



*School of  
Interdisciplinary  
Studies & Education*

**Division of Education**

**SCHOOL COUNSELING PROGRAM**

**GUIDELINES**

**FOR**

**PRACTICUM AND INTERNSHIP**

**2018-2019**

**SCHOOL COUNSELOR CANDIDATES**

**FACULTY SUPERVISOR**

**FIELD SUPERVISOR**

**SITE SUPERVISOR**



National Council for Accreditation  
of Teacher Education

**DEPARTMENT ADMINISTRATION, FACULTY, AND STAFF**  
*School of Interdisciplinary Studies and Education*

Christian Pongratz, Ph.D., Interim Dean, School of Interdisciplinary Studies and Education

**Hui-Yin Hsu, Ph.D., Interim Associate Dean**

Laura Wyrick, Assistant to the Dean

***NYIT School Counselor Education Faculty:***

Carol Dahir, Ed.D., Professor, Chair, School

Counseling Department

516 686-7777 (Old Westbury)

212 261-1529 (Manhattan)

Daniel Cinotti, Ph.D.,

Assistant Professor

516 686-7777 (Old

Westbury)

212 261-1529 (Manhattan)

Megyn Shea, Ph.D.,

Assistant Professor 516

686-7777 (Old Westbury)

212 261-1529 (Manhattan)

***Adjunct Faculty:***

Arlene Crandall, Ed.D. , Assistant Professor

Barbara Donnellan, Ed.D., Assistant Professor

Malka Edelman, M.S., M.S.Ed., Instructor

Franklin Moreno, M.S., Instructor

Paula Mota, M.S., Instructor

Robert Rotunda, Ed.D., Assistant Professor

Carolyn Stone Ed.D., Professor

Margarita Suero, Ed.D. Assistant Professor

***School of Interdisciplinary Studies and Education Staff***

Erin Fabian, Student Advisement

Specialist for School Counseling 212

261-1529 (Manhattan)

Kristen Schaefer, Director of Certification and Field Placement

516 686-1286 (Old Westbury)

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## PRACTICUM & INTERNSHIP OVERVIEW

## **The School Counseling Program @ NYIT**

Today's school counselors provide much more than academic advisement and career guidance. Academic and social pressures, childhood, and the onset of adolescence can compel students to seek experienced, caring, professional counseling and guidance in the safety of their school environment. The next generation of school counselors needs the knowledge and skills to address the concerns of administrators, teachers, and families, to successfully meet the challenges and complexities of today's diverse student populations.

The NYIT Masters of Science in School Counseling enables future counseling professionals to meet the growing needs of K-12 students by providing cutting-edge instruction in effective interventions and academic, career, social-emotional, and behavioral development. Candidates explore theory and research, gain an in-depth understanding of ethical practices, and acquire solid professional and interpersonal skills on which the effective practice of counseling is based. Course assignments are designed to provide tangible benefits for candidates and are related to their work in the schools. By the end of the program, degree candidates design and complete a portfolio of their academic work tailored to meet personal and professional needs.

- The coursework and experiential activities are focused specifically on counseling in the schools.
- The learning objectives are grounded in the Transforming School Counseling Initiative, CACREP 2016 Standards, and the American School Counselor Association's National Model and Mindset and Behavior standards
- The program of study is completed in a cohort structure with classes in delivered in face to face, on-line, and blended formats.
- Through a unique cross-disciplinary approach, candidates in school counseling may share core courses with teacher education, and/or educational leadership students.
- Evidence-based practices, including data-driven decision making and comprehensive school counseling program development are core requirements.
- School based field experience assignments are assigned in each course prior to practicum.
- In the practicum experience, candidates are required to complete 100 hours at one school, including 40 hours of direct service, supervised by a tenured, certified, school counselor.
- A six-hundred-hour internship, including three hundred hours of direct service, is required of each student under supervision of a tenured, certified, school counselor. Program guidelines require each intern to have experiences in two school levels with a minimum of 100 hours in the second experience. Depending upon the primary placement, interns may allocate their time equally at each level (example 300 hours at the high school and 300 hours at the middle school).

## **Program Mission**

The mission of the School Counseling Program is to prepare culturally competent, ethical and skilled school counseling professionals to meet the growing needs of students. The competency-based program prepares professional school counselors to deliver comprehensive programs that promote success for all students in the areas of academic, career and college readiness, and social-emotional development. Through advocacy, collaboration and teamwork, leadership, individual and group counseling, use of data and technology, school counselor candidates will be prepared to support, promote and enhance student achievement as agents of change and leaders in the profession.

## **Contemporary Trends and Models**

School counseling is a profession that focuses on the relations and interactions between students and their school environment to reduce the effects of environmental and institutional barriers that impede student academic success. School counselors foster educational equity, access, and academic success to ensure that all students graduate from high school ready to succeed in college and careers.

The trained school counselor must be an assertive advocate creating opportunities for all students to pursue dreams of high aspirations. The counselor assists students in their academic, career and college readiness, and social and emotional development to help them follow the path to success. The school counselor serves as a leader as well as an effective team member working with teachers, administrators, and other school personnel to help each student succeed. The school counselor as consultant empowers families to act on behalf of their children by helping parents and guardians identify student needs and interests, and access available resources.

School counselors are accountable and measure success by demonstrating how their activities contribute to increasing the numbers of all students completing school academically prepared to choose from a wide range of substantial postsecondary options, including college.

*Transforming School Counseling Initiative, Education Trust, 2009*

School Counseling is a helping process implemented by trained and credentialed personnel which involves a variety of strategies and activities that help students explore academic, career and college readiness, and social-emotional issues which can impede healthy development or academic progress. *American School Counselor Association, 2012*

School counseling should not be an extra or a luxury just for school systems that can afford it. School counseling is a necessity to ensure that all our young people get the education they need to succeed in today's economy. *First Lady Michelle Obama, 2015*

The comprehensive developmental school counseling program includes both broad and targeted services for students to help students access their education by removing barriers to learning. It includes the development of long-term planning including post-secondary education and career plans, as well as consideration for ways to encourage parental involvement.

*New York State Education Department, June 2018*

## **Professional School Counselor Competencies and Performance Indicators**

The New York Institute of Technology School Counseling Program is organized around seven competencies which reflect the program's beliefs about what school counselors should know and be able to do to successfully meet the challenges and priorities of 21<sup>st</sup> century schools and the diverse needs of today's students. The program and course work utilize the standards and practices of the Council for Accreditation in Counseling and Related Programs (CACREP) 2009/2016 Standards, and the ASCA School Counselor Competencies (2012) and National Council for the Accreditation of Teacher Education (NCATE), which has transitioned to the Council for the Accreditation of Educator Preparation (CAEP).

1. School counselor candidates will demonstrate the knowledge and skills to plan, implement, and evaluate comprehensive national standards based school counseling programs.
  - Understand the relationship of the comprehensive school counseling program to the mission of the school and the instructional program.
  - Acquire the knowledge and skills to implement school counseling strategies in academic, college and career readiness, and social-emotional development based on the National Standards for School Counseling Programs and the ASCA Mindsets and Behaviors.
  - Use individual student planning, responsive services, classroom lessons and system support to deliver college and career readiness, and social-emotional development competencies.
  - Demonstrate the knowledge and skills to help diverse and underserved and underrepresented student populations successfully prepare for and transition to postsecondary opportunities.
  - Utilize strategies to help students have a greater understanding of self and their interests, motivation, achievement, talents, and career goals.
  
2. School counselor candidates will acquire the knowledge and skills to consult and work collaboratively with faculty, administrators, parents/caretakers and community members to improve student success in school.
  - Become familiar with the community-based resources (e.g. mental health centers, community based organizations, business, service groups) to secure assistance for students and their families.
  - Demonstrate through verbal, written and presentation skills the ability to communicate with parents, faculty, administrators, and stakeholders.
  - Develop methods of working with teachers, administrators, parents/caretakers to advocate for improving student achievement, school climate, and student success.
  - Apply knowledge of systems theories to community and school relationships.
  - Understand the role of parents, school faculty and staff, and community members to support and inform the school counseling program.
  - Share knowledge of student development, behavior management, and learning theories with teachers and parents.
  - Design professional development activities for faculty and staff that address student growth and developmental needs.

3. School counselor candidates will apply counseling theories and practices under supervision as appropriate in a school setting.
  - Demonstrate the appropriate use of counseling theories and techniques with students.
  - Use counseling skills and counseling processes that respect all aspects of diversity including race, ethnicity, cultural, religion, socio-economic differences, learning abilities, physical, mental or emotional disabilities and/or sexual orientation.
  - Use counseling strategies that will help students meet the high expectations of the New York State core curriculum standards.
  - Become familiar with developing and implementing prevention and intervention plans for children and adolescents to address issues such as abuse, eating disorders, attention deficit hyperactivity disorder, depression, suicide ideation, substance abuse, underachievement, etc.
  - Provide effective individual and group counseling to students that are developmentally appropriate.
  - Demonstrate brief and solution based strategic interventions as appropriate in a school setting.
  - Demonstrate the use of coping and resiliency skill building with students.
4. School counselor candidates will consult and collaborate with faculty and administrators to create safe and respectful school environments for diverse student populations.
  - Understand the influence of school climate on student success.
  - Participate in school initiatives to create a positive school climate/environment.
  - Use skills to develop conflict resolution and peer-mediation programs.
  - Develop strategies to address student concerns around bullying, harassment, and gang influences.
  - Use disaggregated data to identify patterns of discipline and inappropriate student behaviors.
  - Develop strategies to advocate for children and adolescents who need specialized assistance and support.
  - Apply a social justice agenda to eliminate inequities in policies and practices.
5. School counselor candidates will use critical data elements to inform practice to best serve the needs of every student including underrepresented children and youth.
  - Demonstrate knowledge of accessing and analyzing school building and system-wide data.
  - Use data to identify environmental and educational barriers to student learning.
  - Assess students' growth towards achievement of the national standards and competencies.
  - Assess student needs and concerns with respect to culture, race, stereotyping, family, socio-economic status, gender and sexual identity, language, and learning ability.
  - Apply knowledge of action research to school improvement and school counseling outcomes.
  - Demonstrate the ability to write clear and concise analyses and evaluation reports.
  - Use data to monitor and evaluate the school counseling program's impact on student achievement and school improvement.

6. School counselor candidates will acquire knowledge and skills in a wide variety of technology applications appropriate to counseling practice.
  - Demonstrate skills in using word processing, spreadsheet management, data-based maintenance, presentation software and web site development.
  - Use internet based research tools to access current information and research to inform practice and program development.
  - Utilize internet-based tools for communication and information dissemination for students, parents, and community.
  - Use technology applications to identify and examine issues relating to improving student achievement.
  - Design web-based applications to facilitate student educational and career and college planning.
  
7. School counselor candidates will demonstrate responsibility for their own learning and professional development.
  - Join a local, state and/or national professional association.
  - Attend professional conferences and workshops annually.
  - Understand the relationship between counselor self-understanding and effectiveness.
  - Demonstrate knowledge of the role and responsibilities of the professional counselor, including scope of practice, ethical guidelines, state and federal laws and regulations, credentialing and licensure, and the role of professional organizations.
  - Develop a portfolio to illustrate their personal and professional, growth and development.

### **School Counselor Candidate Dispositions**

Although your academic performance is a crucial factor in evaluating your performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a school counselor candidate to enter their chosen field. School counseling candidates continue to grow not just in knowledge and skills but also in the characteristics and quality traits that are essential to the profession. Please thoughtfully rate yourself on the following professional readiness indicators.

1=Strong disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strong Agree NA= Not applicable at this time

<b>CACREP</b>		1	2	3	4	5	NA
<i>Professional Counseling Orientation and Ethical Practice</i>							
	I utilize leadership skills to problem solve on behalf of peers, students, and families.	O	O	O	O	O	O

	I demonstrate empathy and genuineness when working with peers, students, and families.	<input type="radio"/>					
	I am aware of the impact of words and actions on peers, students, and families.	<input type="radio"/>					
	I exhibit flexibility when working in academic and professional settings.	<input type="radio"/>					
	I demonstrate appropriate behavior in interpersonal interactions.	<input type="radio"/>					
	I act ethically on campus, in class, and at the school site.	<input type="radio"/>					
	I accept feedback and engage in reflection to adjust practice.	<input type="radio"/>					
	I demonstrate professionalism in interactions, appearance, dress, and behaviors.	<input type="radio"/>					
	I act in accordance with the professional expectations of my school sites especially with regard to: attendance and promptness; respectful attitude and behavior; and adherence to school policies and procedures.	<input type="radio"/>					
	I demonstrate professional and respectful manner towards university professors, site supervisors, peers, and students.	<input type="radio"/>					
<i>Social and Cultural Diversity</i>							
	I act as a social justice advocate on behalf of students.	<input type="radio"/>					
	I display attitudes and behaviors that are respectful of all aspects of diversity for students and their families.	<input type="radio"/>					
	I model respect for the dignity and worth of every individual.	<input type="radio"/>					
<i>Human Growth and Development</i>							
	I consider situational and environmental factors that influence behavior when working with students.	<input type="radio"/>					
	I consult with colleagues and stakeholders regarding appropriate developmental stages/issues.	<input type="radio"/>					
	I contribute to the learning environment based on research and best practices.	<input type="radio"/>					

<i>Career Development</i>							
	I model the belief that all children can succeed and have access to all postsecondary options after high school, including college.	O	O	O	O	O	O
	I respect the influences of race, culture, spirituality, ethnicity, sexual identity, gender in career planning and development.	O	O	O	O	O	O
<i>Counseling and Helping Relationships</i>							
	I use appropriate skills, techniques, and behaviors in counseling interventions.	O	O	O	O	O	O
	I use consultation skills to resolve and support student situations.	O	O	O	O	O	O
	I demonstrate excellent listening skills.	O	O	O	O	O	O
	I recognize and maintain appropriate boundaries with faculty, supervisors, peers, & students.	O	O	O	O	O	O
	I collaborate appropriately with administrators, staff, students and families.	O	O	O	O	O	O
	I integrate and apply communicated feedback.	O	O	O	O	O	O
<i>Group Counseling and Group Work</i>							
	I consider student, school needs, and the counseling setting when facilitating task groups, educational groups, group guidance or group counseling.	O	O	O	O	O	O
	I demonstrate ethical behavior when engaged in group situations.	O	O	O	O	O	O
<i>Assessment and Testing</i>							
	I display behavior that is sensitive to age, gender, sexual orientation, language, ability/disability, culture, spirituality, etc. in assessing and diagnosing student situations.	O	O	O	O	O	O
	I select assessments tools and techniques that are age, culturally, and developmentally appropriate.	O	O	O	O	O	O

<i>Research and Program Development</i>							
	I actively engage in activities that will improve counseling effectiveness.	O	O	O	O	O	
	I display knowledge and understanding of new trends, theories, and applications in the field.	O	O	O	O	O	
	I utilize data-driven and evidence based practice.	O	O	O	O	O	

Student name \_\_\_\_\_

Date \_\_\_\_\_

Faculty Reviewer(s) \_\_\_\_\_

### **Site Supervisor Information**

We are grateful for your willingness to partner with the NYIT school counseling faculty and provide day to day supervision, mentoring, and coaching to an intern in this capstone experience. We appreciate your willingness to serve as a supervisor of an NYIT intern. We trust the experience will be a positive and productive one for all involved. We understand how busy your schedule is, but request you take the time to read through the next few pages to assure that we are all in agreement about the objectives, procedures, and attitudes that will make the internship process successful, and will prepare the intern for a career as a school counselor. Additionally, we will invite you to attend a supervision seminar each year to familiarize you with the expectations set forth not only by the NYIT School Counseling degree requirements but also by the CACREP 2016 standards.

**Our site supervisors must have the following qualifications:**

- Master’s degree in counseling or related profession with a minimum of provisional certification as a school counselor
- Three or more years of experience and tenure as a school counselor
- Site supervisors are required to review the practicum and internship manual and participate in the mandatory online supervision training required by NYIT and CACREP every 3 years.
- Resume information on file

**Our site supervisors must provide the following:**

- A minimum of one hour per week of direct supervision (practicum) and 1.5-2 hours (internship).
- Opportunity for school counseling intern to audio/video tape a counseling session with two students each term
- Opportunity for school counseling intern to conduct individual, group, and classroom counseling sessions
- A private space for intern to work with students

**NYIT values the following characteristics in our Site Supervisors:**

- Commitment to excellence in school counseling.
- Experience as a certified and tenured school counselor
- Commitment to social justice and advocacy to ensure every one of your students has access to a quality education.
- Acceptance of the school counselor's role to support the learning process.
- Willingness to mentor future school counselors and help each achieve professional self-efficacy and identity.
- Knowledge about, and respect for, the intellectual and social development of your K-12 students.
- Previous experience in supervising interns.
- Familiarity with the NYIT School Counseling Master's degree program and philosophy.
- Familiarity with the ASCA Ethical Standards (2016) and the ASCA National Model (2012).
- Desire to help to prepare the "next generation" of school counselors in the new paradigms, models, and trends in school counselor preparation.

**As a Mentor, you play three primary roles:**

- 1) *Counselor* - for example: participating with the intern in self-exploration, establishing distance, becoming aware of one's values and possible biases, and confronting the range of emotions that inevitably occur in training.
- 2) *Teacher*- for example: sharing new knowledge and helping to refine skills as observed by you and requested by the intern; discussing the theoretical orientation of the intervention; acting as a role model; assuring the intern has the opportunity to participate in a range of experiences; and providing feedback on performance.
- 3) *Consultant* – for example: collaborating and case conferencing; providing feedback on counseling approaches and techniques; emphasizing professional commitment, growth, and improvement.

**Guidelines for Individual Supervision for Practicum:**

- 1) Your interactions and supervision of your intern should average a minimum of one hour per week.
- 2) Supervision for practicum will include bimonthly contact with the seminar instructor to consult on your intern's progress towards program goals.
  - a. A schedule will be arranged with the seminar instructor for when consultation will take place. Contact will be made both by email and phone.
  - b. Guidelines for what to include in your feedback are available in Section 3 of this manual.
- 3) The formal evaluations of practicum student. See Section 3.

**Guidelines for Individual Supervision for Internship:**

- 1) Your interactions and supervision of your intern should be a minimum of one hour per week

- 2) Supervision for internship also will include scheduled site visits with NYIT field supervisors twice a semester as well as interim phone contacts with seminar faculty. The Field Supervisor from the NYIT School Counseling department will:
  - a. Visit you and your intern on site twice each semester to establish a relationship and provide early assistance/intervention as needed.
  - b. Give support, guidance, and feedback, suggestions throughout the year as appropriate or as requested.
  - c. Check with you periodically to find out how the intern is progressing.
  - d. Be available to you whenever needed via email, phone, and/or meetings.
- 3) Additionally, the seminar instructors will be in contact with you to check on your Intern's progress towards program goals.
- 4) Formal final evaluation of a school counseling intern student is completed in writing. See Section 3 for the sample form.

**For Practicum and Internship, your student will need:**

- A physical space for individual counseling and a mailbox for school communications.
- A clear understanding of weekly supervision time, criteria, and method for formal supervision, debriefing, and planning.
- A packet with all school forms (e.g. referral, reporting, parental information, pertinent school board policies) and a copy of the Faculty Handbook;
- The calendar of school activities (e.g. parent conferences, staffing's, site council, counselor meetings with parents, four-year plans, college planning, parent advisory, staff meetings, school board) and required attendance at these as appropriate.
- An opportunity to video and/or audio record a minimum of two counseling sessions (individual, group, or classroom).
- Ongoing feedback on classroom lessons, groups and individual counseling while allowing the intern to "brainstorm" what went wrong, what he or she would change, and what worked well.
- Opportunities to use data informed practice; work with the ASCA National Models to develop/deliver a comprehensive school counseling program.
- Opportunities to engage in individual counseling, small group counseling, and classroom lessons.
- An agreement for the days of week and times for the internship experience, a scheduled time for supervision, preparation needed by the intern for supervision (e.g. lists, video, case presentations, questions/concerns, etc.).
- A clear understanding of your expectations for growth and accountability.

**Suggestions:**

- Introduce the intern to community-based resources frequently utilized (e.g. youth service team).
- Discuss diversity and cultural issues of school and community.
- Review the school report card and the goals for the school year.
- Incorporate ACA and ASCA ethical standards into discussion.

**For all your efforts, you will:**

- a) Receive the heartfelt appreciation of your intern, the NYIT School Counseling faculty; know that your work will impact many future counselees and their parents.
- b) Have the opportunity to share and exchange ideas with colleagues at the site supervisor's supervision seminars (early fall).
- c) For supervising interns in PRACTICUM, you will receive tuition remission for 1 credit.
- d) For supervising interns in INTERNSHIP, you will receive **tuition remission for 1 to 3 credits** each semester. The assignment of tuition remission is proportioned according to the percentage of time of intern's assignment in the primary and secondary placement. One tuition remission credit is assigned for each 100 hours of supervision. For example, if the intern's placement for the year totals 400 hours in the primary placement and 200 hours in the secondary placement, one site supervisor will receive 4 credits and the other site supervisor will receive 2 credits.
- e) Effective September 1, 2018, tuition vouchers are non-transferrable and to be used within the School of Interdisciplinary Studies and Education. These expire 3 consecutive semesters from the last day of the participating semester. Site supervisors must fulfill all of the requirements, including the "online training module", required every 3 years by CACREP.
- f) Have the option to do it all again!

**IMPORTANT:** Please make sure a copy of your **resume** is on file with the NYIT School Counseling Department before the beginning of the fall semester (October 1). Please email your resume to [cdahir@nyit.edu](mailto:cdahir@nyit.edu).

## Guidelines for Seeking a Placement

Identifying a practicum and internship placement that will provide you with all of the experiences and exposure you need to become a New York State certified school counselor is an important task. Please reflect on your experiences as a 2<sup>nd</sup> year graduate student and the field experience assignments that you have completed since starting the program. Look for an internship site that mirrors your developing philosophy as a future school counselor as well as one that matches the philosophy of the NYIT school counseling program.

Before finalizing your placement, please discuss the following items with potential site supervisors:

- 1) What is the length of time that I will be observing individual counseling and group sessions before being allowed to conduct counseling sessions?
- 2) Will I be allowed to participate in and observe team meetings, Child Study Team meetings, Pupil Personnel Services Team meetings, parent meetings and Committee on Special Education meetings?
- 3) Will I have an assigned case load? (Individual students, group, school counseling classroom lessons)
- 4) What type of group counseling experience will I take part in leading or co-leading?
- 5) Will I have the opportunity to deliver school counseling lessons or activities in a classroom?
- 6) Has your school had school counseling interns in previous years? Anyone from NYIT?
- 7) I am required to meet with the counselor supervising my intern for at least 1 hour each week. How frequently will meet with the counselor supervising my internship?
- 8) How do the counselors use the comprehensive school counseling process (i.e., ASCA model, NYSSCA model) for program delivery?
- 9) What guidelines for taping does your school system have? Two audio and/or video-tape recordings are required for seminar during each semester as part of the course requirements. These tapes are for supervision and evaluation only. The tapes will be carefully transported from the school building to campus on a jump drive and/or on a password protected device (phone, tablet, iPhone etc.). Students will take every precaution to make sure that none of the recorded material is accessible to anyone else other than the site supervisor and seminar professor. After the class review, the tape will be erased the tape.
- 10) When do you need a copy of my NYSED fingerprinting clearance, and my Child Abuse and Project SAVE certificates?
- 11) What is required of me for approval by your school board, district, and principal?

## Steps to Setting Up Your Placement

### A. Attend Mandatory Practicum/Internship Orientation

This will be scheduled in early in the fall semester for spring Practicum, and before winter break for Internship to prepare you to seek and finalize a placement for Internship. Dates will be announced in class and reminder sent via email.

### B. Selecting a Practicum or Internship Site

Interns will work with university faculty to determine sites for practicum (EDCO 870) and internship (EDCO 730 and 740). Please refer to the data base of site supervisors and directors of guidance with whom we have established a relationship to identify sites.

You will not be permitted to intern in the high school you attended as a student. You must avoid all dual relationships (spouse, family, relatives working in the school, etc.) as this complicates and interferes with your growth as a professional. Check residency requirements as some suburban districts will not allow residents to intern (or student teach) if they live in the district. All placements must be approved in advance of starting the practicum/internship experience.

Once you accept a placement with a site supervisor, you must honor that agreement. Make sure that you are certain about a site before making a commitment so that we can maintain positive relationships with all of our site supervisors.

### C. Finalizing the Practicum or Internship Placement

Once your placement is approved, you will need to complete several forms to turn in for clearance.

PLEASE NOTE: Your placement packet is due:

December 15 for spring practicum

May 1 for students beginning their internship in the summer (extended supervision).

June 15<sup>st</sup> for students beginning their internship in the fall.

November 15<sup>th</sup> for students beginning their 2<sup>nd</sup> placement in the spring.

#### 1. Fingerprinting

Fingerprinting is required for an intern who is not currently employed in a New York public school go to NY TEACH

<http://www.highered.nysed.gov/tsei/ospra/fpprocess.html>

Your credential must be submitted in advance.

#### 2. Liability Insurance

All students are required to obtain liability insurance prior to beginning practicum and to maintain it through completion of internship. Students can join the American School Counselor Association (ASCA) and receive liability insurance, which is included with membership or as a student through the American Counseling Association (ACA). A copy of the insurance policy is part of the clearance for practicum and internship and

is required prior to the beginning of practicum and internship. Students cannot begin practicum and internship student contact until liability insurance is in effect.

### **3. Practicum/Internship Statement of Understanding**

This form is a reminder that your supervisors are ultimately responsible for safeguarding your students and therefore have the option of removing you from practicum or internship when necessary.

### **4. Practicum/Internship Placement Information in Google Drive**

A link will be emailed to you each term. You will submit information that includes information which you, your seminar instructor, and the field supervisor will use to reach you both at home, work, and at your practicum or internship site.

### **5. Practicum/Internship Agreement Form**

This form includes the name and address of the school and requires the signatures of your site supervisor.

### **6. Practicum/Internship Site Supervisor Agreement Form**

This form provides your site supervisor with information about their responsibilities and requires the signature of your site supervisor.

### **7. Submit Paperwork**

You will submit your paperwork for clearance by scanning your documents and emailing them to the Director of Field Placement and Certification. Paperwork packets must be submitted in full, including the Paperwork Checklist Form. Incomplete/partial paperwork packets will be rejected.

### **8. Ongoing logs of school counseling activities**

You will maintain a daily log of your school counseling experiences. Your professors will review the format with you at the start of each semester. Logs should be turned in weekly unless your professor advises you differently. The spreadsheet provided by the NYIT school counseling program will help you manage your required direct and indirect hours.

### **9. Evaluation and assessment**

At the conclusion of the semester, specific tools are provided to you and your site supervisor to assess your performance and your experience. These include: End of Semester Evaluation, Site Visit Review, Intern Disposition Performance Assessment, and the Intern's evaluation of Field Experience.

Process for turning in end of semester paperwork:

1. Fill out end of term paperwork checklist
2. Make a copy of all paperwork for your records
3. Put paperwork in same order as checklist
4. Turn in completed packet of end of term paperwork with checklist on top to course instructor on the last day of class

5. Course instructor will sign and give to School Counseling Program Staff Associate to be included in the student's folder.

## **The Practicum and Internship Experience**

### **A. Establishing a Schedule**

Whether in your practicum or internship, it is important that you work closely with your site supervisor to establish a reliable schedule. It is recommended that you plan to work at your site at least 15 hours per week. Learn about your school meetings or other events that your site supervisor considers important for you to attend and make special efforts to participate, even the events occur on a “non-practicum/internship” day. Stay with your schedule as closely as possible and always give advance notice if you have to rearrange it.

### **B. Maintaining your Logs**

It will be important for you to keep track of both direct contact and indirect contact hours in a quantitative and qualitative log on a daily/weekly basis. The logs include your activities and the time spent on each, throughout your practicum and internships. The logs will be helpful when you meet with your site supervisor or seminar instructor to discuss your counseling cases and related activities. Specific directions for logs, lists, and journals will be discussed in class.

### **C. Direct Hours**

Practicum and internship students need a minimum of 40 percent of their hours to be direct hours. Direct hours involve working with students, their families, collaborating and consulting with teachers, active participation in school counseling related meetings and activities. All of these activities involve direct contact in student related situations.

### **D. Indirect Hours**

Indirect hours consist of activities where the practicum or internship students are not directly engaged with students. Indirect hours include activities such as observation of sessions or meetings, keeping records, meetings, making referrals, planning school counseling lessons, or tasks that are not face to face with an individual or group.

### **E. Professional Development Opportunities**

As you become more involved in your practicum or internships, you will become increasingly aware that your professional education is just beginning, and that it is likely to continue. Luckily, every year, dozens of interesting and helpful workshops are presented in New York City, Long Island, and Westchester. Your instructors and site supervisors will probably be familiar with many of the workshops and can advise you on training that will be particularly helpful in your present experience. You can usually get significant discounts on the registration fees while still in a student status. Participation in professional development activities can be included in your non-contact practicum or internship hours.

When engaging in indirect hours outside of the school (e.g., attending workshops, conferences, training seminars), you will need to obtain prior approval from your faculty supervisor first and then approval from your site supervisor for these activities. You must

limit your indirect hours outside of the school setting to 10% hours each semester of your total Practicum or Internship Hours. If you already obtained prior approval from your faculty and site supervisor for preplanned activities for this semester, then you may proceed as approved. Please note the hours limit does not preclude you from volunteering for additional hours for networking and professional development; however, these are not counted towards your Practicum or Internship Hours.

#### **F. Professional Associations and Memberships**

If you have not done so already, **you are required to join either ASCA or ACA**, which provide liability insurance with the price of your student membership (see next section).

It is recommended to join local and state organizations for professional development and networking. While you are in your practicum and internship you will have many opportunities to practice some of the suggestions offered by experienced professionals through newsletters, journals, workshops, and conferences. You will also notice that professional articles on serious topics take on new meaning when you are counseling students who have the same issues being addressed in the literature. Local counseling organizations are an excellent way to meet professional counselors, learn about job opportunities, and form lasting professional bonds. At the state and national level, you will have opportunities to become involved in issues that are important to the welfare of counselors and schools. Relevant organizations include the following:

New York State School Counselors Association- [www.nyssca.org](http://www.nyssca.org)  
Nassau Counselor Association [www.nassaucounselors.org](http://www.nassaucounselors.org)  
Western Suffolk Counselor's Association [www.wsuffolkcounselors.org](http://www.wsuffolkcounselors.org)  
East End Counselor's Association <http://eastendcounselors.org/>  
American Counseling Association, [www.counseling.org](http://www.counseling.org)  
American School Counselor Association, [www.schoolcounselor.org](http://www.schoolcounselor.org);

#### **G. Professionalism**

You are expected to conduct your work in an ethical, legal, and professional manner. You are required to adhere to the ACA Code of Ethics, Standards of Practice (American Counseling Association, 2014), Ethical Standards for School Counselors (American School Counseling Association, 2016), and the norms of the profession. You have developed an understanding of “professionalism” throughout your course work that applies to all professional settings (e.g. class and field experiences).

#### **H. Evaluation of Practicum or Internship**

Your site supervisor and your seminar instructor are responsible for evaluating your performance. At the end of each experience (practicum and internship), you will have an opportunity to evaluate your experience as well.

## PRACTICUM & INTERNSHIP INFORMATION

## What are Direct and Indirect Hours?

Hopefully you have an understanding of the differences between direct and indirect hours. In general, direct hours involve working with students, their families, collaborating and consulting with teachers, active participation in school counseling related meetings and activities. All of these activities involve direct contact in student related situations.

Indirect hours are generally activities such as observation of sessions or meetings, keeping records, meetings, making referrals, planning school counseling lessons, or tasks that are not face to face with an individual or group. Some examples are listed below:

### DIRECT ACTIVITIES

### INDIRECT ACTIVITIES

Reviewing career assessment results and postsecondary school plans with a student in your office	Planning the school wide academic calendar for the year
Conducting a student and parent workshop focused on study skill improvement.	Entering grades into the database and analyzing results to determine player eligibility for athletic competition
Listening to a senior confused about the choosing from the colleges that have sent acceptance letters	Reviewing the school policy manual to determine how student's rights and responsibilities are enforced.
Consulting with a teacher to discuss a plan for a student	Assessing the academic performance of seventh graders across subjects for the previous year
Conducting a suicide assessment with a distraught ninth-grade boy	Meeting with your cooperating counselor for supervision and evaluation of your performance
Eating lunch in the cafeteria with a group of seven third graders	Making copies of flyers for an upcoming new students orientation
Facilitating a group for eighth graders who need support to prepare for high school.	Entering student scheduling information into a data base
Calling a student's guardian to inform them that their child was late to school again	Inventorying career center materials
Facilitating student-teacher-parent meetings	Sitting in a faculty meeting

If you have any questions, always ask your seminar instructor





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## Case Summary

Name \_\_\_\_\_

Date \_\_\_\_\_

Building \_\_\_\_\_

Grade Level \_\_\_\_\_

Case Description (age/grade/ethnicity/referred by/session # /presenting concern):

Intervention (course of action taken by intern/strategies/theoretical approach):

Status (intervention outcome/plan for follow-up):

Challenges:

Learning Opportunity/Professional Growth:

Signature of Site Supervisor: \_\_\_\_\_ Date \_\_\_\_\_

**Post Seminar Reflection:** After sharing your case summary during the supervision seminar, please respond to the following question: How did today's seminar affect your thinking about this case?



### Parent Consent Form

Dear Parent/ Guardian:

Date \_\_\_\_\_

Please allow me to introduce myself. I am \_\_\_\_\_ (Name of Intern), a graduate student in the School Counseling Master’s Program at the New York Institute of Technology. I am currently doing my internship at \_\_\_\_\_ (Name of School) under the supervision of \_\_\_\_\_ (Name of School Counselor).

Your daughter/son is participating in school counseling activities with me as I complete my training to become a school counselor this year. These topics include a review of academic performance, strategies for developing effective study skills, school success, and as appropriate, exploration of career opportunities and post high school plans. As part of my Master’s degree program, I am required to meet with students individually and in small groups. I am also required to video tape my conversations with the student(s) for my supervisor to evaluate my skills.

Only my supervisor and I know the identity of your child; we will take every precaution to do that to maintain confidentiality and anonymity. These tapes are for supervision and evaluation only. The tapes will be carefully transported from the school building to campus on a jump drive and/or on a password protected device such as a phone, tablet, iPad. I will take every precaution to make sure that none of the recorded material is accessible to anyone else other than my cooperating counselor, NYIT professor and peers who will be providing supervision. After my skills are critiqued, my supervisor and I will erase the tape. The tape/video recorder will be turned off at any time and the tape will be erased if your child requests that during our meeting.

If you are willing to give permission for your child to assist with my training, please sign below. Please return the entire letter and I will make sure you have a copy. Feel free to contact either \_\_\_\_\_ (Name of School Counselor) or me at \_\_\_\_\_ (Phone #) if you have any questions or concerns.

Sincerely,

School Counselor Intern

---

We agree to and give consent for \_\_\_\_\_ (Name of Student) to meet with \_\_\_\_\_ (Name of Intern) in order to participate in the educational activity described above. We consent to the audio or video recording of these meetings.

Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_



Fecha \_\_\_\_\_

Estimados padres:

Permitanme presentarme. Mi nombre es \_\_ (Name of Intern) \_\_, estudiante de educacion de maestria en el programa de consejeria del Instituto de Tecnologia de Nueva York (NYIT). Estoy realizando mi internado en \_\_ (Name of School) \_\_ bajo la supervision de \_\_ (Name of School Counselor) \_\_.

Como parte del programa de maestria, es requerido reunirme individualmente con estudiantes. Tambien es requerido grabar mis entrevistas con los estudiantes para desarrollar y evaluar mis destresas. Esta grabacion seran escuchados unicamente por mi professor y mis companeros de clase. Seran usadas solamente para propositos educacionales. La identidad del estudiante sera mantenida confidencial, y todas las grabacionesseran borradas una vez mi trabajo del curso halla finalizado.

Su hijo/a ha sido identificado/a como un/a estudiante que se beneficiaria de una serie de reuniones en las cuales se hablara de topicos muy importantes para el exito en la escuela. Estos topicos son relacionados a logros personales y colectivos, desempeno academico y el desarrollo de estrategias para explorar e incursionar el mundo laboral.

Para evitar que su hijo/a interrumpa las clases regulares, las sesiones seran programadas a la hora de almuerzo o a la hora de estudio por un periodo de \_\_ (Duration) \_\_ semanas. Las sesiones seran supervisados por \_\_ (Name of School Counselor) \_\_.

Por favor, firme abajo para indicar que Ud. esta de acuerdo que su hijo/a participe en el programa y devuelva ests hoja entera. Si tiene alguna pregunta o duda, Ud. puede dirigirse a mi supervisor/a o a mi directamente.

Atentamente,

\_\_ (Name of Intern) \_\_

School Counselor Intern

Estamos de acuerdo y aceptamos que \_\_ (Name of Student) \_\_ se reuna con \_\_ (Name of Intern) \_\_ para participar de las sessions arriba descritas, como tambien de las sessions de audio.

Padre \_\_\_\_\_ Fecha \_\_\_\_\_

Estudiante \_\_\_\_\_ Fecha \_\_\_\_\_

## Pledge of Ethical Standards and Confidentiality

I, as a counselor-in-training, agree to uphold the ethical standards and codes of the counseling profession as defined by the American School Counselor Association (ASCA, 2016) and the American Counseling Association (ACA, 2014).

I pledge to honor the confidentiality of:

- 1) Any personal information, feelings, or concerns explored within the Internship seminar.
- 2) Specifically, I agree to "retain as private" anything revealed in this course whether by clients, peers, instructor, or demonstration tapes. Such information is to be discussed only with the course instructor and among counselors-in-training in this class who are also bound by this pledge. This means that I agree not to reveal any of this information with other trainees in the program or anybody else.
- 3) I agree to treat the tapes made for this course as confidential material. Specifically, I pledge not to involve anybody other than my site supervisor, peers in this class, my field supervisor, and the course instructor in the actual taping, viewing, or discussing of these tapes.
- 4) At the end of the course, I agree to destroy all tapes with my site supervisor or course instructor in order to prevent the tapes from being used for any other purpose.

I understand that violation of these ethical standards and principles can do great damage to the trainees and clients. I also understand that violations (including disclosure and/or idle discussion of confidential information) may result in course failure and/or dismissal from the School Counseling Program.

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

Professor's Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Internship Project Examples**

### FOUNDATION

- Identify the ASCA Mindsets and Behaviors that are important for your students at each grade level and the rationale

### ACCOUNTABILITY

- Develop a MEASURE (data driven action plan)
- Use data to design effective school counseling interventions.
- Use data to identify environmental and educational barriers to student learning in school settings.
- Show how school counseling impacts student achievement and school improvement.

### CONSULTATION

- Plan a program for parent(s), guardian(s), on specific topics related to school success such as motivation, grade level transitions, and homework and study strategies, postsecondary planning.
- Implement a program involving parents in their child's education in a meaningful way.
- Use knowledge of learning theory to improve student achievement.

### COMPREHENSIVE PROGRAM

- Map the school counseling program with the ASCA Model
- Help the school counseling department identify/develop student competencies
- Organize the program under the four quadrants
- Implement activities around academic, career, social-emotional development and/or college and career readiness.

### IMPROVING STUDENT ACHIEVEMENT

- Develop a plan for all students to succeed in rigorous academic preparation
- Lead, advocate, collaborate, coordinate, assess, and transform the educational agenda to serve all students and promote student achievement.
- Organize resources to help close the opportunity gap.
- Conduct study and test taking skills lessons
- Target students at risk of failing and design specific interventions with their teachers.

### SCHOOL ENVIRONMENT/CLIMATE

- Demonstrate knowledge of methods and techniques for prevention and early intervention in order to maximize school success for students.
- Connect a specific school counselor initiative to improve school climate
- Establish a Peer Mediation/Conflict Resolution program.
- Collaborate with faculty to develop classroom lessons that will reduce bullying.
- Understand cultural differences and diversity in schools and communities as essential elements to learning, teaching, and counseling for all students and families.

### TRANSITIONS

- Implement a process to help students move successfully from grade level to grade level
- Create a postsecondary planning guide.
- Develop a career program based on the ASCA career development standards and the NYS Career Development and Occupational Standards (CDOS).

## PRACTICUM PLACEMENT DOCUMENTS



Office of Field Placement  
School Counseling Department

**School Counseling Practicum Application Checklist**

---

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

Cumulative GPA: \_\_\_\_\_

Directions: EACH internship “form” must be scanned into your online Taskstream account.  
Incomplete paperwork packets will not be approved.

All prerequisites are completed and students has GPA of 3.0 or higher

- 1. Practicum Candidate Agreement signed and turned in
- 2. Site Supervisor Agreement signed and turned in
- 3. Liability Insurance Certificate
- 4. Professional Association Membership
- 5. Fingerprinting verification
- 6. Placement Information Form (to be completed online)
- 7. Supervision and Consultation Agreement for Site Supervisor

Intern Signature \_\_\_\_\_

Date \_\_\_\_\_

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

Date \_\_\_\_\_



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### **Practicum Candidate Agreement Form**

The School of Education is fortunate to be able to work with a large number of school districts to provide practicum experiences, which are required for the MS in School Counseling.

Counselor education students participating in practicum, NYIT supervising professors, and other personnel from the School of Education who are in a school district/building are guests. At all times, school counseling degree candidates must abide by the regulations, policies and procedures, professional norms of practice, ethical codes, and personal and professional expectations set forth by the school district, building(s), and the NYIT School Counseling Program. Participation in practicum experience is a privilege and is an agreement between the school district, co-operating community agency, the School of Education and the New York Institute of Technology.

Your signature below is an acceptance of the professional, legal and ethical expectations as set forth by the School Counseling Department and the cooperating school building/district/system.

-----

I understand that my on-going participation in a Practicum placement is contingent on my adherence to the conditions described above.

Candidate Name: \_\_\_\_\_ Course \_\_\_\_\_  
(Printed)

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



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### **Practicum Site Supervisor Agreement**

Site Supervisor:

School Address:

Dear Site Supervisor:

The New York Institute of Technology School Counseling Department is fortunate to collaborate with a large number of New York City schools and suburban school districts to provide the field experience that is required for the Master's degree in school counselor education and New York State certification.

NYIT school counseling degree candidates abide by the CACREP accreditation model and complete a total of 100 hours of supervised experience for their practicum, including a minimum of 40 hours of direct hours working with students. Candidates are expected to be involved in individual counseling, small group counseling, classroom lessons, collaboration, and consultation at their practicum sites. Candidates are also required to submit two video or audio recordings of counseling sessions during the term. These recordings must have parental consent and the recording will be erased by the site supervisor immediately following the discussion with the faculty supervisor.

\_\_\_\_\_ has applied for a part time practicum at \_\_\_\_\_. Participation in practicum is an agreement between the school building, the department of education, and the New York Institute of Technology. \_\_\_\_\_ understands that s/he that is expected to abide by the school calendar, district regulations, policies and procedures, institutional practices, and professional expectations of the school district and/or community agency in which an assignment has been accepted. The candidate also agrees to the requirement set forth in the practicum and internship manual.

As a site supervisor, you will be expected to provide an average of one hour of supervision a week to the candidate and to maintain contact with our seminar supervisor. On a bimonthly basis, our seminar instructor will be in contact with you to request your brief feedback about your candidate's progress as required by CACREP.

Your signature below indicates that you have an understanding of the experiences in which the candidate will participate, are aware that compensation for supervision will be one credit of tuition remission, and that you meet the following qualifications: tenure and three or more years of experience as a school counselor; a Master's degree in counseling or a related profession; and provisional or permanent certification as a school counselor. Site supervisors are also required to

review the practicum and internship manual and participate in the mandatory online supervision training required by NYIT and CACREP.

Please contact Dr. Carol Dahir, Department Chair and Internship Coordinator, at 212 261-1529 or [cdahir@nyit.edu](mailto:cdahir@nyit.edu) with any questions or concerns that you may have. Thank you for your support of our students and this capstone pre-professional experience.

Please initial next to the following statements:

\_\_\_\_\_1. I understand that school counseling candidates must be given the opportunity to facilitate, co-facilitate, and/or observe individual counseling sessions, group counseling, and classroom lessons.

\_\_\_\_\_2. I understand that school counseling candidates must video and/or audio record two individual counseling sessions at their practicum site per NYIT and CACREP requirements.

\_\_\_\_\_3. I will provide the school counseling candidate with a minimum of 1 hour of supervision per week.

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

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



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Office of Field Placement  
School Counseling Department

**Practicum Placement Information Form (to be completed online)**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

NYIT ID: \_\_\_\_\_ Phone Number: \_\_\_\_\_

NYIT Email: \_\_\_\_\_ Semester: \_\_\_\_\_

Fingerprints: \_\_\_\_ YES \_\_\_\_ NO Liability Insurance: \_\_\_\_ YES \_\_\_\_ NO

Practicum site and location: \_\_\_\_\_

Site Schedule (Days/times) \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Site Supervisor Phone \_\_\_\_\_

Site Supervisor Email \_\_\_\_\_

Supervisor's Master's Degree Granted by \_\_\_\_\_

Supervisor's Degree Granted in Year \_\_\_\_\_

Supervisor's Certification Date \_\_\_\_\_

Year of Supervisor's Granted Tenure \_\_\_\_\_



### Supervision and Consultation Agreement

As part of the requirements for supervision for practicum, the site supervisor and faculty seminar instructor maintain bimonthly contact to consult on the supervision needs of the practicum student.

Please provide us with the contact information you would like us to use to contact you for consultation and supervision discussions.

Email: \_\_\_\_\_

Phone (work): (\_\_\_\_) \_\_\_\_\_

Phone (other): (\_\_\_\_) \_\_\_\_\_

Please provide a general idea of days and times that you could leave open for a phone consultation once a month. The seminar instructor will contact you to schedule a time at the start of the semester.

Day: \_\_\_\_\_ Times: \_\_\_\_\_

By signing below, you agree to maintain contact on a bimonthly basis with the seminar instructor by email and phone to communicate about the progress of the practicum student you are supervising.

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

Site Supervisor Name: \_\_\_\_\_ School: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Bi-lingual Practicum Placement**

Candidates who are enrolled in the Masters of Science with the Bi-lingual Extension follow the exact same procedures and timelines submit the same forms to Taskstream for approval and clearance. Practicum placement must be at a site which has a certified bi-lingual school counselor OR until 2021, NYSED will allow supervision by a certified bi-lingual social worker or certified bi-lingual school psychologist.

You will fulfill all of the requirements for practicum as specified in the course outline with an emphasis on providing bilingual school counseling services to children, adolescents, and their families. Other experiences will include translating and understanding the cultural background of the bilingual and ELL population in their school. You will help to bridge the gap between home life and the world of school and actively work towards the prevention and eradication of racism, sexism, and classism for students and families are English Language Learners.

**PRACTICUM ASSESSMENT TOOLS & END OF SEMESTER  
DOCUMENTS**



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## Mid-Semester Practicum Site Supervisor Feedback Form

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

Site Supervisor Name: \_\_\_\_\_

Site Supervisors; please provide your feedback on the practicum student's progress.

**Counseling Skills** (i.e. multicultural competency, listening skills, use of theory, rapport, empathy, group counseling, etc.)

Areas of Strength:

Areas where growth/experience is needed:

**Consultation Skills** (i.e. consultation with parents, faculty, administrators, outside resources)

Areas of Strength:

Areas where growth/experience is needed:

**Knowledge/Understanding of the School System** (i.e. policies, leadership teams, special ed., placement, school counseling program implementation, etc.)

Areas of Strength:

Areas where growth/experience is needed:

---

Practicum Student Signature

---

Date

---

Site Supervisor Signature

---

Date



### Practicum End of Term Paperwork Checklist

Instructions: Please fill out the following checklist, put your documents in the same order as they appear on the checklist, and give the documents including the checklist to your practicum or internship instructor on the last day of class. Be sure to keep copies for your records!

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

- 1. End of Semester Practicum Evaluation
- 2. Practicum Student’s Evaluation of the Site Experience
- 3. Field Experience Logs
- 4. School Counselor Candidate Dispositions (Taskstream)

Practicum Student’s Signature \_\_\_\_\_

Date \_\_\_\_\_

Practicum Seminar  
Instructor’s Signature \_\_\_\_\_

Date \_\_\_\_\_



**Student’s End of Semester Evaluation: Practicum**

Student Name: \_\_\_\_\_ Fall 20 Spring 20

Instructor: \_\_\_\_\_ Site \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

**To the Site Supervisor:** Please meet with your supervisee at the end of each semester of the practicum or internship to assess and discuss her/his skill development to date. Please sign and date this form and keep a copy for your records. The practicum student/intern will turn in the original to NYIT.

Target= skill level is at or above where their skill level needs to be a competent professional school counselor

Acceptable= skill level is appropriate for their level as a practicum/internship student, but still needs to grow to become competent as a professional school counselor.

Needs Improvement= skill level is below expectations for their level as a practicum/internship student.

Candidate Skills:	Target	Acceptable	Needs Improvement	NA
Develops and helps to implement plans for student academic, career and personal-social development.				
Provides effective individual counseling.				
Provides effective group counseling.				
Designs and provides classroom school counseling lessons.				
Demonstrates effective individual counseling skills.				
Demonstrates effective group counseling skills.				
Demonstrates effective classroom skills.				
Demonstrates effective interpersonal communication skills when working with others.				
Demonstrates knowledge of the ASCA/ACA ethical/legal standards for counseling.				
Demonstrates knowledge and application of the ASCA National Standards/Mindsets and Behaviors Standards.				
Demonstrates knowledge and application of comprehensive school counseling process.				
Uses data driven decision making.				

Demonstrates effective writing, verbal and presentation skills.				
Works collaboratively to create a safe and respectful school environment.				
Demonstrates appropriate organizational & planning skills				
Assists with annual student program planning.				
Demonstrates active listening skills				
Assists with student goal setting and decision making.				
Collaborates with families on student concerns.				
Collaborates with social service agencies to support students/families.				
Actively supports school improvement activities.				

Candidate Behaviors	Target	Acceptable	Needs Improvement	NA
Demonstrates advocacy skills.				
Establishes rapport with students				
Demonstrates leadership skills				
Demonstrates a social justice orientation				
Uses good judgment				
Complies with district, state, federal mandates				
Interacts effectively with students				
Interacts effectively with colleagues				
Interacts effectively with supervisors				
Demonstrates ethical behavior				
Promotes respects for diversity				
Communicates effectively with parents				
Communicates effectively with school staff				
Accepts and learns from feedback				
Uses teaming and collaboration skills				
Can self-critique and evaluate effectiveness				
Understands the consultation process				
Uses technology effectively				

Comments:

*Student's Strengths-*

*Student's areas of growth needed-*

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Instructor's Signature

\_\_\_\_\_  
Date

## Student Evaluation of the Site Experience

Name \_\_\_\_\_ Date \_\_\_\_\_

Placement Site (s) \_\_\_\_\_

Primary School Site Address \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Secondary School Site Address \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Types of student situation which you worked with (check all that apply):

- a) \_\_\_\_\_ Academic Concerns (e.g. grades, academic failure, post-secondary options)
- b) \_\_\_\_\_ Adjustment Concerns (e.g. adjusting to new school or community, grief, transition issues)
- c) \_\_\_\_\_ Adult-child Conflicts (including parent-child & student-teacher conflicts)
- d) \_\_\_\_\_ Anger/Conflict Management & Resolution Problems
- e) \_\_\_\_\_ Career Concerns
- f) \_\_\_\_\_ Depression
- g) \_\_\_\_\_ Developmental Concerns (e.g. academic skills, behavioral disorders, learning disabilities)
- h) \_\_\_\_\_ Disruptive Behavior (e.g. "hyperactivity", conduct disorder, disruptive classroom behavior, S.E.D.)
- i) \_\_\_\_\_ Eating Concerns (e.g. anorexia, bulimia, severe dieting, excessive exercise, etc.)
- j) \_\_\_\_\_ Emotional Abuse
- k) \_\_\_\_\_ Gang Related Problems
- l) \_\_\_\_\_ Legal Problems
- m) \_\_\_\_\_ Physical Abuse
- n) \_\_\_\_\_ Substance Use/Abuse (e.g. alcohol, cocaine, etc.)
- o) \_\_\_\_\_ Religious Issues
- p) \_\_\_\_\_ Self-Esteem/Self-Worth Issues
- q) \_\_\_\_\_ Sexual Abuse (e.g. incest, rape -including date rape)
- r) \_\_\_\_\_ Sexuality or Gender Identity Concerns (including problems with sexually transmitted Diseases)
- s) \_\_\_\_\_ Sleep Related Concerns

Primary formats in which you provided the MAJOR portion of direct counseling  
**(check all that apply):**

Individual  Group  Classroom  Family  Other

Formats in which you provided a MINOR portion of counseling  
**(check all that apply):**

Individual  Group  Classroom  Family  Other

Age group(s) of students to which you provided a MAJOR portion of counseling  
**(check all that apply):**

0-5  6- 12  13 –15  16- 21

Age group(s) of students to which you provided a MINOR portion of counseling  
**(check all that apply):**

0-5  6- 12  13 –15  16- 21

Please attach the verification logs for your direct and indirect contact hours

**ENVIRONMENT & CLIMATE**

Circle the appropriate number

Seldom    Often    Usually    NA

1) The school provides a professional atmosphere	1	2	3	0
2) The staff is supportive of the intern’s work and needs.	1	2	3	0
3) Interns are treated respectfully by the counselors, faculty and staff.	1	2	3	0
4) The general atmosphere of the school provides a climate of trust and openness.	1	2	3	0
5) The intern is treated respectfully by the students.	1	2	3	0
6) The intern is included in department projects.	1	2	3	0
7) Physical facilities are available for intern use (e.g. office, office supplies, etc.	1	2	3	0
8) The counseling department seeks continuous improvement.	1	2	3	0

9) Counseling staff members demonstrate professionally and ethical behavior.	1	2	3	0
10) The site provides appropriate resources, books, and materials.	1	2	3	0
11) The site provides adequate opportunities for discussing issues or concerns.	1	2	3	0
12) The staff gives the intern adequate guidance on ethical and legal issues.	1	2	3	0
13) The intern has assigned students to work with.	1	2	3	0
14) The intern is included in regular department meetings.	1	2	3	0
15) The staff is readily accessible to the intern.	1	2	3	0
16) The staff is interested in implementing current trends and initiatives in school counseling.	1	2	3	0

<b>COMMUNICATION</b>				
	Seldom	Often	Usually	NA
Circle the appropriate number				
17) The staff is committed to the intern's personal and professional growth.	1	2	3	0
18) The staff is sensitive to the intern's experiential needs and professional growth and development.	1	2	3	0
19) Staff conflicts are discussed in an open, non-threatening manner.	1	2	3	0
20) The intern and site supervisor communicate and meet regularly.	1	2	3	0

**SUMMARY**

Check the one that applies:

The overall quality of my internship experience this year was:

Poor  Adequate  Good  Excellent

Additional comments:

---



---

I am willing to talk with other students about this internship placement (check one):

yes  no

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

## INTERNSHIP PLACEMENT DOCUMENTS



**School Counseling Internship Application Checklist**

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

Cumulative GPA: \_\_\_\_\_

Directions: EACH individual form must be scanned into your online Taskstream account.  
Incomplete paperwork packets will not be approved.

Practicum Completed Semester/Year \_\_\_\_\_

Direct Hours \_\_\_\_\_ Indirect Hours \_\_\_\_\_ TOTAL Hours \_\_\_\_\_

- 1. Internship Agreement Form signed and turned in
- 2. Site Supervisor Agreement signed and submitted
- 3. Liability Insurance Certificate
- 4. Current Professional Association Membership
- 5. Child Abuse Certificate (if completed)
- 6. SAVE Training Certificate (if completed)
- 7. DASA Training Certificate (if completed)
- 8. Placement Information Form (to be completed online)

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

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



**Internship Agreement Form**

The School Counseling Department is fortunate to be able to work with a large number of school districts to provide practicum and internship experiences which are required for the Masters of Science in School Counseling.

School counseling students participating in practicum and field experience, NYIT supervising professors, and other personnel from the School of Education who are in a school district/building are guests. At all times, school counseling interns must abide by the regulations, policies and procedures, professional beliefs, ethical codes, and personal and professional expectations set forth by the school district and building(s). Participation in internship field experience is a privilege and is an agreement between the school district, co-operating community agency, the School of Education and the New York Institute of Technology.

Interns engage in a six hundred hour internship under the supervision of a tenured, certified, school counselor. Program guidelines expect each intern to have experiences in two different school levels/situations with a minimum of 100 hours in the second experience. Interns may allocate their time equally at each level (example 300 hours at the high school and 300 hours at the middle school) or in a different combination of hours depending upon the circumstances of their placement.

In some instances, and under appropriate supervision, interns may accrue up to 100 internship hours during the summer semester prior to beginning the internship. Students interested in starting during the summer semester must enroll in extended supervision for the summer semester and submit a plan for approval on or before May 1, have regularly scheduled supervision, and maintain a separate log. Interns are required to engage in scheduled triadic or group supervision and a fee for extended supervision will apply.

Your signature below is an acceptance of the professional, legal and ethical expectations as set forth by the School Counseling Department and the cooperating school building/district/system.

-----

I understand that my on-going participation in Internship is contingent on my adherence to the conditions described above.

Candidate Name: \_\_\_\_\_ (Printed)

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



*School of  
Interdisciplinary  
Studies & Education*

## **Internship Site Supervisor Agreement Form**

Site Supervisor  
School Address

Dear Site Supervisor

The New York Institute of Technology School Counseling Department is fortunate to collaborate with a large number of New York City schools and suburban school districts to provide the internship experience that is required for the Master's degree in school counselor education and New York State certification. NYIT school counseling degree candidates abide by the CACREP accreditation model and complete a total of 600 hours of supervised experience prior to graduation.

\_\_\_\_\_ has applied for an internship at \_\_\_\_\_. Participation in internship is an agreement between the school building, the department of education, and the New York Institute of Technology. \_\_\_\_\_ understands that s/he that is expected to abide by the school calendar, district regulations, policies and procedures, institutional practices, and professional expectations of the school district and/or community agency in which an assignment has been accepted. The intern also agrees to the requirement set forth in the practicum and internship manual. Forty percent of the internship experience should be direct student contact hours. Interns are expected to be involved in individual counseling, small group counseling, classroom lessons, collaboration, and consultation at their internship site. Candidates are also required to submit two video or audio recordings of counseling sessions each term. These recordings must have parental consent and the recording will be erased by the site supervisor immediately following the discussion with the faculty supervisor.

A field supervisor will visit you at the school site 3 - 4 times, depending upon the primary and secondary placement configurations, during the internship year to discuss your intern's progress. Additional phone contact will take place in between months. To ensure proper growth and development, please provide your intern with 1 ½ to 2 hours of supervision time weekly.

Your signature below indicates that you have read the practicum and internship manual, have an understanding of the experiences in which the intern will participate, and are aware that for internship only, compensation for supervision will range from 1 to 3 tuition credits depending upon the number of hours that the intern is under your supervision. These are NYIT Financial Aid policies and subject to change each school year

Please contact Dr. Carol Dahir, Department Chair and Internship Coordinator, at 212 261-1529 with any questions or concerns that you may have. Thank you for your support of our students and this capstone pre-professional experience.

Please initial next to the following statements:

\_\_\_\_\_1. I understand that school counseling interns must be given the opportunity to facilitate, co-facilitate, and/or observe individual counseling sessions, group counseling, and classroom lessons.

\_\_\_\_\_2. I understand that school counseling interns must video and/or audio record two individual counseling sessions at their practicum site per NYIT and CACREP requirements.

\_\_\_\_\_3. I will provide the school counseling interns with a minimum of 1 ½ to 2 hours of supervision per week.

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

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



**Office of Field Placement  
School Counseling Department**

**Sample Internship Placement Information Form (To be Completed in Google Docs)**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

NYIT ID: \_\_\_\_\_ Phone Number: \_\_\_\_\_

NYIT Email: \_\_\_\_\_ Semester: \_\_\_\_\_

**PRIMARY PLACEMENT**

Internship Site/ School location: \_\_\_\_\_

Internship Site/ School Address: \_\_\_\_\_

Internship Site/ School Telephone: \_\_\_\_\_

Site Schedule (Days/Times) \_\_\_\_\_

Site Supervisor Name \_\_\_\_\_

Site Supervisor Phone \_\_\_\_\_ Site Supervisor Email \_\_\_\_\_

Supervisor's Master's Degree Granted by \_\_\_\_\_

Supervisor's Degree Granted in Year \_\_\_\_\_ Certification Date \_\_\_\_\_

Year of Supervisor's Granted Tenure \_\_\_\_\_

**SECONDARY PLACEMENT**

Internship Site/ School location: \_\_\_\_\_

Internship Site/ School Address: \_\_\_\_\_

Internship Site/ School Telephone: \_\_\_\_\_

Site Schedule (Days/Times) \_\_\_\_\_

Site Supervisor Name \_\_\_\_\_

Site Supervisor Phone \_\_\_\_\_ Site Supervisor Email \_\_\_\_\_

Supervisor's Master's Degree Granted by \_\_\_\_\_

Supervisor's Degree Granted in Year \_\_\_\_\_ Certification Date \_\_\_\_\_

Year of Supervisor's Granted Tenure \_\_\_\_\_



**Extended Supervision: Summer Internship Placement**

School \_\_\_\_\_ Level \_\_\_\_\_

Location \_\_\_\_\_ Phone \_\_\_\_\_

Summer Placement:

Site Supervisor \_\_\_\_\_ Email \_\_\_\_\_

Master's degree granted by \_\_\_\_\_ Year \_\_\_\_\_

Certification date \_\_\_\_\_ Year granted tenure \_\_\_\_\_

School Address \_\_\_\_\_ Telephone \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

Proposed Internship Schedule \_\_\_\_\_

Estimated Hours \_\_\_\_\_

Supervision Plan \_\_\_\_\_

Intern Name \_\_\_\_\_ mobile # \_\_\_\_\_

Intern Signature \_\_\_\_\_ date \_\_\_\_\_

Department approval \_\_\_\_\_ date \_\_\_\_\_

In some instances, and under appropriate supervision, interns may accrue up to 100 internship hours during the summer semester prior to beginning the internship. Interns interested in starting during the summer semester must submit a plan for approval on or before May 1, enroll in EDCO 875 Extended Supervision, and maintain a separate log. Interns **are required** to engage in scheduled triadic or group supervision and a small fee for this additional supervision will apply. Please remember that you are limited to 100 hours of direct and indirect experiences, under supervision, at the beginning of the Summer Term. Return this form to the department office as soon as your summer placement is confirmed. Approval is subject to this placement meeting all conditions of a supervised placement.

INTERNSHIP ASSESSMENT TOOLS & END OF SEMESTER  
DOCUMENTS

## **Internship Portfolio Development**

A school counselor portfolio is a collection of experience-based materials that demonstrates various dimensions of the counselor's work, philosophy, abilities and credentials. The goal is to demonstrate the diversity of activities and experiences have contributed to the counselor's development. Your portfolio will be developed on TASKSTREAM and also downloaded onto a flash drive or CD.

The development of the school counselor portfolio begins as the candidate enters the master's program and continues throughout his/her program of study as artifacts are stored in Taskstream.

Interns discuss the process of portfolio preparation on a regular basis with faculty and their advisor.

### **Purpose of a School Counselor Portfolio**

The portfolio components are used periodically as a tool for reflection, evaluation and feedback. The overall purpose is to collect and combine examples of experience and mastery with reflection on their meaning or significance.

Reviewing one's strength and "I Can's", setting goals for necessary learning and skill building, pursuing a learning strategy, and regular evaluation of progress are important steps in the learning process. Developing a portfolio provides the opportunity for regular faculty evaluation and feedback for each student. A completed portfolio demonstrates proficiency and mastery and can be used as an employment tool.

### **Portfolio Structure**

A portfolio should be a well-organized, attractive presentation of professional material. Portfolios @NYIT are developed online and can be saved on a flash drive or CD. You will want to prepare an abbreviated executive summary to highlight key experiences or develop a simple booklet format for interview purposes.

To guide your thinking in selecting portfolio entries is to ask, "What will be added to the description of my knowledge, skills and character by adding this entry?" A second guideline is to think about the primary message you want to convey via your portfolio and to ask, "Have I selected the entries that most accurately and completely demonstrates my qualifications?" Include experiences that occur outside the formal academic program, such as participation in volunteer activities.

Where appropriate, entries should be accompanied by a reflective statement, which might consist of a paragraph. Reflective statements explain why each entry is included and why it represents you as a counseling professional. In writing a reflective statement, ask, "What did I do? What does it mean? How might I do things differently? What have I learned?" The entry is then meaningful and placed in the context within which a student wants it to be understood.

## **Content of the Portfolio**

Consider the following to include in the portfolio:

1. Professional resume
2. Statement of philosophy of school counseling
3. Academic transcripts
4. Professional development activities
5. Examples of coursework that support the 7 School Counseling program competencies
6. Special projects
7. A MEASURE (data driven action plan)
8. Activities related to the ASCA/NYSSCA Models for comprehensive school counseling
9. Prevention and intervention programs
10. Evidence of competence in a specific area of focus
11. Action research projects
12. Classroom guidance/school counseling lesson plans
13. Evaluation/feedback received from supervisors
14. Reproductions or representation of activities, such as videotapes, journals, photos
15. Research investigation
16. Certificates of membership in professional association and honor societies
17. Program design/evaluation samples
18. Publications
19. Presentations
20. Other relevant experience as appropriate

During the student's last semester in the school counseling program, the professional portfolio will be submitted to supervising faculty for review and feedback

**NEW YORK INSTITUTE OF TECHNOLOGY  
SCHOOL OF INTERDISCIPLINARY STUDIES AND EDUCATION**

**Internship End of Term Paperwork Checklist**

Instructions: Please fill out the following checklist, put your documents in the same order as they appear on the checklist, and give the documents including the checklist to your practicum or internship instructor on the last day of class. Be sure to keep copies for your records!

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

1. Internship Field Experience Summary
2. End of Semester Evaluation of Internship
3. Internship Site Visit Review
4. Intern's Evaluation of the Site Experience
5. Internship School Counseling Observation Feedback Form
6. School Counselor Candidate Dispositions (Taskstream)
7. Intern's Evaluation of the Site Experience

Intern's Signature \_\_\_\_\_

Date \_\_\_\_\_

Internship Seminar  
Instructor's Signature \_\_\_\_\_

Date \_\_\_\_\_

**New York Institute of Technology**  
**Internship Field Experience Summary**  
**School Counseling Program**  
**Summary of Hours for Summer/Fall/Spring**

Name.....Date.....

Internship Sites.....  
.....  
.....

Direct Service Hours ..... (40%)

Indirect Service Hours ..... (60%)

Total Hours Summer (2018) .....

Total Hours Fall (2018) .....

Total Hours Spring (2019) .....

**Total Hours for Internship** .....

Total Elementary School Hours .....

Total Middle School Hours .....

Total High School Hours .....

\_\_\_\_\_  
Intern Signature/Date

\_\_\_\_\_  
Internship Seminar Instructor's  
Signature/Date

# NEW YORK INSTITUTE OF TECHNOLOGY

## End of Semester Internship Evaluation

Student Name: \_\_\_\_\_ Fall 20 Spring 20

Instructor: \_\_\_\_\_ Site \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

**To the Site Supervisor:** Please meet with your supervisee at the end of each semester of the practicum or internship to assess and discuss her/his skill development to date. Please sign and date this form and keep a copy for your records. The practicum student/intern will turn in the original to NYIT.

Target= skill level is at or above where their skill level needs to be a competent professional school counselor

Acceptable= skill level is appropriate for their level as a practicum/internship student, but still needs to grow to become competent as a professional school counselor.

Needs Improvement= skill level is below expectations for their level as a practicum/internship student.

Candidate Skills:	Target	Acceptable	Needs Improvement	NA
Develops and helps to implement plans for student academic, career and personal-social development.				
Provides effective individual counseling.				
Provides effective group counseling.				
Designs and provides classroom school counseling lessons.				
Demonstrates effective individual counseling skills.				
Demonstrates effective group counseling skills.				
Demonstrates effective classroom skills.				
Demonstrates effective interpersonal communication skills when working with others.				
Demonstrates knowledge of the ASCA/ACA ethical/legal standards for counseling.				
Demonstrates knowledge and application of the ASCA National Standards/Mindsets and Behaviors Standards.				
Demonstrates knowledge and application of comprehensive school counseling process.				
Uses data driven decision making.				
Demonstrates effective writing, verbal and presentation skills.				

Works collaboratively to create a safe and respectful school environment.				
Demonstrates appropriate organizational & planning skills				
Assists with annual student program planning.				
Demonstrates active listening skills				
Assists with student goal setting and decision making.				
Collaborates with families on student concerns.				
Collaborates with social service agencies to support students/families.				
Actively supports school improvement activities.				

Candidate Behaviors	Target	Acceptable	Needs Improvement	NA
Demonstrates advocacy skills.				
Establishes rapport with students				
Demonstrates leadership skills				
Demonstrates a social justice orientation				
Uses good judgment				
Complies with district, state, federal mandates				
Interacts effectively with students				
Interacts effectively with colleagues				
Interacts effectively with supervisors				
Demonstrates ethical behavior				
Promotes respects for diversity				
Communicates effectively with parents				
Communicates effectively with school staff				
Accepts and learns from feedback				
Uses teaming and collaboration skills				
Can self-critique and evaluate effectiveness				
Understands the consultation process				
Uses technology effectively				

Comments:

*Student's Strengths-*

*Student's areas of growth needed-*

---

Student Signature

---

Date

---

Site Supervisor's Signature

---

Date

---

Internship Instructor's Signature

---

Date



## **Internship Site Visit Review**

**Intern:**

**School:**

**Level:**

**Date:**

**Site Supervisor:**

**Directions for Site Supervisor:** This form will assist us in evaluating your intern's developmental level. Please take note to observe your intern in the areas listed below. We will discuss and complete the form during our session together. Please be as specific as possible in comments sections to help us best understand areas of strength and areas where improvement is needed.

1. Describe your intern's counseling skills (i.e. use of theory, rapport, active listening, open-ended questions, etc.)

Strengths:

Suggested Improvements:

2. Consultation experience and skills (i.e. parents, staff, admin., community resources, etc.)

Strengths:

Suggested Improvements:

3. Communication skills (i.e. oral, written)

Strengths:

Suggested Improvements:

4. Professionalism

Strengths:

Suggested Improvements:

5. Involvement in career, academic, social-emotional development prevention and intervention activities (i.e. classroom, group, individual counseling):

Strengths:

Suggested Improvements:

**Next Appointment:**

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Supervisor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Instructor's signature

\_\_\_\_\_  
Date

## Internship School Counseling Observation

Supervisee \_\_\_\_\_ Date \_\_\_\_\_

Field Experience Supervisor \_\_\_\_\_

Internship (circle one) Individual/ Group Supervision (circle one)

### **Directions for Field Experience Supervisor**

Please use this form to assess your practicum/internship student's counseling skills. Form should be completed once during the fall and once during the spring semester of internship. First, observe the intern in an individual or group counseling session and complete the form. Next, debrief what you observed with your intern. Finally, give the feedback form to your intern to give to their instructor.

Target=Candidate skill level is at or above where their skill level needs to be a competent professional school counselor

Acceptable=Candidate skill level is appropriate for their level as a practicum/internship student, but still needs to grow to become competent as a professional school counselor

Needs Improvement=Candidates skill level is below expectations for their level as a practicum/internship student.

Counseling Skills	Needs Improvement	Acceptable	Target	Not Observed	Comment (optional)
Open-ended questions					
Closed questions					
Paraphrases					
Reflection of feelings					
Summarizations					
Confrontations (should be gentle)					
Counselor self-disclosure					

(should be for the benefit of student not the counselor)					
Advice giving (Should be avoided when possible)					
Use of silence					
Problem identification					
Mutual goal setting					
Rapport					
Overall empathy					
Appropriate use of humor					
Use of Theoretical Concepts					
Opening the session					
Closing the session					

Intern strengths observed during this session (please be specific):

Suggestions (please be specific):

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Experience Supervisor Signature

\_\_\_\_\_  
Date

## Candidate Competency Performance Assessment (rev. 8/18)

Name \_\_\_\_\_

Directions: To be filled out by the intern. The New York Institute of Technology School Counseling Program is organized around seven competencies which reflect the program's beliefs about what school counselors should know and be able to do to successfully meet the needs and challenges of today's schools and the diverse needs of today's students.

Competency	Performance Indicators	Semester	Course	Evidence
1. School counselor candidates will demonstrate the knowledge and skills to plan, implement, and evaluate comprehensive national standards based school counseling programs.	<ul style="list-style-type: none"> <li>• Understand the relationship of the comprehensive school counseling program to the mission of the school and the instructional program.</li> <li>• Acquire the knowledge and skills to implement school counseling strategies in academic, college and career readiness, and social-emotional development based on the National Standards for School Counseling Programs and the ASCA Mindsets and Behaviors</li> <li>• Use individual student planning, responsive services, classroom lessons and system support to deliver college and career readiness, and social-emotional development competencies.</li> <li>• Demonstrate the knowledge and skills to help diverse and underserved and underrepresented student populations successfully</li> </ul>			

	<p>prepare for and transition to postsecondary opportunities.</p> <ul style="list-style-type: none"> <li>• Utilize strategies to help students have a greater understanding of self and their interests, motivation, achievement, talents, and career goals.</li> </ul>			
<p>2. School counselor candidates will acquire the knowledge and skills to consult and work collaboratively with faculty, administrators, parents/caretakers, and community members to improve student success in school.</p>	<ul style="list-style-type: none"> <li>• Become familiar with the community-based resources (e.g. mental health centers, community based organizations, business, service groups) to secure assistance for students and their families.</li> <li>• Demonstrate through verbal, written and presentation skills the ability to communicate with parents, faculty, administrators, and stakeholders.</li> <li>• Develop methods of working with teachers, administrators, parents/caretakers to advocate for improving student achievement, school climate, and student success.</li> <li>• Apply knowledge of systems theories to community and school relationships.</li> <li>• Understand the role of parents, school faculty and staff, and community members to support and inform the school counseling program.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Share knowledge of student development, behavior management, and learning theories with teachers and parents.</li> <li>• Design professional development activities for faculty and staff that address student growth and developmental needs.</li> </ul>			
<p><b>3.</b> School counselor candidates will apply counseling theories and practices under supervision as appropriate in a school setting.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the appropriate use of counseling theories and techniques with students.</li> <li>• Use counseling skills and counseling processes that respect all aspects of diversity including race, ethnicity, cultural, religion, socio-economic differences, learning abilities, physical, mental or emotional disabilities and/or sexual orientation.</li> <li>• Use counseling strategies that will help students meet the high expectations of the New York State academic learning standards.</li> <li>• Become familiar with developing and implementing prevention and intervention plans for children and adolescents to address issues such as abuse, eating disorders, attention deficit hyperactivity disorder, depression, suicide ideation,</li> </ul>			

	<p>substance abuse, underachievement, etc.</p> <ul style="list-style-type: none"> <li>• Provide effective individual and group counseling to students that are developmentally appropriate.</li> <li>• Demonstrate brief and solution based strategic interventions as appropriate in a school setting.</li> <li>• Demonstrate the use of coping and resiliency skill building with students.</li> </ul>			
<p>4. School counselor candidates will consult and collaborate with faculty and administrators to create safe and respectful school environments for diverse student populations.</p>	<ul style="list-style-type: none"> <li>• Understand the influence of school climate on student success.</li> <li>• Participate in school initiatives to create a positive school climate/environment.</li> <li>• Use skills to develop conflict resolution and peer-mediation programs.</li> <li>• Develop strategies to address student concerns around bullying, harassment, and gang influences.</li> <li>• Use disaggregated data to identify patterns of discipline and inappropriate student behaviors.</li> <li>• Develop strategies to advocate for children and adolescents who need</li> </ul>			

	<p>specialized assistance and support.</p> <ul style="list-style-type: none"> <li>• Apply a social justice agenda to eliminate inequities in policies and practices.</li> </ul>			
<p>5. School counselor candidates will use critical data elements to inform practice to best serve the needs of every student including underrepresented children and youth.</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of accessing and analyzing school building and system-wide data.</li> <li>• Use data to identify environmental and educational barriers to student learning.</li> <li>• Assess students' growth towards achievement of the standards and competencies.</li> <li>• Assess student needs and concerns with respect to culture, race, stereotyping, family, socio-economic status, gender and sexual identity, language, and learning ability.</li> <li>• Apply knowledge of action research to school improvement and school counseling outcomes.</li> <li>• Demonstrate the ability to write clear and concise analyses and evaluation reports.</li> <li>• Use data to monitor and evaluate the school counseling program's impact</li> </ul>			

	on student achievement and school improvement.			
6. School counselor candidates will acquire knowledge and skills in a wide variety of technology applications appropriate to counseling practice. Technology applications appropriate to counseling practice.	<ul style="list-style-type: none"> <li>• Demonstrate skills in using word processing, spreadsheet management, data-based maintenance, presentation software and web site development.</li> <li>• Use internet based research tools to access current information and research to inform practice and program development.</li> <li>• Utilize internet-based tools for communication and information dissemination for students, parents, and community.</li> <li>• Use technology applications to identify and examine issues relating to improving student achievement.</li> <li>• Design web-based applications to facilitate student educational and career and college planning.</li> </ul>			
7. School counselor candidates will demonstrate responsibility for their own learning and professional development.	<ul style="list-style-type: none"> <li>• Join a local, state and/or national professional association.</li> <li>• Attend professional conferences and workshops annually.</li> <li>• Understand the relationship between counselor self-understanding and effectiveness.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the roles and responsibilities of the professional counselor, including scope of practice, ethical guidelines, state and federal laws and regulations, credentialing and licensure, and the role of professional organizations.</li> <li>• Develop a portfolio to illustrate their personal and professional, growth and development.</li> </ul>			
--	--	--	--	--

*Intern's Comments:*

*Faculty Member's Comments:*

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Date

## **Intern's Evaluation of the Site Experience**

Name \_\_\_\_\_ Date \_\_\_\_\_

Placement Site (s) \_\_\_\_\_

Primary School Site Address \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Secondary School Site Address \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Types of student situation which you worked with (check all that apply):

- t) \_\_\_\_\_ Academic Concerns (e.g. grades, academic failure, post-secondary options)
- u) \_\_\_\_\_ Adjustment Concerns (e.g. adjusting to new school or community, grief, transition issues)
- v) \_\_\_\_\_ Adult-child Conflicts (including parent-child & student-teacher conflicts)
- w) \_\_\_\_\_ Anger/Conflict Management & Resolution Problems
- x) \_\_\_\_\_ Career Concerns
- y) \_\_\_\_\_ Depression
- z) \_\_\_\_\_ Developmental Concerns (e.g. academic skills, behavioral disorders, learning disabilities)
- aa) \_\_\_\_\_ Disruptive Behavior (e.g. "hyperactivity", conduct disorder, disruptive classroom behavior, S.E.D.)
- bb) \_\_\_\_\_ Eating Concerns (e.g. anorexia, bulimia, sever dieting, excessive exercise, etc.)
- cc) \_\_\_\_\_ Emotional Abuse
- dd) \_\_\_\_\_ Gang Related Problems
- ee) \_\_\_\_\_ Legal Problems
- ff) \_\_\_\_\_ Physical Abuse
- gg) \_\_\_\_\_ Substance Use/Abuse (e.g. alcohol, cocaine, etc.)
- hh) \_\_\_\_\_ Religious Issues
- ii) \_\_\_\_\_ Self-Esteem/Self-Worth Issues
- jj) \_\_\_\_\_ Sexual Abuse (e.g. incest, rape -including date rape)
- kk) \_\_\_\_\_ Sexuality or Gender Identity Concerns (including problems with sexually transmitted Diseases)
- ll) \_\_\_\_\_ Sleep Related Concerns

Primary formats in which you provided the MAJOR portion of direct counseling  
**(check all that apply):**

Individual  Group  Classroom  Family  Other

Formats in which you provided a MINOR portion of counseling  
**(check all that apply):**

Individual  Group  Classroom  Family  Other

Age group(s) of students to which you provided a MAJOR portion of counseling  
**(check all that apply):**

0-5  6- 12  13 –15  16- 21

Age group(s) of students to which you provided a MINOR portion of counseling  
**(check all that apply):**

0-5  6- 12  13 –15  16- 21

Please attach the verification logs for your direct and indirect contact hours

**ENVIRONMENT & CLIMATE**

Circle the appropriate number

Seldom    Often    Usually    NA

1) The school provides a professional atmosphere	1	2	3	0
2) The staff is supportive of the intern’s work and needs.	1	2	3	0
3) Interns are treated respectfully by the counselors, faculty and staff.	1	2	3	0
4) The general atmosphere of the school provides a climate of trust and openness.	1	2	3	0
5) The intern is treated respectfully by the students.	1	2	3	0
6) The intern is included in department projects.	1	2	3	0
7) Physical facilities are available for intern use (e.g. office, office supplies, etc.	1	2	3	0
8) The counseling department seeks continuous improvement.	1	2	3	0

9) Counseling staff members demonstrate professionally and ethical behavior.	1	2	3	0
10) The site provides appropriate resources, books, and materials.	1	2	3	0
11) The site provides adequate opportunities for discussing issues or concerns.	1	2	3	0
12) The staff gives the intern adequate guidance on ethical and legal issues.	1	2	3	0
13) The intern has assigned students to work with.	1	2	3	0
14) The intern is included in regular department meetings.	1	2	3	0
15) The staff is readily accessible to the intern.	1	2	3	0
16) The staff is interested in implementing current trends and initiatives in school counseling.	1	2	3	0

<b>COMMUNICATION</b>				
	Seldom	Often	Usually	NA
Circle the appropriate number				
17) The staff is committed to the intern's personal and professional growth.	1	2	3	0
18) The staff is sensitive to the intern's experiential needs and professional growth and development.	1	2	3	0
19) Staff conflicts are discussed in an open, non-threatening manner.	1	2	3	0
20) The intern and site supervisor communicate and meet regularly.	1	2	3	0

**SUMMARY**

Check the one that applies:

The overall quality of my internship experience this year was:

Poor  Adequate  Good  Excellent

Additional comments:

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I am willing to talk with other students about this internship placement (check one):

yes  no

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_