



College of Education and Human Development

Counseling & Development
4400 University Drive, MS 1H1, Fairfax, Virginia 22030
Phone: 703-993-2087; Fax: 703-993-5577
<http://gse.gmu.edu/counseling/>

EDCD 791.004 Internship in School Counseling 3 Credits

Spring 2016

Wednesday, 4:30pm-7:10pm

Innovation Hall 338

Instructor: Tori Stone, Ph.D

Office hours: T B A

Office location: N / A

Email address: stonetx@outlook.com / vstone@gmu.edu

Course Description:

- A. Completion of C&D program coursework except for electives and internship; permission of advisor; overall gpa of 3.0; and no grade lower than a B in skills courses (EDCD 603, 606, 608, 609); no more than two grades of C in any other graduate course work required by the C & D program.
- B. Provides supervised practice for minimum of 200 hours in a school setting similar to the setting in which the student may work. Skills and practice build on previous practicum experiences. Weekly graduate class emphasized site processing.

Learner Objectives:

This course is designed to enable students to:

1. Demonstrate self-awareness, sensitivity to others, and the skills needed to related to diverse individuals, groups, and classrooms. (CACREP, D.1)
2. Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students (CACREP, D.2)
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. (CACREP D.3)
4. Demonstrate the ability to recognize her or his limitations as a school counselor and to seek supervision or refer clients when appropriate (CACREP D.5)
5. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students (CACREP F.1)
6. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (CACREP F.2)
7. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (CACREP F.3)
8. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. (CACREP F.4)
9. Conducts programs designed to enhance student academic development (CACREP L.1)

10. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities (CACREP L.2)
11. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success (CACREP N.1)
12. Consults with teachers, staff, and community based organizations to promote student academic, career, and persona/social development (CACREP N.2)
13. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (CACREP P.1)

Recommended Texts:

American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs* (3rd Ed.). Alexandria, VA: Author.

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-Based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Grothaus, T., & Johnson, K. F. (2012). *Making diversity work: Creating culturally competent school schooling programs*. Alexandria, VA: American School Counseling Association.

Kaffenberger, C. & Young, A. (2008). *Making DATA work*. Alexandria, VA: American School Counseling Association.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Professional articles will be assigned and distributed via Blackboard and further articles may be assigned at any time during the semester.

COURSE PROCESS, ASSIGNMENTS, AND EXAMINATIONS

Course process and structure:

Seminar-style class discussions, group supervision, & triadic supervision.

Class discussions will include brief didactic presentations on relevant and emerging topics for the practicum students, and will include time for group discussion. Group supervision will focus on providing students an opportunity to present, discuss, and conceptualize, and receive feedback on current cases and issues at their practicum setting. Students will have opportunities to discuss specific site-related issues and to strategize about techniques and interventions. Triadic supervision will occur between instructor/supervisor and two students, with supervisees taking turns sharing a taped counseling interaction with a student/client. Because of the serious nature of this work, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. Students may not discuss cases in other classes, with friends or relatives, or in social situations. It is essential to maintain confidentiality. Violations of this principle in any form will be treated as a serious ethical/legal infraction. Please do discuss cases in class. That is the primary purpose for meeting. It is also imperative that students discuss cases with their on-site supervisor. If students have questions or concerns that need immediate attention, please contact your university instructor.

General Requirements:

1. GMU's Professional Dispositions:
 - GMU students are expected to exhibit professional behavior and dispositions as stated: *"The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:*
 - Commitment to the profession
 - Commitment to honoring professional ethical standards
 - Commitment to key elements of professional practice
 - Commitment to being a member of a learning community
 - Commitment to democratic values and social justice

For more details on these dispositions:

<http://gse.gmu.edu/facultystaffres/profdisp.htm>

2. **Professional Counseling Liability Insurance.** Student Counselors *must* purchase their own professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.
3. **School Counseling Internship Contract and Goal Statement.** Students are expected to read over and complete the Internship contract with their site supervisor, as well as develop a one page Personal Goals Statement which describes goals particular to your needs and the experiences available at the site. Contracts will be signed at the first Site Supervisor, University Supervisor and student counselor meeting.
4. **Satisfactory mid-semester and final evaluations from Site Supervisor.** These evaluations should be completed by the site supervisor, and practicum students should meet with their site supervisors to process these evaluations and receive verbal feedback on strengths and successes as well as areas for growth and goals for second half of the semester.
5. **Evaluation of Clinical Field Experience,** to be completed by practicum student.

Internship Site Requirements:

1. Student counselors are responsible for **downloading Practicum/Internship documents and providing copies to site supervisors.** *We encourage you to ask your site supervisor whether they would like an electronic copy or a print copy, and make it your responsibility that they have a copy in their desired format.* The following documents are located on the Community Blackboard site: [\[https://gmucommunity.blackboard.com\]](https://gmucommunity.blackboard.com) Overview of Practicum/Internship; School Counseling Practicum/Internship Contract; Log of Hours; Mid-semester Evaluation; Final Evaluation of Site Experience. Students are expected to give their site supervisors copies of all the documents **before the University supervisor's initial site visit.**
2. All C&D students must work at their practicum and internship sites for the full 15 weeks of the semester.
3. A minimum of 200 hours must be spent at the school placement. Hours spent on off-site training experiences may be counted only if prior approval from instructor has been obtained. Hours spent in class or at home preparing GMU assignments may not be counted toward the 200 hours. The minimum number of hours spent on-site at one time is to be no less than a 3-hour block of time.

4. Students are expected to stick to their agreed-upon internship schedule. Any changes of schedule without consent from site supervisor or students' not following their schedule could result in failing this course.
5. A Log of Activities listing and briefly describing all practicum activities and hours is to be maintained, signed by both the student and the on-site supervisor at the completion of the practicum, and submitted on the last day of class. *The Log of Activities should be reviewed during weekly supervision sessions with the site supervisor.*

Course Requirements:

EDCD 791 is graded on a Pass/Fail basis. The following requirements must be met to receive a passing grade:

1. **Attendance and active participation at your practicum site.**
 - All C&D students must work at their practicum and internship sites for the full 15 weeks of the semester.
 - Practicum students follow a regular schedule at their site, which is negotiated with the on-site supervisor.
2. **Attendance and active participation in practicum class.**
 - Students are expected to arrive on time and stay for the entire class period.
 - Students are expected to actively participate in class, including providing constructive feedback and suggestions for classmates.
 - Missing two classes will result in failing this course. Excessive lateness to or leaving early from class may result in failing this course.
3. **Completion of all assignments of acceptable quality, turned in by date due.**
4. **Cover Letter.** Students will write a cover letter applying for a job as a professional school counselor. Students will provide and receive feedback from other class members on their letters.
5. **Introductory Letter.** In anticipation of your new job, students will each write a letter to use at a new school, to serve as an introduction to your new school community (i.e., students, faculty, administration, and/or parents)
6. **Professional Counseling Liability Insurance.** Internship students must provide evidence of their professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.
7. **Practicum/Internship documents.** Internship students are responsible for downloading Practicum/Internship documents and providing copies to site supervisors. *We encourage you to ask your site supervisor whether they would like an electronic copy or a print copy, and make it your responsibility that they have a copy in their desired format.* The following documents are located on the

Community Blackboard site:[<https://gmucommunity.blackboard.com>] Overview of Practicum/Internship; School Counseling Practicum/Internship Contract; Log of Hours; Mid-semester Evaluation; Final Evaluation, Evaluation of Clinical Field Experience; School Counseling Field Experience.

8. **School Counseling Practicum/Internship Contract.** Contracts will be downloaded, completed, and printed out from the C&D Blackboard site, and must be signed by the Site Supervisor, University Supervisor and internship student.
9. **Internship SMART Goal Statement.** Students should develop SMART Goals for their internship experience. These goals should be developed in collaboration with the site supervisor and the university supervisor, and should describe specific goals particular to the student's needs, the needs of the site, and the experiences available. The SMART goals must include at least one school counseling curriculum unit or a small group experience. Students may collaborate with their supervisor or other educators in developing the Unit or group, but the project should be the intern's primary responsibility.
10. **Satisfactory mid-semester and final evaluations from Site Supervisor.** These evaluations should be completed by the site supervisor, and internship students should meet with their site supervisors to process these evaluations and receive verbal feedback on strengths and successes as well as areas for growth and goals for second half of the semester.
11. **Evaluation of Clinical Field Experience** will be completed by internship student at the end of the semester.
12. **Completion of on-site hours.** A minimum of 200 hours must be spent at the school placement. Hours spent on off-site training experiences may be counted only if prior approval from instructor has been obtained. Hours spent in class or at home preparing GMU assignments may not be counted toward the 200 hours. The minimum number of hours spent on-site at one time is to be no less than a 3-hour block of time. *Internship students are strongly encouraged to spend at least one full day per week at their site in order to get the true experience of being a professional school counselor.*
13. **Log of Hours.** Internship students will complete the Log of Hours, found on the C&D Organization page on Blackboard. The Log of Hours records all internship activities and hours is to be maintained, and is to be signed by both the student and the on-site supervisor at the completion of the internship, and submitted on the last day of class. *The Log of Activities should be made available to the site supervisor during weekly supervision sessions with the site supervisor.*
Recommendation for related internship activities:
 - *60 hours of Direct Contact (in-person interactions between school counselors and students)*

- *140 hours of Indirect Contact (services provided on behalf of students as a result of the school counselor's interactions with others)*
- *See p.43; and 84 and 87 of the ASCA National Model: A Framework for School Counseling Programs (3rd) for more information about direct and indirect services.*

14. **School Crisis Management and Response Plan.** Students will ask their site supervisor for access to the school /district crisis management and response plan, and will report back to the group regarding the school counselor's roles and responsibilities in the event of a) a school wide crisis, b) suicidal thoughts or intentions on the part of a student, c) threat assessment.

15. **School and district policy regarding CPS Reporting.** Students will discuss with their site supervisor the school and/or district policy regarding the school counselor's role in reporting suspected abuse or neglect to CPS. Students will discuss this policy in group supervision.

16. **Professional Portfolio.** The Professional Portfolio is an accumulation of documents that provides the counselor with a visual representation of her/his experience and is structured by the ASCA National Model and the C & D mission statement. It is an evolving record that authenticates a person's growth, skill, and knowledge in a specific discipline. The contents of the portfolio should reflect one's professional philosophy and collegiate experience. Students will continue to maintain professional portfolios built during EDCD 626. Students will give their internship instructor their portfolio address in order to receive feedback.

17. **Recorded counseling sessions for review/feedback.** Students will record *at least two* counseling sessions with students and play the recordings during triadic and/or group supervision in order to receive feedback and consultation from the instructor and peers. Internship students are required to obtain written parent permission prior to taping sessions with a minor. The original of the parent permission form should be kept in the school with the site supervisor, but the student should keep a copy of the form for his or her records. Although the requirement is two tapes, students are encouraged to collect as many recordings as possible to facilitate the supervision process.

18. **Closing the Achievement Gap Action Plan.** Students will collaborate with their site supervisor and other school stakeholders to obtain access to meaningful school data (i.e., achievement, attainment or access, and/or school culture). Data should be disaggregated according to race, ethnicity, gender, socioeconomic status, and other criteria (as mandated by the NCLB Act) to illuminate and analyze any inequities in student achievement. If a school is racially and ethnically homogeneous, then data should be disaggregated by cultural groupings (e.g., gender, socioeconomic status) and school/class characteristics (e.g., teacher, courses taken, grades). With the help of the site supervisor, students will review the data and reflect upon an area of need that a school counseling intervention

could address. If applicable, the proposed school counseling intervention(s) should focus on individual, group and/or school-wide outcomes.

Course Assignments Description

EDCD 791 is graded on a Pass/Fail basis. The following assignments must be met to receive a passing grade:

1. **Successful Completion of all course requirements (listed above).** Students must successfully complete all course requirements as identified above in order to pass this course.
2. **Participation.** As a class that focuses on learning from practical experiences of the students, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. In addition, because the class will be so interactive and experiential, there is no way to “get the information” from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Several factors will go into your participation grade, including:
 - a. **attendance** (every student is expected to be at every class),
 - b. **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
 - c. **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions)
 - d. **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others’ ideas in a meaningful way)
3. **Student-Client consultation presentations.** Students will present one student-client presentation during group supervision in order to receive feedback and consultation from the group. For the group supervision case presentation, practicum students should provide the class with a brief, 1-2 page handout that includes: a brief summary of the client’s presenting problem; background, and/or identifying data; discussion of the counseling process, including number of sessions, the nature of those sessions, strategies used, goals, attention to diversity/multicultural issues, use of multicultural counseling strategies, counselor thoughts about ‘what’s going on;’ plans for future sessions, and an evaluation of counseling skills and effectiveness. These forms will be given to the instructor after class so that they may be shredded.
4. **Internship SMART Goal Statement.** Students should develop SMART Goals for their internship experience. These goals should be developed in collaboration with the site supervisor and the university supervisor, and should describe specific goals particular to the student’s needs, the needs of the site, and the experiences

available. The SMART goals must include at least one school counseling curriculum unit or a small group experience. Students may collaborate with their supervisor or other educators in developing the Unit or group, but the project should be the intern's primary responsibility.

- a. Students will collect data on the Unit or small group and complete a Results Report (ASCA National Model, 3rd Ed) to analyze the program's effectiveness and make suggestions for future implementation of the program. *The Results Report is the PBA for this class, and must be uploaded to TaskStream by the student.*

5. **Closing the Achievement Gap Action Plan.** Students will collaborate with their site supervisor and other school stakeholders to obtain access to meaningful school data (i.e., achievement, attainment or access, and/or school culture). Data should be disaggregated according to race, ethnicity, gender, socioeconomic status, and other criteria (as mandated by the NCLB Act) to illuminate and analyze any inequities in student achievement. If a school is racially and ethnically homogeneous, then data should be disaggregated by cultural groupings (e.g., gender, socioeconomic status) and school/class characteristics (e.g., teacher, courses taken, grades, etc.). With the help of the site supervisor, students will review the data and reflect upon an area of need that a school counseling intervention could address. If applicable, the proposed school counseling intervention(s) should focus on individual, group and/or school-wide outcomes.

Based on this data analysis and consultation, students will create a simple document that:

- a. Outlines the identified concern found through data analysis (What is the issue?)
- b. Presents a basic needs assessment to address the concern (Who/what is needed to help?)
- c. Details a counseling program/intervention (e.g., training for parents/teachers; classroom lesson; group, policy modification, etc.) that could address the concern (What we will do about it)
- d. Details the types of data to be collected (e.g., process, perception, and outcome data) and time line for completion (How will we know if it worked)

This document should be presented to your site supervisor and other school stakeholders as well as to your Internship class. Students may use the *Closing the Gap Action Plan* template provided by the ASCA National Model (2012) as a guideline.

TK20 Performance-Based Assessment Submission Requirements

Not applicable to this course.

GMU Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account

- and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
 - e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
 - f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
 - g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [<http://cehd.gmu.edu/values/>].

For GSE Syllabi

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Other Reminders

Job Fairs

Check specific school district's website for detailed information: usually under Human Resources or Employment -> Job Fair.

- GMU: Education Recruitment Fair: <http://careers.gmu.edu>
- Alexandria City Public Schools: <http://www.acps.k12.va.us/>
- Arlington City Public Schools: <http://www.arlington.k12.va.us/aps>
- Fairfax County Public Schools: <http://www.fcps.edu>
- Frederick County Public Schools: <http://fcps.org>
- Loudoun County Public Schools: <http://cmsweb1.loudon.k12.va.us/loudoun>
- Manassas Park City Schools: <http://mpark.net>
- Prince William County Schools: <http://www.pwcs.edu>

Graduation Reminder

The graduation website is <http://gse.gmu.edu/graduation>. There are several requirements included in the graduation process. All students graduating must file the graduation on-line intent form. These will be available late January. You do not need an advisor signature on these forms. Contact Dean Rodgers' office with questions regarding graduation.

Graduation Exit Interview

Please remember to download the Graduation Exit Interview from Blackboard, and complete it thoroughly and honestly, and submit before the end of the semester. This data will be compiled without students' names and presented to the faculty for program review. We do use this data, so please answer honestly.

Course Agenda for EDCD 791 Spring 2016**

Date	Topics	Assignments Due
January 20 Class 1	Welcome, Orientation to Class, Syllabus Review, Group Supervision	
January 27 Class 2	Skills Review; Overview of Accountability Project Group Supervision	
February 3 Class 3 *	Multicultural Counseling Review; Group Counseling Review; Group Supervision	Internship SMART Goals
February 10 Class 4	Group Supervision <i>Emerging Topics</i>	
February 17 Class 5 A:4:30 -5:30 B: 5:30- 6:30	Triadic Supervision	Cover letter/Resume Case Presentations
February 24 Class 6	Group Supervision <i>Emerging Topics</i>	Case Presentations
March 2 Class 7	Group Supervision <i>Emerging Topics</i>	Mid-semester evaluation due Case Presentations
March 9 Class 8 *	GMU Spring Break	Online Discussion Postings
March 16 Class 9 B:4:30 -5:30 A: 5:30- 6:30	Triadic Supervision	Introductory Letters Case Presentations
March 23 Class 10	School Division Spring Break	
March 30 Class 11	Group Supervision <i>Emerging Topics</i>	Sign up for times – job interview practice session Case Presentations
April 6 Class 12	Group Supervision <i>Emerging Topics</i>	Case Presentations
April 13 Class 13	Job Interview- Practice Session	
April 20 Class 14	Closing the Achievement Gap Presentations	1) Closing the Achievement Gap projects 2) Results Reports Due • Uploaded
April 27 Class 15	Final Class Meeting Course Wrap Up Group Supervision	All Internship Docs due * all course docs must be submitted by 5/2/16

** Deviations may occur to support student learning and unique circumstances

ASSESSMENT RUBRICS

created with  taskstream

EDCD 791 (SC) Internship Site Supervisor Eval (Rev. 4.13)

	Excellent	Above Average	Average	Below Average	Poor	Score/Level
Counseling Skills	<ul style="list-style-type: none"> -Develops strong relationships with most students -Independently assesses most students and their needs appropriately 	<ul style="list-style-type: none"> -Develops adequate relationships with most clients, and strong relationships with some students -Appropriately assesses most students' needs with some supervision and/or guidance 	<ul style="list-style-type: none"> - Develops adequate relationships with many clients -Displays some evidence of novice –level ability to assess student needs 	<ul style="list-style-type: none"> - Develops adequate therapeutic relationships with some clients, but struggles to establish relationships with others -Relies on supervision and guidance to assist with assessment of student needs 	<ul style="list-style-type: none"> -Has not shown evidence of developing professional relationship with students -No evidence of ability to adequately assess student needs 	
Professional Disposition	<ul style="list-style-type: none"> -Collegial at all times -On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely 	<ul style="list-style-type: none"> -Collegial most of the time -On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate 	<ul style="list-style-type: none"> Improvement needed in one of the areas 	<ul style="list-style-type: none"> Improvement needed in two of the areas 	<ul style="list-style-type: none"> Improvement needed in three or more of the areas 	

	Excellent	Above Average	Average	Below Average	Poor	Score/L evel
Utilization of Supervision	<p>-Always prepared for and engaged in supervision</p> <p>-Always thoughtful and reflective during supervision</p> <p>-Always open to feedback in supervision</p>	<p>-Prepared for and engaged in supervision most of the time</p> <p>-Thoughtful and reflective in supervision most of the time</p> <p>-Open to feedback in supervision most of the time</p>	<p>Improvement needed in one of the areas</p>	<p>Improvement needed in two of the areas</p>	<p>Improvement needed in three or more of the areas</p>	
Multicultural & Social Justice Competency	<p>-Consistently identifies multicultural issues and integrates culturally appropriate interventions</p> <p>-Identifies social justice issues and advocates accordingly for all students</p>	<p>-Identifies multicultural issues and integrates culturally appropriate interventions in several situations</p> <p>-Identifies social justice issues and advocates accordingly for most students</p>	<p>- Identifies multicultural issues and can integrate culturally appropriate interventions with supervision and guidance</p> <p>- Identifies social justice and advocacy issues with supervision and guidance</p>	<p>-Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions</p> <p>-Some identification of social justice issues, but difficulty advocating for clients</p>	<p>-Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions</p> <p>-Some identification of social justice issues, but difficulty advocating for clients</p>	
Self-Awareness	<p>-Demonstrates an exceptional level of self-awareness</p>	<p>-Demonstrates a solid self-awareness</p>	<p>- Demonstrates moderate</p>	<p>-Limited evidence of self-awareness</p>	<p>-No evidence of self-awareness</p>	

	Excellent	Above Average	Average	Below Average	Poor	Score/Level
	<p>-Demonstrates insight into impact on others at all times</p> <p>-Consistently able to clearly articulate professional strengths and weaknesses at all times</p>	<p>-Demonstrates insight into impact on others most the time</p> <p>-Often able to articulate professional strengths and weaknesses most of the time</p>	<p>levels of self-awareness</p> <p>- Demonstrates some insight into impact on others</p> <p>-Some ability to articulate professional strengths and weaknesses</p>	<p>s</p> <p>-Limited evidence of insight into impact on others</p> <p>-Limited evidence of awareness of professional strengths and weaknesses</p>	<p>s</p> <p>-No evidence of insight into impact on others</p> <p>-No evidence of awareness of professional strengths and weaknesses</p>	

EDCD 791 (SC) Targeted Intervention Outcome (Rev. 8.13)

	Exceeds Standards	Meets Standard	Approaching Standards	Below Standards	Score/Level
Design	School counselors identify/select students for project based on academic, behavior or attendance needs as reflected in school data; or school counselors design the curriculum by	Design fails to address one of the previously described components.	Design fails to address two or three of the previously described components.	Design fails to address any of the previously described components.	

	Exceeds Standards	Meets Standard	Approaching Standards	Below Standards	Score/Level
	<p>selecting specific competencies that address student needs as demonstrated through school data</p> <p>Specific competencies addressing student needs are selected from, or align with, the ASCA Student Standards. Activities and interventions are selected or created to help students meet the goals specified in the plan.</p>				
Documentation	<p>The activities and interventions are documented through the proper action plan (i.e., closing the-gap, small group, or school curriculum).</p> <p>The plan includes the activities and interventions, competencies</p>	Documentation fails to address one of the previously described components.	Documentation fails to address two or three of the previously described components.	Documentation fails to address any of the previously described components.	

	Exceeds Standards	Meets Standard	Approaching Standards	Below Standards	Score/Level
	addressed, curriculum used, timelines, projected students, evaluation methods and persons responsible.				
Implementation	The curriculum is implemented through direct instruction, team teaching or coordination with other educators. The competencies are taught using a variety of curriculum materials or activities. Student attainment of the competencies is assessed using pre-posttests, product creation or activity completion. Or The small group is implemented using counseling skills and techniques appropriate for	Implementation fails to address one of the previously described components.	Implementation fails to address two or three of the previously described components.	Implementation fails to address any of the previously described components.	

	Exceeds Standards	Meets Standard	Approaching Standards	Below Standards	Score/Level
	<p>the group and a variety of curriculum materials or activities. Student attainment of the competencies is assessed using pre-post tests and success toward reaching the established goals of the group.</p> <p>Or</p> <p>The activities and interventions are implemented using counseling, collaboration, advocacy and referral skills appropriate for the identified students. Student attainment of the competencies is assessed using pre-post tests and improvement in achievement, attendance or behavior as specified in the plan.</p>				

	Exceeds Standards	Meets Standard	Approaching Standards	Below Standards	Score/Level
Data Analysis and Recommendations	Data analysis procedures are clearly described; findings are clearly presented; findings (i.e., outcome, process, and perception data) are discussed. Data management such as excel charts and/or graphs are provided	Data analysis and results fail to address one of the previously described components.	Data analysis and results fail to address two or three of the previously described components.	Data analysis and results fail to address any of the previously described components.	
Implications and Recommendations	Implications and Recommendations of the project are relevant and clearly presented: Were appropriate goals identified? Did the choice of curriculum and/or activities support the goals? What can be learned from analyzing the outcome, process, and perception data? After reviewing the results report,	Recommendations & implications of the project fail to address one of the previously described components.	Recommendations & implications of the project fail to address two or three of the previously described components.	Recommendations fail to address any of the previously described components.	

	Exceeds Standards	Meets Standard	Approaching Standards	Below Standards	Score/Level
	what are the implications or recommendations?				
Presentation	Presentation to the class is a clear concise description of the project; 10 min time limit; one page data report handout; provides thorough answers to audience's questions.	Class presentation is not clear, concise, or does not meet the 10 min time limit; one-page data report handout is not clear.	Class presentation is not clear, concise, and does not meet the 10 min time limit; or, one-page data report handout is not provided.	Class presentation is not given.	