



2023-2024

**SAGU Pre-Service
School Counselor
Handbook**

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SCHOOL COUNSELING PROGRAM

The School Counseling Program at Southwestern Assemblies of God University (SAGU) aims to equip pre-service school counselors, spiritually, academically, professionally, and cross-culturally for their roles in schools and community organizations. The program emphasizes use of the American School Counselor Association (ASCA) National Model (ASCA, 2012) and the Texas Model for Comprehensive School Counseling Programs (TCA, 2018).

STUDENT LEARNING OUTCOMES FOR THE SCHOOL COUNSELING PROGRAM

Upon the completion of the program, students will be able to:

1. Develop and implement a school counseling program in public, private, or charter schools.
2. Apply counseling theory, best practices, and current research in the school counseling setting.
3. Respond to student needs through individual and small group counseling.
4. Facilitate learners' ability to set and attain challenging personal, educational, social, and career goals after synthesizing related information.
5. Integrate and apply sound education, psychological, and theological principles in such a way as to demonstrate respect to the disciplines.
6. Demonstrate an advanced understanding of the etiology, symptoms, diagnosis, prognosis, and therapeutic methods applicable to the major psychological disorders of children and adolescents.
7. Demonstrate knowledge and skills in human science research.
8. Demonstrate the effective utilization of counseling skills, focusing on a variety of emotional and mental needs.
9. Meet the education and internship requirements for school counselor certification in the state of Texas.

PRACTICUM INTRODUCTION

The School Counseling Practicum is the crucial final link in the training process for those entering the education profession. The School Counseling practicum involves a teaching team comprised of Pre-Service School Counselors (PSC), Mentor School Counselors (MSC), Principals, and SAGU Field Supervisors (FS). We are delighted to have you as part of the team. This handbook is provided to help clarify the roles and expectations of all parties involved in the practicum. The School Counseling Practicum is a minimum fourteen (14) weeks, which involves 160 hours of interactive field experience.

Pre-service School Counselors will be evaluated using the following Texas Education Agency domains: *Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Professional Behavior, and Professional Standards.*

PLACEMENT GUIDELINES

1. Fill out PSC application and await approval from the Teacher Education Committee.
2. Receive notification from the Education Office confirming PSC practicum placement(s).
3. Verify the start and finish dates of the PSC Practicum with the school district and assigned campus. Dates may vary from those listed by SAGU because of differences in school holidays, in-services, etc.
4. Attend orientation with SAGU FS to review the School Counseling Handbook, procedures and responsibilities involved in the Practicum.
NOTE: The SAGU FS will contact the MSC prior to the beginning of the School Counseling Practicum to discuss the above items.
5. Complete documentation for direct and indirect services during Practicum.
6. Schedule evaluations with the assigned SAGU FS.

CERTIFICATION GUIDELINES

School Counselor candidates are recommended for certification upon successful completion of the SAGU School Counselor Program, including the School Counseling Practicum and passing all TExES exams. Pre-service School Counselors (PSC) work with the SAGU Certification Officer and the SAGU Testing Coordinator to complete this process. Students desiring to fill School Counselor positions in accredited public, charter, or private schools in Texas must be certified through the Texas Education Agency.

ROLE AND RESPONSIBILITY OF THE PRE-SERVICE SCHOOL COUNSELOR

- * Acknowledge and accept that the Mentor School Counselor (MSC) has the ultimate responsibility for the physical, academic, social needs, and safety of the students.
- * Call immediately if there are any issues at school. Do not wait a week if the problem is urgent. We want to be available for you.
- * Practice punctuality and regular attendance.
- * Contact the SAGU Field Supervisor (FS), MSC, and the assigned school ***IMMEDIATELY*** in the event of illness requiring absence.
- * Provide MSC and principal with up-to-date phone numbers to reach you in case the need arises.
- * Follow the school calendar at the school where you are completing Practicum. Do not ask for special favors, absences, permission to leave early, etc.
- * Dress in a professional manner following regular faculty guidelines.
- * Maintain a positive, professional relationship with students and staff.
- * Know and follow the rules, regulations, and policies of both the school and classroom.
- * Share guidance lesson plans with the MSC before teaching the guidance lessons.
- * Demonstrate enthusiasm for school counseling.
- * Capitalize upon and use your strengths and talents to their fullest potential.
- * Consult with and obtain approval from the MSC before planning a guest speaker, activities outside the classroom, or other functions, since these may require special planning and permission.

- * Take initiative in assuming more responsibility as experience progresses.
- * Assess professional and personal growth through continuous reflection and self-evaluation.
- * Plan strategies to help improve areas of weakness with the assistance of the MSC and/or SAGU FS.
- * Plan your schedule to include regular planning, feedback, and evaluation conferences with the MSC.
- * Seek out the assistance and support of the Mentor School Counselor, principal, and SAGU Field Supervisor as needed.
- * Accept graciously the constructive criticism and suggestions from the MSC(s), Principal, and FS.
- * Consider all experiences as learning experiences whether they succeed or fall short of expectations.
- * Participate in extra-curricular activities to the extent possible, while always remembering that time for classroom responsibilities and planning is the FIRST priority.
- * Attend all faculty meetings and functions where school counselor attendance is expected.
- * Shadow your campus counselor and assume responsibilities as applicable.
- * Be prepared when the SAGU FS visits.
- * Professional insurance is recommended.

ROLE AND RESPONSIBILITY OF THE MENTOR SCHOOL COUNSELOR

- * Meet with the SAGU Field Supervisor (FS) to discuss the School Counselor Practicum Handbook, procedures, and responsibilities involved in the School Counseling Practicum.
- * Study orientation materials provided by the university. The FS will train the MSC within the first 2 weeks of the school counseling practicum.
- * Prepare students for the arrival of the Pre-service School Counselor as necessary.
- * Accept the Pre-service School Counselor as another professional while still recognizing that the legal responsibility for the students' health, safety, and academic progress remains yours.
 1. The MSC holds a legal status with respect to pupils often referred to as loco parentis, meaning he/she is responsible for their health, safety, and general well-being. In the pursuit of his/her duties, he/she is to act as any normally prudent and farsighted person would, being neither negligent nor malicious. The exercise of good judgment at all times is essential.
 2. When the MSC leaves the Pre-service School Counselor in charge of the counseling group or guidance class, the teacher/counselor may still be held responsible for it. However, should any harm come to any pupil through malice, negligence, or poor judgment on the part of the Pre-service School Counselor, it might be expected that both the Pre-service School Counselor and the Mentor School Counselor be held responsible.
- * Confer with your principal and the SAGU FS immediately about any problems or if you ever feel that the Pre-service School Counselor is acting in any way that is detrimental to students.
- * Evaluate the Pre-service School Counselor (PSC) a minimum of 2 times and complete required evaluation forms. Forms are included in this handbook.
- * **Correspond bi-monthly with the SAGU FS by email, phone call, or in person, to give an update on the performance of the PSC. This will ensure that adequate communication occurs between the school and the university throughout the practicum.**
- * Serve as a positive and effective counselor role model.
- * Encourage the PSC's participation in extra-curricular activities while at the same time assisting the PSC in effective time management practices.
- * Provide opportunities for the PSC to advance gradually from observer to participant.

- * Encourage the PSC to be creative in the use of materials and strategies and assist him/her in the development of these new ideas.
- * Assist the PSC in preparing both small group and guidance lesson plans.
- * Read and discuss each guidance lesson plan with the PSC before it is taught.
- * Meet regularly with the PSC for planning, feedback, and evaluation conferences. Weekly meetings are recommended to ensure adequate communication.
- * Meet with the SAGU FS for feedback and evaluation, as needed.
- * Listen attentively to the joys, frustrations, needs, concerns, and dreams the PSC wishes to share.
- * **Remember:** Submit reports and/or evaluations to the Field Supervisor by the completion of the School Counselor Practicum.

ROLE AND RESPONSIBILITY OF THE SAGU FIELD SUPERVISOR

- * Within the first two weeks of the school counseling practicum, schedule an initial meeting with the Mentor School Counselor to discuss the Student School Counseling Handbook, procedures, and responsibilities involved in the School Counselor Practicum.
- * Be well acquainted with the qualifications, strengths, weaknesses, and personality of Pre-service School Counselors (PSC).
- * Be available to PSC as friend, counselor, instructor, resource person, mediator, or for whatever role needed.
- * Clarify the role of the PSC with the particular school as needed.
- * Maintain an open communication link between schools and university by way of bi-monthly emails, phone calls, or visits.
- * Serve as a resource person to Master School Counselor (MSC) and their schools.
- * Maintain a positive relationship with each PSC Counselor to encourage a love for counseling.
- * Assist the PSC in all areas of professional growth.
- * Be well acquainted with the philosophy and program of each school in the program.
- * Build a positive relationship with faculty and administration of participating schools so the best interests of both the PSC and students can be served.
- * If serious conflicts arise, contact the Director of Teacher Education.
- * Assist the university in maintaining a superior program by offering solicited and unsolicited feedback on strengths and weaknesses of the PSC's professional and academic preparation as well as the logistics of the program itself.
- * Conduct a minimum of one initial contact within the first three weeks, followed by three on-campus visits at the school/practicum location with the PSC and the MSC. Each visit must be at least 45 minutes of shadowing. **Remember to document each visit and prepare adequate evaluations.**
- * Supervisory visits by SAGU faculty to distance education placements should be scheduled so as not to miss on-campus classes. If this is not possible, all classes missed should be covered by an education faculty member so that no classes are dismissed.

- * Prepare a written critique of each PSC observation and share with the PSC, Mentor/Cooperating School Counselor, and the Principal.
- * During the School Counseling Practicum, complete a **minimum** of three (3) formal on-site evaluations.
- * **Remember:** Submit copies of all formal evaluations and necessary forms to the Teacher Education Department at the completion of the School Counseling Practicum if not before.

CLASSROOM GUIDANCE LESSON PLAN TEMPLATE

A guidance lesson plan should provide needed structure to a guidance lesson but be general enough to allow for flexibility.

Unit/Lesson:

Collaborators:

Resource(s):

Grade Level/Subject:

Length of Lesson:

Big Idea: One sentence that is the premise of the lesson. (The takeaway point.)

Learning Targets (Student Learning Outcomes): The specific learning intent for the day, selected from the thematic unit (if appropriate) or the related TEKS or TExES competencies or appropriate state-related school counseling standards, i.e. Texas Comprehensive Model. Please write out completely the appropriate TEKS or TExES competencies or state-related standards in your guidance lesson plan.

ASCA Mindsets/Behaviors Addressed in Unit:

ASCA Mindsets:

ASCA Behaviors:

Learning Strategies

Self-Management Skills

Social Skills

Materials: a list of instructional materials needed for the guidance lesson. (Also list the source of your plan if you got it from some place other than your inventiveness.) Copies of all the materials used in the guidance lesson should accompany the guidance lesson plan given to the University Supervisor.

Prior Knowledge/Rationale: (Introduction): an activity used at the beginning of the guidance lesson to attract student attention and interest. (“Anticipatory Set” or focus)

Procedure: a sequential listing of the developmental activities for the day. Describe these activities in detail. If the guidance lesson is a direct instruction guidance lesson, you should explain the content material and model what they are going to do. The students should practice or explain to you what they are going to do, so you can check for understanding. Then, the students should do what the objective says they will do (Independent Practice/Application) and include modifications for special learners.

Assessment: A statement telling how you will grade what the objective says the students would do, which is what they did in independent practice/application. Include the rubric, worksheet, etc., that will be graded

Conclusion: the guidance lesson wrap-up activity given by students summarizing the guidance lesson or taking it to a higher level.

PURPOSE OF AN AGREEMENT OF EXPECTATION

It is vital that all team members reach an agreement and define expectations during the early stages of the practicum. To reach an agreement, the Mentor School Counselor (MSC) and Pre- service School Counselor (PSC) should meet to discuss expectations about the School Counseling Practicum.

Discussion about the Agreement of Expectation is of utmost importance for a clear understanding of expectations. Suggested items of discussion may include:

- * Specific duties for student (such as guidance lesson plans and recess duty)
- * Mentor School Counselor observation of Pre-service School Counselor
- * Feedback procedures (oral and/or written)
- * School policies, rules, and expectations (written and unwritten)
- * Methods of keeping communication lines open
- * Observation of other teachers/schools by the Pre-service School Counselor
- * Shadowing of the Mentor School Counselor
- * Evaluation of the Pre-service School Counselor (minimum 2 evaluations)
- * Review of laws and administrative procedures related to child welfare, including Child Protective Services (CPS) requirements
- * Review of crisis intervention policies, including but not limited to, suicide prevention protocols
- * Review of ISD's HIPPA and FERPA regulations

The PSC must work together with the MSC to complete the Agreement of Expectation prior to the beginning of the practicum. This agreement should be considered as a working document, firm enough to give structure, but flexible enough not to break under the pressure of unexpected or unusual circumstances. The team will review the Agreement of Expectation as necessary and make commendations, recommendations, or revisions.

In addition to shared common expectations, if a PSC desires to be successful, ongoing communication between the students, MSC, principal, and SAGU Field Supervisor (FS) is necessary. The PSC is responsible for initiating communication and in seeking information needed to meet the agreed- upon expectations.

The Agreement of Expectation will:

1. Enable each member of the team to think through and express in an organized way

his/her initial expectations of the roles of each team member;

2. Serve as a guide for planning the semester experience and judging the outcome; and
3. Serve as a vehicle for meaningful dialogue among all members of the Pre-service School Counseling team throughout the semester.

This agreement was completed on _____ between _____
(Date) (Mentor School Counselor)
and _____.
(Pre-service School Counselor)

1. Will the Pre-service School Counselor be completing practicum experience at the school in which s/he works? YES NO

If not completing the practicum experience at the school in which the Pre-service School Counselor works, the Pre-service School Counselor will be required to be at the assigned school between _____ a.m. and _____ p.m.

-
- Date

FIELD EXPERIENCE DOCUMENTATION

The Pre-service School Counselor must document the field experience hours, both indirect and direct (template provided in appendix). Direct service is defined as “face-to-face” interaction with students and includes the application of counseling, consultation, or human development skills (such as assessment, training, classroom guidance, etc.; (Campbell & Dahir, 1997; CACREP, 2016). Examples of Direct Service include Delivery of School Counseling Core Curriculum, Individual Student Planning, and Responsive Services (ASCA, 2012). Indirect service is defined as a service “provided on behalf of students as a result of the school counselors’ interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations (ASCA, 2012).

Examples of Direct Service:

- Talk to the students in an informal (non-instructional) setting to develop an understanding of their goals, attitudes, anxieties, and interests.
- Assist in direct counseling, delivering small group and large group guidance lessons with provisions for clear objectives, motivation, appropriate learning activities to accommodate individual pupil differences, and student and teacher evaluation.
- Provide individual counseling, including crisis counseling, assessment, and referral.
- Run a group consisting of 3-5 sessions and 8-10 students.

Examples of Indirect Service:

- Obtain a parent and faculty Handbook if available.
- Have an initial conference with the principal to gain information about the school, community, general school organization and population, curriculum and instructional patterns, and role and responsibilities of the Pre-service School Counselor in the building.
- Have an initial conference with the Mentor School Counselor(s) for assignment of initial tasks and a clarification of responsibilities and team roles.
- Become familiar with administration, clerical, and housekeeping tasks of the Mentor School Counselor.
- Become familiar with the school counselor resources available (space, media, staff).
- Learn the home-school relationship and how counselors work with parents.

- Attend several in-service meetings (if available).
- Attend a district counselor conference at regional or state level.
- Attend a PTA, parent school council, or parent's night activity.
- Become acquainted with major counseling objectives and plans for the year at the level assigned in order to see the pattern.
- Become familiar with resources and staff available to counselors (instructional materials,
 - A.V. equipment, physical facilities, seminar rooms, resource center, etc.), as well as pupil services facilities (counseling office, nurse's office).
- Become familiar with the various kinds of routine administrative and housekeeping tasks involved in counseling.
- Become familiar with class schedules.
- Observe team planning sessions.
- Attend faculty or staff meetings.
- Attend counselor-parent conference planning. Attend parent-counselor conference if possible and advisable.
- Be an observer during a guidance conference, social worker conference, pupil-principal conference, or team conference concerned with the progress of a particular pupil.
- Assist in planning for direct counseling.
- Assist in planning small group and large group guidance lessons with provisions for clear objectives, motivation, appropriate learning activities to accommodate individual pupil differences, and student and teacher evaluation. Assist in planning units and/or guidance lessons providing for interdisciplinary goals as defined by the school curriculum.
- Be involved in decision-making about daily and weekly class scheduling (times, rooms, and staff).
- Assist in planning a group.
- Review laws and administrative procedures relating to child welfare, including Child Protective Services (CPS) requirements.
- Assist in administration of a needs assessment and review of data.

- Review policies and procedures for RTI (Response to Intervention) process, 504 process, Gifted and Talented Process (GT), and the Admission, Review, and Dismissal process.
- Observe an RTI, 504, and/or ARD meeting.
- Meet with local law enforcement officials.
- Develop student, teacher, and parent surveys. Deliver surveys and review the data.
- Attend a school board meeting.

EVALUATION PROCESS

The Field Supervisor (FS) will evaluate the pre-service school counselor (PSC) a minimum of three (3) times. Per the discretion of the FS, a fourth evaluation may be warranted. PSC's will be evaluated using the following Texas Education Agency domains: *Program Management, Guidance, Advocacy, Leadership, Counseling, Consultation, Coordination, Student Assessment, Professional Behavior, and Professional Standards*. A pre-conference, the observation, and a post-conference are part of each evaluation. Pre- and post-conferences can be held via online platform rather than face-to-face. PSC's are required to participate in all three components for each evaluation. Dates and times will be discussed and scheduled prior to the site visit. The PSC should discuss best time and practice for the observation. Each site visit will be assigned a designated direct service: individual counseling, group counseling, and/or guidance lesson.

The SAGU Field Supervisor (FS) will visit the site for the evaluation. Site visit requirements include providing a place for the FS to sit or shadow, providing clearly written plans for the activity, and providing copies of all textbooks, materials, and manipulatives that will be used. It is important for the PSC to have a teachable spirit and accept suggestions in this process. The goal is for the PSC to grow through interactive learning experiences and feedback.

The Mentor School Counselor (MSC) will also evaluate the PSC a minimum of two (2) times per semester. See Mentor School Counselor responsibilities for more information.

Appendix

SCHOOL COUNSELOR DOMAINS AND STANDARDS TEXAS
EDUCATION AGENCY

DOMAIN I: PROGRAM MANAGEMENT

Standard 1: Plan a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support (TEC §33.005).

Standard 2: Implement a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support (TEC §33.005).

Standard 3: Collect and analyze data to determine student and program needs and program goals for the continuous improvement of a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support (TEC §33.005).

Standard 4: Promote the balanced provision of school counseling program content areas based on assessed needs of the campus/district comprehensive developmental school counseling program (Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Post-secondary Education and Career Readiness).

Standard 5: Manage human, fiscal, and/or other school counseling program resources.

Standard 6: Collaborate with school staff, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a comprehensive developmental school counseling program (TEC §33.005).

Standard 7: Gather and analyze data collaboratively for program planning and continuous evaluation of the comprehensive developmental school counseling program (TEC §33.005).

DOMAIN II: GUIDANCE

Standard 1: Use accepted theories in addressing personal, social, career, cognitive, and educational development.

Standard 2: Attend to the diverse needs of students participating in classroom guidance.

Standard 3: Plan structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students' developmental needs.

Standard 4: Conduct structured group lessons to deliver the Guidance Curriculum effectively.

Standard 5: Involve students, parents, teachers, and others to promote effective implementation of the Guidance Curriculum.

Standard 6: Accurately and without bias guide individuals and groups of students and parents/guardians to plan, monitor, and manage the students own educational development, including information about post-secondary opportunities. (TEC §33.007)

Standard 7: Accurately and without bias guide individuals and groups of students and parents/guardians to plan, monitor, and manage the students' own career development.

Standard 8: Accurately and without bias guide individuals and groups of students and parents/guardians to plan, monitor, and manage the students own personal/social development.

DOMAIN III: COUNSELING

Standard 1: Use accepted and effective techniques to provide individual developmental, preventive, remedial, and/or crisis counseling.

Standard 2: Use accepted and effective techniques to provide group developmental, preventive, remedial, and/or crisis group counseling.

Standard 3: Acknowledge students' cultural context in the selection of counseling interventions based on the developmental, preventive, remedial, and or crisis needs accordingly.

DOMAIN IV: CONSULTATION

Standard 1: Consult with parents, school staff, and other community members to promote and increase the effectiveness of student achievement and success.

Standard 2: Consult with school staff, parents, and community members to promote understanding of human relations and student development, behavior, and environment.

Standard 3: Consider existing cultural context when consulting with parents, school staff, and other community members regarding the unique and diverse needs of students.

DOMAIN V: COORDINATION

Standard 1: Coordinate people and other resources in the school, home, and community to promote student success.

Standard 2: Use effective processes of referring students, parents/guardians, and others to special needed programs and services.

DOMAIN VI: STUDENT ASSESSMENT

Standard 1: Adhere to legal, ethical, and professional standards related to assessment.

Standard 2: Possess and promote an understanding of potential cultural and linguistic bias in assessment tools.

Standard 3: Interpret standardized test results and other formal and informal assessment data to guide students in individual goal setting and planning in collaboration with school personnel.

Standard 4: Enhance the work of school staff and parents in guiding student goalsetting and planning by promoting understanding and use of standardized test results and other assessment data in alignment with the cultural and diverse needs of students.

Standard 5: Use formal and informal assessment tools appropriately within the scope of practice and local district policy.

DOMAIN VII: LEADERSHIP

Standard 1: Provide leadership for the implementation of the school's comprehensive developmental school counseling program.

Standard 2: Provide leadership in the school's responsiveness to the personal and social needs of diverse students.

Standard 3: Provide leadership for the enhancement of learning environments that address the diverse needs of students.

DOMAIN VIII: ADVOCACY

Standard 1: Advocate for a school environment that acknowledges and respects diversity.

Standard 2: Advocate for individual and specific groups of students.

Standard 3: Advocate for school policies, programs, and services that are equitable and responsive to diverse groups of students and enhance a positive school climate.

Standard 4: Advocate for the elimination of factors that may impede student achievement and school success.

Standard 5: Advocate for the comprehensive developmental school counseling program and school counselors' ethical and professional standards within school and community.

Standard 6: Advocate for the full implementation of the comprehensive developmental school counseling program among students, school staff, parents, and other community stakeholders.

Standard 7: Advocate for appropriate and meaningful school counselor roles as educational leaders in alignment with professional training.

DOMAIN IX: PROFESSIONAL BEHAVIOR

Standard 1: Demonstrate professionalism, including a commitment to continuous professional development.

Standard 2: Establish and maintain professional relationships with administrators, teachers, other school staff, parents, and community members.

Standard 3: Accept accountability for the use of time in delivering a full complement of services based on assessed needs in all four components of a comprehensive developmental school counseling program.

Standard 4: Engage in reflective practice to enhance professional development.

DOMAIN X: PROFESSIONAL STANDARDS

Standard 1: Adhere to federal, state, district and campus legal standards, policies, regulations, and procedures.

Standard 2: Commit to current professional standards of competence and practice.

Standard 3: Promote and follow school counseling ethical standards.

Standard 4: Demonstrate professional and responsible work habits.

Mentor School Counselor Observation of School Counseling Intern

School Counselor Intern: _____ Mentor School Counselor: _____

Dates of Observation: _____

☐ Observation 1

☐ Observation 2

Expectations: Within a time period, no longer than 5 business days, the Mentor School Counselor is expected to make observations in a variety of domains. It is understood that not all domains will be covered in each observation; however, it is expected to cover as many as possible. Within each domain, check all the evidence observed, cite the date and time of the observations and offer additional notes. Upon completion of the observation period. The Mentor School Counselor and the School Counseling Intern are to review and discuss growth opportunities in each domain.

During the internship, the Mentor School Counselor will complete two observations of the intern at least 3 weeks apart. A signed copy will be submitted to the School Counseling Field Supervisor within two weeks of the observation period.

Domain 1: Program Management	
• Planning • Implementation • Data Lead Decision Making • School Counseling Content Areas • Counseling Resources • Collaboration • Continuous Program Evaluation •	
Date Observed	Evidence (check all that apply)
_____	<input type="checkbox"/> Collaborates regularly with the Mentor School Counselor to plan and implement a comprehensive school counseling program.
_____	Plans a monthly calendar for the implementation of the four components <input type="checkbox"/> Guidance Curriculum <input type="checkbox"/> Responsive Services <input type="checkbox"/> Individual Planning <input type="checkbox"/> System Support
_____	Implements activities specified on the monthly calendar <input type="checkbox"/> Guidance Curriculum <input type="checkbox"/> Responsive Services <input type="checkbox"/> Individual Planning <input type="checkbox"/> System Support
_____	<input type="checkbox"/> Works with the Mentor School Counselor to collect and analyze data to determine student needs
_____	<input type="checkbox"/> Works with the Mentor School Counselor to collect and analyze data to determine program needs
_____	Allows the data to guide decision-making about program implementation accordingly. <input type="checkbox"/> Guidance Curriculum <input type="checkbox"/> Responsive Services <input type="checkbox"/> Individual Planning <input type="checkbox"/> System Support
_____	Demonstrates an understanding of school counseling content areas <input type="checkbox"/> Interpersonal Effectiveness

<p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/> Intrapersonal Effectiveness <input type="checkbox"/> Personal Health and Safety <input type="checkbox"/> Post-secondary Education and Career Readiness <input type="checkbox"/> Discusses with the Mentor School Counselor how program resources are managed. <input type="checkbox"/> Participates in a district-based committee meeting <input type="checkbox"/> Analyzes the current school counseling program and provides recommendations for improvements
Additional Notes:	

Domain 2: Guidance • Theories • Student Needs • Planning Guidance Lessons • Teaching Guidance Lessons • Collaboration for Guidance • Post-secondary Opportunities • Career Development • Student's Personal Development •	
Date Observed	Evidence (check all that apply)
_____	<input type="checkbox"/> Uses accepted theories in addressing person, social, career, cognitive and educational development
_____	<input type="checkbox"/> Shows an awareness of the diverse needs of students participating in classroom guidance
_____	<input type="checkbox"/> Develops a guidance lesson plan that demonstrates an understanding of mental health and wellness
_____	<input type="checkbox"/> Develops a guidance lesson plan that demonstrates an understanding of social and emotional learning
_____	<input type="checkbox"/> Conducts a structured group lesson to deliver the guidance curriculum effectively
_____	<input type="checkbox"/> Assess the effectiveness of the guidance lesson through interactive questioning and discussion
_____	<input type="checkbox"/> Sets behavior expectations that establish a safe environment for students.
_____	<input type="checkbox"/> Appropriately addresses student's behavior
_____	<input type="checkbox"/> Differentiates guidance lessons to accommodate the student population
_____	<input type="checkbox"/> Works with the Master School Counselor to collect and analyze data to determine guidance lesson content.
_____	Guidance lesson provides opportunity for students to plan, monitor or manage their own development <input type="checkbox"/> Educational development/post-secondary opportunities <input type="checkbox"/> Career development <input type="checkbox"/> Personal/social development
Additional	

Notes:	
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Domain 3: Counseling • Techniques for Individual Counseling • Techniques for Group Counseling • Cultural Context •	
Date Observed	Evidence (check all that apply)
_____	Uses accepted theories and techniques for delivering individual counseling <input type="checkbox"/> Individual developmental counseling <input type="checkbox"/> Preventive counseling <input type="checkbox"/> Remedial counseling <input type="checkbox"/> Crisis counseling
_____	Uses accepted theories and techniques for delivering group counseling <input type="checkbox"/> Group developmental counseling <input type="checkbox"/> Preventive group counseling <input type="checkbox"/> Remedial group counseling <input type="checkbox"/> Crisis group counseling
_____	<input type="checkbox"/> Provides structures to monitor progress, behavior, and emotional wellbeing of students
_____	Offers counseling interventions within the student's cultural context <input type="checkbox"/> Developmental counseling <input type="checkbox"/> Preventive counseling <input type="checkbox"/> Remedial counseling <input type="checkbox"/> Crisis counseling
Additional Notes:	

Domain 4: Consultation • Student Achievement • Student Development • Cultural Context •	
Date Observed	Evidence (check all that apply)
_____	<input type="checkbox"/> Provides positive, constructive, and personalized feedback to families about their child's performance.
_____	Consults with parents, staff, or community members to promote understanding of diverse student needs <input type="checkbox"/> Developmental needs <input type="checkbox"/> Behavioral needs <input type="checkbox"/> Environmental needs
_____	<input type="checkbox"/> Considers existing cultural context when consulting with parents, staff, or community members about the diverse needs of students
Additional Notes:	

Domain 5: Coordination

• Promote Student Success • Referring Processes •	
Date Observed	Evidence (check all that apply)
_____	<input type="checkbox"/> Promotes mental health and wellness within school, home, or community
_____	<input type="checkbox"/> Promotes social and emotional learning within the school, home, or community
_____	<input type="checkbox"/> Links internal and external support services to respond to students' needs
Additional Notes:	

Domain 6: Student Assessment • Ethical Standards • Bias in Assessment Tools • Interpretation of Test Results • Cultural Context • District Policy •	
Date Observed	Evidence (check all that apply)
_____	<input type="checkbox"/> Adheres to legal, ethical, and professional standards related to assessment
_____	<input type="checkbox"/> Analyzes STAAR or another standardized assessment for cultural or linguistic bias
_____	<input type="checkbox"/> Interprets standardized test results to guide individual goal setting
_____	<input type="checkbox"/> Interprets standardized test results in alignment with cultural and diverse needs of the students
_____	<input type="checkbox"/> Interprets standardized test results according to district policy
Additional Notes:	

Domain 7: Leadership • Counseling Program • School's Responsiveness to Diversity • Learning Environment and Diversity •	
Date Observed	Evidence (check all that apply)
_____	<input type="checkbox"/> Assists the Mentor School Counselor in carrying out general leadership roles and responsibilities
_____	<input type="checkbox"/> Provides leadership in the responsiveness to personal and social needs of students
_____	<input type="checkbox"/> Collaborates with staff in reference to enhancing the learning environments to address the diverse needs of students
Additional Notes:	

Domain 8: Advocacy • Diversity • Student and Groups • School Policies and Programs • Content Areas • Ethics • Comprehensive School Counseling Program •	
Date Observed	Evidence (check all that apply)

_____	<input type="checkbox"/> Advocates among stakeholders for a positive school culture that acknowledges and respects student diversity
_____	<input type="checkbox"/> Advocates among stakeholders for school policies that are equitable for diverse groups
_____	<input type="checkbox"/> Advocates for ethical and professional standards
_____	<input type="checkbox"/> Advocates among stakeholders for the full implementation of a comprehensive school counseling program
Additional Notes:	

Domain 9: Professional Behavior • Continuous Professional Development • Professional Relationships • Accountability • Reflective Practices •	
Date Observed	Evidence (check all that apply)
_____	<input type="checkbox"/> Regularly seeks coaching and feedback from Mentor School Counselor
_____	<input type="checkbox"/> Maintains a growth mindset for self and others
_____	Relates well with others <input type="checkbox"/> Staff <input type="checkbox"/> Students <input type="checkbox"/> Parents <input type="checkbox"/> Community members
_____	<input type="checkbox"/> Displays accountability in time management
_____	<input type="checkbox"/> Engages in reflective practices to enhance professional development
Additional Notes:	

Domain 10: Professional Standards • Legal Standards • Competence and Practice • Ethical Standards • Work Habits •	
Date Observed	Evidence (check all that apply)
_____	<input type="checkbox"/> Adheres to federal, state, district and campus legal standards, policies, regulations, and procedures
_____	<input type="checkbox"/> Seeks awareness of current changes in legislation
_____	<input type="checkbox"/> Abides by the legal guidelines of confidentiality in a school setting
_____	<input type="checkbox"/> Adheres to district social media policies
_____	<input type="checkbox"/> Commits to current professional standards of competence and practice

<hr/> <hr/> <hr/>	<input type="checkbox"/> Promotes and follows school counseling ethical standards <input type="checkbox"/> Adheres to ethical standards for written communication with parents, staff, and community members Meets expectations concerning work habits <input type="checkbox"/> Attendance <input type="checkbox"/> Punctuality <input type="checkbox"/> Appropriate attire
Additional Notes:	

Overall	
Area of Strength	Suggestions to increase effectiveness
Area of Weakness	Suggestions to increase effectiveness

School Counseling Intern Signature

Mentor School Counselor Signature

Date of Observation Post-Conference with School Counseling Intern: _____

Pre- service School Counseling Intern Observation Form
Southwestern Assemblies of God University

School Counselor Intern:

Field Supervisor:

Date of Observation:

Time (start & stop) of Observation:

Domain 1: Program Management
Domain 1: Examples of Artifacts and/or Evidence: Code of Ethics/Behaviors • Committee Agendas and Minutes • School Counseling Roles and Responsibilities • Calendar(s) of Activities • Master Schedule • Visioning Documents • Mission, Vision, Goals, Values/Beliefs • Campus Improvement Plan and Plan Monitoring Systems • Strategic Planning and Monitoring Processes • Budgets and Fiscal Management Systems • Grading System for Students • Change Processes and Actions • Coaching and Support Systems • District Referral Resources • Crisis Intervention Protocols • Classroom Guidance Lesson Plan • Texas Model of a Comprehensive School Counseling Program

Standard 1.1: Planning – Plans a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Plan demonstrates a comprehensive understanding of 3 of the following areas: guidance curriculum, responsive services, individual planning, or system support for each targeted area of the observation.	<input type="checkbox"/> Plan demonstrates some understanding of 1 of the following areas: guidance curriculum, responsive services, individual planning, or system support for each targeted area of the observation	<input type="checkbox"/> Plan does not demonstrate an understanding of 1 of the following areas: guidance curriculum, responsive services, individual planning, or system support for each targeted area of the observation
Standard 1.2: Implementation – Implements a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Analyzes the current school counseling program and provides 3 or more recommendations for improvement	<input type="checkbox"/> Analyzes the current school counseling program and provides 1 recommendation for improvement	<input type="checkbox"/> Unable to demonstrate an understanding of a comprehensive school counseling program and is unable to recommend suggestions for improvement

Standard 1.3: Data Lead Decision Making – Collects and analyzes data to determine student and program needs and program goals for the continuous improvement of a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Collects and analyzes data to determine student and program needs and allows the data to guide decision-making and adjusts accordingly <input type="checkbox"/> Regularly tracks and analyzes student data to determine program needs and goals.	<input type="checkbox"/> Sometimes uses collected data to determine student and program needs <input type="checkbox"/> Periodically reviews student data to determine program needs and goals.	<input type="checkbox"/> Rarely uses collected data to determine student and program need <input type="checkbox"/> Does not review student data to determine program needs and goals.

Standard 1.4: Content Areas – Promotes the balanced provision of school counseling program content areas based on assessed needs of the campus/district comprehensive development school counseling program (Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Post-secondary Education and Career Readiness).		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Analyzes the school counseling program for strengths and weaknesses and provides 2 or more recommendations for change. <input type="checkbox"/> Demonstrates a comprehensive understanding of at least 1 of the following content areas to support a targeted component of the observation: Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Post-secondary Education and Career Readiness.	<input type="checkbox"/> Analyzes the school counseling program for strengths and weaknesses and provides 1 recommendation for change. <input type="checkbox"/> Somewhat demonstrates an understanding of at least 1 of the following content areas to support a targeted component of the observation: Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Post-secondary Education and Career Readiness.	<input type="checkbox"/> Does not analyze the school counseling program for strengths and weaknesses and is unable to make recommendations for change. <input type="checkbox"/> Unable to demonstrate a comprehensive understanding of at least 1 of the following content areas to support a targeted component of the observation: Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Post-secondary Education and Career Readiness.
Standard 1.5: Counseling Resources – Manages human, fiscal, and/or other school counseling program resources.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Analyzes the current school counseling program and providing 2 or more recommendations on improvements in managing counseling resources	<input type="checkbox"/> Analyzes the current school counseling program and providing 1 recommendation on improvements in managing counseling resources	<input type="checkbox"/> Unable to demonstrate an understanding of how the comprehensive school counseling program manages resources and is unable to recommend improvements
Standard 1.6: Collaboration – Collaborates with school staff, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a comprehensive developmental school counseling program.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Collaborates with school staff, students, and community members to promote continuous improvement of the comprehensive school counseling program. <input type="checkbox"/> Participates in a district-based committee meeting.	<input type="checkbox"/> Collaborates with school staff and students to promote continuous improvement of the comprehensive school counseling program. <input type="checkbox"/> Attends a district-based committee meeting.	<input type="checkbox"/> Collaborates with students to promote continuous improvement of the comprehensive school counseling program. <input type="checkbox"/> Does not attend a district-based committee meeting.
Standard 1.7: Continuous Evaluation – Gathers and analyzes data collaboratively for program planning and continuous evaluation of the comprehensive developmental school counseling program.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Works with Mentor School Counselor to collect and analyze data.	<input type="checkbox"/> Works with Mentor School Counselor to analyze data.	<input type="checkbox"/> Works with Mentor School Counselor to collect data.
Appraiser Comments/Growth Opportunities		

Domain 2: Guidance

Domain 2: Examples of Artifacts and/or Evidence

Code of Ethics/Behaviors • School Counseling Roles and Responsibilities • Calendar(s) of Activities • Master Calendar • Visioning Documents • Mission, Vision, Goals, Values/Beliefs • Classroom Guidance Lesson Plan • Texas Model of a Comprehensive School Counseling Program • Available Guidance Curriculum • Grading System for Students

Standard 2.1: Theories - Uses accepted theories in addressing personal, social, career, cognitive and educational development.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Routinely uses accepted theories in addressing personal, social, career, cognitive and educational development.	<input type="checkbox"/> Sometimes uses accepted theories in addressing personal, social, career, cognitive and educational development.	<input type="checkbox"/> Rarely uses accepted theories in addressing personal, social, career, cognitive and educational development.

Standard 2.2: Student Needs - Attends to the diverse needs of students participating in classroom guidance.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently attends to the diverse needs of students participating in classroom guidance	<input type="checkbox"/> At times attends to the diverse needs of students participating in classroom guidance	<input type="checkbox"/> Rarely attends to the diverse needs of students participating in classroom guidance

Standard 2.3: Planning Guidance Lessons – Plans structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students’ developmental needs.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Guidance lesson plan demonstrates a comprehensive understanding of mental health and wellness, and/or social and emotional learning strategies and methodologies	<input type="checkbox"/> Guidance lesson plan demonstrates some understanding of mental health and wellness, and/or social and emotional learning strategies and methodologies	<input type="checkbox"/> Guidance lesson plan does not demonstrate an understanding of mental health and wellness, and/or social and emotional learning strategies and methodologies

Standard 2.4: Teaching Guidance Lessons - Conducts structured group lessons to deliver the Guidance Curriculum effectively.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Regularly conducts structured group lessons to deliver the guidance curriculum effectively <input type="checkbox"/> Assess the effectiveness of the lesson through interactive questioning and discussion <input type="checkbox"/> Guidance lesson is adjusted based on student behavior <input type="checkbox"/> Sets behavior expectations that establish a safe environment for all <input type="checkbox"/> Addresses student misbehavior appropriately <input type="checkbox"/> Differentiate group lesson to accommodate student population	<input type="checkbox"/> Sometimes conducts structured group lessons to deliver the guidance curriculum effectively <input type="checkbox"/> Sometimes assess the effectiveness of the lesson through interactive questioning and discussion <input type="checkbox"/> Sometimes the guidance lesson is adjusted based on student behavior <input type="checkbox"/> Sometimes sets behavior expectations that establish a safe environment for some <input type="checkbox"/> Addresses some student	<input type="checkbox"/> Rarely conducts structured group lessons to deliver the guidance curriculum effectively <input type="checkbox"/> Does not assess the effectiveness of the lesson through interactive questioning and discussion <input type="checkbox"/> Guidance lesson is not adjusted based on student behavior <input type="checkbox"/> Does not set behavior expectations that establish a safe environment <input type="checkbox"/> Allows student misbehavior to go unaddressed or confronts

	misbehavior <input type="checkbox"/> Sometimes differentiates group lesson to accommodate student population	student in a way that discourages future participation and communication <input type="checkbox"/> Rarely differentiate group lesson to accommodate student population
Standard 2.5: Collaboration for Guidance - Involves students, parents, teachers, and others to promote effective implementation of the Guidance Curriculum.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Promotes the implementation of guidance curriculum based on data <input type="checkbox"/> Communicates with school leadership, both verbally and in writing in regards to the guidance curriculum plan <input type="checkbox"/> Includes multiple sources of data when promoting the effective implementation of the Guidance Curriculum	<input type="checkbox"/> Promotes the implementation of guidance curriculum based on limited data <input type="checkbox"/> Communicates verbally with school leadership in regards to the guidance curriculum plan <input type="checkbox"/> Includes one source of data when promoting the effective implementation of the guidance curriculum	<input type="checkbox"/> Promotes the implementation of guidance curriculum not based on student data. <input type="checkbox"/> Does not inform the school leadership of the guidance curriculum plan <input type="checkbox"/> Does not include data when promoting the effective implementation of the guidance curriculum
Standard 2.6: Post-secondary Opportunities - Accurately and without bias, guides students and parents to plan, monitor, and manage the students own educational development, including information about post-secondary opportunities.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Routinely guides students and families accurately and without bias as they plan for post-secondary opportunities	<input type="checkbox"/> Sometimes guides students and families accurately and without bias as they plan for post-secondary opportunities	<input type="checkbox"/> Rarely guides students and families accurately and without bias as they plan for post-secondary opportunities
Standard 2.7: Career Development - Accurately and without bias, guides students and parents to plan, monitor, and manage students' own career development.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Routinely guides students and families accurately and without bias as they monitor and manage students' own career development	<input type="checkbox"/> Sometimes guides students and families accurately and without bias as they monitor and manage students' own career development	<input type="checkbox"/> Rarely guides students and families accurately and without bias as they monitor and manage students' own career development
Standard 2.8: Student's Personal Development - Accurately and without bias, guides students and parents to plan, monitor, and manage the students own personal/social development.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Routinely guides students and families accurately and without bias as they plan, monitor, and manage students' own personal/social development	<input type="checkbox"/> Sometimes guides students and families accurately and without bias as they plan, monitor, and manage students' own personal/social development	<input type="checkbox"/> Rarely guides students and families accurately and without bias as they plan, monitor, and manage students' own personal/social development
Appraiser Comments/Growth Opportunities		

Domain 3: Counseling

Domain 3: Examples of Artifacts and/or Evidence

Code of Ethics/Behaviors • School Counseling Roles and Responsibilities • Calendar(s) of Activities • Master Schedule • Visioning Documents • Mission, Vision, Goals, Values/Beliefs • Campus Improvement Plan and Plan Monitoring Systems • Grading Program for Students • Change Processes and Actions • District Referral Resources • Crisis Intervention Protocols • Texas Model of a Comprehensive School Counseling Program • Behavior Expectations and Management Systems for Students • Student Support Services • Case Management Systems (Special Populations) • Communication with Families • Family and Community Engagement Data

Standard 3.1: Techniques for Individual Counseling – Uses accepted and effective techniques to provide individual development, preventive, remedial, and/or crisis counseling.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Routinely delivers accepted and effective techniques when providing individual counseling <input type="checkbox"/> Provides structures to monitor individual progress, behavior, and emotional wellbeing for all students	<input type="checkbox"/> Sometimes delivers accepted and effective techniques when providing individual counseling <input type="checkbox"/> Provides structures to monitor individual progress, behavior, and emotional wellbeing for some students	<input type="checkbox"/> Rarely delivers accepted and effective techniques when providing individual counseling <input type="checkbox"/> Provides structures to monitor individual progress, behavior, and emotional wellbeing for few students

Standard 3.2: Techniques for Group Counseling – Uses accepted and effective techniques to provide group developmental, preventive, remedial, and/or crisis group counseling.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Routinely delivers accepted and effective techniques when providing group counseling <input type="checkbox"/> Provides structures to monitor progress, behavior, and emotional wellbeing for all groups of students	<input type="checkbox"/> Sometimes delivers accepted and effective techniques when providing group counseling <input type="checkbox"/> Provides structures to monitor progress, behavior, and emotional wellbeing for some groups of students	<input type="checkbox"/> Rarely delivers accepted and effective techniques when providing group counseling <input type="checkbox"/> Provides structures to monitor progress, behavior, and emotional wellbeing for a few groups of students

Standard 3.3: Cultural Context – Acknowledges students' cultural context in the selection of counseling interventions based on the developmental, preventive, remedial, and/or crisis needs accordingly.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Regularly gathers data on individual students in order to understand their culture <input type="checkbox"/> Prepares counseling intervention based on gathered student data	<input type="checkbox"/> Sometimes gathers data on individual students in order to understand their culture <input type="checkbox"/> Sometimes prepares counseling intervention based on gathered student data	<input type="checkbox"/> Rarely gathers data on individual students in order to understand their culture <input type="checkbox"/> Rarely prepares counseling intervention based on gathered student data

Appraiser Comments/Growth Opportunities

Domain 4: Consultation

Domain 4: Examples of Artifacts and/or Evidence

Code of Ethics/Behaviors • School Counseling Roles and Responsibilities • Calendar(s) of Activities • Master Schedule • Visioning Documents • Mission, Vision, Goals, Values/Beliefs • Campus Improvement Plan and Plan Monitoring Systems • Strategic Planning and Monitoring Processes • Grading System for Students • Change Processes and Actions • District Referral Resources • Crisis Intervention Protocols • Classroom Guidance Lesson Plan • Texas Model of a Comprehensive School Counseling Program • Special Programs Referral Process

Standard 4.1: Student Achievement - Consults with parents, school staff, and other community members to promote and increase the effectiveness of student achievement and success.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Provides positive, constructive, and personalized feedback to families about their child's performance <input type="checkbox"/> Consistently consults regularly with parents, staff, and community members to receive input to promote and increase the effectiveness of student achievement and success <input type="checkbox"/> Analyzes data about involvement and recommends plans to increase authentic engagement and shared responsibility for student outcomes	<input type="checkbox"/> Communicates essential information and feedback with families or other community members <input type="checkbox"/> Sometimes consults with parents, staff, and community members to receive input to promote and increase the effectiveness of student achievement and success <input type="checkbox"/> Sometimes analyzes data about involvement and recommends plans to increase authentic engagement and shared responsibility for student outcomes	<input type="checkbox"/> Rarely communicates essential information and feedback with families and other community members <input type="checkbox"/> Rarely seeks to receive input from parents, staff, and community members to promote and increase the effectiveness of student achievement and success. <input type="checkbox"/> Rarely tracks and analyzes parent and community involvement data

Standard 4.2: Student Development – Consults with parents, school staff and community members to promote understanding of human relations and student development, behavior, and environment.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently consults with parents, staff, and community members to promote understanding of human relations <input type="checkbox"/> Consistently consults with parents, staff, and community members to promote understanding of student development <input type="checkbox"/> Consistently consults with parents, staff, and community members to promote understanding of student behavior <input type="checkbox"/> Consistently consults with parents, staff, and community members to promote understanding of environment	<input type="checkbox"/> Sometimes consults with parents, staff, and community members to promote understanding of human relations <input type="checkbox"/> Sometimes consults with parent, staff, and community members to promote understanding of student development <input type="checkbox"/> Sometimes consults with parents, staff, and community members to promote understanding of student behavior <input type="checkbox"/> Sometimes consults with parents, staff, and community	<input type="checkbox"/> Rarely consults with parents, staff, and community members to promote understanding of human relations <input type="checkbox"/> Rarely consults with parent, staff, and community members to promote understanding of student development <input type="checkbox"/> Rarely consults with parents, staff, and community members to promote understanding of student behavior <input type="checkbox"/> Rarely consults with parents, staff, and community members to promote understanding of environment

	members to promote understanding of environment	
Standard 4.3: Cultural Context – Considers existing cultural context when consulting with parents, school staff, and other community members regarding the unique and diverse needs of students.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently considers existing cultural context when consulting with parents, staff, and community members in regards to the diverse needs of students.	<input type="checkbox"/> Sometimes considers existing cultural context when consulting with parents, staff, and community members in regards to the diverse needs of students	<input type="checkbox"/> Rarely considers existing cultural context when consulting with parents, staff, and community members in regards to diverse needs of students.
Appraiser Comments/Growth Opportunities		

Domain 5: Coordination
Domain 5: Examples of Artifacts and/or Evidence Code of Ethics/Behaviors • School Counseling Roles and Responsibilities • Calendar(s) of Activities • Master Schedule • Visioning Documents • Mission, Vision, Goals, Values/Beliefs • Campus Improvement Plan and Plan Monitoring Systems • Strategic Planning and Monitoring Processes • Budgets and Fiscal Management Systems • Grading System for Students • Change Processes and Actions • Coaching and Support Systems • District Referral Resources • Crisis Intervention Protocols • Classroom Guidance Lesson Plan • Texas Model of a Comprehensive School Counseling Program • Special Programs Referral Process

Standard 5.1: Promote Student Success – Coordinates resources in the school, home, and community to promote student success.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Promotes mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught to students	<input type="checkbox"/> Utilizes basic school support services to meet some students' needs, including counseling, mentoring, and some external service referrals	<input type="checkbox"/> Utilizes basic school support services to meet few students' needs, including counseling, mentoring, and some external service referrals
Standard 5.2: Referring Processes – Uses effective processes of referring students, parents, and others to special programs and services.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Links internal and external support services to respond to students' needs	<input type="checkbox"/> Sometimes links internal and external support services to respond to students' needs	<input type="checkbox"/> Rarely links internal and external support services to respond to students' needs
Appraiser Comments/Growth Opportunities		

Domain 6: Student Assessment
Domain 6: Examples of Artifacts and/or Evidence Code of Ethics/Behaviors • School Counseling Roles and Responsibilities • Calendar(s) of Activities • Master Schedule • Mission, Vision, Goals, Values/Beliefs • Grading System for Students • Change Processes and Actions • Coaching and Support Systems • Texas Model of a Comprehensive School Counseling Program • Special Programs Assessment Protocols

Standard 6.1: Ethical Standards - Adheres to legal, ethical, and professional standards related to assessment.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently adheres to legal, ethical, and professional standards related to assessment	<input type="checkbox"/> Sometimes adheres to legal, ethical, and professional standards related to assessment	<input type="checkbox"/> Rarely adheres to legal, ethical, and professional standards related to assessment
Standard 6.2: Bias in Assessment Tools - Possess and promotes an understanding of potential cultural and linguistic bias in assessment tools.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Analyzes STAAR assessment or other standardized assessment for cultural and linguistic bias and supports teacher instruction through professional development or attending PLC/team meeting <input type="checkbox"/> Supports student interventions of testing strategies through small group instruction	<input type="checkbox"/> Analyzes STAAR assessment or other standardized assessment for cultural and linguistic bias and sometimes supports teacher instruction individually <input type="checkbox"/> Supports student interventions of testing strategies through individual instruction	<input type="checkbox"/> Analyzes STAAR assessment or other standardized assessment for cultural and linguistic bias <input type="checkbox"/> Does not support student interventions of testing strategies
Standard 6.3: Interpretation of Test Results – Interprets standardized test results and other formal and informal assessment data to guide students in individual goal setting and planning in collaboration with school personnel.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently interprets standardized test results and other formal assessments to guide individual goal setting <input type="checkbox"/> Consistently interprets standardized test results and other formal assessments to plan in collaboration with school personnel	<input type="checkbox"/> Sometimes interprets standardized test results and other formal assessments to guide individual goal setting <input type="checkbox"/> Sometimes interprets standardized test results and other formal assessments to plan in collaboration with school personnel	<input type="checkbox"/> Rarely interprets standardized test results and other formal assessments to guide individual goal setting <input type="checkbox"/> Rarely interprets standardized test results and other formal assessments to plan in collaboration with school personnel
Standard 6.4: Cultural Context - Guides student goal setting and planning by promoting understanding of parents and school staff through the use of standardized test results and other assessment data in alignment with cultural and diverse needs of students.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently considers existing cultural context when guiding student goal setting with parents and/or school staff through the use of standardized test results	<input type="checkbox"/> Sometimes considers existing cultural context when guiding student goal setting with parents and/or school staff through the use of standardized test results	<input type="checkbox"/> Rarely considers existing cultural context when guiding student goal setting with parents and/or school staff through the use of standardized test results
Standard 6.5: District Policy - Uses formal and informal assessment tools appropriately within the scope of practice and local district policy.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently uses assessment tools appropriately within their scope of practice <input type="checkbox"/> Consistently uses assessment tools appropriately within district	<input type="checkbox"/> Sometimes uses assessment tools appropriately within their scope of practice <input type="checkbox"/> Sometimes uses assessment tools appropriately within	<input type="checkbox"/> Does not use assessment tools within their scope of practice <input type="checkbox"/> Rarely uses assessment tools appropriately within district

policy	district policy	policy
Appraiser Comments/Growth Opportunities		

Domain 7: Leadership

Domain 7: Examples of Artifacts and/or Evidence

Code of Ethics/Behaviors • School Counseling Roles and Responsibilities • Calendar(s) of Activities • Master Schedule • Visioning Documents • Mission, Vision, Goals, Values/Beliefs • Campus Improvement Plan and Plan Monitoring Systems • Grading System for Students • Change Processes and Actions • District Referral Resources • Crisis Intervention Protocols • Classroom Guidance Lesson Plan • Texas Model of a Comprehensive School Counseling Program

Standard 7.1: Counseling Program - Provides leadership for the implementation of the school's comprehensive developmental school counseling program.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently goes above and beyond when carrying out school counseling leadership roles and responsibilities	<input type="checkbox"/> Carries out general school counseling leadership roles and responsibilities	<input type="checkbox"/> Rarely displays leadership and does not assist in taking on the responsibilities of a School Counselor

Standard 7.2: School's Responsiveness to Diversity – Provides leadership in the school's responsiveness to the personal and social needs of diverse students.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently provides leadership in the school's responsiveness to personal and social needs of all students	<input type="checkbox"/> Provides leadership in the school's responsiveness to personal and social needs of some students	<input type="checkbox"/> Does not display leadership in the school's responsiveness to personal and social needs of students

Standard 7.3: Learning Environments and Diversity – Provides leadership for the enhancement of learning environments that address the diverse needs of students.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently provides leadership in addressing the diverse needs of all students	<input type="checkbox"/> Sometimes provides leadership in addressing the diverse needs of some students	<input type="checkbox"/> Does not provide leadership in addressing the diverse needs of students

Appraiser Comments/Growth Opportunities

Domain 8: Advocacy

Domain 8: Examples of Artifacts and/or Evidence:

Code of Ethics/Behaviors • School Counseling Roles and Responsibilities • Calendar(s) of Activities • Master Schedule • Visioning Documents • Mission, Vision, Goals, Values/Beliefs • Campus Improvement Plan and Plan Monitoring Systems • Strategic Planning and Monitoring Processes • Grading System for Students • Change Processes and Actions • District Referral Resources • Crisis Intervention Protocols • Classroom Guidance Lesson Plan • Texas Model of a Comprehensive School Counseling Program • Special Program Referral Process • Culture and Climate Survey Results

Standard 8.1: Diversity – Advocates for a school environment that acknowledges and respects diversity.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently advocates for a school environment that acknowledges and respects diversity	<input type="checkbox"/> Sometimes advocates for a school environment that acknowledges and respects diversity	<input type="checkbox"/> Rarely advocates for a school environment that acknowledges and respects diversity
Standard 8.2: Student and Groups – Advocates for individual and specific groups of students.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Advocates for all individual students	<input type="checkbox"/> Advocates for some individual students	<input type="checkbox"/> Does not advocate for individual students
<input type="checkbox"/> Advocates for all groups of students	<input type="checkbox"/> Advocates for some groups of students	<input type="checkbox"/> Does not advocate for specific groups of students
Standard 8.3: School Policies and Programs – Advocates for school policies, programs and services that are equitable and responsive to diverse groups of students and enhance a positive school climate.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently advocates for services that enhance a positive school climate	<input type="checkbox"/> Sometimes advocates for services that enhance a positive school climate	<input type="checkbox"/> Rarely advocates for services that enhance a positive school climate
<input type="checkbox"/> Consistently advocates for programs and services that are responsive to a diverse group of students	<input type="checkbox"/> Sometimes advocates for programs and services that are responsive to a diverse group of students	<input type="checkbox"/> Rarely advocates for programs and services that are responsive to a diverse group of students
Standard 1.4: Content Areas – Promotes the balanced provision of school counseling program content areas based on assessed needs of the campus/district comprehensive development school counseling program (Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Post-secondary Education and Career Readiness).		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Actively engages with Mentor School Counselor in promoting a balanced program that is based on the school counseling content areas	<input type="checkbox"/> Passively engages with the Mentor School Counselor in promoting a balanced program based on the school counseling content areas	<input type="checkbox"/> Does not engage with the Mentor School Counselor in promoting a balanced program based on the school counseling content areas
Standard 8.5: Ethics – Advocates for the comprehensive developmental school counseling program and school counselors' ethical and professional standards within school and community.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently advocates for ethical standards within the school and community	<input type="checkbox"/> Sometimes advocates for ethical standards within the school and community	<input type="checkbox"/> Rarely advocates for ethical standards within the school and community
Standard 8.6: Comprehensive School Counseling Program – Advocates for the full implementation of the comprehensive developmental school counseling program among students, school staff, parents, and other community members.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently advocates for a comprehensive school counseling program	<input type="checkbox"/> Sometimes advocates for a comprehensive school counseling program	<input type="checkbox"/> Rarely advocates for a comprehensive school counseling program
Appraiser Comments/Growth Opportunities		

Domain 9: Examples of Artifacts and/or Evidence

Code of Ethics/Behaviors • Committee Agendas and Minutes • School Counseling Roles and Responsibilities • Calendar(s) of Activities • Master Schedule • Visioning Documents • Mission, Vision, Goals, Values/Beliefs • Campus Improvement Plan and Plan Monitoring Systems • Strategic Planning and Monitoring Processes • Budgets and Fiscal Management Systems • Grading System for Students • Change Processes and Actions • District Referral Resources • Crisis Intervention Protocols • Classroom Guidance Lesson Plan • Texas Model of a Comprehensive School Counseling Program

Standard 9.1: Continuous Professional Development – Demonstrates professionalism, including a commitment to continuous professional development.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Regularly seeks coaching and feedback from supervisors and peers <input type="checkbox"/> Regularly incorporates refinements to adapt and improve practices <input type="checkbox"/> Maintains a growth mindset for self and others <input type="checkbox"/> Aligns growth and professional development to the needs of the school and student outcomes	<input type="checkbox"/> Sometimes seeks coaching and feedback from supervisors <input type="checkbox"/> Understands the importance of growth for self and others but does not act on this understanding <input type="checkbox"/> Sometimes maintains a growth mindset for self or others <input type="checkbox"/> Sometimes engages in limited professional development	<input type="checkbox"/> Does not seek feedback <input type="checkbox"/> Rarely reflects on growth in order to make changes in practice <input type="checkbox"/> Does not maintain a growth mindset for self or others <input type="checkbox"/> Rarely engages in professional development

Standard 9.2: Professional Relationships – Establishes and maintains professional relationships with administrators, teachers, other school staff, and community members.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Meets expectations concerning cooperation <input type="checkbox"/> Meets expectations concerning ability to relate to students <input type="checkbox"/> Meets expectations concerning ability to relate to administration and staff <input type="checkbox"/> Meets expectations concerning ability to relate to parents <input type="checkbox"/> Meets expectations concerning ability to relate to community members	<input type="checkbox"/> Sometimes meets expectations concerning cooperation <input type="checkbox"/> Sometimes meets expectations concerning ability to relate to students <input type="checkbox"/> Sometimes meets expectations concerning ability to relate to administration and staff <input type="checkbox"/> Sometimes meets expectations concerning ability to relate to parents <input type="checkbox"/> Sometimes meets expectations concerning ability to relate to community members	<input type="checkbox"/> Rarely meets expectations concerning cooperation <input type="checkbox"/> Rarely meets expectations concerning ability to relate to students <input type="checkbox"/> Rarely meets expectations concerning ability to relate to administration and staff <input type="checkbox"/> Rarely meets expectations concerning ability to relate to parents <input type="checkbox"/> Rarely meets expectations concerning ability to relate to community members

Standard 9.3: Accountability – Accepts accountability for the use of time in delivering a full complement of services based on assessed needs in all four components of a comprehensive developmental school counseling program.

Proficient	Developing	Needs Improvement
<input type="checkbox"/> Accepts accountability for the use of time and delivering a comprehensive school counseling program <input type="checkbox"/> Excels in time management	<input type="checkbox"/> Sometimes accepts accountability for the use of time to deliver a comprehensive school counseling program <input type="checkbox"/> Time management is a developing skill set	<input type="checkbox"/> Rarely accepts accountability for the use of the time to deliver a comprehensive school counseling program <input type="checkbox"/> Time management needs improvement
Standard 9.4: Reflective Practices – Engages in reflective practice to enhance professional development.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently engages in reflective practices to enhance professional development	<input type="checkbox"/> Sometimes engages in reflective practices to enhance professional development	<input type="checkbox"/> Rarely engages in reflective practices to enhance professional development
Appraiser Comments/Growth Opportunities		

Domain 10: Professional Standards
Domain 10: Examples of Artifacts and/or Evidence Code of Ethics/Behaviors • School Counseling Roles and Responsibilities • Calendar(s) of Activities • Master Schedule • Visioning Documents • Mission, Vision, Goals, Values/Beliefs • Campus Improvement Plan and Plan Monitoring Systems • District Referral Resources • Crisis Intervention Protocols • Classroom Guidance Lesson Plan • Texas Model of a Comprehensive School Counseling Program

Standard 10.1: Legal Standards – Adheres to federal, state, district and campus legal standards, policies, regulations, and procedures.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Consistently adheres to federal, state, district, and campus legal policies, regulations, and procedures <input type="checkbox"/> Independently and actively seeks awareness of current changes in legislation and policies <input type="checkbox"/> Consistently abides by the legal guidelines of confidentiality in a school setting <input type="checkbox"/> Consistently adheres to district social media policies	<input type="checkbox"/> Sometimes adheres to federal, state, district, and campus legal policies, regulations, and procedures most of the time <input type="checkbox"/> When shared by others, seeks awareness of current changes in legislation and policies <input type="checkbox"/> Sometimes abides by the legal guidelines of confidentiality in a school setting <input type="checkbox"/> Sometimes adheres to district social media policies	<input type="checkbox"/> Rarely adheres to federal, state, district, and campus legal policies, regulations, and procedures <input type="checkbox"/> Does not seek awareness of current changes in legislation and policies <input type="checkbox"/> Does not abide by the legal guidelines of confidentiality in a school setting <input type="checkbox"/> Does not adhere to district social media policies
Standard 10.2: Competence and Practice – Commits to current professional standards of competence and practice.		
Proficient	Developing	Needs Improvement

<input type="checkbox"/> Consistently commits to current professional standards of competence and practice	<input type="checkbox"/> Sometimes commits to current professional standards of competence and practice	<input type="checkbox"/> Rarely commits to current professional standards of competence and practice
Standard 10.3: Ethical Standards – Promotes and follows school counseling ethical standards.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Develops and implements process to regularly address ethical behaviors, high expectations, and quality practices that are professional and student-centered <input type="checkbox"/> Consistently adheres to the ethical standards for written communication with parents, staff, and community members	<input type="checkbox"/> Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators <input type="checkbox"/> Sometimes adheres to the ethical standards for written communication with parents, staff, and community members	<input type="checkbox"/> Rarely adheres to the Code of Ethics <input type="checkbox"/> Rarely adheres to the ethical standards for written communication with parents, staff, and community members
Standard 10.4: Work Habits - Demonstrates professional and responsible work habits.		
Proficient	Developing	Needs Improvement
<input type="checkbox"/> Meets expectations concerning attendance <input type="checkbox"/> Meets expectations concerning punctuality <input type="checkbox"/> Meets expectations concerning appropriate attire	<input type="checkbox"/> Sometimes meets expectations concerning attendance <input type="checkbox"/> Sometimes meets expectations concerning punctuality <input type="checkbox"/> Sometimes meets expectations concerning appropriate attire	<input type="checkbox"/> Rarely meets expectations concerning attendance <input type="checkbox"/> Rarely meets expectations concerning punctuality <input type="checkbox"/> Rarely meets expectations concerning appropriate attire
Appraiser Comments/Growth Opportunities		

Overall Rating: ☐ Proficient ☐ Developing ☐ Needs Improvement

Pre-Service School Counselor Intern Signature: _____

Field Supervisor Signature: _____

Mentor School Counselor Signature: _____

SAGU Pre-Service School Counselor Field Service Log

The Pre-service School Counselor is expected to complete 70 of the 87 suggested field experiences listed on the chart below.

Topic	Field Experiences	Date	Direct Hours	Indirect Hours	Description
Activities/ Events	Plan and supervise student activities, contest, or clubs				
	Assist in special events (i.e. Math Night, College/Career events, Family Nights etc.)				
	Plan school assembly				
At-Risk	Review RTI responsibilities				
	Review criteria for determining students are At-Risk				
	Review administrative procedures/programs for At-Risk students				
Bilingual/ ESL	Review procedures and programs for Bilingual and ESL students				
	Participate in LPAC meeting				
Bulletins to Parents	Write parents newsletter article				
	Write a letter that goes to every parent				
Bulletins to Staff	Send email correspondence to all staff				
	Develop written memo to all staff				
Campus Climate	Administer and analyze the results of a campus climate survey				
Campus Support	Assist as campus representation when administration is off campus				
Child Welfare	Review laws and administrative procedures relating to child welfare				
	Assist with in-service or faculty meeting on requirements for reporting to CPS				
Class	Assist or become aware of				

Placements and Schedules	class placement procedures (elementary)				
	Assist or become familiar with master schedule procedures (secondary)				
	Become familiar with master schedule planning				
	Become familiar with student scheduling computer program (secondary)				
	Help develop schedule for testing and assemblies				
Community Activities	Organize student participation in community events				
	Solicit business or community partnerships				
Dyslexia	Review district procedures/program for dyslexia students				
Enrollment	Shadow registrar for a day				
	Review district procedures for verifying residency requirements				
	Review policies/procedures related to parental custody/legal guardianship of students				
Ethics	Show understanding of difference between ethical and legal responsibilities				
Faculty Meetings	Attend and help and facilitate a meeting				
Field Trips	Review district policies and forms				
First Aid	Review first aid procedures				
504	Review procedures for 504 students				
	Participate in 504 meeting				
Guidance Curriculum	Review district counseling curriculum as it pertains to specific campus				
	Determine if your campus is following Texas mode for developmental School Guidance				

Legal	Be familiar with House Bills that affect you as a counselor and student population				
Lost Children	Review administrative procedure for missing children				
Open House	Assist in coordinating open house				
Orientation-Teachers	Participate in new teacher Orientation				
Orientation-Students	Assisting in conducting orientation for new students				
Outside Agencies	Become familiar with the role of all outside agencies				
	Meet with local law enforcement officials				
	Develop Resource Manual				
Parent Conference	Facilitate a parent/teacher conference				
Parent Education	Plan or coordinate parent education sessions				
Parent Groups	Work with GT parent group or another unique parent group				
	Attend PTA Board meeting				
	Attend PTA Meeting				
Parent Surveys	Help develop parent feedback survey				
	Analyze parent survey data and develop improvement plan				
Professional Organization	Join professional organizations				
	Read professional journals				
Psychological Services	Review responsibilities of district school psychologist				
	Discuss referral agencies with the district school psychologist				
Retention and Promotion	Review school, district, and state policies and procedures				
Safety	In-service for staff and students on safety rules				
Schedules	Help develop schedule for testing and assemblies				

	Become familiar with master schedule planning				
	Become familiar with student scheduling computer program (secondary)				
School Board Meeting	Attend a School Board meeting				
Site-Based Decision Making	Attend a SBDM meeting				
	Participate in development of school improvement plan				
Special Education	Participate in pre-referral/ problem solving team				
	Review special education programs provided by the district				
	Become familiar with parent and student rights				
	Review special education referral process				
	Participate in ARD meetings				
	Become familiar with transfer ARD process				
Staff Development	Help coordinate and/or present staff development session(s)				
Student Absences	Review administrative policies related to student absences				
	Attend truancy court				
Student Admission/ Withdrawn	Review district procedures for admitting and withdrawing students				
Student Awards/ Recognition	Participate in planning student awards/recognition				
Student Records	Review district procedures for what is kept in student cumulative folders				
	Review requirements for releasing information on a student				
	Review parents' rights regarding student records				
Testing	Shadow TAKS coordinator when preparing for testing date(s)				

	Work with TAKS coordinator to prepare for testing accommodations				
	Work with staff to analyze test results				
	Review district procedures for gifted/talented testing				
Training	Show awareness for the need for conflict resolution /mediation				
	Show awareness of the need for confidentiality				
	Show awareness of sensitivity training				
Volunteers	Review procedures for volunteers on campus				
Other					
	TOTAL HOURS				

References

- American School Counselor Association. (2012). *The ASCA National Model: A Framework for School Counseling Programs*, Third Edition. Alexandria, VA: Author.
- Campbell, C.A. and Dahir, C.A. (1997). *Sharing the vision: The ASCA national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.
- Stone, C.B., & Dahir, C.A. (2016). *The transformed school counselor*. Boston, MA: Cengage Learning.
- Texas Education Agency. (2018). *The Texas Model for Comprehensive School Counseling Programs*, Fifth Edition. Austin, TX: Author