



**EDSC 5813**

**Practicum in School Counseling**

**Program Guide**

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# EDSC 5813

## PRACTICUM IN SCHOOL COUNSELING

### INTRODUCTION

The practicum experience is part of the Masters in School Counseling in which a counselor-candidate experiences the school counseling process prior to internship. It is in the practicum that the candidate begins to use the theoretical constructs learned in previous courses at the University of the Southwest. The practicum serves as a passage from the theoretical to authentic counseling.

Candidates are required to enroll in the three credit-hour practicum prior to entering the internship. The practicum is designed to introduce counselor-candidates to counseling within the school setting and experience the daily activities of a school counselor.

A total of 60 hours in a school setting under the supervision of a certified school counselor are required for the practicum. Candidates who are employed full-time may be required to discuss with employers' arrangements to do the practicum. An average of 10 hours per week for 6 weeks in a school setting is recommended to complete the practicum experience. Counselor-candidates can serve 20 hours in each of the divisions, elementary, junior high, and high school. A grade below B may require remediation (e.g., repeat the course, take additional courses, work additional hours, etc.) before entering the internship.

### COURSE OBJECTIVES

Upon completion of this course, a counseling candidate will be able to:

1. Understand counseling in schools. (Knowledge, Communication, Servant Leadership)
2. Integrate theories into the approach to counseling in schools. (Knowledge, Communication, Critical Thinking)
3. Assess one's ability to effectively intervene with school-age children, including crisis management. (Knowledge, Communication, Critical Thinking)
4. Use appropriate skills when working with parents, teachers, and administrators. (Knowledge, Communication, Integrity)
5. Adhere to ethical guidelines and confidentiality. (Knowledge, Communication, Integrity)

### DEFINITIONS AND REQUIREMENTS

**Counseling Candidate** – The counseling candidate is a student who has completed all requirements to enroll in the practicum course and has been approved to begin the course. The counseling candidate is under supervision of the university supervisor and on-site supervisor. Candidates must have unconditional admission to the graduate program, approval by the Executive Director of the school counseling program, and all prerequisite courses completed, as stated by the university academic catalog. Students may not use practicum hours towards their internship completion hours.

**Prior to registering for practicum, counseling candidates are required to:**

1. Complete all course prerequisites as listed in the Academic Catalog.

2. Maintain good academic standing.
3. Complete Application for practicum and receive approval from the Executive Director (Form A)
4. Complete the Personal Data Sheet (Form B)
5. Submit proof of professional liability insurance and ASCA Membership Card (Form C)
6. Submit signed agreement to follow standards of ethics (Form D)
7. Submit a signed Supervisor's Agreement (Form E)

**The responsibilities of the counseling candidate are as follows:**

1. Counseling candidates are expected to follow the legal, ethical standards of the American School Counselor's Association (ASCA).
2. Each candidate must keep a daily log of counseling activities, which will be reviewed by the candidate's university supervisor. Logs should be submitted according to prescribed timelines and directions given in the course.
3. Candidates are expected to check for messages from the university supervisor each week and participate in all course requirements.
4. Candidates must join ASCA.
5. Candidates must keep the on-site supervisor and university supervisor informed of any problems or concerns which may arise during practicum and discuss any problems or concerns with the appropriate supervisor immediately.
6. Candidates must dress professionally and perform all duties professionally, legally, and ethically.
7. Candidates must follow the policies and procedures of the host school.

**On-site Supervisor** - The site supervisor must be a certified school counselor, preferably with at least one year of school counseling experience. The responsibilities of the on-site supervisor are as follows:

1. Use the New Mexico School Counseling Competencies if the practicum is taking place in New Mexico. On-site supervisor's school counselor state competencies may be used if the practicum is taking place in a state other than New Mexico.
2. Provide both individual and group counseling experiences in personal, educational, and career counseling activities as appropriate.
3. Discuss and demonstrate methods employed and share counseling expertise with counseling candidate.
4. Provide the candidate with suggestions on ways to improve his/her counseling skills.
5. Provide consultation and supervision for the candidate, at least weekly.
6. Check the counseling practicum log, assuring that appropriate experiences are reflected and an accurate tally of hours is being kept. Sign the log as confirmation of hours completed.
7. Advise the university supervisor of any problems that may arise.
8. Evaluate the counseling candidate, using the forms provided. On-site supervisors will not be responsible for the final grade, but if the candidate does not have the skills necessary for recommendation as a counselor, please let the university supervisor know why the candidate's performance was not adequate. It may be necessary for the candidate to receive additional skills training and to repeat the practicum course.
9. Certify that the candidate has completed a minimum of 60 clock hours, or the minimum number of hours required for a state other than New Mexico, and has participated in state-recognized counseling activities by signing the final evaluation form.

**University Supervisor**— The university supervisor is the course instructor for EDSC 5813 Practicum. The responsibilities of the university supervisor are as follows:

1. Represent the School of Education School Counseling program as Instructor of Record.
2. Advise counselor candidates of appropriate practicum sites.
3. Provide feedback for prospective counselor candidates regarding practicum experiences.
4. Communicate with candidate and on-site supervisors to evaluate the practicum experience and to assist with any issues which may arise as necessary.
5. Collect, review, and evaluate candidates' completed course requirements.
6. Submit the candidate's official grade to the University.
7. New Mexico licensure regulations require that the university supervisor maintains supervision records for a minimum of 5 years.

## **SELECTING AND SECURING PLACEMENT**

Counseling candidates are responsible for securing their own site for their practicum. The University of the Southwest must approve of each site. All required documents (forms A-E) must be completed by the counseling candidates and the on-site supervisor before the site will be approved by the University of the Southwest. If necessary, the University of the Southwest can provide a memorandum of understanding for the counseling candidates' placement.

## **LIABILITY INSURANCE**

Candidates must provide professional liability insurance for themselves prior to beginning practicum. Counseling students may acquire student insurance from one of the professional associations, such as American School Counselor Association or American Counseling Association. If more than the \$1,000,000 policy is necessary for the district, counseling candidates may obtain liability insurance from the American Counseling Association. Counseling candidates must provide a certificate of insurance prior to course registration. The following site is recommended: <http://www.schoolcounselor.org/school-counselors-members/member-benefits-info/liability-insurance>.

## **HOUR REQUIREMENTS**

Each candidate must complete a minimum of 60 clock hours under supervision in a variety of counseling activities, in the state of New Mexico. Counseling candidates are responsible for knowing how many hours are required in their state. Sixty percent of the required hours must be spent working directly with students.

## **COUNSELING PROCEDURES**

Counseling Candidates must explain to students with whom they work, that they are a counseling candidate fulfilling the requirements for a Master's degree in School Counseling. Counseling candidates must receive consent from any individual whom they counsel. Counseling candidates are required to discuss confidentiality with students and disclose that his/her case will be discussed with supervisors, who also adhere to the limits of confidentiality.

## **NEW MEXICO COMPETENCIES FOR SCHOOL COUNSELORS**

### **TITLE 6 PRIMARY AND SECONDARY EDUCATION**

CHAPTER 63 SCHOOL PERSONNEL - LICENSURE REQUIREMENTS FOR ANCILLARY AND SUPPORT PERSONNEL

PART 6 LICENSURE FOR SCHOOL COUNSELORS, PRE K-12

6.63.6.1 ISSUING AGENCY: Public Education Department.

[6.63.6.9 REFERENCED MATERIAL: Competencies for school counselors

A. The counselor will develop and implement a comprehensive school level guidance program based on the American school counseling association national standards and focused on the physical, social, intellectual, emotional, and vocational growth of each student by:

- (1) determining guidance priorities based on local assessed needs;
- (2) formulating measurable objectives from identified needs and priorities;
- (3) formulating specific tasks relating to achieving the objectives;
- (4) coordinating a continuing evaluation of the program;
- (5) serving all students at the prevention level;
- (6) coordinating with the appropriate administration to achieve items in Paragraphs (1) to (4) of Subsection A of 6.63.6.9 NMAC.

B. The counselor will coordinate activities in the guidance and counseling program by:

- (1) communicating the curriculum based on content standards and benchmarks;
- (2) working with other staff members to encourage the inclusion of a student- oriented philosophy in all school activities;
- (3) helping to integrate guidance and counseling program in total school program;
- (4) communicating with parents and the community about services available within the guidance and counseling program;
- (5) learning about available school and community resources;
- (6) establishing and maintaining contact with school and community resources;
- (7) working with the administration to utilize community resources related to the guidance program.

C. The counselor will provide information and facilitate guidance activities for students, staff, and parents by:

- (1) assisting others in their understanding of personal and social development;
- (2) serving as a resource to facilitate groups and presentations on pertinent issues;
- (3) providing prevention strategies which address current issues such as chemical dependency, teenage pregnancy, suicide, dropping out, and various forms of abuse;
- (4) conducting activities on educational career themes;
- (5) conducting orientation/training programs for students, parents, and staff;
- (6) interpreting test results to students, parents, and staff.

D. The counselor will serve as a consultant to the school and community by:

- (1) providing mediation for change in behavior and conflict resolution;
- (2) serving as a liaison for issues pertinent to the learning environment of the school;
- (3) supporting the staff with assistance in developing positive rapport with students to maximize learning potential by reducing or mitigating the impact of learning barriers;
- (4) assisting teachers in identifying students who would benefit from counseling and providing feedback on referred students as appropriate;
- (5) providing information to parents and students to aid in their understanding of educational goals and barriers to learning;
- (6) providing resource materials and expertise dealing with issues affecting students, staff, and family;
- (7) providing information about appropriate community resources or organizations which provide services to students and their families;
- (8) developing strategies and methods of working with parents and guardians

E. The counselor will provide individual and group counseling by:

- (1) providing crisis intervention;
- (2) using appropriate interventions in situations detrimental to the physical, mental, educational, and emotional well-being of the individual;
- (3) providing support to individuals by addressing topics such as interpersonal relations, communication, decision-making, problem-solving skills, academic programs, and career and life planning;
- (4) making referrals to school and community resources when necessary.

F. The counselor will uphold the standards of the counseling profession by:

- (1) meeting the state competency standard and the requirements for preparation;
- (2) participating in the development of policies concerning guidance and counseling;
- (3) keeping informed about developments and innovations within the profession at the local, state, and national levels;
- (4) following the legal and ethical standards of the counseling profession;
- (5) realizing personal and professional limitations.

G. The counselor will understand the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual beliefs, and socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities.

H. The counselor will be able to use technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program.

HISTORY OF REPEALED MATERIAL: 6 NMAC 4.2.3.12, Licensure for School Counselors, K - 12, Repealed 02-14-03

# **USW SCHOOL COUNSELING PROGRAM LEARNING OBJECTIVES**

## **LEARNER AND LEARNING**

**PLO 1.** Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

**1.1** Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.

**1.2** Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.

**1.3** Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

## **CONTENT**

**PLO 2.** Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques, and utilize relationship-building skills that are foundational to successful outcomes for students.

**2.1** Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.

**2.2** Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

**2.3** Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

**PLO 3.** Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.

**3.1** Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

**3.2** Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

**3.3** Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

## **INSTRUCTIONAL PRACTICE**

**PLO 4.** Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

**4.1** Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.

**4.2** Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

**4.3** Describe how to access school and community resources to make appropriate referrals based on the needs of students.

**4.4** Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

**PLO 5.** Designing, Implementing, and Assessing Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

**5.1** Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

**5.2** Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

**5.3** Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

## **PROFESSIONAL RESPONSIBILITY**

**PLO 6.** Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

**6.1** Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.

**6.2** Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

**6.3** Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

**PLO 7. Ethical Practice.** Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

**7.1** Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

**7.2** Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

**7.3** Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

*American School Counseling Association (2019) ASCA Standards for School Counselor Preparation Programs.*



## Form A

### APPLICATION FOR SCHOOL COUNSELING PRACTICUM

Candidate name \_\_\_\_\_

USW E-Mail: \_\_\_\_\_

Personal Address: \_\_\_\_\_ Personal Phone: \_\_\_\_\_

Work Address: \_\_\_\_\_ Work Phone: \_\_\_\_\_

The practicum semester: Fall (A/ B) \_\_\_\_ Spring (A/ B) \_\_\_\_

School district name: \_\_\_\_\_

School name: \_\_\_\_\_

Site Supervisor name: \_\_\_\_\_ Phone: \_\_\_\_\_

School Administrator name: \_\_\_\_\_ Phone: \_\_\_\_\_

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Special circumstances needing to be addressed:

#### Approval of Executive Director:

\_\_\_\_\_ This student is approved to take EDSC 5813 - Practicum.

\_\_\_\_\_ This student is not approved to take EDSC 5813 - Practicum.

Executive Chair Comments:

Executive Chair Signature: \_\_\_\_\_



**Form B**  
**SCHOOL COUNSELOR PRACTICUM**  
**PERSONAL DATA SHEET**

Counseling Candidate Name: \_\_\_\_\_

Past school counseling experience:

Expectations of practicum experience:

Theoretical Orientation (Identify and briefly describe your counseling approach and preferred theories):

Identify School / District site: \_\_\_\_\_

Name of On-Site Supervisor: \_\_\_\_\_



**Form C**  
**SCHOOL COUNSELOR PRACTICUM**  
**PROFESSIONAL LIABILITY INSURANCE**

Practicum Semester: \_\_\_\_\_

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

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

Telephone: \_\_\_\_\_

Insurance Company: \_\_\_\_\_

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

Telephone: \_\_\_\_\_ Period of Coverage: \_\_\_\_\_

Policy Number: \_\_\_\_\_

Candidate Name: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_

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

**Attach policy page showing Certificate of Insurance and ASCA/ACA Card.**



**Form D**  
**SCHOOL COUNSELOR PRACTICUM**  
**ETHICS STATEMENT**

I have read and intend to follow the ASCA's Ethical Standards for School Counselors and the American Counseling Association (ACA) Code of Ethics and understand that I will be supervised through the University of the Southwest in my school counseling practicum.

COMMENTS:

---

Name of Candidate

---

Signature of Candidate

---

Date



**Form E**  
**SUPERVISION AGREEMENT FORM**  
*MEMORANDUM OF UNDERSTANDING*

I \_\_\_\_\_ have read the requirements and  
(Supervisor – print name)

responsibilities of the field/on-site supervisor and agree to supervise \_\_\_\_\_.  
(Name of Candidate)

**The following information will verify that I am a certified (and/or licensed), practicing school counselor. The school listed below will be the site of supervision.**

School Information:

\_\_\_\_\_  
\_\_\_\_\_  
City State Zip Code

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Position

\_\_\_\_\_  
Telephone Number(s)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Email Address(es)

**Counselor License/Certification Information:**

**Type:** \_\_\_\_\_

**State:** \_\_\_\_\_

**Number:** \_\_\_\_\_

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



# Form F

## SCHOOL COUNSELING PRACTICUM

### PRACTICUM LOG

Candidate Name: \_\_\_\_\_

School: \_\_\_\_\_ Week of: \_\_\_\_\_

<span style="font-size: small; vertical-align: middle;">AMERICAN SCHOOL COUNSELOR ASSOCIATION</span>								
		Direct Student Services			Indirect Student Services	Program Defining, Managing and Assessing		Non-School-Counseling Tasks
		Instruction	Appraisal & Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing	Fair-Share Responsibility	Non-School-Counseling Tasks
	Activity or Task							
7-7:15 a.m.								
7:16-7:30 a.m.								
7:31-7:45 a.m.								
7:46-8 a.m.								
8:01-8:15 a.m.								
8:16-8:30 a.m.								
8:31-8:45 a.m.								
8:46-9 a.m.								
9:01-9:15 a.m.								
9:16-9:30 a.m.								
9:31-9:45 a.m.								
9:46-10 a.m.								
10:01-10:15 a.m.								

10:16-10:30 a.m.								
10:31-10:45 a.m.								
10:46-11 a.m.								
11:01-11:15 a.m.								
11:16-11:30 a.m.								
11:31-11:45 a.m.								
11:45 a.m.-Noon								
12:01-12:15 p.m.								
12:16-12:30 p.m.								
12:31-12:45 p.m.								
12:46-1 p.m.								
1:01-1:15 p.m.								
1:16-1:30 p.m.								
1:31-1:45 p.m.								
1:46-2 p.m.								
2:01-2:15 p.m.								
2:16-2:30 p.m.								
2:31-2:45 p.m.								
2:46-3 p.m.								
3:01-3:15 p.m.								
3:16-3:30 p.m.								
3:31-3:45 p.m.								
3:46-4 p.m.								
TOTALS		0	0	0	0	0	0	0
% per topic								
% per category		0%			0%			



## Form G

### COUNSELING SESSION REPORT

Do not use the student/client's real name.

**Student/Client:** \_\_\_\_\_ **Age/Grade:** \_\_\_\_\_

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

**Counselor:** \_\_\_\_\_

**Session Number:** \_\_\_\_\_

I. Presenting Problem:

II. Goal for session (short-term):

II. Report of session (what happened?):

III. Evaluation of session (e.g. feelings, results, etc.):

IV. Plans for future (what to try next, etc.):



**PERFORMANCE EVALUATION  
SCHOOL COUNSELOR  
MID-PRACTICUM**

Counseling Candidate Name: \_\_\_\_\_

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

Code: U=Unsatisfactory S=Satisfactory O=Outstanding N/O=Not Observed
--

	U	S	O	N/O
<b>THE COUNSELOR CANDIDATE IS EVALUATED ON THE ASCA NATIONAL STANDARDS:</b>				
a. Determines guidance priorities based on local assessed needs.	_____	_____	_____	_____
b. Formulates measurable objectives from identified needs and priorities	_____	_____	_____	_____
c. Formulates specific tasks relating to achieving objectives.	_____	_____	_____	_____
d. Serves all students at the prevention level.	_____	_____	_____	_____
e. Coordinates a continuing evaluation of the program.	_____	_____	_____	_____
f. Coordinates with the appropriate administration to achieve items a-e.	_____	_____	_____	_____

<b>THE COUNSELOR COORDINATES GUIDANCE AND COUNSELING PROGRAM BY:</b>				
a. Communicating the curriculum based on Content Standards and Benchmarks.	_____	_____	_____	_____
b. Working with other staff members to encourage the inclusion of a student- oriented philosophy in all school activities.	_____	_____	_____	_____
c. Helping to integrate the guidance and counseling program within the total school program.	_____	_____	_____	_____
d. Communicating with parents and community about services available within the guidance and counseling program.	_____	_____	_____	_____
e. Learning about available school and community resources.	_____	_____	_____	_____

<b>THE COUNSELOR PROVIDES INFORMATION AND FACILITATES GUIDANCE ACTIVITIES FOR STUDENTS, STAFF, AND PARENTS BY:</b>				
a. Assisting others in their understanding of personal and social development.	_____	_____	_____	_____
b. Serving as a resource to facilitate groups and make presentations on pertinent issues.	_____	_____	_____	_____
c. Providing prevention strategies which address current issues such as chemical dependency, teen pregnancy, suicide, dropping out, and various forms of abuse	_____	_____	_____	_____

- |    |  |     |     |     |     |
|----|--|-----|-----|-----|-----|
| d. | Conducting activities on educational and career themes.                    | ___ | ___ | ___ | ___ |
| e. | Conducting orientation/training programs for students, parents, and staff. | ___ | ___ | ___ | ___ |
| f. | Interpreting test results to students, parents, and staff.                 | ___ | ___ | ___ | ___ |

**U      S      O      N/O**

**COUNSELOR SERVES AS CONSULTANT TO THE SCHOOL AND COMMUNITY BY:**

- |    |  |     |     |     |     |
|----|--|-----|-----|-----|-----|
| a. | Providing mediation for changes in behavior and conflict resolution.   | ___ | ___ | ___ | ___ |
| b. | Serving as liaison for issues pertinent to the learning environment of the school.   | ___ | ___ | ___ | ___ |
| c. | Supporting staff with assistance in developing rapport with students to maximize learning by reducing the impact of learning barriers    | ___ | ___ | ___ | ___ |
| d. | Assisting teachers in identifying students who would benefit from counseling and providing feedback on referred students as appropriate. | ___ | ___ | ___ | ___ |
| e. | Providing information to parents and students to aid in their understanding of educational goals and barriers to learning                | ___ | ___ | ___ | ___ |
| f. | Providing resource materials and expertise dealing with issues affecting students, staff, and family                                     | ___ | ___ | ___ | ___ |
| g. | Providing information about appropriate community resources or organizations which provide services to students and their families       | ___ | ___ | ___ | ___ |

**THE COUNSELOR PROVIDES INDIVIDUAL AND GROUP COUNSELING BY:**

- |    |  |     |     |     |     |
|----|--|-----|-----|-----|-----|
| a. | Providing crisis intervention.   | ___ | ___ | ___ | ___ |
| b. | Using appropriate interventions in situations detrimental to the physical, mental, educational, and emotional well-being of the individual   | ___ | ___ | ___ | ___ |
| c. | Providing support to individuals by addressing topics such as interpersonal relations, communication, decision-making, problem-solving skills, academic programs, and career and life planning | ___ | ___ | ___ | ___ |
| d. | Making referrals to school and community resources when necessary.   | ___ | ___ | ___ | ___ |

**COUNSELOR UPHOLDS THE STANDARDS OF THE COUNSELING PROFESSION BY:**

- |    |  |     |     |     |     |
|----|--|-----|-----|-----|-----|
| a. | Meeting the state competency standards and the requirements for preparation.                                     | ___ | ___ | ___ | ___ |
| b. | Participating in the development of policies concerning guidance and counseling.                                 | ___ | ___ | ___ | ___ |
| c. | Keeping informed about developments and innovation with the profession at the local, state, and national levels. | ___ | ___ | ___ | ___ |
| d. | Following the legal and ethical standards of   | ___ | ___ | ___ | ___ |

- the counseling profession.
- e. The counselor understands the cultural relationships issues and trends in a multicultural society as to culture, ethnicity, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious beliefs, socioeconomic status and unique characteristics of individuals, and families. \_\_\_\_\_
- f. The counselor is able to use technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program. \_\_\_\_\_

I verify that \_\_\_\_\_ has completed a minimum of 30 supervised hours in a professional school counseling setting.

On-site supervisor name: \_\_\_\_\_ Date \_\_\_\_\_  
Please print

Supervisor Signature \_\_\_\_\_

Comments:

---

**TO BE COMPLETED BY THE SCHOOL COUNSELING CANDIDATE:**

A formal conference with the on-site supervisor/evaluator will be/was held on (date) \_\_\_\_\_. I acknowledge each of the characteristics from the evaluation above was discussed, and specific suggestions were recommended. I understand my signature below does not necessarily mean I agree with the evaluation. I realize I may respond to the evaluation, in writing, within 10 calendar days.

Counselor Candidate (Print Name) \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Candidate (Signature) \_\_\_\_\_

Comments:



**PERFORMANCE EVALUATION  
SCHOOL COUNSELOR  
FINAL-PRACTICUM**

Counselor Candidate Name: \_\_\_\_\_

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

Code: U=Unsatisfactory S=Satisfactory O=Outstanding N/O=Not Observed

	U	S	O	N/O
<b>THE COUNSELOR CANDIDATE IS EVALUATED ON THE ASCA NATIONAL STANDARDS:</b>				
a. Determines guidance priorities based on local assessed needs.	_____	_____	_____	_____
b. Formulates measurable objectives from identified needs and priorities	_____	_____	_____	_____
c. Formulates specific tasks relating to achieving objectives.	_____	_____	_____	_____
d. Serves all students at the prevention level.	_____	_____	_____	_____
e. Coordinates a continuing evaluation of the program.	_____	_____	_____	_____
f. Coordinates with the appropriate administration to achieve items a-e.	_____	_____	_____	_____

<b>THE COUNSELOR COORDINATES GUIDANCE AND COUNSELING PROGRAM BY:</b>				
a. Communicating the curriculum based on Content Standards and Benchmarks.	_____	_____	_____	_____
b. Working with other staff members to encourage the inclusion of a student- oriented philosophy in all school activities.	_____	_____	_____	_____
c. Helping to integrate the guidance and counseling program within the total school program.	_____	_____	_____	_____
d. Communicating with parents and community about services available within the guidance and counseling program.	_____	_____	_____	_____
e. Learning about available school and community resources.	_____	_____	_____	_____

<b>THE COUNSELOR PROVIDES INFORMATION AND FACILITATES GUIDANCE ACTIVITIES FOR STUDENTS, STAFF, AND PARENTS BY:</b>				
a. Assisting others in their understanding of personal and social development.	_____	_____	_____	_____
b. Serving as a resource to facilitate groups and make presentations on pertinent issues.	_____	_____	_____	_____
c. Providing prevention strategies which address current issues such as chemical dependency, teen pregnancy, suicide, dropping out, and various forms of abuse	_____	_____	_____	_____

- |    |  |       |       |       |       |
|----|--|-------|-------|-------|-------|
| d. | Conducting activities on educational and career themes.                    | _____ | _____ | _____ | _____ |
| e. | Conducting orientation/training programs for students, parents, and staff. | _____ | _____ | _____ | _____ |
| f. | Interpreting test results to students, parents, and staff.                 | _____ | _____ | _____ | _____ |

**U      S      O      N/O**

**COUNSELOR SERVES AS CONSULTANT TO THE SCHOOL AND COMMUNITY BY:**

- |    |  |       |       |       |       |
|----|--|-------|-------|-------|-------|
| a. | Providing mediation for changes in behavior and conflict resolution.   | _____ | _____ | _____ | _____ |
| b. | Serving as liaison for issues pertinent to the learning environment of the school.   | _____ | _____ | _____ | _____ |
| c. | Supporting staff with assistance in developing rapport with students to maximize learning by reducing the impact of learning barriers    | _____ | _____ | _____ | _____ |
| d. | Assisting teachers in identifying students who would benefit from counseling and providing feedback on referred students as appropriate. | _____ | _____ | _____ | _____ |
| e. | Providing information to parents and students to aid in their understanding of educational goals and barriers to learning                | _____ | _____ | _____ | _____ |
| f. | Providing resource materials and expertise dealing with issues affecting students, staff, and family                                     | _____ | _____ | _____ | _____ |
| g. | Providing information about appropriate community resources or organizations which provide services to students and their families       | _____ | _____ | _____ | _____ |

**THE COUNSELOR PROVIDES INDIVIDUAL AND GROUP COUNSELING BY:**

- |    |  |       |       |       |       |
|----|--|-------|-------|-------|-------|
| a. | Providing crisis intervention.   | _____ | _____ | _____ | _____ |
| b. | Using appropriate interventions in situations to the physical, mental, educational, and emotional well-being of the individual   | _____ | _____ | _____ | _____ |
| c. | Providing support to individuals by addressing detrimental topics such as interpersonal relations, communication, decision-making, problem-solving skills, academic programs, and career and life planning | _____ | _____ | _____ | _____ |
| d. | Making referrals to school and community resources when necessary.   | _____ | _____ | _____ | _____ |

**COUNSELOR UPHOLDS THE STANDARDS OF THE COUNSELING PROFESSION BY:**

- |    |  |       |       |       |       |
|----|--|-------|-------|-------|-------|
| a. | Meeting the state competency standards and the requirements for preparation.                                     | _____ | _____ | _____ | _____ |
| b. | Participating in the development of policies concerning guidance and counseling.                                 | _____ | _____ | _____ | _____ |
| c. | Keeping informed about developments and innovation with the profession at the local, state, and national levels. | _____ | _____ | _____ | _____ |

- d. Following the legal and ethical standards of the counseling profession. \_\_\_\_\_
- e. The counselor understands the cultural relationships issues and trends in a multicultural society as to culture, ethnicity, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious beliefs, socioeconomic status and unique characteristics of individuals, and families. \_\_\_\_\_
- f. The counselor is able to use technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program. \_\_\_\_\_

I verify that \_\_\_\_\_ has completed a minimum of 60 (or state requirement) supervised hours in a professional counseling setting.

On-site supervisor name: \_\_\_\_\_ Date \_\_\_\_\_  
Please print

Supervisor Signature \_\_\_\_\_

Comments and Recommendations:

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**TO BE COMPLETED BY THE SCHOOL COUNSELING CANDIDATE:**

A formal conference with the on-site supervisor/evaluator will be/was held on (date) \_\_\_\_\_. I acknowledge each of the characteristics from the evaluation above was discussed, and specific suggestions were recommended. I understand my signature below does not necessarily mean I agree with the evaluation. I realize I may respond to the evaluation, in writing, within 10 calendar days.

Counselor Candidate (Print Name) \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Candidate (Signature) \_\_\_\_\_ Date \_\_\_\_\_

Comments and Plans for Growth:

Lauren Irwin

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