Wilmington University
College of Education

COURSE NUMBER: MEC 8007

COURSE TITLE: Secondary School Counseling Spring Internship
3 Credits

College of Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry

1. Read the assigned chapters and complete tasks before the scheduled class meeting.

2. All candidates are expected to attend class each week, arrive on time, complete the readings before class, and be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?

3. Attend class each week; arrive on time for class. Absences must be approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.

4. Candidates are expected to adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: https://www.wilmu.edu/studentlife/acadintegrity.aspx

5. All work completed and submitted for this course must be original in nature and must be created during the time frame of this course. Candidates may not submit the same work for two different assignments.

6. You may be asked to provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.

7. Please turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.

8. All candidates must follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for this course.

9. All candidates must use their WU email address. Correspondence for this class will be via Blackboard and your WU email account. No exceptions.

CATS Course and Instructor Evaluations

Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and h

ASCA School Counselor Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K 12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and social/emotional development. The WU Elementary and Secondary School Counseling program, mission, curriculum, assignments and assessments are built upon the

In addition to the ASCA School Counselor Professional Standards and Competencies, this course will address **all Components** of the Delaware Performance Appraisal System (DPAS II). DPAS educator evaluation system. It is important for pre-service school counselors to become familiar with the method used to evaluate performance once employed in the role as a school counselor.

COMPONENT 1

PLANNING & PREPARATION

1a.   Designing Coherent Programs or Services Aligned with State and National Standards
Establishes goals for the program based on National Standards/Model
Plans services or activities
Selects instructional

COURSE DESCRIPTION:

The elementary and secondary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to demonstrate components of the ASCA National Model. In addition to programmatic elements, candidates are expected to participate in self-reflection and self-evaluation exercises to enhance counseling skills.

This internship is a one-semester supervised opportunity for the candidate to perform all the activities that a regularly-employed certified school counselor would be expected to perform. Candidates seeking state certification as a school counselor must be supervised on-site by a school c   6-12 grade school setting. The internship requires a minimum of 300 clock hours, including a minimum of 240 clock hours of direct service work with the remaining 60 hours of indirect service work, reflective of ASCA Best Practices.

Over the course of the semester, candidates will engage in processes congruent with the ASCA National Model, such as: 1. Candidate competency checklist (using the components of the ASCA model and Delaware DPAS II); 2. Action plans (closing-the-gap, small group and curricula) and 3. Design and implementation of a guidance lesson plan unit based on a needs assessment and student data.

Candidates work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Candidates will be challenged to appropriately conceptualize student needs and collaborate with other professionals to best meet the identified needs of students, through such activities as individual, small group and classroom guidance instruction.

Candidate Skill Assessment- University Mentor and Cooperating Counselor
Individual Counseling, Group Counseling and Classroom Guidance Lessons demonstrate knowledge, skills, and techniques of an effective school counselor. You will be observed by your University mentor in individual counseling and group counseling sessions and classroom guidance lessons. Individual and group counseling sessions are based on the student caseload you are assigned and reflective of the academic, college and career readiness and/or social/emotional needs of the students within your caseload. Likewise, classroom guidance lessons are based on the presenting needs of the student population. It is expected that appropriate preparation for these sessions includes a variety of data points such as achievement, demographic, school and disaggregated data. Each session will have a follow up review and you will receive an evaluation that is an important part of your final grade.

Candidate Competency Checklist/ Time Log
Throughout your coursework within the MEC program, you have been trained and assessed on the *ASCA School Counselor Professional Standards & Competencies*. During the course of your 15-week internship you will apply many of those competencies in various educational situations and celor

counselor candidate, with the assistance of the cooperating counselor, will plan, organize, and implement the program to the extent possible within the academic semester.

You will prepare a PowerPoint which must include:

1. An introduction of the situation or problem to be addressed, based on various school data points.
2. A description of the methods used to design and implement the project.

4. The results of the project and recommendations for future implementation.
5. The report demonstrates an advanced level of information literacy by reflecting research of online catalogs, internet, and database sources. Also, the work will demonstrate the professional use and the evaluation of researched information.

A proposal on the nature of the intervention project must be submitted to the University mentor within the first month of the internship. Based on the Intervention Project information and data, you will develop a PowerPoint that is designed to inform key stakeholders (students, families, school administration, teachers, and community members) about the need for the intervention, the details of the intervention project, and any available data based on the intervention. You will present this during an internship cohort meeting.
This assignment is considered the Structured External Assignment (SEA) for this course and requires submission in Task Stream.

ATTENDANCE POLICY:
Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies. Effective fall 2012, Wilmington University instituted a new attendance policy which mandates that a student who misses the first two sessions of a class (without receiving prior permission to do so) will be administratively dropped from the course.

College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the

UNIVERSITY
MEC 8007 Secondary Spring INTERNSHIP
SITE ASSESSMENT

CANDIDATE _____

SEMESTER_____   YEAR _____

SCHOOL NAME AND ADDRESS _____

COOPERATING COUNSELOR _____

Building Culture/ School Environment			
CRITERIA	No	In Progress	Yes
Core Beliefs of School Culture			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. School philosophy addresses how educational programs, including the school counseling program, meets student developmental needs			
c. for every student and family			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of educational programs, including school counseling program activities			
e. Includes how data informs educational program decisions			

f. Includes how ethical standards guide the work of school counselors,
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d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school/district data			
c. Address school-wide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			
ASCA Mindsets & Behavior Standards			
a. Standards, competencies and indicators from ASCA Mindsets & Behavior Standards are identified and align with program mission and goals			

b. Standards and competencies selected from other standards
(state/district, Comm̴̴̴̴e̴.̴̴̴F̴̴7̴Tf10̴6̴̴C EMC q̴4̴eW*nBT/F̴7̴Tf10̴̴ 5̴̴e.̴̴

Created 1/2016, Rev. 3/2018,

MEC Program
Class Participation Rubric

EVALUATION CRITERIA	1 Unsatisfactory	2 Poor	3 Emerging	4 Accomplished	5 Exemplary	SCORE

MEC 8007 Secondary Spring

Knowledge of subject and content of presentation **ASCA Comp: B-PF1, 1.a, 1.b, 1.e B-PF 9.b B-PA 2.c, B-PA3.b, B-SS 1.a B-SS 1.h B-PA 2.a B-PF 1.c**	Speaker demonstrates no knowledge in all areas. Speaker does not have grasp of the information and cannot answer questions about subject matter. Provides no explanations and elaboration. Presentation contains inaccurate information. Inappropriate amount of materials is prepared and presented. Introduction is minimal, lays out the topic but does not establish a framework for the rest of the presentation. Speaker does not highlight key ideas or conclude with a final statement.	Speaker demonstrates inadequate knowledge in all areas. Speaker is uncomfortable with information and is able to answer only rudimentary questions. Provides little explanation and elaboration. Presentation contains some inaccurate information. Inappropriate amount of materials is prepared and presented. Introduction is minimal, lays out the topic but does not establish a framework for the rest of the presentation. Speaker highlights minimal key ideas and concludes with a final statement.	Speaker demonstrates adequate knowledge in all areas. Speaker is at ease with expected answers to all questions without explanations and elaboration. Presentation contains some accurate information. Appropriate amount of materials is prepared and presented. Introduction is adequate, lays out the topic and establishes a framework for the rest of the presentation. Speaker highlights some key ideas and concludes with an adequate final statement.	Speaker demonstrates substantial knowledge in all areas. Easily fields class questions with some explanations and elaboration. Presentation contains accurate information. Appropriate amount of materials is prepared and presented. Introduction is attention-getting, lays out the topic and establishes a framework for the rest of the presentation. Speaker highlights key ideas and concludes with a strong final statement.	Speaker demonstrates complete knowledge in all areas. Easily fields class questions with explanations and elaboration. Presentation contains accurate information. Appropriate amount of materials is prepared and presented. Introduction is attention-getting, lays out the topic well and establishes a framework for the rest of the presentation. Speaker highlights key ideas and concludes with a strong final statement.	
Organization of material and presentation	Audience cannot understand and follow presentation because there is no sequence of information. Material is not organized and is repetitive. Audience loses focuses and disengages. Objectives of ET(EMC /(ti)-3(o44(44)46.655(p)-					

MEC 8005/8007 Internship

<u>Group Counseling Session</u>
Cooperating Counselor/CFM Observation & Evaluation

Candidate Name: _____

Topic:

_____

*ASCA Comp: B-PF 1.d; B-PF 1.d; B-SS 1.d; (***DPAS II Comp 3 & 4)**

Skills/Artifacts						Comments
Knowledge/Evidence of planning	1	2	3	4	5	
Rapport/Trust	1					
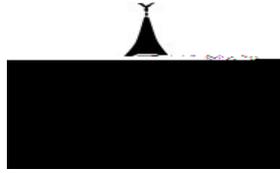
MEC 8005 Secondary Fall Internship
Candidate Competency Checklist

Instructions to the Cooperating Counselor: School counseling interns must demonstrate numerous competencies to be effective when working with students, families, and school personnel as practicing school counselors. These competencies include planning, organizing, implementing and evaluating a comprehensive school counseling program. Each element in the chart below must be addressed during the semester-long internship. This is the roadmap you will use to provide opportunities for exposure to and experiences of these competencies and ASCA National Model components. Competencies can be checked as they are discussed.

ASCA School Counselor Professional Standards and Competencies and ASCA National Model	Competency Met
School Counseling Program Beliefs and Mission & Vision (*Define*)	
School Counseling Program SMART Goals (*Define*)	
Calendars and Use-of-Time (*Manage*)	
Annual Agreement Forms (*Manage*)	
ASCA Mindsets & Behaviors for Student Success: K-12 College & Career Readiness Standards for Every Student (*Define*)	
ASCA Ethical Standards for School Counselors (*Define*)	
Assessments (i.e. school counselor skills, use-of-time, etc.) (*Manage*)	
Advisory Council (development of the council and implementation of meetings) (*Manage*)	
Use of Data including School Profile Data and other data points (i.e. demographic, achievement, disaggregated, etc.) (*Manage*)	
ASCA School Counselor Competencies **(review and discussion of key competencies)** (*Define*)	
Action Plans (i.e. Closing-the-Gap, Small Group and Core Curriculum) (*Manage*)	
Program Assessment Data (i.e. process, perception and outcome) (*Manage*)	
Classroom Lesson planning (including use of data to determine topic and population) (*Manage*)	

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College of Education
Master of Education in Elementary and Secondary School Counseling
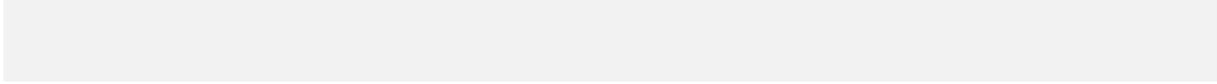
School Counseling Intervention Project Proposal

Candidate Name: _____

Tentative Title: _____

Introduction of Problem/Issue:

Process & Source of Target Population data/Needs Assessment:

Delaware Education Code/ ASCA Mindsets & Behavior Standard:

Literature Review:

Project Design:

 Implementation/Results:

Signatures:

Counseling Candidate   Cooperating Counselor