

Wilmington University
College of Education
Elementary & Secondary School Counseling Master's Program

COURSE NUMBER: MEC

Expectations for School Counseling Candidates:

1. Read the assigned chapters and complete tasks before the scheduled class meeting.
2. All candidates are expected to attend class each week, arrive on time, complete the readings before class, and be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?
3. Attend class each week; arrive on time for class. Absences must be approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.

4. ~~Candidates are expected to adhere to 6912.04 [REDACTED] in BT/F1 11.04 Tf1 0 0 1 227.81.523.51 Tm0 g0 G[]]~~

ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K 12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and social/emotional development. The WU Elementary and Secondary School Counseling program, mission, curriculum, assignments and assessments are built upon the ASCA School Counselor Competencies; therefore, candidates are encouraged to become familiar with the entire list of competencies on the ASCA website

(<http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>).

This course will focus on the following ASCA School Counselor Professional Standards and Competencies:

Mindsets	Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
M 5	B-PF 1.	B-SS 1.	B-PA 2.
M 7	B-PF 2.	B-SS 2.	B-PA 3.
	B-PF 4.	B-SS 3.	B-PA 4.
	B-PF 5.	B-SS 6.	B-PA 5.
	B-PF 7.		B-PA 6.

In addition to the ASCA School Counselor Competencies, this course will address **all** **Components** of the statewide educator evaluation system. It is important for pre-service school counselors to become familiar with the method used to evaluate performance once employed in the role as a school counselor.

COMPONENT 1

PLANNING & PREPARATION

**1a. Designing Coherent Programs or Services
Aligned with State and National Standards**

*Establishes goals for the program based on
National Standards/Model*

Plans services or activities

*Selects instructional resources that
support the services/activities*

Identifies the needs to the group to be served

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COMPONENT 3**CONSULTATION & COLLABORATION****3a. Collaborating with Others**

Participates in school or district meetings to identify needs of students and/or clients
Shares expertise within and beyond the school/district setting

3b. Serving as a Consultant to the School Community

Locates resources to support the needs of students/stakeholders
Evaluates student/client and program needs as outlined by National Standards/Model
Uses appropriate interventions for student/clients as outlined by National Standards/Model
Provides training related to the program

3c. Providing Resources and Access

Provides resources to enhance the program's effectiveness
Is accessible to others and assures access to services for stakeholders

3d. Maintaining Professional Standards

Applies professional standards when working with others
Follows appropriate guidelines and procedures

3e. Using Assessment Data in Planning and Delivery of Services

Monitors student status
Provides feedback to students

COURSE DESCRIPTION:

The elementary and secondary school counseling internship affords an opportunity for

GOAL 3: Design and implement an Intervention Project that fosters student success based on analysis of current data (**Comp: B-PA.4, 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g**)

Learning Outcomes: The candidate will:

3-1 Understand the principles and purposes

The project should reflect a need for student services that demonstrates the essential elements of institutional standards for student programs and that the counselor candidate can address during the clinical experience. This may be part of an on-going services commitment or a new program. The counselor candidate, with the assistance of the cooperating counselor, will plan, organize, and implement the program to the extent possible within the academic semester.

You will prepare a PowerPoint which must include:

1. An introduction of the situation or problem to be addressed, based on various school data points.
2. A description of the methods used to design and implement the project.

b. Written with students as the primary focus		
c. Advocates for equity, access and success of every student		

d. Indicates the long-range results desired for all students		
Program Goals		
a. Promote achievement, attendance, behavior and/or school safety		
b. Are based on school/district data		

Program Results

Counselor Candidate Signature

Cooperating Counselor Signature

Date: _____

Knowledge of subject and content of presentation	Speaker demonstrates no knowledge in all areas.
ASCA Comp:	Speaker does not have grasp of the information and cannot answer questions about subject matter. Provides no explanations and elaboration.
B-SS 6, 6.a;	Presentation contains inaccurate information.
B-PF 7.h	Inappropriate amount of materials is prepared and presented. Int
B-SS 6;	
B-PA 5.f	

MEC 8005/8005 Internship Intervention Project Report

EVALUATION CRITERIA

Individual Counseling Session
Cooperating Counselor/CFM Observation & Evaluation

Candidate Name: _____

Topic: _____

ASCA Comp: B-PF 1.d; B-SS 1.d; B-PF 1.c, 1.d; B-PF 1.c, 1.d

Skills/Artifacts

Group Counseling Session
Cooperating Counselor/CFM Observation & Evaluation

Candidate Name: _____

Topic: _____

ASCA Comp: B-PF 1.d; B-PF 1.d; B-SS 1.d; (DPAS II Comp 3 & 4)

Skills/Artifacts						Comments
Knowledge/Evidence of planning	1	2	3	4	5	
Rapport/Trust	1	2	3	4	5	
Use of attentive listening	1	2	3	4	5	
Use of verbal tracking	1	2	3	4	5	
Use of open ended questions	1	2	3	4	5	
Use of paraphrasing	1	2	3	4	5	
Use of reflection of feeling	1	2	3	4	5	
Use of silence	1	2	3	4	5	
Use of reflection of meaning	1	2	3	4	5	
Use of influencing skills	1	2	3	4	5	
Flexibility	1	2	3	4	5	
Reframing	1	2	3	4	5	
Structuring/Establishes Group Rules	1	2	3	4	5	
Process/Time	1	2	3	4	5	
Closure/Summarization	1	2	3	4	5	
Follow up from other sessions	1	2	3	4	5	
Professional Appearance	1	2	3	4	5	
Voice/Grammar	1	2	3	4	5	
Adherence to ethical standards and professional practice	1	2	3	4	5	
Provides positive praise/ feedback	1	2	3	4	5	
TOTAL POINTS:						

Level of Performance: 5 Demonstrates exemplary level (D)5(em)15(216)5(em)15(216)5(em)15(216)5(em)15(216)

School Counseling Internship
Classroom Lesson
Cooperating Counselor/CFM Observation & Evaluation

Candidate Name: _____

Topic: _____

ASCA Comp: B-PF 1.d; B-SS 1.e; B-SS 1.d; B-SS 2.g; (DPAS II Comp 3 & 4)

Skills/Artifacts						Comments
Evidence of planning	1	2	3	4	5	
Knowledge of subject matter	1	2	3	4	5	
Rapport/Trust	1	2	3	4	5	
Use of attentive listening	1	2	3	4	5	



MEC 8005 Secondary Fall Internship
Candidate Competency Checklist

Instructions to the Cooperating Counselor: School counseling interns must demonstrate numerous competencies to be effective when working with students, families, and school personnel as practicing school counselors. These competencies include planning, organizing, implementing and evaluating a comprehensive school counseling program. Each element in the chart below must be addressed during the semester-long internship. This is the roadmap you will use to provide opportunities for exposure to and experiences of these competencies and ASCA National Model components. Competencies can be checked as they are discussed.

ASCA School Counselor Professional Standards and Competencies and ASCA National Model	Competency Met
School Counseling Program Beliefs and Mission & Vision (<i>Define</i>)	
School Counseling Program SMART Goals (<i>Define</i>)	
Calendars and Use-of-Time (<i>Manage</i>)	
Annual Agreement Forms (<i>Manage</i>)	
ASCA Mindsets & Behaviors for Student Success: K-12 College & Career Readiness Standards for Every Student (<i>Define</i>)	
ASCA Ethical Standards for School Counselors (<i>Define</i>)	
Assessments (i.e. school counselor skills, use-of-time, etc.) (<i>Manage</i>)	
Advisory Council (development of the council and implementation of meetings) (<i>Manage</i>)	
Use of Data including School Profile Data and other data points (i.e. demographic, achievement, disaggregated, etc.) (<i>Manage</i>)	
ASCA School Counselor Competencies (review and discussion of key competencies) (<i>Define</i>)	
Action Plans (i.e. Closing-the-Gap, Small Group and Core Curriculum) (<i>Manage</i>)	
Program Assessment Data (i.e. process, perception and outcome) (<i>Manage</i>)	
Classroom Lesson planning (including use of data to determine topic and population) (<i>Manage</i>)	

ASCA School Counselor Professional Standards and Competencies and ASCA National Model	Competency Met
Direct Services: 1. School counseling core curriculum (Deliver) DPAS II Comp 3 & 4	
Direct Services: 2. Individual Student Planning (i.e. individual counseling, IEP and 504 Plan participation) <i>(Deliver)</i>	
Direct Services: 3. Responsive Services (Deliver)	
Indirect Services 1. Referrals (Deliver)	
Indirect Services: 2. Consultation (Deliver) DPAS II Comp 3 &4)	
Indirect Services: 3. Collaboration (Deliver) DPAS II Comp 3 & 4)	
Data Analysis: 1. School Data Profile Analysis 2. Use-of-Time Analysis <i>(Assess)</i>	
Program Results: 1. Curriculum Results Analysis 2. Small Group Analysis 3. Closing-the-Gap Action Plan Analysis <i>(Assess) DPAS II Comp 3 & 4</i>	
Evaluation & Improvement 1. School Counselor Competencies Assessment 2. Program Assessment Analysis 3. School Counselor Performance Appraisal	

MEC 8005 Secondary Fall Internship

School Counseling Intervention Project Proposal

Candidate Name: _____

Tentative Title: _____

Introduction of Problem/Issue:

Process & Source of Target Population data/Needs Assessment:

Delaware Education Code/ ASCA Mindsets & Behavior Standard:

Literature Review:

Project Design:

Implementation/Results:

Signatures:

Counseling Candidate

Cooperating Counselor

Building Principal

Clinical Faculty Supervisor

DATE: _____