WILMINGTON UNIVERSITY  
COLLEGE OF EDUCATION  
BASIC COURSE INFORMATION

FACULTY MEMBER:  
TERM:  

COURSE NUMBER:  MEC 8000 - Supervised Elementary Internship I  
and  
MEC 8002 - Supervised Secondary Internship I  

OFFICE HOURS OR METHOD OF CONTACT:  

College of Education Program Attributes  
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven (8) and ensuring that programs promote the effective use of technology.

Prerequisites for all supervised practicum/internship:  
1. MED 6102 Task Stream account  
2. Degree candidate with 3.0 GPA  
3. Completion of the following Foundation Courses (Level I):  
   MEC 6401  MEC 6402  MEC 6607  
   MEC 6501  MEC 7203  MEC 7701  
4. Completion of following Skill Development Courses (Level II):  
   MEC 7202  MEC 7500  
5. Completed prior to OR concurrent with Supervised Clinical Courses:  
   MEC 7501  
   MEC 7502  
6. Completion and submission of the Clinical Application online through Task Stream  
7. Completion of Praxis I  
8. Criminal Background Check/FBI clearance/ Child abuse clearance  

Delaware elementary certification – grades 1-6, Middle grades 5-8  
Delaware secondary certification- grades 9-12, Middle grades 5-8  
(NOTE: those candidates seeking Middle School – must declare Elementary or Secondary level)

Syllabus is sole property of Wilmington University  
College of Education  
Master of Education in Elementary and Secondary School Counseling
I. COURSE DESCRIPTION:
This practicum course will give counselor candidates an opportunity for counseling skill development and to demonstrate competence as counselors while participating in a clinical experience. Candidates and the University will mutually arrange a placement with a state certified school counselor in a school district where they will engage in a variety of counseling activities.

During the 15 week semester, 6 credit hours, the Wilmington University graduate candidate will demonstrate program and graduation competencies by engaging and being evaluated on the following activities:

1. Individual Counseling
2. Small Group Counseling
3. Classroom Guidance Lessons (including classroom management techniques)
4. Career and College Readiness awareness and advising
5. Academic Advising
6. Crisis Intervention
7. Creation and implementation of a Closing-the-Gap Action Plan
8. Special education IDEA regulations/IEP/504 Plan
9. Participation on a school committee
10. Consultation with appropriate school staff and student families
11. Technology/ Data Management/E-School system
12. Effective Teaching Research Paper (Internship I)
13. Professional Perspective Paper (Internship I)
14. Attend Clinical Student Orientation and four clinical seminars

II. COMPETENCY

Delaware/National Standards for Students

Academic Development

1. Standard A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

2. Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

3. Standard C Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

4. Standard A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

5. Standard B Students will employ strategies to achieve future career goals with success and satisfaction.

6. Standard C Students will understand the relationship between personal qualities, education, training, and the world of work.
Personal /Social Development

7. **Standard A**  Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

8. **Standard B**  Students will make decisions, set goals and take necessary action to achieve goals.

9. **Standard C**  Student will understand safety and survival skills.

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**Program Competencies, Knowledge and Performance**

1. Develop an understanding of human behavior and child development in order to address the cognitive, personal, social, and career needs of children and adolescents.

2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.

3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.

4. Examine and demonstrate a thorough understanding of established and emerging counseling theories to create a foundation for effective counseling with a diverse population.

5. Develop the knowledge, skills, techniques, and confidence in individual, group counseling, and classroom guidance needed to act as a leader and advocate to assist children and adolescents with their development, learning, achievement, and decision making tasks.

6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.

7. Acquire an understanding of family and marital systems, as well as the consultation process, needed to work with parents, teachers, administrators, and the community to achieve common goals for the education of children.

8. Develop the knowledge and expertise needed to provide youth with career development information. In addition, know how to locate information and resources which will facilitate academic, social-personal, and career decision making.

9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counselor Association.

10. Access and use information effectively, efficiently, and appropriately and use technology to effectively locate and communicate information. In addition, evaluate the quality of resources and content.
Graduation Competencies

It is intended that students will have an advanced level of applicable knowledge in the following areas as appropriate to one’s field of study:

1. **Oral Communication**
   1.1 Speak with confidence, clarity, and conciseness.
   1.2 Research, prepare, and deliver professional presentation.

2. **Written Communication**
   2.1 Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
   2.2 Utilize appropriate APA format for scholarly writings.

3. **Disciplined Inquiry**
   3.1 Utilize quantitative, qualitative and scientific reasoning to solve problems.
   3.2 Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
   3.3 Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

4. **Information Literacy**
   4.1 Access and use information effectively, efficiently, and appropriately.
   4.2 Evaluate the quality of sources and content.
   4.3 Use technology to effectively locate and communicate information

5. **Ethics**
   5.1 Demonstrate knowledge and application of prescribed ethical codes

III. **COMPETENCY BASED INSTRUCTION**

| GRADUATION COMP: | 3. Disciplined Inquiry:
|                 | 3.1. Utilize quantitative, qualitative and scientific reasoning to solve problems
|                 | 3.3 Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

| PROGRAM COMP: | 2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student.
|              | Develop the skills to design, implement, and evaluate this program.
|              | 3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.
|              | 5. Develop the knowledge, skills, techniques, and confidence in individual, group counseling, and classroom guidance needed to act as a leader and advocate to assist children and adolescents with their development, learning, achievement, and decision making tasks.
|              | 9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counselor Association.
|              | 10. Access and use information effectively, efficiently, and appropriately and use technology to effectively locate and communicate information. In addition, evaluate the quality of resources and content.

| NATIONAL/DELAWARE STANDARDS: | ACADEMIC DOMAIN
|                             | 1. A. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span
|                             | PERSONAL/SOCIAL DOMAIN
|                             | 7. A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
|                             | 8. B. Students will make decisions, set goals and take necessary action to achieve goals

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*College of Education*

*Master of Education in Elementary and Secondary School Counseling*
IV. MAJOR INSTRUCTIONAL GOALS

The goal of this course is to prepare and motivate the novice educator to qualify for and assume the professional position of the school counselor while acquiring an understanding of the roles and responsibilities of all school team members in the educational environment. Clinical course work in the Master of Education in Elementary and Secondary School Counseling addresses the needs of diverse school populations facing rapid social, economic, and technical changes. Practical application in the counseling and educational environment is balanced through detailed consideration of philosophy, ethics, theories, best practices, and application for the professional school counselor and educator. All academic activities are directed toward enabling the participants to acquire the skills and attitudes needed to understanding the roles and responsibilities of all school team members as well as the professional school counselor. Academic assignments are structured in order to provide the candidate counselor with the opportunity to integrate knowledge, skills, techniques, and professional attributes to become effective and successful practitioners in diverse multicultural environments. Recognizing that the Internship I candidate is a novice when working in the school environment, the clinical experience is designed to prepare candidates to become professional school counselors while gaining practical and relevant experience in the educational environment.

V. INTERNSHIP ACTIVITIES

A. Individual counseling, group counseling and classroom guidance sessions

<table>
<thead>
<tr>
<th>Program Comp:</th>
<th>5. Develop the knowledge, skills, techniques, and the confidence in individual and group counseling and classroom guidance needed to act as a leader and advocate to assist children and adolescents with developmental, learning, achievement, and decision-making.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL/DELAWARE STANDARDS:</td>
<td>ACADEMIC DOMAIN  1. A. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. PERSONAL/SOCIAL DOMAIN  7. A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.  8. B. Students will make decisions, set goals and take necessary action to achieve goals.</td>
</tr>
</tbody>
</table>

**LEARNING ACTIVITY:** Group/Individual Counseling and Classroom guidance evaluations demonstrate knowledge, skills, and techniques of an effective counselor. Counselor candidate will write a reflection of performance after each activity to be discussed with CFS as a tool for skill development ([CECRAM activity; see Scoring Rubric](#))

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### B. Counselor Candidate Roles and Responsibilities (2 papers)

<table>
<thead>
<tr>
<th><strong>GRADUATION COMP:</strong></th>
<th><strong>3. Disciplined Inquiry</strong></th>
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</thead>
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<td>3.1 Utilize quantitative, qualitative and scientific reasoning to solve problems.</td>
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<td></td>
<td>3.2 Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.</td>
</tr>
<tr>
<td></td>
<td>3.3 Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.</td>
</tr>
</tbody>
</table>

| **PROGRAM COMP:** | 2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equality to every student. |
|                  | 9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counselor Association. |
|                  | 10. Access and use information effectively, efficiently, and appropriately and use technology to effectively locate and communicate information. In addition, evaluate the quality of resources and content. |

1. **LEARNING ACTIVITY: Professional Perspective Paper** — the purpose of the internship is for the counselor candidate to be inculturized in the educational environment and to understand the interworking of the various team members within the educational system. To that end, the counselor candidate is to conduct an assessment of the placement site and answer four essay questions. *(see Assignment Description attached)*

2. **LEARNING ACTIVITY: Effective Teaching Paper**

   The counselor candidate will write a 10-15 page paper with resources from professional academic journals (citations required) focused on learning styles, teaching style, best practices in classroom management and the school counselor’s role in supporting classroom dynamics and academic achievement. Paper is to align with an ASCA Student Standard. At the site school, counselor candidates are encouraged to observe their cooperating counselor or a classroom teacher delivering a classroom lesson. The following will be discussed in a written narrative adhering to APA formatting guidelines:

   - **Part 1: Student Learning Styles**
     - a. Identification of various learning styles
     - b. Impact of learning styles in classroom dynamics
     - c. Description of how student behavior, attitudes and aptitudes impact learning and achievement

   - **Part 2: Teaching Styles**
     - a. Identification of various teaching styles/methodologies
     - b. Best practices and descriptions of effective teaching strategies
     - c. Depiction of professional learning community (PLC) or other collaborative methods used by teaching staff to maximize student learning

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Part 3: School Counselors Role
a. Discuss how the school counselor applies knowledge of student learning styles and teaching styles when providing academic advisement to students and families
b. Define ways an effective school counselor assists students struggling with academic or classroom environment concerns
c. Describe how the unique role of the school counselor impacts student success and assists with closing the achievement gap

(CECRAM activity; see Scoring Rubric)

C. Seminars
In addition to the counseling experience of the practicum/internship, all candidates are required to attend four group seminar sessions and the initial Clinical Student Orientation. Four sessions will be scheduled with your Clinical Faculty Supervisor.

The purposes of the sessions are:
1. To become oriented to the experiences of the practicum/internship. This includes an opportunity to raise questions about your experience and share with your fellow candidates any ideas or concerns you may have.
2. To keep University faculty informed as to the positive and negative experiences candidates are encountering at their clinical setting.
3. To give the clinical faculty supervisor an opportunity to update candidates regarding any changes or developments in the program.
4. To provide an opportunity for our candidates to share their research and learning activity projects with one another in a small group format.
5. To facilitate the development of Clinical semester assignments to include the creation of a resume to be used in seeking a professional school counselor position.
6. To participate in lessons to develop leadership, advocacy, collaboration and other pertinent school counseling skills. Additional reading may be assigned to include an examination of literature on various school counseling trends and issues.

ATTENDANCE AT THE SESSIONS IS REQUIRED FOR CONTINUATION IN THE DEGREE PROGRAM

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College of Education
Master of Education in Elementary and Secondary School Counseling
VI. TESTING PROCEDURES/CANDIDATE EVALUATION:
A. Course Requirements

The following criteria are used to determine the final evaluation.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Max Points</th>
<th>Points earned</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars (required clinical paperwork)</td>
<td>100</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Cooperating Counselor Evaluation</td>
<td>100</td>
<td></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>University Supervisor Evaluations</td>
<td>100</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Professional Perspective Paper</td>
<td>100</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Effective Teaching Research Paper</td>
<td>100</td>
<td></td>
<td>25%</td>
<td></td>
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</tbody>
</table>

**Final Grade:**

Wilmington University Grading Scale

<table>
<thead>
<tr>
<th>GRADE</th>
<th>NUMERICAL EQUIVALENT</th>
<th>QUALITY POINTS</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.0</td>
<td>Excellent. The candidate has demonstrated a quality of work and accomplishments far beyond the normal requirements and shows originality of thought and mastery of material.</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>3.33</td>
<td>Good. The candidate’s achievement exceeds satisfactory accomplishments, showing a clear indication of initiative, comprehension of material, and ability to work with concepts.</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>2.33</td>
<td>Lowest Passing Grade. The candidate’s accomplishments, while passing in most courses, are deficient. Minimum requirements have been met but without distinction.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Less than 74</td>
<td>0.00</td>
<td>Failure</td>
</tr>
<tr>
<td>FA</td>
<td></td>
<td>0.00</td>
<td>Failure Due to Absences. The candidate has excessive unexcused absences and did not withdraw.</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>0.00</td>
<td>Incomplete. Extension granted to complete course. Failure to complete course work within 60 days of the end of course results in a final grade of “F” unless an extension is granted.</td>
</tr>
</tbody>
</table>

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VII. ATTENDANCE SEMINAR POLICY:

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

Students who are absent for the first two sessions of a course will be administratively dropped (removed) from the course roster. Being administratively dropped from a course may have unintended consequences on a student's financial aid and/or standing with the University. Students should also be familiar with the "First Semester Suspension" policy found under the heading: Probation, Suspension and Academic Standing. (See www.wilmu.edu for more information)

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

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.
**WILMINGTON UNIVERSITY**  
**COLLEGE OF EDUCATION/ MEC PROGRAM**  
**GROUP/INDIVIDUAL COUNSELING AND CLASSROOM GUIDANCE**  
**SCORING RUBRIC IIA REVISION 7/2013**  
**COURSE:** MEC 8000, 8002  
**TITLE:** Internship I

**PROGRAM COMP:**  
5. Develop the knowledge, skills, techniques, and the confidence in group and individual counseling and classroom guidance needed to act as a leader and advocate to assist children and adolescents with developmental, learning, achievement, and decision-making.  
9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counselor Association.

**NATIONAL/DELAWARE**  
Academic Domain, Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
Personal/Social Domain, Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others  
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

**STANDARDS:**  
1. Rationale, Data and Purpose of Group Intervention (GROUP EVALUATION)  
The candidate did not satisfactorily address and discuss any of the following case elements: (1) data indicating group topic (2) intervention purpose (3) clearly defined goals (4) identify measurable objectives (5) expected outcomes  
The candidate was able to marginally address and discuss two of the following case elements: (1) data indicating group topic (2) intervention purpose (3) clearly defined goals (4) identify measurable objectives (5) expected outcomes  
The candidate was able to satisfactorily address and discuss three of the following case elements: (1) data indicating group topic (2) intervention purpose (3) clearly defined goals (4) identify measurable objectives (5) expected outcomes.

**LEARNING ACTIVITY:** Group and Individual Counseling and classroom lesson evaluations that demonstrate knowledge, skills, techniques of an effective counselor.

**REFLECTIVE NARRATIVE / SELF-ASSESSMENT:**  
1. Reflect on the areas of strength in meeting group/individual counseling and classroom guidance competencies.  
2. Reflect on the areas needing further development in group/individual counseling and classroom guidance. What is the plan for development?

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 POINT</th>
<th>EMERGING 2 POINTS</th>
<th>BASIC 3 POINTS</th>
<th>PROFICIENT 4 POINTS</th>
<th>DISTINGUISHED 5 POINTS</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rationale, Data and Purpose of Group Intervention (GROUP EVALUATION)</td>
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<td>The candidate was able to marginally address and discuss two of the following case elements: (1) data indicating group topic (2) intervention purpose (3) clearly defined goals (4) identify measurable objectives (5) expected outcomes</td>
<td>The candidate was able to satisfactorily address and discuss three of the following case elements: (1) data indicating group topic (2) intervention purpose (3) clearly defined goals (4) identify measurable objectives (5) expected outcomes</td>
<td>The candidate was able to comprehensively address and discuss all five of the following case elements: (1) data indicating group topic (2) intervention purpose (3) clearly defined goals (4) identify measurable objectives (5) expected outcomes</td>
<td>X 2= (score)</td>
<td></td>
</tr>
</tbody>
</table>
### 2. Group Intervention Structure and Planning (GROUP EVALUATION)

<table>
<thead>
<tr>
<th>The student demonstrates an unsatisfactory level of competence in the ability to appropriately plan for group by including only one of the following elements (1) group leader, (2) number and selection of group members, (3) time frame and location (4) plans for those not selected (5) closed or open group membership</th>
<th>The student demonstrates an emerging level of competence in the ability to appropriately plan for group by including two of the following elements (1) group leader, (2) number and selection of group members, (3) time frame and location (4) plans for those not selected (5) closed or open group membership</th>
<th>The student demonstrates a basic level of competence in the ability to appropriately plan for group by including three of the following elements (1) group leader, (2) number and selection of group members, (3) time frame and location (4) plans for those not selected (5) closed or open group membership</th>
<th>The student demonstrates a proficient level of competence in the ability to appropriately plan for group by including four of the following elements (1) group leader, (2) number and selection of group members, (3) time frame and location (4) plans for those not selected (5) closed or open group membership</th>
<th>The student demonstrates a distinguished level of competence in the ability to appropriately plan for group by including all five of the following elements (1) group leader, (2) number and selection of group members, (3) time frame and location (4) plans for those not selected (5) closed or open group membership</th>
</tr>
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<tbody>
<tr>
<td>X 2= (score)</td>
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</table>

### 3. Group Process Characteristics of Stages (GROUP EVALUATION)

<table>
<thead>
<tr>
<th>The student demonstrates a unsatisfactory level of understanding by describing the dynamics of the group process by discusses only one of the following: (1) stages of group, (2) potential issues that may develop, (3) identify problem behavior (4) situations as learning experiences, (5) post group follow up</th>
<th>The student demonstrates an emerging level of understanding by describing the dynamics of the group process by discusses two of the following: (1) stages of group, (2) potential issues that may develop, (3) identify problem behavior (4) situations as learning experiences, (5) post group follow up</th>
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### 4. Session Structure Opening (INDIVIDUAL EVALUATION)

<table>
<thead>
<tr>
<th>The candidate counselor did not demonstrate skills in opening of a session. The candidate did not include the following points of information: (1) a greeting, information on role responsibilities of (2) counselor and (3) counselee, (4) confidentiality, and (5) time frame</th>
<th>The candidate counselor demonstrated minimal skill level in opening of a session that included two of the following points of information: (1) a greeting, information on role responsibilities of (2) counselor and (3) counselee, (4) confidentiality, and (5) time frame</th>
<th>The candidate counselor demonstrated moderate skill level in opening of a session that included three of the following points of information: (1) a greeting, information on role responsibilities of (2) counselor and (3) counselee, (4) confidentiality, and (5) time frame</th>
<th>The candidate counselor demonstrated high skill level in opening of a session that included four of the following points of information: (1) a greeting, information on role responsibilities of (2) counselor and (3) counselee, (4) confidentiality, and (5) time frame</th>
<th>The candidate counselor demonstrated superior skill level in the opening of a session that included all of the following five points of information: (1) a greeting, information on role responsibilities of (2) counselor and (3) counselee, (4) confidentiality, and (5) time frame</th>
</tr>
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<tbody>
<tr>
<td>X 2= (score)</td>
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</table>

### 5. Counseling Exploration Responses (INDIVIDUAL EVALUATION)

<table>
<thead>
<tr>
<th>The candidate counselor did not demonstrate skills in exploration responses. The student did not demonstrate the following: (1) techniques (1) exploration, (2) responses: (3) attending skills, (4) reflective listening, (5) probing and questioning were age and issue appropriate.</th>
<th>The candidate counselor demonstrated minimal level of accuracy in the following two techniques (1) exploration, (2) responses, (3) attending skills, (4) reflective listening,(5) probing and questioning that were age and issue appropriate.</th>
<th>The candidate counselor demonstrated moderate level of accuracy in the following three techniques (1) exploration, (2) responses, (3) attending skills, (4) reflective listening,(5) probing and questioning that were age and issue appropriate.</th>
<th>The candidate counselor demonstrated high level of accuracy in the following four techniques (1) exploration, (2) responses, (3) attending skills, (4) reflective listening,(5) probing and questioning that were age and issue appropriate.</th>
<th>The candidate counselor demonstrated superior level of accuracy in the following five techniques (1) exploration, (2) responses, (3) attending skills, (4) reflective listening,(5) probing and questioning that were age and issue appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X 2= (score)</td>
<td>X 2= (score)</td>
<td>X 2= (score)</td>
<td>X 2= (score)</td>
<td>X 2= (score)</td>
</tr>
</tbody>
</table>

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*College of Education*
*Professional Partners*
*Creating Environments for Learning*
### 6. Counseling Session (INDIVIDUAL EVALUATION)

<table>
<thead>
<tr>
<th>The candidate counselor did not demonstrate ending a session that included age appropriate components: (1) Summarization of session, (2) Review plan, (3) Termination if appropriate, (4) Evaluation of session(s).</th>
<th>The candidate counselor demonstrated minimal level in ending a session skills that included one age appropriate components: (1) Summarization of session, (2) Review plan, (3) Termination if appropriate, (4) Evaluation of session(s).</th>
<th>The candidate counselor demonstrated moderate level in ending a session skills that included two age appropriate components: (1) Summarization of session, (2) Review plan, (3) Termination if appropriate, (4) Evaluation of session(s).</th>
<th>The candidate counselor demonstrated high level in ending a session skills that included three age appropriate components: (1) Summarization of session, (2) Review plan, (3) Termination if appropriate, (4) Evaluation of session(s).</th>
<th>The candidate counselor demonstrated superior level in ending a session skills that included four age appropriate components: (1) Summarization of session, (2) Review plan, (3) Termination if appropriate, (4) Evaluation of session(s).</th>
</tr>
</thead>
</table>

### 7. Rationale, Data and Purpose of Classroom Lesson (CLASSROOM EVALUATION)

<table>
<thead>
<tr>
<th>The candidate did not satisfactorily address and discuss any of the following teaching elements: (1) data indicating lesson topic (2) intervention purpose (3) clearly defined goals of lesson plan (4) identify measurable learning objectives using pre-post assessments (5) expected outcomes</th>
<th>The candidate was able to marginally address and discuss two of the following teaching elements: (1) data indicating lesson topic (2) intervention purpose (3) clearly defined goals of lesson plan (4) identify measurable learning objectives using pre-post assessments (5) expected outcomes</th>
<th>The candidate was able to satisfactorily address and discuss three of the following teaching elements: (1) data indicating lesson topic (2) intervention purpose (3) clearly defined goals of lesson plan (4) identify measurable learning objectives using pre-post assessments (5) expected outcomes</th>
<th>The candidate was able to satisfactorily address and discuss four of the following teaching elements: (1) data indicating lesson topic (2) intervention purpose (3) clearly defined goals of lesson plan (4) identify measurable learning objectives using pre-post assessments (5) expected outcomes</th>
<th>The candidate was able to comprehensively address and discuss all five of the following teaching elements: (1) data indicating lesson topic (2) intervention purpose (3) clearly defined goals of lesson plan (4) identify measurable learning objectives using pre-post assessments (5) expected outcomes</th>
</tr>
</thead>
</table>

### 8. Development of classroom lesson topic (CLASSROOM EVALUATION)

<table>
<thead>
<tr>
<th>The candidate demonstrates an unsatisfactory level of basic lesson plan writing skills by including fewer than two of the following elements: (1) using school data to create lesson objectives (2) creating age appropriate activities to enhance learning (3) aligning lesson with ASCA standard, (4) integrating current technology to facilitate student engagement (5) using relevant curriculum and materials to foster student achievement</th>
<th>The candidate demonstrates an emerging level of basic lesson plan writing skills by including two of the following elements: (1) using school data to create lesson objectives (2) creating age appropriate activities to enhance learning (3) aligning lesson with ASCA standard, (4) integrating current technology to facilitate student engagement (5) using relevant curriculum and materials to foster student achievement</th>
<th>The candidate demonstrates a basic level of basic lesson plan writing skills by including three of the following elements: (1) using school data to create lesson objectives (2) creating age appropriate activities to enhance learning (3) aligning lesson with ASCA standard, (4) integrating current technology to facilitate student engagement (5) using relevant curriculum and materials to foster student achievement</th>
<th>The candidate demonstrates a proficient level of basic lesson plan writing skills by including four of the following elements: (1) using school data to create lesson objectives (2) creating age appropriate activities to enhance learning (3) aligning lesson with ASCA standard, (4) integrating current technology to facilitate student engagement (5) using relevant curriculum and materials to foster student achievement</th>
<th>The candidate demonstrates a distinguished level of basic lesson plan writing skills by including all five of the following elements: (1) using school data to create lesson objectives (2) creating age appropriate activities to enhance learning (3) aligning lesson with ASCA standard, (4) integrating current technology to facilitate student engagement (5) using relevant curriculum and materials to foster student achievement</th>
</tr>
</thead>
</table>

### 9. Instructional Strategies and Classroom Management (CLASSROOM EVALUATION)

<table>
<thead>
<tr>
<th>The candidate demonstrates an unsatisfactory level of basic classroom lesson delivery skills by including fewer than two of the following elements: (1) creating a climate for learning (2) facilitating student engagement (3) using varied activities to allow for physical movement in the classroom, (4) using positive classroom discipline strategies</th>
<th>The candidate demonstrates an emerging level of basic classroom lesson delivery skills by including two of the following elements: (1) creating a climate for learning (2) facilitating student engagement (3) using varied activities to allow for physical movement in the classroom, (4) using positive classroom discipline strategies</th>
<th>The candidate demonstrates a basic level of basic counseling skills by including all five of the following elements: (1) creating a climate for learning (2) facilitating student engagement (3) using varied activities to allow for physical movement in the classroom, (4) using positive classroom discipline strategies (5) summarizing content and key</th>
<th>The candidate demonstrates a proficient level of basic counseling skills by including four of the following elements: (1) creating a climate for learning (2) facilitating student engagement (3) using varied activities to allow for physical movement in the classroom, (4) using positive classroom discipline strategies (5) summarizing content and key</th>
<th>The candidate demonstrates a distinguished level of basic counseling skills by including all five of the following elements: (1) creating a climate for learning (2) facilitating student engagement (3) using varied activities to allow for physical movement in the classroom, (4) using positive classroom discipline strategies (5) summarizing content and key</th>
</tr>
</thead>
</table>
### 10. Professional Demeanor and Attributes

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>The candidate presents an unsatisfactory level of professional attitudes by demonstrating fewer than three of the following: (1) appropriate self-control (2) awareness of own values and beliefs (3) ability to receive and integrate feedback, (4) exhibits self-confidence, (5) recognizes conflict resolution processes (6) ability to self-evaluate and develop plan for improvement.</td>
</tr>
<tr>
<td>Emerging</td>
<td>The candidate presents a basic level of professional attitudes by demonstrating four of the following: (1) appropriate self-control (2) awareness of own values and beliefs (3) ability to receive and integrate feedback, (4) exhibits self-confidence, (5) recognizes conflict resolution processes (6) ability to self-evaluate and develop plan for improvement.</td>
</tr>
<tr>
<td>Basic</td>
<td>The candidate presents a proficient level of professional attitudes by demonstrating five of the following: (1) appropriate self-control (2) awareness of own values and beliefs (3) ability to receive and integrate feedback, (4) exhibits self-confidence, (5) recognizes conflict resolution processes (6) ability to self-evaluate and develop plan for improvement.</td>
</tr>
<tr>
<td>Proficient</td>
<td>The candidate presents a distinguished level of professional attitudes by demonstrating all six of the following (1) appropriate self-control (2) awareness of own values and beliefs (3) ability to receive and integrate feedback, (4) exhibits self-confidence, (5) recognizes conflict resolution processes (6) ability to self-evaluate and develop plan for improvement.</td>
</tr>
</tbody>
</table>

### 11. Ethical Standards and Professional Practices

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>The candidate demonstrated an unsatisfactory level of ethical standards knowledge by demonstrating only one of the following: (1) treated students with dignity (2) comply with all laws, (3) avoided dual relationship (4) maintained confidentiality (5) acted as a student advocate.</td>
</tr>
<tr>
<td>Emerging</td>
<td>The candidate demonstrated a basic level of ethical standards knowledge by demonstrating two of the following: (1) treated students with dignity (2) comply with all laws, (3) avoided dual relationship (4) maintained confidentiality (5) acted as a student advocate.</td>
</tr>
<tr>
<td>Basic</td>
<td>The candidate demonstrated a proficient level of ethical standards knowledge by demonstrating three of the following: (1) treated students with dignity (2) comply with all laws, (3) avoided dual relationship (4) maintained confidentiality (5) acted as a student advocate.</td>
</tr>
<tr>
<td>Proficient</td>
<td>The candidate demonstrated a distinguished level of ethical standards knowledge by demonstrating all five of the following: (1) treated students with dignity (2) comply with all laws, (3) avoided dual relationship (4) maintained confidentiality (5) acted as a student advocate.</td>
</tr>
</tbody>
</table>

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*College of Education*

*Professional Partners*

*Creating Environments for Learning*
## WILMINGTON UNIVERSITY
### COLLEGE OF EDUCATION/ MEC PROGRAM
### EFFECTIVE TEACHING PAPER
### SCORING RUBRIC  REVISION 7/2013

**COURSE:** MEC 8000, 8002  
**TITLE:** Internship I

### PROGRAM COMP:
2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equality to every student.
9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counselor Association.
10. Access and use information effectively, efficiently, and appropriately and use technology to effectively locate and communicate information. In addition, evaluate the quality of resources and content.

### NATIONAL/DELAWARE
**Academic Domain, Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span

**Personal/Social Domain, Standard A:** Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others

**Standard B:** Students will make decisions, set goals and take necessary action to achieve goals

### LEARNING ACTIVITY:
The counselor candidate will write a 10-15 page paper adhering to APA guidelines with resources from professional academic journals (citations required) focused on learning styles, teaching styles, best practices in classroom management and the school counselor’s role in supporting classroom dynamics and academic achievement. At the site school, counselor candidates are encouraged to observe their cooperating counselor or a classroom teacher delivering a classroom lesson.

### Scoring Elements

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Unsatisfactory 1 Point</th>
<th>Emerging 2 Points</th>
<th>Basic 3 Points</th>
<th>Proficient 4 Points</th>
<th>Distinguished 5 Points</th>
</tr>
</thead>
</table>
| 1. Identification and explanation of Student Learning Styles | The candidate did not satisfactorily address and discuss any of the following elements: 1) comprehensive narrative (2) clearly defined explanation (3) used various resources for support (4) knowledge of current trends (5) made personal observations of learning styles. | The candidate was able to marginally address and discuss two of the following elements: 1) comprehensive narrative (2) clearly defined explanation (3) used various resources for support (4) knowledge of current trends (5) made personal observations of learning styles. | The candidate was able to satisfactorily address and discuss three of the following elements: 1) comprehensive narrative (2) clearly defined explanation (3) used various resources for support (4) knowledge of current trends (5) made personal observations of learning styles. | The candidate was able to satisfactorily address and discuss four of the following elements: 1) comprehensive narrative (2) clearly defined explanation (3) used various resources for support (4) knowledge of current trends (5) made personal observations of learning styles. | The candidate was able to comprehensively address and discuss all five of the following elements: 1) comprehensive narrative (2) clearly defined explanation (3) used various resources for support (4) knowledge of current trends (5) made personal observations of learning styles. | \( 
\begin{align*} 
& \text{Score} \\
& \text{Level} \\
& \text{X}^2 = (score) 
\end{align*} 
\)
<table>
<thead>
<tr>
<th></th>
<th>The candidate did not satisfactorily address and discuss any of the following elements:</th>
<th>The candidate was able to marginally address and discuss two of the following elements:</th>
<th>The candidate was able to satisfactorily address and discuss three of the following elements:</th>
<th>The candidate was able to satisfactorily address and discuss four of the following elements:</th>
<th>The candidate was able to satisfactorily address and discuss all five of the following elements:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1) comprehensive narrative (2) clearly defined explanation (3) used various resources for support (4) knowledge of current trends (5) made personal observations of teaching styles.</td>
<td>1) comprehensive narrative (2) clearly defined explanation (3) used various resources for support (4) knowledge of current trends (5) made personal observations of teaching styles.</td>
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<td>1) comprehensive narrative (2) clearly defined explanation (3) used various resources for support (4) knowledge of current trends (5) made personal observations of teaching styles.</td>
</tr>
<tr>
<td></td>
<td>The candidate presented an unsatisfactory level of information literacy by including fewer than three of the following elements: (1) various resource materials (2) appropriate selection of resources (3) reflects major trends, (4) concepts relate to topic, (5) citations are accurate (6) assessment tools reviewed on the topic are evaluated for reliability and validity.</td>
<td>The candidate presented an emerging level of information literacy by including three of the following elements: (1) various resource materials (2) appropriate selection of resources (3) reflects major trends, (4) concepts relate to topic, (5) citations are accurate (6) assessment tools reviewed on the topic are evaluated for reliability and validity.</td>
<td>The candidate presented a basic level of information literacy by including four of the following elements: (1) various resource materials (2) appropriate selection of resources (3) reflects major trends, (4) concepts relate to topic, (5) citations are accurate (6) assessment tools reviewed on the topic are evaluated for reliability and validity.</td>
<td>The candidate presented a proficient level of information literacy by including five of the following elements: (1) various resource materials (2) appropriate selection of resources (3) reflects major trends, (4) concepts relate to topic, (5) citations are accurate (6) assessment tools reviewed on the topic are evaluated for reliability and validity.</td>
<td>The candidate presented a distinguished level of information literacy by including all six of the following elements: (1) various resource materials (2) appropriate selection of resources (3) reflects major trends, (4) concepts relate to topic, (5) citations are accurate (6) assessment tools reviewed on the topic are evaluated for reliability and validity.</td>
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<tr>
<td></td>
<td>The candidate presented an unsatisfactory level of understanding of the school counselor role in academic achievement that included fewer than three of the following elements: (1) specific services (2) determined resources (3) determined skills needed, (4) plan for promotion (5) delivery modes (6) student follow up services.</td>
<td>The candidate presented an emerging level of understanding of the school counselor role in academic achievement that included three of the following elements: (1) specific services (2) determined resources (3) determined skills needed, (4) plan for promotion (5) delivery modes (6) student follow up services.</td>
<td>The candidate presented an basic level of understanding of the school counselor role in academic achievement that included four of the following elements: (1) specific services (2) determined resources (3) determined skills needed, (4) plan for promotion (5) delivery modes (6) student follow up services.</td>
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<td>The candidate presented an distinguished level of understanding of the school counselor role in academic achievement that included all of the following elements: (1) specific services (2) determined resources (3) determined skills needed, (4) plan for promotion (5) delivery modes (6) student follow up services.</td>
</tr>
<tr>
<td></td>
<td>Candidate unsatisfactorily described the best practices of teaching strategies and did not include the following elements: (1) impact of effective teaching strategies on target population, (2) limitations of ineffective practices, (3) suggested future implementation of strategies (4) recommendations for change to observed teaching strategies</td>
<td>Candidate marginally described the best practices of teaching strategies and included one of the following elements: (1) impact of effective teaching strategies on target population, (2) limitations of ineffective practices, (3) suggested future implementation of strategies (4) recommendations for change to observed teaching strategies</td>
<td>Candidate satisfactorily described the best practices of teaching strategies and included two of the following elements: (1) impact of effective teaching strategies on target population, (2) limitations of ineffective practices, (3) suggested future implementation of strategies (4) recommendations for change to observed teaching strategies</td>
<td>Candidate proficiently described the best practices of teaching strategies and included three of the following elements: (1) impact of effective teaching strategies on target population, (2) limitations of ineffective practices, (3) suggested future implementation of strategies (4) recommendations for change to observed teaching strategies</td>
<td>Candidate exceptionally described the best practices of teaching strategies and included all of the following elements: (1) impact of effective teaching strategies on target population, (2) limitations of ineffective practices, (3) suggested future implementation of strategies (4) recommendations for change to observed teaching strategies</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>6. Reflective Narrative (includes aligning with ASCA Standard)</th>
<th>7. Grammar/ Punctuation/ paper length (8 to 10 pages)</th>
<th>8. APA Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate narrative demonstrates an <strong>unsatisfactory</strong> level by not reflecting on the following: (1) accurate insight and understanding of intervention development and implementation process (2) powerfully organization with concrete language (3) a specific and realistic plan for future intervention development (4) alignment with ASCA Standard.</td>
<td>The candidate’s paper reflected good writing mechanics: four or more errors in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, (5) Clarity.</td>
<td>Unsatisfactory application of APA format that contained more than four errors in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) headings.</td>
</tr>
<tr>
<td>The candidate narrative demonstrates an <strong>emerging</strong> level of reflection by presenting two of the following: (1) accurate insight and understanding of intervention development and implementation process (2) powerfully organization with concrete language (3) a specific and realistic plan for future intervention development (4) alignment with ASCA Standard.</td>
<td>The candidate’s paper reflected marginal writing mechanics: four errors in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, (5) Clarity.</td>
<td>Marginal application of APA format that contained with four errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) headings.</td>
</tr>
<tr>
<td>The candidate narrative demonstrates a <strong>basic</strong> level of reflection by presenting <strong>two of</strong> the following: (1) accurate insight and understanding of intervention development and implementation process (2) powerfully organization with concrete language (3) a specific and realistic plan for future intervention development (4) alignment with ASCA Standard.</td>
<td>The candidate’s paper reflected some writing mechanics: three errors in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, (5) Clarity.</td>
<td>Satisfactory application of APA format that contained following elements with three errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) headings.</td>
</tr>
<tr>
<td>The candidate narrative demonstrates a <strong>proficient</strong> level of reflection by presenting <strong>three of</strong> the following: (1) accurate insight and understanding of intervention development and implementation process (2) powerfully organization with concrete language (3) a specific and realistic plan for future intervention development (4) alignment with ASCA Standard.</td>
<td>The candidate’s paper reflected good writing mechanics: two errors in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, (5) Clarity.</td>
<td>Good application of APA format that contained following elements with two errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) headings.</td>
</tr>
<tr>
<td>The candidate narrative demonstrates a <strong>distinguished</strong> level of reflection by presenting <strong>all of</strong> the following: (1) accurate insight and understanding of intervention development and implementation process (2) powerfully organization with concrete language (3) a specific and realistic plan for future intervention development (4) alignment with ASCA Standard.</td>
<td>The candidate’s paper reflected a high degree of mechanics: No errors in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, (5) Clarity.</td>
<td>Exceptional application of APA format that contained the following elements with no errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) headings.</td>
</tr>
</tbody>
</table>

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9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counselor Association.

10. Access and use information effectively, efficiently, and appropriately and use technology to effectively locate and communicate information. In addition, evaluate the quality of resources and content.

**National/Delaware**

**Academic Domain**

1. A. Students will acquire the attitudes, knowledge and the skills that contribute to effective learning in school and across the life span.

**Learning Activity:** The purpose of the internship I course (MEC 8000 & 8002) is for the counselor candidate to be inculturated in the educational environment and to understand the interworking of the various team members within the educational system. To that end, the counselor candidate is to conduct an assessment of the placement site and answer four essay questions.

### Building Culture/ School Environment

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>No</th>
<th>In Progress</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Beliefs of School Culture</strong></td>
<td></td>
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</tr>
<tr>
<td>a. Indicates an agreed-upon belief system about the ability of all students to achieve</td>
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<tr>
<td>b. School philosophy addresses how educational programs, including the school counseling program, meets student developmental needs</td>
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<tr>
<td>c. Addresses the school counselor’s, faculty and staff role as advocates for every student and family</td>
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<tr>
<td>d. Identifies persons to be involved in the planning, managing, delivery and evaluation of educational programs, including school counseling program activities</td>
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<tr>
<td>e. Includes how data informs educational program decisions</td>
<td></td>
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<tr>
<td>f. Includes how ethical standards guide the work of school counselors, faculty and staff</td>
<td></td>
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</tbody>
</table>
g. Hierarchy for decision making is outlined
h. Parent/family involvement is encouraged and supported

Vision Statement

a. Describes a future where school goals and strategies are being successfully achieved
b. Outlines a rich and textual picture of what success looks like and feels like
c. Is bold and inspiring
d. States best possible student outcomes
e. Is believable and achievable

Mission Statement

a. Aligns to district and state department of education mission statements
b. Written with students as the primary focus
c. Advocates for equity, access and success of every student
d. Indicates the long-range results desired for all students

Program Goals

a. Promote achievement, attendance, behavior and/or school safety
b. Are based on school/district data
c. Address schoolwide data, policies and practices to address closing-the-gap issues
d. Address academic, career and/or personal/social development

ASCA Student Standards and Other Student Standards

a. Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals
b. Standards and competencies selected from other standards (state/district, Common Core, Character Ed, etc.) align with ASCA Student Standards, program mission and goals as appropriate

OTHER:

Program Management and School Leadership Practices

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>No</th>
<th>In Progress</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leaders (principals, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Leadership listen to faculty and school counselor concerns</td>
<td></td>
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<td></td>
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<tr>
<td>b. Leadership acts upon/implements faculty and school counselor requests for change/solutions</td>
<td></td>
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</tbody>
</table>
c. Leadership manages the building and its people effectively

d. Roles and responsibilities of faculty, staff and school counselors are clearly defined

e. Staff/faculty/school counselor professional expertise is utilized appropriately to ensure school goals and initiatives are met successfully

Use-of-Time Assessment

a. School counselor time/duties are allocated/assigned appropriately to ensure student success

b. Faculty time/duties are allocated/assigned appropriately to ensure student success

c. Educational programs implemented by faculty are managed effectively to ensure student and school success

d. Identifies areas for faculty/school counselor professional development based on collaborative discussions

School Counseling program Advisory Council

a. Membership includes administrator and representatives of school and community stakeholders

b. Meets at least twice a year and maintains agenda and minutes

c. Advises on school counseling program goals, reviews program results and makes recommendations

d. Advocates and engages in public relations for the school counseling program

e. Advocates for school counseling program funding and resources

Use of Data

a. School data profile completed, tracking achievement, attendance, behavior and safety data

b. School data inform educational program goals

c. Organizes and shares data/results in a user-friendly format (e.g., charts)

OTHER:

Community Involvement

CRITERIA

Programs established to encourage community involvement to enhance student achievement

a. Relationships created with various community organizations and agencies that focus on student success

b. Evidence of school based programs such as PTA that encourage parent/family involvement

c. Evidence of school building leadership working with the school community

OTHER:
### Accountability

**CRITERIA**

<table>
<thead>
<tr>
<th>Data Tracking</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. School data profile is analyzed, and implications for results over time are considered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use-of-time assessment is analyzed and implications are considered</td>
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</table>

<table>
<thead>
<tr>
<th>Program Results</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>a. Curriculum results report is analyzed, and implications are considered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Closing-the-gap results reports are analyzed, and implications are considered</td>
<td></td>
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</tr>
<tr>
<td>c. Program results are shared with stakeholders/ Advisory Council/ School Board, etc.</td>
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</table>

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<thead>
<tr>
<th>Evaluation and Improvement</th>
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<td>a. School counselor and faculty conduct self-assessment to inform improvement and professional development</td>
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<td>b. Program goal results are analyzed, and implications considered</td>
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<td>c. Educational program assessments are used to informs areas for program improvement</td>
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**Review Session**

Date ________________

________________________________________             _______________________________________

Counselor Candidate Signature    Cooperating Counselor Signature

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Syllabus is sole property of Wilmington University

*College of Education*
*Professional Partners*
*Creating Environments for Learning*
Assessment Feedback

1. Using the findings reported in the “Building Culture/School Environment” section of the assessment; identify the strengths and areas needing to be reviewed. Narrative should be comprehensive and include school information and data. (25 points)

2. Using the findings reported in the “Building Management/School Leadership Practices” section of the assessment; identify the strengths and areas needing to be reviewed. Narrative should be comprehensive and include school information and data. (25 points)

3. Using the findings reported in the “Community Involvement” section of the assessment; identify the strengths and areas needing to be reviewed. Narrative should be comprehensive and include school information and data. (25 points)

4. Using the findings reported in the “Accountability” section of the assessment; identify the strengths and areas needing to be reviewed. Narrative should be comprehensive and include school information and data. (25 points)