# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Amberton University</td>
<td>3</td>
</tr>
<tr>
<td>School Counseling Program Description</td>
<td>3</td>
</tr>
<tr>
<td>School Counselor Certification Program Application &amp; Documentation</td>
<td>4</td>
</tr>
<tr>
<td>Requirements</td>
<td>4</td>
</tr>
<tr>
<td>School Counseling Degree Plan</td>
<td>9</td>
</tr>
<tr>
<td>Course Schedule Recommendations</td>
<td>10</td>
</tr>
<tr>
<td>Required Course Descriptions</td>
<td>10</td>
</tr>
<tr>
<td>CSLInfo on the Amberton University FTP Site</td>
<td>14</td>
</tr>
<tr>
<td>Texas Education Agency Login (TEAL)</td>
<td>14</td>
</tr>
<tr>
<td>Texas Examination of Education Standards (TExES)</td>
<td>14</td>
</tr>
<tr>
<td>Registration Process to Take TExES</td>
<td>14</td>
</tr>
<tr>
<td>Frequently Asked Questions About the TExES</td>
<td>15</td>
</tr>
<tr>
<td>Best Practices Before Field Work Begins</td>
<td>16</td>
</tr>
<tr>
<td>Obtaining Copy of Teaching Certificate from the TEA Website</td>
<td>17</td>
</tr>
<tr>
<td>School Counseling Forms</td>
<td>18</td>
</tr>
<tr>
<td>TExES Forms for Test Approval</td>
<td>20</td>
</tr>
<tr>
<td>Complaint Policy &amp; Procedure</td>
<td>22</td>
</tr>
<tr>
<td>National Criminal History Background Checks</td>
<td>24</td>
</tr>
<tr>
<td>Applications &amp; Contract for Practicum Applicants</td>
<td>25</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>Texas Educator Ethics</td>
<td>81</td>
</tr>
<tr>
<td>Site Supervisor Manual</td>
<td>91</td>
</tr>
<tr>
<td>American School Counselor Association Ethics</td>
<td>94</td>
</tr>
</tbody>
</table>

* All policies & procedures contained in this handbook are subject to change at any time and without prior notice.

Last modified: April 2018.
INTRODUCTION TO AMBERTON UNIVERSITY:
Amberton University is designed exclusively for the mature, working adult who seeks to benefit from the richness of a relevant, educational experience. The adult who attends Amberton University will find the atmosphere similar to that of professional schools—law, medicine, and engineering. At Amberton University, the student is exposed to a diverse group of working adults who share interests and ideas. Amberton University’s desire is to equip its students with the practical knowledge, tools, and character necessary to cope effectively in the situations and challenges that lie ahead. In short, Amberton University educates for lifelong learning.

SCHOOL COUNSELING PROGRAM DESCRIPTION:
The Master of Arts in School Counseling prepares students to satisfy academic requirements for the Professional School Counseling Certification in the State of Texas. Graduates will be counselors, academic advisors and advocates who create conditions of academic achievement for children in public and private school. This degree is available only to those students who satisfy the teaching experience of two years as required by the State Board for Educator Certification (S.B.E.C.). The program is comprised of forty-five (45) graduate hours and includes a minimum of 160 actual clock practicum hours. Students completing this degree and passing the TExES examination for School Counseling are eligible for employment as a school counselor in an educational setting. Students must satisfy the two year teaching experience requirement prior to entering CSL6855 Practicum School Counseling. Students admitted to the School Counselor Certification Program are required to complete the forms for application and documentation. The PROGRAM is offered in the campus-based, classroom, lecture mode only; however, some classes are offered via distance learning.
School Counselor Certification Program Application & Documentation Requirements

For those students admitted to Amberton University and pursuing a Master of Arts in School Counseling, you must also apply for admission to the School Counseling program and provide the required documentation. The following information and processes must be completed and/or submitted to the University to be considered for formal admission to the Master of Arts School Counseling program:

1. Application for Admission to Amberton University,
2. School Counselor Program Application (see next page),
3. Official Transcripts from all previously attended institutions,
4. 2.5 overall GPA required on most recent Bachelor’s degree or higher or on most recent 60 hours. For students with less than a 2.5 GPA, please contact the Program Director at DHill@Amberton.edu,
5. Valid State of Texas Teacher Certificate,
6. Completion of School Counseling Program Questionnaire (included as a part of Program Application), and
7. Payment of $55 non-refundable TEA Assessment Fee (payable by credit card or by check). Students with a valid Amberton ID (AUID) may make payment through the University Portal. Contact an advisor for assistance.

In addition:
District Service Record verifying two (2) creditable years teaching experience is required before enrolling in CSL6829 Pre-Practicum.

General Information
- The School Counseling program requires the student to complete 30 credit hours in Counseling prior to approval to take the TExES, be a student in good standing, and have at least a 3.0 GPA on coursework completed at Amberton.
- Amberton University will not approve a student to take the TExES until the student is admitted formally to the program and met the University’s requirements to take the exam.
- The Texas State Board for Educator Certification requires a passing score on the TExES and two (2) years of creditable classroom teaching experience.
- It is recommended that students have completed the teaching experience requirement prior to applying to the program.

Requirements to be issued School Counselor Certificate
1. Complete and provide the above required information to the University;
2. Be formally admitted to the Master of Arts School Counseling program at Amberton University;
3. Successfully complete the TExES School Counselor Exam; and
4. Graduate with a Master of Arts – School Counseling degree from Amberton University.
Application for Admission/Re-admission School Counseling Certification Program

Please complete and return this application along with the required documents listed on the first page. All information is required. You may attach separate page(s) for the Program Questionnaire. Mail to: Registrar, Amberton University, 1700 Eastgate Drive, Garland, TX 75041; or FAX to 972/279-9773; or email scanned documents to SchCslAdm@Amberton.edu. Be sure your name is on all documents submitted.

Student Information:

Social Security Number: _________________________ (required by TEA/SBEC)
Amberton ID (AUID): _________________
TEA ID#: ______________________

Full name: _______________________________________________________________________
Maiden name (if applicable): _________________________________________________________
Address: _______________________________________________________________________
City: ___________________________ State: _____ Zip: ____________
Telephone Home: ___________ Work: ___________ Cell: ___________
Email address: ___________________________________________________________________
Employer: ______________________

Date of birth: _________________
Gender: ____ Male     ____Female

Ethnicity: Hispanic/Latino _____Yes _____No

Race: _____White (1) _____Amer Indian/Alaska Native (2) _____Black or African Amer (3)
       _____Asian (4) _____Hawaiian/Pacific Islander(7)     _____Other (6)

List of degrees awarded (Bachelor’s degree first):

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree awarded/Hours Completed</th>
<th>State</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Do you hold a valid Texas Teaching Certificate?    Yes  No
If so, what name is on the certificate:____________________________

Have you taught for at least two (2) years in a Texas Education Agency (TEA) Accredited School?
   Yes    No
If no, indicate number of years:______________

I certify that the information I have provided is correct. If I am formally admitted to the School Counseling Program, I agree to abide by the policies, rules, regulations, and ethical standards of the University. I understand that the willful submission of false information is grounds for rejection of my application, withdrawal of any offer of acceptance, cancellation of enrollment, and/or disciplinary action. I authorize Amberton officials to verify any information relevant to my acceptance and/or continued enrollment with the University, including but not limited to the right to request verification of degrees and/or courses completed at transferring institutions.

The submission of this application does not constitute acceptance to the Master of Arts School Counseling program or admission to Amberton University. I understand my application, supporting documents, and other requirements will be reviewed by the University. I understand I will be notified in writing of acceptance or denial to the program. I understand I must notify Amberton University in writing of my acceptance of admission in the Program to be formally admitted.

Student Signature:________________________________________________ Application Date:________________
School Counselor Certification Program
Program Questionnaire

Instructions: Each of the following questions must be answered. Responses can be typed and/or written on separate pages. Please limit your response to each question to two (2) paragraphs. You must respond to all questions to be considered for admission to the School Counseling Program. Incomplete responses to the Application for Admission or Program Questionnaire will result in denial of admission.

1. Describe how you view yourself transitioning from a teacher to a school counselor.

2. What personal qualities do you have that you believe would make you a good candidate for the School Counseling Program? Please provide examples:

3. What led you to choose School Counseling as your graduate study instead of Education Administration or another specialty?

4. How do you see yourself, as the School Counselor, functioning in a leadership position in your particular school setting?

5. Provide at least one example of how your relationship with a student enhanced his/her educational achievement.

6. What qualities do you bring to an institution that makes you stand out from other candidates?
<table>
<thead>
<tr>
<th>Question</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how you view yourself transitioning from a teacher to a school counselor.</td>
<td>Describes leadership opportunities, serving all school children, being an advocate, and understanding of children’s developmental social/emotional needs.</td>
<td>Narrative stated tentative ideas about being a campus leader, limited statements about advocacy for all students, limited statements about socio/emotional needs.</td>
<td>Narrative lacked any ideas about transitioning form teacher to counselor role that impacts student development, advocacy or leadership.</td>
</tr>
<tr>
<td>What personal qualities do you have that you believe would make you a good candidate for the School Counseling Program, please give an example?</td>
<td>Narrative stated expressions of self-knowledge appropriate empathy, compassion for students in need, heart for service leadership.</td>
<td>Narrative expressed few attributes of self-knowledge related to counseling empathy, compassion, and servant leadership.</td>
<td>Narrative lacked any self-knowledge of helping relationship and definition of traits related to counseling.</td>
</tr>
<tr>
<td>What led you to choose School Counseling as your graduate study instead of Education Administration or another specialty?</td>
<td>Narrative stated a commitment to school counseling as change agent for student behavioral, academic, and personal social issues.</td>
<td>Narrative to a limited extent gave reasons for selecting school counseling as a change agent for students in a school setting.</td>
<td>Narrative lacked discernable reasons for school counselors as a change agent for student issues.</td>
</tr>
<tr>
<td>How do you see yourself as the School Counselor, functioning in a leadership position in your particular school setting?</td>
<td>Narrative expresses need individual and team collaboration. Specific ideas for individual and team leadership opportunities.</td>
<td>Narrative had limited statements about how individual and team efforts would benefit students.</td>
<td>Narrative lacked any initiatives for individual or team leadership opportunities.</td>
</tr>
<tr>
<td>Question</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Give a brief example of how your relationship with a student enhanced his/her educational achievement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative gave specific problem, how the student was affected by it, and a creative or compassionate way to solve the problem to the student’s advantage.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative gave problem with a solution that was expected, no expansion on how the student’s affective development or academic achievement</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Narrative gave little insight into the student’s problem or emotional reaction connected to it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What qualities do you bring to an institution that makes you stand out from other candidates?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative was specific to attributes and positive as to the influence of this candidate being admitted.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative indicated positive attributes, but did not differentiate candidate from others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative stated positive attributes but did not further explanation of differentiation from other candidates.</td>
<td></td>
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</tbody>
</table>

Total Points _______
Reviewer’s Comments: ____________________________
Reviewer’s Signature ____________________________ Title: ____________________________
Date ____________________________
Recommended for Admission: ☐ Yes ☐ No
Master of Arts in School Counseling

A student with a Master of Arts in School Counseling will be able to:

- Demonstrate a comprehensive knowledge of the functional areas of school counseling to implement a guidance program in a school setting.
- Apply critical thinking skills to student services and academic achievement issues.
- Demonstrate an understanding of ethical issues within school counseling settings.
- Demonstrate the ability to conduct relevant research appropriate to the discipline.

The minimum requirements for a Master of Arts in School Counseling are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 45 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 3.00 is required

SCHOOL COUNSELING DEGREE PLAN:

I. Required Graduate Studies: 3 hours
   RGS6035 Theory & Application of Research Methods ........................................ 3 hours

II. Major Requirements: 36 hours
   CSL6745 School Counseling Ethics ............................................................ 3 hours
   CSL6779 Counseling in Schools ................................................................. 3 hours
   CSL6782 Theories & Methods in Counseling ................................................ 3 hours
   CSL6800 Counseling Assessment ............................................................... 3 hours
   CSL6801 Life Span Development ................................................................. 3 hours
   CSL6803 Career Counseling & Guidance ..................................................... 3 hours
   CSL6805 Group Counseling & Therapy ......................................................... 3 hours
   CSL6830 Advanced Counseling Skills & Techniques ...................................... 3 hours
   CSL6832 Multicultural Counseling .............................................................. 3 hours
   CSL6833 Counseling Children & Adolescents .............................................. 3 hours
   CSL6829 Pre-Practicum: School Counseling ................................................ 3 hours
   CSL6855 Practicum School Counseling ....................................................... 3 hours
   CSL6857 Advanced Practicum School Counseling ....................................... 3 hours

III. Counseling Elective: 3 hours

   Totals: 45 hours
COURSE SCHEDULE RECOMMENDATIONS:
The counseling faculty of Amberton University recommends the following progression of courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Lecture Course</th>
<th>DL Course</th>
</tr>
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<tbody>
<tr>
<td><strong>TIER ONE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RGS6035 Research Methods</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CSL6779 Counseling in Schools</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CSL6801 Life Span Development</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>TIER TWO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSL6745 School Counseling Ethics</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CSL6782 Theories &amp; Methods of Counseling</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CSL6803 Career Counseling &amp; Guidance</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CSL6805 Group Counseling &amp; Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSL6832 Multicultural Counseling</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CSL6833 Counseling Children &amp; Adolescents</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CSL Elective from List below</td>
<td></td>
<td></td>
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<tr>
<td><strong>TIER THREE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSL6800 Counseling Assessment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>CSL6830 Advanced Counseling Skills &amp; Techniques</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>TIER FOUR (all courses must be taken sequentially in TIER FOUR)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSL6829 Pre-Practicum: School Counseling</td>
<td>✓</td>
<td></td>
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<tr>
<td>CSL6855 Practicum School Counseling*</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>CSL6857 Advanced Practicum School Counseling</td>
<td>✓</td>
<td></td>
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<tr>
<td><strong>CSL Elective List</strong></td>
<td></td>
<td></td>
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<tr>
<td>CSL6720 Christian Counseling</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>CSL6730 Family Life Ministry</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>CSL6760 Addiction Counseling</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CSL6780 Professional Counseling</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>CSL6798 Child &amp; Adolescent Psychopathology &amp; Treatment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>CSL6765 Crisis Counseling</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CSL6825 Marriage &amp; Family Therapy</td>
<td>✓</td>
<td></td>
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<tr>
<td>CSL6835 Play Therapy</td>
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<td>✓</td>
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* Students must pass the TExES state exam prior to registering for CSL6855

**CSL Elective List is subject to change. Refer to Amberton University website for current offerings

COURSE DESCRIPTIONS:
RGS6035 Theory & Application of Research Methods
This course presents the issues relevant to the understanding and application of research methods in the study of
human behavior and organizational variables. Aspects of conducting research, methodologies for research, and studying and preparing a research project are covered.

**CSL6745 School Counseling Ethics**

The ethics related to school counseling differ in focus from that of a professional counselor. There are separate professional organizations as well as separate work environments. School Counselors work with minors in a school setting that is designed for academics. Issues that face children and adolescents on a personal-social level do impact progression in the academic areas and need counselor intervention and consultation. The Education Code is the guiding framework for school counselor’s work, and it has become more complex in interpretation and implementation. Legal issues are quickly becoming a concern for school counselors as they practice in the public setting.

**CSL6760 Addiction Counseling**

This course presents a study of alcohol and drug addiction and other troublesome compulsive behavior. An introduction to the essential components of addiction is provided. In addition, the course will include an overview of the primary aspects of addiction including, the physical and psychological effects of drug abuse and chemical addiction, the elements of psychopharmacology, the assessment and diagnosis of substance abuse and chemical dependency, the treatment of addictive disorders, and topics focused on special populations.

**CSL6779 Counseling in Schools**

This course presents a comprehensive review of counseling in schools. Students will define the roles and functions of school counselors. Emphasis is placed on a learner-centered process that includes organizing, planning, designing, implementing, and evaluating a comprehensive counseling and guidance program. The Texas Developmental Plan as well as the American School Counseling Association Models will be reviewed as related to the school counselor job.

**CSL6782 Theories & Methods of Counseling**

This course presents the philosophical and theoretical bases of the helping process. Emphasis is placed on understanding the major counseling theories, basic helping skills, and applications to diverse populations. Techniques and methods from each counseling perspective will be demonstrated and practiced under faculty supervision. A major focus is on the application of the theories and methods of individual, group, and family counseling in schools and mental health settings. The course also includes professional, ethical, and legal issues related specifically to the counseling and guidance process.

**CSL6798 Child & Adolescent Psychopathology & Treatment**

*PREREQUISITE: CSL6801*

This course presents the etiology, diagnosis, and treatment of child and adolescent psychopathological disorders as defined by the Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM-5). Students will develop skills in the unique application of diagnostic interviewing techniques, differential diagnosis, case conceptualization via personality theory, and empirically-based treatment planning with regard to child and adolescent psychopathology. Benefits and limitations of the diagnostic and treatment process are also reviewed. In addition, this course will examine the methods and techniques utilized by counselors to assist child and adolescent clients in the change process with specific reference to problem diagnosis, medical and psychiatric comorbidity, basic psychopharmacological principles and intervention, construction of an empirically based treatment plan, termination, and ethical, cultural, and systemic issues in the diagnostic and treatment process. The course in child and adolescent psychopathology will be beneficial to students enrolled in the professional counseling degree program since this course will satisfy the Texas State Board of Professional Counselors board rule §681.83 (c) (3). It is both ethically and clinically essential that students at Amberton University, who are pursuing a master’s degree in professional counseling, and who wish to obtain licensure as an LPC in the state of Texas, possess knowledge and skills in the assessment, diagnosis, and treatment of child and adolescent clients suffering from mental illnesses. This course is
designed to prepare students for ethical and effective practice as professional counselors in a professional treatment role for children and adolescents who are suffering from mental disorders.

**CSL6800 Counseling Assessment Techniques**
*PREREQUISITE: CSL6782*
This course develops a framework for assessing the functioning of individuals, groups, families, or organizations. Interviews, testing, and integration of clinical information are used. Assessment tools reflecting personality, intellectual, family, educational, vocational, and social functions are used. Principles of measurement, data gathering, and interpretation are discussed. Class participation and case presentation are required. Ethics, ethnic, and cultural bias are examined.

**CSL6801 Life Span Development**
This course investigates the changes that occur with age and the processes underlying human growth and development throughout the life cycle. The developmental progression of the family life cycle is also explored, including physical, psychological, and social characteristics. Emphasis is placed on areas such as sensory and perceptual ability, cognitive and language development, behavioral genetics, and effects of socialization agents. Developmental and learning theories will be emphasized.

**CSL6803 Career Counseling & Guidance**
This course presents an in-depth study of career counseling and guidance services that focuses on occupational, educational, and personal/social issues for general and specific populations. Emphasis is on understanding and applying career counseling and guidance theories in school and non-school settings. A primary focus includes planning, designing, developing, implementing, and evaluating a career counseling and guidance program in schools and mental health settings.

**CSL6805 Group Counseling & Therapy**
This course examines the theory, practice, and functioning of group processes. Different types of small groups are studied, including self-help groups. Leadership, meta-communications, methods, dynamics, and facilitative skills are presented. Small group participation is included.

**CSL6830 Advanced Counseling Skills & Techniques**
*PREREQUISITES: CSL6782*
This course presents complex, multi-faceted interventions for individuals, families, groups, and organizations. Emphasis is given to conceptualization of cases with effective interventions. Students are expected to integrate learning from CSL6782. Applications for clinical and school settings are examined.

**CSL6832 Multicultural Counseling**
This course presents an in-depth study of counseling and therapy from a multicultural perspective. Emphasis is on the unique features and concerns in working with culturally and ethnically different clients in school and mental health settings. In addition, the course focuses on the development of skills needed to work with culturally different families.

**CSL6833 Counseling Children & Adolescents**
This course addresses the major issues related to counseling children and adolescents within a developmental, familial and social framework. A conceptual model for treatment planning, clinical assessment and protocols are discussed including areas of developmental adjustment, abuse and neglect and individual interpersonal issues. Treatment approaches will include an examination of behavioral, art and play therapy options. Issues of professional practice include codes, ethical standards, documentation and safe practice counseling children and adolescents.
CSL6829 Pre-Practicum School Counseling

**PREREQUISITE:** Prior to enrollment in Pre-Practicum in School counseling, students must meet the following requirements:

1. All coursework completed (except for Practicum courses)
2. GPA of 3.00 or higher
3. Be in good academic standing

Note: The application, contract, and other required documents must be presented to the instructor of CSL6829 during the meeting of the first class. Failure to do so will result in the student being administratively dropped from the course. See ftp://ftp.amberton.edu/cslinfo for forms. Students must successfully pass the Texas Examination of Educator Standards (TExES) prior to registering for CSL6855. Students may **not** meet existing or potential counseling clients on the premises of Amberton University for any reason.

This course is the first in the student’s fieldwork for the state of Texas requirement. Application and contract completion, Site Supervisor goals and scheduling are part of the student becoming organized during the field experience. Students are prepared for fieldwork through practice of counseling techniques, case studies, and counseling theory practice. Eighty actual clock hours of counseling experience are expected for completion during this course.

CSL6835 Play Therapy

This course addresses how to utilize the child’s language of play in counseling. Students will learn the practical aspects of setting up a playroom and will make their own portable play/sand kit. Students will have the opportunity to observe play therapy and sand tray therapy via instructor demonstration and video. Students will also conduct a play therapy or sand tray therapy session to work on developing rapport, setting limits and conveying genuine caring and empathy. Students will learn how to understand the dynamics of play and will develop treatment plans accordingly.

CSL6855 Practicum School Counseling

**PREREQUISITE:** Successful completion of CSL6829 and successfully passing the Texas Examination of Educator Standards (TExES). Students may **not** meet existing or potential counseling clients on the premises of Amberton University for any reason.

This course involves supervised professional activities in guidance and counseling. Students will be involved in the practice of school counseling at the educational level of interest. Major emphasis is placed on the integration of theoretical and conceptual principles as well as professional and personal skill development. Legal and ethical issues related to school counseling such as confidentiality, duty to warn, informed consent, and dual relationships will also be examined. Students must complete another eighty hours in addition to the eighty hours completed in CSL6829 to meet the state requirement of one hundred sixty hours of field experience.

CSL6857 Advanced School Counseling Practicum

**PREREQUISITE:** Successful Completion of CSL6855. Students may **not** meet existing or potential counseling clients on the premises of Amberton University for any reason.

This course is designed for school counseling students to comply with TAC228.35. This course allows for more extensive experiences for MA in School Counseling students. This course will enable students to be in a school counseling center for a complete school year cycle from September to May. This is commensurate with a complete field experience within the expectations of the Texas Education Agency. This course will offer extended field experiences in demonstrating the student’s ability to implement a comprehensive guidance program according to state requirements. A complete participation in the school calendar year offers a wider range of exposure to the four facets of the Texas Guidance Plan; guidance curriculum, responses services, individual planning, and system support.
CSLInfo ON THE AMBERTON UNIVERSITY FTP SITE:
The counseling faculty of Amberton University has provided study guides for the majority of the counseling courses required for a degree in School Counseling on the FTP Site. Students may access the site online through the eCourse Portal or by going to ftp://ftp.amberton.edu.

Students will also find documentation regarding the Texas Examinations of Educator Standards (TExES) including the TExES Approval Request Form and the TExES Registration Certification Information pages. The necessary paperwork for Pre-Practicum School Counseling and Practicum School Counseling can also be found in the cslinfo folder on the FTP Site. If any student has difficulty locating or accessing the folder, please contact a member of the Counseling Faculty, Student Services, or Tech Services for assistance.

TEXAS EDUCATION AGENCY LOGIN (TEAL):
Each student is required to have a TEAL prior to registering for the TExES. The TEAL enables you to request access to TEA applications and to manage your user account and profile information. In order to secure a TEAL, go to https://pryor.tea.state.tx.us/ and follow the instructions provided by the website.

TEXAS EXAMINATIONS of EDUCATOR STANDARDS (TExES);
Texas Administrative Code §230.5(b) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. The Texas Examinations of Educator Standards (TExES) program serves this purpose.

The development of the TExES program reflects the evolution of public education in Texas. Since 1998, Texas has been at the forefront of a national movement to improve education and advance student learning by improving the way school curriculum is aligned from grade to grade. The State Board for Educator Certification (SBEC), working in conjunction with Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board, developed the K-16 initiative, which is designed to promote a seamless educational system in Texas.

The redesign of the Texas educator certification structure and the concurrent development of the TExes assessment program are integral parts of the K-16 initiative. The authority for implementing this assessment program resides with SBEC and TEA. (taken from TExES Faculty Manual)

REGISTRATION PROCESS TO TAKE TExES:
Students must complete the following steps in order to sit for the TExES exam.
1. Complete thirty (30) hours of course work prior to registering for the TExES exam.

2. Secure TEAL account.

3. Complete and submit the TExES Approval Request Form (located on the FTP site) to the Academic Services Office.

4. Notification will be sent to student that approval to test has been given within 2-3 business days of receipt. Notification can also be viewed by going to the TEA website.

5. Upon approval to test, students must register through Educational Testing Systems at http://cms.texas-ets.org. During registration, students will pay and select an exam date.
FREQUENTLY ASKED QUESTIONS ABOUT THE TExES:

**When will I take the TExES Exam?**
The test can be taken after the student has successfully completed 30 hours towards the M.A. in School Counseling degree with a minimum 3.0 GPA. **The student must pass the TExES prior to registering for CSL6855 Practicum School Counseling.** The student must be in good financial standing with the University to take the exam.

**Do I take the exam at a location other than Amberton University?**
Yes. The Educational Testing System assigns testing sites upon registration for the TExES.

**What happens if I do not pass the exam?**
The TExES can be retaken after waiting 45 days from the last exam attempt. You may not register for CSL6855 Practicum in School Counseling until the TExES Exam is passed.

**What is the cost of taking the TExES?**
Students should contact Educational Testing Services for pricing of the TExES.

**How will I know my test results?**
Your test results will be emailed to you using the email address that was provided during TExES registration approximately one week after the exam is taken.

**What do I do with my test results?**
Upon the successful completion of the TExES, students are required to submit a copy of the exam results when submitting the Practicum Application during the first class session of CSL6855 Practicum School Counseling.

**When will the test be given?**
Students may go to [http://cms.texes-ets.org](http://cms.texes-ets.org) for information regarding test dates.

**How much time is allotted to take the TExES?**
The TExES allows four hours to complete the exam.

**How many times can I take the exam?**
Candidates may take the certification exams a maximum of five times. This includes the original session, so candidates are granted four opportunities to retake the TExES test. If you have taken the exam five times and still not passed, you will not be allowed any further retakes unless the State Board for Educator Certification (SBEC) agrees to waive this limitation.

**What is the testing protocol?**
Students should refer to the testing protocol outlined during the registration process of the TExES.

**What material should be studied to prepare for the exam?**
A review of all course material, study guides, and texts will assist the student in preparation for the exam. A Preparation Manual (School Counselor 152) is also provided through Educational Testing Services.

**I have passed the TExES; am I certified?**
No, you are not certified until you have completed your degree. Your degree will be posted the week after graduation.
BEST PRACTICES BEFORE FIELD WORK BEGINS:

Begin planning two semesters before you want to do your field work.

Taking the TEExES is recommended prior to CSL6829 so the test is not a distraction from your field work activities. Students must pass the TEExES before registering for CSL6855 Practicum in School Counseling.

Review the Application-Contract and the Site Supervisor Handbook located in the “cslinfo” folder on the Amberton University FTP Site. Begin selecting activities and goals that you would like to experience. Get the school calendar and plan hours around the schedule of annual school activities. Examples are transition nights, college nights, registration time, testing dates, parent education nights, school board meetings, district counselor meetings and staff development, ARD meetings ADA (504) meetings, beginning of counseling groups, and starting of guidance lessons.

Review the Site Supervisor Handbook and select a Site Supervisor that you can learn from, not necessarily someone that will simply sign off on the paperwork. Select someone who will plan activities and give you a true school counseling experience. If you have difficulties, contact your Guidance Director and let him or her refer you to a knowledgeable counselor in the district.

Recently, some districts are more selective in pairing Site Supervisors and students. It is recommended that you seek advisement from your guidance director regarding assignment of a Site Supervisor to you. Face-to-face visits with your director can be your opportunity to shine with planning and organization.

Complete the application and contract. It is important during this time to meet with your principal and guidance director so you may make your intentions of becoming a school counselor known. It is important to have your malpractice insurance (your professional educator’s insurance is acceptable) and get a letter and/or card stating dates of coverage that extend through your fieldwork experience. It is suggested to get insurance through the American School Counselor Association because of the extensive benefits and resources through membership.

You will have to get your official service record to indicate that you have two or more years as a state of Texas certified educator. Give yourself time to get all of your Service Records. They must all be included in the application. Personnel departments sometimes are slow getting these documents.

You will need to get official copies of your and your Site Supervisor’s teaching certification. The certificates must come from the SBEC website and be current indicating that there are no sanctions or probations on your or your Site Supervisor’s certificate.

CSL6829 Pre-Practicum School Counseling

Prior to the beginning of the session in which you are enrolled in CSL6829, have your field work calendar filled out with activities that will enable you to obtain a minimum of 80 hours during the session. Relationship with the Site Supervisor and scheduling are the keys to getting all of the hours. The hours of supervision with your Site Supervisor are of the highest importance, and you may obtain more than one hour of supervision per week. You will have one observation during CSL6829 Pre-Practicum School Counseling. A guidance lesson will be presented by you for formal observation by a field supervisor. This may be done with your own class, or the better choice is that you are following the district’s guidance curriculum and getting experience with all grade levels. You will make all instructional materials available to the field supervisor. Students may not meet existing or potential counseling clients on the premises of Amberton University for any reason.

Students often want experiences with other instructional levels. If you would like an experience outside your school campus, express that to your Guidance Director and Site Supervisor. They may have opportunities for you at other levels.

Your accumulation of hours will continue during the university’s semester break.
CSL6855 Practicum School Counseling
During CSL6855, you will be required to complete a minimum of 80 hours of field work. Additionally, you will have two observations. One is a consultation or a group counseling session. For a consultation observation, you will be in charge of chairing a parent conference, a student assistance team (Response to Intervention) meeting, an American with Disabilities (504) meeting, or ARD meeting for a Special Education student. A group counselor session will include parent permission for each student, outline of weekly group activities, and materials for the observed activities will be attached to the observation. Permission forms are only for field supervisor review.

The second observation is an individual counseling session. You will be required to get signed parent consent for field supervisor review. Any materials used with the student will be available for the field supervisor. Materials are attached to the observation form, not the permission form.

Upon completion of the course, a Final School Counseling Practicum Checklist (see Amberton University School Counseling Forms) will accompany materials in the student’s clinical folder. If the materials listed are not in the folder, the student will receive a grade of Incomplete for the session until the folder is complete and signed off by the Program Coordinator/Practicum Instructor. If the folder is not complete 30 days after the end of the session in which the student was enrolled in CSL6855, the student will receive a grade of “F” for the course and the student will be required to retake CSL6855 in its entirety (including the accumulation of a minimum of 80 hours of field work). Students may not meet existing or potential counseling clients on the premises of Amberton University for any reason.

OBTAINING COPY OF TEACHING CERTIFICATE FROM THE TEA WEBSITE:
A teaching certificate from the Texas Education Agency/State Board of Educator Certification is public information. To be eligible for Amberton University’s School Counseling Program, the student must have a valid teaching certificate and be able to document two years teaching experience. (The teaching experience requirement must be satisfied prior to entering CSL6855 Practicum School Counseling.) Obtaining a copy of teaching certification from the TEA website will alleviate any confusion for the student or professor regarding the student’s qualifications to proceed in the school counseling program.

Obtaining a Second Degree:
Upon completion of your initial degree, students who wish to obtain an additional degree at Amberton should complete the “Request for Second Degree” form found on the Amberton University website and consult the current Academic Catalog for details.
School Counseling Forms
TExES Forms for Test Approval
Amberton University
School Counseling

TExES Registration/Certification Information

TExES Registration for School Counseling

Amberton University students may be approved to take the TExES examination for School Counseling prior to earning the Master of Arts degree in School Counseling if they: (1) are in good financial standing with the University (defined as having no outstanding balance from a previous session), (2) have completed a minimum of thirty (30) graduate hours towards the M.A. in School Counseling degree, and (3) have a Grade Point Average greater than 3.00. Students may also be approved to take the examination after the school counseling degree has been awarded.

Students must request approval to register for the School Counseling (152) examination by submitting the TExES Examination Approval Request Form to the Vice President for Academic Services Office. The Request Form is located online at: ftp://ftp.amberton.edu in the folder called cslinfo (Counseling Information).

Since individuals currently certified as teachers have an account with S.B.E.C., the T.E.A. identification number is now accessible, however, the information at the S.B.E.C. web site (www.sbec.state.tx.us) must be verified and the common information requested during the registration process at www.texas.ets.org must match, otherwise, an error will occur. Be advised that you cannot update your Educator profile Information in the online registration system (www.texas.ets.org), but rather you must go to the S.B.E.C. website at www.sbec.state.tx.us to verify your information.

In addition, students must know that the Test Code for School Counseling is (152) and the Route to Certification is: University Post Baccalaureate Program (33).

Once approval has been granted, student may register for the examination using one of three (3) methods noted below:

- Website: www.texas.ets.org or go directly to: http://www.texas.ets.org/texas/registrationInformation/#registration_steps.
- Telephone: 1-866-902-5922, or
- Download form or use paper registration form

Students who have previously been awarded a master’s degree in Counseling from Amberton University within the last three (3) years may be approved to take the examination at the discretion of the Vice President for Academic Services. However, CSL6779 Counseling in Schools must be completed before approval to take the test can be considered.

Steps to School Counseling Certification

1. Eligible students complete and submit the TExES Examination Approval Request Form.

2. Amberton University personnel enter Educator Profile/Examination information into the T.E.A. system and notify students by mail that approval to register for the TExES examination has been granted.

3. Students verify the information at the S.B.E.C. web site (www.sbec.state.tx.us) with the common information requested during the registration process at www.texas.ets.org.

4. Student registers and pays for the TExES School Counseling Examination. Confirmation of a successful registration will be emailed (email address provided in the S.B.E.C. Educator Profile) to individuals by the Educational Testing Service (ETS).

5. Student receives test results.

6. Students may pay the appropriate fee and apply for Certification at www.sbec.state.tx.us when the test results are known or they may apply for Certification after the Master of Arts degree in School Counseling has been awarded.

7. The Vice President for Academic Services recommends the student for certification ONLY after the Master of Arts degree in School Counseling has been AWARDED.

8. Students will generally have electronic access to their Certifications within 24 hours of the recommendation made by the Vice President for Academic Services. The State Board for Educator Certification will generally mail a hard copy of the certificate to the student within three weeks.
Amberton University  
School Counseling (152)  
TExES Examination Approval Request Form  

The information requested below is required by individuals eligible to register for the TExES School Counseling Examination. Registration approval will only be provided to students who satisfy the requirements of Amberton University. See requirements noted in the School Counseling Information file located in the folder called cslinfo (Counseling Information) at: ftp://ftp.amberton.edu.

Students will be notified by mail that approval to register for the TExES examination has been granted by the University. Confirmation of a successful registration will be emailed (email address provided in the S.B.E.C. Educator Profile) to individuals by the Educational Testing Service (ETS).

KEEP A COPY OF THIS FORM TO REFERENCE WHEN YOU REGISTER.

Please complete the form below by printing the information requested.

1. Name___________________________________________________________________________  
   First               Middle               Last

2. Address_________________________________________ SS#_________________________  
   City________________________ State___________ Zip____________________

3. Phone: Home________________________ Work__________________________________

4. Date of Birth ___/____/____  Personal Email Address ______________________________  
   (Do not use Amberton University Email Address)

5. Session of First Enrollment (circle):  Summer, Fall, Winter, Spring  
   Year: ______

6. Route to Certification: University Post Baccalaureate Program with Preparation (33)

7. Anticipated Session/Year M.A. degree in School Counseling to be awarded:____________/______

8. Anticipated TExES Test Date for School Counselor (152): _________________________________

9. Texas Education Agency (T.E.A.) approved Teaching Experience Summary (Minimum 2 years required):  
   School District Years of Service
   ______________________________________________________  ________
   ______________________________________________________  ________
   ______________________________________________________  ________

   Total Years  ______

I authorize Amberton University to use the above information in providing authorization for me to register for the TExES examination. I further understand that it is my obligation to verify the accuracy of the information provided at the S.B.E.C. web site (www.sbec.state.tx.us) with the common information requested during the registration process at www.texas.ets.org.

Signature______________________________ Date___________
AMBERTON UNIVERSITY
COMPLAINT POLICY AND COMPLAINT PROCESS FOR THE EDUCATOR PREPARATION PROGRAM

The Texas Administrative Code (Rule §228.70) requires that Educator Preparation Programs (EPP) maintain a process for filing and resolving complaints and provide information for filing formal complaints with the Texas Education Agency (TEA). If you have a complaint about the Amberton University Educator Preparation Program, please follow the institution’s “Student Grievance and Appeal” Process. For the purpose of this instruction, the terms “grievance” and “complaint” are used interchangeably.

1. First, whenever possible, the matter in question should be discussed directly with the person causing the grievance. Every effort should be made to resolve the grievance on a one-on-one basis. If the grievance concerns a grade earned in a class, the student must understand that he/she cannot challenge the judgment of the instructor but only the accuracy of the grade and/or fact.

2. If the student is not satisfied with the outcome of the one-on-one effort (or if the student does not know who the specific individual is who caused the grievance), the student may contact the appropriate administrator for assistance (Academic Dean for academic-related and student services appeals; Vice President for Administrative Services for financial appeals). The appeal to an administrator should be in writing.
   A. The student’s written grievance should be explicit and include any support materials.
   B. The University will respond to all written grievances and include them as a part of institutional records.
   C. All grievances will be processed expeditiously.

3. If the student is dissatisfied with the solution proposed by the designated administrator, the student may appeal, in writing, to the President. The student may include additional information or facts in the written appeal. The President may make a final decision immediately or elect to form a grievance-hearing committee to consider the complaint. The committee, if appointed, will review all written documents and forward their recommendation to the President, whose decision shall be final. All student grievances must first be addressed internally.

4. Texas Education Agency Complaint: If you believe that the Amberton University EPP has violated state law or rule in resolving your complaint, you may file a formal complaint with the Texas Education Agency. The complaint process allows for an applicant, candidate, employee, or former employee of an EPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school to submit a complaint about an EPP for investigation and resolution.

   The complaint process allows individuals to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are
wrong. Educator preparation programs may also file a complaint about the actions of other EPP programs when it involves a candidate’s transfer into or out of a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC §247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.

Further information on the TEA Complaint Process and access to the TEA Complaint Form may be found on the TEA website. Go to: https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/
The State Board for Educator Certification (SBEC) requires all applicants to submit fingerprints for a national criminal history background check. All applicants for Texas educator certification must complete the national criminal history background check through the DPS and the FBI. There are no exemptions for those who were fingerprinted in another state. More information on national criminal history background checks and the fingerprinting process, may be found on the TEA website:

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/
https://tea.texas.gov/Texas_Educators/Certification/Fingerprinting/Requirements_for_CertificationApplicants/

Effect of Criminal History on Certification

Having a criminal history may prevent individuals from becoming certified. If you have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense, you are strongly encouraged to request a Preliminary Criminal History Evaluation. Visit the TEA page on Preliminary Criminal History Evaluation FAQs and National Criminal History Checks FAQs for more information.

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/
https://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs/
Application & Contract for Practicum Applicants
AMBERTON UNIVERSITY
MATERIALS NEEDED BY SCHOOL COUNSELING PRACTICUM APPLICANTS

INSTRUCTIONS:

An applicant for a counseling practicum should review all the materials attached each session.

APPLICATION FOR COUNSELING PRACTICUM and

EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT (Two Copies)

Both copies (Amberton University Copy & Practicum Site Copy) must be completed and submitted to the Pre-Practicum Professor by the student on the first day the Pre-Practicum class meets.

The Application and Agreement must be together by Site Copy

The Application and Agreement must be together by University copy.

Application must be first, then the Agreement.

Once approved by the Practicum Professor, the student will return the Site Copy to the Site Supervisor.

SITE SUPERVISOR MUST SIGN THE RECEIPT OF SITE SUPERVISOR HANDBOOK

STUDENTS WHO FAIL TO SUBMIT ALL REQUIRED DOCUMENTS BY THE FIRST MEETING OF CLASS WILL BE ADMINISTRATIVELY DROPPED FROM THE COURSE.
AMBERTON UNIVERSITY
CHECKLIST FOR APPLICATION FOR A SCHOOL COUNSELING PRACTICUM

To be completed by the student applicant:

Students must provide all information requested in this application. The application and all other requested
documents must be properly completed and submitted to the Pre-Practicum/Practicum Professor during the first
class meeting. The following documents MUST be included with this application:

1. □ Application for School Counseling Practicum, with signatures of District Guidance Director,
   Building Principal and Agreement with Site Supervisor, (on University Application), and
   Educational Experience Agreement attached. Additionally, the Ethics, Confidentiality,
   Professional Behavior Standards.

   Student will have two copies:
   a. Amberton University Copy
   b. Practicum Site Copy

2. □ Copy of student’s liability insurance, number and card, indicating coverage for practicum tenure.
   Professional educator’s insurance will be accepted. Check American School Counselor’s
   Association for insurance.

3. □ Copy of student’s official document indicating passing of TExES exam, (obtained from State
   Board of Educator Certification)

4. □ Copy of student’s official teaching service record, reflecting a minimum of two years teaching
   experience in a public or accredited private school. (Obtained from human resources department
   in district(s) where student has been employed.)

5. □ Copy of student’s teaching certificate indicating a valid status. (Obtained from State Board of
   Educator Certification.)

6. □ Copy of Site Supervisor’s teaching certificate AND signed receipt of Site Supervisor Handbook

7. □ District Policies and Procedures regarding Counseling Practicum, if any

8. □ Copy of student’s Electronic degree plan and Electronic Transcript reflecting a minimum 3.00
   G.P.A. and completion of all course work.
APPLICATION FOR SCHOOL COUNSELING PRACTICUM

STUDENT INFORMATION

Last Name ___________________________ First Name ___________________________ Amberton University ID# ___________________________

Street Address _____________________________________________________________

City ___________________________ State ___________________________ Zip ______________

Home Phone ___________________________ Work Phone ___________________________ Cell Phone ___________________________

Place of Employment: ___________________________ School District ___________________________

Session ________________ Year ________________

Is student currently employed as a professional school counselor?  □ Yes  □ No

INSURANCE INFORMATION

Name of Insurance Carrier: ___________________________________________________________

Policy # ___________________________ Effective Dates of Coverage: ___________/______________

STUDENT’S VISION STATEMENT OF SCHOOL COUNSELING:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

STUDENT’S GOAL STATEMENT FOR PRACTICUM EXPERIENCE:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Guidance Curriculum – Provide guidance content in a systemic way to all students. Purpose is to demonstrate awareness, skill development, and application of the skills needed in everyday life. This assessment includes observing the student delivering the curriculum in a teaching environment.

Site Supervisor Goal for Student:

__________________________________________________________________________  

__________________________________________________________________________  

Responsive Services – Address the immediate concerns of students for the purposes of prevention and intervention.

Site Supervisor Goal for Student:

__________________________________________________________________________  

__________________________________________________________________________  

Individual Planning – Assist students in monitoring and understanding their own development for the purposes of student planning and goal setting.

Site Supervisor Goal for Student:

__________________________________________________________________________  

__________________________________________________________________________  

System Support – Includes program and staff support activities and services for the purposes of program delivery and support.

Site Supervisor Goal for Student:

__________________________________________________________________________  

__________________________________________________________________________  

__________________________________________________________________________
SITE SUPERVISOR SITE SUPERVISOR’S AGREEMENT

Practicum Site: ________________________________________________________________

Address: ____________________________________________________________________

Site Supervisor Site Supervisor: __________________________________ Phone: ____________

Site Supervisor’s Email: _______________________________________________________

The student applicant has been accepted for field experience in School Counseling at _________ Name of School

____________________________________________________________________________

to begin _________________________ and end ________________________________

First Date of Beginning Semester Last Date of Last Semester

I understand that the student must complete and document a total of actual 160 clock hours under my supervision in the twenty-two weeks of the field experience. In addition, each student is required to complete at least 40 hours of direct student contact during field experience. One Formative Evaluation is required by the Site Supervisor during week nine of the Pre-Practicum experience. A Summative Evaluation is required during week nine of the Practicum experience. Three observations of the student during the field experience will consist of the student delivering a guidance lesson, conducting a consultation or leading a group, and an individual counseling session. These observations will be done by the University Field Supervisor. Cumulative one hour per week face-to-face mentor supervision is required during the field experience.

As the Site Supervisor, I understand and accept the responsibilities of the supervising, guiding, and sharing my professional experiences with the student applicant. I understand that I must have completed at least three years of experience as a Professional School Counselor in order to provide appropriate supervision at the Practicum Site. In addition, I have received and reviewed the Site Supervisor Training Handbook by Amberton University.

I have been a Professional School Counselor for _________ years.

____________________________________________________________________________

Site Supervisor Name

____________________________________________________________________________

Site Supervisor Signature Date

____________________________________________________________________________

Site Supervisor Email Address
Administrative Approval of Practicum and Site Supervisor
In compliance with 19 TAC §228.2 (12), (23), and (30):

Practicum Student, ________________________________ will be supervised by

Site Supervisor______________________________.

At ________________________________ School,

In the ________________________________ School District.

This Site Supervisor meets the certification, experience and accomplishment as an educator in the field of School Counseling.

______________________________________  ____________________________
District Guidance Director Signature     Date

______________________________________  ____________________________
Building Principal Signature             Date
STUDENT ACKNOWLEDGMENT AND RELEASE

I certify that the information provided within this application is correct. I authorize the field experience site Site Supervisor and/or representative to release any and all information concerning me and/or my performance to Amberton University.

Student Name

Student Signature ________________________________ Date ____________

Application Approved:  [ ] YES  [ ] NO

Practicum Professor Signature ________________________________ Date ____________

Practicum Professor: Mary Kay Qualls EdD, CSC, LPC, LMFT
Office Phone: 972-279-6511 ext. 151
Cell Phone: 972-989-5330
Email: MQualls@amberton.edu
AMBERTON UNIVERSITY
EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT

THIS AGREEMENT, effective First Day of Semester , is between ________________________________ ("Practicum Site") with its principal office located at ________________________________, and Amberton University ("Amberton"), a non-profit corporation, having its principal office at 1700 Eastgate Drive, Garland, Texas 75041.

WHEREAS, Amberton operates facilities located at 1700 Eastgate Drive in the City of Garland, State of Texas, and therein provides educational services;

WHEREAS, Amberton provides academic courses with respect to and periodically desires to provide students in such courses with educational experience by utilizing appropriate facilities and personnel of third parties ("Program"); and

WHEREAS, Amberton desires to cooperate with Practicum Site to establish and implement from time to time one or more Programs involving the students and personnel of Amberton and the facilities and personnel of Practicum Site.

NOW, THEREFORE, in consideration of the mutual promises herein, Amberton and Practicum Site agree that any Program established and implemented by Amberton and Practicum Site during the term of this Agreement shall be covered by and subject to the following terms and conditions:

1. **Program Agreement:** To become effective, all agreements with respect to a Program ("Program Agreement") shall be reduced to writing, executed by authorized representatives of Amberton and Practicum Site.

2. **Conflict:** In the event of conflict between the text of Program Agreement and the text of this Agreement, this Agreement shall govern.

3. **Amendment of Program Agreement:** No amendment to a Program Agreement shall be effective unless reduced to writing, executed by the authorized representatives of Amberton and Practicum Site.

4. **Responsibility of Practicum Site:** Except for acts to be performed by Amberton pursuant to the provisions of this Agreement, Practicum Site will furnish the premises, supervision, services, and all other items necessary for the educational experience specified in the Program Agreement. In connection with such Program, Practicum Site will:

   a. Comply with all applicable federal, state, and municipal laws ordinances, rules, and regulations; comply with all applicable requirements of any accreditation authority; and certify such compliance upon request by Amberton;

   b. Permit the authority responsible for accreditation of Amberton’s curriculum to inspect the facilities, services, and other items provided by Practicum Site for purposes of the educational experience; and
c. Appoint a person to serve for Practicum Site as supervisor ("Site Supervisor") will enforce the following procedure:

i. Practicum Site shall submit to Amberton the name of the Site Supervisor prior to the date the appointment is to become effective;

ii. Practicum Site shall assure that the Site Supervisor meets all requirements as outlined in the attached document, “Site Supervisor Requirements”.

iii. No person shall act as Site Supervisor without the approval of Amberton;

iv. In the event the Site Supervisor approved by Amberton later becomes unacceptable and Amberton so notifies Practicum Site in writing, Practicum Site will appoint another Site Supervisor.

5. **Responsibilities of Amberton:** Amberton will:

a. Furnish Practicum Site with the names of the students approved by Amberton to participate at the designated site.

b. Assign only those students who have satisfactorily completed those portions of Amberton’s curriculum that are prerequisite to Program participation; and

c. Designate a member of the Amberton faculty ("Field Supervisor") to coordinate the educational experience of students participating in the Program with the Practicum Site Supervisor. Amberton shall give Practicum Site written notice of the name of the University Representative;

b. Inform student that s/he is required to comply with the rules and regulations of Practicum Site while on premises of Practicum Site and is required to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by Practicum Site;

e. Require student(s) assigned to Practicum Site to have appropriate malpractice liability insurance coverage and require student(s) to show evidence of such coverage if requested.

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g. Amberton shall notify Practicum Site of Amberton’s approval or disapproval of the Practicum Site Site Supervisor within ten (10) days after receipt of notice of selection from Practicum Site.

6. **Notices:** All notices under this Agreement or a Program Agreement shall be in writing and delivered either by personal delivery or by United States certified mail, return receipt requested. Such notices shall be deemed given when received by such party’s designated representative.

7. **Oral Representations:** No oral representations of any officer, agent, or employee of Amberton or
Practicum Site shall affect or modify any obligations of either party under this Agreement or any Program Agreement.

1. **Amendment to Agreement:** No amendment to this Agreement shall be valid unless reduced to writing, signed by an authorized representative of each party.

2. **Assignment:** Neither this Agreement nor a Program Agreement may be assigned by either party without prior written approval of the other party.

3. **Performance:** A delay in or failure of performance of either party that is caused by occurrences beyond the control of either party shall not constitute default hereunder, or give rise to any claim for damages.

4. **Term and Effective Date:** This Agreement shall become binding at the time Practicum Site accepts an Amberton applicant for training and Amberton University submits an applicant and approves a Practicum Site Supervisor. This Agreement is effective as long as there is mutual involvement between Amberton University students and Practicum Site and terminates at the conclusion of involvement or by agreement approved, in writing, by both parties. Either party may terminate this Agreement by giving the other written notice of intention to terminate.

5. **Applicable Law:** The validity, interpretation, performance, and enforcement of this Agreement and any Program Agreement shall be governed by the laws of the State of Texas.

6. **Indemnification:** To the extent authorized under the Constitution and laws of the State of Texas, Amberton shall hold Practicum Site harmless from liability resulting from Amberton’s acts or omissions within the terms of this Agreement provided, however, Amberton shall not hold Practicum Site harmless from any claims, demands, or causes of action arising in favor of any person or entity resulting directly or indirectly from negligence (whether sole, joint, concurring or otherwise) of Practicum Site.

7. **Waiver of Liability:** The Practicum Student shall adhere to Practicum Site risk management policies. The Practicum Student is advised of the potential risks while providing services to student at the Practicum Site as well as other designated school settings where services maybe rendered such as offices and other school facilities. Practicum site risks may include assault, sexual harassment, civil or criminal lawsuits, students who become threatening or violent, and exposure to environmental hazards.

**AMBERTON UNIVERSITY and PRATICUM SITE ACCEPTANCE**
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Amberton University
Confidentiality and Practicum Agreement

As a Practicum student in the School Counseling Program at Amberton University, you will have limited authorization to act as a school official subject to the directions and control of the school’s administrators and Site Supervisor. You may under limited circumstances, have access to student educational records and other information in connection with your authorized duties with students who you have been assigned to work with. Student educational records include all records, files, documents, and other materials that contain personally identifiable information on any student, as well as the personally identifiable information itself.

Confidentiality Agreement

1. Before viewing any student records or information, I will seek consent from the Site Supervisor.

2. I will not discuss with others, while serving as a counselor intern, the content of any specific confidential student records, nor will I disclose student educational records, personally identifiable student information in such records, other information regarding any student unless required by my Site Supervisor or university program.

3. Upon completion of my practicum, I will not disclose the content of any specific confidential student records or information learned during my practicum.

4. While in the possession and control of confidential student records, and while handling, distributing, organizing, mailing, or filing records, I understand that I must protect those documents from being viewed or obtained by non-authorized individuals.

5. I understand that questions about the content of confidential student records must be directed to the Site Supervisor who is authorized to review the record and comment on its content.

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Practicum Agreement

1. As a School Counseling Practicum student, I have accepted the responsibility to be available on a regular and dependable basis, and if unable to serve as scheduled, I will notify the Site Supervisor as soon as possible.

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4. As a practicum student, I will wear appropriate identification on the campus/district at all times.

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9. I will not contact parents, guardians, or emergency contact persons without the permission and supervision of my Site Supervisor.

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12. I will accept all responsibility for any social networking sites that reflect negatively on me through the duration of my practicum responsibilities.

Additional requirements of the Practicum Site

13. 

14. 

Practicum Student Signature ________________________________ Date ________________

Site Supervisor Signature ________________________________ Date ________________
CODE OF ETHICS POLICY

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Violations of the ethical standards expected of students may result in disciplinary action. Such action may take the form of a reprimand, probation, suspension, legal sanctions, and/or expulsion from the University. Suspension and any discipline short of expulsion are not considered punishment but a part of the educational process. A student may be suspended for an indefinite period of time, depending upon the offense. Expulsion is permanent.

A student who violates the Educators’ Code of Ethics may be subject to the same disciplinary actions as a student who violates the University’s “Ethical Standards Expected of Students”. Amberton University will consider any legal actions taken as a determining influence in reaching a decision relative to the institution.

Ethics Statement Acknowledgement

As a candidate for the Amberton University Master of Arts in School Counseling degree, I hereby acknowledge an understanding of the Code of Ethics and Standard Practices for Texas Educators Texas Administrative Code, Title 19, Part 7, Chapter 247, Rule §247.2 (Dec 2016) and the American School Counselor Association Ethical Standards for School Counselors (2016) and agree to abide by these codes in fulfillment of my responsibilities as an educator in the state of Texas.

____________________________     ____________
Practicum Student Signature     Date
Practicum Role-Play Agreement Form

I, the undersigned, as a student of Amberton University enrolled in either CSL6829 Pre-Practicum in School Counseling or CSL6855 Practicum in School Counseling or CSL6857 Advanced Practicum School Counseling understand that all role-playing done in this class is for educational purposes and “counseling demonstration” only. I understand that the role-play does not represent a professional counseling relationship with any other student or professor who may be serving as the “counselor.”

I also agree to use actual issues that I may have during the role-play at my comfort level, and I agree to “make up” or create a fictional persona for role-play demonstrations.

If personal issues arise resulting from my active or passive participation in any role-play, I have the right to withdraw immediately from the role-play. If necessary, I agree to seek personal counseling outside of the university.

________________________________________
Student Name

________________________________________
Student Signature

______________________________
Date
COPY OF
MALPRACTICE INSURANCE

Card or letter stating the dates of coverage, not the complete policy
COPY OF
OFFICIAL TExES RESULTS
(blue & white copy)

If it has been more than 90 days since you received results, and you did not save a copy, contact the testing service.
YOUR OFFICIAL SERVICE RECORD(S) FROM DISTRICT(S) WHERE YOU HAVE TAUGHT
COPY OF
YOUR TEACHING
CERTIFICATE OBTAINED
FROM
THE TEXAS
EDUCATION AGENCY WEBSITE
CERTIFICATE OF YOUR SITE SUPERVISOR
OBTAINED FROM
THE TEXAS EDUCATION AGENCY WEBSITE
COPY OF YOUR DISTRICT’S POLICIES AND PROCEDURES REGARDING COUNSELING PRACTICUM

IF APPLICABLE, CIRCLE NONE IF THERE ARE NOT ANY
AMBERTON UNIVERSITY
CHECKLIST FOR APPLICATION FOR A SCHOOL COUNSELING PRACTICUM

To be completed by the student applicant:

Students must provide all information requested in this application. The application and all other requested documents must be properly completed and submitted to the Pre-Practicum/Practicum Professor during the first class meeting. The following documents MUST be included with this application:

1. ☐ Application for School Counseling Practicum, with signatures of District Guidance Director, Building Principal and Agreement with Site Supervisor, (on University Application), and Educational Experience Agreement attached. Additionally, the Ethics, Confidentiality, Professional Behavior Standards.

   Student will have two copies:
   a. Amberton University Copy
   b. Practicum Site Copy

2. ☐ Copy of student’s liability insurance, number and card, indicating coverage for practicum tenure. Professional educator’s insurance will be accepted. Check American School Counselor’s Association for insurance.

3. ☐ District Policies and Procedures regarding Counseling Practicum

STUDENTS WHO FAIL TO SUBMIT ALL REQUIRED DOCUMENTS BY THE FIRST MEETING OF CLASS WILL BE ADMINISTRATIVELY Dropped FROM THE COURSE.
APPLICATION FOR SCHOOL COUNSELING PRACTICUM

STUDENT INFORMATION

Last Name ___________________________________________  First Name ______________________  Amberton University ID# ______________________

Street Address

City ___________________________________________  State ____  Zip __________

Home Phone ___________________________  Work Phone ___________________________  Cell Phone ___________________________

Place of Employment: ___________________________  School District ___________________________

Session ___________________________  Year ___________________________

Is student currently employed as a professional school counselor?   ☐ Yes   ☐ No

INSURANCE INFORMATION

Name of Insurance Carrier: ___________________________________________

Policy # ___________________________  Effective Dates of Coverage: __________ / ________

Attach a copy of coverage/card

STUDENT'S VISION STATEMENT OF SCHOOL COUNSELING:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

STUDENT'S GOAL STATEMENT FOR PRACTICUM EXPERIENCE:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
SITE SUPERVISOR’S STUDENT GOALS

Guidance Curriculum – Provide guidance content in a systemic way to all students. Purpose is to demonstrate awareness, skill development, and application of the skills needed in everyday life. This assessment includes observing the student delivering the curriculum in a teaching environment.

Site Supervisor Goal for Student:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

Responsive Services – Address the immediate concerns of students for the purposes of prevention and intervention.

Site Supervisor Goal for Student:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

Individual Planning – Assist students in monitoring and understanding their own development for the purposes of student planning and goal setting.

Site Supervisor Goal for Student:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

System Support – Includes program and staff support activities and services for the purposes of program delivery and support.

Site Supervisor Goal for Student:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________
SITE SUPERVISOR’S AGREEMENT

Practicum Site: ____________________________________________________________

Address: __________________________________________________________________

Site Supervisor: ___________________________ Phone: ________________________

Site Supervisor’s Email: ____________________________________________________

The above named student has been accepted for field experience in School Counseling at ____________________________

Name of School

____________________________________ to begin ______________________ and end ______________________
First Date of First Semester Last Date of Last Semester

I understand that the student must complete and document a total of actual 160 clock hours under my supervision in the twenty-two weeks of the field experience. In addition, each student is required to complete at least 40 hours of direct student contact during field experience. One Formative Evaluation is required by the Site Supervisor during week nine of the Pre-Practicum experience. A Summative Evaluation is required during week nine of the Practicum experience. Three observations of the student during the field experience will consist of the student delivering a guidance lesson, conducting a consultation or leading a group, and an individual counseling session. These observations will be done by the University Field Supervisor. Cumulative one hour per week face-to-face mentor supervision is required during the field experience.

As the Site Supervisor, I understand and accept the responsibilities of the supervising, guiding, and sharing my professional experiences with the above named student. I understand that I must have completed at least two years of experience as a Professional School Counselor in order to provide appropriate supervision at the Practicum Site. In addition, I have received and reviewed the Site Supervisor Training Handbook by Amberton University.

I have been a Professional School Counselor for_________years.

Site Supervisor Name

__________________________________________________________

Site Supervisor Signature ___________________________ Date ______________________

Site Supervisor Email Address ____________________________

__________________________________________________________________________
Administrative Approval of Practicum and Site Supervisor
In compliance with 19 TAC §228.2 (12), (23), and (30):

Practicum Student, ________________________________ will be supervised by

Site Supervisor________________________________________,

At _________________________________________________ School,

In the ________________________________________________ School District.

This Site Supervisor meets the certification, experience and accomplishment as an educator in the field of School Counseling.

____________________________________________________  ______________________
District Guidance Director Signature                      Date

____________________________________________________  ______________________
Building Principal Signature                            Date
STUDENT ACKNOWLEDGMENT AND RELEASE

I certify that the information provided within this application is correct. I authorize the field experience site Site Supervisor and/or representative to release any and all information concerning me and/or my performance to Amberton University.

Student Name

Student Signature ____________________________ Date __________

Application Approved: □ YES □ NO

Practicum Professor Signature ____________________________ Date __________

Practicum Professor: Mary Kay Qualls EdD, CSC, LPC, LMFT
Office Phone: 972-279-6511 ext. 151
Cell Phone: 972-989-5330
Email: MQualls@amberton.edu
AMBERTON UNIVERSITY
EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT

THIS AGREEMENT, effective ______________________, is between ______________________________
First Day of Semester (“Practicum Site”) with its principal office located at ______________________,
and Amberton University (“Amberton”), a non-profit corporation, having its principal office at 1700 Eastgate Drive, Garland, Texas 75041.

WHEREAS, Amberton operates facilities located at 1700 Eastgate Drive in the City of Garland, State of Texas, and therein provides educational services;

WHEREAS, Amberton provides academic courses with respect to and periodically desires to provide students in such courses with educational experience by utilizing appropriate facilities and personnel of third parties (“Program”); and

WHEREAS, Amberton desires to cooperate with Practicum Site to establish and implement from time to time one or more Programs involving the students and personnel of Amberton and the facilities and personnel of Practicum Site.

NOW, THEREFORE, in consideration of the mutual promises herein, Amberton and Practicum Site agree that any Program established and implemented by Amberton and Practicum Site during the term of this Agreement shall be covered by and subject to the following terms and conditions:

1. **Program Agreement:** To become effective, all agreements with respect to a Program (“Program Agreement”) shall be reduced to writing, executed by authorized representatives of Amberton and Practicum Site.

2. **Conflict:** In the event of conflict between the text of Program Agreement and the text of this Agreement, this Agreement shall govern.

3. **Amendment of Program Agreement:** No amendment to a Program Agreement shall be effective unless reduced to writing, executed by the authorized representatives of Amberton and Practicum Site.

4. **Responsibility of Practicum Site:** Except for acts to be performed by Amberton pursuant to the provisions of this Agreement, Practicum Site will furnish the premises, supervision, services, and all other items necessary for the educational experience specified in the Program Agreement. In connection with such Program, Practicum Site will:
   a. Comply with all applicable federal, state, and municipal laws ordinances, rules, and regulations; comply with all applicable requirements of any accreditation authority; and certify such compliance upon request by Amberton;
   d. Permit the authority responsible for accreditation of Amberton’s curriculum to inspect the facilities, services, and other items provided by Practicum Site for purposes of the educational experience; and
   e. Appoint a person to serve for Practicum Site as supervisor (“Site Supervisor”) who will enforce the following procedure:
      v. Practicum Site shall submit to Amberton the name of the Site Supervisor prior to the date the appointment is to become effective;
vi. Practicum Site shall assure that the Site Supervisor meets all requirements as outlined in the attached document, “Site Supervisor Requirements”.

vii. No person shall act as Site Supervisor without the approval of Amberton;

viii. In the event the Site Supervisor approved by Amberton later becomes unacceptable and Amberton so notifies Practicum Site in writing, Practicum Site will appoint another Site Supervisor.

5. Responsibilities of Amberton: Amberton will:

a. Furnish Practicum Site with the names of the students approved by Amberton to participate at the designated site.

b. Assign only those students who have satisfactorily completed those portions of Amberton’s curriculum that are prerequisite to Program participation; and

c. Designate a member of the Amberton faculty (“Field Supervisor”) to coordinate the educational experience of students participating in the Program with the Practicum Site Supervisor. Amberton shall give Practicum Site written notice of the name of the University Representative;

d. Inform student that s/he is required to comply with the rules and regulations of Practicum Site while on premises of Practicum Site and is required to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by Practicum Site;

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Site Supervisor Signature   Date

Practicum Professor Signature   Date
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Additional requirements of the Practicum Site

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14. 

Practicum Student Signature

Date

Site Supervisor Signature

Date
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*and the American School Counselor Association Ethical Standards for School Counselors* (2016) and agree to abide by these codes in fulfillment of my responsibilities as an educator in the state of Texas.

Practicum Student Signature  __________________________ 

Date____________________________
COPY OF MALPRACTICE INSURANCE
Fieldwork Index of Hours

Pre-Practicum Log

Practicum Log
### AMBERTON UNIVERSITY
### CSL6829 PRE-PRACTICUM IN SCHOOL COUNSELING LOG

Student’s Name ________________________ Counselor Mentor ________________________________

Site ____________________________ District ____________________________

Dates of Pre-Practicum Experience ____________________________ to ____________________________

The Pre-Practicum Log must be maintained by the student and approved by the Site Supervisor. Students must have at least 20 hours in Response Services of the 80 required. Students must return the signed Counseling Log to the Pre-Practicum Professor at the time indicated by the course syllabus. Students must maintain copies of all documents for their permanent records. **Keep this record daily NOT weekly.**

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<th>Date</th>
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**Program Balance**

At completion of Pre-Practicum experience provide a percentage of time spent in each of the area of the guidance program based on the Hourly Log.

To calculate percentages: total number of hours, add the hours for weekly Supervision with System Support, gives you the hours for the guidance program.

Total hours for four areas of guidance program _______ (needs to be at the least 80 hours)

To calculate the total hours for each area of the guidance program, divide hours in each of the four areas by the total hours of the guidance program, move the decimal twice to the right, this gives a percentage by program area.

- Guidance Curriculum  ____%
- Response Services  ____%
- Individual Planning  ____%
- System Support  ____%

Direct hours ______% Guidance curriculum, response services, and individual planning totaled, then divided by the total hours of the four areas. Best Practice would be 80%

Indirect hours ______% System support hours divided by the total hours of the four areas. Best Practice would be 20%

**Log Signature Page**

________________________________________  _______________________
Counselor Site Supervisor’s Signature          Date

________________________________________
Student’s Signature                           Date

________________________________________
Practicum Instructor’s Signature              Date
<table>
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<td>Classroom Guidance</td>
<td>Individual Counseling</td>
<td>Schedule/Credit Check</td>
<td>Testing</td>
<td>Cumulative One hour per week with Site Supervisor MUST HAVE</td>
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<tr>
<td>Parent Education</td>
<td>Group Counseling</td>
<td>4yr/6yr Plan Review</td>
<td>Staff Development related to Counseling</td>
<td>Counselor Meetings with director monthly/weekly</td>
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<td>Staff Development Presentations</td>
<td>Crisis Counseling/Response Team</td>
<td>Admission Review and Dismissal, 504, Dyslexia, Response to Intervention Meetings preparation and meetings</td>
<td>College Night/Career Day</td>
<td>Peer Supervision Groups</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>Parent conferences</td>
<td>Consultation with teachers</td>
<td>Transition Nights</td>
<td>One on One meetings with Principal/Assistant Principal</td>
</tr>
<tr>
<td>Institutional Coaching</td>
<td>Positive Behavioral Intervention Planning</td>
<td>Review of Test Performance with Student</td>
<td>Counseling Conferences/Training</td>
<td>Campus Committees Leadership/Site Based</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Regional Service Center Workshops</td>
<td>TCA/ASCA Webinars for credit (TEA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Visit to referral agencies</td>
</tr>
</tbody>
</table>
Fieldwork Agreement

Contact Information

Observation Forms
AMBERTON UNIVERSITY
Counseling Pre-Practicum / Counseling Practicum
Field Observation

CONTACT INFORMATION

STUDENT INFORMATION

______________________________
Last Name

______________________________
First Name

______________________________
Cell Phone

______________________________
AU email Address

PRE-PRACTICUM/PRACTICUM SITE INFORMATION

______________________________
Name of School & District

______________________________
Address

______________________________
School Phone Number

______________________________
Counselor Mentor Name

______________________________
Counselor Mentor Phone Number

______________________________
Counselor Mentor Email

______________________________
Principal Name

______________________________
Principal Email
Field Placement Agreement

Please read each statement below and when completed, initial the ones that apply to you. At the bottom of the page, please indicate who your Field Placement Supervisor is and sign and date the form.

For All Students
__I have received and read a copy of the Protocol for Field Visits

__I understand all the steps and deadlines involved in planning and completing a Field Visit.

__I have provided my Field Supervisor with an updated copy of the Contact Information Form.

__I understand how to get in touch with my Field Placement Supervisor and how to set up an appointment for an observation.

For Pre Practicum Students:
__I have received and read a copy of Guidance Lesson observation form.

__I understand how to complete the observation form.

For Practicum Students
__I have received and read a copy of the Counseling Observation Form, the Group Counseling Observation Form, Consultation Skills Observation Form, and the Documentation and Rationale Form.

__I understand how to complete each of these forms.

____________________               ___________________                   
Student’s Name                         Field Placement Supervisor                            Date
Protocol for Field Visits

The grade for field visits will consist of 2 parts. The actual observation (see observation form) will be worth 60% of the field visit grade. The remaining 40% will be determined by successful completion of the steps outlined below. Each task has a specific point value. Since practicum students have 2 observations, their field observation grade will be the average of the two observations.

1. Choose a date and time for the field visit. 3 points
   - Pre-Practicum students will complete 1 (observation (Guidance Lesson)
   - Practicum students will complete 2 observations (Individual Counseling session and either a Group Counseling session or a Consultation) on the same day.
   - Schedule about 45 minutes for each observation and follow up with Field Supervisor

2. Verify that Site Supervisor will be onsite and available for a short conference and signature after observation. 2 points

3. Prepare for Observation 15 points
   - Pre-Practicum: Guidance Lesson
     - Research and plan guidance lesson.
     - Provide copies of lesson plan and all instructional materials used during lesson
   - Practicum: Individual Counseling Observation
     - Select student for observation
     - Obtain permission to work with student. A copy the permission slip is to be turned in at the end of the observation.
     - Arrange and complete 3 practice sessions. Documentation of these practice sessions, with your Site Supervisor’s signature, is to be turned in at the end of the observation.
     - Provide Field Supervisor with a written statement of:
       1. the theory of counseling you will use during your observation
       2. your hypothesis regarding student’s behavior and goal for the counseling session.
     - Complete Counseling Observation form (put a check on left side of form next to skills that you will be demonstrating)
   - Group Counseling Observation
     - Same procedures as Individual Counseling Observation (above)
   - Consultation Observation
     - This can be any indirect service which helps the student by assisting individuals (parents, teachers, administrators) with whom the student works. Some examples are: leading a 504 meeting, conferencing with teachers regarding academic or behavioral concerns, meeting with parents to share referrals to outside agencies
     - Document what steps you have taken to prepare for the consultation (i.e. reviewed cum folder, updated 504 paperwork, consulted with current and past teachers, prepared list of appropriate outside agencies
     - Complete the “Consultation Observation” section of the Observation Documentation and Rationale form.
     - Complete Consultation Observation form.

1. Submit completed observation forms, along with your case notes to your field supervisor (EC mail) one week prior to your observation. 15 points

2. Make arrangements for field supervisor while on your campus 3 points
   - Inform field supervisor of any special procedures for entering the campus (i.e. which building)
   - Let the receptionist know of field supervisor’s arrival time, approximately 15 minutes before the observation begins.
- Make arrangements for the field supervisor to be given directions or escorted to your location.
- Have an adult chair and writing surface ready for field supervisor to use during observation.
- Make sure all digital media and websites are working before the observation.
- Provide a copy of any handouts used during the observation and the permission slip that you obtained.
- Arrange to have a private place for consultation at the end of the observation.

3. Meet with Field Supervisor and Site Supervisor following observation. 2 points

Total _____
Amberton University
GUIDANCE OBSERVATION FORM

Practicum Student: ___________________________ Date of Observation: ___________________________

School: ___________________________ Time: ___________ to ___________

(45 minute minimum observation)

Grade Level: ___________________________ No. of students: ___________________________ Session # ___________

Goal/Purpose: ___________________________

Session Objective: ___________________________

The guidance skills listed below provide a structured process for observing the practicum student’s work in providing group and class guidance to students. First, select targeted indicators identified by the practicum student or field supervisor during the pre-observation meeting in the T column. Second, check guidance indicators that that were observed in the O column. Third, provide summary comments and/or recommendations.

<table>
<thead>
<tr>
<th>T</th>
<th>Standards/Indicators</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard I: The guidance session demonstrates evidence of appropriate planning and preparation to support an effective presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The guidance session was responsive to needs assessment results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The guidance session was based on content areas and competency indicators found in A Guide for Program Development Pre-K-12th Grade (TEA, 2004), or locally used guidance curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The structured lesson was of sufficient length appropriate for the age of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities selected and used were student-centered and appropriate to age of students (books, videos, software, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Established a group or classroom environment conducive to delivery of guidance curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard II: The delivery of the guidance session facilitates student growth and goal attainment in their educational, career, personal, and social development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaged students’ participation through effective instructional strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set standards for and acknowledged students’ contributions, self-discipline, and self-directed participation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved students in relevant skill development associated with the session (goal-setting, problem-solving, communication, cross-cultural effectiveness, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted students in identifying and setting goals for educational, career, personal, and social development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted students in identifying personal strengths and weakness when setting educational goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided students in identifying career possibilities, interests, goals, and potential career pathways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided students through identification, use, and evaluation of information about the world of work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided students through identification, use, and evaluation of information about personal and social development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard III: The practicum student uses accepted guidance theories and effective techniques to promote career, educational, personal, and social development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied current theories in addressing human, social, career, cognitive, and educational development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied knowledge of students’ cultures, needs, and environmental opportunities in guiding their systematic goal-setting, planning, and decision-making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used individual and group guidance techniques effectively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used current, accurate, and unbiased information resources appropriately, including technology-based.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiated between teaching, advising, guidance, and counseling effectively in selecting activities that promoted student responsibility for their own behavior.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUMMARY COMMENTS AND RECOMMENDATIONS:
Observation Assessment

____ Exceeds Expectations 100 - 92
____ Outstanding 91 – 82
____ Acceptable 81 - 72
____ Below Average 61
____ Needs Remediation

AMBERTON UNIVERSITY PRACTICUM STUDENT SIGNATURE

AMBERTON UNIVERSITY FIELD SUPERVISOR SIGNATURE

POST-OBSERVATION CONFERENCE DATE

COUNSELOR MENTOR SIGNATURE
Amberton University
Practicum CSL6855 & CSL6857
Observation Documentation & Rationale

Individual Counseling Observation

- I met with the student with whom I’m counseling on the following 3 days:

__________________       _______________     __________________

______________________________________________________________
Site Supervisor Signature

- I will be using the __________________________ theory of counseling during my observation.
- These are the expected counseling techniques expected for observation
  1. 
  2. 
  3. 
- My hypothesis for the student’s behavior is:
- My goal for this counseling session is:

Group Counseling Observation

- I met with my group on the following days prior to today’s observation:

__________________       _______________     __________________

______________________________________________________________
Site Supervisor Signature

Consultation Observation

I have taken the following steps (i.e. reviewed cum folder, updated 504 paperwork, consulted with student’s past and present teachers) to prepare for today’s consultation:

1- 
2- 
3- 

______________________________
Amberton Student Name
Amberton University
CONSULTATION SKILLS OBSERVATION FORM

Practicum Student: ___________________________ Date of Observation: ___________________________

School: ___________________________ Time: ___________________________ to ___________________________

(45 minute minimum observation)

Student(s)’ Age/Grade Level: ___________________________

Attending Adults: _____ Teacher(s) _____ Parent(s) _____ Administration _____ Other: ___________________________

Consultation Goal/Purpose: ___________________________

Targeted Behavior: ___________________________

The consultation skills listed below are used to provide a structured process for observing the practicum student’s work as a consultant. First, select targeted indicators identified by the practicum student or field supervisor during the pre-observation meeting in the T column. Second, check consultation indicators that that were observed in the O column. Third, provide summary comments and/or recommendations.

<table>
<thead>
<tr>
<th>T</th>
<th>Standards/Indicators</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard I: Consultation to increase effectiveness of student education and impact student success.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively conducted session by facilitating communication between students, parents, teachers, administrators, etc. to plan strategies to help student(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped teachers explore possible classroom strategies to reduce problem behavior and increase positive behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used accepted consultation theories and techniques (e.g., individual conferences, Workshops, discussion groups, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enabled an environment conducive to consultee’s sense of safety and participation in the consultation process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted consultee(s) in developing a plan of action.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard II: Consultation to promote understanding of student development, individual behavior, the student’s environment, and human relationships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided clear communication of information (e.g., human relationships, child/adolescent development, behavioral theory, special programs, assessment tools, etc.) that can be used to help students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted school personnel in their professional responsibilities to promote student learning and development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped consultees identify problems and facilitated referral to campus counselor or provided other referral information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted consultees in understanding the school environment and related decision-making processes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulated, as appropriate, how cultural background, gender, ethnicity, and learning styles contribute to a positive school environment that is conducive to all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard III: Provided professional expertise collaboratively to advocate for individual and specific groups of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathered and provided data regarding students’ specific educational and guidance needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulated individual student’s needs to school personnel regarding appropriate behavioral management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted administration in adapting school programs to meet student needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocated for under-served individual and groups of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocated for recognition/promotion of students’ worth, dignity, uniqueness, and potential.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUMMARY COMMENTS AND RECOMMENDATIONS:
<table>
<thead>
<tr>
<th>Observation Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Exceeds Expectations</td>
<td>100 - 92</td>
</tr>
<tr>
<td>___ Outstanding</td>
<td>91 - 82</td>
</tr>
<tr>
<td>___ Acceptable</td>
<td>81 - 72</td>
</tr>
<tr>
<td>___ Below Average</td>
<td>71 - 62</td>
</tr>
<tr>
<td>___ Needs Remediation</td>
<td>61</td>
</tr>
</tbody>
</table>

AMBERTON UNIVERSITY PRACTICUM STUDENT SIGNATURE

AMBERTON UNIVERSITY FIELD SUPERVISOR SIGNATURE

POST-OBSERVATION CONFERENCE DATE

SITE SUPERVISOR SIGNATURE
The group counseling skills listed below provide a structured process for observing the practicum student’s work in group facilitation. First, select targeted indicators identified by the practicum student or field supervisor during the pre-observation meeting in the T column. Second, check group counseling indicators that that were observed in the O column. Third, provide summary comments and/or recommendations.

<table>
<thead>
<tr>
<th>Standard I: The group session demonstrates evidence of appropriate planning and preparation to support an effective session.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation supported that group members were appropriately selected and screened for the group.</td>
</tr>
<tr>
<td>Articulated the purpose of the group and the activities selected for the session.</td>
</tr>
<tr>
<td>Length of session was appropriate for the age of students.</td>
</tr>
<tr>
<td>Activities used were student-centered and appropriate to age of students.</td>
</tr>
<tr>
<td>Established an environment conducive to group counseling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard II: The group process facilitates student growth, development, and goal attainment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used developmentally appropriate group counseling techniques to address identified student needs. Specifically,</td>
</tr>
<tr>
<td>Welcomed members and describes confidentiality and informed consent.</td>
</tr>
<tr>
<td>Facilitated initial welcoming group round</td>
</tr>
<tr>
<td>Blocked harmful interpersonal processes</td>
</tr>
<tr>
<td>Facilitated feedback between two members</td>
</tr>
<tr>
<td>Implemented creative, theory based intervention in group</td>
</tr>
<tr>
<td>Group and individual student goals were established to assist with direction of group.</td>
</tr>
<tr>
<td>Demonstrated evidence of selection, awareness, and application of group counseling theory (or theories) was observed.</td>
</tr>
<tr>
<td>Applied knowledge of group dynamics, psychological theories, and stages of human development and growth (i.e., stages of group formation, student level of cognitive/social development, etc.).</td>
</tr>
<tr>
<td>Facilitated student problem identification and resolution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard III: The practicum student demonstrates professional conduct that facilitates effective group process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Led group without dominating.</td>
</tr>
<tr>
<td>Encouraged group members’ self-expression, autonomy, and self-direction.</td>
</tr>
<tr>
<td>Demonstrated and encouraged mutual respect among group members.</td>
</tr>
<tr>
<td>Used appropriate vocabulary to group members.</td>
</tr>
<tr>
<td>Demonstrated appropriate ethical considerations (confidentiality, cross-cultural effectiveness, dual relationships, etc.).</td>
</tr>
</tbody>
</table>

**SUMMARY COMMENTS AND RECOMMENDATIONS:**
**Observation Assessment**

- **Exceeds Expectations**: 100 - 92
- **Outstanding**: 91 - 82
- **Acceptable**: 81 - 72
- **Below Average**: 71 - 62
- **Needs Remediation**: 61

---

**AMBERTON UNIVERSITY PRACTICUM STUDENT SIGNATURE**

**AMBERTON UNIVERSITY FIELD SUPERVISOR SIGNATURE**

---

**POST-OBSERVATION CONFERENCE DATE**

**SITE SUPERVISOR SIGNATURE**
### Amberton University

**COUNSELING OBSERVATION FORM**

<table>
<thead>
<tr>
<th>Practicum Student:</th>
<th>Date of Observation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>Time: to (45 minute minimum observation)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>Session #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal/Purpose:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session Objective:</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

The counseling skills listed below provide a structured process for observing the practicum student’s work in providing individual counseling to students. First, select targeted indicators identified by the practicum student or field supervisor during the pre-observation meeting in the **T** column. Second, check guidance indicators that that were observed in the **O** column. Third, provide summary comments and/or recommendations.

<table>
<thead>
<tr>
<th>T</th>
<th>Standards/Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard I: Uses accepted theory and effective technique to provide individual counseling.</td>
<td></td>
</tr>
<tr>
<td>Applied a theory of counseling will be throughout session and was identifiable by observer. List techniques</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>Demonstrated understanding of individual’s behaviors in related to counseling session.</td>
<td></td>
</tr>
<tr>
<td>Used developmentally appropriate techniques relevant for student’s needs and/or concerns.</td>
<td></td>
</tr>
<tr>
<td>Addressed the student’s concerns as it related to academic achievement.</td>
<td></td>
</tr>
<tr>
<td>Length of session was appropriate for student’s development.</td>
<td></td>
</tr>
<tr>
<td>Environment for session was conducive to individual counseling.</td>
<td></td>
</tr>
<tr>
<td>Standard II: Individual counseling process facilitated student growth, development, and goal attainment.</td>
<td></td>
</tr>
<tr>
<td>Used developmentally appropriate individual counseling techniques to address student’s needs. Specifically,</td>
<td></td>
</tr>
<tr>
<td>• Welcomed student; described confidentiality and informed consent.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrated attending and listening skills.</td>
<td></td>
</tr>
<tr>
<td>• Stated understanding of dynamics related to student situation.</td>
<td></td>
</tr>
<tr>
<td>• Applied appropriate developmental awareness to student situation.</td>
<td></td>
</tr>
<tr>
<td>• Developed goals, plan, and timeline for beginning process.</td>
<td></td>
</tr>
<tr>
<td>• Stated date and time for follow-up session.</td>
<td></td>
</tr>
<tr>
<td>Time for session was utilized wisely.</td>
<td></td>
</tr>
<tr>
<td>Counseling theory was demonstrated consistently.</td>
<td></td>
</tr>
<tr>
<td>Developmental awareness was demonstrated in the areas of moral development, intellectual development, and socio-emotional development.</td>
<td></td>
</tr>
<tr>
<td>Closure for session was timely and appropriate.</td>
<td></td>
</tr>
<tr>
<td>Standard III: The practicum student demonstrated professional and ethical conduct that facilitated an effective individual counseling process.</td>
<td></td>
</tr>
<tr>
<td>Permission for counseling was on file.</td>
<td></td>
</tr>
<tr>
<td>Demonstrated empathic listening, unconditional positive regard, and genuineness.</td>
<td></td>
</tr>
<tr>
<td>Depth of language was developmentally appropriate for student.</td>
<td></td>
</tr>
<tr>
<td>Demonstrated appropriate ethical considerations (i.e., confidentiality, cross-cultural effectiveness, dual relationships on campus, etc.).</td>
<td></td>
</tr>
<tr>
<td>Case notes were dated and documented.</td>
<td></td>
</tr>
</tbody>
</table>

**SUMMARY COMMENTS AND RECOMMENDATIONS:**
Observation Assessment

___ Exceeds Expectations 100 - 92
___ Outstanding 91 - 82
___ Acceptable 81 - 72
___ Below Average 71 - 62
___ Needs Remediation 61

AMBERTON UNIVERSITY PRACTICUM STUDENT SIGNATURE

AMBERTON UNIVERSITY FIELD SUPERVISOR SIGNATURE

POST-OBSERVATION CONFERENCE DATE

SITE SUPERVISOR SIGNATURE
Amberton University
Final School Counseling Practicum Checklist

Practicum Student: __________________________________

Completed by: __________________________________

Semester: Fall  Winter  Spring  Year: __________

CSL6855 – Practicum School Counseling
Final Practicum Checklist:
   ___ Summative Evaluation
   ___ Evaluation of Practicum Site
   ___ Signed log of Practicum Hours

Field Supervisor Checklist:
   ___ Observation: ___ Consultation OR  ___ Group Counseling
   ___ Observation: Individual Counseling

______________________________________________________________________

CSL6829 – Pre-Practicum School Counseling
Evaluation Pre-Practicum:
   ___ Formative Evaluation
   ___ Signed log of Practicum Hours

Field Supervisor Checklist:
   ___ Observation Guidance Lesson
   ___ Practicum Supervisor Electronic Greeting

______________________________________________________________________

Prior to or the first class meeting of CSL6829 Pre-Practicum School Counseling:
   ___ Signed Application and Contract including estimated completion semester
date, site information of internship, name of Site Supervisor, name of
field supervisor, signed mentor agreement
   ___ Insurance
   ___ Signed ethics agreement
   ___ Up-to-date official transcripts, degree plan including Pre-Practicum
eligibility, including GPA
   ___ Service Record
   ___ Students TEA Valid Teaching Certificate
   ___ Site Supervisors TEA Valid Teaching Certificate
   ___ Official copy of TExES Test Score
Appendix:

Texas Educator Ethics

American School Counselors Association Ethics

Site Supervisor Manual
Texas Administrative Code

(a) In compliance with the Texas Education Code, §21.041 (b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional, colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §§249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

1. to protect the safety and welfare of Texas school children and school personnel;

2. to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and

3. to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

1. Abuse—includes the following acts or omissions:

   A. mental or emotional injury to a student or minor that results in an observable and material impairment in the student’s or minor’s development, learning, or psychological functioning;

   B. causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student’s or minor’s development, learning, or psychological functioning;

   C. physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

   D. sexual conduct harmful to a student’s or minor’s mental, emotional, or physical welfare.

2. Applicant—A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency Staff or the State Board for Educator Certification.
(3) Code of Ethics—The Educator’s Code of Ethics codified in this chapter.

(4) Complaint—A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant’s verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested Case—A proceeding under this chapter in which the legal rights, duties, and privileges related to a party’s educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings—Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party’s educator certificate.

(7) Educator—A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger—Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character—The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally—An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) Knowingly—An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor—A person under 18 years of age.

(13) Moral turpitude—Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect—The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly—An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial, unjustifiable risk that the circumstances exist or the result will occur.

(16) Sanction—A disciplinary action by the State Board for Educator certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) State Board for Educator Certification—The State Board for Educator Certification acting through its voting members in a decision-making capacity.
(18) State Board for Educator Certification member(s)—One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(19) Student—A person enrolled in a primary or secondary school, whether public or private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(20) Texas Education Agency staff—Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(21) Worthy to instruct or to supervise the youth of this state—Presence of those moral, mental, ad psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS’ CODE OF ETHICS
RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employed, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of
prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contactor, or agent in obtaining a new job as an educator in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including but not limited to electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted o be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329
(a) School Counselor Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Counselor Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.25 of this title (relating to Requirements to Renew the Standard School Counselor Certificate).

(b) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

1. the history and philosophy of counseling; CSL6779 CSL6782 CSL6830 CSL6805
2. counseling and consultation theories and practices; CSL6782 CSL6830 CSL6805
3. career development theories and practices; CSL6803
4. the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities; CSL6779
5. assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results; CSL6800
6. changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling; CSL6779
7. environmental, social, and cultural factors that affect learners’ development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs; CSL6832 CSL6779
8. learners’ developmental characteristics and needs and their relevance to educational and career choices; CSL6801
9. legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles; CSL6745
10. the characteristics and educational needs of special populations; CSL6779 CSL6798
11. techniques and behavioral interventions to assist teachers with classroom management; CSL6798
12. the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula; CSL6779
13. the roles and responsibilities of a comprehensive school counseling program that is responsive to all students; CSL6779
14. counseling-related research techniques and practices; RGS6035
developing and teaching best practices on leadership skills; CSL6779

how cultural factors and group membership impact individual students; CSL6832

the comprehensive school counseling program model; CSL6779

how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and CSL6745

an understanding of systems, including family dynamics and school environments. CSL6833 CSL6798

(c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs. The certified school counselor must:

(1) Develop processes and procedures for planning, designing, implementing, and evaluating The Texas Model for Comprehensive School Counseling Programs; CSL6779 CSL6829 CSL6855 CSL6857

(2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in The Texas Model for Comprehensive School Counseling Programs; CSL6779 CSL6829 CSL6855 CSL6857

(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs; CSL6805 CSL6830

(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students; CSL6833 CSL6779 CSL6798 CSL6829 CSL6855 CSL6857

(5) coordinate resources, referrals, and follow-up procedures for students within the school and community; CSL6798 CSL6829 CSL6855 CSL6857

(6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process; CSL6829

(7) participate in the selection, use, and interpretation of assessments and assessment results; CSL6800

(8) use multiple sets of information and data to make decisions about students, programs, and services; CSL6800 CSL6779 CSL6829 CSL6855 CSL6857

(9) use counseling-related research techniques and evidence-based practices to address student needs; CSL6779 CSL6798 CSL6835 CSL6829 CSL6855 CSL6857 RGS6035

(10) advocate for a comprehensive school counseling program that is responsive to all students; CSL6779 CSL6855 CSL6857 CSL6829

(11) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information; CSL6779 CSL6798 CSL6835 CSL6829 CSL6855 CSL6857

(12) maintain proficiency in counseling and campus-related technology; and CSL6779 CSL6829 CSL6855 CSL6857

(13) use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness, CSL6779

(d) Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on The Texas Model for Comprehensive School Counseling Programs that
promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

(1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners’ development in all domains, including cognitive, social and emotional areas; CSL6829, CSL6855, CSL6857

(2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information; CSL6779 CSL6829 CSL6855 CSL6857

(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change; CSL6779 CSL6835 CSL6829 CSL6855 CSL6857

(4) implement effective referral procedures to facilitate the use of special programs and services; CSL6779 CSL6798, CSL6835, CSL6829 CSL6855 CSL6857

(5) act as a consultant to help learners achieve success inside and outside of school; CSL6779 CSL6835, CSL 6798 CSL6829 CSL6855 CSL6857

(6) advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle; CSL6779 CSL6829 CSL6855 CSL6857

(7) create a program mission, goal, and services in alignment with the school mission and campus improvement plan; CSL6779 CSL6829 CSL6855 CSL6857

(8) create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program; CSL6779, CSL6829, CSL6855, CSL6857

(9) establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists); CSL6779 CSL6829 CSL6855 CSL6857

(10) increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers; CSL6779 CSL6829 CSL6855 CSL6857

(11) provide school-wide professional development and parent workshops throughout the school year; CSL6779 CSL6829 CSL6855 CSL6857

(12) support participation in fair-share responsibilities versus non-counseling related duties; CSL6779 CSL6829 CSL6855, CSL6857

(13) know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and CSL6779, CSL6829, CSL6855, CSL6857

(14) develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities. CSL6779, CSL6829, CSL6855, CSL6857

(e) Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

(1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school
environment that is responsive to all learners; CSL6779, CSL6832

(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles; CSL6779, CSL6832

(3) facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment; CSL6779, CSL6835, CSL6829, CSL6855, CSL6857

(4) take a positive, strength-based approach that builds on commonalities versus differences in all learners; CSL6779, CSL6829, CSL6855, CSL6857

(5) understand how environment and behavior may impact or influence individual learners; CSL6779 CSL6835, CSL6798, CSL6829, CSL6855, CSL6857

(6) ensure equitable access to programs and services for all students; CSL6779 CSL6829 CSL6855 CSL6857

(7) understand how family values, group membership, and culture intersect; CSL6779, CSL6832

(8) acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services; CSL6779 CSL6829, CSL6855, CSL6857

(9) increase students' awareness and include their voices regarding educational and individualized plans; and CSL6779, CSL6835, CSL6829, CSL6855, CSL6857

(10) ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians. CSL6779, CSL6829, CSL6855, CSL6857

(f) Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(1) demonstrate effective communication through oral, written, and nonverbal expression; CSL6779, CSL6829, CSL6855, CSL6857

(2) use knowledge of group dynamics and productive group interaction; CSL6805, CSL6830

(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members; CSL6835, CSL6829, CSL6855, CSL6857

(4) facilitate learners' access to community resources; CSL6829, CSL6855, CSL6857

(5) develop and implement strategies for effective internal and external communications; CSL6829, CSL6855, CSL6857

(6) facilitate parent/guardian involvement in their children's education; CSL6833, CSL6829, CSL6855, CSL6857

(7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; CSL6779, CSL6833, CSL6829, CSL6855, CSL6857

(8) work effectively as a team member to promote positive change for individuals, groups, and the school community; CSL6779, CSL6829, CSL6855, CSL6857

(9) take a positive, strength-based approach that verbalizes commonalities versus differences in all learners; CSL6779, CSL6829, CSL6855, CSL6857
(10) effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor; CSL6779, CSL6829, CSL6855, CSL6857

(11) adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and CSL6745

(12) facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members. CSL6779, CSL6829, CSL6855, CSL6857

(g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

(1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development; CSL6779, CSL6829, CSL6855, CSL6857

(2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth; CSL6779, CSL6829, CSL6855, CSL6857

(3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards; CSL6745

(4) apply research-based practice to improve the school guidance and counseling program; CSL6779, RGS6035

(5) engage in ongoing professional development to improve the school guidance and counseling program; and CSL6779, CSL6829, CSL6855, CSL6857

(6) engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners. CSL6779, CSL6829, CSL6855, CSL6857

Source Note: The provisions of this §239.15 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144
Dear Site Supervisor,

Amberton University wants to thank you for the supervision of our intern. Experiences in the field are the basis for the betterment of the school counseling profession. Your choice to engage in the process of supervision indicates your commitment to the field.

This manual is intended to support you in this endeavor. There are models of supervision, expressly meant for the culture of the school environment. Please select one with your intern for a supervision guide. Procedural and process guidelines are included as well.

This may be a new experience and role for you as an intern supervisor. Since roles and responsibilities of intern supervision are not part of school counselor education program, this manual might serve as a guide. There are also resources included for best practices.

As the university program coordinator and fieldwork professor, I am available for any questions or concerns. The emphasis is facilitating a wonderful fieldwork experience for the intern between the university program and the fieldwork site.

Warmest regards,

Mary Kay Qualls, Ed. D., LPC, LMFT, CSC
School Counseling Program Mission Statement

The mission of the Master of Arts in School Counseling program is to provide students with a comprehensive School Counseling curriculum to serve school-age children. This program focuses on the utilization of the data-driven approach in the areas of social-emotional, academic, and career development in children and adolescents.

Remember the word INTERN…..

I – Invest your time with the intern
N – Negotiate an action plan
T – Trust your intern
E – Embrace the teachable moments
R – Recognize your intern’s progress
N – Navigate the next phase
Definitions, Requirements and Domains

DEFINITIONS OF SITE SUPERVISION:

PART 7. State Board for Educator Certification
Chapter 22. Requirements for Educator preparation Programs
19 Texas Administrative Code §228.2:

- Must have at least three years of experience as an accomplished educator as shown by student learning;
- Current certification in the certification class in which supervision is provided;
- If not currently certified, must hold at least a master’s degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type if continuing professional education requirements for the certification class for which supervision is being provided;
- Cannot be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum; and,
- Cannot serve as a candidate’s mentor, cooperating teacher or site supervisor.

MINIMUM REQUIREMENTS FOR SITE SUPERVISORS AT AMBERTON UNIVERSITY:

- Minimum of a master’s degree in school counseling or related field with equivalent certifications and/or licenses;
- Submission of Vita;
- Minimum of three-years of pertinent professional experience related to education and school counseling and compliance with §228.2 of the TAC;
- Articulation of a model of school counseling that is consistent with both the ASCA (American School Counselor Association) national model and the model espoused by Texas Education Association; and,
- Knowledge of Amberton University expectations, requirements, and evaluation procedures for students.

American School Counselor Ethical Guide for Supervision

SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

- Licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.
- Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
g. Understand there are differences in face-to-face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.
l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
m. Assist supervisees in obtaining remediation and professional development as necessary.
n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

Ethical Standards American School Counselor Association, Revised 2016

DOMAINS (I, II, III) AND COMPETENCIES (10) OF SCHOOL COUNSELORS (taken from TEA Guidelines)

DOMAIN I UNDERSTANDING STUDENTS:

Competency 001 (Human Development)
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.

Competency 002 (Student Diversity)
The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students)
The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

DOMAIN II PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM

Competency 004 (Program Management)
The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promote all students' success.
Competency 005 (Developmental Guidance Program)
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling)
The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)
The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

DOMAIN III COLLABORATION, CONSULTATION, AND PROFESSIONALISM

Competency 008 (Collaboration with Families)
The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)
The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.
Site Supervisor Procedures and Forms
### AMBERTON UNIVERSITY
Counseling Pre-Practicum / Counseling Practicum
Field Observation
CONTACT INFORMATION

### STUDENT INFORMATION:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
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<table>
<thead>
<tr>
<th>Cell Phone</th>
<th>Amberton email Address</th>
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### PRE-PRACTICUM/PRACTICUM SITE INFORMATION:

<table>
<thead>
<tr>
<th>Name of School &amp; District</th>
<th>Address</th>
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<table>
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<tr>
<th>School Phone Number</th>
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<table>
<thead>
<tr>
<th>Site Supervisor Name</th>
<th>Site Supervisor Phone Number</th>
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<th>Site Supervisor Email</th>
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<table>
<thead>
<tr>
<th>Principal Name</th>
<th>Principal Email</th>
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Field Placement Agreement

Please read each statement below and when completed, initial the ones that apply to you. At the bottom of the page, please indicate who your Field Placement Supervisor is and sign and date the form.

For All Students
___ I have received and read a copy of the Protocol for Field Visits

___ I understand all the steps and deadlines involved in planning and completing a Field Visit.

___ I have provided my Field Supervisor with an updated copy of the Contact Information form.

___ I understand how to get in touch with my Field Placement Supervisor and how to schedule an appointment for an observation.

For Pre Practicum Students:
___ I have received and read a copy of Guidance Lesson Observation form.

___ I understand how to complete the Guidance Observation form.

For Practicum Students
___ I have received and read a copy of the Counseling Observation form, the Group Counseling Observation form, Consultation Skills Observation form, and the Documentation and Rationale form.

___ I understand how to complete each of these forms.

_________________________ _________________         ________
Student’s Name               Field Placement Supervisor                 Date
Protocol for Field Visits

The grade for field visits will consist of 2 parts. The actual observation (see observation form) will be worth 60% of the field visit grade. The remaining 40% will be determined by successful completion of the steps outlined below. Each task has a specific point value. Since practicum students have 2 observations, their field observation grade will be the average of the two observations.

1. Choose a date and time for the field visit. (3 points)
   - Pre Practicum students will complete 1 (observation (Guidance Lesson)
   - Practicum students will complete 2 observations (Individual Counseling session and either a Group Counseling session or a Consultation) on the same day.
   - Schedule about 45 minutes for each observation and follow up with your Field Supervisor

2. Verify that Site Supervisor will be onsite and available for short conference and signature after observation. (2 points)

3. Prepare for Observation (15 points)
   - Pre Practicum:
     Guidance Lesson
     - Research and plan guidance lesson.
     - Provide copies of lesson plan and all instructional materials used during lesson.
   - Practicum:
     Individual Counseling Observation
     - Select student for observation
     - Obtain permission to work with student. A copy the permission slip is to be turned in at the end of the observation.
     - Arrange and complete 3 practice sessions
     - Complete Individual Counseling Observation section of the Observation Documentation and Rationale form. Be sure to include your mentor’s signature as documentation of the practice sessions.
     - Complete Counseling Observation form (Put a check on left side of form next to skills that you will be demonstrating. It is not necessary and often impossible to try to demonstrate all skills).
     - Group Counseling Observation
     - Same procedures as Individual Counseling Observation (above). Be sure to complete the Group Counseling Observation section of the Observation Documentation & Rationale form as well as the Group Counseling Observation form.
   - Consultation Observation
     - This can be any indirect service which helps the student by assisting individuals (parents, teachers, administrators) with whom the student works. Some examples are: leading a 504 meeting, conferencing with teachers regarding academic or behavioral concerns, meeting with parents to share referrals to outside agencies
     - Document what steps you have taken to prepare for the consultation (i.e. reviewed cum folder, updated 504 paperwork, consulted with current and past teachers, prepared list of appropriate outside agencies)
     - Complete the “Consultation Observation” section of the Observation Documentation and Rationale form.
     - Complete Consultation Observation form.

1. Submit completed observation forms along with your case notes to your Field Supervisor one week prior to your observation (15 points)
2. Make arrangements for field supervisor while on your campus (3 points)
   - Inform field supervisor of any special procedures for entering the campus (i.e. which building).
   - Let the receptionist know of field supervisor's arrival time, approximately 15 minutes before the observation begins.
   - Make arrangements for the field supervisor to be given directions or escorted to your location.
   - Have an adult chair and writing surface ready for field supervisor to use during observation.
   - Make sure all digital media and websites are working before the observation.
   - Provide a copy of any handouts used during the observation and the permission slip that you obtained.
   - Arrange to have a private place for consultation at the end of the observation.

3. Meet with Field Supervisor and Site Supervisor following observation. (2 points)

Total ______
Practicum Student: ___________________________ Date of Observation: ______________

School: ___________________________ Time: _______ to _______

(45 minute minimum observation)

Grade Level: _______________ No. of students: _______________ Session # ______

Goal/Purpose: ____________________________________________

Session Objective: __________________________________________

The guidance skills listed below provide a structured process for observing the practicum student’s work in providing group and class guidance to students. First, select targeted indicators identified by the practicum student or field supervisor during the pre-observation meeting in the T column. Second, check guidance indicators that that were observed in the O column. Third, provide summary comments and/or recommendations.

<table>
<thead>
<tr>
<th>T</th>
<th>Standards/Indicators</th>
<th>O</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard I:</strong> The guidance session demonstrates evidence of appropriate planning and preparation to support an effective presentation.</td>
<td></td>
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<tr>
<td>The guidance session was responsive to needs assessment results.</td>
<td></td>
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</tr>
<tr>
<td>The guidance session was based on content areas and competency indicators found in <em>A Guide for Program Development Pre-K-12</em> Grade (TEA, 2004), or locally used guidance curriculum.</td>
<td></td>
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</tr>
<tr>
<td>The structured lesson was of sufficient length appropriate for the age of students.</td>
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<tr>
<td>Activities selected and used were student-centered and appropriate to age of students (books, videos, software, etc.).</td>
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</tr>
<tr>
<td>Established a group or classroom environment conducive to delivery of guidance curriculum.</td>
<td></td>
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<tr>
<td><strong>Standard II:</strong> The delivery of the guidance session facilitates student growth and goal attainment in their educational, career, personal, and social development.</td>
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<tr>
<td>Engaged students’ participation through effective instructional strategies.</td>
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<tr>
<td>Set standards for and acknowledged students’ contributions, self-discipline, and self-directed participation.</td>
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<tr>
<td>Involved students in relevant skill development associated with the session (goal-setting, problem-solving, communication, cross-cultural effectiveness, etc.).</td>
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<tr>
<td>Assisted students in identifying and setting goals for educational, career, personal, and social development.</td>
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<tr>
<td>Assisted students in identifying personal strengths and weakness when setting educational goals.</td>
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<tr>
<td>Guided students in identifying career possibilities, interests, goals, and potential career pathways.</td>
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<tr>
<td>Guided students through identification, use, and evaluation of information about the world of work.</td>
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<tr>
<td>Guided students through identification, use, and evaluation of information about personal and social development.</td>
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<tr>
<td><strong>Standard III:</strong> The practicum student uses accepted guidance theories and effective techniques to promote career, educational, personal, and social development.</td>
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<tr>
<td>Applied current theories in addressing human, social, career, cognitive, and educational development.</td>
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<tr>
<td>Applied knowledge of students’ cultures, needs, and environmental opportunities in guiding their systematic goal-setting, planning, and decision-making.</td>
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<td></td>
</tr>
<tr>
<td>Used individual and group guidance techniques effectively.</td>
<td></td>
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<tr>
<td>Used current, accurate, and unbiased information resources appropriately, including technology-based.</td>
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<tr>
<td>Differentiated between teaching, advising, guidance, and counseling effectively in selecting activities that promoted student responsibility for their own behavior.</td>
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</tbody>
</table>

**SUMMARY COMMENTS AND RECOMMENDATIONS:**
Observation Assessment:

___ Accomplished  100 - 92
___ Exceeds Expectations  91 - 82
___ Proficient  81 - 72
___ Developing  71 - 62
___ Below Expectations  61

________________________________________  ______________________________________
AMBERTON UNIVERSITY PRACTICUM STUDENT SIGNATURE  AMBERTON UNIVERSITY FIELD SUPERVISOR SIGNATURE

________________________________________  ______________________________________
POST-OBSERVATION CONFERENCE DATE  SITE SUPERVISOR SIGNATURE
Amberton University
Practicum CSL6855 & CSL6857
Observation Documentation & Rationale

Individual Counseling Observation

• I met with the student with whom I’m counseling on the following 3 days:

________________________________________
________________________________________
________________________________________

Site Supervisor Signature _________________________

• I will be using the __________________________ theory of counseling during my observation.
• These are the expected counseling techniques expected for observation
  1. 
  2. 
  3. 
• My hypothesis for the student’s behavior is:
• My goal for this counseling session is:

Group Counseling Observation

• I met with my group on the following days prior to today’s observation:

________________________________________
________________________________________
________________________________________

Site Supervisor Signature _________________________

Consultation Observation

I have taken the following steps (i.e. reviewed cum folder, updated 504 paperwork, consulted with student’s past and present teachers) to prepare for today’s consultation:

1-

2-

3-

________________________________________
Amberton Student Name
Amberton University
CONSULTATION SKILLS OBSERVATION FORM

Practicum Student: ___________________________ Date of Observation: ___________________________

School: ___________________________________________ Time: __________ to __________
(45-minute minimum observation)

Student(s)’ Age/Grade Level: ___________________________

Attending Adults: _____ Teacher(s) _____ Parent(s) _____ Administration _____ Other: _____

Consultation Goal/Purpose: ____________________________

Targeted Behavior: ____________________________

The consultation skills listed below are used to provide a structured process for observing the practicum student’s work as a consultant. First, select targeted indicators identified by the practicum student or field supervisor during the pre-observation meeting in the T column. Second, check consultation indicators that that were observed in the O column. Third, provide summary comments and/or recommendations.

<table>
<thead>
<tr>
<th>T</th>
<th>Standards / Indicators</th>
<th>O</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard I: Consultation to increase effectiveness of student education and impact student success.</strong></td>
<td></td>
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<tr>
<td>Effectively conducted session by facilitating communication between students, parents, teachers, administrators, etc. to plan strategies to help student(s).</td>
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</tr>
<tr>
<td>Helped teachers explore possible classroom strategies to reduce problem behavior and increase positive behavior.</td>
<td></td>
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<tr>
<td>Used accepted consultation theories and techniques (e.g., individual conferences, Workshops, discussion groups, etc.)</td>
<td></td>
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<tr>
<td>Enabled an environment conducive to consultee’s sense of safety and participation in the consultation process.</td>
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<tr>
<td>Assisted consultee(s) in developing a plan of action.</td>
<td></td>
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<tr>
<td><strong>Standard II: Consultation to promote understanding of student development, individual behavior, the student’s environment, and human relationships.</strong></td>
<td></td>
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<tr>
<td>Provided clear communication of information (e.g., human relationships, child/adolescent development, behavioral theory, special programs, assessment tools, etc.) that can be used to help students.</td>
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<tr>
<td>Assisted school personnel in their professional responsibilities to promote student learning and development.</td>
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<tr>
<td>Helped consultees identify problems and facilitated referral to campus counselor or provided other referral information.</td>
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<tr>
<td>Assisted consultees in understanding the school environment and related decision-making processes.</td>
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<tr>
<td>Articulated, as appropriate, how cultural background, gender, ethnicity, and learning styles contribute to a positive school environment that is conducive to all students.</td>
<td></td>
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<tr>
<td><strong>Standard III: Provided professional expertise collaboratively to advocate for individual and specific groups of students.</strong></td>
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<tr>
<td>Gathered and provided data regarding students’ specific educational and guidance needs.</td>
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<tr>
<td>Articulated individual student’s needs to school personnel regarding appropriate behavioral management.</td>
<td></td>
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<tr>
<td>Assisted administration in adapting school programs to meet student needs.</td>
<td></td>
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</tr>
<tr>
<td>Advocated for under-served individual and groups of students.</td>
<td></td>
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<tr>
<td>Advocated for recognition/promotion of students’ worth, dignity, uniqueness, and potential.</td>
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</tbody>
</table>

**SUMMARY COMMENTS AND RECOMMENDATIONS:**
Observation Assessment:

___ Accomplished  100 - 92
___ Exceeds Expectations  91 - 82
___ Proficient  81 - 72
___ Developing  71 - 62
___ Below Expectations  61

__________________________________________  ______________________________________
AMBERTON UNIVERSITY PRACTICUM STUDENT SIGNATURE  AMBERTON UNIVERSITY FIELD SUPERVISOR SIGNATURE

__________________________________________  ______________________________________
POST-OBSERVATION CONFERENCE DATE  SITE SUPERVISOR SIGNATURE
The group counseling skills listed below provide a structured process for observing the practicum student’s work in group facilitation. First, select targeted indicators identified by the practicum student or field supervisor during the pre-observation meeting in the T column. Second, check group counseling indicators that that were observed in the O column. Third, provide summary comments and/or recommendations.

<table>
<thead>
<tr>
<th>T</th>
<th>Standards/Indicators</th>
<th>O</th>
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<tbody>
<tr>
<td><strong>Standard I:</strong> The group session demonstrates evidence of appropriate planning and preparation to support an effective session.</td>
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<tr>
<td>Observation supported that group members were appropriately selected and screened for the group.</td>
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<tr>
<td>Articulated the purpose of the group and the activities selected for the session.</td>
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<tr>
<td>Length of session was appropriate for the age of students.</td>
<td></td>
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<tr>
<td>Activities used were student-centered and appropriate to age of students.</td>
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<tr>
<td>Established an environment conducive to group counseling.</td>
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<tr>
<td><strong>Standard II:</strong> The group process facilitates student growth, development, and goal attainment.</td>
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<tr>
<td>Used developmentally appropriate group counseling techniques to address identified student needs. Specifically,</td>
<td></td>
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</tr>
<tr>
<td>• Welcomed members and describes confidentiality and informed consent.</td>
<td></td>
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<tr>
<td>• Facilitated initial welcoming group round</td>
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<tr>
<td>• Blocked harmful interpersonal processes</td>
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<td></td>
</tr>
<tr>
<td>• Facilitated feedback between two members</td>
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<tr>
<td>• Implemented creative, theory based intervention in group</td>
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</tr>
<tr>
<td>Group and individual student goals were established to assist with direction of group.</td>
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<tr>
<td>Demonstrated evidence of selection, awareness, and application of group counseling theory (or theories) was observed.</td>
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</tr>
<tr>
<td>Applied knowledge of group dynamics, psychological theories, and stages of human development and growth (i.e., stages of group formation, student level of cognitive/social development, etc.).</td>
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<td></td>
</tr>
<tr>
<td>Facilitated student problem identification and resolution.</td>
<td></td>
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<tr>
<td><strong>Standard III:</strong> The practicum student demonstrates professional conduct that facilitates effective group process.</td>
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<tr>
<td>Led group without dominating.</td>
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<tr>
<td>Encouraged group members’ self-expression, autonomy, and self-direction.</td>
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<tr>
<td>Demonstrated and encouraged mutual respect among group members.</td>
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<tr>
<td>Used appropriate vocabulary to group members.</td>
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<tr>
<td>Demonstrated appropriate ethical considerations (confidentiality, cross-cultural effectiveness, dual relationships, etc.).</td>
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</table>

**SUMMARY COMMENTS AND RECOMMENDATIONS:**
Observation Assessment

___ Accomplished  100 - 92
___ Exceeds Expectations  91 - 82
___ Proficient  81 - 72
___ Developing  71 - 62
___ Below Expectations  61
Amberton University
COUNSELING OBSERVATION FORM

Practicum Student: ___________________________ Date of Observation: ___________________________

School: ___________________________ Time: __________ to ____________ (45-minute minimum observation)

Grade Level: ___________________________ Session # ___________________________

Goal/Purpose: ___________________________

Session Objective: ___________________________

The counseling skills listed below provide a structured process for observing the practicum student's work in providing individual counseling to students. First, select targeted indicators identified by the practicum student or field supervisor during the pre-observation meeting in the T column. Second, check guidance indicators that that were observed in the O column. Third, provide summary comments and/or recommendations.

<table>
<thead>
<tr>
<th>T</th>
<th>Standards/Indicators</th>
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<tbody>
<tr>
<td></td>
<td>Standard I: Uses accepted theory and effective technique to provide individual counseling.</td>
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<tr>
<td></td>
<td>Applied a theory of counseling will be ________________ throughout session and was identifiable by observer. List techniques</td>
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<td></td>
<td>Demonstrated understanding of individual’s behaviors in related to counseling session.</td>
</tr>
<tr>
<td></td>
<td>Used developmentally appropriate techniques relevant for student’s needs and/or concerns.</td>
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<tr>
<td></td>
<td>Addressed the student’s concerns as it related to academic achievement.</td>
</tr>
<tr>
<td></td>
<td>Length of session was appropriate for student’s development.</td>
</tr>
<tr>
<td></td>
<td>Environment for session was conducive to individual counseling.</td>
</tr>
<tr>
<td></td>
<td>Standard II: Individual counseling process facilitated student growth, development, and goal attainment.</td>
</tr>
<tr>
<td></td>
<td>Used developmentally appropriate individual counseling techniques to address student’s needs. Specifically,</td>
</tr>
<tr>
<td></td>
<td>• Welcomed student; described confidentiality and informed consent.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrated attending and listening skills.</td>
</tr>
<tr>
<td></td>
<td>• Stated understanding of dynamics related to student situation.</td>
</tr>
<tr>
<td></td>
<td>• Applied appropriate developmental awareness to student situation.</td>
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<tr>
<td></td>
<td>• Developed goals, plan, and timeline for beginning process.</td>
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<tr>
<td></td>
<td>• Stated date and time for follow-up session.</td>
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<tr>
<td></td>
<td>Time for session was utilized wisely.</td>
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<tr>
<td></td>
<td>Counseling theory was demonstrated consistently.</td>
</tr>
<tr>
<td></td>
<td>Developmental awareness was demonstrated in the areas of moral development, intellectual development, and socio-emotional development.</td>
</tr>
<tr>
<td></td>
<td>Closure for session was timely and appropriate.</td>
</tr>
<tr>
<td></td>
<td>Standard III: The practicum student demonstrated professional and ethical conduct that facilitated an effective individual counseling process.</td>
</tr>
<tr>
<td></td>
<td>Permission for counseling was on file.</td>
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<tr>
<td></td>
<td>Demonstrated empathic listening, unconditional positive regard, and genuineness.</td>
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<tr>
<td></td>
<td>Depth of language was developmentally appropriate for student.</td>
</tr>
<tr>
<td></td>
<td>Demonstrated appropriate ethical considerations (i.e., confidentiality, cross-cultural effectiveness, dual relationships on campus, etc.).</td>
</tr>
<tr>
<td></td>
<td>Case notes were dated and documented.</td>
</tr>
</tbody>
</table>

SUMMARY COMMENTS AND RECOMMENDATIONS:
Observation Assessment:

___ Accomplished  100 - 92
___ Exceeds Expectations  91 - 82
___ Proficient  81 - 72
___ Developing  71 - 62
___ Below Expectations  61
Amberton University
COUNSELOR MENTOR'S FORMATIVE EVALUATION
(Completed week nine of Pre-Practicum Session)
One "Counselor Mentor's Formative Evaluation" for each student is required for Pre-Practicum.

Student Counselor: ____________________________
Pre-Practicum Site: ____________________________

Counseling Pre-Practicum: CSL 6829 – CSL 6857  Session: Winter  Spring  Fall
Dates of Pre-Practicum: ____________________________ to ____________________________  Total Hours: ____________________________

Please rate the student on each item from one (1) to five (5) with five being the highest rating. Please use this rating form to provide the student with information which he/she can use to design and carry out specific learning objectives. The Mentor Counselor: must provide comments which support the rating for each item. Rather than using the form for "giving a grade," the objective is to use this as an opportunity to assist the student in self-assessment and in personal and professional growth. The following evaluation criterion was derived from the TEMPSC-11.

Rating Scale:
5=Clearly Outstanding  4=Exceeds Standards  3=Meets Standard  2=Below Expectations  1=Unsatisfactory  NA=Not Applicable

<table>
<thead>
<tr>
<th>DOMAIN I: PROGRAM MANAGEMENT</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
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Total: ____________________________
Ratings Average: ____________________________
Comments:

Strengths:

Areas to Address:

Please select one of the following: The Student

Counselor:

______ has satisfied the pre-practicum experience.

______ should remain in this pre-practicum for further practice/study.

______ should discontinue practicum experience until progress is made with regard to identified issues/problems.

_________________________
Counselor Mentor

_________________________
Date

_________________________
Student Counselor

_________________________
Date

_________________________
Pre-Practicum Professor

_________________________
Date
Amberton University
COUNSELOR MENTOR'S SUMMATIVE EVALUATION
(Completed week nine of the Practicum Session)
One "Counselor Mentor's Summative Evaluation" for each student is required for Practicum.

Student Counselor: ____________________________
Practicum Site: ____________________________
Counseling Practicum: CSL 6855 – CSL 6857
Counseling Practicum: CSL 6855 – CSL 6857
Session: Winter Spring Summer Fall
Dates of Practicum: ____________________________ to ____________________________
Total Hours: ____________________________

Please rate the student on each item from one (1) to five (5) with five being the highest rating. Please use this rating form to provide the student with information, which he/she can use to design and carry out specific learning objectives. The Mentor Counselor must provide comments, which support the rating for each item. Rather than using the form for "giving a grade," the objective is to use this as an opportunity to assist the student in self-assessment and in personal and professional growth. The following evaluation criterion was derived from the TEMPSC-II.

Rating Scale:
5=Clearly Outstanding  4=Exceeds Standards  3=Meets Standard  2=Below Expectations  1=Unsatisfactory  NA=Not Applicable

<table>
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<tr>
<th>DOMAIN I: PROGRAM MANAGEMENT</th>
<th>Rating</th>
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Total: ____________________________
Ratings Average: ____________________________
Comments:

Strengths:

Areas to Address:

Please select one of the following:

The Student Counselor:

_____ has satisfied the practicum experience.
_____ should remain in this practicum for further practice/study.
_____ should discontinue practicum experience until progress is made with regard to identified issues/problems.

___________________________________________  _________________________
Site Supervisor                          Date

___________________________________________  _________________________
Student Intern                          Date

___________________________________________  _________________________
Practicum Professor                      Date
# Site Supervisor Effectiveness Survey

Rate your level of agreement with each statement as it pertains to your site supervisor.

<table>
<thead>
<tr>
<th>Section</th>
<th>Strongly agree</th>
<th>Neutral</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocational Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. My Site Supervisor offers assistance to help me carry out my job responsibilities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2. I often work on projects collaboratively with my mentor.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Protection</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My Site Supervisor uses his/her influence with the school to my benefit.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4. My Site Supervisor protects me from situations that could negatively affect my career goals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Collegiality</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My Site Supervisor and I socialize during work hours (lunch, coffee breaks, etc.).</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>6. My Site Supervisor and I socialize outside of school.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Career Advancement</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. My Site Supervisor offers specific strategies to achieve my career goals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>8. My Site Supervisor explains the political and realities of working in the school.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Friendship</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I trust my Site Supervisor.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>10. My Site Supervisor supports and encourages me in my work.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Multicultural Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. My Site Supervisor understands and addresses issues of cultural diversity.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>12. My Site Supervisor collaborates to strive for obtaining social justice within the school.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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**Exit comments**
Models of Supervision

School Counselor Supervision Discrimination Model

Goals, Functions, Roles, Supervision Model

Professional School Counselor Supervision Model
The Discrimination Model of School Counseling Supervision

The Discrimination Model of Supervision (Bernard, 1979, 1997) was originally developed as a conceptual framework to assist new supervisors in organizing supervisory efforts. This model provides a tangible structure for the supervisor to use in selecting a focus for supervision and in determining the most effective way to deliver particular supervision interventions (Luke and Bernard, 2006).

Focus of Supervision

There are three foci of supervision: intervention skills, conceptualization skills and personalization skills. These skills are used in the clinical supervision of counseling. Intervention skills are all observed behaviors that distinguish counseling as an interpersonal activity. An example is a head nod, to the delivery of counseling strategy. Overt behaviors.

Conceptualization skills are a subtler dimension of a counselor’s ability. This is the counselor’s ability to choose an appropriate intervention to make sense of what a client/student is presenting. An example of conceptualization skills is demonstrating an organization of themes by the counselor, as well as establishing process and outcome goals. Covert behaviors.

Personalization skills are observed as the counselor uses one’s self appropriately as a counselor. This includes interpersonal warmth, intrapersonal cohesion, ability to draw on the strengths of one’s cultural characteristics, and lack of defensiveness. It also includes the ability of the supervisee to hear feedback from both counselee and supervisor, and the ability to recognize and be comfortable with the counselor’s own feelings, values, and attitudes.

Supervisor Roles

The DM has been described as a social role model. There are three different role postures that supervisors assume to stimulate the professional development of their supervisees.

Teacher Role is a role assumed when the supervisor believes that the supervisee needs structure and includes instruction, modeling, and giving direct feedback. Counselor Role is typically asking supervisees to reflect on an activity, on their thoughts, or on their internal reality. They are not telling supervisees how to proceed; rather they are assisting the supervisee to take advantage of a critical moment for reflection about their internal reality rather than cognitions. Consultant Role is when the supervisor acts as a resource for supervisees, but encourages them to trust their own thoughts and feelings in their work. Responsibility is deliberately shared for learning and development with the supervisee.

Point of Entry

In the school counseling, the supervisor may come into supervision at any of the four domains of the comprehensive guidance program using any of the three focus areas and any of the three roles. Below is a diagram describing a point of entry based on focus area, role, and program domain.
### School Counseling Supervision Model

<table>
<thead>
<tr>
<th>Focus of Supervision</th>
<th>Teacher</th>
<th>Counselor</th>
<th>Consultant</th>
</tr>
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</table>
| Process skills or intervention | Intern would like to learn a specific skill.  
  Supervisor teaches the skill. | Intern rarely addresses feelings during sessions.  
  Supervisor attempts to help intern determine how discussing feelings impacts him/her and how this might be limiting him/her ability to focus on feelings in session. | Intern wants to use a sand tray technique in session.  
  Supervisor works with intern to identify resources that provide information about the technique. |
| Conceptualization Skills | Intern is unable to identify themes between counseling sessions.  
  Supervisor points out connections between sessions, helping intern identify overarching themes. | Intern is unable to identify appropriate goals for counselee.  
  Supervisor helps intern identify personal triggers that may be blocking ability to identify goals in session. | Intern would like to conceptualize counselee from a different theoretical orientation.  
  Supervisor discusses beliefs of that particular theory and how conceptualization might look. |
| Personalization Skills | Intern is unaware that his/her tendency to maintain direct eye contact makes counselee uncomfortable.  
  Supervisor talks about multicultural diversity and the fact that making direct eye contact is considered disrespectful in some cultures. | Intern becomes defensive when counselee indicates preference for a different intern.  
  Supervisor discusses why being liked is so important to the intern. | Intern would like to feel more comfortable and competent working with gay or lesbian counselees.  
  Supervisor helps intern to identify several things that might help to increases both his/her comfort and competence with counselees who are gay or lesbian. |
The Goals, Functions, Roles, and Systems Model

The GFRS Model is a composite of supervision models that best fit the school counseling culture and supervisory needs. School counseling supervision involves several more systems of individuals that must be considered during supervision. The unique interactional system in schools that have an influence on supervision warrant a model that incorporates the distinctive features of school counseling supervision and preparation for working in a PK-12 school setting, such as necessary consultation interactions between school counselors and various individual in the systems that interplay with the school age child and their system supports. Central to understanding the GFRS Model is the awareness of the specialized systems in school counseling settings that can influence supervision goals and interactions. These interactional, dynamic systems are realities that make supervision of school counseling interns unique in comparison to other forms of supervision.

GFRS Supervision Suppositions

1. Supervision is a constructivist process whereby the goals are subsequent functions of supervision and are determined within the context of the multiple, dynamic systems involved in school counselor training.
2. There is symbiotic link between the goals of supervision, the experiential activities during school counselor training in internships, and the functions of supervision.
3. Shared agreement about the activities, expectations, and optimum outcomes that are negotiated between the university supervisor, field supervisor, site supervisor and intern is key to the successful supervision experience.
4. Successful supervision is contingent on the intern’s ability to recognize and work both within and between the multiple systems in the school counseling profession.

Elements of the GRFS Model

Goals

1. Enact a leadership role within the school whereby the school counselor advances the school’s educational improvement efforts and substantially contributes to the overall mission of the school.
2. Develop advocacy skills that will assist educationally vulnerable and underserved students and their families.
3. Successfully team and collaborate with teachers, administrators, and the community to help students and their families.
4. Engage in assessment and use of data to determine the academic, personal/social, career development needs of students to design, successfully, educationally, interventions that will provide the most tailored assistance to students and the school as a whole.
5. Optimize the role of the school counselor in system support, learning to use the skills of the school counselor in activities that are necessary for the functioning of the school.
6. Design and execute *individual planning* activities for students. This goal incorporates (a) mastery of specific skills, (b) enlarging one’s understanding of clients, (c) deepening one’s understanding of concepts and theory, and (d) maintaining standards of service.

7. Develop and deliver a *guidance curriculum* that is based on national standards, prioritizes student/school needs, and supports the academic success of students.

8. Master brief counseling skill and crisis management within a PK-12 school setting as a part of *responsive services* including (a) mastery of specific skills, (b) enlarging one’s understanding of clients/students, (c) enlarging one’s awareness of process issues, (d) deepening one’s understanding of concepts and theory, and (e) maintaining standards of service.

**Functions**
The functions of supervisors during supervision evolve from what is required to assist interns with the accomplishment of individualized, established, and co-constructed goals. This includes:

(a) Monitoring/evaluating - A supervisor of a school counseling intern must monitor the professional growth of the intern as well as his/her on-site professional practice. Evaluation means providing ongoing feedback on performance and final assessments of the intern’s readiness to enter the profession. In this function, the supervisor maintains the power and the communication is unidirectional, delivered by the supervisor.

(b) Instructing – This function requires the supervisor to provide direct information, often through didactic means. Most certainly a supervisor uses this function when giving information about the school system, policies, proven interventions, and so forth. Again, in this function, the supervisor holds the power and communication is unidirectional.

(c) Advising - Sometimes it is necessary for a school counselor to give guidance when there is no clear-cut answer. This situation calls for the advising function wherein the supervisor provides suggested strategies. Some power is shared with the intern, but the communication is primarily unidirectional.

(d) Modeling – In this function, the supervisor directly demonstrates good practice and optimal professional behavior. The power in supervision during this function is for the most part, shared power, and communication is largely bidirectional because there is generally negotiation on what is to be modeled.

(e) Consulting - Supervisors often help through dialogue and by sharing their experience and knowledge, while soliciting perspective and ideas from the school counseling intern as both parties engage in collective problem solving. This function is known as consulting. During consultation, the power is shared between the supervisor and the intern, and communication is bidirectional.

(f) Supporting and sharing - Sometimes school counseling interns need caring and encouragement. This is similar to a concept of a “bond” in the working alliance/supervisory working alliance. In working alliance theory, bond refers
to the extent to which the supervisor and intern trust, respect, care about, and feel cared about. This is the core of the supporting function in supervision. Sharing can be a way of supporting interns as well. This may involve challenging the attitudes of the interns or engaging in constructive confrontation on specific training or even personal issues.

Roles
1. Evaluator – Giving constructive feedback to interns on their performance contributes to their professional development. To accomplish this task, a supervisor must successfully function in the role of evaluator.
2. Advisor – The advisor role can be conceptualized as that of an expert consultant. In this role, the supervisor provides guidance in decision making; for example, a supervisor might assist an intern with a menu of potential intervention options for a given student problem.
3. Coordinator – This role is unique to supervision in school counseling. Because school counseling responds to such a wide range of demands within a school and requires such a variety of professional activities, the supervisor may often need to be a coordinator of internship experiences for the intern.
4. Teacher – Sometimes a supervisor is asked to provide instruction or to disseminate information necessary for becoming an effective school counselor. This requires the supervisor to be a teacher, direct an intern with the appropriate how-to information when necessary. In the teacher role, a supervisor might be called on, for example to train the intern in the school’s crisis intervention procedures.
5. Mentor – In the mentor role, the supervisor helps foster the professional development of the intern. This could include assisting in professional networking with fellow school counselors and assisting with the job search process. In this role, the supervisor might even help an intern learn to balance the demands of professional life.

Systems
The major elements of the systems perspective can be used to avoid developing problematic patterns of interaction that can thwart the effectiveness and success of supervision. PK-12 schools have patterns of problematic behavior interactions, as do parents/guardians, administrators, and school counselors. These same systems operate during the actual functions of supervision relationships. The roles required of supervising interns are enacted within the context of these systems. Supervisors need to be aware of how systems are influencing roles within supervision.

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<th>Function</th>
<th>Role</th>
<th>System</th>
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<td>Leadership&lt;br&gt;Faculty in-service on purpose and procedures.&lt;br&gt;Shaping school policy and procedures through committees.</td>
<td>Modeling, instructing, advising, consulting, supporting, sharing</td>
<td>Teacher, advise, mentor</td>
<td>School, school administration, teachers, students, school counselor, university/counselor education program, intern</td>
</tr>
<tr>
<td>Advocacy&lt;br&gt;Lobbying on behalf of a parent or student for a beneficial educational placement for the student.&lt;br&gt;Using disaggregated data to identify specific student groups in need of specialized interventions</td>
<td>Modeling, supporting and sharing&lt;br&gt;Instructing, consulting</td>
<td>Teacher, Mentor&lt;br&gt;Teacher, advisor</td>
<td>School, parents, school administrators, teachers, school counselors, intern&lt;br&gt;School, school administration, teachers, parents, community</td>
</tr>
<tr>
<td>Teaching and Collaboration&lt;br&gt;Working with teachers, administrators, and community resources to design intervention for students.</td>
<td>Modeling, instructing</td>
<td>Teacher</td>
<td>School, school administration, teachers, parents, community</td>
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<td>------------------------------------</td>
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<td>------------------------------------------------</td>
</tr>
<tr>
<td>Assessment and Use of Data</td>
<td>Modeling, consulting, advising</td>
<td>Teacher, advisor</td>
<td>School, school administration, teachers, community</td>
</tr>
<tr>
<td>Presenting individual, group, and school data on achievement, attendance, discipline.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disaggregating data to identify educationally vulnerable groups within school</td>
<td>Instructing</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Conducting needs assessment</td>
<td>Instructing, modeling</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>System Support</td>
<td>Modeling, coordinating, advising</td>
<td>Teacher, advisor</td>
<td>School, school administration, teachers, community</td>
</tr>
<tr>
<td>Organizing programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Planning</td>
<td>Instructing, modeling</td>
<td>Teacher</td>
<td>School, school administration, teachers, school counselor, students</td>
</tr>
<tr>
<td>Assisting student in developing individual educational/occupational plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance Curriculum</td>
<td>Instructing, modeling</td>
<td>Coordination, teacher, advisor, evaluator</td>
<td>School, school administration, teachers, students, school counselor, university counselor education program, intern</td>
</tr>
<tr>
<td>Designing guidance lessons</td>
<td>Instructing, modeling, supporting and sharing, advising, monitoring/evaluating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivering guidance lessons</td>
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Professional School Counselor Supervision Model

The Professional School Counselor Supervision Model (PSCSM), by Tuchscherer Franklin, K. (2015) incorporates all elements of the American School Counselor Program. Four parts of the Delivery System, Guidance Curriculum, Individual Planning, Responsive Services and System Support are operationally defined. The four parts of the ASCA Model, Foundation, Management, Delivery, and Accountability are included with subcomponents for each part. The Model themes of Leadership, Advocacy, Collaboration and Systemic Change are defined with sub components. The model uses evaluative levels of intern accomplishment. The visual format is a 3x12 diagram.

Description of the Twelve Domains for the Developmental Supervision of Professional School Counselors Using the Professional School Counseling Supervision Model

Guidance Curriculum
In the Guidance Curriculum component, the school counselor teachers, team teaches, or supports the teaching of structured activities that provide all students opportunities to master guidance and counseling competencies. This component also includes school wide activities in which the counselor (usually in collaboration with others) organizes and conducts large group sessions.

Individual Planning
The Individual Planning component includes activities and procedures that assist students in understanding and periodically monitoring their career, academic, and personal/social development. School counselor work with parents and teachers to develop, analyze, evaluate, and carry out educational, occupational, and personal goals and plans. The following methods are used to deliver the Planning component:

- **Appraisal:** Student's abilities, interests, skills, and achievements are assessed and interpreted.
- **Advisement:** Self-appraisal information along with personal-social, educational, career and labor market information is used to help students reach personal, educational, and occupational goals.
- **Placement/ Follow-Up:** Counselors assist students in making transitions, including school to school, school to work, or school to additional education and training.

Response Services

In the Responsive Services component, the counselor organizing guidance and counseling techniques, methods, and resources to respond to problems students are experiencing personally, socially, and academically. The following strategies are used in the implementation of the component:

- **Consultation:** The counselor consults with parents, teachers, staff, and community agency personnel regarding strategies to help students manage and resolve personal/social, educational, and career concerns.
Personal counseling: Counselors provide small-group and individual counseling for students who are struggling with relationships, personal concerns or crises, or normal developmental tasks.

System Support

The System Support component involves the administration and management of the comprehensive guidance and counseling program. It includes activities such as the following:

Research and Development: Program evaluation, follow-up studies, and the continued development and updating of guidance curriculum activities.

Professional Development: Participants in school professional development activities, professional meetings, postgraduate coursework, and contributions to the professional literature.

Staff/Community Public Relations: Orientation of staff, parents, and the community to the counseling program including activities such as newsletters, local media, presentations of in-service training to share expertise with other stakeholders.

Committee/Advisory Boards: Serving on departmental curriculum committees and community committees or advisory boards.

Community Outreach: Activities designed to help the school counselor to become knowledgeable about community resources, employment opportunities and the local labor market.

Program Management: Planning and managing tasks performed to support the activities of a comprehensive guidance and counseling program.

Fair-share Responsibilities: Routine “running of the school” responsibilities shared by all members of the school.
In the Foundation domain, counselors:

- Articulate and demonstrate an understanding of the beliefs, philosophies, and mission statements that align with current school improvement and school success initiatives at the school, district, and state level.
- Understand and use district, state, and national student standards and competencies for students; academic, career, and personal and social development to drive the implementation of comprehensive school counseling program.
- Understand and effectively apply the legal and ethical standards and principles of the school counseling professional and educational systems, including district and building policies. Legal and ethical issues may include:
  - Confidentiality and informed consent;
  - Understanding when and how to report abuse to Protective Service Agencies;
  - Effective and appropriate interventions for students who are a danger to themselves or others, and “duty to warn” laws;
  - Balancing parent’s rights and student’s rights.
  - Understanding school district policies and procedures as they affect the school counselor’s role.

Management

In this domain, counselors:

- Negotiate, develop, and present the school counseling management system.
- Participates in professional organizations, personal reflection, consultation and supervision to promote professional growth and development.
- Use leadership skills to establish and meet with an advisory council for the comprehensive school counseling program and subsequently analyze and incorporate advisory council feedback.
- Collect, analyze, and disaggregate relevant student outcome data in order to implement effective interventions and to identify policies, practices and procedures leading to student success, systemic barriers, and the need for systemic change to close the achievement, opportunity and information gap.
- Organize and manage time, including the development of calendars, to implement an effective school counseling program which includes an appropriate distribution of school counselor time based on the comprehensive school counseling model.
- Use academic and behavioral data to design and implement action plans to develop guidance curriculum and closing-the-gap interventions and can identify ASCA domains, standards, and competencies that are addressed in the plan.

Accountability
In this domain, counselors:

- Use formal and informal methods of program evaluation, including the use of data from results reports, to design, evaluate, and modify the comprehensive school counseling program.
- Collects process, perception, and results data attained from various avenues including, school guidance curriculum and closing-the-gap activities, and can use data to demonstrate the value the school counseling program adds to student achievement.
- Collaborate with the school counseling team and administration to determine how school counseling programs are evaluated and how results are shared.
- Advocates for appropriate school counselor performance appraisal based on school counselor competencies.
- Conduct self-appraisals.
- Conduct a program audit, identify areas for improvement, and share the results with appropriate stakeholders.

Intrapersonal Issues

These are issues that pertain to the school counselor individually and personally. For example, the school counselor may be dealing with personal issues such as:

- Unresolved mental health issues (i.e., substance abuse, depression).
- Unethical behavior (i.e., inappropriate self-disclosure, tardiness or unexcused absences).
- Lack of motivation, exhibited by a lack of initiative or enthusiasm related to the internship experiences.
- Outside events of a personal nature which may be affecting the school counseling intern’s performance.

Leadership

When displaying leadership, counselors:

- Collaborate with other professionals in the school and community to influence system wide changes and implement school reform to ensure success for every student.
- Understand and define leadership and its role in a comprehensive school counseling program.
- Identify and demonstrate professional and personal qualities and skills of effective leaders.
- Creates a plan to challenge the non-counseling tasks that are often assigned to school counselors.

Advocacy/Diversity
In this domain, counselors:
- Understand and define advocacy and its role in comprehensive school counseling programs.
- Actively support causes, ideas, or policies that promote and assist student academic, career, and personal/social needs.
- Actively identify underrepresented students and support them in their efforts to perform at their highest level of academic achievement. Counselors attend to issues such as a greater number of discipline referrals and suspensions, and/or a higher incidence of academic failure of students of color.

Additional topics that may arise in supervision related to this domain included:
- Discomfort on the part of the school counselor when counseling or providing services for students who are different from them.
- Personal development of the school counselor to racial identity development and multicultural counselor development.
- Multicultural issues that may be present in the supervision/supervisee relationship.

**Collaboration/Interpersonal Issues**
This domain pertains to school counselors' relationships with others, counselors:
- Establish rapport and work effectively with students, parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.
- Build effective teams and a sense of community by encouraging collaboration among students, professional and support staff, parents or guardians and community members to work toward the common goals of equity, access, and academic success for all students.
- Provide vital resources to parents or guardians, educators and community agencies in the areas of education, information and training to enhance the educational opportunities for students and their families.
- Understands how to facilitate group meetings to effectively and efficiently meet group goals.
- Work effectively in a supervisor/supervisee relationship.

**Systemic Change**
In this domain, counselors:
- Understand the role of system change in the comprehensive school counseling program and that system change affects the entire system, is transformational, affects more than an individual or series of individual, and that its focus is upon the dynamic of the environment, not the individual.
- Act as systems change agents who use leadership skills to involve all critical players in the creation of an environment promoting and supporting student success.
- Understand the impact of school, district, and state educational policies, procedures and practices supporting and/or impeding student success and develop plans to deal with persona; and institutional resistance impeding change process.

View Diagram of PSCSM Level of Entry for Supervision Next Page.
# Professional School Counselor Supervision Model (PSCSM)


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Module Three

Supervision Methods and Techniques
Administrative Supervision
Program Supervision
Clinical Supervision
Administrative Duties
Administrative duties are the part of supervision that focuses on organizational topics, such as district policies in regard to the school counselor’s role and function within the confines of the school environment. The intern should have a review of policies and procedures that are standard operating procedures for school counselors in your district. Hard or electronic copies should be made available for the intern to familiarize himself/herself with the expectations of the district and provide feedback and questions during the initial supervisory sessions. Such information could be a copy of the district’s policy and procedure book, the district’s counseling handbook or procedure policies relating to the school's counseling program and counselor functional roles. District referral resources and how the referral process is deemed useful to students and families is also a consideration during internship. Administratively, the intern should be made aware of site and field supervisor expectations. Accompanying forms and calendars would be beneficial with timelines and dates for field observations and weekly supervisory times.
Planning of counselor district meetings, workshops and other opportunities for internship hours would ideally be planned during the initial supervisory session. If there is an opportunity for the intern to observe or work in different levels of the developmental counseling program this would be in line with best practices. The opportunity to get a total overview of the district’s counseling program is an organizational experience that is most beneficial to a comprehensive understanding of program totality.
Some recommended internship experiences would be:
Programs and Meetings: student conferences, parent conferences, teacher conferences, administrator conferences, ADA/504, Response to Intervention/RtI, ARD/admission, review and dismissal/SPED, At-Risk Student identification procedures. Even if the intern is not on a committee it is part of the comprehensive school program that needs to be observed.
Counseling Duties of Direct Service: Individual counseling, group counseling, Parent Education programs
Guidance Lessons: designing, implementing, presenting, and data collection of results.
Data Management and Testing: Test interpretation of criterion and norm referenced tests used in the district at all levels. Disaggregation of school data, demographically, by state testing data, and behavioral indicators of attendance and discipline for intervention.
District policies: CPS reporting, suicide evaluation, and outside referrals.
Site Supervisor: Your supervision requirements and duties related to the intern would also be stated in the application and contract for the internship/practicum experience. This includes any experiences that you believe would enhance the internship experience, those activities that you assign.
Program Supervision
Program duties include program development, management, and accountability. Topics of district accountability measures must be included in supervision so that the intern has understanding of how the district is accountable to stakeholders and the school community. Included in the program supervision will be content, process, and outcome accountability. This information will also be helpful to the intern being accountable in program development on the campus.
Other items in the program domain would be examining demographic data of the campus. Including discipline, attendance, and state testing would also be part of the program domain. The intern would benefit from understanding how the use of data is used on the campus to make
academic, behavioral, and counseling program decisions.
Site supervisor assistance in articulating a vision and mission statement with the intern is an activity that would be an integral part of the fieldwork process. Having the intern put in describable terms how he/she views their vision of school counseling helps make the experience definable. Aligning the vision statement with the schools or their own mission statement carries the school counselor role into definable and measurable terms.
Essential to intern experience is to understand how the school counselor is evaluated in the district. Differences in counselor evaluation from teacher evaluation criteria will help the intern understand the district’s perception of how a counselor is to function in the district.

Clinical Supervision
Clinical supervision involves a focus on counseling topics such as case conceptualization, interventions and the counseling process.

Theoretical Orientation of Supervisor and Intern
Theoretical orientation is a very important part of the supervisory process. It is incumbent on the supervisor to discuss with the intern their theory of counseling and how the selection process worked for them. The use of the supervisor's particular theory and how it is used in the school counseling setting is a best practice of supervision. Additionally, the same discussion must be had with the intern. The intern and the supervisor must be in tune with each other’s theoretical orientation if they do not share the same orientation. Choice of theory in the counseling process is the basis for change and intervention. The intern learns from the supervisor and the supervisor is a seasoned professional who can lend insight and technique into any theory.

Techniques of Clinical Supervision
Self-Report is the most commonly used intervention. The supervisee makes a verbal report of what happened in one or more sessions with the client/student. Limitations are that the intern reports only what was consciously heard and observed through whatever biases and unconscious filters govern the intern’s awareness. The intern can choose what to report and what not to report, as well as what to emphasize or de-emphasize. Usefulness of this approach over time enhances an intern’s self-reports and reveals what information is apparently outside the intern’s awareness. Patterns and themes of omissions become evident. Nevertheless, self-reports at beginning levels are instructive, and changes in self-reports can be useful in evaluating intern progress. The case note format is used for reference and the following format is recommended:

Case Notes For School Counselors

The time and date you spoke to the student;

Exactly what the student said “in quotes”;

Interventions you did at the time – be specific;

Recommendations or suggestions you made to the student;

Follow-up calls you made with anyone – be specific (i.e. who, when, content of call, quote when significant);
Recommendations, referrals, and sources offered to parents and

Other details you want in writing for future reference.

Role-Plays – Are a very versatile supervision intervention. They can be used for several different purposes and goals, including practicing skills and exploring client dynamics. Most typically the supervisee/intern is in the counselor role and the supervisor in the client/student role with the intern working on a particular skill deficit or learning and practicing a new technique. Advantages are the intern can get immediate feedback; they can practice the skill or technique until they are ready to use them. Role plays can be instructive about dynamics and relationship issues. Supervisor does need to be alert to the possibility that interns might inject some of their own dynamics into the role-play of the client/student.

Modeling – Is a component of teaching skill development. It is effective, especially when combined with guided rehearsal and focused feedback. Supervisors serve as an overt and subtle model during every moment of interaction. Modeling of counseling skills could include establishing goals, reward risk taking, challenge and confront, pointing out progress, the skills that interns use in counseling sessions. Very important to the supervision process is how you interact and respect the efforts of the intern and the experience of acquired new skills.

Process notes – Process notes are distinct from case notes. The latter are a report of the session content, including the client/student’s report, the identified problems, and the counseling interventions used. In contrast, process notes are the intern’s reflections on the processes of the client/student, the intern, their interactions and relationship. To be effective, at least in early use of this approach, supervisors need to provide a structure or format that encourages introspection and reflections. Typically, these formats include questions focused on the counselor’s feelings and thoughts about the client/student, a rationale for interventions used in the session; preferred alternative hypotheses about the client/student, client/student-intern interactions, and session content and flow: attention to potential diversity issues and perhaps questions concerning the client/student’s thoughts and feelings about the intern. This is best used when the supervisor is able to review a video sample or is present during the intern’s session with the client/student. These notes are kept by the supervisor and used for the supervision experience. Some questions that might be helpful for the supervisor to ask are:

Leads that Inspire Affective Exploration

- How did that make you feel?
- How did that make you feel about him/her?
- Do you remember what you were feeling?
- Were you aware of any feelings?
- Were you aware of any feelings?
- What did those feelings mean to you?
- Does that feeling have any special meaning to you?
- Is it a familiar feeling?
- What did you do (or decide to do) about that feelings you had?
- Did you want to express that feeling at any time?
• Did you have any fantasies of taking any risk?

**Leads that Check Out Unstated Agendas**
• What would you have liked to have said to her/him at this point?
• What’s happening here?
• What did you feel like doing?
• How were you feeling about your role as counselor at this point?
• What had that meant to you?
• If you had more time, where would you have liked to have gone?

**Leads That Encourage Cognitive Examination**
• What were you thinking at that time?
• What thoughts were you having about the other person at the time?
• Something going on there?
• Anything going on there?
• Had you any ideas about what you wanted to do with that?
• Were you able to say it the way you wanted to?
• Did you want to say anything else then?
• Did you have any plans of where you wanted the session to go next?
• Did you think that the other person knew what you wanted?
• What kind of image were you aware of projecting?
• Is that the image you wanted to project?
• Can you recall what effect the setting had on you or the interaction?
• Can you recall what effect you thought that the setting had on the other person?
• Did the equipment affect you in any way?
• (If reaction to the recorder) What did you want, or not want, the recorder to hear from you?

**Leads That Get at Images**
• Were you having any fantasies at that moment?
• Were any pictures, images, or memories flashing through your mind then?
• What was going on in your mind at that time?
• Did it remind you of anything?
• Did you think that you had “been there before”? Is that familiar to you?
• Where had that put you in the past?

**Leads That Explore Mutual Perceptions between Client and Counselor**
• What did you think that she/he was feeling about you?
• How do you think that she or he was seeing you at the point?
• Do you think that she/he was aware of your feelings? Your thoughts?
• What message do you think that she/he was trying to give you?
• Did you feel that he/she had any expectations of you at that point?
• What did you think that she/he wanted you to think or feel or do?
• Do you think that your description of the interaction would coincide with her/his descriptions?
• Was she/he giving you any cues as to how she/he was feeling?
• How do you think that she/he felt about talking about this problem?
• How do you think that she/he felt about continuing to talk with you at this point?

**Leads That Help Search Out Expectations**
• What did you want her/him to tell you?
• What did you want to hear?
• What would you have liked from her/him?
• Were you expecting anything of her/him at that point?
• Did you want her/him to see you in some particular way? How?
• What do you think that her/his perceptions were of you?
• What message did you want to give to her/him?
• Was there anything in particular that you wanted her/him to say or do or think?
• Was she/he “with you”? How did her/his responses hit you?
• What did you really want to tell her/him at this moment? What prevented you from doing so?
• What did you want her/him to do?
• Did you want her/him to do something that would have made it easier for you?
• What would that have been?

Taken from Bernard & Goodyear (2014)

Resistance – Is a natural part of the supervision process. The intern’s anxiety and desire to perform well many times get injected into the supervisory relationship. Supervisors will expect to deal proactively with this process to the benefit of both the intern and the students they will be serving. The following are some best practices for dealing with resistance in the supervisory relationship.

1. Resistance to Revealing Ignorance
   a. It is difficult for supervisees to feel that their competence is tested during the process of supervision.
   b. An attempt to reduce anxiety to a manageable level and productive level or slow down the pace of learning.
   c. Supervision may give interns the environment to acknowledge their limitations than to feign knowledge at the risk of doing harm to the student/client.

2. Resistance to Self-Awareness
   a. Resistance also may indicate that the supervisory material is too close to some unresolved conflict or personal issue that threatens the supervisee’s current level of coping with that material.
   b. This process is of resistance to self-awareness gives the intern firsthand knowledge of what it is like for the client to display resistance in the counseling process.
c. Change could create a sense of betrayal because the supervisee is being asked to give up behaviors or ways of thinking that were learned from parents and other significant people in the supervisee’s past.

3. Resistance to Change
   a. Supervisee resistance may be a reasonable response to inappropriate supervisor behavior (e.g. too rigid or dogmatic).
   b. Supervisors can facilitate discussion of resistance by creating a safe and supportive environment that allow and encourage students to consciously express, identify, and explore their own resistance.
   c. The intern’s need to defend what has worked well in the past for them, as an individual or counselor.

Three Categories of Supervisor Response to Supervisee Resistance

Preventive Measures
Purpose is to be proactive making anxiety a part of the supervision agenda upfront.
1. Establish working contract and guidelines for supervision.
2. Anticipate and normalize anxiety.
3. Determine learning goals for supervision.
4. Conduct group or peer supervision.

Guidelines for Giving Feedback
Purpose is to avoid making global judgments and labeling so that the supervisee does not hear personal criticism.
1. Frame feedback in terms of learning goals.
2. Make specific, concrete statements about supervisee behavior.
3. Identify client/student’s response to supervisee’s behavior.
4. Suggest alternative behaviors.
5. Help supervisee prepare to change behavior.
7. Base goal attainment on attempting new behavior rather than perfection.
8. Point out small steps toward goals.
9. Help supervisee identify assets, resources, positive behaviors and attitudes they can use to make changes.
10. Use supervision interventions that take you and the supervisor out of the “expert” role.
11. Use the think-aloud approach.
12. Give feedback in the form of a metaphor for client/student, supervisee, and the counseling relationship.

Remedial Methods
Purpose is to deal more directly with resistance, that is resistant to other interventions.
1. Ignore.
2. Use humor (non-sarcastic).
3. Identify irrational beliefs or dysfunctional thoughts.
4. Focus on underlying issues.
5. Use Colombo technique, get the supervisee talking, and then slip in the real question.
6. Use confrontation.
7. Use purposeful self-disclosure.
8. Use non-defensive interpretation.
9. Use non-defensive immediacy statements about the supervisory relationship and process.
10. Use a metaphor for the supervisory relationship.
11. Use Interpersonal Process Recall.
12. Use paradoxical intervention.

Dealing with Conflict - Conflict is a natural part of the supervision process. This is how the intern learns. The cognitive or emotional dissonance that accompanies the learn process is natural and expected. In the best practice of counseling supervision, it is proactive to have a model for dealing and defining the nature of the conflict. Here are some best supervision practices.

Relational
1. Naming the difficulty
2. Validating and normalizing the conflict
3. Offering support
4. Anticipating challenges
5. Modeling
6. Addressing the parallel processes
7. Acknowledging mistakes when the supervisor has erred

Reflective
1. Efforts to encourage reflection on the part of both the supervisee and supervisor
2. Remaining patient and mindful
3. Processing countertransference
4. Reviewing case conceptualization
5. Seeking additional supervision from others

Confrontative
1. Begin with a degree of tentativeness that would progress toward more direct confrontation depending on the supervisee’s responses and the nature of the conflict,
2. Carefully considering the qualities of the supervisee,
3. Details of the conflict,
4. Alternative methods,
5. Impact of confrontation before engaging in this category of interventions.

Avoidant
1. Encountered when cases are intractable.
2. When issues are in some ways unsettling or personally challenging to the supervisor and/or supervisee.

Questions for the Supervisee/Intern
1. Define what the conflict is before taking it to your supervisor.
2. Are you at odds with a particular theory or technique?
3. Do you believe that the supervisor is not giving you sufficient support?
4. Are you having difficulty accepting a critical observation by your supervisor?
5. What sorts of transference or countertransference issues might be present?
6. Are logistics, such as timing of supervision, a problem?
7. In thinking about the subject of a conflict, recognize that often the surface content of a conflict does not reflect the real difficulty.
8. Explore your actions and reactions to better understand your part in what is happening.
9. Get another opinion, not to prove that you are right but to understand what is happening.
10. Is your supervisor doing or saying things for reasons that might not be immediately evident to you but that might make perfect sense from the supervisor’s position?
11. Is your supervisor aware that a conflict exists? If so, how would the supervisor define the conflict differently from how you would?
12. Ask yourself what was learned from this conflict about yourself and the supervisory process.
Module Four

Multicultural Supervision
Dimensions of Multicultural Competent Supervision

_Intrapersonal Dimension of Identity_ – this sense of self draws from multiple identities that each human being maintains. The intern and the supervisor have a sense of self-schema drawn from gender, racial identity, ethnicity, sexual orientation, socio-economic status, etc. Although interpersonal in nature, each of these identities is forged through and continues to be expressed in the individual’s interaction with others. This looking-glass self is the idea that individual construct our sense of who we are on the basis of what we believe others see of our characteristics and attributes. This sense of self affects interactions with others.

*Interpersonal Dimension of Expectations, Bias, and Prejudice* – this is the sense of people cognitively disposing to organizing their worlds, including the other people who populate those worlds into categories; categories that the supervisor and intern may identify with and that often “us” versus “others.”

Two forms of expectations are confirmatory bias and stereotype threat. Confirmatory bias occurs when we tend to focus on information that confirms our beliefs about a particular group. This selective attention to information can make those beliefs quite resistant to change. The process of stereotypical threat is one in which people receive cues about the salience of a stereotype (e.g., racial, gendered) they believe others have of one of their attributes, which in turn results in their actually behaving in a way that confirms the stereotype. Additionally, the concept of micro-aggressions occurs through these attitudes and beliefs. A micro-aggression is a brief and commonplace daily verbal, behavioral, and environmental indignity whether intentional or unintentional, that communicates hostile, derogatory or negative racial slights and insults to the target person or group.

*Interpersonal Dimension Addressing Others’ Cultural Identity and Behavior* – this is the perspective of how one relates to studying culture. The _etic_ approach often maintains a universalist position, in which the person focuses on that which they believe is universal across people, and doing so at the expense of recognizing cultural variation. The _emic_ approach is supervision that is quite analogous to taking an empathic stance, and looking at the world through the eyes of the other person. It means being open to learning and hearing the experiences of others and appreciating culturally normative differences. It is especially important for supervisors to be aware of culturally normative social behavior as it may occur either in the supervisory or counseling relationships.

The Sociopolitical Dimension Privilege, Oppression, and Institutional -isms – is prejudicial treatment of people on the basis of one or more of their characteristics. It also occurs in institutionalized forms, commonly involving the interrelated dynamics of privilege and oppression. Privilege refers to unearned advantages people have gained simply by virtue of some personal characteristic. The problem is that these advantages occur at a cost to others on the basis of their characteristics that is oppression. Oppression entails a state of asymmetric power relations characterized by domination, subordination and resistance.

Supervision is best when interns and supervisors are culturally responsive to each other and client/student needs. A working alliance between supervisor and intern make an important basis for multicultural supervision. An open and respectful communication is a hallmark of successful multicultural supervision.
Best practice bullet points from Bernard and Goodyear 2106 are:

- Multiculturalism is many-faced.
- The supervisor is pivotal in ensuring multicultural matters are address appropriately.
- Effective multicultural supervision requires a safe environment for addressing differences.
- Site Supervisors/Field Supervisors often lag behind supervisees in multicultural awareness and knowledge.
- Effective multicultural supervision requires a commitment to developing critical consciousness.
- Effective multicultural supervision requires identity development.
- A strong working alliance is a prerequisite to productive multicultural supervision.
- Our cultural selves should enrich and energize supervision, not deplete it.

Sue & Sue 2016, in their book, *Counseling the Culturally Diverse Theory and Practice* established the following hallmarks for the supervision of a culturally diverse practice:

- People of color are not immune from having biases and prejudices.
• Avoid the “who’s more oppressed” trap. All oppression is damaging and serves to separate rather than unify.
• Don’t let interethnic/interracial conflict destroy intergroup unity. The facts are there is also misunderstanding and bias among and between populations of color. Validate one another’s experiences and credit and appreciate how each group has struggled.
• Not all bad things that happen to people of color are the results of racism. Although we need to trust our intuitive or experiential reality, it is equally important that we do not externalize everything.
• Know that understanding your own worldview (values, biases, and assumptions about human behavior) and how your worldview may potentially clash with that of clients/students of color is important. You might be guilty of cultural oppressing when you are unaware of the cultural differences between the counselor and the client/student.
• Realize how your communication style (direct versus subtle, passionate versus controlled) and nonverbal differences may impact the client/student.
• It is important to realize that your awareness of yourself as a racial/cultural being is paramount to effectively working with other clients of color.
• Be comfortable in addressing topics such as race, gender, and sexual orientation.
• White people can be valuable allies. Acknowledge and appreciate the fact that many White Americans are eager to help and represent powerful allies.
• Do not write off people’s racially insensitive remarks without a chance for rectification. Realize that we all need an opportunity to grow and learn. Helping one another understand the meaning of our words and actions must also be one of our primary responsibilities.
• We must form multicultural alliances. Recognize that we also need to reach out to each other to form multicultural alliances and to realize that race, culture, and ethnicity are functions of each and every one of us.
• Being bicultural or multicultural is not selling out. There is a major difference between our reactions related to forced compliance (cultural oppression via assimilation and acculturation) and freedom of choice in adopting functional values in all cultures. The issue before us is not whether to maintain one way of life but how we can function in a bicultural manner without losing our sense of integrity.
APPENDICES

COURSE LISTINGS, COURSE DESCRIPTIONS, COURSE COMPETENCIES, AND TEA COMPETENCIES

Amberton University Courses with Course Competencies Matched to TEA Domains and Competencies

The following section of this Handbook matches each course in the Amberton University School Counseling Program with each of the Domains and Competencies as provided by Texas Education Agency.

CSL6779 - COUNSELING IN SCHOOLS

The course presents a comprehensive review of counseling in schools. Students will define the roles and functions of school counselors. Emphasis is placed on a learner-centered process that includes organizing, planning, designing, implementing, and evaluating a comprehensive counseling and guidance program. The Texas Developmental Plan, as well as the American School Counseling Association Models will be reviewed as related to the school counselor job.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the roles and responsibilities of the school counselor along with other professionals in the school with regard to the guidance and counseling program.
- Demonstrating knowledge of the components of a developmental guidance and counseling program, procedures for implementing, evaluating, and modifying the developmental guidance and counseling program as necessary to meet the needs of all students.
- Demonstrating how to assess the needs of students in a school and plan a proactive program that reflects student needs.
- Applying knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).
- Understanding the use of prevention approaches and intervention strategies to address student concerns.
- Guiding students to develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving.
- Discussing effective referral procedures to facilitate the use of special programs and services.
- Explaining strategies for effective internal and external communication.
- Illustrating consultant and/or coordinator roles of school counselors.
- Demonstrating how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
- Demonstrating personal assessment of leadership aptitudes and capabilities for school counselor on the academic leadership team.
- Demonstrating knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students.
- Applying school data to guidance curriculum development.
- Integrating national and state models into guidance curriculum development.
- Accessing national and state legislation related to school counselor job description.
- Articulating methods of school counselor accountability.
TEA School Counselor Competencies

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:
- the history and philosophy of counseling
- the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities
- changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling
- environmental, social, and cultural factors that affect learners’ development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs
- the characteristics and educational needs of special populations
- the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula
- the roles and responsibilities of a comprehensive school counseling program that is responsive to all students
- developing and teaching best practices on leadership skills
- the comprehensive school counseling program model

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs. The certified school counselor must:
- Develop processes and procedures for planning, designing, implementing, and evaluating The Texas Model for Comprehensive School Counseling Programs
- provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in The Texas Model for Comprehensive School Counseling Programs
- use multiple sets of information and data to make decisions about students, programs, and services
- use counseling-related research techniques and evidence-based practices to address student needs
- advocate for a comprehensive school counseling program that is responsive to all students
- facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information
- maintain proficiency in counseling and campus-related technology
- use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on The Texas Model for Comprehensive School Counseling Programs that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:
- facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information
- use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change
- implement effective referral procedures to facilitate the use of special programs and services
• act as a consultant to help learners achieve success inside and outside of school
• advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle
• create a program mission, goal, and services in alignment with the school mission and campus improvement plan
• create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program
• establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists)
• increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers
• provide school-wide professional development and parent workshops throughout the school year
• support participation in fair-share responsibilities versus non-counseling related duties
• know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program
• develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:
• understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners
• advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles
• facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment;
• take a positive, strength-based approach that builds on commonalities versus differences in all learners
• understand how environment and behavior may impact or influence individual learners
• ensure equitable access to programs and services for all students
• understand how family values, group membership, and culture intersect
• acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services
• increase students' awareness and include their voices regarding educational and individualized plans
• ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:
• demonstrate effective communication through oral, written, and nonverbal expression
• develop partnerships with parents/guardians, businesses, and other groups in the community to
facilitate learning
• work effectively as a team member to promote positive change for individuals, groups, and the school community
• take a positive, strength-based approach that verbalizes commonalities versus differences in all learners
• effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor
• facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:
• use reflection, self-assessment, and interactions with colleagues to promote personal professional development
• use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
• apply research-based practice to improve the school guidance and counseling program
• engage in ongoing professional development to improve the school guidance and counseling program
• engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners

CSL6782 - THEORIES & METHODS OF COUNSELING

The course presents the philosophical and theoretical bases of the helping process. Emphasis is placed on understanding the major counseling theories, basic helping skills, and applications to diverse populations. Techniques and methods from each counseling perspective will be demonstrated and practiced under faculty supervision. A major focus is on the application of the theories and methods of individual, group, and family counseling in schools and mental health settings. The course also includes professional, ethical, and legal issues related specifically to the counseling and guidance process.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:
• Understanding the influence of biographical backgrounds of major counseling theorists.
• Synthesizing the contributions of each major counseling theory.
• Comprehending therapy as postulated by each of the major theorists.
• Evaluating the nature of behavior and behavior change from each model presented.
• Contrasting the concepts of mental health and mental illness as described by each theorist.
• Understanding the views of human nature from each counseling perspective.
• Assessing the relationship between therapist and client in each counseling theory.
• Demonstrating techniques and methods from each counseling perspective.
• Examining the multicultural aspects of each counseling method.
• Comparing and contrasting various therapeutic approaches to a given case study.
• Analyzing how each theory presented might be used to direct or redirect personal growth.
- Examining the ethical and moral implications of each theory.
- Synthesizing research findings about the effectiveness of therapy approaches from each counseling theory.
- Applying the theories and methods of individual, group, and family counseling in school and mental health settings.
- Illustrating the influence of each theory on the field of counseling and guidance.

**TEA School Counselor Competencies**

**Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base. The certified school counselor must know and understand

- the history and philosophy of counseling
- counseling and consultation theories and practices

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**CSL6800 - COUNSELING ASSESSMENT TECHNIQUES**

The course develops a framework for assessing the functioning of individuals, groups, families, or organizations. Interviews, testing, and integration of clinical information are used. Assessment tools reflecting personality, intellectual, family, educational, vocational, and social functions are used. Principles of measurement, data gathering, and interpretation are discussed. Class participation and case presentation are required. Ethics, ethnic, and cultural bias are examined.

**PREREQUISITE:** CSL6782

**UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**

- Synthesizing the history of counseling assessment and psychological testing.
- Analyzing the contemporary models of counseling and the current issues and trends in counseling assessment.
- Explaining basic qualifications and responsibilities of both developers and users of assessment tools in various settings, including schools, families, and organizations.
- Adhering to acceptable practices when interpreting and communicating results of assessments with clients, parents/guardians, teachers, administrators, and community representatives.
- Adhering to clear, ethical and effective standards of practice when conducting assessments with diverse populations or populations with special needs.
- Using computer technology effectively in all phases of counseling assessment.
- Demonstrating effectiveness in writing assessment reports and in developing materials to be used in communicating with clients, parents/guardians, and community resources.
- Addressing the relationships among various theories and counseling assessment.
- Applying basic statistical and measurement concepts to the development and use of counseling assessment.
- Demonstrating skill in evaluating the offerings of publishers of tests and in selecting and using various sources of information and particular instruments.
- Demonstrating skill in administering tests to include managing the collection of assessment data in individual, group, family, and school settings.
- Intervening to manage test anxiety.
- Critiquing available assessment tools and approaches for their validity and reliability with particular populations.
• Identifying and using specific assessments developed for measurement of intelligence, life span development, personality, achievement, aptitude, learning styles and differences, career development, social environment, and family dynamics.

• Involving families, inter-disciplinary team members, and other community groups in using assessment to facilitate learning and development.

• Identifying and using specific assessments developed and used primarily in school settings.

**TEA School Counselor Competencies**

**Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base. The certified school counselor must know and understand

  • assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results

**Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs.* The certified school counselor must

  • participate in the selection, use, and interpretation of assessments and assessment results
  
  • use multiple sets of information and data to make decisions about students, programs, and services

**CSL6801 - LIFE SPAN DEVELOPMENT**

The course investigates the changes that occur with age and the processes underlying human growth and development throughout the life cycle. The developmental progression of the family life cycle is also explored, including physical, psychological, and social characteristics. Emphasis is placed on areas such as sensory and perceptual ability, cognitive and language development, behavioral genetics, and effects of socialization agents. Developmental and learning theories will be emphasized.

**UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**

  • Defining developmental psychology.
  
  • Detailing stages of the human life cycle.
  
  • Understanding the contribution of genetics to life span development.
  
  • Examining the developmental stages of the family life cycle and the family structure, including their influence on the allocation of family resources.
  
  • Discussing prenatal development.
  
  • Describing theories of personality development in infancy.
  
  • Assessing motor skill development in early childhood.
  
  • Evaluating perceptual development in early childhood.
  
  • Analyzing theories of personality development in early and middle childhood.
  
  • Discussing development of primary and secondary sex characteristics.
  
  • Discussing adolescent egocentrism.
  
  • Expanding the concept of adult maturity.
  
  • Discussing the development of adult sexual relationships.
  
  • Investigating theories of mid-life personality development.
  
  • Synthesizing changes in health, sensory abilities, and mental capabilities in late adulthood.
  
  • Evaluating psychological stages in the dying process.
• Understanding the effect of school developmental and counseling guidance programs upon societal problems.

**TEA School Counselor Competencies**

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- learners’ developmental characteristics and needs and their relevance to educational and career choices.

**CSL6803 - CAREER COUNSELING AND GUIDANCE**

The course presents an in-depth study of career counseling and guidance services that focuses on occupational, educational, and personal/social issues for general and specific populations. Emphasis is on understanding and applying career counseling and guidance theories in school and non-school settings. A primary focus includes planning, designing, developing, implementing, and evaluating a career counseling and guidance program in schools and mental health settings.

**UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**

- Examining the history of career development and guidance.
- Identifying general professional/occupational areas of competence.
- Identifying theories of career counseling and guidance.
- Discussing the importance of an individual skills inventory to career development.
- Using a variety of self-assessment methods in career planning and development.
- Evaluating the role of career development management and the administration of career development interventions in both school and organizational settings.
- Identifying the different career stages and their relationship to development and career development theories.
- Discussing the use of lifelong learning as a proactive approach to career development and guidance.
- Explaining the importance of identifying functional or transferable skills and their relationship to career change and development.
- Discussing the evolving array of career development resources.
- Critically analyzing the utility of each career counseling and guidance theory.
- Organizing life experiences into an overall view for career planning.
- Identifying the major demographic, technological, and organizational trends that will affect future career planning and development.
- Presenting diverse complex perspectives on work and on the labor market.
- Understanding various types of assessments of individual career competence.
- Developing effective communication strategies for use in fostering career development in the classroom, mental health or organizational setting.

**TEA School Counselor Competencies**

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- career development theories and practices.

**CSL6805 - GROUP COUNSELING & THERAPY**
The course examines the theory, practice, and functioning of group processes. Different types of small groups are studied, including self-help groups. Leadership, meta-communications, methods, dynamics, and facilitative skills are presented. Small group participation is included.

PREREQUISITE: CSL6782

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining the origins of group guidance, group counseling, and psychotherapy, including the leaders and time frames.
- Applying specific theories of practice to group counseling and psychotherapy.
- Applying group dynamics and processes.
- Evaluating ethical and professional guidelines for professional group leaders.
- Interpreting the progression of group stages and the relationships among the stages.
- Selecting appropriate interventions for members who present common patterns such as fear, anger, and/or violence.
- Selecting therapeutic responses when working with cultural diversity among group members.
- Managing assessments of group members for use in selection of members for planning specific strategies and techniques.
- Applying appropriate clinical interventions with selected clinical, educational, business, and/or community populations.
- Demonstrating leadership skills in both group maintenance and group facilitation.
- Modeling effective group techniques for use in schools, community, or organizational settings.
- Illustrating proper administrative procedures for group counselors or therapists including effective documentation.
- Discerning when group counseling is appropriate or is preferred as a treatment modality.
- Providing and synthesizing the exchange of feedback between self and other leaders and group members.
- Applying selected models of consultation to help groups or organizations to change.
- Reviewing the nature and scope of research about group counseling and therapy.

TEA School Counselor Competencies

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- the history and philosophy of counseling
- counseling and consultation theories and practices

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs. The certified school counselor must

- counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must
use knowledge of group dynamics and productive group interaction

**CSL6745 - SCHOOL COUNSELING ETHICS**

The ethics related to school counseling differ in focus from that of a professional counselor. There are separate professional organizations as well as separate work environments. School Counselors work with minors in a school setting that is designed for academics. Issues that face children and adolescents on a personal-social level do impact progression in the academic areas and need counselor intervention and consultation. The Education Code is the guiding framework for school counselor’s work, and it has become more complex in interpretation and implementation. Legal issues are quickly becoming a concern for school counselors as they practice in the public setting.

**UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**

- Examining trends in the codes of ethics and ethical decision-making within the counseling profession.
- Describing and analyzing the ethical, legal, and professional standards of the counseling profession, including state and national ethical and legal codes related to mental health counselors.
- Managing high-risk behaviors in the school culture such as self-injurious behaviors, suicidal ideation, and potential for violence.
- Developing appropriate case notes, guidelines for court testimony, and responding to subpoenas in the role of the school counselor.
- Documenting rules and regulations for the counselor position in the public schools through the Texas Administrative Codes, Attorney General Decisions, and Federal Guidelines.
- Communicating with administrators, teachers, parents and other school personnel within legal and ethical guidelines while protecting and maintaining student confidentiality.
- Defining and understanding crisis intervention in the helping professions.
- Examining the differences between crisis counseling and psychotherapy.
- Defining consultation and supervision as related to the counseling profession.
- Demonstrating via case studies the ability to apply ethical decision-making skills.
- Discussing confidentiality, privileged communication, duty to warn, informed consent, dual relationships, and privacy, right of clients, professional liability, and malpractice in mental health setting.
- Assessing one’s own values, attitudes, and beliefs as a helping professional.
- Discussing the ethics of academic advisement of students in the public school setting.
- Communicating an understanding of the ethical guidelines concerning college admission process, college letters of recommendation and scholarship needs for the student.
- Demonstrating the best practices of student assessment for career programs and career advisement along with advocacy in selection of students for special school programs and leadership roles.
- Distinguishing between the role of the counselor in the school culture and that of a private practice setting.
- Demonstrating the need for confidentiality issues on a school campus and the areas in which that is appropriate.
- Demonstrating the best process for data collection and its uses for the best student academic outcome.
- Explaining high stakes testing and related stressors in the school culture.

**TEA School Counselor Competencies**

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The
certified school counselor must know and understand

- legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles
- how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must

- adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process
- strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards

CSL6829 - PRE-PRACTICUM SCHOOL COUNSELING

The course is the first in the student’s fieldwork for the state of Texas requirement. Application and contract completion, mentor counselor goals and scheduling are part of the student becoming organized during the field experience. Students are prepared for fieldwork through practice of counseling techniques, case studies, and counseling theory practice. Eighty actual clock hours of counseling experience are expected for completion during this course.

PREREQUISITE: Prior to enrollment in Pre-Practicum in School counseling, students must meet the following requirements:
1. All coursework completed (except for Practicum courses)
2. GPA of 3.00 or higher
3. Be in good academic standing
4. Successfully passing the Texas Examination of Educator Standards (TExES)

Note: The application, contract, and other required documents must be presented to the instructor of CSL6829 during the first-class meeting. Failure to do so will result in the student being administratively dropped from the course. See ftp://ftp.amberton.edu/cslinfo for forms.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Demonstrating goal setting, organization, and scheduling of fieldwork hours.
- Applying research tools to obtain knowledge and skill related to human development, counseling services, and professional leadership for becoming a school counselor.
- Obtaining opportunities to demonstrate professional school counselor leadership skills during fieldwork.
- Stating relevant, measurable counseling goals.
- Developing solutions to selected counseling problems: academic, career and/or vocational, or social and developmental.
- Applying critical thinking skills to the critique of counseling approaches to specific cases involving learners and their families.
- Analyzing case conceptualization from vignettes in school counseling.
• Explaining the implications of emerging standards that are being advanced by the Texas State Board of Educator Certification, the American School Counseling Association, and the Texas School Counseling Association.

• Demonstrating readiness for Practicum in School Counseling by completing the official Amberton Practicum Application Packet.

• Demonstrating the ability to apply the Carkhuff counseling model to school counseling situations.

• Selecting and demonstrating techniques of a chosen counseling theory.

• Evaluating the need for educational, behavioral, and emotional intervention.

• Presenting case consultation with alternatives and solutions in an educational and community environment.

• Stating positive and negative experiences in field experience.

• Applying the use of planning and implementing of goals in field experience.

**TEA School Counselor Competencies**

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must:

• Develop processes and procedures for planning, designing, implementing, and evaluating *The Texas Model for Comprehensive School Counseling Programs*.

• Provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in *The Texas Model for Comprehensive School Counseling Programs*.

• Consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students.

• Coordinate resources, referrals, and follow-up procedures for students within the school and community.

• Demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process.

• Use multiple sets of information and data to make decisions about students, programs, and services.

• Use counseling-related research techniques and evidence-based practices to address student needs.

• Advocate for a comprehensive school counseling program that is responsive to all students.

• Facilitate learners’ ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information.

• Maintain proficiency in counseling and campus-related technology.

• Use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners’ knowledge, skills, motivation, and personal growth. The certified school counselor must:

• Collaborate with others in the school and community to implement a guidance curriculum that promotes learners’ development in all domains, including cognitive, social and emotional areas.

• Facilitate learners’ ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information.
use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change

implement effective referral procedures to facilitate the use of special programs and services

act as a consultant to help learners achieve success inside and outside of school

advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle

create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program

establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists)

increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers

provide school-wide professional development and parent workshops throughout the school year

support participation in fair-share responsibilities versus non-counseling related duties

know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program

develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment

take a positive, strength-based approach that builds on commonalities versus differences in all learners

understand how environment and behavior may impact or influence individual learners

ensure equitable access to programs and services for all students

acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services

increase students' awareness and include their voices regarding educational and individualized plans

ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

demonstrate effective communication through oral, written, and nonverbal expression

support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members

facilitate learners' access to community resources

develop and implement strategies for effective internal and external communications
• facilitate parent/guardian involvement in their children's education
• develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning
• work effectively as a team member to promote positive change for individuals, groups, and the school community
• take a positive, strength-based approach that verbalizes commonalities versus differences in all learners
• effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor
• facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:
• use reflection, self-assessment, and interactions with colleagues to promote personal professional development
• use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
• engage in ongoing professional development to improve the school guidance and counseling program
• engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners

CSL6830 - ADVANCED COUNSELING SKILLS & TECHNIQUES

The course presents complex, multi-faceted interventions for individuals, families, groups, and organizations. Emphasis is given to conceptualization of cases with effective interventions. Students are expected to integrate learning from CSL6782. Applications for clinical and school settings are examined.

PREREQUISITES: CSL6782

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:
• Evaluating and demonstrating the appropriate use of techniques associated with major counseling theories.
• Evaluating and demonstrating the appropriate use of techniques associated with selected alternative and emerging therapies.
• Writing a paper assessing counseling techniques and describing one’s personal counseling orientation.
• Demonstrating skills of referral, advocacy, and triage in crisis intervention cases.
• Identifying and understanding cultural specific issues, including gender, race, ethnicity, socioeconomic, and physically challenged individuals in schools and mental health settings.
• Developing effective leadership skills to plan, implement, and evaluate a comprehensive developmental counseling and guidance program that meets the needs of all learners.
- Defining the roles and functions of counselors in schools and mental health settings and identifying common referral resources available to school and mental health counselors.
- Describing and analyzing the ethical, professional, and legal issues in the counseling and guidance profession.
- Demonstrating both basic and advanced helping skills.
- Demonstrating skill in the management of clinical and administrative documentation.
- Assessing for difficulties in the areas of addictive behavior, depression, suicidality and/or homocidality, and violent behavior.
- Evaluating and understanding the emerging role of technology-based counseling.
- Demonstrating the ability to establish collaborative and appropriate therapeutic goals with clients.
- Assessing for difficulties in the areas of addictive behavior, depression, suicidality and/or homocidality, and violent behavior.
- Understanding human development as it applies to school and non-school settings and developing a comprehensive developmental guidance and counseling program that encourages all learners to achieve their full potential.

**TEA School Counselor Competencies**

**Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base. The certified school counselor must know and understand

- the history and philosophy of counseling
- counseling and consultation theories and practices

**Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must:

- counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs

**Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must

- use knowledge of group dynamics and productive group interaction

**CSL6832 - MULTICULTURAL COUNSELING**

The course presents an in-depth study of counseling and therapy from a multicultural perspective. Emphasis is on the unique features and concerns in working with culturally and ethnically different clients in school and mental health settings. In addition, the course focuses on the development of skills needed to work with culturally different families.

**UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**

- Describing the multicultural counseling competencies as defined by the American Counseling Association.
- Analyzing major theories of multicultural counseling.
• Recognizing unique and universal characteristics of culturally diverse populations.
• Discussing sociopolitical factors such as poverty, environment, economics and how they affect families and various cultural groups.
• Understanding discrimination, prejudice, racism, and the history of oppression from a multicultural perspective.
• Discussing the psychology of gender and sexual orientation from a multicultural perspective.
• Understanding the family structure and family dynamics from a multicultural perspective.
• Understanding ways to create, maintain, and advocate for a school environment that is culturally sensitive, responsive, and inclusive to all learning environments.
• Understanding the impact of environmental influences on learners’ development and achievement and facilitating learners’ development of strategies that help them cope with situations that may hinder learning.
• Demonstrating an appreciation of human diversity by providing equitable guidance and counseling services for all learners and by promoting a climate of mutual respect in which students learn to value themselves and others.
• Understanding the aspects of counseling and guidance from a multicultural perspective.
• Defining acculturation as it relates to culturally diverse groups and families.
• Describing cultural values, educational needs, and attitudes of culturally different clients and their relevance to learning development.
• Demonstrating the differences in assessment, evaluation, and treatment skills required when working with culturally diverse populations.
• Defining culture as it relates to multi-ethnic populations including gender and its relevance to learning development.
• Understanding multicultural counseling and guidance from the perspective of various ethnic groups.

**TEA School Counselor Competencies**

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand

- how cultural factors and group membership impact individual students

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must

- understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners
- advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles
- understand how family values, group membership, and culture intersect

**CSL6833 - COUNSELING CHILDREN AND ADOLESCENTS**

The course addresses the major issues related to counseling children and adolescents within a developmental, familial and social framework. A conceptual model for treatment planning, clinical assessment and protocols are discussed including areas of developmental adjustment, abuse and neglect and individual interpersonal issues. Treatment approaches will include an examination of behavioral, art and play therapy options. Issues of
professional practice include codes, ethical standards, documentation and safe practice counseling children and adolescents.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Thinking critically about what it means to grow up in the 21st century.
- Describing a developmental perspective for counseling with children.
- Describing a developmental perspective for counseling with adolescents.
- Exploring the relevance of growing up in an abusive and/or neglectful environment.
- Developing a conceptual framework for assessment and treatment planning with children, adolescents and their families.
- Developing a conceptual model for collaborating with social institutions and communities in providing counseling services for children, adolescents and their families.
- Developing skills sets for working both individually and in groups with children, adolescents and their families, utilizing the diagnostic criteria of Diagnostic and Statistical Manual of Psychological Disorders.
- Implementing play therapy with children.
- Incorporating art therapy into work with children and adolescents.
- Developing behavioral approaches to practice with children and adolescents.
- Discussing appropriate codes and policies to provide ethical, safe counseling for children and adolescents.
- Including parents and families in the overall treatment of issues in children and adolescents.
- Leading child-focused parent groups.
- Clarifying protocols for addressing serious developmental, behavioral or interpersonal issues that the profession has identified as being high priority.
- Writing and maintaining appropriate documentation of counseling work with children and adolescents.
- Addressing issues related to developing one’s own clinical style for counseling with children and adolescents.
- Investigating professional issues that arise across various treatment settings.

**TEA School Counselor Competencies**

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand
- an understanding of systems, including family dynamics and school environments

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must
- consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must
- facilitate parent/guardian involvement in their children's education
- develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning
CSL6855 - PRACTICUM SCHOOL COUNSELING

The course involves supervised professional activities in guidance and counseling. Students will be involved in the practice of school counseling at the educational level of interest. Major emphasis is placed on the integration of theoretical and conceptual principles as well as professional and personal skill development. Legal and ethical issues related to school counseling such as confidentiality, duty to warn, informed consent, and dual relationships will also be examined. Students must complete another eighty hours in addition to the eighty hours completed in CSL6829 to meet the state requirement of one hundred sixty hours of field experience.

PREREQUISITE: Successful completion of CSL6829

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding crisis, remedial, preventive, and developmental philosophies in school counseling programs.
- Explaining the current standards for the certification of school counselors in the State of Texas.
- Applying appropriate counseling interventions with regard to high-risk student populations.
- Planning, developing, designing, implementing, and evaluating a counseling and guidance program that systematically empowers each learner to develop personal, social, academic, and learner competence.
- Understanding the ethical, professional, and legal issues in school counseling and guidance.
- Applying the theories and methods of individual and group counseling at the elementary, middle, and secondary school levels.
- Evaluating and understanding culture specific issues including gender, race, ethnicity, sociocultural, and physically challenged individuals in school settings.
- Understanding human development and providing a comprehensive developmental guidance and counseling that encourages all learners to achieve their full potential.
- Understanding the effects of environmental factors on learners’ development and design strategies to assist in the learning process.
- Developing leadership skills to plan and evaluate a comprehensive developmental guidance and counseling program that meets the needs of all learners.
- Developing collaborative school-home relationships that promote and facilitate learner academic, personal, social, and career growth.
- Consulting and collaborating within and beyond the school system to develop integrated approaches and systems of support in which students can develop their full potential.
- Defining accreditation and identifying the major accreditation bodies for public school programs and counselor education programs.
- Describing various goals, purposes, advantages, and guidelines for development of peer helper programs.
- Selecting and utilizing the contemporary appraisal techniques commonly used in school settings.

**TEA School Counselor Competencies**

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must
• Develop processes and procedures for planning, designing, implementing, and evaluating *The Texas Model for Comprehensive School Counseling Programs*
• provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in *The Texas Model for Comprehensive School Counseling Programs*
• consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students
• coordinate resources, referrals, and follow-up procedures for students within the school and community
• demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process
• use multiple sets of information and data to make decisions about students, programs, and services
• use counseling-related research techniques and evidence-based practices to address student needs
• advocate for a comprehensive school counseling program that is responsive to all students
• facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information
• maintain proficiency in counseling and campus-related technology
• use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:
• collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social and emotional areas
• facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information
• use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change
• implement effective referral procedures to facilitate the use of special programs and services
• act as a consultant to help learners achieve success inside and outside of school
• advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle
• create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program
• establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists)
• increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers
• provide school-wide professional development and parent workshops throughout the school year
• support participation in fair-share responsibilities versus non-counseling related duties
• know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program
• develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:
• facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment
• take a positive, strength-based approach that builds on commonalities versus differences in all learners
• understand how environment and behavior may impact or influence individual learners
• ensure equitable access to programs and services for all learners
• acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services
• increase students' awareness and include their voices regarding educational and individualized plans
• ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:
• demonstrate effective communication through oral, written, and nonverbal expression
• support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members
• facilitate learners' access to community resources
• develop and implement strategies for effective internal and external communications
• facilitate parent/guardian involvement in their children's education
• develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning
• work effectively as a team member to promote positive change for individuals, groups, and the school community
• take a positive, strength-based approach that verbalizes commonalities versus differences in all learners
• effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor
• facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:
• use reflection, self-assessment, and interactions with colleagues to promote personal professional development
• use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
• engage in ongoing professional development to improve the school guidance and counseling program
• engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners

CSL6857 – ADVANCED SCHOOL COUNSELING PRACTICUM

This course is designed for school counseling students to comply with TAC 228.35. This course allows for more extensive experiences for MA in School Counseling students. This course will enable students to be in a school counseling center for a complete school year cycle. This is commensurate with a complete field experience within the expectations of the Texas Education Agency.

This course will offer extended field experiences in demonstrating the student’s ability to implement a comprehensive guidance program according to state requirements. Sixty actual clock hours of counseling experience are expected for completion during this course. 160 actual clock hours of counseling experience for completion of the course, combining fieldwork hours from CSL6829 and CSL6855

A complete participation in the school calendar year offers a wider range of exposure to the four facets of the Texas Guidance Plan; guidance curriculum, response services, individual planning, and system support.

PREREQUISITE: Successful completion of CSL6855.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

• Applying chosen counseling theory to school students.
• Conceptualizing cases of school counseling in academic and behavioral situations.
• Applying advocacy and social justice principles to school counseling culture.
• Presenting school counseling interview portfolio.
• Identifying mental health and social service referral resources for school community.
• Evaluating ethical and legal standards within the school culture.
• Demonstrating understanding of diverse cultures in the school community.
• Incorporating peer supervision principles for consultation interaction.
• Identifying professional organizations that support the school counselor.
• Researching and presenting current topic(s) in school counseling.
• Identifying the differences in counseling, psychotherapy, and crisis counseling.
• Identifying school protocol for suicidal ideation and threats of violence.
• Participating in cohort supervision group.
• Demonstrating management of comprehensive school counseling program.
• Demonstrating successful counseling theory application.
• Demonstrating collaborative skills with school community stakeholders for student success.

TEA School Counselor Competencies

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs. The certified school counselor must
• Develop processes and procedures for planning, designing, implementing, and evaluating The Texas Model for Comprehensive School Counseling Programs
• provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in The Texas Model for Comprehensive School Counseling Programs
• consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students
• coordinate resources, referrals, and follow-up procedures for students within the school and community
• demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process
• use multiple sets of information and data to make decisions about students, programs, and services
• use counseling-related research techniques and evidence-based practices to address student needs
• advocate for a comprehensive school counseling program that is responsive to all students
• facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information
• maintain proficiency in counseling and campus-related technology
• use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on The Texas Model for Comprehensive School Counseling Programs that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:
• collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social and emotional areas
• facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information
• use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change
• implement effective referral procedures to facilitate the use of special programs and services
• act as a consultant to help learners achieve success inside and outside of school
• advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle
• create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program
• establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists)
• increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers
• provide school-wide professional development and parent workshops throughout the school year
• support participation in fair-share responsibilities versus non-counseling related duties
• know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program
• develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities

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• facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment
• take a positive, strength-based approach that builds on commonalities versus differences in all learners
• understand how environment and behavior may impact or influence individual learners
• ensure equitable access to programs and services for all students
• acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services
• increase students' awareness and include their voices regarding educational and individualized plans
• ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians

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• facilitate parent/guardian involvement in their children's education
• develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning
• work effectively as a team member to promote positive change for individuals, groups, and the school community
• take a positive, strength-based approach that verbalizes commonalities versus differences in all learners
• effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor
• facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:
• use reflection, self-assessment, and interactions with colleagues to promote personal professional development
• use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
• engage in ongoing professional development to improve the school guidance and counseling program
• engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners

RGS6035 - THEORY & APPLICATION OF RESEARCH METHODS

The course presents the issues relevant to the understanding and application of research methods in the study of human behavior and organizational variables. Aspects of conducting research, methodologies for research, and studying and preparing a research project are covered.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:
• Describing and discussing the research process and the scientific method.
• Selecting procedures to locate unsolved research problems in given areas of interest.
• Listing and describing the components of a sound research plan.
• Writing hypotheses and research questions that relate to a given research problem.
• Identifying aspects of a research situation that involve ethical questions or principles.
• Conducting a review of the research literature on a given topic.
• Identifying sections of research reports and aspects of research design that indicate possible bias or contamination.
• Describing, discussing, and using appropriate sampling procedures.
• Defining and illustrating the types of validity and reliability and their influence on the research process.
• Identifying and discussing the major methods of research.
• Applying procedures and guidelines for constructing questionnaires.
• Critically evaluating possible threats to the internal and external validity of a research project.
• Creating commonly used experimental designs, including specifications for random assignment, formulation of experimental and control groups, and use of pretests and posttests.
• Writing a document that employs correct grammar, mechanics, and diction; follows APA format for research reports; and achieves the intended purpose of the document.
• Understanding the available sources of data and where they can be located.

TEA School Counselor Competencies

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs. The certified school counselor must
• use counseling-related research techniques and evidence-based practices to address student needs

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must
• apply research-based practice to improve the school guidance and counseling program
References for School Counseling Supervision Handbooks


