

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Psychology, Counseling, and Family Therapy**

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**SCHC 7991  
Internship I  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**National Professional Association/Accreditor Standards/Competencies/ Learning**

**Outcomes** (*All teacher preparation programs are required to use the InTASC Model Core Teacher Standards*). CACREP standards are used as learning outcomes.

**COURSE DESCRIPTION**

**Prerequisite: SCHC 7981 and Graduate Standing.** Practical supervised experience in counseling, career assessment, and report writing in approved sites. Classroom and weekly meetings with the faculty supervisor will allow students to share their experiences and learn from one another, as well as providing further guidance to students and training in working in a professional setting and presentation of cases to other counselors.

**REQUIRED TEXTBOOKS**

Dimmit, C., Carey, J., & Hatch, T. (2007). *Evidence based school counseling: Making a difference with data*. Thousand Oaks, CA: Corwin Press.

Kerr, Mary Margaret, 2009. *School crisis prevention and intervention*. Pearson (ISBN: 9780131721763)

**OTHER SCHOOL PROFESSIONAL PROGRAM LEVELS OF PREPARATION**

## Proficiency Standards

1. **O-TL<sub>2.1</sub>** “...expands the options for responsible use of interactive technologies to extend learning” (InTASC, , 2013, p. 23, progression 2). This standard is assessed with Digital Footprint Classroom Guidance Lesson.
2. **O-TL<sub>3.1</sub>** “...incorporates technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance” (InTASC, 2013, p. 35, progression 3). This standard is assessed with Digital Footprint Classroom Guidance Lesson.
3. **O-TL<sub>3.2</sub>** “...advocates for the safe, legal and ethical use of information and technology throughout the school community” (InTASC, 2013, p. 44, progression 3). This standard is assessed with Digital Footprint Classroom Guidance Lesson.
4. **O-TL<sub>3a</sub> Key Course Assessment:** The key course assessment as defined and agreed upon by the associated program faculty will be used to assess each candidate’s performance relative to the expected proficiencies at the integration level. The Observation Rubric is the Key Assessment.
5. **O-EDL<sub>2.1</sub>** “Based on reflection and other sources of feedback, the teacher [other school professional] takes responsibility for his/her self-assessment of practice and ongoing professional learning by seeking out and participating in professional learning and experiences to address identified needs and areas of professional interest” (InTASC, 2013, p. 42, progression 2).

## COURSE OBJECTIVES

### MED SCHOOL COUNSELING OUTCOMES –Knowledge and Skills:

Students will:

1. Identify counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. CACREP 2.F.1.c. (knowledge)
2. Describe effects of crisis, disasters, and trauma on diverse individuals across the lifespan. CACREP 2.F.3.g. (knowledge)
3. Demonstrate essential interviewing, counseling and case conceptualization skills. CACREP 2.F.5.g. (skills)
4. Describe crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid. CACREP 2.F.5.m. (knowledge)
5. Evaluate school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma. CACREP 5.G.2.e. (skills)
6. Demonstrate interventions to promote academic development. CACREP 5.G.3.d. (skills)
7. Demonstrate use of data to advocate for programs and students. CACREP 5.G.3.o. (Key Performance Indicator) (skills)

## CONTENT AREAS

1. Crisis Counseling and Management
2. Case Conceptualization
3. Academic/Career/Emotional Issues
4. Ethics
5. Diversity

## METHODS OF INSTRUCTION

1. Face to face meetings every other week
2. Blazeview (online) for assignment dropbox, email, and news.
3. Two observations per semester.

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities:

1. Discussion
2. Field Experience
3. Case Studies
4. Exercises

**Chapter Presentations:** Each student will present chapters from the Crisis Management textbook using Powerpoint. It is the presenter's responsibility to present the chapters and discussion.

**Crisis Plan Evaluation:** Each student will evaluate the crisis plan for the school that they are placed at for internship or for the school system that you are placed in. The instructions for this assignment can be found at the end of the syllabus and on Blazeview.

**Academic Case Study Presentation:** Students are required to complete an academic case study. The case study will be presented in class using a PowerPoint as assigned. The presentation will consist of an actual case from internship with appropriate precautions taken to protect the confidentiality of the student client. The five required meetings with the case study student should take place one time per week over a minimum of five weeks. The case should follow the attached case study outline. **Be sure to follow the format in the presentation outline and include all components in the outline.** Points will be deducted if all components are not included. The outline for the case study and rubric can be found at the end of the syllabus and on Blazeview. The case study needs to be written in APA style. The form at the end of the syllabus needs to be signed by your supervisor indicating the first session with the case study took place by the appropriate date.

**School Improvement Plan:** Each student will complete the first part of a data driven school improvement plan (SIP) . During Internship I you will complete the first part of the SIP. Instructions and the rubric can be found at the end of the syllabus and on Blazeview.

**Advocacy Activity:** Students will complete the Academic Advocacy Activity during Internship I and the Cultural Advocacy Activity during Internship II. As part of this assignment each student will develop a workshop for parents and teachers that teaches advocacy skills

including how to recognize barriers to academic success. Instructions can be found at end of the syllabus and on Blazeview.

**Digital Footprint Classroom Lesson:** Develop, implement, and evaluate a classroom lesson for a class at your school site that focuses on a student's digital footprint. The lesson will have two components. The first is the implementation and evaluation of the lesson plan in the classroom. The second is in the form of a narrated PowerPoint that could be used as a form of distance learning for parents or students. Use the Classroom Lesson Template when developing your lesson. Instructions for the assignment and evaluation rubric can be found at the end of the syllabus. You can work in pairs to develop the lesson then implement and analyze the data from your school separately.

**Small Group Training:** The class as a whole will develop a five-hour training group and five separate lessons for the small group experience in SCHC 7800.

**Practice:** Students are required to work for 300 total clock hours in an approved school setting. One hundred and fifty hours must be direct contact. The on-site supervisor will complete evaluations of the student during the final week of the semester. Two site visits will take place throughout the semester. Direct contact should be logged as an intervention on the ILS logging system.

**Completed Forms:** Students will complete a log based on their individual internship experience. It is important that you update your log on a daily basis. The ILS report submitted at the end of the semester must be a detailed log that includes only hours logged for this course. Any activities that are not entered by the last day of the month will be lost hours so those are hours you will have to do over. I will check the logs prior to locking them so if there is no activity for the month I will know it. I will review the logs and lock them for the semester. In addition, students must complete and have their supervisor sign a form indicating the number of hours completed at their internship site (Hours Verification Form), the student evaluation of site completed by the student and evaluation completed by the site supervisor. All forms need to be uploaded to **Blazeview** and a hard copy given to the instructor.

**NO** assignments will be accepted late. If you submit the assignment late, you will receive a zero. If you lose 20% of your grade because you turned in assignments late, you will fail the class.

## **COURSE EVALUATION**

Chapter Presentation	10%
Crisis Plan Evaluation	10%
Case Study	15%
School Improvement Plan	10%
Advocacy Activity	15%
Digital Footprint Lesson	10%
Small Group Training	5%
Instructor Evaluation	10%
Site Supervisor Evaluation	15%

Completed Forms

S or U (a U will result in a grade of I)

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**Total****100%**

*Grades in the Practicum and Internship classes are either Pass or Fail with a minimum of 80% necessary for a grade of Pass.*

### **ATTENDANCE POLICY**

Valdosta State University policy requires class attendance. This class will meet every other week so you are expected to be in class when the class is meeting. For each class you miss, you will lose 10 percent of your grade. Two misses and you will fail the class.

### **PROFESSIONALISM**

Students will act in a professional manner in the school and the classroom. This means that you will be on time to class, **turn assignments in on time**, be responsible, participate in class and in your groups, dress appropriately (when in the schools or presenting), participate in online classes, and be respectful to those you are working with. When involved in online activities students will address the topics and other students in a respectful manner using appropriate netiquette.

### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **Title IX Statement**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act

of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

**Outcome**

Students will	How Standard is Met
Identify counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. CACREP 2.F.1.c.	Met through assigned readings, class discussion, chapter presentations, and crisis plan evaluation.
Describe the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. CACREP 2.F.3.g.	Met through assigned readings, class discussions, chapter presentations, and crisis plan evaluation.
Demonstrate essential interviewing, counseling and case conceptualization skills. CACREP 2.F.5.g. (Key Performance Indicator)	Met through class discussion and the case study.
Describe crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid. CACREP 2.F.5.m.	Met through assigned readings, class discussion, chapter presentations, and crisis plan evaluation.
Demonstrate interventions to promote academic development. CACREP 5.G.3.d	Met through class discussion and Academic Advocacy Activity.
Evaluate school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma. CACREP 5.G.2.e.	Met through assigned readings, class discussion, chapter presentations, and crisis plan evaluation.
Demonstrate use of data to advocate for programs and students. CACREP 5.G.3.o. (Key Performance Indicator)	Met through class discussion and Academic Advocacy Activity.

**Assignment Instructions****SCHC 7991 Case Study****CACREP Standards**

CACREP 2.F.5.g. Demonstrate essential interviewing, counseling and case conceptualization skills. (Key Performance Indicator)

**Instructions:** Working individually with a specific student allows the school counselor to gain an in-depth understanding of a student's issues, factors that contribute to the problems, and implement strategies that help students move toward academic success. You must meet with a student a minimum of five individual counseling sessions and address an **academic issue** that the student is experiencing. This case study should present with an academic issue and the rationale should include the data indicating the student is experiencing an academic issue. You must

observe the student for a minimum of 30 minutes in an academic setting and meet with the student's teacher to discuss the student's academic issues. The written case study and PowerPoint will be submitted to the dropbox on Blazeview. Use APA style when writing the case study. Do not use the student's name in the case study.

The case study should contain the following information written in APA style

### **Case Study Format**

1. Rational for the assignment – the rational should contain the data indicating this student is having an academic problem.
2. Identifying Data
  - a. age
  - b. grade
  - c. SES
  - d. fender
  - e. living situation
  - f. manner of dress
  - g. physical appearance
  - h. general self-presentation
3. Interpersonal Style – what is the student's orientation towards others in his or her environment.
  - a. Is there an overall posture he/she takes towards others? What is the nature of his/her typical relationships? Does he or she:
    - i. mover toward others (dependent, submissive)
    - ii. move against others (aggressive, dominant)
    - iii. move away from others ( withdrawn)
  - b. How does the student function in the relationship with the school counselor? What is the student's interpersonal orientation toward the school counselor?
4. Environmental Factors - This section includes:
  - a. Elements in the environment which function as stressors to the student. Both those that are centrally related to the problem and more peripheral stressors
  - b. Elements in the environment which function as support for the client: friends, family, teachers, counselor, living arrangements, school activities, etc.
5. Personality Dynamics
  - a. Cognitive Factors
    - i. intelligence
    - ii. mental alertness
    - iii. persistence of negative cognitions
    - iv. positive cognitions
    - v. level of insight – ability to be aware and observant of changes in thoughts, feelings, and behaviors and the ability to give meaning and understand behavior
    - vi. capacity for judgment – ability to make decisions and function on a daily basis
  - b. Emotional Factors
    - i. typical or most common emotional states



- ii. mood during counseling sessions
  - iii. appropriateness of affect
  - iv. range of emotions displayed
  - v. ability to appropriately express emotions
- c. Behavioral Factors
  - i. psychosomatic symptoms
  - ii. physical manifestations – headaches, stomach aches, etc.
  - iii. persistent habits or mannerism
  - iv. eating patterns
  - v. sleeping patterns
  - vi. inappropriate behavior displayed
  - vii. triggers to inappropriate behavior
  - viii. situations where the student is able to control behavior
- 6. Presenting Problem (including who referred the child)
- 7. Relevant History
  - a. family/friends
  - b. academic history – schools attending, grades, social relationships, academic problems
  - c. assessment/testing and interpretation of results
  - d. summary of previous counseling
- 8. Summary and Recommendations
  - a. Brief summary of information gathered
  - b. Summary of Student Observations
  - c. Summary of Teacher Meeting
  - d. describe recommended session topics and their relevance
  - e. describe two assessment strategies that are appropriate for the student and why the strategies are appropriate for this student
- 9. Sources of Support
- 10. Child's Strengths
- 11. Career Transition Plan (if applicable)
- 12. Pretest information
- 13. Session Plans – Use the session plan template for each session. The pre and post-test should also be included. You should have one pre and one post that measures all the objectives used in the sessions that is given at the beginning of the counseling process and at the end of the counseling process.
- 14. Community Resources – discuss the referral process that would be used to refer the student to a community resource. Include a description of at least three community resources the student could be referred to for additional academic assistance.
- 15. Overall Post-Test Results. Results must be reported as a percentage change.
- 16. Based on the results how where and how would you advocate for this student.
- 17. *You must also include a reflection about what you learned and changes you could make to improve the results and any personal thoughts, feelings you have about the session (about yourself as a counselor, student, presenting issue, etc.)*
- 18. Questions you have about the case (minimum of three questions)
- 19. If you do not write an analysis of the data, you will receive a zero on the assignment.

## SCHC 7991: Advocacy Activity

### CACREP Standards

CACREP 5.G.3.d. Demonstrate interventions to promote academic development.

CACREP 5.G.3.o. Demonstrate the use of data to advocate for programs and students. (Key Performance Indicator)

### Instructions:

**Part I:** As a school counselor it is important that you understand the barriers that impeded academic success and are able to advocate for students and teach others how to advocate for students. For Part I of this assignment you will develop, implement, and evaluate a classroom lesson advocacy activity or conduct an advocacy group that addresses rigorous academic preparation for all students. Prior to developing the activity, you need to disaggregate school data to determine an academic issue that needs to be addressed.

### Additional Instructions:

1. The activity you select must be directly related to the analysis of school data that you complete at your internship site.
2. You must include a pre and post-test.
3. In addition to the information contained in the Guidance Template, you will include a/n:
  - a. Description of the assignment
  - b. Rationale for selecting the advocacy activity including the data indicating the advocacy activity is needed.
  - c. Introduction
  - d. An overview of disaggregated data and the process for selecting the topic(s) to be addressed
  - e. The guidance lesson or group lesson plans using the guidance template
  - f. An analysis of the data, including the pre and post-test information; how each objective was met; did you make an impact and how do you know the activity made an impact, including charts and graphs that illustrate the data and results.
  - g. **Final results must be reported as a percentage change.**
  - h. Based on the results how and where would you advocate for students that participated in the intervention.
  - i. *You must also include a reflection about what you learned and changes you could make to improve the results.*

Note: If you are conducting a group you must meet for a minimum of five sessions. If you are conducting classroom lesson activities, you must conduct the activity five times with five different classes or conduct a series (minimum five) of related activities to one class.

**Part II:** You will develop a 45 minute workshop for parents, guardians, and teachers that will provide them with the advocacy skills needed to advocate for students. The workshop will include the following:

1. Agenda with timeline
2. Three objectives
3. Introduction
4. Broad overview of advocacy
5. Description of barriers that impede student academic success and possible ways to remove barriers
6. Description of each advocacy skill to be taught
7. Description of two activities to be used during the workshop
8. Summary
9. Pre-Post test
10. Powerpoint for the workshop

## Crisis Plan Evaluation

### CACREP Standards

CACREP 2.F.1.c. Identify counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.

CACREP 2.F.3.g. Describe the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.

CACREP 2.F.5.m. Describe crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.

CACREP 5.2.e. Evaluate school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.

**Instructions.** Each student will evaluate the crisis plan for their internship site. Use Crisis Plan Evaluation Checklist to evaluate the crisis plan using the rubric you developed. Areas to address in the rubric are listed below. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.

- A. School and community model for intervention and prevention
- B. Roles and responsibilities of team leader and team members
- C. Team member training
- D. Go Kit
- E. Communication strategies
- F. Evaluation of crisis response plan
  - a. Accidents and illness
  - b. Death of student, teacher, administrator or staff (not suicide)
  - c. Suicide
  - d. Violence or threat of violence
  - e. Disasters
- G. School-based support
- H. Recovery
  - a. Training addressing impact of crisis
  - b. Postvention strategies
- I. Strengths of the crisis plan
- J. Weaknesses of the crisis plan
- K. Strategies to improve the crisis plan (minimum two)

## School Improvement Plan (SIP) Part A

**Instructions:** School counselors must be able to examine school and community data to determine areas where the school counseling program can focus to increase student success. Examining data allows the school counselor to determine student strengths and needs as well as factors that may be impacting student effectiveness. **Each student will construct a profile of the school and community in which they are placed for Internship II** (if you are at two sites, please choose one). Under the direction of the site supervisor, you will identify a particular issue related to the school improvement goals and design, implement, and evaluate an intervention then present it in class to demonstrate competence. Be sure to select to complete the first part of the SIP at the school you will be placed at for Internship II or a school that will allow you implement the SIP if you are not completing your internship there.

### Part A: Completed in Internship I

1. Review the school improvement goals and examine the achievement data, attendance information, behavior referrals, number of suspensions, promotion rates, graduation rates, postsecondary attending, standardized test results, etc. You also need to examine demographic information relevant to the school (number of children, gender, race, number of teachers, etc.) and information about the community that the students live in. If you will be at a different site during Internship II, you will want to gather data on that site since that is where you will implement and evaluate. Be sure to identify a problem that can be addressed during the time you are in the school. The SIP is written in APA style.
1. Interview an administrator, school counselor, two teachers, a parent, and two students. They need to respond to questions that you develop from your examination of one of the issues noted in the school improvement goals (*See I*). Identify a problem that can be addressed during the time you are in the school.
2. Prepare a report that includes:
  - a. an introduction
  - b. a data driven rationale that is based on disaggregated data, a summary of the disaggregated for the school with data displayed in graphs, tables or charts
  - c. interview questions and a summary of the interviews conducted.
  - d. community and school demographic information that is also summarized in tables, graphs, or charts.
  - e. includes a discussion of the problems that the school/students are facing
  - f. indicate the problem your will address and the intervention you will complete.

## Digital Footprint Classroom Guidance Lesson

**Instructions: Develop, implement, and evaluate** a classroom lesson for a class at your internship site that focuses on a student's digital footprint. The lesson will have two components. The first is the implementation and evaluation of the lesson plan in the classroom. The second is a narrated PowerPoint that could be used as a form of distance learning for parents or students. Use the Guidance Lesson Template when developing your guidance lesson. Instructions for the assignment and evaluation rubric can be found at the end of the syllabus. A report written in APA style will be submitted through Blazeview dropbox. The report will include:

1. The classroom lesson/activity.
2. A results section that reports **and explains** the impact of the lesson including graphs or tables displaying the data.
3. Results should be reported as percentage change
4. The narrated powerpoint that can be implemented by teachers or parents with specific instructions and activities.

### Classroom Lesson Plan Template

1. Name of Activity
2. Goal/Purpose of the Activity
3. Standards – use ASCA Mindsets and Behaviors (minimum of two)
4. Essential Question.
5. **Measurable** Learning objectives for each domain\*
  - a. Cognitive Domain – What knowledge do you want the student to gain?
    - i. Minimum of two objectives grades four and up/one objective for grades three and below
      1. What pre/post test questions measure these objectives?
  - b. Attitude/Affective Domain – What attitude or feeling do you want the students learn about/change?
    - i. Minimum of two objectives grades four and up/one objective for grades three and below
      1. What pre/post test questions measure these objectives?
  - c. Skills Domain – What skills do you want student to gain as a result of the intervention?
    - i. Minimum of two objectives grades four and up/one objective for grades three and below
      1. What pre/post test questions measure these objectives or` for this domain only what product illustrates that the students met the objectives?
6. Developmental Level
7. Development Learning Activity
  - a. Pretest
  - b. Introduction
  - c. Activity
  - d. Conclusion
  - e. Process Questions
  - f. Posttest
8. Resources Needed (include a copy of any materials needed)
9. Timeline

10. Pre/Post Test used (measures the learning objectives stated above)
11. Three differentiated instruction strategies
12. Three classroom management strategies
13. Analysis of Results
  - a. Include charts and/or graphs and a written analysis of the data including the impact on student learning. **Results must be reported as a percentage change.**
  - b. Must include a reflection addressing what you learned through this process and any changes you would make to improve the results.
  - c. The final report must include the information in the Guidance Template and the analysis of the pre and post-test.

\*You must measure **at least** two learning domains with your intervention.

### Field Experience Case Study Rubric

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_

Date \_\_\_\_\_

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Case Background</b>	The case study demonstrates a thorough consideration of identifying information and relevant background information for the client.	The case study demonstrates some consideration of identifying information and background information for the client.	The case study demonstrates a lack of consideration of client information and history.
<b>Assessment</b>	The case study demonstrates an advanced understanding of assessment and appropriate use of results with the client. Assessment results are used to plan sessions.	The case study demonstrates some understanding of assessment and use of results with the client. Assessment results are used to plan sessions somewhat effectively.	The case study does not employ assessment methods or does so ineffectively. Assessment results are not used to plan sessions.
<b>Session Reports</b>	In-depth discussion & elaboration of every session.	In-depth discussion & elaboration in most sessions.	Brief or superficial discussion of sessions.
<b>Outcomes</b>	The case study ties together the background, assessment(s), and sessions that provide a summary of intervention with the client. Includes advocacy strategies, a reflection and questions to facilitate deeper understanding of the case.	For the most part, ties together the background, assessment(s), and sessions to provide some summary of the intervention with the client. Includes advocacy strategies, reflection and questions that might facilitate some additional understanding of the case.	Does not tie together the background, assessment(s), or sessions. Includes minimal or no advocacy strategies, superficial reflection and questions (or none at all) that do not facilitate deeper understanding of the case.
<b>SPELLING &amp; GRAMMAR</b>	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper"  
[http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601\\_r2.shtml](http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml)



**Valdosta State University**  
**School Counseling School Improvement Plan Evaluation**

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

Instructor: \_\_\_\_\_

Course/Component	Criteria				Points
	1	2	3	4	
<b>School Improvement Goals</b>	School improvement goal statements are incomplete or sketchy	School improvement goal statements are complete, addressing data on all school factors but lack depth.	School improvement goal statements are complete, addressing data on all school factors and have depth.	School improvement goal statements are complete, addressing data on all school factors and have depth including information on all demographic groups in the school.	_____
<b>SIP Interviews</b>	The interviews report is incomplete and sketchy.	The interviews report is complete but does not include questions related to issue/s from the SI goals.	The interviews report is complete and includes questions related to issue/s from the SI goals but does not include an identified problem.	The interviews reports are complete, include questions related to issue/s from the SI goals and does identify a problem to address through a counseling intervention.	_____
<b>SIP Report – Part A Total</b>	The report is incomplete or sketchy	The report is complete but lacks depth.	The report is complete and has depth but does not identify and/or justify a problem based on the SI goals.	The report is complete, has depth and does identify and justify a problem based on the SI goals.	_____
<b>SIP Counseling Intervention</b>	The intervention plan is not relevant to school counseling or is not based on the school improvement goals.	The intervention plan is relevant and based on the school improvement goals but the information lacks depth and organization.	The intervention plan is relevant and is based on the school improvement goals but the activities are not fully developed.	The intervention plan is relevant to school counseling and is based on the school improvement goals and the activities are fully developed.	_____
<b>Analysis of Intervention</b>	The analysis of the results is incomplete.	The analysis of the results is not clearly or correctly done.	The analysis of the results is clear and correct but is not related to the SIP goals.	The analysis of the results is clear, correct, and is related to the SIP goals.	_____

<b>SIP Presentation</b>					

### Overall SIP Evaluation

Objective	Criteria				Points
	1	2	3	4	
<b>SIP is well organized.</b>	Poor	Adequate	Very Good	Excellent	
<b>Writing Mechanics</b> The writing is clear with appropriate grammar and spelling.	Poor	Adequate	Very Good	Excellent	
All artifacts and work samples are clearly and directly related to school counseling, and provide evidence of professional competence.	Poor	Adequate	Very Good	Excellent	
<b>SIP demonstrates effort, attention to detail, and a level of excellence throughout.</b>	Poor	Adequate	Very Good	Excellent	
<b>Total</b>					

#### Grading

A = 33 – 36

B = 29 – 32

**Comments:**

**Evaluator Signature:** \_\_\_\_\_

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

**Valdosta State University**  
**School Counseling Classroom Lesson Activity Evaluation**

Student:  
 Course:  
 Observation # \_\_\_\_\_

Date:  
 Site:

Instructor:  
 Activity:

Standard	Criteria				Points
	1	2	3	4	
<b>1. ASCA Standards and Competencies</b> – ASCA competencies and standards are directly related to the learning objectives, developmental learning activity, and pre/post assessment.	There is little or no evidence that the candidate met the ASCA standards and competencies standard.	There is limited evidence that the candidate met the ASCA standards and competencies standard.	There is clear and convincing evidence that the candidate met the ASCA standards and competencies standard.	There is clear, consistent, and convincing evidence that the candidate met the ASCA standards and competencies requirement.	_____
<b>2. Essential Question</b> – An essential question is included in the guidance activity and clearly related to the guidance activity topic.	There is little or no evidence that the candidate included an essential question	There is limited evidence that the essential question addresses the topic of the guidance activity.	There is clear and convincing evidence that the essential question is included and related to the topic.	There is clear, consistent, and convincing evidence that that the essential question is present and addresses the topic of the guidance lesson.	_____
<b>3. Learning Objectives</b> – Learning objectives are clearly measurable and related to the ASCA standards and competencies and the developmental learning activity	There is little or no evidence that the candidate met the learning objectives standard.	There is limited evidence that the candidate met the learning objectives standard.	There clear and convincing evidence that the candidate met the learning objectives standard.	There is clear, consistent, and convincing evidence that the candidate met all the learning objectives standard.	_____
<b>4. Developmental or Grade Level - ASCA</b> standards and competencies, learning objectives, and the developmental learning activity are appropriate for the developmental level.	There is little or no evidence that the candidate met the grade level standard.	There is limited evidence that the candidate met the grade level standard.	There clear and convincing evidence that the candidate met the grade level standard.	There is clear, consistent, and convincing evidence that the candidate met all the grade level standard.	_____
<b>5. Developmental Learning Activity-</b> The activity contains an introduction, the activity, and conclusion and is directly related to ASCA standards and	There is little or no evidence that the candidate met the instructions standard.	There is limited evidence that the candidate met the instructions standard.	There clear and convincing evidence that the candidate met the instructions standard.	There is clear, consistent, and convincing evidence that the candidate met all the instructions standard.	_____

competencies and the learning objectives.					
<b>6. Resources Needed –</b> All needed resources are listed.	There is little or no evidence that the candidate met the resources standard.	There is limited evidence that the candidate met the resources standard.	There clear and convincing evidence that the candidate met the resources standard.	There is clear, consistent, and convincing evidence that the candidate met all the resources standard.	_____
<b>7. Pre/Post Test –</b> the pre/post test directly measures the learning objectives.	There is little or no evidence that the candidate met the pre/posttest standard.	There is limited evidence that the candidate met the pre/posttest standard.	There clear and convincing evidence that the candidate met the pre/posttest standard.	There is clear, consistent, and convincing evidence that the candidate met all the pre/posttest standard.	_____
<b>8. Differentiated Teaching Strategies –</b> the candidate must use at least three differentiated teaching strategies.	There is no evidence that differentiated teaching strategies were used to teach the guidance activity.	There is evidence that at least one classroom management strategy was included in the guidance activity.	There is evidence that at least two classroom management strategies were included in the guidance activity.	There is evidence that at least three classroom management strategy was included in the guidance activity.	_____
<b>9. Classroom Management Strategies –</b> the candidate must include at least three classroom management strategies.	There is no evidence of classroom management strategies being included in the guidance activity.	There is evidence that at least one classroom management strategy was included in the guidance activity.	There is evidence that at least two classroom management strategy was included in the guidance activity.	There is evidence that at least three classroom management strategy was included in the guidance activity.	_____
<b>10. Activity Timeline –</b> The timeline follows the format in Jacobs (2007), Chapter 4 indicating how much time will be spend on each part of the activity.	There is little or no evidence that the candidate met the activity timeline standard.	There is limited evidence that the candidate met the activity timeline standard.	There clear and convincing evidence that the candidate met the activity timeline standard.	There is clear, consistent, and convincing evidence that the candidate met all the activity timeline standard.	_____
<b>11. Analysis and Reflection –</b> The analysis and reflection are complete containing a detailed analysis of the pre and post test including charts and graphs.	There is little or no evidence that the candidate met the analysis and reflection standard.	There is limited evidence that the candidate met the analysis and reflection standard.	There clear and convincing evidence that the candidate met the analysis and reflection standard.	There is clear, consistent, and convincing evidence that the candidate met all the analysis and reflection standard.	_____

Standard	Criteria				Points
	1	2	3	4	
<b>12. Lesson Plan is well organized.</b>	There is little or no evidence that the candidate met the organization standard.	There is limited evidence that the candidate met the organization standard.	There clear and convincing evidence that the candidate met the organization standard.	There is clear, consistent, and convincing evidence that the candidate met all the organization standard.	_____
<b>13. The writing is clear with appropriate grammar and spelling.</b>	There is little or no evidence that the candidate met the writing skills standard.	There is limited evidence that the candidate met the writing skills standard.	There clear and convincing evidence that the candidate met the writing skills standard.	There is clear, consistent, and convincing evidence that the candidate met all the writing skills standard.	_____
<b>14. Counseling Activity demonstrates effort, attention to detail, and a level of excellence throughout.</b>	There is little or no evidence that the candidate met the counseling activity standard.	There is limited evidence that the candidate met the counseling activity standard.	There clear and convincing evidence that the candidate met the counseling activity standard.	There is clear, consistent, and convincing evidence that the candidate met all the counseling activity standard.	_____
<b>15. Leading and presenting the counseling activity demonstrates effective classroom management skills</b>	There is little or no evidence that the candidate met the classroom management standard.	There is limited evidence that the candidate met the classroom management standard.	There clear and convincing evidence that the candidate met the classroom management standard.	There is clear, consistent, and convincing evidence that the candidate met all the classroom management standard.	_____
<b>Total</b>					_____

Comments:

Evaluator Signature: \_\_\_\_\_

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

### Classroom Management Rubric

	<b>Poor 1</b>	<b>Adequate 2</b>	<b>Very Good 3</b>	<b>Excellent 4</b>	<b>Score</b>
<input type="checkbox"/> <b>Positive Relationships:</b> The candidate creates and maintains a safe, equitable, positive, and supportive learning environment in which diversities are valued.	There is little or no evidence that the candidate met the classroom management standard.	There is limited evidence that the candidate met the classroom management standard.	There clear and convincing evidence that the candidate met the classroom management standard.	There is clear, consistent, and convincing evidence that the candidate met all the classroom management standards.	_____
<input type="checkbox"/> <b>Appropriate Counselor Behaviors:</b> The candidate establishes a consistent classroom routine, modifies the learning environment to manage behaviors, uses effective and varied behavior management strategies, and uses praise and reinforcement.	There is little or no evidence that the candidate met the classroom management standard.	There is limited evidence that the candidate met the classroom management standard.	There clear and convincing evidence that the candidate met the classroom management standard.	There is clear, consistent, and convincing evidence that the candidate met all the classroom management standards.	_____
<input type="checkbox"/> <b>Response to Disruptions and Student Behaviors:</b> The candidate selects the least intrusive intervention consistent with the needs of the learner and demonstrates strategies for crisis prevention and intervention.	There is little or no evidence that the candidate met the classroom management standard.	There is limited evidence that the candidate met the classroom management standard.	There clear and convincing evidence that the candidate met the classroom management standard.	There is clear, consistent, and convincing evidence that the candidate met all the classroom management standards.	_____
<b>Total</b>					_____

### Crisis Plan Evaluation Checklist

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

Course: \_\_\_\_\_

Site: \_\_\_\_\_

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

	Critique is ....	
Element to Critique	On Target	Not on Target
School and Community model used for intervention and prevention		
Roles and Responsibilities of team leader and team member		
Team member training		
Go Kit		
Communication Strategies		
Crisis Response Plan		
Accidents and Illness		
Death of a student, teacher, administrator, or staff		
Suicide		
Violence or threat of violence		
Natural Disasters		
School-based Support		
Recovery		
Training addresses impact of crisis		
Postvention Strategies		
School Counselor Roles and Responsibilities.		
Strengths of Crisis Plan		
Weaknesses of Crisis Plan		
Strategies to Improve the Crisis Plan (minimum two)		