The University of Central Florida
College of Education & Human Performance
Dept. of Child, Family, & Community Sciences
Counselor Education—School Counseling Program

SDS 6947: Internship in Professional School Counseling

Internship in Professional School Counseling Handbook

(Created by Glenn W. Lambie, Ph.D., 8/2005; revised 8/2013)
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 fieldwork (internship) in professional school counseling (PSC; SDS 6947). The handbook provides information for university graduate faculty, school on-site supervisors, and graduate students in the Counselor Education—School Counseling 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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- Professional School Counseling Internship Log Sheet
- SDS 6947: Internship in Professional School Counseling Syllabus
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  - Student-Intern Continuous Improvement/Wellness Plan (in syllabus)
  - Using Data & Assessment During SDS 6947 Evaluation Rubric (in syllabus)
  - Student- Intern Documentation Checklist (in syllabus)

## SAMPLE FORMS
- School Scavenger Hunt
- Student- Client Release Form
- Parental/Guardian Release Form
- Professional School Counseling Student Sign-off Sheet
- Certificate of Participation (Office of Clinical Experiences)

## RESOURCES
- ASCA Membership Application/Membership Information
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## OFFICE OF CLINICAL EXPERIENCES – Supplementary Information
GENERAL DESCRIPTION

Mission Statement

The University of Central Florida, College of Education & Human Performance’s graduate program in Counselor Education—School Counseling 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 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.

SDS 6947: Internship in Professional School Counseling

SDS 6947: Internship in Professional School Counseling is the primary field experience required of all graduate students in the Counselor Education—School Counseling Program. The PSC internship experience is completed part-time over the course of one academic year (Fall & Spring semesters) or candidates may complete their internship experience full-time over a single semester. School counseling graduate students complete their internship at the end of their graduate program (typically, their final two semesters). 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 in direct services. All hours must be completed within one (1) years 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.

Professional school counselors (PSCs) 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, 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 are arranged by the UCF College of Education’s Office of Clinical Experiences in collaboration with school district personnel and must be approved by the School Counseling Program Coordinator &/or University Faculty Member assigned to supervise SDS 6947: Internship in Professional School Counseling. 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; 2005) Code of Ethics and the ASCA (2010) Ethical Standards for School Counselors, and the highest standards of professional behavior.
**SDS 6947: Internship in Professional School Counseling Objectives**

Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards, the FL-DOE Florida Educator Accomplished Practices (FEAP, 2010), and the FL-DOE Competencies and Skills: Guidance and Counseling PK-12 (13th 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 (2009) School Counseling
   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.)

2. Develop their professional identity as a professional school counselor, providing effective services to all students and stakeholders
   a. CACREP (2009) School Counseling (Foundations – A & B)
   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 (2009) School Counseling (Counseling, Prevention, & Intervention – C & D)
   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 (2009) School Counseling (Diversity & Advocacy – E & 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.)

5. Provide ethical and effective school counseling services to students with exceptionalities and diverse learning needs.
   a. CACREP (2009) School Counseling (Diversity & Advocacy – E & 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.)
6. Analyze and enhance communication skills with all students and stakeholders.
   a. CACREP (2009) School Counseling (Collaboration & Consultation – M & N)
   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

   a. CACREP (2009) School Counseling (Foundations – A & B)
   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 (2009) School Counseling (Collaboration & Consultation – M & N)
   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 (2009) Section II: Professional Identity (G.1.d. – self-care strategies appropriate to the counselor role)
   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 (2009) School Counseling (Diversity & Advocacy – E & F)
    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.)

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 (2009) School Counseling (Assessment – G & H)
    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 (2009) School Counseling (Counseling, Prevention, & Intervention – C & D)
   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 (2009) School Counseling (Counseling, Prevention, & Intervention – C & D)
   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 (2009) School Counseling (Counseling, Prevention, & Intervention – C & D)
   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 a liaison to establish and develop a referral and support system between students, parents/guardians, school personnel, and other outside agencies.
   a. CACREP (2009) School Counseling (Collaboration & Consultation – M & N)
   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.
   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.)
   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).
   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 (2009) School Counseling (Foundations – A & B)
   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.
   a. CACREP (2009) Section II: Professional Identity (G.1.d. – self-care strategies appropriate to the counselor role)
   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*

20. Develop knowledge, dispositions, and skills to service as ethical and effective educational leaders, supporting all students and stakeholders holistic needs.
   a. CACREP (2009) School Counseling (Leadership – O & P)
   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 #5 – *Knowledge of Consultation, Collaboration, & Coordination*
PREREQUISITES

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 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 beginning their professional school counseling internship experience. More specifically, students need to pass (a) the FTCE General Knowledge Examination, (b) the FTCE Subject Examination (Guidance & Counseling), and (c) the FTCE Professional Education Examination. Information regarding all the FTCE is available at the UCF College of Education’s Office of Student Services at: http://studentservices.education.ucf.edu/

- In addition to completing the Application for Enrollment in Practicum/Internship Courses found in this document, students must also apply for internship via the Clinical Experiences website: http://education.ucf.edu/clinicalexp. All school placements are arranged through the Office of Clinical Experiences.

- Received approval of internship site by program coordinator or advisor or university faculty member assigned to supervise SDS 6947: Internship in Professional School Counseling;

- Upon beginning his or her internship experiences in SDS 6947, the student-intern needs to complete a Professional School Counseling Internship Agreement and an Outline of Planned Internship Experiences – Professional School Counseling. The Outline of Planned Internship Experiences – Professional School Counseling includes narratives describing a minimum of three opportunities or experiences for each of the four areas listed.

- Completed and filed all necessary forms for the Counselor Education program and the College of Education;

- Maintained the minimum cumulative GPA required by the College of Education & Human Performance and the University of Central Florida;

- It is strongly suggested that student-interns join the American School Counselor Association (ASCA). Information is available at: www.schoolcounselor.org and is also attached;

- Will purchase professional liability insurance for professional school counseling graduate students (available as part of an ASCA student membership) – information relating to ASCA insurance is available at: www.schoolcounselor.org and information relating to ACA insurance is available at: www.counseling.org.
STUDENT-INTERN EXPECTATIONS

Student-interns enrolled in SDS 6947: Internship in Professional School Counseling are expected to:

A. 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.

B. The student-intern shall identify himself or herself to the public as a "Professional School Counseling Internship Student."

C. The student-intern will provide his or her own transportation to the internship site.

D. The student-intern will obtain prior written approval of the internship site and the university before publishing any materials relating to the internship experience.

E. 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.

F. 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.

G. The student-intern will obtain a written evaluation of performance from the site supervisor at least once each semester 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.

H. The student-intern will notify their internship site of illness, accident or any other situation that does not allow the student to meet the prearranged program at the internship site.

I. The student-intern will attend all scheduled individual supervision sessions (with on-site supervisor) and group supervision sessions (with the university supervisor) on time.

J. The student-intern will be prepared for all scheduled individual and group supervision sessions (i.e., completed case presentation, readings, and other assigned activities).

K. The student-intern will complete all internship paperwork and documentation by the scheduled due date.
ON-SITE SUPERVISOR EXPECTATIONS

School Counseling Internship On-site Supervisors are expected to:

A. Provide an average of **one (1) hour of individual &/or one-and-one-half (1.5) hours** of small group supervision per week from an experienced professional school counselor with **at least two years** of professional experience.

B. Provide experiences with a diverse student population.

C. Provide experiences with a variety of educational programs.

D. 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 teams.
   3. Developing, implementing and evaluating academic and behavioral interventions
   4. Providing counseling (individual & group) and other mental health interventions.
   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.
   10. Learning about individual differences and student diversity.

E. 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 for specific activities. In no case shall any supervisor be assigned by the internship site to provide concurrent supervision for more than two internship students.

F. The internship site shall ensure that the student-intern receives an average of **one (1) hour of individual &/or one and a half hours (1.5) of group face-to-face supervision** per week, although more time may be needed, especially at the beginning of the internship experience.

G. The internship on-site supervisor, in collaboration with the university faculty, will complete at least two written evaluations (mid-semester & final internship evaluation forms includes in this handbook) of the student-intern's performance.

H. The site shall ensure that the student will be treated by the district as part of the professional staff; provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district or county committees; and that he or she is provided release time as needed to attend professional development experiences or professional association meetings.
EXPECTATIONS (continuation of expectations of Internship On-site Supervisors)

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 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.

M. The internship site may notify the university in writing 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 about its concerns and proposed course of action.

N. The internship site agrees to notify the University of any changes in its personnel, operation, or policies which may affect the field education experience.

O. 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.
UNIVERSITY INTERNSHIP SUPERVISOR EXPECTATIONS

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.

University Internship Supervisors are expected to:

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 or her performance at the internship site as per arrangement between the university faculty member and the internship site supervisor.

C. The university 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 a minimum of one (1) professional school counseling internship site visit where he or she will meet with both the student-intern and on-site supervisor to discuss the student-intern’s experience, progress, and professional development.

EXPECTATIONS

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, 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. Notwithstanding the fact that students are learners, it is understood that the student will be paid remuneration by the internship site.

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. 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. Content and instructional approaches will be determined by the needs of the group. The group supervision session will provide opportunities for:
- Case presentations
- Discussions of program issues
- Didactic information
- 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
- Review of audio and videotapes
- Didactic presentations
- Experiential activities
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.*
SECTION III: PROFESSIONAL PRACTICE

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.

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

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, supervision, information and referral, in-service and staff meetings).
   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)  www.counseling.org
American School Counselor Association (ASCA)  www.schoolcounselor.org
Florida Counseling Association (FCA)  www.flacounseling.org
Florida School Counselor Association (FSCA)  www.flaschoolcounselor.com
National Board of Certified Counselors (NBCC)  www.nbcc.org
Council for Accreditation of Counseling and Related Education Programs (CACREP)  www.cacrep.org
Chi Sigma Iota (Counseling Academic and Professional Honor Society International)  www.csi-net.org
U.S. Department of Health and Human Services Administration for Children (website of state-specific information & statutes related to suspect child abuse/neglect and reporting protocols)  http://nccanch.acf.hhs.gov/general/legal/statutes/
Florida Department of Education  www.fldoe.org
Office of Clinical Experiences (College of Education at UCF)  http://education.ucf.edu/clincalexp
PSC INTERNSHIP FORMS

Application to Enrollment in Professional School Counseling Internship
Professional School Counseling Internship Site Approval Data Sheet
Professional School Counseling Internship Agreement / FCAT Policy
Outline of Planned Internship Experience – Professional School Counseling
Professional School Counseling Track Internship Evaluation Form
Summary Record of Internship Hours & Supervisory Data
Professional School Counseling Internship Log
Internship in Professional School Counseling – Plan of Action
SDS 6947: Internship in Professional School Counseling Syllabus
Application for Enrollment in SDS 6947: Internship in Professional School Counseling
Counselor Education Program

Name: ________________________________________________________________

Address: ___________________________________________________________________

Telephones Numbers: (Home) _______________________ (Work) _______________________

E-mail: __________________________________ PID #: __________________________

Semester Intending to Graduate: _______________________________________________

Academic Advisor: ____________________________________________________________

Degree/Certificate Programs (check all that apply):
 _____ Counselor Education—School Counseling (MA &/or M.Ed.)
 _____ Education—School Counseling (Ed.S.)
 _____ Other (please specify: _____________________________________________)

Check the appropriate semester and year for which you are applying:
 _____ Fall Year: 20 _____
 _____ Spring Year 20 _____

Check the appropriate number of internship credits to be completed this semester:
 _____ SDS 6947: Internship in Professional School Counseling (3 credits / 300 hours)
 _____ SDS 6947: Internship in Professional School Counseling (6 credits / 600 hours)

Are you fully admitted into the Counselor Education program (currently admitted in the program)?
 _____ Yes
 _____ No

Have you completed all the prerequisites for the SDS 6947: Internship in Professional School Counseling?
 _____ Yes _____ No

☐ 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
☐ SDS 6411: Counseling Children & Adolescents
☐ SDS 6620: Coordination of Comprehensive Professional School Counseling Programs
☐ MHS 6803: Counseling Practicum I

Your academic advisor has reviewed your programmatic portfolio.
Advisor Signature: ____________________________________________
Advisor’s Name: ________________________________________________

(Please Print)
Have you successful completed the following Florida Teacher Certification Examinations (FTCE)?

1. FTCE General Knowledge Examination
   - Yes or No
2. FTCE Subject Examination (Guidance & Counseling)
   - Yes or No
3. FTCE Professional Education Examination
   - Yes or No

Information regarding all the FTCE is available at the UCF College of Education’s Office of Student Services at: http://www.education.ucf.edu/studentservices

Internship School District (District Applied to Intern): ________________________________

Internship School Level Preferred (elementary, middle, or high): _______________________

Are you a certified educator (or have held)?
   _____ Yes
   _____ No

Other Graduate Course(s) Planning to Complete Concurrently with SDS 6947: Internship in Professional School Counseling:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester</th>
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Application Due Dates (dates are subject to change):
For admission into Fall—SDS 6947: Internship in Professional School Counseling: February 15
For admission into Spring—SDS 6947: Internship in Professional School Counseling: September 15

PROCESS FOR REGISTRATION
- Return completed application packet to the Office of Clinical Experiences no later than the above application due date.
- The program will receive this from within 2-3 weeks after the due date.
- Spaces in clinical courses are limited. Preferences will be given to students who have completed the most coursework prior to applying for SDS 6947: Internship in Professional School Counseling.
- We cannot guarantee admission to any student who turns the application past the deadline.

By signing this form, I certify that the information within this application is accurate and I give the Department of Child, Family, & Community Sciences permission to register me into SDS 6947: Internship in Professional School Counseling.

_________________________________________  ___________________________________
Student’s Signature                     Date
PROFESSIONAL SCHOOL COUNSELING INTERNSHIP SITE APPROVAL DATA SHEET

Counselor Education Program
Professional School Counseling Track

Student: ___________________________________________ Date: _________________________

Semester to Begin Internship Experience: Fall or Spring of 20 ________________

Name of School: _______________________________________________________________

Schools Address: _______________________________________________________________

County: _____________________ District: ______________________________

School Telephone: _____________________________________________________________

Level: _________________________ Student population: _____________________________

Principal: ________________________________________________________________

Principal’s Telephone Number: ________________________________________________

On-site Supervisor: _________________________________________________________

Years of School Counseling Experience: _____________________________

Current Position Title: ________________________________________________________

Supervisor’s Direct Telephone Line: _____________________________________________

Supervisor’s E-mail Address: ___________________________________________________

College/University Earned Graduate Degree in School Counseling: ________________

Was Counseling Preparation Program CACREP Accredited (yes or no)? ______________

Supervisor’s Educational Certifications (FL-DOE): ________________________________

Supervisor’s Professional Certifications: (NCC, NCSC, CCMHC): __________________

Professional Memberships (ACA, ASCA, FCA, FSCA): ___________________________
## Type of Direct Service Provided

<table>
<thead>
<tr>
<th>Service Provided</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Individual counseling</td>
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<tr>
<td>Academic advising &amp; planning</td>
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<tr>
<td>Group counseling</td>
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<tr>
<td>Classroom guidance (presentations)</td>
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<tr>
<td>Career counseling &amp; advisement</td>
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<tr>
<td>Consultation services</td>
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<tr>
<td>Collaboration (i.e., SAP/Child Study Teams)</td>
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<tr>
<td>Parent / Caregiver conferences</td>
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<tr>
<td>Parent / Caregiver education</td>
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<tr>
<td>Family counseling &amp; education</td>
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<tr>
<td>Referral services</td>
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<td>Testing interpretation</td>
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## Indirect Services Provided (Non-Counseling Duties Involved)

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<thead>
<tr>
<th>Service Provided</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Scheduling</td>
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<tr>
<td>Testing coordination</td>
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<tr>
<td>Report writing</td>
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<tr>
<td>Staff meetings</td>
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<td></td>
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<tr>
<td>Filing / record keeping</td>
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## Supervision Provided

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<thead>
<tr>
<th>Supervision Provided</th>
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<th>No</th>
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<tr>
<td>Direct experience</td>
<td></td>
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<tr>
<td>Individual supervision</td>
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<td></td>
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<tr>
<td>Group supervision</td>
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## Education Provided

<table>
<thead>
<tr>
<th>Education Provided</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Professional training seminars</td>
<td></td>
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<tr>
<td>In-service training</td>
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<td>Research opportunities</td>
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<tr>
<td>Unique opportunities</td>
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The College of Education & Human Performance and the Counselor Education Program of the UCF would like to thank you for your support of our students. We could not effectively train counselors without your help and expertise. Thank you for your assistance, cooperation, and support.

---

**Internship University Supervisor Site Approval:** Approved  Denied

**Internship University Supervisor Signature:**

**Date:**
PROFESSIONAL SCHOOL COUNSELING INTERNSHIP AGREEMENT

Student-Intern: ___________________________________________________________________

Semester to Begin the Internship Experience: Fall or Spring of 20 _________________

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.

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.
University of Central Florida
Counselor Education – School Counseling Student-Intern
Florida Comprehensive Academic Testing (FCAT) Policy (2013-2014)

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 the Florida Comprehensive Academic Testing (FCAT), and to protect our student-interns, UCF school counseling student-interns are NOT allowed to: (a) coordinate, (b) administer, (c) proctor, or (d) distribute and/or collect any FCAT examination materials.

The UCF College of Education and Counselor Education – School Counseling Program respectfully request that school counseling student-interns be moved to NON-testing classrooms (activities) for the duration of the FCAT 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 the FCAT examination.

In preparation for the FCAT examination:

School Counseling Student-Interns are permitted to:

- **Assist** his or her school-based counseling supervisor **WITH** training other school personnel in preparation with the FCAT examination policies and procedures.
- **Assist** his or her school-based counseling supervisor **WITH** organizing FCAT examination materials

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

- Coordinate FCAT Administration
- Administer FCAT Tests
- Proctor FCAT Tests
- Distribute and/or collect FCAT administration materials
- Be in a testing room with FCAT examination materials **ALONE**.
- Be in a test preparation / holding room with FCAT examination materials **ALONE**.
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:

Professional School Counseling Student-intern  (please print neatly)

______________________________________________________________
Signature                                                      Date

On-site Supervisor at the SCHOOL (please print neatly)

______________________________________________________________
Signature                                                      Date

Internship Supervisor at the UNIVERSITY (please print neatly)

______________________________________________________________
Signature                                                      Date
Outline of Planned Internship Experiences – Professional School Counseling

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, 2009) accreditation standards.


Student-intern’s Name: ____________________________________________________________

Telephone Numbers: (Home) ______________________ (Cellular) __________________________

On-Site Supervisor’s Name: ___________________________ Phone: ________________________

E-mail: ___________________________ Fax: ___________________________

District: ___________________________

Site(s) (School): ___________________________

Beginning Date of Internship Experience: ___________________________

Internship prerequisites

➢ To enroll in SDS 6947 – Internship in Professional School Counseling, students must have:

- Successfully completed 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 PSC), MHS 6803 (Counseling Practicum I), SDS 6411 (Counseling Children & Adolescents), and SDS 6620 (Coordination of Comprehensive School Counseling Programs);

- Completed all paper and documentation required by the Office of Clinical Experience of the College of Education at the University of Central Florida
General requirements for internship sites

- Approved internship sites must:
  - Provide an average of **one (1) hour of individual supervision &/or one-and-one-half (1.5) hours of small group supervision** per week from an experienced and Florida certified professional school counselor with at least two years of professional experience, who has completed the clinical supervision training required by the State of Florida.
  - Provide experiences with a diverse student population.
  - Provide experiences with a variety of educational programs.
  - Provide opportunities for student interns to offer direct services to students in the form of individual and group counseling for academic, career and personal/social development.
  - Provide opportunities for student interns to offer indirect services to students in the form of consultation and program development for academic, career and personal/social development.

Field work time requirements

- **SDS 6947: Internship in Professional School Counseling** requires a total of **600 hours** of supervised internship fieldwork.
- Internship fieldwork hours are usually completed part-time over the course of one academic year (**fall & spring semesters**) although candidates may complete their internship experience full-time over a single semester.
- All hours must be completed within two years of beginning fieldwork.
Student-Intern’s Internship Experience Objective

**Direct services to be provided** (e.g., individual, small group, and family counseling, as well as consultation 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. This counseling group will begin in October and meet one period a week for eight weeks.”
Indirect service to be provided (e.g., coordination, collaboration, referral, evaluation, testing, and program planning)

Example:
“I will develop my skills in collaboration with parents/caregivers, school personnel or community agencies by participating in the Student Assistance Team at Orange Middle School a minimum of 10 times during my internship experience.”

___________________________________________________
Professional School Counseling Student-intern (please print neatly)

Signature

Date

___________________________________________________
On-site Supervisor at the SCHOOL (please print neatly)

Signature

Date

___________________________________________________
Internship Supervisor at the UNIVERSITY (please print neatly)

Signature

Date
Counselor Education—School Counseling (M.A., M.Ed.)
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, 2009) 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 (13th 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.
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).

(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 13th 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 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.

**Developing / Needs Improvement (0 points)** = Student-intern does not meet expectations; however, the student demonstrates some 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

<table>
<thead>
<tr>
<th>School Counseling Professional Competence &amp; Skill</th>
<th>Accreditation Standard(s) Assessed</th>
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<th>Proficient (1 point)</th>
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</table>
| **Individual Counseling:** student-intern provides individual counseling serves 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.  
CACREP (2009) School Counseling: 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 | |
| **Group Counseling:** student-intern provides group counseling serves 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) School Counseling: 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 | |
| **Classroom Guidance Curriculum:** 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) School Counseling: 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 | |
| **Consultation Services:** student-intern provides consultation services to diverse students and stakeholders, supporting students’ 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.  
CACREP (2009) School Counseling: F.4., H.4., N.1., N.3., N.5. | Student-intern does not 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 beyond the expectations of a new counselor | |
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<td>Crisis Management / Interventions: student-intern provides crisis management services (e.g., suicide risk, child abuse &amp; neglect) to diverse students and stakeholders, supporting students' academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 5: Skills 2 CACREP (2009) School Counseling: D.4., H.4., N.5</td>
<td>Student-intern does not demonstrate ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
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<tr>
<td>Program &amp; Service Coordination: student-intern provides coordination programmatic service delivery to diverse students and stakeholders, supporting students’ academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 2: Skills 6&amp; 7; Competence 5: Skill 8 CACREP (2009) School Counseling: B.2., J.2., K.2., L.1., N.4., P.1.</td>
<td>Student-intern does not demonstrate ethical &amp; effective programmatic coordination of services to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective programmatic coordination of services to diverse students &amp; stakeholders</td>
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<td>Academic Advising: student-intern provides academic advising to diverse students and stakeholders, supporting students’ academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 7: Skills 1, 2, 3 &amp; 4 CACREP (2009) School Counseling: L.2., L.3.</td>
<td>Student-intern does not demonstrate ethical &amp; effective academic advising to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective academic advising to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective academic advising to diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
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<tr>
<td>Programmatic Evaluation &amp; Accountability: student-intern employs programmatic evaluation and accountability strategies to support the delivery of comprehensive services to all students, supporting their academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 8: Skills 1, 2, 3, 4, &amp; 5 CACREP (2009) School Counseling: B.2., J.1., J.2., K.2., L.1., P.1.</td>
<td>Student-intern does not demonstrate ethical &amp; effective programmatic evaluation &amp; accountability, supporting the delivery of comprehensive services to all stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective programmatic evaluation &amp; accountability, supporting the delivery of comprehensive services to all stakeholders</td>
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<td>Multicultural Counseling &amp; Development: student-intern provides multicultural counseling to diverse students and stakeholders, supporting students’ academic, person-social, &amp; career development</td>
<td>FEAP (2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 10: Skills 1, 3, &amp; 4 CACREP (2009) School Counseling: D.3., F.1., F.3., H.1.</td>
<td>Student-intern does not demonstrate ethical &amp; effective multicultural counseling services with diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective multicultural counseling services with diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective multicultural counseling services with diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
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### School Counseling Professional Competence & Skill

#### Accreditation Standard(s) Assessed
- FEAP (2010) Professional Responsibility & Ethical Conduct

#### Developing / Needs Improvement
- 0 points

#### Proficient
- 1 point

#### Advanced Proficient
- 2 points

<table>
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<tr>
<th>Demonstration of Overall Ethical &amp; Legal Knowledge &amp; Processes</th>
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<td>Student-intern 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 Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, and fulfills the expected obligations to students, the public &amp; the school counseling profession.</td>
<td>FEAP (2010) Professional Responsibility &amp; Ethical Conduct</td>
<td>Student does not demonstrate 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 Code of Ethics &amp; the Principles of Professional Conduct of the Education Profession of Florida, &amp; fulfills the expected obligations to students, the public &amp; the school counseling profession.</td>
<td>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 Code of Ethics &amp; the Principles of Professional Conduct of the Education Profession of Florida, &amp; fulfills the expected obligations to students, the public &amp; the school counseling profession.</td>
<td>Student strongly 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 Code of Ethics &amp; the Principles of Professional Conduct of the Education Profession of Florida, &amp; fulfills the expected obligations to students, the public &amp; the school counseling profession.</td>
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#### TOTAL SCORE (out of 26 points)

| | | | | 26 Points |
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:

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

_____________________________________________________________________________________

Evaluation’s Name / Evaluator’s Position

_____________________________________________________________________________________

Date

Evaluator’s Contact Information:
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): ___________________________

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, 2009) 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 (13th 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.
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).

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   a. Deliver engaging and challenging lessons;
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   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;
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   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.*
1. **Competence 1: Knowledge of Counseling**
   - **Skill 3**: Apply relevant counseling theories and techniques appropriate to specific situations and populations.
   - **Skill 5**: Demonstrate knowledge of interpersonal processes in small and large group settings.
   - **Skill 6**: Demonstrate knowledge of techniques and leadership skills for facilitating small and large groups.
   - **Skill 7**: Demonstrate knowledge of appropriate listening and responding skills with all stakeholders.
   - **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**
   - **Skill 1**: Demonstrate knowledge of evidence-based strategies that promote academic, career, and personal-social development, and community involvement.
   - **Skill 2**: Demonstrate knowledge of crisis counseling and crisis management plans (e.g., responses to death, natural disasters, acts of violence, medical emergencies).
   - **Skill 5**: Demonstrate knowledge of school counseling programs for classrooms and large groups (e.g., drug education, personal safety, career education).
   - **Skill 6**: Demonstrate knowledge of peer helper programs.
   - **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**
   - **Skill 1**: Demonstrate knowledge of basic measurement concepts (e.g., validity, norming, reliability, error of measurement, standardization).
   - **Skill 3**: Demonstrate knowledge of the major functions, strengths, and limitations of various standardized and nonstandardized assessments.
   - **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**
   - **Skill 4**: Demonstrate knowledge of resources, including assessments, used in career development.
   - **Skill 7**: Demonstrate knowledge of resources that provide specific information about educational & technical career opportunities.

5. **Competence 5: Knowledge of consultation, collaboration, and coordination**
   - **Skill 2**: Demonstrate knowledge of strategies for collaborating with stakeholders to facilitate student success.
   - **Skill 6**: Identify appropriate approaches and resources for making in-school and out-of-school referrals.
   - **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 demonstrates Accomplished Practice competencies

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

**Advanced Proficient (3 points)** = Student-intern exceeds expectations & demonstrates Accomplished Practice competencies

<table>
<thead>
<tr>
<th>School Counseling Professional Competence &amp; Skill</th>
<th>Accreditation Standard(s) Assessed</th>
<th>Unacceptable (0 points)</th>
<th>Proficient (1 points)</th>
<th>Advanced Proficient (2 points)</th>
<th>Score</th>
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<tbody>
<tr>
<td>Individual Counseling: student-intern provides individual counseling serves to diverse students &amp; stakeholders supporting their academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 1: Skills 3, 7, &amp; 9 CACREP (2009) School Counseling: D.1., D.2., D.3., F.1.</td>
<td>Student-intern does not demonstrate ethical &amp; effective individual counseling service delivery with diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective individual counseling service delivery with diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
<td>Student-intern demonstrates ethical &amp; effective individual counseling service delivery with diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
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<tr>
<td>Group Counseling: student-intern provides group counseling serves to diverse students &amp; stakeholders supporting their academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 1: Skills 5 &amp; 6 CACREP (2009) School Counseling: D.1., D.2., D.3., F.1.</td>
<td>Student-intern does not demonstrate ethical &amp; effective group counseling service delivery with diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective group counseling service delivery with diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
<td>Student-intern demonstrates ethical &amp; effective group counseling service delivery with diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
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<tr>
<td>Classroom Guidance Curriculum: student-intern provides the classroom guidance curriculum to diverse students, supporting their academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 2: Skills 1 &amp; 5 CACREP (2009) School Counseling: D.2., P.2.</td>
<td>Student-intern does not demonstrate ethical &amp; effective delivery of the classroom guidance curriculum to diverse students</td>
<td>Student-intern demonstrates ethical &amp; effective delivery of the classroom guidance curriculum to diverse students beyond the expectations of a new counselor</td>
<td>Student-intern demonstrates ethical &amp; effective delivery of the classroom guidance curriculum to diverse students beyond the expectations of a new counselor</td>
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<tr>
<td>Consultation Services: student-intern provides consultation services to diverse students and stakeholders, supporting students’ academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 5: Skills 2 &amp; 6 CACREP (2009) School Counseling: F.4., H.4., N.1., N.3., N.5.</td>
<td>Student-intern does not demonstrate ethical &amp; effective consultation service delivery to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective consultation service delivery to diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
<td>Student-intern demonstrates ethical &amp; effective consultation service delivery to diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
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<td>Crisis Management / Interventions: student-intern provides crisis management services (e.g., suicide risk, child abuse &amp; neglect) to diverse students and stakeholders, supporting students' academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.b.1., &amp; 2.b.2.</td>
<td>Student-intern does not demonstrate ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective crisis management service delivery to diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
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<tr>
<td>Program &amp; Service Coordination: student-intern provides coordination programmatic service delivery to diverse students and stakeholders, supporting students’ academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 2: Skills 6 &amp; 7; Competence 5: Skill 8 CACREP (2009) School Counseling: B.2., J.2., K.2., L.1., N.4., P.1.</td>
<td>Student-intern does not demonstrate ethical &amp; effective programmatic coordination of services to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective programmatic coordination of services to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective programmatic coordination of services to diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
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<tr>
<td>Academic Advising: student-intern provides academic advising to diverse students and stakeholders, supporting students’ academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 7: Skills 1, 2, 3 &amp; 4 CACREP (2009) School Counseling: L.2., L.3.</td>
<td>Student-intern does not demonstrate ethical &amp; effective academic advising to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective academic advising to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective academic advising to diverse students &amp; stakeholders beyond the expectations of a new counselor</td>
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<tr>
<td>Programmatic Evaluation &amp; Accountability: student-intern employs programmatic evaluation and accountability strategies to support the delivery of comprehensive services to all students, supporting their academic, personal-social, &amp; career development</td>
<td>FEAP (2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 8: Skills 1, 2, 3, 4, &amp; 5 CACREP (2009) School Counseling: B.2., J.1., J.2., K.2., L.1., P.1.</td>
<td>Student-intern does not demonstrate ethical &amp; effective programmatic evaluation &amp; accountability, supporting the delivery of comprehensive services to all stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective programmatic evaluation &amp; accountability, supporting the delivery of comprehensive services to all stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective programmatic evaluation &amp; accountability, supporting the delivery of comprehensive services to all stakeholders beyond the expectations of a new counselor</td>
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<tr>
<td><strong>Career Counseling &amp; Development:</strong> student-intern provides career counseling and advisement to diverse students and stakeholders, supporting students’ academic, person-social, &amp; career development</td>
<td>FEAP (2010): 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. (2003): #8: Indicators 1 &amp; 4 FSAC (2010): Competence 4: Skills 4 &amp; 7 CACREP (2009) School Counseling: H.1., H.2., H.3., H.5., P.2.</td>
<td>Student-intern does not demonstrate ethical &amp; effective career counseling to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective career counseling to diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective career counseling to diverse students &amp; stakeholders <strong>beyond the expectations of a new counselor</strong></td>
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<tr>
<td><strong>Multicultural Counseling &amp; Development:</strong> student-intern provides multicultural counseling to diverse students and stakeholders, supporting students’ academic, person-social, &amp; career development</td>
<td>FEAP (2010): 2.a.1., 2.a.2., 2.a.3., 2.a.4., 2.b.1., &amp; 2.b.2. FSAC (2010): Competence 10: Skills 1, 3, &amp; 4 CACREP (2009) School Counseling: D.3., F.1., F.3., H.1.</td>
<td>Student-intern does not demonstrate ethical &amp; effective multicultural counseling services with diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective multicultural counseling services with diverse students &amp; stakeholders</td>
<td>Student-intern demonstrates ethical &amp; effective multicultural counseling services with diverse students &amp; stakeholders <strong>beyond the expectations of a new counselor</strong></td>
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<tr>
<td><strong>Ethical Practice and Advocacy:</strong> student-intern provides ethical services to diverse students and stakeholders, advocating for systemic changing that supports students’ academic, person-social, &amp; career development</td>
<td>FEAP (2003): (2010): 2.b.1., &amp; 2.b.2. #3: Indicators 10 &amp; 15; #6: Indicators 1 &amp; 7 FSAC (2010): Competence 6: Skills 1, 2, 3, 4, &amp; 5 CACREP (2009) School Counseling: B.1., D.5., F.2.</td>
<td>Student-intern does not demonstrate ethical school counseling practices with diverse students &amp; stakeholders per ASCA (2010) Ethical Standards for School Counselors and school board policies</td>
<td>Student-intern does demonstrate ethical school counseling practices with diverse students &amp; stakeholders per ASCA (2010) Ethical Standards for School Counselors and school board policies</td>
<td>Student-intern does demonstrate ethical school counseling practices with diverse students &amp; stakeholders per ASCA (2010) Ethical Standards for School Counselors and school board policies <strong>beyond the expectations of a new counselor</strong></td>
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<td>School Counseling Professional Competence &amp; Skill</td>
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<tr>
<td>Demonstration of Overall Ethical &amp; Legal Knowledge &amp; Processes</td>
<td>FEAP (2010) Professional Responsibility &amp; Ethical Conduct</td>
<td>Student does not demonstrate 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 <em>Code of Ethics</em> and the <em>Principles of Professional Conduct of the Education Profession of Florida</em>, and fulfills the expected obligations to students, the public &amp; the school counseling profession.</td>
<td>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 <em>Code of Ethics</em> &amp; the <em>Principles of Professional Conduct of the Education Profession of Florida</em>, &amp; fulfills the expected obligations to students, the public &amp; the school counseling profession.</td>
<td>Student strongly 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 <em>Code of Ethics</em> &amp; the <em>Principles of Professional Conduct of the Education Profession of Florida</em>, &amp; fulfills the expected obligations to students, the public &amp; the school counseling profession.</td>
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<td>TOTAL SCORE (out of 26 points)</td>
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<td>26 Points</td>
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</table>
**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:**

---

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

---

**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)

---

**Evaluation’s Name** /  **Evaluator’s Position**

---

**Evaluators Signature**  **Date**
EVALUATION OF SCHOOL COUNSELING INTERNSHIP SITE

(To be completed by the student-intern)

Internship Site: ___________________________ Date: __________________
On-site Supervisor: ________________________ Telephone: ______________
E-mail Address: ___________________________ District: __________________

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 your feeling of the overall quality of your school counseling internship site

What recommendations would you give to other students interested in this internship site?
SUMMARY RECORD OF INTERNSHIP HOURS & SUPERVISORY DATA

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: _______________________________________________________

Years of School Counseling Experience: ________________________________

Highest Degree: _________________________________________________________

Professional Licensure/Credential/Certification: ______________________________

E-mail Address: __________________________________________________________

Name of UCF Internship Faculty Supervisor: _________________________________

Total number of hours of individual supervision _____________________________

Total number of hours of group supervision ________________________________

Signatures & Date (verification)

Graduate School Counseling Internship Student ______________________________

Date __________________________

On-site School Counseling Supervisor ______________________________________

Date __________________________

University School Counseling Internship Faculty Supervisor ____________________

Date __________________________
# PROFESSIONAL SCHOOL COUNSELING INTERNSHIP LOG

**Fall 2013/Spring 2014**

## Internship Student’s Name:

## Date turned in:

## Site/School Name:

## On-Site Supervisor:

## Telephone: ___________________________ E-mail: ____________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
<th>WEEK 4</th>
<th>MONTHLY TOTAL</th>
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<td>To:</td>
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<td>Individual counseling <em>(DS)</em></td>
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<td>Weekly Total</td>
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Purpose:
The SDS 6947: Internship in Professional School Counseling is intended to provide the counseling student practical "hands-on" experiences in settings where counseling services are offered. SDS 947 allows the student an opportunity to relate academic and theoretical learning to settings outside of the university classroom. The internship experience also allows the student to receive evaluative feedback on his or her knowledge, attitudes and skills with specific couselee populations in specific settings. Since the student has already had some advanced training in counseling, the staff and the clientele at the placement site should benefit from the services that are provided by the student during the placement.

Prerequisites:
A. Students must have successful completed the following courses:
   □ 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 (Legal & Ethical Issues in PSC)
   □ MHS 6803 (Counseling Practicum I)
   □ SDS 6411 (Counseling Children & Adolescents)
   □ SDS 6620 (Coordinating Professional School Counseling Programs)

B. Successfully completion of the Florida Teacher Certification Examinations (FTCE) ([a] the FTCE General Knowledge Examination, [b] the FTCE Subject Examination (Guidance & Counseling), and [c] the FTCE Professional Education Examination).

Registration Procedure:
To register for SDS 6947: Internship in Professional School Counseling, students must complete the Application for Enrollment in Practicum/Internship Courses by the due date indicated on the form. In addition, school counseling students must complete an application for the Office of Clinical Experiences. Please visit the Office of Clinical Experiences’ website for additional information & clarification: www.clinicalexperiences.education.ucf.edu

Graduate Catalog Course Description
SDS 6947: Internship in Professional School Counseling
1-6(1, 1-6). PR: MHS 5005, MHS 6400, MHS 6401, MHS 6500, MHS 6702, MHS 6803, SDS 6620. Supervised fieldwork experience in professional school counseling, emphasizing experiences that support the development of student interns' counseling competencies and delivery of comprehensive services to all students. May be repeated for credit. Graded S/U. (Fall & Spring).
Texts:
American School Counselor Association (ASCA; Fall 2013 – Fall 2014). *Professional School Counseling* – journal – part of ASCA membership.


Supplementary Texts/Resources:
SDS 6947: Internship in Professional School Counseling

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 (2009) School Counseling
   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.)

2. Develop their professional identity as a professional school counselor, providing effective services to all students and stakeholders
   a. CACREP (2009) School Counseling (Foundations – A & B)
   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 (2009) School Counseling (Counseling, Prevention, & Intervention – C & D)
   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 (2009) School Counseling (Diversity & Advocacy – E & 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.)

5. Provide ethical and effective school counseling services to students with exceptionalities and diverse learning needs.
   a. CACREP (2009) School Counseling (Diversity & Advocacy – E & 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.)
6. Analyze and enhance communication skills with all students and stakeholders.
   a. CACREP (2009) School Counseling (Collaboration & Consultation – M & N)
   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

   a. CACREP (2009) School Counseling (Foundations – A & B)
   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 (2009) School Counseling (Collaboration & Consultation – M & N)
   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 (2009) Section II: Professional Identity (G.1.d. – self-care strategies appropriate to the counselor role)
   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 (2009) School Counseling (Diversity & Advocacy – E & F)
    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.)

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 (2009) School Counseling (Assessment – G & H)
    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 (2009) School Counseling (Counseling, Prevention, & Intervention – C & D)
   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 (2009) School Counseling (Counseling, Prevention, & Intervention – C & D)
   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 (2009) School Counseling (Counseling, Prevention, & Intervention – C & D)
   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 a liaison to establish and develop a referral and support system between students, parents/guardians, school personnel, and other outside agencies.
   a. CACREP (2009) School Counseling (Collaboration & Consultation – M & N)
   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.
   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.)
   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).
   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 (2009) School Counseling (Foundations – A & B)
   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.
   a. CACREP (2009) Section II: Professional Identity (G.1.d. – self-care strategies appropriate to the counselor role)
   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*

20. Develop knowledge, dispositions, and skills to service as ethical and effective educational leaders, supporting all students and stakeholders holistic needs.
   a. CACREP (2009) School Counseling (Leadership – O & P)
   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 #5 – *Knowledge of Consultation, Collaboration, & Coordination*
Course Requirements:

1. Once your internship site and supervisor has been approved (Professional School Counseling Internship Site Approval Data Sheet), students must have the Professional School Counselor Internship Agreement signed by the on-site supervisor.

2. Each student will attend a 1 ½ hour weekly class to receive group supervision (or 3 hours every other week). Anonymous cases are to be brought in for discussion and analysis of the student's practice. (CACREP [2009] III. G. 3)

3. Weekly supervision is to be scheduled with your On-Site Supervisor (school-based supervisor). On-Site Supervisors must provide one (1) hour of supervision each week. On-Site Supervisors may choose to meet with the student-intern more often. (CACREP [2009] III. G.2)


5. Other activities as assigned by your UCF internship supervisor.

6. Students will maintain current liability insurance throughout their SDS 6947: Internship in Professional School Counseling experience.

7. Holidays and vacation dates are to be determined by the internship site, not the UCF academic calendar

8. Students in the professional school counseling internship must complete 600 clock hours (minimum of 240 direct client contact hours). Direct services work includes individual, small group, and family counseling, as well as consultation services with teachers, administrators and parents/guardians/families. The remaining 360 hours can be accrued through indirect services, such as coordination, collaboration, referral, evaluation, testing, and program planning. To maintain an accurate record of student interns’ service hours, interns will complete a monthly Professional School Counselor Internship Log to be turned in to the university supervisor at group supervision meetings. (CACREP [2009] III. G.1)

9. Students are required to log their internship hours. On-site supervisor and university internship instructors will sign off on the log at the end of each semester. All logs need to be turned in to your UCF internship supervisor at the end of internship prior to graduation.

Responsibility of the On-Site Supervisor

1. Regular individual supervision is essential to the success of the internship. Student-interns must receive one hour of supervision each week at their internship site. Supervision of such activities as utilizing taped interactions, written case reports, direct observations, and verbal consultations will be determined by the on-site supervisor in accordance with site policy.

2. On-site supervisors for professional school counseling student-interns must be certified in the state of Florida as a school counselor for a minimum of two years. In addition, on-site supervisors must have completed the state clinical supervisor training.
3. On-site supervisors need to participate in the **Site Supervisor Orientation** held the **third week** of the semester during the internship class at UCF. Student-interns will provide supervisors with information on date, time and directions.

4. On-site Supervisors are to arrange for student-interns to take part in staff meetings, staffing, and in-service training.

5. On-site Supervisors are requested to complete a **mid-term** and a **final evaluation** of the student-intern's performance (within this handbook; CACREP [2009] III. G.6)

6. Students in the professional school counseling internship must complete **600 clock hours** (240 of the 600 hours must be counselee direct contact; CACREP [2009] III. G.1)

7. Student-interns are to be provided the opportunity for assessments, individual counseling, group counseling, classroom guidance, and/or family counseling in order to demonstrate counseling skills and receive feedback regarding their performances.

8. On-site supervisors may suggest appropriate reading(s) relative to that particular site for the student-intern. The readings may be a book, articles, manuals or related readings that the On-site Supervisor believes to be most beneficial to aid the intern in better understanding the site and/or clients served.

9. The student-intern is expected to consistently follow the policies, professional activities, procedures and legal responsibilities of the agency, school &/or institution.

10. On-Site supervisors are requested to provide input into the Counselor Education—School Counseling training program at UCF. Input may include: feedback regarding curriculum, competence as seen demonstrated by intern, skills or issues to be added to the program, etc. It is hoped that a collaborative training effort between the mental health, school or institution and UCF will be evident through the internship, supervision and feedback meetings.

11. The UCF internship supervisor will meet with the site supervisor at least one time during the semester to discuss the student-intern’s progress at the internship site.

12. The on-site supervisor agrees to consult with the UCF internship supervisor concerning the student-intern’s performance.

13. The on-site supervisor agrees to contact the UCF internship supervisor at any time during the field placement when the student-intern's knowledge, attitudes or skills are not acceptable for the missions of the placement site.

14. The UCF Counselor Education Program and internship supervisor will provide information regarding professional development opportunities.
Grading Scale:

Satisfactory “S” (Demonstrated appropriate professional competencies, dispositions, knowledge, skills, and attitudes)

Unsatisfactory “U” (Did not demonstrate appropriately professional competencies, dispositions, knowledge, skills, and attitudes)

Grading:
Student-interns’ grade (“S” or “U”) will be based on completion of the following requirements:

1. Completion of Clinical Hours
   a. Six hundred (600) clock hour internship occurring in a school counseling setting, under the supervision of a site supervisor including minimum of 240 direct service clock hours. (CACREP [2009] III. G.1)

2. Completion of Group Supervision Hours
   a. An average of one and one half (1 ½) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member. (CACREP [2009] III. G.3)

3. Completion of Individual Supervision Hours
   a. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor). (CACREP [2009] III. G.2)

4. Professional and Ethical Performance at School Site
   a. Each student-intern is strongly encouraged to join the American School Counselor Association (ASCA). Information is available at: www.schoolcounselor.org
   b. Each student-intern will purchase professional liability insurance for professional school counseling graduate students (available through ASCA). Information is available at: www.schoolcounselor.org

5. Class Attendance
   a. The SDS 6947: Internship in Professional School Counseling is one of the most important and critical aspects of school counseling training. In accordance with CACREP (2009) and the Counselor Education Program at UCF, it is expected that student-interns attend ALL group supervision sessions in their entirety. If for any reason you find that you are unable to attend a group supervision session, the following step will need to be made by you:
      i. It will be your responsibility to personally contact the university supervisor prior to the scheduled group supervision session and make arrangements with the university supervisor to make-up the missed supervision time.
      ii. At this time, the university supervisor will make the decision to require that the student-intern and the rest of the group attend a make-up group supervision session or require the student to complete any other assignment to substitute the missed supervision.
      iii. Any student-intern not attending all the group supervision sessions in their entirety without specified accommodation from the university supervisor will receive a “U” for SDS 6947. It is expected that there will be no reason for student-interns to miss the scheduled meetings. In short, time is limited and student-interns need to attend ALL group supervision sessions.
6. Case Study and Presentation
   a. Each student-intern will bring at least **one taped (recorded session) individual counseling sessions** to scheduled supervision group to do a case presentation (**individual counseling case presentation outline form is included in the syllabus**).
      i. Student-interns should ensure that legal guardian(s) have signed appropriate consent forms prior to videotaping.
      ii. The recorded sessions should consist of intentional counseling process.
      iii. The recorded individual counseling session should be with a student-client.
      iv. Taped must be audible.
      v. Recorded session can be just of the counselor if necessary to receive consent and for student-client comfort.
      vi. Recorded session must be able to be viewed during group supervision meeting.
   b. Student-interns will bring at least **one case presentation write-up of a small group counseling session** to scheduled supervision sessions to do a case presentation (**group counseling case presentation outline form is included in the syllabus**).
      i. Student-intern should ensure that legal guardian(s) have signed appropriate consent forms prior to beginning group
      ii. Group session should consist of small group counseling where the intern is leading or co-leading the group.
   c. Student-interns will bring **an outlines & handouts** for a **classroom psychoeducational group session (classroom group guidance activities)** to present to the group at scheduled supervision sessions. (**Please see SDS 6620 course syllabi for elaboration & clarification**).
      i. Student-interns should receive approval from on-site supervisor for the content of the classroom psychoeducational lesson/activity.
      ii. Student-interns’ classroom psychoeducational presentation to the group will be discussed and interns should bring copies of the group lesson plan for all group members.
      iii. Internship site supervisor must complete observation of student-intern providing classroom guidance lesson and complete necessary evaluation rubric.

7. Mid-Term Evaluation and Final Evaluation (**both of which need to be completed by the on-site supervisor – please see evaluation within this handbook for further elaboration**)

8. Student-interns will develop a **Continuous Improvement / Wellness Plan** (**please see Continuous Improvement / Wellness Plan rubric – please see within this handbook**).

9. On-site Contract
   a. Student-interns **MUST** complete all appropriate forms from the SDS 6947: Internship in Professional School Counseling Handbook in a timely manner.

10. Reflections of Internship Experience
    a. Student-interns will maintain a **typed reflection journal** describing their internship experience. The typed written reflection journal should describe personal experiences and reflections on one’s personal development as a professional school counselor. Student-interns will submit their reflection journal at scheduled group supervision sessions.

11. Each student-intern will develop and present an **Outline of Planned Internship Experience** outlining the specific objectives and duties of the internship student. The internship student, site supervisor, and university supervisor should sign this form.
12. Each student-intern will develop and present an **Accountability Project** based upon the examples in the required text *(poster presentation of accountability project)*
   a. Site Supervisors will complete Using Data & Assessment during the School Counseling Internship Experience – Evaluation Rubric

13. Final Detailed Log *(please see Professional School Counseling Internship – attached)*

14. Summary Record of Internship Hours & Supervisory Data *(attached)*

15. Evaluation of School Counseling Internship Site *(attached)*

**Professionalism:**
Due to the experiential and practical nature of this experience, professionalism is critical. Within the group supervision experience, student-interns will need the ability to accept constructive feedback and get along with his or her peers. It is the group supervisor’s responsibility to ensure that student-interns act respectfully and as professionals in group. Confidentiality will be stressed to promote a safe and cohesive group experience. Please see the group supervisor if you have any concerns.

**Accommodating Students with Special Learning Needs:**
The Individuals with Disabilities Education Act of 2004 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Central Florida provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations. Please arrange a meeting with me at your earliest convenience.

**Student Conduct & Academic Integrity:**
By enrolling in this UCF course, you have accepted the responsibility to abide to policies and procedures set forth in the University of Central Florida **Golden Rules** (2013-2014). If you have questions concerning student conduct and academic integrity, please use the following online address:
www.goldenrule.sdes.ucf.edu/

**Other Considerations:**
- As part of this profession, you are **STRONGLY** encouraged to join both the American School Counselor Association (ASCA) and the Florida School Counselor Association (FSCA).
  Furthermore, it is suggested that you additionally join the American Counseling Association (ACA) and the Florida Counseling Association (FCA).
HELPFUL WEBSITES:
American Counseling Association (ACA)  www.counseling.org
American School Counselor Association (ASCA)  www.schoolcounselor.org
Florida Counseling Association (FCA)  www.flacounseling.org
Florida School Counselor Association (FSCA)  www.flaschoolcounselor.com
National Board of Certified Counselors (NBCC)  www.nbcc.org
Council for Accreditation of Counseling and Related Education Programs (CACREP)  www.cacrep.org
Chi Sigma Iota (Counseling Academic and Professional Honor Society International)  www.csi-net.org
Florida Department of Education  www.fldoe.org
Office of Clinical Experiences (College of Education at UCF)  http://education.ucf.edu/clinicalexp

Please do not allow cell-phones and beepers to interrupt class time. The instructor/supervisor respectfully asked that you deactivate these prior to class. THANKS!!
# General Course Syllabus (not specific to an instructor)

## Tentative Semester Schedule

**Group 1**
**Introduction & Expectations**
- Syllabus & Clinical Experience Handbook
- Orientation to Group Supervision

**Group 2**
Outline of Planned Internship Experience *(should be completed)*
- Theoretical Orientation & Case Presentation Example
- ASCA (2010) *Ethical Standards for School Counselors*

**Group 3**
**On-site Supervisors Orientation & Social**
- *Journal Reflection Due*

**Group 4**
- Case Presentations / Guidance Activity Presentations

**Group 5**
- Case Presentations / Guidance Activity Presentations

**Group 6**
- Case Presentations / Guidance Activity Presentations
  - *Journal Reflection Due*

**Group 7**
**Student-Interns’ Professional Portfolio Presentations**

**Group 8**
- Case Presentations/Guidance Activity Presentations

**Group 9**
- Case Presentations / Guidance Activity Presentations
  - *Journal Reflection Due*

**Group 10**
- Case Presentations / Guidance Activity Presentations

**Group 11**
- Case Presentations / Guidance Activity Presentations

**Group 12**
- Case Presentations / Guidance Activity Presentations
  - *Journal Reflection Due*

**Group 13**
- Case Presentations / Guidance Activity Presentations

**Group 14**
- Case Presentations / Guidance Activity Presentations
  - *Journal Reflection Due (Final Semester Reflection)*

**Group 15**
**Accountability Project Poster Presentations**
- Supervision Group Closure / Review all completed documentation & forms

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*All PSC Clinical Experience Handbook Forms Must Be Completed *(signed)* & Turned In

*Internship Reflection Journals are due at the beginning of group supervision meetings*
The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

I. At the heart of the model are three concentric circles creating a "target" for graduates from all of our professional education programs. The core objective ("bull's eye") is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

II. The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

III. Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

IV. Note that the triangle represents the three major dimensions of professional development: Knowledge (Subject Matter Pedagogy, Ethical Standards), Skills (Communication, Systematic Inquiry), and Dispositions (Professional Commitment, Professional Collaboration). The next three overlapping triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator).
PROFESSIONAL SCHOOL COUNSELING INTERNSHIP LOG
Fall 2013 / Spring 2014

Student-Intern’s Name: ____________________________ Date turned in: ____________
Site/School Name: ____________________________________________________________
Site Supervisor: ______________________________________________________________
Telephone: ____________________________ E-mail: ________________________________

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<td>Group Supervision (IS)</td>
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INDIVIDUAL COUNSELING CASE PRESENTATION OUTLINE

Counselor: ___________________________________________________________

Date of Case Presentation: ________________________ Previously Presented: Yes ( ) No ( )

Student Id: ____________________________
(Do not use student’s name or any other character that can be linked to your student-client)

Identifying Information: (e.g., age, ethnicity, grade, relevant family factors, pertinent academic aptitudes, referral source and reason for referral)

Counseling Status: (# of sessions, frequency if sessions, voluntary/ “resistant”, etc)

Presenting Problems: (use appears & seems when describing the multiple perspectives)

Student’s View:

School Personnel’s View:

Family’s View:

Counselor’s View:

Focus of Session/Intervention: (Goal of session and counseling, approach/techniques used to achieve goal)
Theoretical Framework: (What theoretical framework guided your counseling with the student-client?)

Reason for Selection of Taped Segment to be presented:

Supervision Needs:

What specific questions do you have for your supervision?

What feedback would you like from the group?

What do you feel were your strengths & areas of improvement from the session?

How do you feel about your work with this student-client?

Any Additional Questions or Concerns:
GROUP COUNSELING CASE PRESENTATION OUTLINE

Counselor: ____________________________________________________________

Date of Case Presentation: _____________________________________________

Type of Counseling Group: _____________________________________________

Identifying Information: (e.g., age, ethnicity, grade, relevant social factors, pertinent academic aptitudes, referral source and reason for referral to group)

Counseling Status: (# of sessions, frequency if sessions, voluntary/ “resistant”, etc)

Presenting Problems:

    Students’ View:

    School Personnel’s View:

    Counselor’s View:

Focus of Session/Intervention: (Goal of session and counseling, approach/techniques used to achieve goal)
Theoretical Framework: (What theoretical framework guided your group counseling with these student-clients?)

Reason for Selection of Taped Segment to be presented:

Supervision Needs:

What specific questions do you have for your supervision?

What feedback would you like from the group?

What do you feel were your strengths & areas of improvement from the session?

How do you feel about your work with these student-clients?

Any Additional Questions or Concerns:
Counselor Education—School Counseling (M.A., M.Ed.) Summative Assessment #1
SDS 6947 – Internship in Professional School Counseling
Classroom Guidance Evaluation & Observation Form

The Classroom Guidance Evaluation & Observation Form should be complete 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 Student-intern-interns 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)

Accreditation Standards Assessed through this Assignment:

CACREP (2009) Standards
   1. School Counseling D.2.: Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
   2. School Counseling K.3.: 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 13th 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.
<table>
<thead>
<tr>
<th>Task Description</th>
<th>Accreditation Standard(s) Assessed</th>
<th>Unacceptable (0 points)</th>
<th>Proficient (1 point)</th>
<th>Advanced Proficient (2 points)</th>
<th>Score</th>
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<tbody>
<tr>
<td>Guidance lesson’s goal &amp; objectives are clearly stated, appropriate, &amp; measureable</td>
<td>FEAP (2010): 2.a.1.a. FSAC (2010): Competence 2: Skills 3 &amp; 5 CACREP (2009) School Counseling: K.3.</td>
<td>Guidance lesson’s goals &amp; objectives are not provided</td>
<td>Guidance lesson’s goals &amp; objectives are provided &amp; are clear, but necessitate strengthening</td>
<td>Guidance lesson’s goals &amp; objectives are provided and are clear &amp; strong</td>
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Unacceptable (0 points) = Student does not meet expectations & does not demonstrates Accomplished Practice competencies
Proficient (2 points) = Student meets expectations & demonstrates Accomplished Practice competencies
Exemplary / Advanced Proficient (3 points) = Student exceeds expectations & demonstrates Accomplished Practice competencies
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</table>
| 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) School Counseling: D.2., K.3. | Student-intern does not 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 strongly 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  
| 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) School Counseling: D.2., K.3. | Student-intern does not organize & manage the guidance lesson & classroom environment well                    | Student-intern organizes & manages the guidance lesson & classroom environment well                         | Student-intern strongly 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) School Counseling: D.2., K.3. | Student-intern does not manage classroom behavior well through well planned & organized lesson                | Student-intern manages classroom behavior well through well planned & organized lesson                      | Student-intern strongly 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) School Counseling: D.2., K.3. | Student-intern does not convey high expectation to all students                                                | Student-intern conveys high expectation to all students                                                     | Student-intern strongly 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) School Counseling: D.2., K.3. | Student-intern does not respect all students’ cultural linguistic & family backgrounds                       | Student-intern respects all students’ cultural linguistic & family backgrounds                             | Student-intern strongly 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) School Counseling: D.2., K.3. | Student-intern does not model strong written & oral communication skills                                     | Student-intern models strong written & oral communication skills                                           | Student-intern strongly models strong written & oral communication skills                                    |       |
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<tr>
<td><strong>Student-intern maintains a classroom climate of openness, inquiry, fairness, &amp; support</strong></td>
<td><strong>FEAP (2010): 2.a.2.f.</strong>&lt;br&gt;<strong>FSAC (2010): Competence 2: Skills 3 &amp; 5</strong>&lt;br&gt;<strong>CACREP (2009) School Counseling: D.2., K.3</strong></td>
<td><strong>Student-intern does not maintain a classroom climate of openness, inquiry, fairness, &amp; support</strong></td>
<td><strong>Student-intern maintains a classroom climate of openness, inquiry, fairness, &amp; support</strong></td>
<td><strong>Student-intern strongly maintains a classroom climate of openness, inquiry, fairness, &amp; support</strong></td>
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<td><strong>Student-intern integrates contemporary learning &amp; technology into the guidance lesson</strong></td>
<td><strong>FEAP (2010): 2.a.2.g.</strong>&lt;br&gt;<strong>FSAC (2010): Competence 2: Skills 3 &amp; 5</strong>&lt;br&gt;<strong>CACREP (2009) School Counseling: D.2., K.3</strong></td>
<td><strong>Student-intern does not integrate contemporary learning &amp; technology into the guidance lesson</strong></td>
<td><strong>Student-intern integrates contemporary learning &amp; technology into the guidance lesson</strong></td>
<td><strong>Student-intern i strongly integrates contemporary learning &amp; technology into the guidance lesson</strong></td>
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<td><strong>Student-intern adapts the learning environment to support the diverse learning needs of all students</strong></td>
<td><strong>FEAP (2010): 2.a.2.h.</strong>&lt;br&gt;<strong>FSAC (2010): Competence 2: Skills 3 &amp; 5</strong>&lt;br&gt;<strong>CACREP (2009) School Counseling: D.2., K.3</strong></td>
<td><strong>Student-intern does not adapt the learning environment to support the diverse learning needs of all students</strong></td>
<td><strong>Student-intern adapts the learning environment to support the diverse learning needs of all students</strong></td>
<td><strong>Student-intern strongly adapts the learning environment to support the diverse learning needs of all students</strong></td>
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<tr>
<td><strong>Student-intern utilizes current &amp; emerging assistive technologies, enabling students to communicate in high-quality interactions &amp; achieve their educational goals.</strong></td>
<td><strong>FEAP (2010): 2.a.2.i.</strong>&lt;br&gt;<strong>FSAC (2010): Competence 2: Skills 3 &amp; 5</strong>&lt;br&gt;<strong>CACREP (2009) School Counseling: D.2., K.3</strong></td>
<td><strong>Student-intern does not utilize current &amp; emerging assistive technologies, enabling students to communicate in high-quality interactions &amp; achieve their educational goals</strong></td>
<td><strong>Student-intern utilizes current &amp; emerging assistive technologies, enabling students to communicate in high-quality interactions &amp; achieve their educational goals</strong></td>
<td><strong>Student-intern strongly utilizes current &amp; emerging assistive technologies, enabling students to communicate in high-quality interactions &amp; achieve their educational goals</strong></td>
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<tr>
<td><strong>Student-intern delivers engaging &amp; challenging lessons</strong></td>
<td><strong>FEAP (2010): 2.a.3.a.</strong>&lt;br&gt;<strong>FSAC (2010): Competence 2: Skills 3 &amp; 5</strong></td>
<td><strong>Student-intern does not deliver engaging &amp; challenging lessons</strong></td>
<td><strong>Student-intern delivers engaging &amp; challenging lessons</strong></td>
<td><strong>Student-intern strongly delivers engaging &amp; challenging lessons</strong></td>
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<tr>
<td><strong>Student-intern enriches students’ understanding through content area literacy strategies, verbalization of thought, &amp; application of the guidance lesson</strong></td>
<td><strong>FEAP (2010): 2.a.3.b.</strong>&lt;br&gt;<strong>FSAC (2010): Competence 2: Skills 3 &amp; 5</strong>&lt;br&gt;<strong>CACREP (2009) School Counseling: D.2., K.3</strong></td>
<td><strong>Student-intern does not enrich students’ understanding through content area literacy strategies, verbalization of thought, &amp; application of the guidance lesson</strong></td>
<td><strong>Student-intern enriches students’ understanding through content area literacy strategies, verbalization of thought, &amp; application of the guidance lesson</strong></td>
<td><strong>Student-intern strongly enriches students’ understanding through content area literacy strategies, verbalization of thought, &amp; application of the guidance lesson</strong></td>
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<td>Student-intern identifies gaps in students’ knowledge related to guidance lesson</td>
<td>FEAP (2010): 2.a.3.c. FSAC (2010): Competence 2: Skills 3 &amp; 5 CACREP (2009) School Counseling: D.2., K.3</td>
<td>Student-intern does not identify gaps in students’ knowledge related to guidance lesson</td>
<td>Student-intern identifies gaps in students’ knowledge related to guidance lesson</td>
<td>Student-intern strongly identifies gaps in students’ knowledge related to guidance lesson</td>
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<td>Student-intern modifies guidance lesson per students’ preconceptions &amp;/or misconceptions</td>
<td>FEAP (2010): 2.a.3.d. FSAC (2010): Competence 2: Skills 3 &amp; 5 CACREP (2009) School Counseling: D.2., K.3</td>
<td>Student-intern does not modify guidance lesson per students’ preconceptions &amp;/or misconceptions</td>
<td>Student-intern modifies guidance lesson per students’ preconceptions &amp;/or misconceptions</td>
<td>Student-intern strongly modifies guidance lesson per students’ preconceptions &amp;/or misconceptions</td>
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<tr>
<td>Student-intern applies varied instructional strategies &amp; resources (e.g., technology) to support students learning of guidance lesson</td>
<td>FEAP (2010): 2.a.3.g. FSAC (2010): Competence 2: Skills 3 &amp; 5 CACREP (2009) School Counseling: D.2., K.3</td>
<td>Student-intern does not apply varied instructional strategies &amp; resources (e.g., technology) to support students learning of guidance lesson</td>
<td>Student-intern applies varied instructional strategies &amp; resources (e.g., technology) to support students learning of guidance lesson</td>
<td>Student-intern strongly applies varied instructional strategies &amp; resources (e.g., technology) to support students learning of guidance lesson</td>
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<td>Student-intern supports, encourages, &amp; provides immediate &amp; specific feedback to students to promote their learning</td>
<td>FEAP (2010): 2.a.3.i. FSAC (2010): Competence 2: Skills 3 &amp; 5 CACREP (2009) School Counseling: D.2., K.3</td>
<td>Student-intern does not support, encourage, &amp; provide immediate &amp; specific feedback to students to promote their learning</td>
<td>Student-intern supports, encourages, &amp; provides immediate &amp; specific feedback to students to promote their learning</td>
<td>Student-intern strongly supports, encourages, &amp; provides immediate &amp; specific feedback to students to promote their learning</td>
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## Task Description

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<tr>
<td><strong>Student-intern utilize student feedback to monitor instructional needs and to adjust instruction</strong></td>
<td><strong>FEAP</strong> (2010): 2.a.3.j.</td>
<td><strong>Student-intern utilize student feedback to monitor instructional needs and to adjust instruction</strong></td>
<td><strong>Student-intern strongly utilizes student feedback to monitor instructional needs and to adjust instruction</strong></td>
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<td><strong>FSAC</strong> (2010): Competence 2: Skills 3 &amp; 5</td>
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| **Student-interns overall facilitating of the classroom guidance lesson** | **FEAP** (2010): 2.a.1. | **Student does not demonstrate effective facilitation of the classroom guidance lesson** | **Student strongly demonstrates effective facilitation of the classroom guidance lesson** |       |
| **FSAC** (2010): Competence 2: Skills 3 & 5 | | | | |

| **Total Points per Evaluation Criterion (out of 56 points)** | N/A | | | |

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

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________

**School-Based Supervisor’s Signature**

__________________________________________________________

**Date**

__________________________________________________________

**Student-Intern’s Signature**

__________________________________________________________

**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, 2009):
1. Standard II.G.1.d: self-care strategies appropriate to the counselor role;
2. Standard II.G.1.j: 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.):
- Designs purposeful professional goals to strengthen the effectiveness of instruction based on student-interns’ needs;
- Examines and uses data-informed research to improve instruction and student-intern achievement;
- 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;
- Collaborates with the home, school and larger communities to foster communication and to support student-interim learning and continuous improvement;
- Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- 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.
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<tbody>
<tr>
<td>Counseling student-intern designs purposeful professional goals to strengthen the effectiveness of counseling services based on student-interns’ needs</td>
<td>FEAP (2010): 2.b.1.a. CACREP (2009) Standard II.G.1.d:</td>
<td>Student-intern does not designs purposeful professional goals to strengthen the effectiveness of counseling services based on student-interns’ needs</td>
<td>Student-intern designs purposeful professional goals to strengthen the effectiveness of counseling services based on student-interns’ needs</td>
<td>Student-intern strongly designs purposeful professional goals to strengthen the effectiveness of counseling services based on student-interns’ needs</td>
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<tr>
<td>Counseling student-intern employs a variety of data, independently, &amp; in collaboration with colleagues, to evaluate learning outcomes, adjust planning &amp; continuously improve the effectiveness of the counseling services</td>
<td>FEAP (2010): 2.b.1.c. CACREP (2009) Standard II.G.1.d:</td>
<td>Student-intern does not employs a variety of data, independently, &amp; in collaboration with colleagues, to evaluate learning outcomes, adjust planning &amp; continuously improve the effectiveness of the counseling services</td>
<td>Student-intern employs a variety of data, independently, &amp; in collaboration with colleagues, to evaluate learning outcomes, adjust planning &amp; continuously improve the effectiveness of the counseling services</td>
<td>Student-intern strongly employs a variety of data, independently, &amp; in collaboration with colleagues, to evaluate learning outcomes, adjust planning &amp; continuously improve the effectiveness of the counseling services</td>
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<tr>
<td>Counseling student-intern collaborates with the home, school and larger communities to foster communication and to support student-intern learning and continuous improvement</td>
<td>FEAP (2010): 2.b.1.d. CACREP (2009) Standard II.G.1.d:</td>
<td>Student-intern does not collaborates with the home, school and larger communities to foster communication and to support student-intern learning and continuous improvement</td>
<td>Student-intern collaborates with the home, school and larger communities to foster communication and to support student-intern learning and continuous improvement</td>
<td>Student-intern strongly collaborates with the home, school and larger communities to foster communication and to support student-intern learning and continuous improvement</td>
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<td>Counseling student-intern engages in targeted professional growth opportunities and reflective practices</td>
<td>FEAP (2010): 2.b.1.e. CACREP (2009) Standard II.G.1.d:</td>
<td>Student-intern does not engage in targeted professional growth opportunities and reflective practices</td>
<td>Student-intern engages in targeted professional growth opportunities and reflective practices</td>
<td>Student-intern strongly engages in targeted professional growth opportunities and reflective practices</td>
<td></td>
</tr>
<tr>
<td>Counseling student-intern implements knowledge and skills learned in professional development in the teaching and learning process</td>
<td>FEAP (2010): 2.b.1.f. CACREP (2009) Standard II.G.1.d:</td>
<td>Student-intern does not implement knowledge and skills learned in professional development in the teaching and learning process</td>
<td>Student-intern implements knowledge and skills learned in professional development in the teaching and learning process</td>
<td>Student-intern strongly implements knowledge and skills learned in professional development in the teaching and learning process</td>
<td></td>
</tr>
<tr>
<td>Counseling student-intern develops current, near future, and future goals to support her or his physiological wellness</td>
<td>CACREP (2009) Standard II.G.1.d; &amp; Standard II.G.1.j:</td>
<td>Student-intern does not develop current, near future, and future goals to support her or his physiological wellness</td>
<td>Student-intern develops current, near future, and future goals to support her or his physiological wellness</td>
<td>Student-intern strongly develops current, near future, and future goals to support her or his physiological wellness</td>
<td></td>
</tr>
<tr>
<td>Counseling student-intern develops current, near future, and future goals to support her or his psychological wellness</td>
<td>CACREP (2009) Standard II.G.1.d; &amp; Standard II.G.1.j:</td>
<td>Student-intern does not develop current, near future, and future goals to support her or his psychological wellness</td>
<td>Student-intern develops current, near future, and future goals to support her or his psychological wellness</td>
<td>Student-intern strongly develops current, near future, and future goals to support her or his psychological wellness</td>
<td></td>
</tr>
<tr>
<td>Counseling student-intern develops current, near future, and future goals to support her or his social &amp;/or interpersonal wellness</td>
<td>CACREP (2009) Standard II.G.1.d; &amp; Standard II.G.1.j:</td>
<td>Student-intern does not develop current, near future, and future goals to support her or his social &amp;/or interpersonal wellness</td>
<td>Student-intern develops current, near future, and future goals to support her or his social &amp;/or interpersonal wellness</td>
<td>Student-intern strongly develops current, near future, and future goals to support her or his social &amp;/or interpersonal wellness</td>
<td></td>
</tr>
<tr>
<td>Counseling student-intern develops current, near future, and future goals to support her or his vocational &amp;/or professional wellness</td>
<td>CACREP (2009) Standard II.G.1.d; &amp; Standard II.G.1.j:</td>
<td>Student-intern does not develop current, near future, and future goals to support her or his vocational &amp;/or professional wellness</td>
<td>Student-intern develops current, near future, and future goals to support her or his vocational &amp;/or professional wellness</td>
<td>Student-intern strongly develops current, near future, and future goals to support her or his vocational &amp;/or professional wellness</td>
<td></td>
</tr>
<tr>
<td>Task Description</td>
<td>Accreditation Standard(s) Assessed</td>
<td>Unacceptable (0 points)</td>
<td>Proficient (1 point)</td>
<td>Advanced Proficient (2 points)</td>
<td>Score</td>
</tr>
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</tr>
<tr>
<td>Counseling student-intern develops current, near future, and future goals to support her or his spiritual wellness</td>
<td>CACREP (2009) Standard II.G.1.d; &amp; Standard II.G.1.j:</td>
<td>Student-intern does not develop current, near future, and future goals to support her or his spiritual wellness</td>
<td>Student-intern develops current, near future, and future goals to support her or his spiritual wellness</td>
<td>Student-intern strongly develops current, near future, and future goals to support her or his spiritual wellness</td>
<td>Points Earned 22</td>
</tr>
</tbody>
</table>

Narrative Feedback & Comments to School Counseling Student-intern:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

University Internship Supervisor’s Signature __________________________ Date ____________
Counselor Education—School Counseling (M.A., M.Ed.) Summative Assessment #3
SDS 6947 – Internship in Professional School Counseling

Using Data & Assessment during the School Counseling Internship Experience – Evaluation Rubric

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 (2009) Standard:
• Identifies various forms of needs assessments for academic, career, and personal/social development (School Counseling: G.3.)
• Knows models of program evaluation for school counseling programs (School Counseling: I.2.)
• Knows basic strategies for evaluating outcomes in school counseling (e.g., behavioral observation, program evaluation) (School Counseling: I.3.)
• Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card) (School Counseling: I.4.)
• Understands the outcome research data and best practices identified in the school counseling research literature (School Counseling: I.5.)
• Analyzes and uses data to enhance school counseling programs (School Counseling: J.3.)
**Unacceptable (0 points)** = Student-intern does not meet expectations & does not demonstrates Accomplished Practice competencies

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

**Advanced Proficient (3 points)** = Student-intern exceeds expectations & demonstrates Accomplished Practice competencies

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Accreditation Standard(s) Assessed</th>
<th>Unacceptable (0 points)</th>
<th>Proficient (1 point)</th>
<th>Advanced Proficient (2 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-intern demonstrates methods to analyze &amp; apply data from multiple assessments &amp; measures to identify students’ learning needs, informs counseling based on those needs, &amp; drives the school counseling service process</td>
<td>FEAP (2010): 2.a.4.a. CACREP (2009) School Counseling: G.3.; I.2.; I.3.; I.4.; I.5.; &amp; J.3.</td>
<td>Student-intern does not demonstrate methods to analyze &amp; apply data from multiple assessments &amp; measures to identify students’ learning needs, informs counseling based on those needs, &amp; drives the school counseling service process</td>
<td>Student-intern demonstrates methods to analyze &amp; apply data from multiple assessments &amp; measures to identify students’ learning needs, informs counseling based on those needs, &amp; drives the school counseling service process</td>
<td>Student-intern strongly demonstrates methods to analyze &amp; apply data from multiple assessments &amp; measures to identify students’ learning needs, informs counseling based on those needs, &amp; drives the school counseling service process</td>
<td></td>
</tr>
<tr>
<td>Student-intern demonstrates methods to design &amp; align formative &amp; summative assessments that match school counseling objectives &amp; support student success</td>
<td>FEAP (2010): 2.a.4.b CACREP (2009) School Counseling: G.3.; I.2.; I.3.; I.4.; I.5.; &amp; J.3.</td>
<td>Student-intern does not demonstrate methods to design &amp; align formative &amp; summative assessments that match school counseling objectives &amp; support student success</td>
<td>Student-intern demonstrates methods to design &amp; align formative &amp; summative assessments that match school counseling objectives &amp; support student success</td>
<td>Student-intern strongly demonstrates methods to design &amp; align formative &amp; summative assessments that match school counseling objectives &amp; support student success</td>
<td></td>
</tr>
<tr>
<td>Student-intern demonstrates methods to uses a variety of assessment tools to monitor student progress, achievement &amp; learning gains</td>
<td>FEAP 2.a.4.c CACREP (2009) School Counseling: G.3.; I.2.; I.3.; I.4.; I.5.; &amp; J.3. (2010): 2.a.4.c</td>
<td>Student-intern does not demonstrate methods to uses a variety of assessment tools to monitor student progress, achievement &amp; learning gains</td>
<td>Student-intern demonstrates methods to uses a variety of assessment tools to monitor student progress, achievement &amp; learning gains</td>
<td>Student-intern strongly demonstrates methods to uses a variety of assessment tools to monitor student progress, achievement &amp; learning gains</td>
<td></td>
</tr>
<tr>
<td>Task Description</td>
<td>Accreditation Standard(s) Assessed</td>
<td>Unacceptable (0 points)</td>
<td>Proficient (1 point)</td>
<td>Advanced Proficient (2 points)</td>
<td>Score</td>
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</tr>
<tr>
<td><strong>Student-intern demonstrates methods to modify assessments &amp; testing conditions to accommodate learning styles &amp; varying levels of knowledge</strong></td>
<td>FEAP (2010): 2.a.4.d CACREP (2009) School Counseling: G.3.; I.2.; I.3.; I.4.; I.5.; &amp; J.3.</td>
<td>Student-intern does not demonstrate methods to modify assessments &amp; testing conditions to accommodate learning styles &amp; varying levels of knowledge</td>
<td>Student-intern demonstrates methods to modify assessments &amp; testing conditions to accommodate learning styles &amp; varying levels of knowledge</td>
<td>Student-intern strongly demonstrates methods to modify assessments &amp; testing conditions to accommodate learning styles &amp; varying levels of knowledge</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Student-intern demonstrates methods to share the importance &amp; outcomes of student assessment data with the student &amp; the student’s parent/caregiver(s)</strong></td>
<td>FEAP (2010): 2.a.4.e CACREP (2009) School Counseling: G.3.; I.2.; I.3.; I.4.; I.5.; &amp; J.3.</td>
<td>Student-intern does not demonstrate methods to share the importance &amp; outcomes of student assessment data with the student &amp; the student’s parent/caregiver(s)</td>
<td>Student-intern demonstrates methods to share the importance &amp; outcomes of student assessment data with the student &amp; the student’s parent/caregiver(s)</td>
<td>Student-intern strongly demonstrates methods to share the importance &amp; outcomes of student assessment data with the student &amp; the student’s parent/caregiver(s)</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Student-intern demonstrates ability to apply technology to organize and integrate assessment information</strong></td>
<td>FEAP (2010): 2.a.4.f CACREP (2009) School Counseling: G.3.; I.2.; I.3.; I.4.; I.5.; &amp; J.3.</td>
<td>Student-intern does not demonstrate applies technology to organize and integrate assessment information</td>
<td>Student-intern demonstrates applies technology to organize and integrate assessment information</td>
<td>Student-intern strongly demonstrates applies technology to organize and integrate assessment information</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total Points per Evaluation Criterion (out of 12 points)</strong></td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td>Points Earned 12</td>
</tr>
</tbody>
</table>

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Internship Site Supervisor’s Signature** ____________________________________ **Date** ____________________________
# Student-Intern Documentation Completion Checklist

**Student-intern:**

**Internship Site:**

**Site Supervisor (School-based Supervisor):**

**UCF Internship Supervisor:**

**Semester:** Fall or Spring  
**Year:** Fall 2013 / Spring 2014

<table>
<thead>
<tr>
<th>Form /Activity</th>
<th>Completed</th>
<th>Not Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ASCA/ACA Membership &amp; Professional Liability Insurance Documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Successful Completion of FTCE <em>(General Knowledge)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Successful Completion of FTCE <em>(Professional Knowledge)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Successful Completion of FTCE <em>(Guidance &amp; Counseling)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student-Intern Continuous Improvement Plan / Wellness Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Professional School Counseling Internship Site Approval Data Sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Professional School Counseling Internship Agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Outline of Planned Internship Experience – Professional School Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Internship Site Supervisor Evaluation Form <em>(Mid-Semester)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Professional School Counseling Internship Log <em>(Excel / mid-semester)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Individual Counseling Case Presentation <em>(1)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Group Counseling Case Presentation <em>(1)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Classroom Guidance Observation Form <em>(completed &amp; signed – 1)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Parent Education/Workshop &amp;/or Teacher In-service <em>(handout – 1)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Using Data &amp; Assessment during the School Counseling Internship Experience – Evaluation Rubric <em>(completed by site supervisor)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. UCF Internship Supervisor’s School-based Site Visit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Accountability Project Presentation <em>(documentation)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Evaluation of School Counseling Internship Site <em>(intern completed)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Professional School Counseling Internship Log <em>(final)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Summary Record of Internship Hours &amp; Supervisory Data <em>(final)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Internship Site Supervisor Evaluation Form <em>(Final Evaluation)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Successful Completion of CPCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Student-intern’s CD Portfolio Rubric <em>(reviewed by academic advisor)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

/  
**Student-intern (name / signature)  
Date**

/  
**University Supervisor (name / signature)  
Date**
SAMPLE FORMS

Professional School Counselor Scavenger Hunt

Student-Client Release Form

Parental/Guardian Release Form
SDS 6947: Internship in Professional School Counseling
SCAVENGER HUNT

Name: ____________________________________________________________

School: ________________________________________________________________________________

School District: __________________________________________________________________________

Answer each question as it pertains to your school.

1. Who directs and coordinates counselors (at the county/district level) in your school system? Do counselors meet on a regular basis? Do counselors receive regular supervision, and if so, from whom?

2. Who coordinates the Student Assistance Program (or its equivalent) in your school?

3. Who is the 504 coordinator at your school?

4. Who is the school psychologist for your school? How many hours of service are provided for your school?

5. In making referrals to outside agencies, who would be your contact at each of these agencies? What are the services at each location you are most likely to use? List a phone number for each.

   Mental Health:

   Social Services:

   Juvenile Courts:

6. Who is the exceptional education coordinator (staffing specialist or compliance coordinator) at your school? Summarize the counselor's role in making an exceptional education referral.
7. Interview your principal (or administrator overseeing the counselor) and summarize the policies and procedures for making a child abuse report.

8. Interview the media specialist and determine what resources are available for your students’ use regarding counseling related books and/or materials. Summarize your findings.

9. Locate and familiarize yourself with the Florida Department of Education curriculum guides in your school, particularly those regarding the counseling program goals and objectives. Where are they found?

10. Who provides health services to students in your school? How are services coordinated with local physicians? If a student is on medication, how are the medications dispensed and documented?

11. Are there any Mental Health Professionals (LMHC / LCSW) in your district? Who are they? Contact info?

12. Know where and how to access the following information:
   - ASCA Position Statements
   - ASCA Role Statements
   - ASCA (2010) Ethical Standards
   - FCA Webpage
   - FSCA Webpage
   - Professional Development Plan

   School Policies for:
   - Discipline
   - Attendance
   - Suspension/Expulsions
   - Retention
   - Parent Involvement
Student-Client Release Form
Counselor Education—School Counseling Program

I, __________________________________________, agree to be counseled by a professional school counseling internship student in the Counselor Education Program at the University of Central Florida.

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

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

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

Student-client’s signature: __________________________________________

Age: ___________________ Date of Birth: _____________________________

Date: ____________________________

School Counseling Student-intern’s Signature: __________________________

Date: ____________________________

School Counseling On-site Supervisor’s signature: _______________________

Date: ____________________________
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 degree candidates in the Counselor Education—School Counseling at the University of Central Florida. Students are required to videotape counseling sessions as part of their advanced graduate coursework and degree requirements.

Professional School Counselor Internship student’s name ____________________________

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 __________________. All videotapes made will be erased at the completion of your child’s involvement in the program.

We hope that you will take the opportunity to have your child become involved in the Counselor Education—School Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

If you have any questions or concerns, please do not hesitate to contact the University of Central Florida professional school counselor supervisor, Dr. Glenn Lambie at the following telephone number and/or e-mail address: (407) 823-4779, Glenn.Lambie@ucf.edu.

Thank you for your cooperation.

Parent’s/Guardian’s signature ______________________________________________________

Date ____________________________________________________________________________
I, _________________________________, 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 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 Academic Advisor &/or University Internship Supervisor

_________________________________________
Student-intern’s Telephone Number

_________________________________________
Student-intern’s E-mail Address
TO: Supervising Teachers

FR: Bryan Zugelder, Ed.D.
   Director, Office of Clinical Experiences

RE: Certificates of Participation (COPs) Graduate Interns

Greetings,

In appreciation of your participation in the University of Central Florida, College of Education, K-12 internship program, we are able to offer you a Certificate of Participation (COP) voucher. You can use this COP for matriculation fees of up to 6 credit hours of graduate course work at any Florida state university. Please read carefully the COP guidelines in the Student Teaching Handbook for information and timelines on issuing COPs.

In order to expedite the processing of COPs, please return your completed form to your university coordinator or fax it to 407.823.3728. Please inform your coordinator that you have faxed the form. If we need to verify any of this information, it will be through the telephone contact that you provide.

**Issuance of COPs is contingent upon meeting the requirements of supervising teachers as described in the Student Teaching Handbook, and verified by the university coordinator. Please refer to the Expectations and Timeline Sequence for the appropriate internship.

Thank you for all that you do to support our University of Central Florida interns.

________________________________________________________

Required Information for Certificates of Participation (please print)

*Forms will not be processed until all fields below are completed.

Supervisor Information
Teacher/School Counselor Name: ____________________________ Teacher/School Counselor SS#: ____ - ____
Teacher/School Counselor Phone: ____________________________ Teacher/School Counselor E-mail: ________________

Intern Information
Student-Intern’s Name ________________________________
School Name: ___________________________ School County: ___________________________
Intern Major: __________________________ School Counseling / Counselor Education
Supervision dates: ______ to ______
PSC INTERNSHIP RESOURCES

ASCA Membership Application
(Available at: www.schoolcounselor.org)

ASCA (2010) Ethical Standards for School Counselors
(Available at: www.schoolcounselor.org)

FCA & FSCA Membership Application
(Available at: www.flacounseling.org &/or www.fla-schoolcounselor.com)

ACA Membership Application
(Available at: www.counseling.org)
CERTIFICATES OF PARTICIPATION (COP) GUIDELINES

Supervising teachers receive COPs according to the formulas listed on the previous page. However, it is important to note that COPs do have expiration dates and are **GOOD FOR THREE YEARS. COPs that expire cannot be reissued.**

Please note the following schedule for processing COPs:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Due Date Deadline</th>
<th>Received for Process Office of Clinical Exp.</th>
<th>Forwarded to Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (August to December)</td>
<td>September 30th</td>
<td>October 1&lt;sup&gt;st&lt;/sup&gt;**</td>
<td>March</td>
</tr>
<tr>
<td>Spring (January to April)</td>
<td>February 28th</td>
<td>March 1&lt;sup&gt;st&lt;/sup&gt;**</td>
<td>July</td>
</tr>
</tbody>
</table>

**This time allows for receiving and verifying teacher information before COPs are sent for university processing.**

***Issuance of COPs is contingent upon meeting the requirements of supervising teachers as described in the Student Teaching Handbook.***
Below are 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 Education.

1. LEVEL I

1.1 Intern Issue is reported to OCE

1.2 University coordinator initiates Student Concerns Form; develops improvement plan with supervising teacher and intern, and reviews with intern.

1.3 Director of Clinical Experiences notifies program coordinator, department chair, and faculty advisor.

2. LEVEL II

2.0 Code of Conduct

2.1 University coordinator notifies OCE if concern cannot be resolved.

2.2 University coordinator provides additional documentation beyond the Student Concerns Form.

2.3 Director of Clinical Experiences notifies program coordinator, faculty advisor, and department chair of continuing problem (cc correspondence).
2.0 LEVEL II (cont)

2.4 University coordinator, program faculty, and director of OCE meet to determine plan of action (Code of Conduct, Evaluation I or II, contract for completion of internship, counseling into another major)

2.5 University coordinator, program faculty, and director of OCE meet with student to review action plan and clarify student responsibility

2.6 Program determines who will supervise if internship is repeated

3.0 LEVEL III
Student Appeal

3.1 Student follows appeal process of the department (with assistance of faculty advisor)

3.2 Program/department forms a student issues committee if necessary to meet with student

3.3 Department notifies the Office of Student Affairs of the final decision (for audit notations, record hold)

3.4 Documentation of the entire process is maintained in OCE
OFFICE OF CLINICAL EXPERIENCES (OCE)
INTERNSHIP STUDENT ISSUES PROTOCOL NARRATIVE

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 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.
OFFICE OF CLINICAL EXPERIENCES
University of Central Florida

MAIN CAMPUS

ORLANDO CAMPUS
Office of Clinical Experiences
College of Education
Suite 110
University of Central Florida
4000 Central Florida Blvd.
PO Box 161250
Orlando, FL 32816-1250

Phone: (407) 823-2436
Fax: (407) 823-3728

Website:
http://education.ucf.edu/clinicalexper

Operating Hours:
Monday & Thursday:
8:00 am – 6:00 pm
Tuesday, Wednesday, Friday:
8:00 am – 5:00 pm

Primary E-mail Address:
edintern@mail.ucf.edu

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INTERNSHIP FREQUENTLY ASKED QUESTIONS

OFFICE OF CLINICAL EXPERIENCES  
University of Central Florida  
College of Education  
http://www.education.ucf.edu/clinicalexp

Q: How do I know that I am eligible for internship?  
A: Students must be accepted into the College of Education at the time of application, possess an overall 2.5 GPA as well as a 2.5 GPA in professional preparation and specialization. Eligibility for internship is also outlined on the Clinical Experiences web site in the Student Teaching Handbook: A Guide for Internship and Clinical Practice. Please refer to your specific program requirements in the university catalog.

Q: How will I receive information and updates about my internship?  
A: You are required to have an active e-mail address in order to receive updated internship information. Your Knights email is required and should be provided at time of application. The most important source of information is the Clinical Experiences website, which is regularly updated with essential information about internships.

Q: How can I access the Student Teaching Handbook and why do I need it?  
A: The Student Teaching Handbook can be accessed on-line at Clinical Experiences web site’s homepage by clicking on the “Student Handbook” tab on the left-hand side. The handbook contains the necessary information (e.g. forms, roles, responsibilities, assessment and evaluation) for you to successfully complete your internship and is required reading for the internship.

Q: How can I find out about orientations for Internships I and II?  
A: Please check under the appropriate tab (i.e. Internship I, Internship II, and Graduate) on the homepage for internship dates and information. For Internship I, this information is given at the end of the general meeting orientation held the semester in which you apply for student teaching. Students can also refer to the Internship’s Calendar for information regarding orientation. In addition, orientation information will be posted outside of the Office of Clinical Experiences, as well as, in the UCF Teaching Academy as soon as it is available.

APPLICATION PROCESS

Q: What is the deadline for the internship application?  
A: Directions for applying for Internship I and II can be viewed on the Application Instructions Page. The application is due September 15 for spring internship, or February 15 for fall internship. The application is due the semester before you plan to do your internship.
Q: How will I know that my application has been processed?
A: If there are any problems with your application, or if any further information is required, you will be notified via e-mail from the Office of Clinical Experiences.

Q: What happens if I miss the application deadline?
A: Students must refer to their academic program coordinator on the Clinical Experiences Website. Because we work with district deadlines, late applications are handled on an individual basis and must be approved by the program before they are accepted in the Office of Clinical Experiences. Faculty advisors cannot approve a late application.

Q: How do I register for the internship course?
A: Check the Clinical Experiences web site for class numbers. Use these class numbers to register on My UCF for the internship course and any courses that are internship co-requisites.

Q: What are the steps to withdraw an application?
A: Students are required to complete a "Drop Internship" form in the Office of Clinical Experiences (Orlando campus), or the College of Education office on regional campuses. It is the intern's responsibility to drop the internship course through the university add/drop process. If the internship is dropped, the student will have to reapply and meet all applicable deadlines.

Q: What are the steps to withdraw from an internship once it has begun?
A: Students should notify their university coordinator, supervising teacher, faculty advisor, and the Office of Clinical Experiences of their intent to withdraw from the internship. Withdrawal from the internship, the required internship course, or co-requisite courses must be initiated by the student and must be completed prior to all university deadlines. Notify your university coordinator, who should immediately contact the College of Education Program Coordinator. If the withdrawal deadline is not met, students must go through the offices of Undergraduate or Graduate Studies, located in Millican Hall.

PLACEMENT

Q: How do I find out where I have been placed?
A: Students will be notified at orientation where they are placed for internship.

Q: How long is the student teaching requirement?
A: Internship I  Student teaching is a full semester.

- Elementary Education majors work in schools two days per week all day (Mondays and Tuesdays);
- Secondary majors work in schools two days per week all day (normally Tuesdays and Thursdays)
- Exceptional Education majors attend Mondays and Tuesdays all day.
- For programs requiring two placements, the duration of each placement is seven weeks. Check with the Calendar on the Office of Clinical Experiences website.
Internship II is a full semester. Students are in school Monday through Friday for the entire school day. Once you have been assigned to a school, check school schedules and calendars.

Q: How can I find directions and information about my placement school?
A: This information can be found on school district websites.

Q: How soon after orientation do I report to my school?
A: Internships begin on the day of the week designated by the Office of Clinical Experiences. Check the website for updated calendar information.

Q: What is the policy for changing my placement?
A: Placements are final. Changes can only be initiated by the faculty academic program coordinator, the university coordinator, the Regional Campus Education Coordinator or the Director of Clinical Experiences.

Q: Can I be released early from my student teaching?
A: No. The student teacher must remain at his/her placement for the entire semester. Completion of the internship is a graduation requirement.

Q: Is it possible to take any classes during my internship?
A: Internship I students are usually enrolled in co-requisite courses during the internship. Internship II is considered a full-time experience. Normally, students cannot take classes during Internship II. Students are permitted to enroll in other classes only with the consent of their academic program coordinator.

Q: Can I be exempt from any part of my first student teaching experience (Internship I)?
A: If you have had two or more years of teaching experience, you may complete a petition form for Waiver I and submit to the Undergraduate Admission and Retention Committee (UARC) for evaluation. Please contact the Office of Clinical Experiences for deadlines for submitting waiver materials as well as committee meeting dates and times. The following majors provide instructions for waiving the internship: Early Childhood Education, Elementary Education, Exceptional Education and Math Education. Waiver requests must be supported by the faculty advisor and the academic program coordinator. Instructions for waiver of Internship I are located on the Clinical Experiences Website. Follow the link to Internship I, Instructions for Waiver of Internship. Contact the Office of Clinical Experiences at (407) 823-2518 for deadlines and further information.

Q: Can I be exempt from any part of my Internship II/Graduate student teaching experience?
A: No. This is a program requirement for all initial teacher certification undergraduate and graduate students.

Q: Where can I find portfolio or LiveText information?
A: Portfolio information can be found on the Internship Forms Page as well as through the Office of Clinical Experiences website. Refer to the “LiveText” section under each internship type on the Office of Clinical Experience’s website for information related to LiveText. Questions can also be directed to your faculty advisor or academic program coordinator.
EVALUATION

Q: What is the grading procedure for my internship?

A: Undergraduate Internship I students are assessed using the Internship I Performance Profile, which is specific to each program.

Undergraduate Internship II students who successfully complete their student teaching experience successfully receive an "S" (satisfactory); those who are not successful will receive a "U" (unsatisfactory).

Students who receive an "I" (incomplete) will be required to repeat the internship or portions as determined by the university coordinator and academic program faculty. If a student receives a “U” (unsatisfactory), academic program faculty will determine if a student will be allowed to repeat the internship.

Graduate students who have successfully completed the internship are assigned a letter grade (A or B). Graduate students can be assigned a lower grade (D or F) to indicate that the internship was not successfully completed.

Q: How are final evaluations submitted to the Office of Clinical Experiences?

A: University Coordinators are responsible for submitting all internship evaluations to the Office of Clinical Experiences on the Orlando campus, or to the College of Education office on regional campuses. Interns and university coordinators should make sure that all required signatures are on all copies of the evaluations. Copies of the final evaluations that are not signed are invalid. Students should always keep copies for their own records.

Q: What happens if I lose my final evaluations?

A: It is the student’s responsibility to keep copies of all evaluations. In rare cases, you may obtain a copy of your evaluation from the Office of Clinical Experiences - College of Education Complex, Suite 110 (Orlando Campus) for a maximum of three years after graduation date. A fee for copies may apply.

GRADUATION/CERTIFICATION

Q: How do I get certified as a teacher?

A: Certification information is available on the Florida Department of Education web site. Applications for certification may be obtained in the Office of Student Affairs, Education Complex, Suite 110 (Orlando campus), or in College of Education offices on regional campuses.

Q: What are requirements for graduation from the College of Education?

A: The graduation requirements for the College of Education are as follows:

- Students must have a minimum overall GPA of 2.5.
- Students must also have a minimum GPA of 2.5 in their specialization and professional preparation courses.
- Students must meet all specific program requirements.
- Students must successfully complete the Florida Teacher Certification Examination (FTCE)
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 at least one reading course (RED XXXX)). Early Childhood Education majors should take this test upon completion of their junior year, during their second semester. A passing score on the Professional Education Test section of the FTCE is required for graduation from state-approved teacher preparation programs.

**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 or prior to Internship II, whichever comes first (NOTE: for some M.A. programs, taking the SAE is a program admission requirement). 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 do the tests cost?
A: *Regular Administration of the General Knowledge Test (or any subtest(s) of the General Knowledge Test), Professional Education Test or Subject Area Examination is $25.00 each. *Late application for a regular administration test is $40.00 each ($25.00 regular administration fee plus $15.00 late fee). *Regular Administration of the General Knowledge Test (or any subtest(s) of the General Knowledge Test), Professional Education Test or Subject Area Examination via computer based testing is $75.00 each. *Supplemental Administration of the General Knowledge Test (or any subtest(s) of the General Knowledge Test), Professional Education Test or Subject Area Examination is $125.00 each. *Supplemental Administration Tests taken in the following combinations, The Subject Area Exam and Professional Education Exam or General Knowledge Essay subtest and Professional Education Test, are $150.00 each.

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: What materials do I need to bring with me on the day of the test(s)?
A: The items you are required to bring with you will be listed on the admission ticket which you will receive in the mail approximately one week before the test(s). You will need to bring your admission ticket, two valid forms of identification, several sharpened #2 pencils, and a blue or black ink pen if you are taking the essay subtest of the General Knowledge Test.

Q: When will I receive my test scores?
A: *If you take a regular administration exam, 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. This pass/ fail status cannot be used to satisfy your admission and/or graduation requirement(s) for the UCF College of Education. You will receive your official score(s) in the mail in approximately two weeks.
*If you take a supplemental administration exam, you will receive your official score(s) in the mail in approximately two weeks. You may also visit the FTCE website and check your pass/fail status approximately thirty days after you have taken the test. This pass/ fail status cannot be used to satisfy your admission and/or graduation requirement(s) for the UCF College of Education.

A copy of the official score report must be submitted to the Office of Student Affairs, ED 110, fax (407) 823-3852.

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Still have questions about the Florida Teacher Certification Exam?

Contact the College of 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