Profession of Florida</i>, &amp; fulfills the expected obligations to students,</p>	<p>Student <b>strongly</b> demonstrates that she or he understands that school counselors are held to a high moral standard in a community, the effective school counselors adheres to the <i>Code of Ethics</i>&amp; the <i>Principles of Professional Conduct of the Education Profession of Florida</i>, &amp; fulfills the expected obligations to students, the public &amp; the school counseling profession  <b>Statement:</b> _____</p>	

		profession.	the public & the school counseling profession		
<b>TOTAL SCORE</b> <i>(out of 26 points)</i>					

**Please note the student-intern’s areas of strength, which you have observed:**

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**Please note the student-intern’s areas needing improvement, which you have observed:**

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**Please comment on the student-intern’s general performance during his or her internship experience:**

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**On-Site Supervisor’s Name (please print)**

/

**On-Site Supervisor’s Signature**





UNIVERSITY OF  
CENTRAL FLORIDA

**Counselor Education—School Counseling (M.A., M.Ed.) Summative Assessment #4**

**SDS 6947 – Internship in Professional School Counseling**

**Internship Site Supervisor Evaluation Form (Final Evaluation)**

Student-Interns' Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Internship Site School: \_\_\_\_\_ District: \_\_\_\_\_  
 Internship Site Supervisor (name): \_\_\_\_\_

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1. **School Counseling** B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling
2. **School Counseling** B.2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
3. **School Counseling** D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
4. **School Counseling** D. 2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
5. **School Counseling** D. 3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
6. **School Counseling** D.4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. **School Counseling** D.5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
8. **School Counseling** J.1. Applies relevant research findings to inform the practice of school counseling.

9. **School Counseling** J.2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
10. **School Counseling** F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
11. **School Counseling** F.2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
12. **School Counseling** F.3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
13. **School Counseling** F.4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
14. **School Counseling** H.1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
15. **School Counseling** H.2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
16. **School Counseling** H.3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
17. **School Counseling** H.4. Makes appropriate referrals to school and/or community resources.
18. **School Counseling** H.5. Assesses barriers that impede students' academic, career, and personal/social development.
19. **School Counseling** K.2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
20. **School Counseling** L.1. Conducts programs designed to enhance student academic development.
21. **School Counseling** L.2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
22. **School Counseling** L.3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
23. **School Counseling** N.1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
24. **School Counseling** N.2. Locates resources in the community that can be used in the school to improve student achievement and success.
25. **School Counseling** N.3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
26. **School Counseling** N.4. Uses peer helping strategies in the school counseling program.
27. **School Counseling** N.5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.
28. **School Counseling** P.1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
29. **School Counseling** P.2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

## Florida Educators Accomplished Practices (FEAP, 2010): 6A-5.065: The Educator Accomplished Practices.

### (1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

30. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
31. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
32. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

#### (a) *Quality of Instruction.*

**1. Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**2. The Learning Environment.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural, linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

**3. Instructional Delivery and Facilitation.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

**4.Assessment.** The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

**(b) Continuous Improvement, Responsibility and Ethics.**

**1. Continuous Professional Improvement.** The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

**2. Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

*Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History-- New 7-2-98; Amended 12-17-10.*

**FL-DOE Competencies and Skills: Guidance and Counseling PK-12 (FSAC 13<sup>th</sup> ed.; 2010)**

**1. Competence 1: Knowledge of Counseling**

- f. **Skill 3:** Apply relevant counseling theories and techniques appropriate to specific situations and populations.
- g. **Skill 5:** Demonstrate knowledge of interpersonal processes in small and large group settings
- h. **Skill 6:** Demonstrate knowledge of techniques and leadership skills for facilitating small and large groups.
- i. **Skill 7:** Demonstrate knowledge of appropriate listening and responding skills with all stakeholders.
- j. **Skill 9:** Demonstrate knowledge of human development and behavior to promote positive change.

**2. Competence 2: Knowledge of activities and programs for addressing current concerns**

- b. **Skill 1.** Demonstrate knowledge of evidence-based strategies that promote academic, career, and personal-social development, and community involvement.
- e. **Skill 2.** Demonstrate knowledge of crisis counseling and crisis management plans (e.g., responses to death, natural disasters, acts of violence, medical emergencies).
- f. **Skills 5.** Demonstrate knowledge of school counseling programs for classrooms and large groups (e.g., drug education, personal safety, career education).
- g. **Skill 6.** Demonstrate knowledge of peer helper programs.
- h. **Skill 7.** Demonstrate knowledge of the components of ASCA National Model: A Framework for School Counseling Programs and Florida's School Counseling and Guidance Framework: A Comprehensive Student Development Program Model (e.g., foundation, management, delivery, accountability, systemic change, collaboration, advocacy, leadership).

**3. Competence 3: Knowledge of Student Assessment**

- a. **Skill 1.** Demonstrate knowledge of basic measurement concepts (e.g., validity, norming, reliability, error of measurement, standardization).
- b. **Skill 3.** Demonstrate knowledge of the major functions, strengths, and limitations of various standardized and nonstandardized assessments.
- c. **Skill 6.** Apply the results of formal and informal assessments from a variety of sources to improve student educational outcomes.

**4. Competence 4: Knowledge of Career Development & Postsecondary Opportunities**

- a. **Skill 4.** Demonstrate knowledge of resources, including assessments, used in career development.
- b. **Skill 7.** Demonstrate knowledge of resources that provide specific information about educational & technical career opportunities.

**5. Competence 5: Knowledge of consultation, collaboration, and coordination**

- a. **Skill 2.** Demonstrate knowledge of strategies for collaborating with stakeholders to facilitate student success.
- b. **Skill 6.** Identify appropriate approaches and resources for making in-school and out-of-school referrals
- c. **Skill 8.** Demonstrate knowledge of multicultural, ethical, and professional competencies in planning, organizing, implementing, evaluating, and enhancing the comprehensive school counseling program.

**6. Competence 6: Knowledge of professional, ethical, and legal considerations**

- a. **Skill 1.** Demonstrate knowledge of legal and ethical standards relevant to the counseling process and practices.
- b. **Skill 2.** Demonstrate knowledge of the professional and ethical standards of the American Counseling Association and the American School Counselor Association.
- c. **Skill 3.** Demonstrate knowledge of the legal rights of students and parents or guardians with regard to student records (e.g., Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, Individuals with Disabilities Education Improvement Act).
- d. **Skill 4.** Demonstrate knowledge of legislation concerning students with special needs.

- e. **Skill 5.** Demonstrate knowledge of the counselor's role as an advocate and leader to promote and support student success in the school and community.

**7. Competence 7: Knowledge of academic advisement**

- a. **Skill 1.** Identify effective strategies for promoting student awareness of graduation requirements, the college admission process, scholarships, and other postsecondary opportunities.
- b. **Skill 2.** Interpret academic assessment data for appropriate educational placement and progression for all student populations.
- c. **Skill 3.** Identify approaches for assisting students with course selection to prepare for secondary and postsecondary educational or employment opportunities.
- d. **Skill 4.** Identify systemic interventions that foster equity and access to close achievement, opportunity, and informational gaps.

**8. Competence 8: Knowledge of research, program evaluation, and follow-up**

- a. **Skill 1.** Demonstrate knowledge of accountability and research methodology.
- b. **Skill 3.** Demonstrate knowledge of needs assessment techniques.
- c. **Skill 4.** Demonstrate knowledge of the purposes, types, and basic steps of program evaluation and relevant follow-up activities.
- d. **Skill 5.** Demonstrate knowledge of progress monitoring and outcomes reporting to all stakeholders (e.g., graphing student performance, response to intervention, program outcomes).

**9. Competency 9: Knowledge of appropriate technology**

- a. **Skill 2.** Demonstrate knowledge of the appropriate use of technology to plan, organize, implement, evaluate, and enhance the comprehensive school counseling program.

**10. Knowledge of social and cultural diversity**

- a. **Skill 1.** Demonstrate knowledge of multicultural and pluralistic societal changes and trends when developing and coordinating the school counseling program.
- b. **Skill 3.** Demonstrate knowledge of facilitating the counseling process for diverse students and families.
- c. **Skill 4.** Demonstrate knowledge of the counselor's responsibility to address his or her own biases.

**Please rate each professional competence, providing only one rating per professional competence domain.**

**Unacceptable (0 points)** = Student-intern **does not** meet expectations & does not demonstrate Accomplished Practice competencies

**Proficient (1 points)** = Student-intern **meets** expectations & demonstrates Accomplished Practice competencies

**Advanced Proficient (2 points)** = Student-intern **exceeds** expectations & demonstrates Accomplished Practice competencies

*Note: If scoring for the Advanced Proficient, please state briefly what specific skills are advanced in this area.*

School Counseling Professional Competence	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
<b>Individual Counseling:</b> student-intern provides individual counseling services to diverse students & stakeholders supporting their academic, personal-social, & career development	<b>FEAP (2010):</b> 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., & 2.b.2. <b>FSAC (2010):</b> Competence 1: Skills 3, 7, & 9 <b>CACREP (2009) School Counseling:</b> D.1., D.2., D.3., F.1.,	Student-intern <b>does not</b> demonstrate ethical & effective individual counseling service delivery with diverse students & stakeholders	Student-intern demonstrates ethical & effective individual counseling service delivery with diverse students & stakeholders	Student-intern demonstrates ethical & effective individual counseling service delivery with diverse students & stakeholders <b>beyond the expectations of a new counselor</b> <b>Statement:</b> _____	
<b>Group Counseling:</b> student-intern provides group counseling services to diverse students & stakeholders supporting their academic, personal-social, & career development	<b>FEAP(2010):</b> 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., & 2.b.2. <b>FSAC (2010):</b> Competence 1: Skills 5 & 6 <b>CACREP (2009) School Counseling:</b> D.1., D.2., D.3., F.1.	Student-intern <b>does not</b> demonstrate ethical & effective group counseling service delivery with diverse students & stakeholders	Student-intern demonstrates ethical & effective group counseling service delivery with diverse students & stakeholders	Student-intern demonstrates ethical & effective group counseling service delivery with diverse students & stakeholders <b>beyond the expectations of a new counselor</b> <b>Statement:</b> _____	
<b>Classroom Guidance Curriculum:</b> student-intern provides the classroom guidance curriculum to diverse students, supporting their academic, personal-social, & career development	<b>FEAP(2010):</b> 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., & 2.b.2. <b>FSAC (2010):</b> Competence 2: Skills 1 & 5 <b>CACREP (2009) School Counseling:</b> D.2., P.2.	Student-intern <b>does not</b> demonstrate ethical & effective delivery of the classroom guidance curriculum to diverse students	Student-intern demonstrates ethical & effective delivery of the classroom guidance curriculum to diverse students	Student-intern demonstrates ethical & effective delivery of the classroom guidance curriculum to diverse students <b>beyond the expectations of a new counselor</b> <b>Statement:</b> _____	
<b>Consultation Services:</b> student-intern provides consultation services to diverse students and stakeholders, supporting students' academic, personal-social, & career development	<b>FEAP(2010):</b> 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., & 2.b.2. <b>FSAC (2010):</b> Competence 5: Skills 2 & 6 <b>CACREP (2009) School Counseling:</b> F.4., H.4., N.1., N.3., N.5.	Student-intern <b>does not</b> demonstrate ethical & effective consultation service delivery to diverse students & stakeholders	Student-intern demonstrates ethical & effective consultation service delivery to diverse students & stakeholders	Student-intern demonstrates ethical & effective consultation service delivery to diverse students & stakeholders <b>beyond the expectations of a new counselor</b> <b>Statement:</b> _____	

School Counseling Professional Competence & Skill	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
<p><b>Crisis Management / Interventions:</b> student-intern provides crisis management services (e.g., suicide risk, child abuse &amp; neglect, threat assessments) to diverse students and stakeholders, supporting students' academic, personal-social, &amp; career development</p>	<p><b>FEAP(2010):</b> 2.b.1., &amp;2.b.2.  <b>FSAC (2010):</b> Competence 5: Skills 2  <b>CACREP (2009) School Counseling:</b> D.4., H.4., N.5</p>	<p>Student-intern <b>does not</b> demonstrate ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders <b>beyond the expectations of a new counselor</b>  <b>Statement:</b> _____</p>	
<p><b>Program &amp; Service Coordination:</b> student-intern provides coordination programmatic service delivery to diverse students and stakeholders, supporting students' academic, personal-social, &amp; career development</p>	<p><b>FEAP(2010):</b> 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp;2.b.2.  <b>FSAC (2010):</b> Competence 2: Skills 6&amp; 7; Competence 5: Skill 8  <b>CACREP (2009) School Counseling:</b> B.2., J.2., K.2., L.1., N.4., P.1.</p>	<p>Student-intern <b>does not</b> demonstrate ethical &amp; effective programmatic coordination of services to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective programmatic coordination of services to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective programmatic coordination of services to diverse students &amp; stakeholders <b>beyond the expectations of a new counselor</b>  <b>Statement:</b> _____</p>	
<p><b>Academic Advising:</b> student-intern provides academic advising to diverse students and stakeholders, supporting students' academic, person-social, &amp; career development</p>	<p><b>FEAP (2010):</b> 2.a.3., 2.a.4., 2.b.1., &amp;2.b.2.  <b>FSAC (2010):</b> Competence 7: Skills 1, 2, 3 &amp; 4  <b>CACREP (2009) School Counseling:</b> L.2., L.3.,</p>	<p>Student-intern <b>does not</b> demonstrate ethical &amp; effective academic advising to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective academic advising to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective academic advising to diverse students &amp; stakeholders <b>beyond the expectations of a new counselor</b>  <b>Statement:</b> _____</p>	
<p><b>Programmatic Evaluation &amp; Accountability:</b> student-intern employs programmatic evaluation and accountability strategies to support the delivery of comprehensive services to all students, supporting their academic, person-social, &amp; career development</p>	<p><b>FEAP(2010):</b> 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp;2.b.2.  <b>FSAC (2010):</b> Competence 8: Skills 1, 2, 3, 4, &amp; 5  <b>CACREP (2009) School Counseling:</b> B.2., J.1., J.2., K.2., L.1., P.1.</p>	<p>Student-intern <b>does not</b> demonstrate ethical &amp; effective programmatic evaluation &amp; accountability, supporting the delivery of comprehensive services to all stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective programmatic evaluation &amp; accountability, supporting the delivery of comprehensive services to all stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective programmatic evaluation &amp; accountability, supporting the delivery of comprehensive services to all stakeholders <b>beyond the expectations of a new counselor</b>  <b>Statement:</b> _____</p>	



School Counseling Professional Competence & Skill	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	
<p><b>Career Counseling &amp; Development:</b> student-intern provides career counseling and advisement to diverse students and stakeholders, supporting students' academic, person-social, &amp; career development</p>	<p><b>FEAP(2010):</b> 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp;2.b.2.  <b>(2003):</b> #8: Indictors 1 &amp; 4  <b>FSAC (2010):</b> Competence 4: Skills 4&amp; 7  <b>CACREP (2009) School Counseling:</b> H.1., H.2., H.3., H.5., P.2.</p>	<p>Student-intern <b>does not</b> demonstrate ethical &amp; effective career counseling to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective career counseling to diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective career counseling to diverse students &amp; stakeholders <b>beyond the expectations of a new counselor</b>  <b>Statement:</b> _____</p>	
<p><b>Multicultural Counseling &amp; Development:</b> student-intern provides multicultural counseling to diverse students and stakeholders, supporting students' academic, person-social, &amp; career development</p>	<p><b>FEAP(2010):</b> 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp;2.b.2.  <b>FSAC (2010):</b> Competence 10: Skills 1, 3, &amp; 4  <b>CACREP (2009) School Counseling:</b> D.3., F.1., F.3., H.1.</p>	<p>Student-intern <b>does not</b> demonstrate ethical &amp; effective multicultural counseling services with diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective multicultural counseling services with diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective multicultural counseling services with diverse students &amp; stakeholders <b>beyond the expectations of a new counselor</b>  <b>Statement:</b> _____</p>	
<p><b>Student Assessment &amp; Appraisal:</b> student-intern employs student assessment and appraisal strategies to support the delivery of comprehensive services to all students, supporting their academic, person-social, &amp; career development</p>	<p><b>FEAP(2010):</b> 2.a.4., 2.b.2.  <b>(2003):</b> #11: Indictors 2 &amp; 4  <b>FSAC (2010):</b> Competence 3: Skills 1, 3, &amp; 6; Competence 9: Skill 2  <b>CACREP (2009) School Counseling:</b> H.1., H.2., H.3.</p>	<p>Student-intern <b>does not</b> demonstrate ethical &amp; effective student assessment strategies with diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective student assessment strategies with diverse students &amp; stakeholders</p>	<p>Student-intern demonstrates ethical &amp; effective student assessment strategies with diverse students &amp; stakeholders <b>beyond the expectations of a new counselor</b>  <b>Statement:</b> _____</p>	
<p><b>Ethical Practice and Advocacy:</b> student-intern provides ethical services to diverse students and stakeholders, advocating for systemic changr that supports students' academic, person-social, &amp; career development</p>	<p><b>FEAP (2003): (2010):</b> 2.b.1., &amp;2.b.2.                      #3: Indictors 10 &amp; 15; #6: Indictors 1 &amp; 7  <b>FSAC (2010):</b> Competence 6: Skills 1, 2, 3, 4, &amp; 5  <b>CACREP (2009) School Counseling:</b> B.1., D.5., F.2.</p>	<p>Student-intern <b>does not</b> demonstrate ethical school counseling practices with diverse students &amp; stakeholders per ASCA (2010) <i>Ethical Standards for School Counselors</i> and school board policies</p>	<p>Student-intern does demonstrate ethical school counseling practices with diverse students &amp; stakeholders per ASCA (2010) <i>Ethical Standards for School Counselors</i> and school board policies</p>	<p>Student-intern does demonstrate ethical school counseling practices with diverse students &amp; stakeholders per ASCA (2010) <i>Ethical Standards for School Counselors</i> and school board policies <b>beyond the expectations of a new counselor</b>  <b>Statement:</b> _____</p>	

<b>School Counseling Professional Competence &amp; Skill</b>	<b>Accreditation Standard(s) Assessed</b>	<b>Unacceptable (0 points)</b>	<b>Proficient (1 points)</b>	<b>Advanced Proficient (2 points)</b>	
<b>Demonstration of Overall Ethical &amp; Legal Knowledge &amp; Processes</b> Student-intern demonstrates that she/he/they understand that school counselors are held to a high moral standard in a community, the effective school counselors adheres to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct of the Education Profession of Florida</i> , and fulfills the expected obligations to students, the public & the school counseling profession.	<b>FEAP (2010) Professional Responsibility &amp; Ethical Conduct</b>	Student <b>does not</b> demonstrates that she or he understands that school counselors are held to a high moral standard in a community, the effective school counselors adheres to the <i>Code of Ethics</i> & the <i>Principles of Professional Conduct of the Education Profession of Florida</i> , & fulfills the expected obligations to students, the public & the school counseling profession.	Student demonstrates that she or he understands that school counselors are held to a high moral standard in a community, the effective school counselors adheres to the <i>Code of Ethics</i> & the <i>Principles of Professional Conduct of the Education Profession of Florida</i> , & fulfills the expected obligations to students, the public & the school counseling profession	Student <b>strongly</b> demonstrates that she or he understands that school counselors are held to a high moral standard in a community, the effective school counselors adheres to the <i>Code of Ethics</i> & the <i>Principles of Professional Conduct of the Education Profession of Florida</i> , & fulfills the expected obligations to students, the public & the school counseling profession  <b>Statement:</b> _____	
<b>TOTAL SCORE (out of 26 points)</b>					____/26)

**Please note the student-intern’s areas of strength, which you have observed:**

---

**Please note the student-intern’s areas needing improvement, which you have observed:**

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**Please comment on the student-intern’s general performance during his or her internship experience:**

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**At this point, do you feel that this school counseling student-intern has developed the professional competencies to provide ethical and effective school counseling services to all stakeholders?**

Very Confident (4)                  Confident (3)                  Unsure (2)                  Not Confident (1)

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Evaluator’s Name (please print) \_\_\_\_\_ / \_\_\_\_\_ Evaluator’s Signature and Date



UNIVERSITY OF  
CENTRAL FLORIDA

**EVALUATION OF SCHOOL COUNSELING INTERNSHIP SITE**

*(To be completed by the student-intern the last semester of internship experience at their placement site)*

Internship Site: \_\_\_\_\_ Date: \_\_\_\_\_  
 On-site Supervisor: \_\_\_\_\_ County: \_\_\_\_\_

Please rate the following questions about your site and experiences with the following scale:

(1) Very satisfactory      (2) Moderately satisfactory      (3) Moderately unsatisfactory      (4) Very unsatisfactory

1. \_\_\_\_\_ Amount of on-site supervision during internship experience
2. \_\_\_\_\_ Quality and usefulness of on-site supervision during internship experience
3. \_\_\_\_\_ Usefulness and helpfulness of on-site supervisor during internship experience
4. \_\_\_\_\_ Relevance of internship experience to career goals
5. \_\_\_\_\_ Exposure to and communication of school goals during internship experience
6. \_\_\_\_\_ Exposure to and communication of school policies & procedures during internship experience
7. \_\_\_\_\_ Exposure to professional roles and functions of school counselors during internship experience
8. \_\_\_\_\_ Exposure to information about community resources for counselors & stakeholders during internship

**Rate all applicable experiences that you had at your school counseling internship site:**

9. \_\_\_\_\_ Individual counseling
10. \_\_\_\_\_ Academic advising
11. \_\_\_\_\_ Group counseling
12. \_\_\_\_\_ Classroom guidance presentations
13. \_\_\_\_\_ Career counseling & education
14. \_\_\_\_\_ Consultation services
15. \_\_\_\_\_ Collaborative team approach
16. \_\_\_\_\_ Parent / caregiver conferences
17. \_\_\_\_\_ Parent / caregiver education
18. \_\_\_\_\_ Referral services
19. \_\_\_\_\_ Testing interpretation
20. \_\_\_\_\_ Other \_\_\_\_\_
21. \_\_\_\_\_ Overall evaluation of the site

**Please comment on the quality of your on-site supervision experience (*your on-site supervisor*)**

**Please comment on you feeling of the overall quality of your school counseling internship site**

**What recommendations would you give to other students interested in this internship site?**



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**SUMMARY RECORD OF INTERNSHIP HOURS & SUPERVISORY DATA**  
**CIRCLE ONE: FULL TIME INTERNSHIP OR PART TIME INTERNSHIP (1<sup>ST</sup> OR 2<sup>ND</sup>)**

Name of Graduate Student-Intern \_\_\_\_\_

Dates of Internship Experience \_\_\_\_\_

**Total Number of Hours:** \_\_\_\_\_ **Direct Service Hours:** \_\_\_\_\_

Student Age Range Served: \_\_\_\_\_ School District: \_\_\_\_\_

Name of School: \_\_\_\_\_

School Address: \_\_\_\_\_

School Phone: \_\_\_\_\_

**School On-site Supervision Information**

Name of Supervisor: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

**Name of UCF Internship Faculty Supervisor:** \_\_\_\_\_

**Total number of hours of individual supervision at school site:** \_\_\_\_\_

**Total number of hours of group supervision at UCF:** \_\_\_\_\_

**Signatures & Date** (*verification*)

Graduate School Counseling Student-Intern \_\_\_\_\_

Date \_\_\_\_\_

On-site School Counseling Supervisor \_\_\_\_\_

Date \_\_\_\_\_

UCF School Counseling Internship Faculty Supervisor \_\_\_\_\_

Date \_\_\_\_\_

**Monthly Verification of Internship Hours**

**Direct and Indirect Hours**

Circle one: **FULL TIME** or **PART TIME** (1<sup>st</sup> or 2<sup>nd</sup> placement)

**Student-Intern’s Name:** \_\_\_\_\_ **Date turned in:** \_\_\_\_\_

**Site/School Name:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

Activity	WEEK 1	WEEK 2	WEEK3	WEEK 4	MONTHLY TOTAL
	From: To:	From: To:	From: To:	From: To:	
Individual counseling (DS)					
Academic advising (DS)					
Group counseling (DS)					
Classroom presentations (DS)					
Career counseling& education(DS)					
Consultation services(DS)					
Collaboration (DS)					
Family counseling & education (DS)					
Parent / caregiver conferencing (DS)					
Parent / caregiver education (DS)					
Referral (IS)					
Testing (IS)					
Report writing (IS)					
Scheduling (IS)					
Individual Supervision (IS)					
Group Supervision (IS)					
Professional Development (IS)					
Other (IS)					
<b>Weekly Total</b>					

**Monthly Verification of Hours Above**

**Name of On-Site Supervisor (print):** \_\_\_\_\_

**Signature of On-Site Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Counselor Education—School Counseling (M.A., M.Ed., Ed.S.) Summative Assessment #1  
 SDS 6947 – *Internship in Professional School Counseling*  
Classroom Guidance Evaluation & Observation Form**

**Student-Interns’ Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The Classroom Guidance Evaluation & Observation Form should be completed by school-based internship site supervisors per their live observation & supervision of the student-intern’s delivery of the classroom guidance curriculum. The intent of the Classroom Guidance Evaluation & Observation Form is to provide the school counseling student-intern with both formative and summative feedback regarding their delivery of the classroom guidance curriculum (Instructional Design, Planning, Delivery, & Facilitation) to support their development into ethical and effective professional school counselors.

**Consult the following resources to align your group guidance lesson to appropriate standards of practice:**

- a. ASCA Domain/Florida School Counselor Framework Standard(s)
- b. Sunshine State Standards / Next Generation Strategies [http://www.fldoe.org/Strategic\\_Plan/](http://www.fldoe.org/Strategic_Plan/)

**Accreditation Standards Assessed through this Assignment:**

**CACREP(2016) Section 5: Entry-Level Specialty Area: School Counseling G. 3- Practice**

- 1. *School Counseling 3.c.*: Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
- 2. *School Counseling 3.b, d*: Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

**FL-DOE Competencies and Skills: Guidance and Counseling PK-12 (FSAC 13<sup>th</sup> ed.; 2010)**

- 1. **Competence 2: Knowledge of activities and programs for addressing current concerns**
  - a. *Skill 3.* Identify materials and resources for implementing guidance curricula (e.g., character education, conflict resolution, bullying prevention, mediation training).
  - b. *Skills 5.* Demonstrate knowledge of school counseling programs for classrooms and large groups (e.g., drug education, personal safety, career education).

**FL-DOE *Florida Educator Accomplished Practices (FEAP, 2010)*:****1. Instructional Design and Lesson Planning (2.a.1.).**

(Applying concepts from human development and learning theories, the effective educator consistently):

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently (2.a.2.):**

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students;
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

**3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to (2.a.3):**

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

**Unacceptable (0 points)** = Student **does not** meet expectations & does not demonstrate Accomplished Practice competencies

**Proficient (1 point)** = Student **meets** expectations & demonstrates Accomplished Practice competencies

**Exemplary / Advanced Proficient (2 points)** = Student **exceeds** expectations & demonstrates Accomplished Practice competencies

Task Description	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
Guidance lesson's goal & objectives are clearly stated, appropriate, & measurable	FEAP (2010): 2.a.1.a. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : K.3.	Guidance lesson's goals & objectives are <b>not</b> provided	Guidance lesson's goals & objectives are provided & are clear, but necessitate strengthening	Guidance lesson's goals & objectives are provided and are clear & strong	
Guidance lesson is developmental appropriate & aligns with school's mission & FL-DOE Standards (e.g., Next Generation Strategies, ASCA domains)	FEAP (2010): 2.a.1.a FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3.	Guidance lesson is developmentally inappropriate & does <b>not</b> align with school's missions & state standards	Guidance lesson is developmentally appropriate & aligns with school's missions & state standards	Guidance lesson is developmentally appropriate, aligns with school's missions & state standard, and is creative	
Guidance lesson is well organized & engages students	FEAP (2010): 2.a.1. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3.	Guidance lesson is <b>unorganized</b> & does not engage students	Guidance lesson is organized & engages students	Guidance lesson is organized, engages students, & is creative	
Guidance lesson is appropriate and aligns with the curriculum, building upon students' learning	FEAP (2010): 2.a.1.b. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3.	Guidance lesson is <b>not</b> sequenced into the curriculum	Guidance lesson is sequenced into the curriculum	Guidance lesson is <b>well</b> sequenced into the curriculum	
Guidance lesson is designed to support students' mastery of learning objectives	FEAP (2010): 2.a.1.c. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3.	Guidance lesson is <b>not</b> designed to support students' mastery of learning objectives	Guidance lesson is designed to support students' mastery of learning objectives	Guidance lesson is <b>well</b> designed to support students' mastery of learning objectives	
Guidance lesson integrates appropriate formative assessment to monitor students' learning	FEAP (2010): 2.a.1.d. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3.	Guidance lesson <b>does not</b> integrate appropriate formative assessment to monitor students' learning	Guidance lesson integrates appropriate formative assessment to monitor students' learning	Guidance lesson <b>strongly</b> integrates appropriate formative assessment to monitor students' learning	



Task Description	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
Student-intern uses student data (e.g., academic ability) in planning guidance lesson	FEAP (2010): 2.a.1.e. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3.	Student-intern <b>does not</b> use student data (e.g., academic ability) in planning guidance lesson	Student-intern uses student data (e.g., academic ability) in planning guidance lesson	Student-intern <b>strongly</b> uses student data (e.g., academic ability) in planning guidance lesson	
Student-intern integrates application of students' learning into the guidance lesson.	FEAP (2010): 2.a.1.f. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3.	Student-intern <b>does not</b> integrate application of students' learning into the guidance lesson.	Student-intern integrates application of students' learning into the guidance lesson.	Student-intern <b>strongly</b> integrates application of students' learning into the guidance lesson.	
Student-intern organizes and manages the guidance lesson & classroom environment well	FEAP (2010): 2.a.2.a. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3.	Student-intern <b>does not</b> organize & manage the guidance lesson & classroom environment well	Student-intern organizes & manages the guidance lesson & classroom environment well	Student-intern <b>strongly</b> organizes & manages the guidance lesson & classroom environment well	
Student-intern manages classroom behavior well through well planned & organized lesson	FEAP (2010): 2.a.2.b. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> manage classroom behavior well through well planned & organized lesson	Student-intern manages classroom behavior well through well planned & organized lesson	Student-intern <b>strongly</b> manages classroom behavior well through well planned & organized lesson	
Student-intern conveys high expectation to all students	FEAP (2010): 2.a.2.c. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> convey high expectation to all students	Student-intern conveys high expectation to all students	Student-intern <b>strongly</b> conveys high expectation to all students	
Student-intern respects all students' cultural linguistic & family backgrounds	FEAP (2010): 2.a.2.d. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> respect all students' cultural linguistic & family backgrounds	Student-intern respects all students' cultural linguistic & family backgrounds	Student-intern <b>strongly</b> respects all students' cultural linguistic & family backgrounds	
Student-intern models strong written & oral communication skills	FEAP (2010): 2.a.2.e. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> model strong written & oral communication skills	Student-intern models strong written & oral communication skills	Student-intern <b>strongly</b> models strong written & oral communication skills	

Task Description	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
Student-intern maintains a classroom climate of openness, inquiry, fairness, & support	FEAP (2010): 2.a.2.f. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> maintain a classroom climate of openness, inquiry, fairness, & support	Student-intern maintains a classroom climate of openness, inquiry, fairness, & support	Student-intern <b>strongly</b> maintains a classroom climate of openness, inquiry, fairness, & support	
Student-intern integrates contemporary learning & technology into the guidance lesson	FEAP (2010): 2.a.2.g. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> integrate contemporary learning & technology into the guidance lesson	Student-intern integrates contemporary learning & technology into the guidance lesson	Student-intern <b>strongly</b> integrates contemporary learning & technology into the guidance lesson	
Student-intern adapts the learning environment to support the diverse learning needs of all students	FEAP (2010): 2.a.2.h. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> adapt the learning environment to support the diverse learning needs of all students	Student-intern adapts the learning environment to support the diverse learning needs of all students	Student-intern <b>strongly</b> adapts the learning environment to support the diverse learning needs of all students	
Student-intern utilizes current & emerging assistive technologies, enabling students to communicate in high-quality interactions & achieve their educational goals.	FEAP (2010): 2.a.2.i. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> utilize current & emerging assistive technologies, enabling students to communicate in high-quality interactions & achieve their educational goals	Student-intern utilizes current & emerging assistive technologies, enabling students to communicate in high-quality interactions & achieve their educational goals	Student-intern <b>strongly</b> utilizes current & emerging assistive technologies, enabling students to communicate in high-quality interactions & achieve their educational goals	
Student-intern delivers an engaging & challenging lesson	FEAP (2010): 2.a.3.a. FSAC (2010): Competence 2: Skills 3 & 5	Student-intern <b>does not</b> deliver engaging & challenging lessons	Student-intern delivers engaging & challenging lessons	Student-intern <b>strongly</b> delivers engaging & challenging lessons	
Student-intern enriches students' understanding through content area literacy strategies, verbalization of thought, & application of the guidance lesson	FEAP (2010): 2.a.3.b. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> enrich students' understanding through content area literacy strategies, verbalization of thought, & application of the guidance lesson	Student-intern enriches students' understanding through content area literacy strategies, verbalization of thought, & application of the guidance lesson	Student-intern <b>strongly</b> enriches students' understanding through content area literacy strategies, verbalization of thought, & application of the guidance lesson	

Task Description	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
Student-intern identifies gaps in students' knowledge related to guidance lesson	FEAP (2010): 2.a.3.c. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> identify gaps in students' knowledge related to guidance lesson	Student-intern identifies gaps in students' knowledge related to guidance lesson	Student-intern <b>strongly</b> identifies gaps in students' knowledge related to guidance lesson	
Student-intern modifies guidance lesson per students' preconceptions &/or misconceptions	FEAP (2010): 2.a.3.d. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> modify guidance lesson per students' preconceptions &/or misconceptions	Student-intern modifies guidance lesson per students' preconceptions &/or misconceptions	Student-intern <b>strongly</b> modifies guidance lesson per students' preconceptions &/or misconceptions	
Student-interns integrates the guidance lesson with real life experiences	FEAP (2010): 2.a.3.e. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> integrates the guidance lesson with real life experiences	Student-interns integrates the guidance lesson with real life experiences	Student-interns <b>strongly</b> integrates the guidance lesson with real life experiences	
Student-intern employs higher-order questioning techniques in guidance lesson	FEAP (2010): 2.a.3.f. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> employ higher-order questioning techniques in guidance lesson	Student-intern employs higher-order questioning techniques in guidance lesson	Student-intern <b>strongly</b> employs higher-order questioning techniques in guidance lesson	
Student-intern applies varied instructional strategies & resources (e.g., technology) to support students learning of guidance lesson	FEAP (2010): 2.a.3.g. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> apply varied instructional strategies & resources (e.g., technology) to support students learning of guidance lesson	Student-intern applies varied instructional strategies & resources (e.g., technology) to support students learning of guidance lesson	Student-intern <b>strongly</b> applies varied instructional strategies & resources (e.g., technology) to support students learning of guidance lesson	
Student-intern differentiates instruction based on student diverse learning needs & differences	FEAP (2010): 2.a.3.h. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> differentiate instruction based on student diverse learning needs & differences	Student-intern differentiates instruction based on student diverse learning needs & differences	Student-intern <b>strongly</b> differentiates instruction based on student diverse learning needs & differences	
Student-intern supports, encourages, & provides immediate & specific feedback to students to promote their learning	FEAP (2010): 2.a.3.i. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern <b>does not</b> support, encourage, & provide immediate & specific feedback to students to promote their learning	Student-intern supports, encourages, & provides immediate & specific feedback to students to promote their learning	Student-intern <b>strongly</b> supports, encourages, & provides immediate & specific feedback to students to promote their learning	

Task Description	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
Student-intern utilize student feedback to monitor instructional needs and to adjust instruction	FEAP (2010): 2.a.3.j. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3	Student-intern utilize <b>does not</b> student feedback to monitor instructional needs and to adjust instruction	Student-intern utilize student feedback to monitor instructional needs and to adjust instruction	Student-intern <b>strongly</b> utilizes student feedback to monitor instructional needs and to adjust instruction	
Student-interns overall facilitating of the classroom guidance lesson	FEAP (2010): 2.a.1. FSAC (2010): Competence 2: Skills 3 & 5 CACREP (2009) <i>School Counseling</i> : D.2., K.3.	Student <b>does not</b> demonstrate effective facilitation of the classroom guidance lesson	Student demonstrates effective facilitation of the classroom guidance lesson	Student <b>strongly</b> demonstrates effective facilitation of the classroom guidance lesson	
Total Points per Evaluation Criterion (out of 56 points)	N/A				<i>Points Earned</i>
					<b>56</b>

**Narrative Feedback & Comments to Student-intern:**

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\_\_\_\_\_  
On-Site Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student-Intern's Signature

\_\_\_\_\_  
Date



UNIVERSITY OF  
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**Counselor Education—School Counseling (M.A., M.Ed., Ed.S.) Summative Assessment #2**  
**SDS 6947 – Internship in Professional School Counseling**  
**Continuous Improvement & Wellness Plan – Evaluation Rubric**

Student-Intern's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Assignment Description per Syllabus:**

As stated in counselor preparation standards (e.g., FEAP, 2010; FL-DOE, 2010; CACREP, 2009) and ethical codes (e.g., ACA, 2005; ASCA, 2010), it is imperative that school counselors-in-training develop plans to support their continuous professional and personal development and improvement. To support this goal, school counseling student-intern-interns are required to construct a professional *Continuous Improvement & Wellness Plan*. In the first part of the *Continuous Improvement & Wellness Plan*, the student-intern-interns should identify specific strategies they will employ to support the continuous improvement of the school counseling services that they will provide to all stakeholder. In the second part of the *Continuous Improvement & Wellness Plan*, student-intern-interns should develop specific and measureable wellness goals (current goals; near future goals, e.g., within a year; and future goals, in the next five years to support their physiological, psychological, social, vocational/professional, and spiritual well-being. School counseling student-intern-interns' *Continuous Improvement & Wellness Plan* should be written in behavioral terms and related to time (e.g., I will attend an American Counseling Association &/or American School Counselor Association national conference by July 2015). Furthermore, the *Continuous Improvement & Wellness Plan* is unique to the individual school counseling student-intern-interns; thus, should be developed based on each school counseling student-intern-interns' professional and personal goals.

**Accreditation Standards Assessed through this Assignment:**

**Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016):**

1. **Standard 5: G.3. 1.a:** self-care strategies appropriate to the counselor role;
2. **Standard 5: G.3.o** ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

**FEAP (2010) Continuous Professional Improvement. The effective educator consistently (2.b.1.):**

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on student-interns' needs;
- b. Examines and uses data-informed research to improve instruction and student-intern achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student-intern learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

**American School Counselor Association (ASCA; 2010) Ethical Standards E.1.d:** Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.



**Unacceptable (0 points)** = Student-intern **does not** meet expectations & does not demonstrate Accomplished Practice competencies

**Proficient (1 points)** = Student-intern **meets** expectations & demonstrates Accomplished Practice competencies

**Advanced Proficient (2 points)** = Student-intern **exceeds** expectations & demonstrates Accomplished Practice competencies

Task Description	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
Counseling student-intern designs purposeful professional goals to strengthen the effectiveness of counseling services based on student-interns' needs	FEAP (2010): 2.b.1.a. CACREP (2009) Standard II.G.1.d:	Student-intern <b>does not</b> design purposeful professional goals to strengthen the effectiveness of counseling services based on student-interns' needs	Student-intern designs purposeful professional goals to strengthen the effectiveness of counseling services based on student-interns' needs	Student-intern <b>strongly</b> designs purposeful professional goals to strengthen the effectiveness of counseling services based on student-interns' needs	
Counseling student-intern examines & uses data-informed research to improve counseling service delivery & student-intern achievement	FEAP (2010): 2.b.1.b. CACREP (2009) Standard II.G.1.d:	Student-intern <b>does not</b> examine & use data-informed research to improve counseling service delivery & student-intern achievement	Student-intern examines & uses data-informed research to improve counseling service delivery & student-intern achievement	Student-intern <b>strongly</b> examines & uses data-informed research to improve counseling service delivery & student-intern achievement	
Counseling student-intern employs a variety of data, independently, & in collaboration with colleagues, to evaluate learning outcomes, adjust planning & continuously improve the effectiveness of the counseling services	FEAP (2010): 2.b.1.c. CACREP (2009) Standard II.G.1.d:	Student-intern <b>does not</b> employ a variety of data, independently, & in collaboration with colleagues, to evaluate learning outcomes, adjust planning & continuously improve the effectiveness of the counseling services	Student-intern employs a variety of data, independently, & in collaboration with colleagues, to evaluate learning outcomes, adjust planning & continuously improve the effectiveness of the counseling services	Student-intern <b>strongly</b> employs a variety of data, independently, & in collaboration with colleagues, to evaluate learning outcomes, adjust planning & continuously improve the effectiveness of the counseling services	
Counseling student-intern collaborates with the home, school and larger communities to foster communication and to support student-intern learning and continuous improvement	FEAP (2010): 2.b.1.d. CACREP (2009) Standard II.G.1.d:	Student-intern <b>does not</b> collaborate with the home, school and larger communities to foster communication and to support student-intern learning and continuous improvement	Student-intern collaborates with the home, school and larger communities to foster communication and to support student-intern learning and continuous improvement	Student-intern <b>strongly</b> collaborates with the home, school and larger communities to foster communication and to support student-intern learning and continuous improvement	

Task Description	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
<b>Counseling student-intern engages in targeted professional growth opportunities and reflective practices</b>	FEAP (2010): 2.b.1.e. CACREP (2009) <i>Standard</i> II.G.1.d:	Student-intern <b>does not</b> engage in targeted professional growth opportunities and reflective practices	Student-intern engages in targeted professional growth opportunities and reflective practices	Student-intern <b>strongly</b> engages in targeted professional growth opportunities and reflective practices	
<b>Counseling student-intern implements knowledge and skills learned in professional development in the teaching and learning process</b>	FEAP (2010): 2.b.1.f. CACREP (2009) <i>Standard</i> II.G.1.d:	Student-intern <b>does not</b> implement knowledge and skills learned in professional development in the teaching and learning process	Student-intern implements knowledge and skills learned in professional development in the teaching and learning process	Student-intern <b>strongly</b> implements knowledge and skills learned in professional development in the teaching and learning process	
<b>Counseling student-intern develops current, near future, and future goals to support her or his physiological wellness</b>	CACREP (2009) <i>Standard</i> II.G.1.d; & <i>Standard</i> II.G.1.j:	Student-intern <b>does not</b> develop current, near future, and future goals to support her or his physiological wellness	Student-intern develops current, near future, and future goals to support her or his physiological wellness	Student-intern <b>strongly</b> develops current, near future, and future goals to support her or his physiological wellness	
<b>Counseling student-intern develops current, near future, and future goals to support her or his psychological wellness</b>	CACREP (2009) <i>Standard</i> II.G.1.d; & <i>Standard</i> II.G.1.j:	Student-intern <b>does not</b> develop current, near future, and future goals to support her or his psychological wellness	Student-intern develops current, near future, and future goals to support her or his psychological wellness	Student-intern <b>strongly</b> develops current, near future, and future goals to support her or his psychological wellness	
<b>Counseling student-intern develops current, near future, and future goals to support her or his social &amp;/or interpersonal wellness</b>	CACREP (2009) <i>Standard</i> II.G.1.d; & <i>Standard</i> II.G.1.j:	Student-intern <b>does not</b> develop current, near future, and future goals to support her or his social &/or interpersonal wellness	Student-intern develops current, near future, and future goals to support her or his social &/or interpersonal wellness	Student-intern <b>strongly</b> develops current, near future, and future goals to support her or his social &/or interpersonal wellness	
<b>Counseling student-intern develops current, near future, and future goals to support her or his vocational &amp;/or professional wellness</b>	CACREP (2009) <i>Standard</i> II.G.1.d; & <i>Standard</i> II.G.1.j:	Student-intern <b>does not</b> develop current, near future, and future goals to support her or his vocational &/or professional wellness	Student-intern develops current, near future, and future goals to support her or his vocational &/or professional wellness	Student-intern <b>strongly</b> develops current, near future, and future goals to support her or his vocational &/or professional wellness	

Task Description	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
<b>Counseling student-intern develops current, near future, and future goals to support her or his spiritual wellness</b>	CACREP (2009) <i>Standard II.G.1.d; &amp;Standard II.G.1.j:</i>	Student-intern <b>does not</b> develop current, near future, and future goals to support her or his spiritual wellness	Student-intern develops current, near future, and future goals to support her or his spiritual wellness	Student-intern <b>strongly</b> develops current, near future, and future goals to support her or his spiritual wellness	
<b>Total Points per Evaluation Criterion (out of 22 points)</b>	N/A				<i>Points Earned</i> <b>22</b>

**Narrative Feedback & Comments to School Counseling Student-intern:**

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\_\_\_\_\_  
**Student-Intern Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**University Internship Supervisor's Signature**

\_\_\_\_\_  
**Date**





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**Counselor Education—School Counseling (M.A., M.Ed.) Summative Assessment #3**  
**SDS 6947 – Internship in Professional School Counseling**  
**Data & Assessment Evaluation Rubric**

Student-Intern’s Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assignment Description per Syllabus:

**Using Data & Assessment during the School Counseling Internship Experience**

Effective school counseling services are ground is data-based decision-making. Therefore, school counseling student-interns will use data and assessment to guide the delivery of the school counseling services during their internship experience. The school counseling student-intern should demonstrate specific strategies during their internship experience where they employ data-based decision-making to support the effectiveness of their service delivery. This evaluation form should be completed by the school counseling student-intern’s on site supervisor that has observed the desired behaviors.

**Accreditation Standards Assessed through this Assignment:**

**FL-DOE Florida Educator Accomplished Practices (FEAP, 2010):**

**4. Assessment. The effective educator consistently (2.a.4.):**

- a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s)
- f. Applies technology to organize and integrate assessment information.

**CACREP (2016) Standard 3: Practice**

- Identifies various forms of needs assessments for academic, career, and personal/social development (*School Counseling: G.3. j*)
- Knows models of program evaluation for school counseling programs (*School Counseling: G.3. b*)
- Knows basic strategies for evaluating outcomes in school counseling (e.g., behavioral observation, program evaluation) (*School Counseling: G.3. n*)
- Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card) (*School Counseling: G.3. n*)
- Understands the outcome research data and best practices identified in the school counseling research literature (*School Counseling: G.3.o*)
- Analyzes and uses data to enhance school counseling programs (*School Counseling: G.3. n*)

**Unacceptable (0 points)** = Student-intern *does not* meet expectations & does not demonstrates Accomplished Practice competencies

**Proficient (1 point)** = Student-intern *meets* expectations & demonstrates Accomplished Practice competencies

**Advanced Proficient (2 points)** = Student-intern *exceeds* expectations & demonstrates Accomplished Practice competencies

Task Description	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
Student-intern demonstrates methods to analyze & apply data from multiple assessments & measures to identify students' learning needs, informs counseling based on those needs, & drives the school counseling service process	FEAP (2010): 2.a.4.a. CACREP (2009) <i>School Counseling</i> : G.3.; I.2.; I.3.; I.4.; I.5.; & J.3.	Student-intern <b>does not</b> demonstrate methods to analyze & apply data from multiple assessments & measures to identify students' learning needs, informs counseling based on those needs, & drives the school counseling service process	Student-intern demonstrates methods to analyze & apply data from multiple assessments & measures to identify students' learning needs, informs counseling based on those needs, & drives the school counseling service process	Student-intern <b>strongly</b> demonstrates methods to analyze & apply data from multiple assessments & measures to identify students' learning needs, informs counseling based on those needs, & drives the school counseling service process	
Student-intern demonstrates methods to design & align formative & summative assessments that match school counseling objectives & support student success	FEAP (2010): 2.a.4.b CACREP (2009) <i>School Counseling</i> : G.3.; I.2.; I.3.; I.4.; I.5.; & J.3.	Student-intern <b>does not</b> demonstrate methods to design & align formative & summative assessments that match school counseling objectives & support student success	Student-intern demonstrates methods to design & align formative & summative assessments that match school counseling objectives & support student success	Student-intern <b>strongly</b> demonstrates methods to design & align formative & summative assessments that match school counseling objectives & support student success	
Student-intern demonstrates methods to uses a variety of assessment tools to monitor student progress, achievement & learning gains	FEAP 2.a.4.c CACREP (2009) <i>School Counseling</i> : G.3.; I.2.; I.3.; I.4.; I.5.; & J.3. (2010): 2.a.4.c	Student-intern <b>does not</b> demonstrate methods to uses a variety of assessment tools to monitor student progress, achievement & learning gains	Student-intern demonstrates methods to uses a variety of assessment tools to monitor student progress, achievement & learning gains	Student-intern <b>strongly</b> demonstrates methods to uses a variety of assessment tools to monitor student progress, achievement & learning gains	

Task Description	Accreditation Standard(s) Assessed	Unacceptable (0 points)	Proficient (1 points)	Advanced Proficient (2 points)	Score
Student-intern demonstrates methods to modify assessments & testing conditions to accommodate learning styles & varying levels of knowledge	FEAP (2010): 2.a.4.d CACREP (2009) <i>School Counseling</i> : G.3.; I.2.; I.3.; I.4.; I.5.; & J.3.	Student-intern does not demonstrate methods to modify assessments & testing conditions to accommodate learning styles & varying levels of knowledge	Student-intern demonstrates methods to modify assessments & testing conditions to accommodate learning styles & varying levels of knowledge	Student-intern strongly demonstrates methods to modify assessments & testing conditions to accommodate learning styles & varying levels of knowledge	
Student-intern demonstrates methods to share the importance & outcomes of student assessment data with the student & the student's parent/caregiver(s)	FEAP (2010): 2.a.4.e CACREP (2009) <i>School Counseling</i> : G.3.; I.2.; I.3.; I.4.; I.5.; & J.3.	Student-intern does not demonstrate methods to share the importance & outcomes of student assessment data with the student & the student's parent/caregiver(s)	Student-intern demonstrates methods to share the importance & outcomes of student assessment data with the student & the student's parent/caregiver(s)	Student-intern strongly demonstrates methods to share the importance & outcomes of student assessment data with the student & the student's parent/caregiver(s)	
Student-intern demonstrates ability to apply technology to organize and integrate assessment information	FEAP (2010): 2.a.4.f CACREP (2009) <i>School Counseling</i> : G.3.; I.2.; I.3.; I.4.; I.5.; & J.3.	Student-intern does not demonstrate applies technology to organize and integrate assessment information	Student-intern demonstrates applies technology to organize and integrate assessment information	Student-intern strongly demonstrates applies technology to organize and integrate assessment information	
Total Points per Evaluation Criterion (out of 12 points)	N/A				Points Earned
					12

**Narrative Feedback & Comments to School Counseling Student-Intern:**

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\_\_\_\_\_  
**Internship Site Supervisor's Signature**

\_\_\_\_\_  
**Date**



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***Sample Copy***

**Note: Any release or consent form created at your internship site MUST be approved by your on-site supervisor and include the name and contact information of your on-site supervisor on document.**

**Student-Guardian Release Form  
Counselor Education—School Counseling Program**

Date: \_\_\_\_\_

I, \_\_\_\_\_, agree to be counseled by a professional school counseling intern- student in the Counselor Education Program at the University of Central Florida.

I further understand that I will participate in counseling services that may be videotaped and/or viewed by professional school counseling internship graduate students and university supervisor.

I understand that I will be counseled by a professional school counseling graduate student who has completed advanced coursework in counseling.

I understand that the professional school counseling graduate student will be supervised by a University of Central Florida faculty member and on-site school counseling supervisor.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/ Guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Counseling Student-Intern’s signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Counseling On-site Supervisor’s signature: \_\_\_\_\_

Date: \_\_\_\_\_



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**Sample Copy**

Note: Any release or consent form created at your internship site MUST be approved by your on-site supervisor and include the name and contact information of your on-site supervisor on document.

**PARENTAL/GUARDIAN RELEASE FORM  
Counselor Education—School Counseling Program**

Parent's/Guardian's name \_\_\_\_\_

Address \_\_\_\_\_  
(Street Address)

\_\_\_\_\_  
(City/Town)

\_\_\_\_\_  
(State)

\_\_\_\_\_  
(Zip code)

Telephone Numbers: \_\_\_\_\_ (Home) \_\_\_\_\_ (Office/Work)

The Counselor Education Program at the University of Central Florida conducts an internship in professional school counseling each semester. The internship in professional school counseling is an advanced graduate course in professional school counseling required of all master's degree candidates in the Counselor Education—School Counseling at the University of Central Florida. Students often videotape counseling sessions as part of their advanced graduate coursework and degree requirements in order to gain feedback on their counseling skills.

The school-intern would like to work with your son or daughter, a student at \_\_\_\_\_ school. The counseling sessions conducted with your son or daughter will be videotaped and will be reviewed by the professional school counselor graduate student's supervisor \_\_\_\_\_ to gain feedback as a supervision tool. All videotapes made will be erased at the completion of your child's involvement in the program.

If you have any questions or concerns, please do not hesitate to contact the school counselor supervisor, \_\_\_\_\_ at the following e-mail address \_\_\_\_\_.

Thank you for your cooperation.  
Respectfully,

Student-Intern Name/signature \_\_\_\_\_

School On-Site-Supervisor Name/ Signature \_\_\_\_\_

Parent's/Guardian's signature \_\_\_\_\_

Date \_\_\_\_\_



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## OFFICE OF CLINICAL EXPERIENCES *Supplementary Information*

### CERTIFICATES OF PARTICIPATION (COP) GUIDELINES

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Please copy and paste the following site into your browser to connect to review the pdf document that outlines the steps to receiving the Certificate of Participation (COP) for supporting UCF interns.

<https://ccie.ucf.edu/clinicaexp/collaborating-teachers/>

### OFFICE OF CLINICAL EXPERIENCES (OCE) INTERNSHIP STUDENT ISSUES PROTOCOL NARRATIVE

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The following is a description of the process for implementing the three levels of Internship Student Issues and the protocols for contacts, meetings, and communication. The protocols apply to all internships in the College of Community Innovation & Education.

#### Level I – Student Concerns

- 1.1 Concerns and issues determined by the supervising teacher or the university coordinator are reported to the Office of Clinical Experiences.
- 1.2 The university coordinator initiates the Student Concerns Form in collaboration with the supervising teacher. Both develop a Professional Development Plan (PDP) that details specific work the intern is required to complete to demonstrate improved performance. The plan is reviewed with the intern.
- 1.3 The university coordinator notifies the Director of Clinical Experiences that the Student Concerns Form and PDP have been reviewed with the intern. The Director notifies the department chair, program coordinator and the faculty advisor. **Copies of documentation are provided to the OCE.**

#### Level II – Code of Conduct

- 2.1 If the university coordinator and the supervising teacher determine that the intern has not demonstrated improvement based upon the PDP, the university coordinator notifies the OCE if the concern cannot be resolved.
- 2.2 The university coordinator and the supervising teacher provide detailed documentation of the PDP and intern performance including observations of teaching.
- 2.3 The Director of Clinical Experiences notifies the department chair, the program coordinator, and the faculty advisor of the continuing problem, and copies all on correspondence.
- 2.4 The university coordinator, program faculty and the Director of OCE meet to review documentation and to determine a plan of action, which may include: a Code of Conduct review; determination of an evaluation of “I” or “U;” a contract for completion of the internship, or counseling into another major.

- 2.5 After the plan of action has been decided, the university coordinator, program faculty and the Director of OCE meet with the intern to review the action plan and clarify student responsibility.
- 2.6 Program faculty determines who will supervise the intern if the decision is made that the internship can be repeated.

### Level III – Student Appeal

- 3.1 The intern can appeal the decision of the university coordinator and program faculty.
- 3.2 Program faculty work with student in the appeal process based on program policy and procedure. The student can be assisted by the faculty advisor.
- 3.3 If necessary, a department student issues committee is formed to meet with the student and listen to the appeal.
- 3.4 The committee makes a decision and notifies the department chair, program coordinator, and the Office of Student Affairs for audit notations or record hold).
- 3.5 Documentation of the entire process is maintained in the student file in the Office of Clinical Experiences.

## **FLORIDA TEACHER CERTIFICATION EXAM (FTCE) GUIDE FOR UCF COLLEGE OF COMMUNITY INNOVATION & EDUCATION**

**FTCE website:**[www.fl.nesinc.com](http://www.fl.nesinc.com)

*Please review the following questions and answers to better help you understand the process of registering and taking the Florida Teacher Certification Exam:*

### **Q:What is the Florida Teacher Certification Exam (FTCE)?**

**A:**The FTCE consists of three tests: the General Knowledge Test, the Professional Education Test, and the Subject Area Exam. Passing scores on the General Knowledge Test section of the FTCE are required for admission to state-approved teacher preparation programs. Passing scores on all sections of the FTCE are required for graduation from state-approved teacher preparation programs.

### **Q:What is the General Knowledge Test (GKT)?**

**A:**The General Knowledge Test is a basic skills test consisting of four subtests. The subtests include the following: Math, English, Reading, and Essay. It is highly recommended that you take this test after successfully completing your general education English Composition and Mathematics classes. Passing scores on the General Knowledge Test section of the FTCE are required for admission to state-approved teacher preparation programs.

### **Q:What is the Professional Education Test (PEd)?**

**A:**The Professional Education Test consists of 120 multiple choice questions which address the following areas: classroom management, theories, student behavior, basic principles of teaching, child development, knowledge of effective reading strategies, and teaching strategies for all students including ESOL students. It is highly recommended that you take this test after completing your professional preparation courses (EDG 4410, EDF 4467, EDF 4603, TSL 4080, and the Developmental Reading course.

### **Q:What is the Subject Area Exam (SAE)?**

**A:**The Subject Area Exam is an evaluating tool designed to test you on the content knowledge of your specific major. It is highly recommended that you take this test after you have completed your specialization courses (For example, the School Counseling & Guidance PK-12 subject area exam will be taken soon after completing SDS 6620: Coordination of Professional School Counseling course. A passing score on the Subject Area Exam section of the FTCE is required for graduation from state-approved teacher preparation programs. Please visit the FTCE website to find the subject area exam required for your major.

### **Q:How do I register for these tests?**



**A:** There are two different methods of testing: paper/pencil based and computer-based. To register for paper/pencil based testing, you may obtain the Certification Examinations for Florida Educators Registration Bulletin in the Office of Student Affairs, ED 110. You may also register online for paper/pencil based testing by visiting the FTCE website. To register for computer-based testing, you must do so online by visiting the FTCE website.

**Q: What is the difference between Regular Administration and Supplemental Administration?**

**A:** A regular administration date is a date when the FTCE is originally administered. You are required to submit your registration application for a regular administration test by the published deadline listed on the FTCE website or registration bulletin. Supplemental administration dates are available for students who need to take a test or tests on an emergency basis. There is an additional fee for supplemental administration dates.

**Q: How much time am I given to complete each test?**

**A:\*** The General Knowledge Test testing time is approximately five hours. Arrival time is approximately 8:00am and departure time is approximately 1:15pm. The four subtests of the General Knowledge Test are administered as follows: Essay- 50 minutes, English Language Skills- 40 minutes, Reading- 40 minutes, and Mathematics-100 minutes. The exact arrival time will be indicated on your admission ticket which you will receive in the mail.

\*The Professional Education Test testing time is approximately two and a half hours. Arrival time is usually 1:00pm. The exact arrival time will be indicated on your admission ticket which you will receive in the mail.

\*The Subject Area Exam testing time is approximately two and a half hours excluding the Elementary Education Exam testing time which is approximately six hours. The Subject Area Exam testing time includes a one hour lunch break. The exact arrival time will be indicated on your admission ticket which you will receive in the mail.

**Q: Where are the tests administered?**

**A:** The test administration locations can be found in the registration bulletin. You may also visit the FTCE website to find test administration locations.

**Q: When will I receive my test scores?**

**A:\*** You will receive your official score(s) in the mail in approximately four weeks.

\*If you take a regular administration exam via computer based testing, you will see your **UNOFFICIAL** score(s) immediately after completing the test. You will receive your official score(s) in the mail in approximately two weeks.

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**Still have questions about the Florida Teacher Certification Exam?**

Contact the College of Community Innovation & Education Office of Student Affairs:

**Location:** ED 110  
**Office hours:** Monday - Friday: 9:00 AM -5:00 PM  
**Phone:** 407/823-3723  
**Email:** [edstudserv@mail.ucf.edu](mailto:edstudserv@mail.ucf.edu)