SCHOOL COUNSELING PRACTICE

1. Content Pedagogical knowledge and skills - How do we do this? What is the evidence? Give one or two examples that we can write about. For example, candidates present a lesson plan to their peers, receive feedback, presents lesson, and receive feedback about the students’ learning.

Students in CE: 645 School Counseling Practice complete a Developmental Guidance Curriculum Project.

Description of the Project: This assignment combines developmental theory with classroom lesson design. Students write an 8-12 page paper. This paper summarizes the typical student in cognitive, behavioral and affective terms at each of the four following stages of development: early childhood, middle childhood, early adolescence and middle adolescence. Following each developmental summary, the student details a lesson plan that would be appropriate to that stage of development. These lesson plans are aligned with the American School Counselor Association National Standards. Then, the students thoroughly explain why each lesson plan is appropriate for the stage they have chosen. The lesson plans also include student objectives (essential knowledge, skills or awareness that are to be developed), a description of the content and activity, a plan to meet all students’ needs (accommodations, secondary and tertiary prevention) and a plan for assessment (may not necessarily be completed with the lesson plan – could be done with a later lesson). Each student delivers one lesson in class at the Elementary, Middle or Secondary level.

The instructor as well as the students in the class complete a formative assessment (see attached) for other members of the class as they deliver the lesson. Then, the student uses the same form to reflect on their teaching by writing a discussion of their strengths in the lesson planning and delivery as well as areas that they would change if planning and delivering the lesson again.

2. Pedagogical knowledge and professional skills - How do we do this? What is the evidence?

Students in practicum and internship are assessed on their professionalism through conferences with the University Supervisor, the Site Supervisor and the intern. Students also are expected to submit video or audiotapes of their work from their internship site to their University Supervisor. These tapes are viewed by the class and the instructor, so that the school counselors-in-training can get immediate constructive feedback on their work, as well as set goals for future sessions or lessons.
3. How do we know candidates demonstrate a positive impact on student learning? Please give one or two examples.

As mentioned previously, student intern progress is discussed in conferences between university and site supervisors. The focus of these discussions are twofold: 1) on the student interns’ progress, 2) on the student intern clients’ progress. In addition, interns present case conceptualizations of the students they are working with in counseling and discuss the progress of the student. The interns’ class members and instructors provide support and suggestions for future interactions with these students during this supervision process. In addition, site supervisors are expected to provide one hour per week of supervision to the interns on site to assess student growth in counseling and in classes.

4. How do candidates and other school professionals (school counselors, principals, and superintendents) have a positive impact on student learning?

This happens in a variety of ways depending on the needs of the particular school district in which our school counselors-in-training are interning. The interns try to be responsive to the needs of each school and leave something that has a lasting impact on the site. For example, one school did not have a transition program for students moving from elementary to middle school. One of our school counseling student interns researched and developed a transition program in which students completed a students concern survey before moving to middle school, which lead to curricular development for 5th and 6th grade guidance classes, as well as 5th grade conferencing with students to create individual learning plans for them for middle school. Another school counseling site supervisor shared that she was not able to run “small groups” because of other administrative responsibilities. So, the intern developed a series of counseling groups to meet student needs at that school. This intern hopes the administrator will see the positive impact the small groups has on students and distribute the administrative tasks in another way, allowing the school counselor (supervisor) to do more small group counseling.