Niagara University
College of Education

Department of School Counseling

Master's Program Handbook
2024-2025

MASTER OF SCIENCE IN EDUCATION (M.S. Ed) DEGREE AND CERTIFICATE OF ADVANCED STUDY (CAS) PROGRAM IN SCHOOL COUNSELING

https://www.niagara.edu/school-counseling

EDUCATION THAT MAKES A DIFFERENCE.

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INTRODUCTION

Welcome to Niagara University's School Counseling Program. Students' time in the program will be both rewarding and intense. This handbook was developed to serve as a resource and provide guidelines for students successfully completing and navigating the program. Information within the handbook is relevant to all phases of the school counseling program, including graduation requirements; therefore, the handbook should be kept as a resource during the entire program.

The policies set forth within this document are predicated on the assumption that students in a professional school counseling training program should assume the professional dispositions expected of them in the profession to which they aspire. This includes thinking critically, being empathic, responsible, and autonomous, having a sustained commitment to strive toward multicultural competence, and establishing solid working relationships with peers, professors, and people with whom students will be working with as an emerging professional school counselor. It also involves students being aware of the ethical and professional implications of their behavior. To further enhance such professional dispositions, students are expected to critically interrogate their current and previous beliefs, attitudes, and behavior and strengthen their intra – and-interpersonal functioning and systemic understanding of today's society.

The task of the faculty is to provide and facilitate a foundational knowledge and skills-base necessary for emerging school counselors to succeed as emerging professionals. While faculty have a responsibility to co-develop and facilitate a quality and optimal learning environment for students, students are also responsible and expected to be the principal actor in their education, and ultimately, their success.

Section 1: School Counseling Program Mission and Orientation

Program Mission Statement

The mission of the Niagara University school counseling program is to develop skilled, ethical school counselors who advocate for positive change by learning, leading, and serving students, families, schools, and communities, especially those who have been historically marginalized. Graduates of the school counseling program will be able to facilitate the academic, career, and personal/social development and achievement of *all* pK-12 students.

Program Values

Vincentian Tradition of Niagara University
We are inspired to serve all members of society, especially those living in poverty and oppression, in local communities and in the larger world.

Constructivist Practice
We consider the experiences, values, and multiple identities of the students we serve as the foundation from which to facilitate learning, development, and wellness.

Evidence-based Best Practice
We implement practices and strategies drawn from the best available research and data on the school counseling profession.

Reflective Practice
We promote self-assessment, peer-assessment, and critical examination of the efficacy of one's own practice as essential for the continuous improvement of school counselors.

Professional Commitment and Responsibility
We demonstrate dedication and accountability to the vocation of school counseling through professional, passionate, lawful and ethical behaviors.

Professional Relationships
We maintain high expectations for ourselves, our colleagues, and those we serve, while respecting diversities of background, experience, opinion and perspective; and working collaboratively to support one another.

Program Objectives

Niagara University's school counseling program prepares graduates who - through commitment, excellence, and Vincentian tradition - will have a positive and sustained impact in their respective school communities, and particularly pK-12 students from underserved and underrepresented populations. Throughout their program of study, school counseling candidates will develop knowledge, skills, and dispositions in each of the New York State Core Counseling Areas which are as follows:

Foundations in professional school counseling, including understanding the history and purpose/philosophy of, and the laws, policies, and regulations governing school counseling. School counselors engage in continuous professional growth and development, advocate for appropriate school counselor identity and roles, and adhere to ethical practices.

Career development and college readiness, including use of a variety of research-based school counseling approaches to provide services to meet the career needs of all students.

Supportive school climate and collaborative work with school, family and community, including collaborating with colleagues, families, and community members to cultivate an inclusive, nurturing, and physically safe learning environment for students, staff, and families.

Equity, advocacy and diversity in programming and in support of students, including understanding cultural contexts in a multicultural society, demonstrating fairness, equity and sensitivity to every student, and advocating for equitable access to instructional programs and activities.

Child growth, development, and student learning, including using knowledge of child development, individual differences, learning barriers, and pedagogy to contribute to and support student learning.

Group and individual counseling theories and techniques, including the use of a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, personal, social, and career needs of all students.

Best practices for the profession and in school counseling programming, including assessing, developing, implementing, leading, and evaluating a data-driven school counseling program that is comprehensive, utilizes best practices and advances the mission of the school; and

Research and program development, including the use of research and evaluation in advancing the school counseling program, its components and the profession.

Accreditation

College of Education
The Niagara University College of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). NCATE is the dominant accreditation for colleges of education. While NCATE does not accredit counseling programs, NCATE requires that all programs (including counseling) meet a higher standard of education and training. Niagara University's College of Education has been NCATE accredited since 1986. For more information on NCATE, go to their web-site at www.ncate.org.
In fall 2007, the College of Education moved into a new, state of the art, high tech building on the NU campus.

Program Accreditation
The Niagara University's School Counseling program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Niagara University is also nationally accredited by the Middle States Association of Colleges and Schools, one of the seven regional accreditations recognized by the U.S. Department of Education and the College of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Professional Identity and Affiliation

Our program emphasizes the importance of developing and having a strong professional identity denoted by involvement in local, state/regional, and national organizations. Engagement in relevant organizations can intentionally position our students and faculty in a manner that is most conducive to cultivating positive change in their respective communities, and further enhancing the knowledge, skills, and actions pertinent to societal growth. Organizations relevant to program affiliates are listed below:

Websites
- American College Counseling Association (ACCA): http://collegecounseling.org
- American Counseling Association (ACA): https://www.counseling.org
- Association for Humanistic Counseling (AHC): https://www.humanisticcounseling.org
- Association for Multicultural Counseling & Development (AMCD): https://www.multiculturalcounselingdevelopment.org
- American Mental Health Counseling Association (AMHCA): https://www.amhca.org/home
- American School Counselor Association (ASCA): https://www.schoolcounselor.org
- Bureau of Labor Statistics Occupational Outlook for School Counselors (OOH). https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm
- Counselors for Social Justice (CSJ): https://www.counseling-csj.org
- Council for Accreditation of Counseling and Related Educational Programs (CACREP): https://www.cacrep.org
- Council for the Accreditation of Educator Preparation: https://caepnet.org
- National Board for Certified Counselors, Inc. (NBCC): https://www.nbcc.org
- New York State School Counselor Association (NYSSCA): https://nyssca.org
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE): https://saigecounseling.org
- The Education Trust, The National Center for transforming School Counseling (TSC): https://edtrust.org

The Education Trust, National Center for Transforming School Counseling (TSC)
The Education Trust was established in 1990 by the American Association for Higher Education as a special project to encourage colleges and universities to support K-12 reform efforts. The mission is to work for high academic achievement of all students at all levels, pre-kindergarten through college, and forever closing the achievement gaps that separate low-income students and

students of color from other youth. The basic tenet of the Education Trust is that "All children will learn at high levels when they are taught to high levels."

In June 2003, The Education Trust and MetLife Foundation established the National Center for Transforming School Counseling (NSTSC). The NCTSC is a nation-wide network of organizations, state departments of education, school counselor professional associations, institutions of higher education and school districts currently involved in the transforming school counseling initiative. Through the center, the networked sites form a community of influence to transform the field of school counseling into a force for promoting standards-based education reform.

In January 2005 Niagara University's College of Education and the Department of Educational Leadership and Counseling officially became a part of the network of the National Center for Transforming School Counseling. The National Center for Transforming School Counseling believes school counselors have a critical role to play in helping schools meet the needs of all students, especially those underserved in the past. The National Center for Transforming School Counseling is focused on preparing school counselors to become change agents focusing on eliminating the barriers that hinder student achievement. The graduating school counselors will be prepared to meet the expectations of their new roles in schools by developing skills in counseling, consultation, leadership, collaboration, advocacy, teaming, and uses of data. As a Vincentian University, the mission statement of Niagara University states that it "seeks to inspire its students to serve all members of society, especially the poor and oppressed, in local communities and in the larger world." The University has a long and distinguished history of supporting groups and activities which promote social justice. Intrinsic to the University's mission is the God-given dignity of every person. This is in perfect harmony with the mission of the Initiative for Transforming School Counseling. By placing our capable graduate students in high needs schools, there are opportunities for them to face challenges related to poverty and achievement. These experiences will enable them to develop problem-solving strategies to meet the needs of all students.

Scholarly Journals
School counseling graduate students often must-read articles in professional journals when they are writing APA style research papers and preparing portfolios. Students are encouraged to utilize professional association journals published by the American Counseling Association (ACA), the American Mental Health Counselors' Association (AHMCA) and those of the American School Counselor Association (ASCA). There are numerous journals that can be accessed through at the NU library, and students can access others through EBSCOHOST. A list of prominent journals in the field follows:
- *Professional School Counseling*
- *Journal of Counseling & Development*
- *Journal of Mental Health Counseling*
- *Journal of School-Based Counseling and Policy*
- *Journal of School Counseling*
- *Counselor Education and Supervision*
- *Journal of College Counseling*
- *The Career Development Quarterly*

- *The Family Journal*
- *The Journal of Multicultural Development*
- *Measurement and Evaluation in Counseling and Development*

Relevant Faculty and Staff

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Section II: Programmatic Policies, Procedures, and Practices

Admission Criteria and Process

In our admissions process, we consider a multitude of factors of a candidate's application materials and background because we believe that successful professional school counselors need to be intra- and interpersonally skilled, adequately prepared for academic coursework, aligned with the expectations and values of our program, and demonstrate professionalism. Therefore, candidates' undergraduate academic performance, previous and relevant professional experience, statement of intent, letters of recommendation, and intra-and interpersonal components showcases in the interview are all considered in our admission decision process.

Commitment to Student Recruiting and Retaining

Our program is committed to recruiting and retaining students from diverse backgrounds who are representative of our communities and have unique talents to serve underrepresented and underserved populations. To this end, our program recognize the importance of and/or are committed to the following:

- Using local community networks to recruit students who represent diverse backgrounds.
- Identifying and employing strategies to make the completion of graduate study more affordable, accessible, and attainable.
- Shared and mutual responsibility of both students and faculty to maintain regular contact (e.g., meeting at least once during the academic semester).

Full-time or Part-time Status

It is Niagara University's policy that A graduate student is considered full-time when they are enrolled in 9 credit hours or more; 6 credit hours and under is considered part-time status. If a graduate student only takes one course in the Summer, they are not eligible for Financial Aid. Students need to take 6 credit hours to be eligible for Financial Aid any semester. Typically, the graduate school loan is divided three ways between Summer, Fall and Spring.

4+2 Undergraduate Program to School Counseling Program

Niagara University has a new State Education Department approved program that provides undergraduate majors of junior or senior standing (with a minimum 3.0 GPA) the opportunity to complete year one of the school program during their undergraduate study. This program allows students to complete a portion of their graduate coursework during their junior or senior year of undergraduate study. Graduate Counseling courses are eligible to satisfy both baccalaureate and master's degree program requirements.

Program Orientation

The Department of School Counseling facilitates a Program Orientation during the week before coursework begins in the Fall semester for all recently matriculated master's students. Attendance is mandatory, while the intent of the Orientation is to provide a conceptual framework of the program expectations and guidelines, build initial relationships between faculty and students, and address logistical and programmatic issues and questions.

General Program Requirements

Students must maintain a B average (3.00) or above to remain in the program. Students must also demonstrate they are ethical students and practitioners. Ethical professional practice is defined as counseling in accord with the ethical codes and standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Ethical practice as a graduate student at NU includes but is not limited to students not plagiarizing academic work or engaging in any other dishonest or unethical academic conduct. See the Niagara University Graduate Catalog or the NU web-site at https://www.niagara.edu/academicintegrity/ for additional information.

Statement of Due Process

Admission to the graduate programs in School Counseling *does not* guarantee completion of the program. Successful completion of the master's degree in School Counseling reflects the following:

1. Completion of 48 graduate credit hours in good academic standing (3.00 GPA).
2. Regular class attendance, as specified in the corresponding course syllabi
3. Demonstrating professional ethical standards as established by the American Counseling Association (ACA), American School Counselor Association (ASCA) and affiliate organizations.
4. Satisfactory performance in the counseling practicum.
5. Satisfactory performance in the two semesters of internship.
6. Successful results on the mid-program evaluation.
7. Successful completion of the Content Specialty Test – School Counselor
8. Maintain expected knowledge, skills, and *dispositions* outlined in the conceptual framework of the College of Education.
9. In addition to the knowledge, skills, and dispositions specified through coursework, each candidate will be evaluated on the specified dispositions by faculty and school site supervisors. Students will be provided with feedback to assist with their progress. **Dispositions** are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001; CACREP, 2016; NASP Standards for Professional Practice, 2004).The dispositions that are expected of Niagara University school counseling candidates in the university classroom and in the schools can be found in Appendix A.

Candidates may be dismissed from the academic program by majority vote of the full-time counseling faculty as a result of sub-standard academic performance, unethical or illegal behavior in the classroom or on the practicum/internship setting (as set forth by the ACA Code of Ethics and the ASCA Ethical Standards). In the event that a candidate in the counseling program appears to be at risk for dismissal or is struggling with the academic, social or ethical demands of the program, the following steps provide due process:

1. The first step is for the counseling faculty to review the student's progress. Then, if necessary, the faculty advisor will meet with the student to review concerns.
2. If the first step has not resolved the issue or issues, the second step is for the faculty to develop a professional development plan outlining needed areas of improvement.
3. If the student's professional development plan fails to correct the identified concerns, the student is dismissed from the program.
4. Any student dismissed from the program may appeal to the Dean of the College of Education for reinstatement.

Program Curriculum

Core Curriculum Requirements (48-Credit Hours)
- EDU 595 Introduction to Educational Research
- EDU 651 Introduction to Counseling Techniques
- EDU 652 Multicultural Counseling
- EDU 653 Foundations and Ethics of School Counseling
- EDU 654 Counseling Theory and Practice
- EDU 655 Lifespan Development and Behavior

- EDU 657 Assessment in Counseling
- EDU 658 Counseling Process
- EDU 662 Organization and Administration of the School Counseling Program
- EDU 664 Career Counseling and Planning
- EDU 668 Family Counseling
- EDU 669 Group Theory and Application
- EDU 674 Consultation in Counseling
- EDU 676 School Counseling Practicum (100 hours)
- EDU 677 School Counseling Internship I (300 hours)
- EDU 678 Advanced Internship (300 hours)

Certificate of Advanced Study Course Requirements (12-Credit Hours)
Required Courses:
- EDU 668 Couples & Family Counseling
- EDU 672 Substance Abuse and Addictions Counseling

Possible Elective Options (Students must select two):
- ABA 778 Nature of Autism: Theory and Practice
- EDU 565 Assessment of Students with Exceptionalities
- EDU 659 Mental Health and Wellness
- CRJ 585 Victimization

Course Descriptions

EDU 595 C: Introduction to Educational Research
This course is designed to introduce graduate students to the principles of research in education. Students will become effective consumers of educational research by analyzing the literature in a particular area of study and synthesizing the results into material that can be applied to diverse educational settings. Students will also develop practical research skills that they might use to assist them in their own professional development. Pre-service teachers and practitioners enrolled in this course will complete a field-based research project pertaining to their area of study.

EDU 651: Introduction to Counseling
This course explores the basic counseling process, including developing active listening skills, building rapport and facilitating client awareness. The course will also examine the settings in which a professional counselor can practice, such as schools, community and mental health agencies, career counseling centers, rehabilitation programs, and addiction programs. Professional roles, ethical standards and professional credentialing will be introduced in this course.

EDU 652: Multicultural Counseling
This course is designed to illuminate the relationship between culture and the counseling process. Multiple aspects of diversity, including the culture of distinct groups, socioeconomic diversity, and diversity in sexual orientation, among others, will be discussed. Through inquiry into the influence that culture exerts on ones' personal identity and psychological functioning in mainstream society, exploration of the cultural and social worldviews of various population groups, including those of the counselor, will be a central focus of the course. The student will

evaluate his/her own personal biases in relationship to their work with various populations via exploration of the psychological, sociological, and political challenges facing diverse groups.

EDU 653: Foundations and Ethics in School Counseling
This course is designed to provide school counseling graduate students with an introduction to the history of the professional school counselor. The expectations of various stakeholders (students, parents, administrators, and teachers) will be explored in relationship to the 21st century role of a school counselor. The importance of implementing comprehensive, standards-based accountable school counseling programs will be stressed. An emphasis is placed on the American School Counselor Association (ASCA) Ethical Standards.

EDU 654: Counseling Theory and Practice
This course will examine the various theoretical perspectives and techniques in the field of counseling. Through application of various counseling theories to the analysis of case studies and personal growth challenges, the student will begin to develop a personal style of counseling.

EDU 655 Lifespan Development & Behavior
Lifespan Development and Behavior provides examines the theories of development from psychology, biology, sociology and cultural anthropology. Emphasis is placed on understanding how healthy and abnormal behavior develops. Through learning about the developmental milestones and crises in the human experience, the counselor will develop skills to plan effective intervention strategies.

EDU 658: Advanced Counseling Techniques
Prerequisite: EDU 651, EDU 654
This course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses. Focus will be on developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing the client(s).

EDU 662 Organization and Administration of the School Counseling Program
Prerequisite: EDU 653, EDU 676, EDU 654, EDU 651
This course focuses on the knowledge, skills and dispositions necessary to apply the American School Counselor Association (ASCA) Model for the development and implementation of comprehensive school counseling programs. Students will compare and contrast the New York State School Counseling model with the ASCA model. Accountability and data-driven decision-making strategies will be emphasized.

EDU 664 Career Counseling and Planning
This course critically examines the factors involved in career development including intellectual ability, career aptitudes, career interests, personality inventories, and environmental influences. The value of theories of career development and what theories can be used to understand career development are also stressed.

EDU 668 Couples & Family Counseling
Prerequisite: EDU 651, EDU 658, EDU 654
The theoretical perspectives guiding counselors will be examined. Exploration of personal family dynamics through the use of different theories will facilitate the student's awareness of various family system models. Beginning skills in family intervention will be developed through role-playing, small interaction groups and case studies.

EDU 669: Group Counseling
Prerequisite: EDU 651, EDU 654, EDU 658
This course examines the various counseling theories applicable to group counseling. Through an experimental mode of learning, the student will develop beginning skills for facilitating groups and in planning intervention strategies.

EDU 672: Substance Abuse & Addictions Counseling
Examination of the psychological, sociological, and biological reasons for addictions will lead to understanding the models for treating addictions. One focus of the course is on recognizing physical, behavioral, emotional, social and spiritual symptoms of chemical dependence and other addictions. Another focus is on learning the counseling and treatment methods commonly used in treating the chemically dependent and addicted.

EDU 674 Consultation in Counseling
This three-credit course examines models of consultation to be used by school counselors in dealing with students, parents, teachers, administrators, social workers, psychologists, and other educators and personnel within schools and the community. Students will develop effective consultation skills through case study analysis, role playing and/or practical experiences in schools.

EDU 676: School Counseling Practicum
Prerequisites: EDU 651, EDU 653, EDU 654
This course serves as the first 100 hours of a total 700-hour required practicum and internship of school-based experience in school counseling activities. Under the supervision of a certified, qualified school counselor, the student will be actively involved in many aspects of the school counseling program. This course is mandatory and will precede EDU 677 School Counseling Internship I and EDU 678 Advanced Internship. On-campus seminars will be held for the purpose of providing required group supervision while students are engaged in their school-based experience.

EDU 677: School Counseling Internship I
Prerequisites: EDU 651, EDU 653, EDU 654, EDU 658, EDU 676
This course serves as the first 300 hours of a total 600-hour required internship of school-based experience in school counseling activities. Under the supervision of a certified, qualified school counselor, the student will be actively involved in all aspects of the school counseling program. This course is mandatory and will precede EDU 678 School Counseling Internship II. On campus seminars will be held for the purpose of providing required group supervision while students are engaged in their school-based experience.

EDU 678 Advanced Internship
Prerequisites: EDU 651, EDU 653, EDU 654, EDU 658, EDU 676, EDU 677
This course serves as the second 300 hours of a total 600-hour required internship of school-based experience in school counseling activities. Under the supervision of a certified, qualified school counselor, the student will be actively involved in all aspects of the school counseling program. This course is mandatory. On campus seminars will be held for the purpose of providing required group supervision while students are engaged in their school-based experience.

EDU 803 Counseling and Behavior Therapy with Children
This seminar/lab course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses and to refine the skills and knowledge base specific to counseling children

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Practicum and Internships

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Graduate students enrolled in the School Counseling program are required to complete 700 clock hours, which is spread across three semesters. The first field experience is Practicum, which requires a minimum of 100 clock hours, with 40 hours of direct student contact. Practicum students meet in a classroom format on a weekly basis.

After successfully completing EDU 676 School Counseling Practicum, per NYS requirements, students must complete 600 hours of internship (300 hours at the K-8 level; 300 hours at 9-12 level). First, students will enroll in EDU 677 School Counseling Internship 1, which requires a minimum of 300 clock hours (with 120 hours of direct student contact), in addition to a weekly classroom experience.

Upon completing EDU 677 School Internship I, the student enrolls in EDU 678 Advanced Internship, which requires a minimum of 300 clock hours (with 120 hours of direct student contact), in addition to a weekly classroom experience.

Practicum and internship placements are assigned by Field Placement Coordinator. Site supervisors must be professionally certified as school counselors and have tenure in the district. A contract will be signed between Niagara University and any site providing an internship position (See Appendix B for EDU 676 or appendix C for EDU 677/678). Students will be evaluated in their performance in both practicum and their internship experiences (Appendix D).

Students are required to keep a log of hours at their sites, which will be signed by both their on-site supervisor(s) and the Field Placement Coordinator.

Student Liability Insurance
Students are strongly encouraged though not required to obtain liability insurance. Information on student insurance rates can be found on the following web-sites:
- American Counseling Association (ACA): www.counseling.org (Insurance included with membership)
- American School Counselor Association (ASCA): www.schoolcounselor.org (Insurance included with membership)

Course Sequence

The course sequence pathways outlined below are recommended for full- or part-time students matriculated into the school counseling program as of 2023.

24 & 36 months; full- and part-time; 48 and 60 credits

60 Credit-Hours	48 Credit-Hours	
24-Month Course Sequence for Full-time Students	**24-Month Course Sequence for Full-time Students**	**36-Month Course Sequence for Part-time Students**
Fall First Year • EDU 536C Human Learning, Development and Motivation • EDU 651 Introduction to Counseling • EDU 653C Foundations and Ethics in School Counseling • EDU 654 Counseling Theory and Practice **Spring First Year** • EDU 539C Characteristics of Students w/ Exceptional Needs • EDU 658 Advanced Counseling Techniques • EDU 664 Career Counseling and Planning • EDU 676 School Counseling Practicum **Summer First Year** • EDU 668 Couples & Family Counseling • EDU 803 Counseling and Behavior Therapy for Children **Fall Second Year** • EDU 662 Organization & Admin. of the S.C. Program • EDU 595C Education Research and Statistics • EDU 677 School Counseling Internship I • EDU 672 Substance Abuse and Addictions Counseling **Spring Second Year**	**Fall First Year** • EDU 536C Human Learning, Development and Motivation • EDU 651 Introduction to Counseling • EDU 653C Foundations and Ethics in School Counseling • EDU 654 Counseling Theory and Practice **Spring First Year** • EDU 539C Characteristics of Students w/ Exceptional Needs • EDU 658 Advanced Counseling Techniques • EDU 664 Career Counseling and Planning • EDU 676 School Counseling Practicum **Fall Second Year** • EDU 662 Organization & Admin. of the S.C. Program • EDU 595C Education Research and Statistics • EDU 677 School Counseling Internship I • EDU 803 Counseling and Behavior Therapy for Children **Spring Second Year** • EDU 652 Multicultural Counseling • EDU 678 Advanced Internship • EDU 674 Consultation in Counseling	**Fall First Year** • EDU 653C Foundations and Ethics in School Counseling • EDU 651 Introduction to Counseling **Spring First Year** • EDU 539C Characteristics of Students w/ Exceptional Needs • EDU 664 Career Counseling and Planning **Summer First Year** • EDU 652 Multicultural Counseling • EDU 595C Education Research and Statistics **Fall Second Year** • EDU 536C Human Learning, Development and Motivation • EDU 654 Counseling Theory and Practice **Spring Second Year** • EDU 658 Advanced Counseling Techniques • EDU 676 School Counseling Practicum **Summer Second Year** • EDU 669 Group Counseling • EDU 803 Counseling and Behavior Therapy for Children **Fall Third Year**

• EDU 652 Multicultural Counseling • EDU 678 School Counseling Internship II • EDU 674 Consultation in Counseling • EDU 669 Group Counseling** **Summer Second Year** ABA 778: Nature of Autism: Theory and Practice EDU 659: Mental Health and Wellness	• EDU 669 Group Counseling **School Counseling Certificate of Advanced Studies (CAS) 12 credit hours** **Required Courses** • EDU 668 Couples & Family Counseling • EDU 672 Substance Abuse and Addictions Counseling **Possible Elective Options (Select two of the courses below):** • ABA 778 Nature of Autism: Theory and Practice • EDU 565 Assessment of Students with Exceptionalities • EDU 659 Mental Health and Wellness • CRJ 585 Victimization *additional options with advisor approval	• EDU 662 Organization & Admin. of the S.C. Program • EDU 677 School Counseling Internship I **Spring Third Year** • EDU 678 School Counseling Internship II • EDU 674 Consultation in Counseling **School Counseling Certificate of Advanced Studies (CAS) 12 credit hours** **Required Courses** • EDU 668 Couples & Family Counseling • EDU 672 Substance Abuse and Addictions Counseling **Possible Elective Options (Select two of the courses below):** • ABA 778 Nature of Autism: Theory and Practice • EDU 565 Assessment of Students with Exceptionalities • EDU 659 Mental Health and Wellness • CRJ 585 Victimization *additional options with advisor approval

Note: Electives MUST be preapproved by the School Counseling Program Coordinator.

Section III: School Counseling, NYS, and Graduation Requirements

What is a Professional School Counselor?

The ASCA designates that "school counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program" (ASCA, 2023, p.1). Additionally, to be qualified as a school counselor, an individual must (a) hold, at minimum a master's degree in school counseling; (b) meet the state certification/licensure standards; (c) fulfill continuing education requirements; (d) uphold ASCA ethical and professional standards. More information about school counseling can be accessed on the ASCA's website.

According to the U.S. Bureau of Labor Statistics (n.d.):

- The median pay for School and Career Counselors and Advisors was $60,510 or $29.09 per hour.
- The number of jobs in 2021 was 336,000, with about 32,000 openings projected each year, and a job outlook from 2021-31 growing 10% (faster than average).

In What Settings Do School Counselors work?
School Counselors typically work at the elementary, middle, and high school levels and often in public and private schools.

What additional settings and career areas do graduates of School Counseling Programs work?

- Directors of school counseling
- Career, student support, and admissions counselors
- School-based counselors
- Doctoral study in counselor education and supervision

Certification/Licensure as a School Counselor

Initial Certification for School Counselors in NYS
All graduates are eligible for Initial Certification in New York State following the completion of the following:

- Completion of the 48 graduate credit hour program
- Institution Recommendation – School Counselor
  - This refers to an online statement from Niagara University. Through the statement, the institution recommends a candidate for certification. Students should contact the certification officer at Niagara University, Danielle Jackson (djackson@niagara.edu), to ensure the recommendation has been entered. The certification officer, Danielle, should also supply qualified candidates with a Student Application Information Sheet with information required to complete the online application

- Content Specialty Test (CST) – School Counselor
  - The Content Specialty Test is a component of the New York State Teacher Certification Examinations (NYSTCE). Offered in specific subjects, the CST typically consists of multiple-choice questions and a written assignment. The CSTs in Languages other than English and Music include taped listening and/or speaking components and a written assignment. The purpose of the test is to assess knowledge and skills in the subject of the certificate sought. For more information about the New York State Teacher Certification Examinations, including online test registration, study guides, testing schedules, and more, go to the NYSTCE website

- Workshop – Child Abuse Identification
  - http://www.nysmandatedreporter.org/TrainingCourses.aspx (free)

- For detailed information go to: http://www.highered.nysed.gov/tcert/certificate/ca.html
- Workshop – Dignity for All Students Act (DASA)
    - For detailed information go to: http://www.highered.nysed.gov/tcert/certificate/dasa.html
- Workshop – School Violence Intervention and Prevention
    - https://www.violenceworkshop.com ($25; Access Code: College)
    - For detailed information go to: http://www.highered.nysed.gov/tcert/certificate/save.html
- Fingerprint Clearance
    - Detailed information regarding the fingerprinting process can be found on the Office of School Personnel Review and Accountability (OSPRA) Web site: http://www.highered.nysed.gov/tsei/ospra/.

Professional Certification for School Counselors in NYS
Individuals are qualified to apply for professional school counselor certification after completion of the following:
- All requirements associated with initial certification
- 12 additional semester hours of graduate school counselor coursework – Niagara University offers the Certificate of Advanced Study (CAS) which meets this requirement
- Three years of school counseling experience in New York State public or non-public schools K-12, or its equivalent.

*Note:
- Students must complete the aforementioned requirements for professional certification within 5 years of obtaining Initial Certification or request an extension from New York State.

Further information about initial and professional certification requirements can be found via the NYS regulations: https://www.regents.nysed.gov/sites/regents/files/517brca14.pdf

State Certification Requirements
Further information about state certification requirements and state reciprocity can be accessed on the ASCA's website.

Graduation
Formal commencement ceremonies are held in May. Students who have completed coursework in good standing and have complete all requirements for their initial certification are eligible to attend the graduation ceremony. While attendance is optional, students are strongly encouraged to attend and celebrate this momentous occasion with classmates, faculty, family, and friends.

Endorsement for Credentialing and Employment
Students / alumni wishing to obtain letters of reference for employment, post-graduate studies, or other professional opportunities should make requests by contacting faculty via University email. Such endorsements are made at the discretion of individual faculty members.

Services and Facilities for Niagara University Graduate Students:
The following are selected services for Niagara University Graduate Students. For a comprehensive list, see the Niagara University web-site (www.niagara.edu) or the *Niagara University Graduate Catalog*.

Campus Store: **(716) 286-8370:** Students may purchase supplies & NU apparel.
Hours of Operation (Fall & Spring):
Monday through Friday: 9:00 AM – 5:00 PM
Saturday: 10:00 AM – 2:00 PM
https://niagara.bncollege.com

Counseling Services: (716) 286-8536:
Counseling Services offers free, confidential counseling to all Niagara University students.
Hours: Monday through Friday: 9:00 AM – 5:00 PM
https://www.niagara.edu/counseling/

Health Services: (716) 286-8390:
The Student Health Center provides health services six days a week. Health Services provides information for required Immunization. https://www.niagara.edu/healthcenter/

Candidate's Statement of Commitment Regarding Dispositions

NIAGARA UNIVERSITY
Department of School Counseling
College of Education
Department of School Counseling Candidate Dispositions

The following dispositions are intended for candidates in School Counseling. Candidates are introduced to the dispositions in the first program course, and sign a declaration that they have been made aware of the expected dispositions (EDU 651 Introduction to Counseling Techniques or EDU 753 Concepts and Principles of Applied Behavior Analysis). The dispositions are evaluated by program faculty in a minimum of three courses throughout the program, and in each of the program field experiences by the field-based mentor.   The program-specific assessment system details the courses and experiences in which the dispositions are assessed.

CAP Disposition 1 Critical Thinking:
The following observable behaviors demonstrate the disposition of critical thinking. The candidate:
  a) Asks questions that challenge basic assumptions.
  b) Conceptualizes, analyzes, synthesizes, and evaluates evidence.
  c) In decision-making, compares the pros and cons of available options, evidencing broad thinking beyond self-evident options.
  d) Is aware of own mental processes (heuristics, schemas, biases, etc.).

1	2	3	4	5
More than one instance of nonconformity when called upon to think critically.	At least one instance of nonconformity when called upon to think critically	No opportunity to observe critical thinking or lack thereof.	Demonstrates critical thinking when prompted to do so.	Continuously demonstrates critical thinking and encourages and supports others in doing so.

This disposition is aligned to the following professional standards-ASCA 3.1, 7.3, CACREP 2.1, NASP 1.1 and 1.9.

CAP Disposition 2 Empathy:
The following observable behaviors demonstrate the disposition of empathy. The candidate:
  a) Demonstrates an understanding of others' perspective and worldview through verbal and nonverbal communication.
  b) Demonstrates a compassionate understanding of student's/client's distress/barriers/challenges, etc.

1	2	3	4	5
More than one instance of nonconformity	At least one instance of nonconformity	No opportunity to observe	Demonstrates empathy when the context	Continuously demonstrates empathy and

when empathy was called for.	when empathy was called for.	empathy or lack thereof.	clearly calls for it.	encourages and supports others in doing so.

This disposition is aligned to the following professional standards-ASCA 1.1, 1.3, CACREP 2.5, NASP 1.6 and 1.9.

CAP Disposition 3 Autonomy:

The following observable behaviors demonstrate the disposition of autonomy. The candidate:
 a) Exercises independence in academic and work endeavors in accordance with expected developmental levels.
 b) Is self-regulated with regard to quality and pace of meeting professional obligations.
 c) Takes responsibility for personal behavior and associated outcomes.
 d) Makes rational and informed decision in accordance with laws, regulations, and professional ethics.

1	2	3	4	5
More than one instance of nonconformity when autonomy was called for.	At least one instance of nonconformity when autonomy was called for.	No opportunity to observe autonomy or lack thereof.	Demonstrates autonomy effectively when prompted/ supported.	Continuously demonstrates autonomy and supports others to be independent and self-regulated

This disposition is aligned to the following professional standards-ASCA 6.1, 6.3, 7.1, 7.2, CACREP 2.1, NASP 1.5.

CAP Disposition 4 Ethical Behavior:

The following observable behaviors demonstrate the disposition of ethical behavior. The candidate:
 a) demonstrates an understanding of the American Counseling Association Code of Ethics and adheres to its standards.
 b) adheres to the academic integrity policies of Niagara University.
 c) communicates with an appropriate supervisor should he/she witness unethical behavior during practicum or internship.
 d) models ethical and professional use of technology.

1	2	3	4	5
More than one instance of nonconformity when ethical behavior was called for.	At least one instance of nonconformity when ethical behavior was called for.	No opportunity to observe ethical behavior or lack thereof.	Demonstrates ethical behavior as required.	Continuously demonstrates ethical behavior and supports others to be ethical in their own actions

This disposition is aligned to the following professional standards-ASCA 7.1, 7.2, 7.3, CACREP 2.1 and 5.2, NASP 1.10

CAP Disposition 5 Multicultural Competency:

The following observable behaviors demonstrate the disposition of multicultural competency. The candidate:
 a) demonstrates an understanding of the complexities of diversity and multiculturalism in the counseling relationship.

b) recognizes the negative influences of oppression on mental health and well-being.
c) demonstrates an understanding of individuals in the context of their social environments.
d) demonstrates an insight and understanding of worldviews (SES, gender, sexual orientation, abilities, etc.) as related to development as a professional.

1	2	3	4	5
More than one instance of nonconformity when multicultural competencies were called for.	At least one instance of nonconformity when multicultural competencies were called for.	No opportunity to observe multicultural competency or lack thereof.	Demonstrates multicultural competencies when the context clearly calls for it.	Continuously demonstrates multicultural competencies and supports others in their multicultural competencies

This disposition is aligned to the following professional standards-ASCA 1.1, 1.3,7.3, CACREP 2.2 and 5.2, NASP 1.7 and 1.8.

CAP Disposition 6 Professionalism and Responsibility:
The following observable behaviors demonstrate the disposition of professionalism and responsibility. The candidate:
a) maintains an appropriate, professional appearance in dress and hygiene.
b) is consistently punctual and prepared.
c) is appropriately engaged and focused (e.g. no phone or other distractors)
d) responds to praise, feedback, and constructive criticism with maturity and dignity.
e) demonstrates appropriate professional communication skills and behaviors.
f) avail themselves of collaborative opportunities for client welfare.

1	2	3	4	5
More than one instance of nonconformity when professionalism and responsibility were called for.	At least one instance of nonconformity when professionalism and responsibility were called for.	No opportunity to observe professionalism and responsibility or lack thereof.	Demonstrates professionalism and responsibility when called upon to do so.	Continuously demonstrates professionalism and responsibility and supports others in their professional actions.

This disposition is aligned to the following professional standards-ASCA 6.1, 6.2, 6.3, CACREP 2.1, NASP 1.10.

NIAGARA UNIVERSITY

COLLEGE OF EDUCATION
SCHOOL COUNSELING PRACTICUM CONTRACT

This agreement is made on _____ by and between _____
                                        (Date)   (Field Site)
and Niagara University's School Counseling Program for_____.
                                                                                         (Student)
The agreement will be effective for a period from _____to _____.
                                                                                      (Dates)

Purpose: The purpose of this agreement is to provide qualified graduate students with a 100-hour practicum experience each semester (1 day/wk average) in the field of school counseling.

The University Program agrees:
1. To assign a university faculty liaison to facilitate communication between Niagara University and the site;
2. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules and practices of the site;
3. That the faculty liaison shall be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur; and
4. That the university faculty course instructor will determine the final grade in collaboration with the site supervisor.

The Practicum Site agrees:
1. To assign a practicum supervisor who has appropriate credentials, time and interest for training the practicum student;
2. To provide the student with opportunities to discuss school policies, components of the school counseling program, and professional activities observed;
3. To provide the practicum student with one hour weekly supervision;
4. To provide opportunities to engage in a variety of individual and group counseling activities under direct or indirect supervision;
5. To provide written evaluation of students based on the criteria related to specific dispositions and behavioral indicators established by the university program;
6. To provide the student with counselor responsibilities in sufficient amounts to allow an adequate evaluation of the student's level of competence in a variety of areas;

7. To provide the student with adequate work space, telephone, office supplies and staff to conduct professional activities;
8. To provide supervisory contact weekly that involves some examination of student work using audio/video tapes or live observation;
9. To not involve students in any form of billing for professional services; and
10. To provide access to school data in order to perform action research projects.

The Field Placement Student agrees:

1. To maintain an appropriate, professional appearance in dress and hygiene.
2. To be consistently punctual and prepared. (e.g., follow set schedule for days and times in week to attend the field site, as mutually agreed upon with site and university supervisor).
3. To be appropriately engaged and focused (e.g., no phone or other distractors).
4. To be responsive to feedback/constructive criticism with maturity and dignity.
5. To demonstrate appropriate professional communication skills and behaviors.
6. To avail themselves of collaborative opportunities for student-client welfare.
7. To complete and submit time logs in a timely manner.

Within the specified time frame, _____will be the primary

(School Counseling Site Supervisor)

practicum site supervisor. Tatjana Cownie is the Field Placement Coordinator with whom the

student and practicum site supervisor will primarily communicate regarding progress, problems

and performance evaluations. It is understood that at any time, communication may also involve

the University Faculty Program Advisor and /or Course Instructor.

We have reviewed the information above and agree to meet the expectations as indicated in this contract.

Practicum Site Supervisor: _____   Date: _____

Student: _____ Date: _____

Field Placement Coordinator:_____ Date:_____

Site Contact Information:
Name of School:
Address:
Supervisor:
Ph:
Email:

University Contact Information:

Tatjana Cownie, M.S., LMHC
Field Placement Coordinator
College of Education -P.O.Box 2042
Niagara University, New York 14109 - 2042
Office: (716) 286-8723
Cell: (716) 957-4433
Email: tcownie@niagara.edu

Appendix C
School Counseling Internship Contract

NIAGARA UNIVERSITY

COLLEGE OF EDUCATION
SCHOOL COUNSELING INTERNSHIP CONTRACT

This agreement is made on ____/____/____ by and between _____
                                 (Date)   (Field Site)
and Niagara University's School Counseling Program for _____.
                                                      (Student)
The agreement will be effective for a period from _____to _____.
                                                     (Dates)

Purpose: The purpose of this agreement is to provide qualified graduate students with a 300-hour internship experience each semester (three days/week average) in the field of school counseling.

The University Program agrees:
1. To assign a university faculty liaison to facilitate communication between Niagara University and the site;
2. To provide the designated site supervisor with their choice of either a stipend or partial tuition course voucher for each semester of service to the intern;
3. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules and practices of the site;
4. That the faculty liaison shall be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur; and
5. That the university faculty course instructor will determine the final grade in collaboration with the site supervisor.

The Internship Site agrees…
1. To assign an internship supervisor who has appropriate credentials, time and interest for training the internship student;
2. To provide the student with opportunities to discuss school policies, components of the school counseling program, and professional activities observed;
3. To provide the intern with one-hour weekly supervision;
4. To provide opportunities to engage in a variety of individual and group counseling activities under direct or indirect supervision;
5. To provide written evaluation of students based on the criteria related to specific dispositions and behavioral indicators established by the university program;

6. To provide the intern with counselor responsibilities in sufficient amounts to allow an adequate evaluation of the student's level of competence in a variety of areas;
7. To provide the student with adequate work space, telephone, office supplies and staff to conduct professional activities;
8. To provide supervisory contact weekly that involves some examination of student work using audio/video tapes or live observation;
9. To not involve students in any form of billing for professional services; and
10. To provide access to school data in order to perform action research projects.

The Field Placement Student agrees:

1. To maintain an appropriate, professional appearance in dress and hygiene.
2. To be consistently punctual and prepared. (e.g., follow set schedule for days and times in week to attend the field site, as mutually agreed upon with site and university supervisor).
3. To be appropriately engaged and focused (e.g., no phone or other distractors).
4. To be responsive to feedback/constructive criticism with maturity and dignity.
5. To demonstrate appropriate professional communication skills and behaviors.
6. To avail themselves of collaborative opportunities for student-client welfare.
7. To complete and submit time logs in a timely manner

Within the designated timeframe, _____ will be the primary
                                    (School Counselor Supervisor)
internship site supervisor. _Tatjana Cownie_is the Field Placement Coordinator with whom the

student and internship site supervisor will primarily communicate regarding progress, problems

and performance evaluations. At any time, communication may also involve the University

Faculty Program Advisor, Dr. and/or course instructor.

We have reviewed the information above and agree to meet the expectations as indicated in this contract.

Internship Site Supervisor: _____ Date: _____

Student: _____ Date: _____

Field Placement Coordinator:_____ Date:_____

Site Contact Information:
Name of School:
Address:
Supervisor:
Ph:
Email:

University Contact Information:
Tatjana Cownie, M.S., LMHC
Field Placement Coordinator
College of Education -P.O.Box 2042
Niagara University, New York 14109 - 2042
Office: (716) 286-8723
Cell: (716) 957-4433
Email: tcownie@niagara.edu

Appendix D
Student Performance Evaluation

(indicate) PRACTICUM ____ INTERNSHIP I____ INTERNSHIP II____

Student: _____ Supervisor: _____

School District: _____ Building: _____

Directions:
The field experiences are necessary before students seek employment as a practicing School Counselor. Ratings are intended to guide the students and the program in evaluating readiness for independent practice. Please use the following rating scale in evaluating the student on the characteristics listed below, and based on expectations commensurate with the student's current placement (practicum vs. internship).

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
Demonstrates dependability, initiative, and resourcefulness	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.
Demonstrates good judgment in challenging situations	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
Communicates and listens effectively	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.
Works well with faculty and staff	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.
Is able to relate to students	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
Accepts and responds to constructive criticism	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.
Works effectively and sensitively with diverse student populations	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.
Understands various aspects of human development including cognitive, language, social/emotional, and physical development and implements developmentally-appropriate practices	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
Understands the impact of environmental stressors and societal inequities on learning and life outcomes and uses this knowledge to support growth and learning for all students	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.
Standard 2.1 Practices strengths-based counseling to support student growth and promote equity and inclusion	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
Demonstrates relationship-building skills to support student growth and promote equity and inclusion	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.
Utilizes multiple data points to identify needs and collaboratively establish goals, including: *Student Interviews	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Utilizes multiple data points to identify needs and	Lacks the ability to perform this skill, task, or role	Demonstrates limited ability to perform this skill,	Demonstrates the ability to perform this skill, task, or role consistently	Demonstrates the ability to consistently perform this skill, tasks, or	The student intern has not had a chance to

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
collaboratively establish goals, including: *Direct Observation	Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	demonstrate this skill or task
Utilizes multiple data points to identify needs and collaboratively establish goals, including: *Educational Records	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Utilizes multiple data points to identify needs and collaboratively establish goals, including: *Consultation with parents / families	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Utilizes multiple data points to identify needs and collaboratively establish goals, including: *Consultation	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level	The student intern has not had a chance to demonstrate this skill or task

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
with faculty / staff	Is not prepared to perform this skill, task, or role in the school setting	concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	
Utilizes multiple data points to identify needs and collaboratively establish goals, including: *Test results	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Demonstrates skill in research-based counseling and instruction practices to promote academic achievement, college/career readiness, and social/emotional development, including: *Individual Counseling	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Demonstrates skill in research-based counseling and instruction practices to promote academic achievement, college/career readiness, and social/emotional	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task,	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to	The student intern has not had a chance to demonstrate this skill or task

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
development, including: *Group Counseling	or role in the school setting	Is occasionally prepared to perform this skill, task, or role	Is regularly prepared to perform this skill, task, or role in the school setting	perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	
Demonstrates skill in research-based counseling and instruction practices to promote academic achievement, college/career readiness, and social/emotional development, including: *Classroom Instruction	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Demonstrates digital literacy and appropriate use of technology for the following purposes: *Tracking student progress	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Demonstrates digital literacy and appropriate use of technology for the following purposes: *Communicating effectively with stakeholders	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role	The student intern has not had a chance to demonstrate this skill or task

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
		this skill, task, or role	this skill, task, or role in the school setting	Is consistently prepared to perform this skill, task, or role in the school setting	
Demonstrates digital literacy and appropriate use of technology for the following purposes: *Analyzing data	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Demonstrates digital literacy and appropriate use of technology for the following purposes: *Assessing student outcomes	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Plans, organizes, and implements a variety of instructional strategies as part of a comprehensive school counseling program to improve preK-12 student attitudes, knowledge, and skills	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or	The student intern has not had a chance to demonstrate this skill or task

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
				role in the school setting	
Plans, organizes, and implements a variety of counseling strategies as part of a comprehensive school counseling program to improve preK-12 student attitudes, knowledge, and skills	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Aligns knowledge of students with disabilities, as identified by IDEIA and Section 504 of the Rehabilitation Act, with appropriate classroom, building, and district level supports	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Collaborates effectively with stakeholders to create learning environments that promote equity, and support success and well-being for every student, including: *Families	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or	The student intern has not had a chance to demonstrate this skill or task

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
				role in the school setting	
Collaborates effectively with stakeholders to create learning environments that promote equity, and support success and well-being for every student, including: *Teachers and support personnel	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Collaborates effectively with stakeholders to create learning environments that promote equity, and support success and well-being for every student, including: *Administrators	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Collaborates effectively with stakeholders to create learning environments that promote equity, and support success and well-being for every student, including: *Community partners	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or	The student intern has not had a chance to demonstrate this skill or task

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
				role in the school setting	
Accesses school and community resources to make appropriate referrals based on student needs	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Demonstrates pedagogical skills including: *Culturally responsive classroom management	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Demonstrates pedagogical skills including: *Lesson planning	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or	The student intern has not had a chance to demonstrate this skill or task

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
				role in the school setting	
Demonstrates pedagogical skills including: *Personalized instruction	Lacks the ability to perform this skill, task, or role

Shows minimal understanding of the concepts that underlie this skill, task, or role

Is not prepared to perform this skill, task, or role in the school setting | Demonstrates limited ability to perform this skill, task, or role consistently

Shows some understanding of the concepts needed to perform this skill, task, or role

Is occasionally prepared to perform this skill, task, or role | Demonstrates the ability to perform this skill, task, or role consistently

Shows an understanding of the concepts needed to perform this skill, task, or role

Is regularly prepared to perform this skill, task, or role in the school setting | Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level

Shows a strong understanding of the concepts needed to perform this skill, task, or role

Is consistently prepared to perform this skill, task, or role in the school setting | The student intern has not had a chance to demonstrate this skill or task |
| Works effectively with the mentor school counselor in using data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create program goals and action plans aligned with school | Lacks the ability to perform this skill, task, or role

Shows minimal understanding of the concepts that underlie this skill, task, or role

Is not prepared to perform this skill, task, or role in the school setting | Demonstrates limited ability to perform this skill, task, or role consistently

Shows some understanding of the concepts needed to perform this skill, task, or role

Is occasionally prepared to perform this skill, task, or role | Demonstrates the ability to perform this skill, task, or role consistently

Shows an understanding of the concepts needed to perform this skill, task, or role

Is regularly prepared to perform this skill, task, or role in the school setting | Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level

Shows a strong understanding of the concepts needed to perform this skill, task, or role

Is consistently prepared to perform this skill, task, or role in the school setting | The student intern has not had a chance to demonstrate this skill or task |
| Works effectively with the mentor school counselor in using process, perception, and outcome data, program and needs assessments, and other tools to monitor and refine school counseling programs | Lacks the ability to perform this skill, task, or role

Shows minimal understanding of the concepts that underlie this skill, task, or role

Is not prepared to perform this skill, task, or role in the school setting | Demonstrates limited ability to perform this skill, task, or role consistently

Shows some understanding of the concepts needed to perform this skill, task, or role

Is occasionally prepared to perform this skill, task, or role | Demonstrates the ability to perform this skill, task, or role consistently

Shows an understanding of the concepts needed to perform this skill, task, or role

Is regularly prepared to perform this skill, task, or role in the school setting | Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level

Shows a strong understanding of the concepts needed to perform this skill, task, or role

Is consistently prepared to perform this skill, task, or | The student intern has not had a chance to demonstrate this skill or task |

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
				role in the school setting	
Works effectively with the mentor school counselor in using school-wide data to promote systemic change within the school so every student is prepared for post-secondary success	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Understands the role of the school counselor and works within the scope of practice to support growth and learning for all students by overall delivery of the comprehensive school counseling program, providing education, prevention, interv...	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Demonstrates leadership, advocacy, and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or	The student intern has not had a chance to demonstrate this skill or task

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
				role in the school setting	
Engages in local, state, and/or national professional growth and development opportunities and demonstrates an emerging professional identity as a school counselor	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Engages in professional behavior that reflects ASCA Standards for School Counselors and relevant federal and state laws and district policies	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	The student intern has not had a chance to demonstrate this skill or task
Seeks consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
				role in the school setting	
Maintains confidentiality of children and families through securely storing student records and only discussing student information with appropriate stakeholders in the child's live.	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.
Maintains appropriate records and documentation in accordance with state and federal laws (i.e. abides by state and federal timelines, utilizes up-to-date forms).	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or role in the school setting	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.
Demonstrates understanding of issues of racial, ethnic, and cultural diversity by developing, implementing, and evaluating counseling sessions and interventions that are culturally relevant and appropriate to the students and families being served.	Lacks the ability to perform this skill, task, or role Shows minimal understanding of the concepts that underlie this skill, task, or role Is not prepared to perform this skill, task, or role in the school setting	Demonstrates limited ability to perform this skill, task, or role consistently Shows some understanding of the concepts needed to perform this skill, task, or role Is occasionally prepared to perform this skill, task, or role	Demonstrates the ability to perform this skill, task, or role consistently Shows an understanding of the concepts needed to perform this skill, task, or role Is regularly prepared to perform this skill, task, or role in the school setting	Demonstrates the ability to consistently perform this skill, tasks, or role at a higher-than-expected level Shows a strong understanding of the concepts needed to perform this skill, task, or role Is consistently prepared to perform this skill, task, or	Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.

Criterion	Unacceptable (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observable (n/a)
				role in the school setting	