



Capital Area Campus

# EDUCATION INTERNSHIP HANDBOOK

## **CLINICAL SCHOOL EXPERIENCES AND INTERNSHIP EXPERIENCE REQUIREMENTS**

**Florida Handbook First Version Published, March 31, 2011**

**Revised and Adapted for Capital Area Campus**

**September 3, 2015**

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**Sistema Universitario Ana G. Méndez (SUAGM) Branch Campuses**

Universidad del Este (UNE)

Universidad Metropolitana (UMET)

Universidad del Turabo (UT)

**LOCATIONS:**

Metro Orlando Campus, Florida

South Florida Campus, Florida

Tampa Bay Campus, Florida

Capital Area Campus, Maryland

Dallas Area Campus, Texas

**CAC EDUCATION INTERNSHIP HANDBOOK COLLABORATION TEAM**

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## **CAPITAL AREA CAMPUS COLLABORATION TEAM**

This handbook is the effort of a team of professionals from the Capital Area Campus who revised the original Education Internship Handbook, developed for Florida campuses, to adapt it to the rules and regulations of the states of Maryland, Virginia, and the District of Columbia. The goal is to provide students with a practical handbook that contains accurate information to facilitate their experience in the field. It is an ongoing project that requires constant revision as policies, requirements, and procedures do and will change.

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## CAPITAL AREA CAMPUS

This handbook presents the manner in which student's field clinical experiences: Level I (Junior Internship) and Level II (Senior Internship) should be conducted. Information is provided as to guide the Faculty and the students on the requirements and processes that, respectively, students need to comply with and follow in order to successfully complete their Clinical Experience and/or their Student Teacher Field Experience. Furthermore, the original handbook was adapted with written permission from the University of Central Florida's Student Teaching Handbook: *A Guide for Internship and Clinical Practice*, which was prepared by Sarah Vaughn Dottin, a coordinator affiliated with the College of Education, Office of Clinical Experiences, and Bryan Zugelder, Ed.D., Director of the Office of Clinical Experiences, along with other distinguished members ascribed to the cited office. The Sistema Universitario Ana G. Méndez (SUAGM) is honored and pleased for having the opportunity of developing its own adapted version of the Education Internship Handbook that will be used at all Florida, Maryland, and Dallas Campuses adapted to state and local requirements. It is with sincere appreciation and utmost gratitude that SUAGM wants to again acknowledge the excellent and professional opportunity that was offered to us by the University of Central Florida. It is through this opportunity that we have been able to adapt their internship handbook, forms, and documents as we strive to provide our students with the best educational internship experience possible as required by the State of Florida Department of Education, the State of Maryland Department of Education, the State of Virginia Department of Education, and the District of Columbia Office of the State Superintendent of Education.

## EDUCATION INTERNSHIP HANDBOOK

### INTRODUCTION:

#### **A Historical Overview of Sistema Universitario Ana G. Méndez**

*Sistema Universitario Ana G. Méndez (SUAGM)* is a private, not-for-profit, higher education system founded under the laws of the Commonwealth of Puerto Rico. *SUAGM* is very proud of its four-year educational system, which comprises four-member institutions: Universidad del Turabo (UT), Universidad Metropolitana (UMET), Universidad del Este (UNE), and Universidad Virtual. These institutions make *SUAGM* the second largest private university system located in the beautiful island of Puerto Rico. *SUAGM* has provided more than sixty-four years of high quality instruction to students. Its mission is to continue with a commitment towards excellence in order to provide equity and accessible alternatives for the Hispanic learner, and also to continue with a tradition of service, collaboration, and meeting community needs.

It is in this same spirit that we established the SUAGM universities in Florida starting in 2003 with the opening of Metro Orlando Campus, and some years later added the South Florida Campus, and Tampa Bay Campus. In 2012, *SUAGM* opened the Capital Area Campus in Maryland. **The undergraduate and graduate education programs at *SUAGM* are designed to be in compliance with the corresponding state Statutes and State Board of Education Rules, and *SUAGM* acknowledges that all degree requirements are subject to change based on state mandates.**

*SUAGM's* expanded *Vision 2020* has portrayed the University System as a “high-quality, people-oriented, internationally-centered learning community with advanced technology.” *SUAGM's* campuses are the “bridge” that links the University System to Hispanic adult learners,

whether they are born in the United States or Latin American countries. The *Sistema Universitario Ana G. Méndez* will always be there to meet their needs!

### Dual Language Nature of Degree Programs

Degree programs at the Metro Orlando Campus, South Florida Campus, Tampa Bay Campus, and Capital Area Campus follow a dual language approach (English/Spanish) with a 50/50 instructional format in which one week the instruction is conducted in Spanish and the following week it is conducted in English. Students who graduate from any of our US SUAGM Branch Campuses are expected to become dual language professionals who are ready to demonstrate their professional competencies confidently in their field of study and in two languages, English and Spanish.

The *Dual Language Professional Competencies* framework addresses the skills needed to become a dual language professional in the selected degree program. These skills are delineated in four main areas: *Conceptual/Cognitive*, *Language Proficiency*, *Communication Skills*, and *Interpersonal Relationships*, as the chart below shows:



## FOUR MAIN AREAS

### Conceptual/Cognitive Skills:

- Generate Innovative Creative Ideas
- Coordinate Projects
- Analyze/Interpret Data
- Use Critical Thinking for Problem Solving
- Synthesize Proactively

### Language Proficiency Skills:

- Bilingual and Biliterate in the Four Language Skills (Listening, Speaking, Reading, and Writing)
- Spelling & Grammar
- Professional Translations
  - Oral
  - Written
- Summarizes Information Accurately
- Use of Sophisticated Professional Vocabulary
- Use of Technical Professional Jargon
- Reads, Understands, and Applies Knowledge for Positive Decision Making

### Communication Skills:

- Making Coherent Presentations (Reports, Proposals)
- Support Opinions
- Express Ideas (Hypothetical & Situational)

### Interpersonal Skills:

- Team-Work
  - Collaboration
  - Trust
  - Professional Ethics
  - Excellence
  - Humble
- Interpersonal Interaction
  - Respect

The curriculum and instructional practices in the classroom must show the integration of all these skills. This will enable our second language students to increase their English language proficiency as they become more linguistically, academically, and culturally competent.

## **EDUCATION INTERNSHIP CONTACT INFORMATION**

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## THE INTERNSHIP EXPERIENCE

### General Information

Students who major in education must experience a transformative process of developing knowledge, skills, and personal attributes that prepare them for the real-world classroom experience. The *Sistema Universitario Ana G. Méndez* and its universities in Florida, Maryland, and Dallas prepare students to become teaching professionals through essential core and specialization coursework and relevant classroom learning and teaching experiences.

Throughout the two level internship process, students gain practical skills and collaborative working techniques associated with pedagogical theory learned within the classroom aligned to state and local requirements. Through classroom observation, participation in classroom and school activities, direct teaching opportunities, curricula development, and/or the observation of mentoring teachers, our adult students learn how to manage a classroom as well as how to work with a diverse population of children and youth. The Adult Student Intern is expected to use the resources and official documents found as appendices in this handbook to structure the school internship experience. The **Education Links in Appendix I** will also support the Adult Student Intern in becoming a successful practitioner of educational theory. Adult Student Interns participate in two levels of educational, professional, clinical experiences, and internship experiences as follows:

- Level I: Practicum (Clinical Experience Junior Internship)
- Level II: School Internship Experience (Senior Internship Experience)

The *Level I: Practicum (Clinical Experience Junior Internship)* component is integrated in all education program core and specialization **bachelor's and master's degree education**

**courses**, as applicable to the degree program, including the M.Ed. in Guidance and Counseling. This experience in the public school systems allows the Adult Student Intern to observe and participate in school or classroom practices, activities, mentoring, and tutoring in addition to general school procedures. The student will have accumulated **between 184 to 192 hours** of observation<sup>1</sup> and general school operation experiences before qualifying for the required *Level II: School Internship Experience* component, depending on the total core and specialization courses in the education program in which they are enrolled. Before starting their *Level II: School Internship Experience* phase, students are responsible of keeping track of their observations and completing the necessary forms and documents to submit to the facilitator and to include in the respective course portfolio as a requirement of the course.

In addition, *Level I: Practicum (Clinical Experience Junior Internship)* is designed to meet the requirements of completing an observation practicum to accommodate the unique needs of an adult student. Level I requirements **must be conducted based on placement policies established by school districts throughout the three jurisdictions: Maryland, Virginia, and the District of Columbia.** Depending on the program of study, students are required to engage in **8 hours/Course** of observation of classroom and lesson experiences, or counseling procedures and/or interventions, and could, subject to the supervising professionals' authorization, tutor and mentor students, and participate in general school operation activities as part of the core and specialization course requirements.

The Adult Student Intern must document the completion of their observations as specified in the instructional module and this Education Internship Handbook, and as required by the

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<sup>1</sup> Depending on the State or District School System, students must complete a specified number of hours of supervised observation in which they will shadow school collaborating teachers or mentors, and will meet with their facilitator to discuss methods and strategies that will facilitate their teaching or counseling experience.

facilitator for the completion of the course requirements. Adult Student Interns are required to complete the **Clinical School Experience Observation and Participation Tool Parts I and II (Appendix B)**. The Adult Student Intern's Supervising Professional at the school must sign the completed document and report. This official document must be used during the student's *Level I: Practicum Experience* component. When applicable, it is the responsibility of the Faculty facilitator to thoroughly explain to students the *corresponding state standards* required for each profession in relation to the particular program an Adult Student Intern is following. Based on these standards, the Adult Student Intern must provide the required experience report to the Internship Course Faculty facilitator as part of the evaluation process.

During the *Level I: Practicum (Clinical Experience Junior Internship)* activities and requirements, students are able to gain a great deal of information about the profession and how it is ultimately suited to their life goals as a *Dual Language Education Professional*.

On the other hand, *The Level II - School Internship Experience (Senior Internship)* is designed to provide bachelor's degree and master's degree students with high quality clinical hands-on experiences in guidance and school counseling, classroom management, team teaching, school meetings and activities, curriculum development, and direct teaching experiences, as applicable to the particular degree program the Adult Student Intern is following. The Adult Student Intern's Supervising Professional or assigned administrator for Education Leadership Students assigns the Adult Student Intern the academic responsibilities that, depending on the program of study, could range from supervising and providing orientation and counseling to K-12 students, to imparting lessons, co-teaching, and/or participating in managing the classroom and developing lesson plans or curricula. The Education Leadership student will be participating in general supervision and school administrative functions.

During the *Level II: School Internship Experience (Senior Internship)*, the Adult Student Intern participates in general supervision and school administrative functions as pertinent to his/her training, and as required by the school's administrators and supervising staff. The mentoring School Site Supervising Professional also observes the performance of their respective Adult Student Intern(s), provide professional constructive feedback, and formally evaluate the performance of the Adult Student Intern by using the **Classroom Observation Feedback Form (Appendix C)**. It is the responsibility of the Internship Faculty facilitator to meet with students and School Site Supervising Professionals to thoroughly review and explain the internship requirements as set by the school district and this handbook.

The *Level II: School Internship Experience (Senior Internship)* provides Adult Student Interns the opportunity to apply theory to school and/or classroom practice. ***This Senior School Internship Experience must be conducted based on placement policies established by the particular State and School District in agreement with SUAGM-CAC.***

### **Specific Procedures**

#### **Level I: Practicum (Clinical Experience Junior Internship)**

The Academic Director or Education Internship Coordinator will provide the Education Faculty facilitator of **bachelor's degree and master's degree** courses the Education Internship Handbook, required paper work, and school district established placement procedures that the student will need in order to visit the school to complete the *Level I: Practicum Clinical Experience (Junior Internship)* requirements. This meeting with the Faculty facilitator must occur at least three weeks before the first day of the Education course begins. Students must receive the Education Internship Handbook and all required information **at least three weeks prior to the first day of class** at the university.

The Education Internship Handbook will be available to students and Faculty in Blackboard. It is the responsibility of the Faculty facilitator to discuss all procedures stipulated in the handbook with students. *A practicum and observation experience is required for every core and specialization education course.* **The clinical practicum must be conducted based on placement policies established by States and School Districts. The Academic Director and/or Education Internship Coordinator must have very close communication with the internship district contact person and attend all required orientations scheduled by the districts.**

The Academic Director and/or the Education Internship Coordinator must ensure that students, have met the following requirements<sup>2</sup> when they begin to take the first core and specialization courses:

- 1) Obtain finger printing clearance in writing, as well as the results of a Sex Offender Registry Search as required by the corresponding school district
- 2) Obtain a health certificate from a US licensed physician (tuberculosis, etc.)
- 3) Successfully complete all general education courses
- 4) Successfully completed all language courses (English/Spanish).
- 5) Pass the required state assessments for an initial license endorsement area in the respective State and District chosen by the student to do his/her *School Clinical Experience (both Level I and Level II)*.

**NOTE: The student is required to pay special attention to any required document that may have an expiration date so the Level II: Senior Internship is not jeopardized or delayed since it will affect graduation requirements.**

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<sup>2</sup> These are requirements commonly necessary for the States of MD and VA, and for DCPS.

The Academic Director and/or the Education Internship Coordinator must clearly communicate to Adult Student Interns that the *Level I and Level II internships requirements* will be conducted in English-Only at the school site. Students must internalize the importance of using English at the professional level to successfully meet requirements for both practicum components. However, when the Adult Student Intern is placed at a school where an ESOL Program, a Bilingual Program (Spanish-English), or a Spanish Immersion Program is in place, the Adult Student Intern's practicum may be conducted in the language required by the hosting school.

To meet the requirements of this practicum component, students are required to complete the **Clinical School Experience Observation and Participation Tool Parts I and II (Appendix B)** to document the school and/or classroom observation, clinical experiences assigned, and participation in general school operation activities in which the Adult Student Intern participated. The student is required to be at the school for a minimum of **eight (8) hours** during one day. A minimum of **four (4) hours** must be dedicated to classroom observation, tutoring, mentoring, and other experiences assigned by the Teacher Supervisor. The remaining **four (4) hours** must be dedicated to participation in school activities and meetings such as RTI meetings, LEP/ELL Committee meetings, IEP meetings, parent meetings, and/or faculty meetings.

In addition to completing the **Clinical School Experience Observation and Participation Tool Parts I and II (Appendix B)**, students must write a structured, targeted report describing their observations during clinical experiences and school operational activities in which the Adult Student Intern participated in the school visits. The report must address the name of the school, district, school demographics, student population, grade level visited, lesson goal, ethnic background of students, academic levels, activities assigned, and languages spoken by the student. Students of education must also address the main core educational topics discussed in the

education course and it must be aligned to the corresponding Core Standards<sup>3</sup> addressed in the course and listed on the **Clinical School Experience Observation and Participation Tool Parts I and II**. Students must follow APA style (Version 6). **Both documents must be provided to the Education Course Faculty facilitator for approval and grading as part of the course requirements.**

### **Level II: School Internship Experience (Senior Internship)**

Eligibility requirements for the *Level II: School Internship Experience (Senior Internship)* are the same for the Bachelor of Arts in Education (B.A. Ed.) as well as the Master of Education (M.Ed.) students. Students who meet the criteria that appear below at the time of the Level II experience application will be eligible for possible admission to the internship experiences in a school district based on placement requirements set forth by the school district. The following areas are considered during the record review for the student admission process:

- 1) Students must be admitted to any of the three universities in *Sistema Universitario Ana G. Méndez*, Capital Area Campus, and enrolled in a Bachelor's or Master's Education Program and are required to demonstrate evidence of completion of all pre-requisites necessary to be admitted to the *Level II: School Internship Experience (Senior Internship)*. The internship can take place at a public school or an accredited private school.
- 2) Students must have complied with all *Level I: Practicum (Clinical Experience Junior Internship)* requirements successfully and the Academic Director or the Education Internship Coordinator must have verified evidence of completed documents for each

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<sup>3</sup> National Board for Professional Teaching Standards (<http://www.nbpts.org/national-board-standards>); International Society for Technology in Education (<http://www.iste.org/standards/ISTE-standards/standards-for-teachers>); National Council for Accreditation of Teacher Education (<http://www.ncate.org/standards/tabid/107/default.aspx>).

core and specialization course. **These completed and signed documents are placed in the students' official file.**

- 3) Students who comply with required internship criteria must file for the *Level II: School Internship Experience (Senior Internship)* within the stipulated deadline for application.
- 4) Students must receive a satisfactory rating<sup>4</sup> in the English **Pre-Internship Interview**. The Academic Director or the Education Internship Coordinator must verify the rating scale results that qualify the student.
- 5) Students must receive a “Certification of Eligibility” and Internship Approval Letter from the Academic Director or Education Internship Coordinator.
- 6) Only students who meet the following criteria will qualify to receive a *Certification of Internship Experience Eligibility* and approval letter from the Academic Director or Education Internship Coordinator:
  - Must have successfully completed all *Level I: Practicum Clinical Experience (Junior Internship)* requirements and documentation has been verified and approved.
  - Must have achieved a 2.75 GPA or above in all bachelor's degree prerequisite method/specialization courses.
  - Must have achieved a 3.0 GPA or above in all master's degree prerequisite method/specialization courses.

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<sup>4</sup> Based on the Six Traits Rubric used by SUAGM

- If required by the academic program, must have fulfilled the requirement for taking the PRAXIS I Test *prior* to applying for the senior internship eligibility. **This requirement will not be waived.**
- Students who have achieved a passing score on the PRAXIS I Test must provide written evidence of passing scores to the Registrar's Office<sup>5</sup> at the learning site.
- Before taking the PRAXIS I Test, students need to make sure that they have taken the corresponding courses for their degree program addressing the following areas: classroom management, methodology and strategies, evaluation and measurement of student learning, methodology for teaching ESOL students, common core curriculum requirements, Marzano teacher evaluation requirements, reading endorsement requirements, and general concepts dealing with linguistics in ESOL. The courses that address these areas will assist the student in doing better on the state test.
- It is essential for all Adult Student Interns to understand that a passing grade for the **PRAXIS I** and **PRAXIS II** Tests, in the specific field of work, are demanded by the States of Maryland and Virginia, and by the District of Columbia, among other requirements, to issue an Educator Certificate or licensure. Students must comply with all requirements before they apply for employment at any school system in the States of Maryland and Virginia, and in the District of Columbia, in accordance with these States and the District of Columbia laws, as reflected on **Appendix H** of this Education Internship Handbook.

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<sup>5</sup> The Praxis Scores must be sent in an *ETS* Official Sealed Envelope to SUAGM-CAC Registrar's Office.

- 7) Students of the different Education and School Counseling programs must have demonstrated entry-level theoretical knowledge, basic skills, and competence in the following areas that apply:
- Lesson plans, curriculum development, classroom management
  - Assessment; familiarity with measures of academic achievement, cognitive processing, and curriculum-based assessments (CBA)
  - Understanding school organizational structure; familiarity with roles of key school personnel
  - Identifying student problems and the needs of Exceptional Student Education
  - Identifying challenges and needs of second language
  - Understanding professional standards and ethical principles of the pedagogical profession and the impact of the ESOL standards in the linguistic and academic success of second language learners
  - Knowledge of cultural, ethical, and socioeconomic factors that affect students' learning
- 8) Must have passed a personal background check as required by law and **any other requirements set forth by the school district** where they have been assigned to complete the *Level II: School Internship Experience (Senior Internship)*. Students must be aware that the results of the background check cited above, could negatively impact their chances of obtaining a clearance status, and consequently prevent them from doing their internship.

**EXPECTED OUTCOME OF LEVEL II: SCHOOL INTERNSHIP EXPERIENCE (SENIOR INTERNSHIP)**

As stated above, and explained on **Appendix H** of this handbook, students from the Capital Area Campus can choose to do their school internship experience in the states of Maryland and Virginia, and in the District of Columbia. SUAGM works and coordinates with these states and the District of Columbia based on the requirements and procedures of these three different jurisdictions, and the availability of internship openings at these states and the District of Columbia. In addition to these requirements and procedures, Maryland and Virginia have school systems per county, which also have requirements and procedures<sup>6</sup>. SUAGM's goal is to make it easier for our students to comply with the practicum and internship requirements and procedures established by any of the jurisdictions involved during the students' required Level I and Level II licensure practices.

Thus, during the *Level I: Practicum Clinical Experience (Junior Internship)* all of our students must complete the specific number of observation hours as required by the specific school system where the Adult Student Intern is actually doing his/her internship. Every so often these hours are incorporated into the core courses of the corresponding program and the corresponding course module. Facilitators must ensure that these observation hours (8 Hours/Course) are incorporated into the class assignments and the coursework, that the necessary documentation per observation hours is completed and duly submitted to the Academic Director, and the Campus

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<sup>6</sup> At the date of the printing of this Education Internship Handbook, SUAGM-CAC has coordinated or is in the process of coordinating with the following School Systems: District of Columbia Public Schools; Baltimore County Public Schools, Howard County Public Schools, Montgomery County Public Schools, and Prince George's County Public Schools in Maryland; and, Virginia Beach County Public Schools, and Alexandria County Public Schools in Virginia.

Associate Registrar, making sure the School Site Supervising Professional from the designated school completes and signs the certification that attests the completion of the assigned hours.

Later on, during the *Level II: School Internship Experience (Senior Internship)* Adult Student Interns undertake a **“full-time” schedule**, which depends on the State and County where the internship takes place as follows:

1. Pre-K to Primary Education, Elementary Education K-6, and Special Education
  - 37.5 hours per week for a total of 300 hours in Maryland, Virginia and The District of Columbia.
2. Guidance and Counseling K-12
  - A total of 500 hours must be completed (250 hours in K-5 and 250 hours in 6-12), in Maryland, Virginia and The District of Columbia.
3. TESOL K-12 and Bilingual Education K-12
  - 37.5 hours per week for a total of 300 hours (150 hours in K-5 and 150 hours in 6-12) in Maryland, Virginia and The District of Columbia.

These hours are in addition to the 100 hours of supervised observation<sup>7</sup> that students must complete during the Level 1: Practicum **Clinical Experience (Junior Internship)**. The Level 1: Practicum **Clinical Experience (Junior Internship)** focuses on observations of the academic process and school general activities. During this initial phase, the student will get acquainted with the procedures that they will put in practice during the Level II: *School Experience Internship (Senior Internship)*.

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<sup>7</sup> Observation and participation under the guidance of a School Professional Supervisor who will regular meetings with the Adult Student Intern in order to analyze the findings of the observations. Robert Goldhammer’s Model for Clinical Supervision/Observations includes five stages; you can find these on p. 35 of this Handbook.

#### 4. Educational Leadership

- A minimum of 104 hours of field experiences using the Maryland Principal Leadership Standards<sup>8</sup>. Prior to the *Principal Internship*, it is required an eight (8) hour Clinical School Experience, which is integrated in ALL courses in the degree program. These 104 hours are the equivalent of 37.5 hours per week for 2.8 weeks<sup>9</sup>.
- The *Principal Internship* requires 37.5 hours per week for 3.2 weeks for a total of 120 hours in the State of Maryland.
- In the State of Virginia, programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program, following the criteria set on the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*<sup>10</sup>. These hours are in addition to the 100 hours of supervised observation<sup>11</sup> that students must complete during the **Level 1:Practicum Clinical Experience (Junior Internship)**
- In the District of Columbia programs in administration and supervision shall provide field experiences with a minimum of 300 clock hours as part of a deliberately structured internship over the duration of a preparation program

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<sup>8</sup> Indicators for Effective Principal Leadership in Improving Students Achievement can be found at: [http://mdk12.org/process/leading/p\\_indicators.html](http://mdk12.org/process/leading/p_indicators.html)

<sup>9</sup> Sometimes, for justified reasons, the student may not be able to do these *field experience hours* during the courses of the degree program. Then, the students must complete 2.8 weeks of *field experience hours*.

<sup>10</sup> These guidelines can be found at:

[http://www.doe.virginia.gov/teaching/performance\\_evaluation/guidelines\\_ups\\_eval\\_criteria\\_principals.pdf](http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_principals.pdf)

<sup>11</sup> Observation and participation under the guidance of a School Professional Supervisor who will regular meetings with the Adult Student Intern in order to analyze the findings of the observations. Robert Goldhammer's Model for Clinical Supervision/Observations includes five stages; you can find these on p. 35 of this Handbook.

following the criteria set on *The Guiding Principles for School Leader IMPACT*<sup>12</sup>. These hours are in addition to the 100 hours of supervised observation<sup>13</sup> that students must complete during the Level 1: *Practicum Clinical Experience (Junior Internship)*.

During the *Level II: School Internship Experience (Senior Internship)*, Adult Student Interns will practice their skills in order to develop and demonstrate the knowledge and attributes of the teaching or school counseling profession as measured by the corresponding Core Standards<sup>14</sup>. Students will have a rigorous and relevant opportunity to enhance their skills in developing long range, intermediate, and daily planning for students' performance based on planned instruction.

At this level, the Ana G. Méndez Internship Course Facilitator will coordinate with the Internship School Site Supervising Professional, and will observe the Adult Student Intern's performance while the Adult Student Intern is actually working with children or youth. The University Internship Course Facilitator and the Internship School Site Supervising Professional will provide the Adult Student Intern with timely feedback on his/her practice. In addition the University Internship Course Facilitator will discuss the Initial, Mid-Point, and Final evaluations, with the Adult Student Intern to provide him/her with material input on his/her practice, so the

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<sup>12</sup> These guidelines can be found at:

[http://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/2014-15%20DCPS%20School%20Leader%20IMPACT%20Guidebook%20\(Principals\).pdf](http://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/2014-15%20DCPS%20School%20Leader%20IMPACT%20Guidebook%20(Principals).pdf)

<sup>13</sup> Observation and participation under the guidance of a School Professional Supervisor who will regular meetings with the Adult Student Intern in order to analyze the findings of the observations. Robert Goldhammer's Model for Clinical Supervision/Observations includes five stages; you can find these on p. 35 of this Handbook.

<sup>14</sup> The Teacher Professional Standards are found at:

[http://mdk12.org/instruction/professional\\_development/teachers\\_standards.html](http://mdk12.org/instruction/professional_development/teachers_standards.html) (MD);

[http://www.nctq.org/docs/Impact\\_1\\_15579.pdf](http://www.nctq.org/docs/Impact_1_15579.pdf) (DCPS);

[http://www.doe.virginia.gov/teaching/regulations/uniform\\_performance\\_stds\\_2011.pdf](http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf) (VA).

Adult Student Intern can have a reference for a successful internship experience. The final summative evaluation is completed by the Internship Committee Team, which is composed of the Adult Student Intern, the School Site Supervising Professional, the Internship Course Facilitator, the Education Internship Coordinator, and the Academic Director, as applicable.

**The Academic Director and/or the Education Internship Coordinator must clearly communicate to students that the *Level II: School Internship Experience (Senior Internship)* will be conducted in English only at the school site. Students must understand the importance of using English at the professional level to meet requirements for this final internship component successfully. The Senior Internship Experience must be conducted based on placement policies established by school districts.** Therefore, when the Adult Student Intern is placed at a school where an ESOL Program, a Bilingual Program (Spanish-English), or a Spanish Immersion Program is in place, the Adult Student Intern's practicum may be conducted in the language or languages required by the hosting school.

## **INTERNSHIP SITES**

Students at the SUAGM Capital Area Campus may have access to internship school sites throughout the states of Maryland and Virginia, and the District of Columbia. All assigned sites are school-based and run the gamut of available educational programs inclusive of elementary and secondary school settings; pre-school centers, alternative education, bilingual programs, and programs for students with special needs. Ana G. Méndez University System may have internship agreements with public school districts, as applicable to specific requirements, depending on the willingness these school districts may have to work in conjunction with SUAGM and the availability of openings that these school districts may have for Adult Interns or Teacher Students.

Students must understand that the requirements for application and admittance to the practicum phase vary from one district to the other, and from one state to the other. This process depends on the students' registration in the practicum or internship course and on the verification of compliance with the necessary application requirements. Therefore, this process must begin with sufficient time to comply with the school district or county's requirements that include, but are not limited to application deadlines, application documents, background checks, and fingerprinting. In Virginia, for example, the school districts work on a first-come-first-served basis. This means that they will place students until their different internship slots are filled. Once the slots are filled, they will not take any more interns and placement will have to wait until another opening occurs. In Maryland, students must fill out an application that must be sent to the school district or county on or before a specified deadline. Students who do not comply with the specified deadline will not be allowed to participate from the internship experience in the corresponding county.

Finally, in the District of Columbia, students must complete an **application online**<sup>15</sup>. Then, the student candidate will have a meeting with the host school principal who accepts (or not) the intern and subsequently approves the required security checks and other incoming District requirements. Some school districts and counties may also require that student interns take child abuse training prior to their internship experience. Some jurisdictions will have this training online while others will only do it face-to-face. It is, thus, **extremely important for students to take full responsibility of the process**, work with their work and course schedules, complete their *Level I: Practicum (Clinical Experience Junior Internship)* observations on time, and register for the *Level II: School Internship Experience (Senior Internship)* with enough time to complete

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<sup>15</sup> <https://octo.quickbase.com/db/bhhuwnk3u>

the necessary steps and procedures required by SUAGM, on the one hand, and by each school district and county, on the other.

## COACHING

The process of nurturing students' transition from learner to professional educators or counselors can be rewarding for the students as well as for those who mentor them. The Adult Student Intern is a future teacher or counselor who has received higher education training in research-based pedagogy appropriate to the degree program. In addition to this, the Adult Student Intern has developed dual language professional skills in their selected degree area.

A nurturing, respectful liaison and experienced mentor provides the Adult Student Intern with life lasting learning experiences. These experiences enrich their talents and skills as their teaching abilities develop. Achieving the all-important synergy between students' learning styles and the mentoring process requires the commitment and dedication of a cohesive team.

**The Adult Student Intern and the *Internship Collaborative Team Committee* members must have access to the book *Coaching Classroom Instruction*. Marzano & Simms(2013). *Marzano Research Laboratory*, during Level I and Level II internship processes.**

At *Sistema Universitario Ana G. Méndez* the *Internship Collaborative Team Committee* is comprised of the Education Internship Coordinator, the Academic Director, the School Site Supervising Professional, and the Internship Course Facilitator. Nevertheless, the School Site Supervising Professional is the primary mentor for the Adult Student Intern.

The assigned *Education Internship Coordinator* serves as a liaison between the Academic Director, the School Site Supervising Professional, Internship Course Facilitator, Adult Student Intern, and Administrators. The Education Internship Coordinator must provide evidence of

educational credentials. Whenever necessary, the Education Internship Coordinator and the Internship Course Facilitator must also review with students teaching and learning research-based practices, reading endorsement requirements, ESOL teacher requirements, common core requirements, and Marzano teacher evaluation requirements. Students must clearly understand the consequences of not completing the internship requirements in the public school system if they intend to pursue a professional career in public education.

The main role of the *Academic Director* is to manage and coordinate the logistics between *Sistema Universitario Ana G. Méndez*, and the approved educator internship site where Adult Student Interns are placed. The Academic Director also provides assistance and guidance to help students navigate the internship process from application to placement at a school site. This is accomplished by attending school district internship orientations and establishing professional relationships with school district internship contact and schools.

At the request of the Academic Director, the Education Internship Coordinator participates in joint conferences and/or meetings to assist the Adult Student Intern and the School Site Supervising Teacher problem solve any unforeseen barriers that may impede the successful progress of the student. The Education Internship Coordinator must be readily available to meet the needs of the Adult Student Interns and the hosting school during internship hours.

The *School Site Supervising Professional* is the team member who has the most frequent contact with the Adult Student Intern, and thus provides the most opportunity for mentoring, direct observation, and professional feedback in performance during the ***Level I: Practicum (Clinical Experience Junior Internship)*** and ***Level II: School Internship Experience (Senior Internship)***.

Based on the content of the **Core State Standards (CSS)**<sup>16</sup>, the School Site Supervising Professional provides consistent supervision and observation of the Adult Student Intern while teaching small and/or whole group lessons.

The School Site Supervising Professional provides multiple strategic observations as well as ongoing verbal and written constructive feedback. Students are able to repeat or increase demonstrated skills and talents and/or make adjustments in areas where a need for improvement is noted. As a positive role model and mentor, the School Site Supervising Professional considers monitoring the Adult Student Intern in areas that could be of concern due to his/her inexperience. The teacher/mentor works with the intern to ensure a successful internship experience.

The *Internship Course Facilitator* is ultimately responsible for evaluating the students' progress, meeting with the School Site Supervising Professional, and ensuring that the students comply with the practicum and internship requirements as established by *Sistema Universitario Ana G. Méndez* and the corresponding school district or county. The Internship Course Facilitator will meet with students and the School Site Supervising Professional as established in this manual. Visits to the school must take place at least three times during the course, one of which must be unannounced to the student. The Internship Course Facilitator must ensure that all visits are coordinated with the School Site Supervising Professional and/or the School Principal whenever necessary. The Internship Course Facilitator must keep track of the necessary documents that students must submit upon the completion of their *Level I: Practicum (Clinical Experience Junior Internship)* and *Level II: School Internship Experience (Senior Internship)*.

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<sup>16</sup>Please, note that the State of Virginia is not aligned to the Common Core State Standards; Maryland and DCPS are. The CCSS for the state of Maryland are found on <http://www.marylandpublicschools.org/MSDE/programs/ccss/>. The CSS for the state of Virginia are found on [http://www.doe.virginia.gov/testing/sol/standards\\_docs/](http://www.doe.virginia.gov/testing/sol/standards_docs/).

**Anxiety**

Like any new experience, student teaching or counseling may be as much a cause for anxiety as it is exciting. As a mentor and role model, the School Site Supervising Professional will be in the best position to help the Adult Student Intern regulate emotions and feelings. It will be particularly helpful to provide the Adult Student Intern with as much detailed information as possible about expectations, descriptions, and explanations regarding the student teaching/counseling process. Never assume that the Adult Student Intern already knows any of this information. The School Site Supervising Professional needs to discuss observations about the Adult Student Intern's teaching honestly, constructively, and using a "strength-based" approach while incorporating "I messages." The strength-based approach highlights the student's demonstrated strengths in tandem with recommendations about what needs to be improved and how. "I messages" imply avoiding accusatory statements (e.g., "Had you told me that you were not sure, I would have been able to help you."), and rephrasing the idea from a constructive perspective of the self (e.g., "I find that I am better able to help you when you let me know about any uncertainties or limitations.")

**Whole Class Awareness**

The Adult Student Intern may not be fully skilled at maintaining a full awareness of the dynamics of a classroom or school counseling office. Interns may become so caught up in academic or procedural work that they may overlook the nuances of managing other responsibilities (e.g. not realizing that only a few students are engaged in answering questions; failing to read their students' corporal messages; or teaching facing only one side of the class). The School Site Supervising Professional, as a role model and mentor, is in a position to help the Adult Student Intern identify these pitfalls and help the intern engage in all aspects of the

academic process.

### **Classroom Management**

Managing challenging behaviors in the classroom may be a particularly difficult task for a novice educator. It is important to discuss possible scenarios and provide specific classroom management guidelines that the Adult Student Intern and the School Site Supervising Professional can jointly implement. Since the School Site Supervising Professional will ultimately be responsible for all communications with the parents of students in the classroom, it is necessary that the School Site Supervising Professional remains actively involved in managing the classroom with the Adult Student Intern as a team. This arrangement provides prime opportunities to model skills that the Adult Student Intern can emulate.

**Communication**

Open communication is a key instrument that will help the School Site Supervising Professional assist the Adult Student Intern in managing insecurities about their teaching skills as well as appease their fears about fitting in. The School Site Supervising Professional needs to encourage Adult Student Interns to ask specific questions conveying the message that no question is too simple. The School Site Supervising Professional must also provide the Adult Student Intern with daily feedback and make every effort to include her/him in the planning of lessons, in conversations in the teachers' lounge, and in discussing professional organizations and responsibilities, as well as opportunities for continued professional development. Ultimately, it is always helpful to make the Adult Student Intern feel like a part of the school.

**Providing Instructions**

The School Site Supervising Professional can be instrumental in helping students gain new skills on how to best give instructions. The Adult Student Intern may need the School Site Supervising Professional to provide detailed, step-by-step instructions on how to best perform a task. The Adult Student Intern may need to learn when to give instructions (e.g., before or after materials are passed out, before the bell rings, etc.), what level of detail to use when providing students with instructions, and how to assess the understanding of the instruction provided.

**Time Management**

The Adult Student Intern needs to develop a sense of how much time it takes to carry out a single lesson or procedure. Specific guidelines and suggestions about the length of the lesson and how to gauge time limits will help interns use the beginning and end of class time more effectively. Meeting with students and counseling them about specific situations or their careers is another area that requires timeliness and time management skills. The School Site Supervising Professional should provide guidelines and suggestions about how to manage time with students when dealing with simple and complex issues.

**Transitioning**

Tips on how to transition smoothly between activities, topics, and specific themes will be helpful so that classroom management or counseling session guidelines are easy to follow. Adult Student Interns need to be able to recognize and become knowledgeable on how to manage challenging behavior(s) before they become overwhelming. The School Site Supervising Professional integrates all of the above areas and ensures that the student understands the impact on effective teaching and learning.

**Dress Etiquette**

The Adult Student Intern is advised that throughout the internship the intern is responsible for representing the university with the highest level of pride. The intern is encouraged to maintain the highest level of professional ethics and demeanor. The Adult Student Intern is, thus, encouraged to observe a professional dress code that reflects an efficient, orderly, and professional environment. The key point to sustaining an appropriate casual business attire program is to use common sense and good judgment. If in doubt about the appropriateness of an outfit, then, it is probably inappropriate. The following guidelines are intended to define appropriate “**business attire.**”

Business attire is to be worn Monday through Friday. Appropriate professional business attire includes the following:

**Men:**

- 1) Shirt and tie
- 2) Dress slacks
- 3) Dress shirt with buttons and collars
- 4) Dress shoes
- 5) Blazer

**Women:**

- 1) Dresses
- 2) Skirts
- 3) Dress slacks
- 4) Blouses
- 5) Dress shoes
- 6) Sweaters

## Attendance Requirements

It is imperative that the Adult Student Intern be in attendance on a daily basis. The Adult Student Interns are expected to follow the school's requirements for the time they need to report for duty and the time they may leave each day. **Tardiness is not acceptable!** It is strongly suggested that the Adult Student Interns arrive earlier and stay later than required in order to optimally communicate with their School Site Supervising Professionals and be fully organized and prepared for classroom instruction.

In the event of an absence, the Adult Student Intern **MUST** call the School Site, School Site Supervising Teacher, and the University Internship Coordinator the night before the absence or before the school day begins, to inform them of the need to be absent. Make-up days shall be added at the end of the internship. The Adult Student Intern may also be directed to extend the internship in the event that one or more competencies need further development.

It is further expected that the Adult Student Intern take part in all the roles a teacher or counselor is expected to assume in his/her classroom or work setting. For example, the Adult Student Intern should attend staff meetings, parent-teacher conferences, RTI meetings, LEP/ELL Committee meetings, IEP meetings, open houses, and so on. If any of the following take place, the Adult Intern Student must make arrangements with the School Site Supervising Professional to make up hours, as applicable:

- Seminars facilitated by the university faculty (which are pre-arranged by the Office of Clinical Experiences)
- College Career Fairs (<http://marylandcareerconsortium.org/>)
- Any days that are missed due to natural disasters or unforeseen school closures

(Hurricanes, tornadoes, etc.), unless a makeup day is scheduled by the school district and occurs during the intern's scheduled placement time.

**IMPORTANT NOTICE: Attendance patterns are considered in the overall evaluation of the internship, in spite of make-up days. The Internship Course Facilitator and/or School Site Supervising Professional may use attendance patterns to determine whether or not an intern has been successful or may need to repeat the internship process.**

### **Clinical Supervision: A Formative Process**

Clinical Supervision is both a concept and a process designed to improve the students' performance in the work setting. The desired outcome from this process is to develop professionally responsible teachers and counselors who are committed to self-improvement through help from others, reflection on practice, and self-correction.

Effective clinical supervision should provide an opportunity for the pre-service teacher to: examine, discuss, and articulate their educational philosophies; receive objective feedback on their teaching or counseling performance; examine the relationship between their anticipated and actual performance in the classroom or work setting; examine the relationship between their philosophies and other assumptions, theories, and research about effective teaching or counseling; and develop, implement, and receive support for appropriate changes in both their espoused and practiced educational beliefs.

Robert Goldhammer's Model for Clinical Supervision includes five stages:

- 1) Pre-observation conference
- 2) Observation
- 3) Data analysis
- 4) Post-observation conference

- 5) Post-conference analysis
- ✓ **Stages one, two, and four directly involve the observed student intern.**
- ✓ **The observer is involved in stages three and five.**

### **Pre-observation Conference**

The purpose of this conference is to obtain information regarding the School Site Supervising Professional's intentions (objectives, planned procedures, criteria for evaluation, etc.) and what the intern is expected to do. This allows them to establish a "contract" or agreement between them in order to carry out the pre-observation.

#### Examples of pre-observation questions for the intern:

- 1) How may I be of help to you?
- 2) What do you specifically want me to focus on?
- 3) What do you specifically wish for me to know?
- 4) Is there a particular student(s) that you want me to observe closely and why?
- 5) What are your main goals and expectations for the lesson or intervention?
- 6) How long would you like me to observe?
- 7) When could we get together to discuss the observation?

### **The Observation**

The purpose of the observation is to view the lesson or assigned task as planned in the pre-observation conference, and to collect data that may be used to improve or enrich knowledge, skills, and dispositions of the Adult Student Intern.

## **Data Analysis**

The purpose of this step is to allow the observer time to review, sort, and assemble the data collected into a presentable format. This also allows the observer time to plan the post-observation conference.

## **The Post-observation Conference**

This conference occurs after the observation for the purpose of analyzing and discussing the lesson or intervention, addressing concerns, and developing an action plan for intern performance to be enhanced, maintained, or improved. This conference **must be held** no later than 24 hours after the observation.

### Examples of post-observation questions for the observer:

- 1) On a scale from 1 to 5 (low to high) how would you grade the outcome of your lesson (teaching) or counseling experience? Why?
- 2) Could you recall what the students were doing that made you feel that way?
- 3) What do you recall about methods or strategies that you used?
- 4) How does this compare with the expectations that you had before the lesson or intervention?
- 5) What do you think are the factors that contributed to the outcome that you experienced?
- 6) Would you like for me to share what I observed?

## **Post-conference Analysis**

This analysis allows the observer to process the entire cycle, evaluate whether or not the intern and the observer came to an agreement regarding the appropriate way(s) to provide needed assistance to the intern. It also allows the observer to evaluate his/her own performance during the conference.

## **ROLES AND RESPONSIBILITIES OF THE LEVEL II: SCHOOL INTERNSHIP COLLABORATIVE TEAM**

### **Academic Director**

#### **The Academic Director:**

- Supervises the overall implementation of the Level I and Level II Internship Program and requirements.
- Coordinates an Orientation Meeting for all education Faculty facilitators at least three weeks prior to the first day of class for core and specialization courses to discuss the Internship Handbook and requirements for Level I and Level II Internship.
- Coordinates an Orientation Meeting for all education students at least three weeks prior to the first day of class for core and specialization courses to discuss the Internship Handbook and requirements for Level I and Level II Internship.
- Establishes partnerships and agreements with public school districts, as applicable.
- Participates in internship orientations by school districts for university contacts.
- Ensures that the **Internship Team Collaboration Committee** is in compliance with policy and procedures as required by the applicable state laws and the Internship Handbook
- Evaluates internship application packets for school districts submitted by students and provides final eligibility approval if students have met ALL courses and requirements prior to the internship experience.
- Approves internship applications based on a thorough review of documents to comply with placement policies set forth by the school district.
- Mails final approved packets to contacts at school districts to secure school assignments, as applicable to the school district.
- Notifies students who are not eligible for the internship experience in writing.

- Ensures that internship candidates register for the corresponding tests prior to the internship experience.
  - Assures that students provide evidence to the Internship Coordinator of passing the general knowledge test as a requirement for the Level II: School Internship.
- Conducts continuous progress monitoring of the internship experience with the Internship Course Faculty facilitator and assigned Internship Coordinator.
- Participates in district and school meetings, as appropriate.
- Collaboratively works with the Internship Coordinator to reassign interns to different schools, as applicable.
- Ensures that the Internship Collaborative Team Committee is in compliance with internship placement policies provided by school districts.

### **Internship Coordinator**

#### **The Internship Coordinator:**

- Must provide evidence of having the Clinical Education Certification.
- Serves as the liaison among all the Internship Collaborative Team Committee members.
- Prepares internship packets for orientation sessions based on degree program requirements, state requirements, and school district requirements.
- Assists the Academic Director during the Internship Orientation Session.
- Evaluates BANNER Reports to verify requirements for course completion prior to the internship experience.
- Supports students with the registration process for the state tests, as applicable.
- Conducts progress monitoring with the candidates based on the status of the PRAXIS I passing scores requirement.

- Provides guidance and support to students who do not receive a passing score on the PRAXIS I Test.
- Notifies students if they have not met course requirements for internship eligibility.
- Ensures that candidates complete internship documents accurately.
- Provides completed internship packets to the Academic Director for review and final approval.
- Maintains **Internship Records** for all student candidates for compliance purposes.
- Verifies that application packets for students state the total completed required hours per program for the Level I: School Clinical Experience.
- Establishes communication with the School Site Supervising Professional assigned to the Adult Student Intern.
- Demonstrates knowledge and compliance with requirements set forth in the Education Internship Handbook and placement policies established by the school district.
- Ensures that the School Site Supervising Professional receives a copy of the Internship Handbook and reviews university expectations set forth in the handbook.
- Provides recommendations to the Academic Director for the enhancement of the Internship Program to ensure excellence and compliance with school district and university policy.

### **School Site Supervising Professional**

As an essential member of the Internship Collaborative Team Committee, the School Site Supervising Professional deeply influences the Adult Student Intern's learning experience in the field. Therefore, the School Site Supervising Professional meets district set criteria for this role. Some of their qualifications may include the following:

- 1) Provide evidence of the necessary training through either a district sponsored in-service or a university-sponsored course work
- 2) Demonstrate effective research-based teaching strategies for all students
- 3) Demonstrate differentiated instructional strategies to accommodate academic, learning styles, linguistic, and cultural needs of students
- 4) Must have completed 3 years of successful teaching experience
- 5) Demonstrate familiarity with state and district requirements for exemplary School Site Supervising Professional practices.

The School Site Supervising Professional plays a central role in imparting knowledge and assessing the student's mastery of pedagogical skills, and the process by which the Adult Student Intern integrates the competencies detailed in the corresponding jurisdiction's Core Standards. In the process of mentoring the Adult Student Intern, the School Site Supervising Professional engages the student in the following activities:

- 1) Provides the Adult Student Intern with an initial orientation to:
  - Review the *Education Internship Handbook* with intern students
  - Present a brief overview of the organizational structure of the school and school district where the student is assigned for the internship experience. It is the responsibility of the Adult Student Interns to visit the school district's website to acquaint themselves with the vision, mission, and expectations for student success.
- 2) Assigns academic management and responsibilities to the Adult Student Intern.
  - This must take place at least once per week, beginning no later than the third week of the internship.

- 3) Gradually assigns pedagogical tasks that increasingly reflect the responsibility of a full-time professional, and become more complex throughout the progression of the internship experience process for the Adult Student Intern.
- 4) Clarifies assignments and instructional, academic, or professional planning procedures.
- 5) Models best practices and helps the Adult Student Intern develop skills through joint planning.
- 6) Supervises and guides the intern to develop lesson and/or working plans, and teaching and professional practices.
- 7) Models effective teaching strategies and debriefs with the Adult Student Intern to assess the ability to apply lessons from the observations.
- 8) Collaborates with the university Internship Coordinator to discuss areas of needed improvement, as necessary.
- 9) Creates a safe and nurturing learning environment for the Adult Student Intern.
10. Creates open lines of communication, praises, and encourages the Adult Student Intern to build collaboration with other members of the collaborative team.
11. Shares professional experiences and learning materials to increase professional relevancy.
12. Provides strength-based feedback regularly and capitalizes on the special interests, talents, and the intern's background to enhance the internship experience.

**The Adult Student Interns**

All students are responsible for understanding and adhering to all internship requirements and standards of performance inclusive of roles and responsibilities. The Adult Student Intern is ultimately responsible for meeting or exceeding the performance standards, as well as for consistently demonstrating professional responsibility. The student should refer to the following list of expectations as a guide for successful tenure in the internship experience.

The Adult Student Interns acknowledges responsibility in the following areas:

- 1) Arriving at the school site always prepared and on time
- 2) Being open and receptive to the constructive feedback from the School Site Supervising Professional, Faculty facilitator, and/or Internship Coordinator
- 3) Demonstrating growth by incorporating feedback in subsequent planning and teaching
- 4) Demonstrating competency in all standards as measured by a passing score (e.g. “Satisfactory”) on the appropriate performance profile.
- 5) Collaborating with the School Site Supervising Professional by completing all assigned tasks, routinely managing the classroom, and/or handling any specific situation and/or serious discipline problems.
- 6) Attending all possible professional meetings, in-service programs, parent-teacher conferences, and/or any other school-sponsored evening activities/functions
- 7) Observing the highest standards of professional behavior; inclusive of using work appropriate language and adhering to the school’s dress-code
- 8) Demonstrating knowledge and application of current research-based practices in their

educational field

- 9) Adhering to the code of professional ethics and model standards on a daily basis
- 10) Becoming familiar and always complying with the corresponding codes of ethics. Code of Ethics and Principles of Professional Conduct for the Education Profession (Appendix G).
- 11) Seeking prompt solutions to any barriers interfering with the successful completion of her/his internship
- 12) Using the recommended links provided in the internship handbook to afford students the highest level of learning experience during the internship process
- 13) Maintaining the Internship Collaborative Team members informed of any immediate changes that could hinder or delay the successful completion of her/his internship
- 14) Completing **all** paperwork, and/or required procedures (e.g. obtaining clearance) necessary for her/his successful enrollment, and completion of her/his internship
- 15) Other duties as assigned by the School Site Supervising Professional.

### **Internship Course Faculty Facilitator**

The Internship Course Faculty facilitator is responsible for managing all the logistics associated with successfully fostering collaboration amongst all members of the internship collaborative team. The Internship Course Faculty facilitator is responsible for the effective execution of functions as described in this section. The Internship Course Faculty facilitator provides orientation, assistance, consultation, and professional development opportunities to the Adult Student Intern.

The Internship Course Faculty facilitator must review the Education Internship Handbook with the students to ensure understanding and expectations for the internship process. The Faculty facilitator must also make a minimum of **three (3) evaluation school visits within the term established for the internship experience** and work cooperatively with the School Site Supervising Professional and the Adult Student Intern during the internship period. The Internship Course Facilitator will use the **Classroom Observation Feedback Form (Appendix C)** to document and discuss observations with the Adult Student Intern.

The Internship Course Facilitator is responsible for assigning a grade upon the student's successful completion of the internship according to the guidelines set for the course within the content of the instructional module. During the first week of the internship experience, the **Internship Course Faculty facilitator will establish communication with the School Site Supervising Professional and other school personnel, as necessary, to ensure the success of the Adult Student Intern.**

The Internship Course Faculty facilitator and the School Site Supervising Professional will communicate on an ongoing basis regarding the intern's progress to address any concerns during the internship period. Concerns must be addressed as soon as possible. The Internship Course Facilitator is responsible for gathering all information relevant to the intern's enrollment, inclusive of the *Internship Agreement Contract, Site Request Application, Student's Clearances, etc.*, and submitting them to the Internship Coordinator.

The **Internship Course Faculty facilitator** plays a critical role as the primary liaison between school contacts, Academic Director, School Site Supervising Professional, School Principal, School Administrator, Internship Coordinator, and Adult Student Interns. As such, the Internship Course Faculty facilitator engages in the following activities:

- Reviews with students the knowledge acquired on Common Core curriculum, Marzano Teacher Evaluation Model (**Appendix K**), Code of Ethics (**Appendix G**), Program Requirements for Education Degree Programs (**Appendix J**), and research-based teaching and learning practices.
- Provides information to the School Site Supervising Professional, School Principal, School Administrator(s), and the Adult Student Intern participating in the *Sistema Universitario Ana G. Méndez's* educational model in the three universities, and their education policies and procedures.
- Conducts an orientation with the School Site Supervising Professional and the Adult Student Intern before the teaching or counseling experience begins.
- Collaborates with the School Site Supervising Professional in arranging regular conferences to assess the Adult Student Intern's progress.
- Collaborates with the School Site Supervising Professional and the Adult Student Intern to **jointly** complete the *Initial, Mid-point, and Final Performance Assessment* forms.
- Collaborates with the School Site Supervising Professional to **jointly** observe a minimum of three (3) teaching practices facilitated by the Adult Student Intern within the term established for the internship experience.
- Collaborates with the School Site Supervising Professional to **jointly** provide the Adult Student Intern with verbal feedback at the Initial, Mid-Point, and at the Final evaluation period.
- Mentors the Adult Student Intern and provides feedback, as needed, including analysis of

written units and/or lesson plans.

- Receives the Initial, Mid-Point, and the Final Performance Assessment forms from the School Site Supervising Professional, and ensures that they contain all required signatures (e.g. the Adult Student Intern, the School Site Supervising Professional, and the Internship Course Facilitator) and delivers them to the Academic Director.
- Confers regularly with the Adult Student Intern throughout the internship period.
- Makes recommendations regarding the withdrawal, reassignment or the extension of an Internship Experience, as applicable.

## **INTERNSHIP EVALUATION PROCESS**

### ***Level II: School Internship Experience (Senior Internship) Evaluation Process***

The evaluation of the participation in an internship is assessed through a 360 degree process. It includes the intern's self-evaluation, the intern's evaluation of the internship site, and the Collaborative Team's evaluation of the intern's performance. All documents must be provided to the Internship Course Facilitator and must be included in the course portfolio as an evidence requirement for accreditation purposes. This is a non-negotiable requirement for ***Level I: Practicum (Clinical Experience Junior Internship) and for Level II School Internship Experience (Senior Internship)***

Each of the evaluation components is described below:

#### **1) Adult Student Intern Self-Evaluation Form**

The Adult Student Intern completes a self-evaluation by completing the **Overall Portfolio Self-Assessment Form**, as required in each instructional module for an Education course.

The student must also complete the **Adult Student Intern Self-Evaluation Form**,

(**Appendix E**) and submits both forms to the Internship Course Facilitator at the end of course.

**2) Internship Evaluation Rubric Form**

The School Site Supervising Professional must complete the **Internship Evaluation Rubric Form**, (**Appendix D**), during the Initial, Mid-Point and Final evaluation process.

The School Site Supervising Teacher discusses both evaluations with the Adult Student Intern and provides positive feedback, as appropriate. Both completed evaluations must be provided to the Internship Course Facilitator.

**3) Adult Student Intern Site Evaluation Form**

The Adult Student Intern evaluates the internship site by completing the Adult Student Intern Site Evaluation Form, provided in each education instructional module.

**4) Adult Student Intern Performance Evaluation**

The Internship Collaborative Team Committee members provide ongoing feedback and evaluation to the Adult Student Intern throughout the entire internship process. The team also provides two formal evaluations. The first is a midpoint evaluation where the School Site Supervising Professional and the Internship Course Facilitator jointly complete the **Internship Evaluation Rubric Form** (**Appendix D**) to reflect the student's performance from the start of the internship up to the mid-point evaluation period. The final evaluation includes a mirrored process where the School Site Supervising Professional and the Internship Course Facilitator complete the final Internship Evaluation Rubric covering the intern's performance throughout the internship experience.

**5) Classroom Observation Feedback Form**

The Internship Course Facilitator completes this document during the three (3) school follow-up visits to the Adult Student Intern (**Appendix C**).

**6) Grading**

The bachelor's level Adult Student Interns will receive a grade of "satisfactory" or "unsatisfactory". Master's level Adult Student Interns will receive a letter grade (e.g. "A" or "B", etc.). The grade will reflect the Adult Student Intern's teaching performance. A passing grade indicates that the student has reached target levels of performance at the "pre-professional" level. In order to receive a "satisfactory" rating on the Internship Evaluation Rubric (Appendix D), the student must earn a 2 or higher on all competencies.

**INTERNSHIP HANDBOOK APPENDICES:**

The following is a list of appendices available for students and facilitators:

- A. Internship Frequently Asked Questions
- B. Clinical School Experience Observation And Participation Tools
- C. Classroom Observation Feedback Form
- D. Internship Evaluation Rubric Form
- E. Adult Student Intern Self-Evaluation
- F. Adult Student Counseling And Guidance Self Evaluation
- G. Codes Of Ethics – Education Profession
- H. States And District Of Columbia Requirements
- I. Recommended Education Links
- J. SUAGM’s Program Requirements For Education Degrees
- K. Marzano’s Teacher Evaluation Model

**APPENDIX SECTION**

**APPENDIX A: INTERNSHIP FREQUENTLY ASKED QUESTIONS****General Information****Q: How do I become eligible for an internship program?**

**A:** Students must be admitted into a major in education program at the Ana G. Mendez University System at the time of application. The student must possess an overall 2.75 GPA, as well as a 2.75 GPA in professional preparation and specialization and meet all required procedures established in this handbook.

**Q: How can I receive clarification about internship requirements if I have doubts?**

**A:** Your first point of contact for clarification should be your course module. Once you have read the module thoroughly, if you still need clarification, try consulting this handbook. Should you consult these resources and still need further clarification, your first point of personal contact should be your course facilitator. If, after seeking her/his advice, you still have questions, you may direct them to the **Internship Coordinator**. Her/his contact information appears in the “contact information” areas of this handbook.

**Application Process****Q: What is the deadline for the internship application?**

**A:** The internship application deadline varies according to the various school districts. You are advised to identify the school district where you are interested in completing an internship and consult with the University’s Internship Coordinator to access this information. You are further advised to begin exploring internship opportunities at least four PTs in advance of your intended matriculation time in order to create yourself a cushion in which to resolve any unanticipated situations.

**Q: How will I know that my application has been processed?**

**A:** The Internship Coordinator will notify you about the completed status of your application via e-mail. However, do remember that this is a *self-directed process* and that it is **your** responsibility to take all the necessary steps to ensure your successful enrollment, compliance with all internship requirements, and participation in the appropriate internship.

**Q: What happens if I miss the application deadline?**

**A:** Because we work with district deadlines, **late applications will not be accepted.** No exceptions!

### Student's Internship Requirements Checking List

SUAGM requires student to have met the following requirements before they can be considered candidates for a *Level II: School Internship Experience (Senior Internship)*, in the field of Education and in the field of Guidance and Counseling:

Description of Requirement	Yes	No	Date
Successfully completed all general requirements and education courses of the specific program with an overall GPA of at least 2.75 points (Bachelor's) and/or 3.00 points (Master's). The completion requirement must be stated on an official and signed document from SUAGM-CAC-Registrar's Office.			
Successfully completed all language courses (English/Spanish).			
Successfully passed the PRAXIS I Test <sup>17</sup> , and provided an original copy in a ETS sealed envelope to SUAGM-CAC-Registrar's Office.			
Obtained an official, written FBI Clear Criminal Background Check and provided an original copy of it in a closed envelope to SUAGM-CAC-Registrar's Office.			
Obtained (VA) the results of a Sex Offenders Registry Search.			
Obtained an official, written Clear Child Protective Services Check from the respective State and provided an original copy of it in a closed envelope to SUAGM-CAC-Registrar's Office.			
Obtained a Negative Tuberculosis Test Results originally signed by an U.S. Registered Physician and provided an original copy of it in a closed envelope to SUAGM-CAC-Registrar's Office.			
Complete and send ( <b>on or before</b> the Counties and School Districts deadlines <sup>18</sup> ) a Placement Request for Student Teaching/Guidance and Counseling Internship before the authorized Counties and School Districts in coordination with SUAGM-CAC-Internship Coordinator <sup>19</sup> .			

<sup>17</sup> For a complete information of State Testing Requirements, go to <https://www.ets.org/praxis>

<sup>18</sup> Refer to Appendix G of the Education Internship Handbook for information on how to find out about these deadlines.

<sup>19</sup> Some School Districts DO NOT ACCEPT Placement Request directly send by the student.

**APPENDIX B: CLINICAL SCHOOL EXPERIENCE OBSERVATION AND  
PARTICIPATION TOOLS**

**Level I: Practicum (Clinical Experience Junior Internship)**

**Student-Teacher Observations Evaluation Matrix<sup>20</sup>**

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<sup>20</sup> The Matrix starts on next page



Adult Student Intern: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

**Instructions:** The student must place a checkmark (✓) under the heading for **Observed** or **Not-Observed** for each Educator Accomplished Practice Competency **in Part I.**

Professional Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (✓)	Not Observed (✓)	
<b><u>#1 Instructional Design and Lesson Planning</u></b> Applying concepts from human development and learning theories, the effective educator consistently:			
aligns instruction with state-adopted standards at the appropriate level of rigor;			
sequences lessons and concepts to ensure coherence and required prior knowledge;			
designs instruction for students to achieve mastery;			
selects appropriate formative assessments to monitor learning;			
uses diagnostic student data to plan lessons; and			
develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.			



**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Professional Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	Not Observed (√)	
<p><b><i>#2 The Learning Environment</i></b>  <b>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative, the effective educator consistently:</b></p>			
organizes, allocates, and manages the resources of time, space, and attention;			
manages individual and class behaviors through a well-planned management system;			
conveys high expectations to all students;			
respects students' cultural, linguistic, and family background;			
models clear, acceptable oral and written communication skills;			
maintains a climate of openness, inquiry, fairness, and support;			
integrates current information and communication technologies;			
adapts the learning environment to accommodate the differing needs and diversity of students; and			
utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.			



**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Professional Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	Not Observed (√)	
<p><b><i>#3 Instructional Delivery and Facilitation</i></b>  <b>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</b></p>			
deliver engaging and challenging lessons;			
deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;			
identify gaps in students' subject matter knowledge;			
modify instruction to respond to preconceptions or misconceptions;			
relate and integrate the subject matter and other disciplines and life experiences;			
employ higher-order questioning techniques;			
apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding;			
differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;			
support, encourage, and provide immediate and specific feedback to students to promote student achievement; and			
utilize student feedback to monitor instructional needs and to adjust instruction.			



**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Professional Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>  Observed (√) <u>Not</u> Observed (√)		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
<b>#4 Assessment</b> <b>The effective educator consistently:</b>			
analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;			
designs and aligns formative and summative assessments that match learning objectives and lead to mastery;			
uses a variety of assessment tools to monitor student progress, achievement and learning gains;			
modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;			
shares the importance and outcomes of student assessment data with the student and the student's parent/caregivers; and			
applies technology to organize and integrate assessment information.			



**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Professional Competencies</b> <b>B. Continuous Improvement, Responsibility and Ethics</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>  Observed (√) <u>Not</u> Observed (√)		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
<u><b>#1 Continuous Professional Improvement</b></u>  <b>The effective educator consistently:</b>			
designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;			
examines and uses data-informed research to improve instruction and student achievement;			
uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;			
collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;			
engages in targeted professional growth opportunities and reflective practices; and			
implements knowledge and skills learned in professional development in the teaching and learning process.			



**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Professional Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>  Observed <u>Not</u>  Observed <u>Not</u> (√)                                      (√)		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
<p><b><u>#2 Professional Responsibility and Ethical Conduct</u></b></p> <p><b>Understanding that educators are held to a high moral standard in a community, the effective educator:</b></p>			
adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession and fulfills the expected obligations to students, the public and the education profession.			



**Student-Counselor Observations Evaluations**

**LEVEL I: PRACTICUM (CLINICAL EXPERIENCE JUNIOR INTERNSHIP)**

**Part I: Matrix (SCHOOL COUNSELING PROGRAM ONLY)**

Adult Student Intern: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Instructions: The student must complete the following observation diary and include which competencies or objectives were **Observed** or **Not-Observed**.

1. Identify the competency or objective assigned for observation. The Internship Course Facilitator must specify which competency and/or objective the students must observe during their visit to the school. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. What did you learn from this observation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How can you apply what you learned from this observation to the practice of school counseling? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Observation and participation Chart**

**LEVEL I: PRACTICUM (CLINICAL EXPERIENCE JUNIOR INTERNSHIP)  
OBSERVATION AND PARTICIPATION TOOL**

**Part II: School General Operation Activities (1 page)**

**Adult Student Intern:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Place a checkmark (✓) under the appropriate activity or type of meeting you participated in during your Clinical School Experience at the assigned school.								
IEP Meeting	LEP/ELL Committee Meeting	RTI Meeting	Faculty Meeting	Parent/Teacher Conference	Grade Level Meeting	Department Meeting	Other:	Total Hours

**COMMENTS:** Specify the activity for which you are entering comments. You will refer to this document to complete the final report for the Education course.

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Internship Course Faculty Facilitator: \_\_\_\_\_ Date: \_\_\_\_\_

Adult Student Intern: \_\_\_\_\_ Date: \_\_\_\_\_

**APPROVED:** YES  NO  **APPROVAL SIGNATURE:** \_\_\_\_\_

**CODES:** IEP=Individual Education Program, LEP=Limited English Proficient, RTI=Response to Intervention



### Practicum and School Internship Form

**LEVEL 1 PRACTICUM (Junior Internship) AND LEVEL II INTERNSHIP (Senior Internship) FORM**  
 Level I Practicum (Junior Internship)       Level II Internship: Senior Internship

Course Title: \_\_\_\_\_ Hosting School: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

School Site Supervising Professional: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Total Hours at the School Site to Comply with Course Requirements: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

Internship Course Facilitator: \_\_\_\_\_ (Print Name)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

Adult Student Intern: \_\_\_\_\_ (Print Name)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

One (1) Sheet must be used for the Level I: Clinical School Experience and two (2) sheets for the Level II: School Internship. All sections of the documents must be thoroughly completed and signed, otherwise they will not be accepted.



**APPENDIX C: CLASSROOM OBSERVATION FEEDBACK FORM**

**Level II: School Internship Experience (Senior Internship)**

**CLASSROOM OBSERVATION FEEDBACK FORM**

Name	Signature	Date
Adult Student Intern:		
School Site Supervising Professional:		
Internship Course Faculty:		
Observation Notes (narrative description of lesson): _____ _____ _____ _____		

**Exemplary Practices**

**Reflective Comments**

**ACCOMPLISHED PRACTICES**

(Check ALL that are observed)

- Instructional Design, Lessons, and Planning
- Learning Environment
- Instructional Delivery and Facilitation
- Assessment
- Continuous Professional Improvement
- Professional Responsibility and Ethical Conduct

Observer's Name: \_\_\_\_\_

Observer's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_



**APPENDIX D: INTERNSHIP EVALUATION RUBRIC FORM  
Level II: School Internship Experience (Senior Internship)**

**INTERNSHIP EVALUATION RUBRIC FORM**

Directions: Interns are evaluated at the pre-professional level using the holistic rubric in this section. On each page, there are spaces to document the dates in which performance indicators have been observed and discussed with the Adult Student Intern. The dates at the top correspond with dates at the bottom of each page and specific feedback is written at the bottom of each page to guide the conversations with the intern. The Evaluation Process has an Initial, Mid-Point, and Final Evaluation Summary Sheet.

By the midpoint, the School Site Supervising Professional will have discussed feedback from the **Initial Evaluation Summary Sheet**. Using the feedback discussed, the School Site Supervising Professional will determine a score for each accomplished practice and will record on the **Midpoint Evaluation Summary Sheet**. The School Site Supervising Professional will do the same for the **Final Evaluation Summary Sheet**. An intern must receive at least a score of 2 for each competency by the final evaluation order to successfully pass the internship semester. The Adult Student Intern, the Internship Coordinator, and the School Site Supervising Professional sign both the Midpoint Evaluation and the Final Evaluation Summary sheets. The University Internship Coordinator will collect all paperwork.

**Level II: School Internship Experience requires evaluation in each of the accomplished practices throughout the course of the internship. Please complete the information in the box below.**

Adult Student Intern Name: _____		Year _____
School: _____		Grade Level _____
Subject(s) Taught _____		
<p>The signatures below verify that the following rubric has been implemented by the observer(s) and that a rubric score for each professional competency has been reported on the Midpoint and Final Evaluation Summary Sheets (found on the last page of this rubric).</p>		
_____ School Site Supervising Professional – Print Name	_____ School Site Supervising Professional Signature	_____ Date
_____ Adult Student Intern – Print Name	_____ Adult Student Intern Signature	_____ Date
_____ Internship Course Facilitator – Print Name	_____ Internship Course Faculty Signature	_____ Date

**Distribution of Signature Page:** One copy kept by the School Site Supervising Teacher, Adult Student Intern, and the University Internship Coordinator.



### ACCOMPLISHED PRACTICE # 1-Instructional Design, Lessons, and Planning

Adult Student Intern Name: \_\_\_\_\_

**Guiding Questions:** Are plans for instruction based on state and content standards? How do the candidate’s instructional plans provide evidence of instruction that meets student needs? How does the candidate adjust plans based upon student needs and response?

**Scoring Directions:** Evaluate level of performance based on the following scoring rubric:

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators
- (3) **Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)**

*Note: Place scoring level (0-3) in each column next to the performance indicator.*

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Aligns instruction with state-adopted standards at the appropriate level of rigor.			
Sequences lessons and concepts to ensure coherence and required prior knowledge.			
Designs instruction to help students achieve mastery.			
Selects appropriate formative assessments to monitor learning.			
Uses diagnostic student data to plan lessons.			
Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.			
<b>Total Rating per Observation date:</b>			
Learns to adapt plans while a lesson is in progress to take advantage of unexpected opportunities and address unexpected challenges.			

Possible Evidence/Artifacts: Lesson plans link instruction to assessment and link learning goals to curriculum; written and verbal evidence of accommodations; plans reflect impact of pre-assessment data; continuous planning based on student performance.

Date of Observation	Comments (include specific comments to support the score)
<b>Initial:</b>	
<b>Midpoint:</b>	
<b>Final:</b>	



## ACCOMPLISHED PRACTICE # 2 – The Learning Environment

Adult Student Intern Name: \_\_\_\_\_

**Guiding Questions:** What evidence in practice demonstrates the candidate’s understanding of effective classroom management, cooperation, and strategies that promote positive relationships and cooperation in the classroom? Does the candidate use different approaches to learning and performance to address learning styles, ELL needs, and individual talents of students? How does instruction incorporate students’ experiences and culture?

**Scoring Directions:** Evaluate level of performance based on the following scoring rubric:

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators
- (3) Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)**

*Note: Place scoring level (0-3) in each column next to the performance indicator.*

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Organizes, allocates, and manages the resources of time, space, and attention.			
Manages individual and class behaviors through a well-planned management system.			
Conveys high expectations to all students.			
Respects students’ cultural, linguistic and family backgrounds.			
Models clear, acceptable oral and written communication skills.			
Maintains a climate of openness, inquiry, fairness, and support.			
Integrates current information and communication technologies.			
Adapts the learning environment to accommodate the differing needs and diversity of students.			
Utilizes current and emergent assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.			
<b>Total Rating per Observation Date:</b>			
<b>Works to maintain instructional momentum during transition of activities.</b>			

Possible Evidence/Artifacts: Explains classroom organization, displays/explains procedures and routines in each lesson, clarifies work expectations, teaches and reinforces working cooperatively; instruction demonstrates effective organization and use of time; seeks feedback from School Site Supervising Teacher pertaining to required accommodations; lesson plans describe accommodations in detail; instruction (verbal) demonstrates multiple learning strategies; expectations of student work include student experiences.

Date of Observation	Comments (include specific comments to support the score)
<b>Initial:</b>	
<b>Midpoint:</b>	
<b>Final:</b>	



### ACCOMPLISHED PRACTICE # 3 – Instructional Delivery and Facilitation

Adult Student Intern Name: \_\_\_\_\_

**Guiding Questions:** What evidence is provided that demonstrates understanding of principles and techniques, advantages and limitations associated with various instructional strategies? How does candidate provide evidence of subject matter knowledge? How does the candidate demonstrate learners' needs?

**Scoring Directions:** Evaluate level of performance based on the following scoring rubric:

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators

**(3) Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)**

*Note: Place scoring level (0-3) in each column next to the performance indicator.*

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Deliver engaging and challenging lessons.			
Deepen and enrich students' understanding through content area literacy strategies, verbalizations of thought, and application of the subject matter.			
Identify gaps in students' subject matter knowledge.			
Modify instruction to respond to preconceptions or misconceptions.			
Relate and integrate the subject matter with other disciplines and life experiences.			
Employ higher-order questioning techniques.			
Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.			
Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.			
Support, encourage, and provide immediate and specific feedback to students to promote student achievement.			
Utilize student feedback to monitor instructional needs and to adjust instruction.			
<b>Total Rating per Observation Date:</b>			
<b>Works to maintain instructional momentum during transition of activities.</b>			

Possible Evidence/Artifacts: Lesson plans include explanation of instructional strategies; learning goals are aligned with curriculum and needs of learners; instruction includes strategies that require higher order thinking; instruction includes informal assessment of learners' problem solving skills; references various sources in lesson plans or projects, and plans include material that enriches lessons and adapts subject matter to learner needs.

Date of Observation	Comments (include specific comments to support the score)
<b>Initial:</b>	
<b>Midpoint:</b>	
<b>Final:</b>	



### ACCOMPLISHED PRACTICE # 4 – Assessment

Adult Student Intern Name: \_\_\_\_\_

**Guiding Questions:** How do the assessment practices of the candidate help students demonstrate their knowledge and make learning progress? What is the evidence of student learning?

**Scoring Directions:** Evaluate level of performance based on the following scoring rubric:

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators
- (3) Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)**

*Note: Place scoring level (0-3) in each column next to the performance indicator.*

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.			
Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.			
Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.			
Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.			
Shares the importance and outcome of student assessment data with the student and the student's parent/caregiver(s).			
Applies technology to organize and integrate assessment information.			
<b>Total Rating per observation date:</b>			
<b>Uses statistical data to plan for instruction and assessment.</b>			

Possible Evidence/Artifacts: Samples of student work, student journal entries (What I learned...) used for assessment and planning; teacher-made tests; student rubrics for self-evaluation, pre/post assessments, rubrics for specific assignments, and use of computer for feedback or record keeping.

Date of Observation	Comments (include specific comments to support the score)
<b>Initial:</b>	
<b>Midpoint:</b>	
<b>Final:</b>	



## ACCOMPLISHED PRACTICE # 5 – Continuous Professional Improvement

Adult Student Intern Name: \_\_\_\_\_

**Guiding Questions:** What evidence is provided that demonstrates the candidate’s reliance on (mentor) teachers, peers, and other resources to continually improve practice? How does the professional development plan reflect an action plan for growth? What evidence is provided that the intern demonstrates reflective practice in the improvement process?

**Scoring Directions:** Evaluate level of performance based on the following scoring rubric:

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators
- (3) Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)**

*Note: Place scoring level (0-3) in each column next to the performance indicator.*

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.			
Examines and uses data-informed research to improve instruction and student achievement.			
Uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of lessons.			
Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.			
Engages in targeted professional growth opportunities and reflective practices.			
Implements knowledge and skills learned in professional development in the teaching and learning process.			
<b>Total Rating per observation date:</b>			
<b>Shows evidence of reflection and improvement in teaching and learning activities, in addition to an increased capacity to facilitate learning for ALL students in the classroom.</b>			

Possible Evidence/Artifacts: Lessons include material/information from multiples sources, shares lessons, and seeks feedback from mentor teachers and colleagues; written reflective analysis of practice; adapts lessons based on feedback from student performance and mentor.

Date of Observation	Comments (Include specific comments to support the score)
<b>Initial:</b>	
<b>Midpoint:</b>	
<b>Final:</b>	



### ACCOMPLISHED PRACTICE # 6 – Professional Responsibility and Ethical Conduct

Adult Student Intern Name: \_\_\_\_\_

**Guiding Questions:** How does the candidate demonstrate professional and ethical behavior in the learning environment? How does the candidate encourage and help students understand the importance of tolerance and restraint?

**Scoring Directions:** Evaluate level of performance based on the following scoring rubric:

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators
- (3) Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)**

*Note: Place scoring level (0-3) in each column next to the performance indicator.*

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession.			
<b>Total Rating per observation date:</b>			
<b>Does not intentionally distort or misrepresent facts concerning any education matter in direct or indirect public expression. The Adult Student Intern models professionalism and complies with confidentiality.</b>			

Possible Evidence/Artifacts: Professional demeanor in the classroom and professional interaction with students and colleagues; adheres to the Professional Code of Ethics and to professional expectations as outlined by the school district.

Date of Observation	Comments (include specific comments to support the score)
<b>Initial:</b>	
<b>Midpoint:</b>	
<b>Final:</b>	



**Level II Senior Internship Evaluation Rubric Summary  
INITIAL OBSERVATION**

Adult Student Intern Name: _____	Major: _____
School Assignment: _____	Grade Level: _____
Subject Taught: _____	
School Site Supervising Professional: _____	Internship Course Faculty: _____
Internship Semester and year: Fall _____ Spring _____	
Internship Type:	
<input type="checkbox"/> BA Pre-K/Primary Education <input type="checkbox"/> BA Elementary Education <input type="checkbox"/> BA Special Education <input type="checkbox"/> TESOL <input type="checkbox"/> MA School Counseling <input type="checkbox"/> Bilingual Education <input type="checkbox"/> Other	

**S = Satisfactory**

**U = Unsatisfactory**

The Accomplished Practices listed below are addressed throughout the intern’s program and measured during the internship semester. Please record from the Internship Evaluation Rubric for each accomplished practice and an “S” or “U.” At the final evaluation, the intern must earn at least a 2 for each accomplished practice to earn an “S.” A score less than 2 will result in a “U” at the final evaluation. Graduate/On-the-Job interns receive a letter grade, i.e., A, B, C, D, or F.	Rubric Score	S/U
Instructional Design and Lesson Planning		
The Learning Environment		
Instructional Delivery and Facilitation		
Assessment		
Continuous Professional Improvement		
Professional Responsibility and Ethical Conduct		
Comments:		
_____ School Site Supervising Professional Date	_____ Date	_____ Internship Course Faculty
_____ Student Intern	_____ Date	

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**Level II Senior Internship Evaluation Rubric Summary  
MIDPOINT OBSERVATION**

Adult Student Intern Name: _____	Major: _____
School Assignment: _____	Grade Level: _____
Subject Taught: _____	
School Site Supervising Teacher: _____	Internship Course Facilitator: _____
Internship Semester and year: Fall _____ Spring _____	
Internship Type:	
<input type="checkbox"/> BA Pre-K/Primary Education <input type="checkbox"/> TESOL <input type="checkbox"/> MA Guidance and Counseling	<input type="checkbox"/> BA Elementary Education <input type="checkbox"/> Bilingual Education
	<input type="checkbox"/> BA Special Education <input type="checkbox"/> Other

**S = Satisfactory**

**U = Unsatisfactory**

The Accomplished Practices listed below are addressed throughout the intern’s program and measured during the internship semester. Please record from the Internship Evaluation Rubric for each accomplished practice and an “S” or “U.” At the final evaluation, the intern must earn at least a 2 for each accomplished practice to earn an “S.” A score less than 2 will result in a “U” at the final evaluation. Graduate/On-the-Job interns receive a letter grade, i.e., A, B, C, D, or F.	Rubric Score	S/U
Instructional Design and Lesson Planning		
The Learning Environment		
Instructional Delivery and Facilitation		
Assessment		
Continuous Professional Improvement		
Professional Responsibility and Ethical Conduct		
Comments:		
_____	_____	_____
School Site Supervising Professional	Date	Internship Course Faculty
_____	_____	_____
Student Intern	Date	

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**Level II Senior Internship Evaluation Rubric Summary  
FINAL OBSERVATION**

Adult Student Intern's Name: _____	Major: _____
School Assignment: _____	Grade Level: _____
Subject Taught: _____	
School Site Supervising Teacher: _____ Internship Course Facilitator: _____	
Internship Semester and year: Fall _____ Spring _____	
Internship Type: <input type="checkbox"/> BA Pre-K/Primary Education <input type="checkbox"/> BA Elementary Education <input type="checkbox"/> BA Special Education <input type="checkbox"/> TESOL <input type="checkbox"/> MA School Counseling <input type="checkbox"/> Bilingual Education <input type="checkbox"/> Other	

**S = Satisfactory**

**U = Unsatisfactory**

The Accomplished Practices listed below are addressed throughout the intern's program and measured during the internship semester. Please record from the Internship Evaluation Rubric for each accomplished practice and an "S" or "U." At the final evaluation, the intern must earn at least a 2 for each accomplished practice to earn an "S." A score less than 2 will result in a "U" at the final evaluation. Graduate/On-the-Job interns receive a letter grade, i.e., A, B, C, D, or F.	Rubric Score	S/U
Instructional Design and Lesson Planning		
The Learning Environment		
Instructional Delivery and Facilitation		
Assessment		
Continuous Professional Improvement		
Professional Responsibility and Ethical Conduct		
Comments:   		
_____ School Site Supervising Professional	_____ Date	_____ Internship Course Faculty
_____ Student Intern	_____ Date	_____ Date

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**SCHOOL COUNSELING PROFESSIONAL STANDARDS**

**PART I: GOVERNANCE**

**SCHOOL COUNSELING PROGRAMS ONLY**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, write the number that best evaluates the student’s performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

**Part I.A. KNOWLEDGE:**

**The American School Counselor’s Association (ASCA), the Professional School Counselor and School Counseling Preparation Programs, states that counselor should articulate and demonstrate and understanding of:**

	Criteria	Initial Observation DATE:	Midpoint Observation DATE:	Final Observation DATE:
1	The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices.			
2	The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model.			
3	Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap.			
4	Leadership principles and theories.			
5	Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student.			
6	Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student.			
7	Legal, ethical and professional issues in pre-K–12 schools.			
8	Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories.			
9	The continuum of mental health services, including prevention and intervention strategies to enhance student success			
Subtotal				



**PART II: FOUNDATIONS**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, write the number that best evaluates the student's performance in the internship experience.**

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent  
 NA= *No opportunity to execute or not applicable*

**Part II.A. KNOWLEDGE:**

**School counselors should articulate and demonstrate an understanding of:**

	Criteria	Initial Observation DATE:	Midpoint Observation DATE:	Final Observation DATE:
<b>1</b>	Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.			
<b>2</b>	Educational systems, philosophies and theories and current trends in education, including federal and state legislation.			
<b>3</b>	Learning theories.			
<b>4</b>	History and purpose of school counseling, including traditional and transformed roles of school counselors.			
<b>5</b>	Human development theories and developmental issues affecting student success.			
<b>6</b>	District, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program.			
<b>7</b>	Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies.			
<b>8</b>	The three domains of academic achievement, career planning and personal/social development.			
<b>Subtotal</b>				



**PART III. MANAGEMENT**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, write the number that best evaluates the student’s performance in the internship experience.**

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent  
 NA= *No opportunity to execute or not applicable*

**Part III.A. KNOWLEDGE:**

**School counselors should articulate and demonstrate an understanding of:**

	Criteria	Initial Observation DATE:	Midpoint Observation DATE:	Final Observation DATE:
<b>1</b>	Leadership principles, including sources of power and authority and formal and informal leadership.			
<b>2</b>	Organization theory to facilitate advocacy, collaboration and systemic change.			
<b>3</b>	Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.			
<b>4</b>	Time management, including long- and short-term management using tools such as schedules and calendars.			
<b>5</b>	Data-driven decision making.			
<b>6</b>	Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.			
<b>Subtotal</b>				



**PART IV: DELIVERY**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, write the number that best evaluates the student's performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent  
 NA= *No opportunity to execute or not applicable*

**Part IV.A. KNOWLEDGE:**

**School counselors should articulate and demonstrate an understanding of:**

	Criteria	Initial Observation DATE:	Midpoint Observation DATE:	Final Observation DATE:
<b>1</b>	The distinction between direct and indirect student services.			
<b>2</b>	The concept of a school counseling core curriculum.			
<b>3</b>	Counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Alderian, solution- focused brief counseling, person-centered counseling and family systems.			
<b>4</b>	Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.			
<b>5</b>	Classroom management.			
<b>6</b>	Principles of career planning and college admissions, including financial aid and athletic eligibility.			
<b>7</b>	Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income.			
<b>8</b>	Principles of multi-tiered approaches within the context of a comprehensive school counseling program.			
<b>9</b>	Responsive services (counseling and crisis response) including grief and bereavement.			
<b>10</b>	The differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretakers.			
<b>Subtotal</b>				



**PART V. ACCOUNTABILITY**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, write the number that best evaluates the student's performance in the internship experience.**

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent  
 NA= *No opportunity to execute or not applicable*

**Part V.A. KNOWLEDGE:**

**School counselors should articulate and demonstrate an understanding of:**

	Criteria	Initial Observation <b>DATE:</b>	Midpoint Observation <b>DATE:</b>	Final Observation <b>DATE:</b>
<b>1</b>	Basic concepts of results-based school counseling and accountability issues.			
<b>2</b>	Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research.			
<b>3</b>	Use of data to evaluate program effectiveness and to determine program needs.			
<b>4</b>	School counseling program assessments and results reports.			
Subtotal				



**INTERNSHIP EVALUATION RUBRIC SUMMARY – SCHOOL COUNSELING**  
**INITIAL OBSERVATION**

Adult Student Intern Name: _____	Major: _____
School Assignment: _____	Grade Level: _____
Subject Taught: _____	
School Site Supervising Professional: _____	Internship Course Faculty: _____
Internship Semester and year: Fall _____ Spring _____	
Internship Type:	
<input type="checkbox"/> BA Pre-K/Primary Education <input type="checkbox"/> BA Elementary Education <input type="checkbox"/> BA Special Education	
<input type="checkbox"/> TESOL <input type="checkbox"/> MA School Counseling <input type="checkbox"/> Bilingual Education <input type="checkbox"/> Other	

**S = Satisfactory**

**U = Unsatisfactory**

The criteria listed below are addressed throughout the intern’s program and measured during the internship semester. Please record from the Internship Evaluation Rubric for each criteria and an “S” or “U.” At the final evaluation, the intern must earn at least a 2 for each criteria to earn an “S.” A score less than 2 will result in a “U” at the final evaluation. Graduate/On-the-Job interns receive a letter grade, i.e., A, B, C, D, or F.	Rubric Score	S/U
School Counseling Program Knowledge		
Foundations Knowledge		
Management Knowledge		
Delivery Knowledge		
Accountability Knowledge		
Comments:		
_____	_____	_____
School Site Supervising Professional	Date	Internship Course Faculty
_____	_____	_____
Student Intern	Date	

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**INTERNSHIP EVALUATION RUBRIC SUMMARY – SCHOOL COUNSELING  
MIDPOINT OBSERVATION**

Adult Student Intern Name: _____	Major: _____		
School Assignment: _____	Grade Level: _____		
Subject Taught: _____			
School Site Supervising Professional: _____	Internship Course Faculty: _____		
Internship Semester and year: Fall _____ Spring _____			
Internship Type:			
___ BA Pre-K/Primary Education	___ BA Elementary Education	___ BA Special Education	
___ TESOL	___ MA School Counseling	___ Bilingual Education	___ Other

**S = Satisfactory**

**U = Unsatisfactory**

The criteria listed below are addressed throughout the intern’s program and measured during the internship semester. Please record from the Internship Evaluation Rubric for each criteria and an “S” or “U.” At the final evaluation, the intern must earn at least a 2 for each criteria to earn an “S.” A score less than 2 will result in a “U” at the final evaluation. Graduate/On-the-Job interns receive a letter grade, i.e., A, B, C, D, or F.	Rubric Score	S/U	
School Counseling Program Knowledge			
Foundations Knowledge			
Management Knowledge			
Delivery Knowledge			
Accountability Knowledge			
Comments:			
_____ School Site Supervising Professional	_____ Date	_____ Internship Course Faculty	_____ Date
_____ Student Intern	_____ Date		

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**INTERNSHIP EVALUATION RUBRIC SUMMARY – SCHOOL COUNSELING**  
**FINAL OBSERVATION**

Adult Student Intern Name: _____	Major: _____		
School Assignment: _____	Grade Level: _____		
Subject Taught: _____			
School Site Supervising Professional: _____	Internship Course Faculty: _____		
Internship Semester and year: Fall _____ Spring _____			
Internship Type:			
___ BA Pre-K/Primary Education	___ BA Elementary Education	___ BA Special Education	
___ TESOL	___ MA School Counseling	___ Bilingual Education	___ Other

**S = Satisfactory**

**U = Unsatisfactory**

The criteria listed below are addressed throughout the intern’s program and measured during the internship semester. Please record from the Internship Evaluation Rubric for each criteria and an “S” or “U.” At the final evaluation, the intern must earn at least a 2 for each criteria to earn an “S.” A score less than 2 will result in a “U” at the final evaluation. Graduate/On-the-Job interns receive a letter grade, i.e., A, B, C, D, or F.	Rubric Score	S/U	
School Counseling Program Knowledge			
Foundations Knowledge			
Management Knowledge			
Delivery Knowledge			
Accountability Knowledge			
Comments:			
_____ School Site Supervising Professional	_____ Date	_____ Internship Course Faculty	_____ Date
_____ Student Intern	_____ Date		

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**APPENDIX E**  
**ADULT STUDENT INTERN SELF-EVALUATION**  
**LEVEL II: SCHOOL INTERNSHIP EXPERIENCE<sup>21</sup> (SENIOR INTERNSHIP)**

**PART I: OVERALL EXPERIENCE**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Maximum Value:** 250 Points

**Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent

NA= *No opportunity to execute or not applicable*

**Part I.A. KNOWLEDGE:**

As an Adult Student Intern I was able to:

<b>1</b>	demonstrate personal commitment in developing professional competencies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	increase time and energy towards my commitment to becoming a teacher.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	accept and use criticism to enhance self-development and teaching skills.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	engage in open, comfortable, and clear communication with peers and supervisors.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	recognize my deficiencies and actively work to overcome them with the help of peers and supervisors.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	complete school records punctually and conscientiously.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							

<sup>21</sup> The Self-Evaluation Form starts on the next page and includes 8 pages all together.



**PART II: INSTRUCTIONAL DESIGN AND LESSON PLANNING**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Maximum Value:** 250 Points

**Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

According to the following criteria, circle the number that best evaluates your own performance in the internship experience.

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent  
 NA= No opportunity to execute or not applicable

**Part II. A. KNOWLEDGE:**

I had the opportunity to apply the concept of human development and learning theory to:

1	align instruction with state-adopted standards at the appropriate level of rigor.	1	2	3	4	5	NA
2	sequence lessons and concepts to ensure coherence and required prior knowledge.	1	2	3	4	5	NA
3	design instruction for students to achieve mastery.	1	2	3	4	5	NA
4	select appropriate formative assessments to monitor learning.	1	2	3	4	5	NA
5	use diagnostic student data to plan lessons.	1	2	3	4	5	NA
6	develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1	2	3	4	5	NA
Subtotal							



### PART III: THE LEARNING ENVIRONMENT

Adult Student Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

School Site: \_\_\_\_\_ Maximum Value: 250 Points

Grade: \_\_\_\_\_ Score: \_\_\_\_\_

According to the following criteria, circle the number that best evaluates your own performance in the internship experience.

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= No opportunity to execute or not applicable

#### Part III. A. KNOWLEDGE:

I consistently maintained a student-centered learning environment that was safe, organized, equitable, flexible, inclusive, and collaborative because, I:

1	organized, allocated, and managed the resources of time, space, and attention.	1	2	3	4	5	NA
2	managed individual and class behaviors through a well-planned management system.	1	2	3	4	5	NA
3	conveyed high expectations to all students.	1	2	3	4	5	NA
4	respected students' cultural, linguistic, and family background.	1	2	3	4	5	NA
5	modeled clear, acceptable oral and written communication skills.	1	2	3	4	5	NA
6	maintained a climate of openness, inquiry, fairness, and support.	1	2	3	4	5	NA
7	integrated current information and communication technologies.	1	2	3	4	5	NA
8	adapted the learning environment to accommodate the differing needs and diversity of students.	1	2	3	4	5	NA
9	utilized current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	1	2	3	4	5	NA
Subtotal							



**PART IV: STATE STANDARDS**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Maximum Value:** 250 Points

**Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent  
 NA= *No opportunity to execute or not applicable*

**Part IV. A. KNOWLEDGE:**

I consistently aligned state standards with comprehensive knowledge of the subject taught to:

<b>1</b>	deliver engaging and challenging lessons.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	deepen and enrich students’ understanding through content area literacy strategies, verbalizations of thought, and application of the subject matter.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	identify gaps in students’ subject matter knowledge.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	modify instruction to respond to preconceptions or misconceptions.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	relate and integrate the subject matter with other disciplines and life experiences.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	employ higher-order questioning techniques.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>7</b>	apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>8</b>	differentiate instruction based on assessment of student learning needs and recognition of individual differences in students.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>9</b>	support, encourage, and provide immediate and specific feedback to students to promote student achievement.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>10</b>	utilize student feedback to monitor instructional needs and to adjust instruction.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



## PART V: ASSESSMENT

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Maximum Value:** 250 Points

**Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent

NA= *No opportunity to execute or not applicable*

### Part V. A. KNOWLEDGE:

I consistently:

<b>1</b>	analyzed and applied data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	designed and aligned formative and summative assessments that match learning objectives and led to mastery.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	used a variety of assessment tools to monitor the progress, achievement, and learning gains of the children/youth.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	modified assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	shared the importance and outcome of student assessment data with the children/youth and their parent/caregiver(s).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	applied technology to organize and integrate assessment information.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



**PART VI: CONTINUOUS PROFESSIONAL INVOLVEMENT**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Maximum Value:** 250 Points

**Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

**Part VI. A. KNOWLEDGE:**

I effectively and consistently:

<b>1</b>	designed purposeful professional goals to strengthen the effectiveness of my instruction based on the needs of students.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	examined and used data-informed research to improve instruction and student achievement.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	used a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.						
<b>4</b>	collaborated with the home, school and larger communities to foster communication and to support student learning and continuous improvement.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	engaged in targeted professional growth opportunities and reflective practices.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	Implemented knowledge and skills learned in professional development in the teaching and learning process.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



**PART VII: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Maximum Value:** 250 Points

**Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

According to the following criteria, circle the number that best evaluates your own performance in the internship experience.

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent NA= No opportunity to execute or not applicable

**Part VII. A. KNOWLEDGE:**

I understand that educators are held to a high moral standard in a community and that I am or have become familiar with and have adhered to The Code of Ethics and the Principles of Professional Conduct of the Education Profession. As such I have:

1	maintained a professional appearance when teaching.	1	2	3	4	5	NA
2	attended the internship regularly unless there were circumstances that justified the absences.	1	2	3	4	5	NA
3	arrived promptly to class as well as to supervisory sessions.	1	2	3	4	5	NA
4	contacted my <i>School Site Supervising Teacher</i> when delayed or absent.	1	2	3	4	5	NA
5	respected students and coworkers regardless of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicap condition, sexual orientation, or social and family background.	1	2	3	4	5	NA
6	sharpened my professional approach and communication skills.	1	2	3	4	5	NA
7	demonstrated respect for the students, colleagues, <i>School Site Supervising Teacher</i> , and others.	1	2	3	4	5	NA
8	taken reasonable precautions to separate my personal views from those of my institution or supervisor.	1	2	3	4	5	NA
Subtotal							



**PART VIII: OVERALL EXPERIENCE**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Maximum 250 points**

**Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent  
 NA= *No opportunity to execute or not applicable*

**Part VIII.A. KNOWLEDGE:**

As an Adult Student Intern I was able to:

<b>1</b>	demonstrate personal commitment in developing professional competencies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	increase time and energy towards my commitment to becoming a counselor.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	accept and use criticism to enhance self-development and counseling skills.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	engage in open, comfortable, and clear communication with peers and supervisors.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	recognize my deficiencies and actively work to overcome them with the help of peers and supervisors.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	complete school records punctually and conscientiously.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



## APPENDIX F

### ADULT STUDENT COUNSELING AND GUIDANCE SELF EVALUATION

#### LEVEL II (SENIOR INTERNSHIP): **SCHOOL COUNSELING ONLY**

#### PART I: UNDERSTANDING

Adult Student Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

School Site: \_\_\_\_\_ Grade: \_\_\_\_\_ Score: \_\_\_\_\_

According to the following criteria, circle the number that best evaluates your own performance in the internship experience.

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent

NA= *No opportunity to execute or not applicable*

#### Part I.A. KNOWLEDGE:

The American School Counselor's Association (ASCA), the Professional School Counselor and School Counseling Preparation Programs, states that counselor should articulate and demonstrate and understanding of:

<b>1</b>	The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	Leadership principles and theories.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>7</b>	Legal, ethical and professional issues in pre-K–12 schools.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>8</b>	Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>9</b>	The continuum of mental health services, including prevention and intervention strategies to enhance student success	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



## PART II: ABILITIES AND SKILLS

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

### Part II.A. KNOWLEDGE:

An effective school counselor is able to accomplish objectives demonstrating the following abilities and skills.

<b>1</b>	Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	Describes the rationale for a comprehensive school counseling program	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	Describes, defines and identifies the qualities of an effective school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>7</b>	Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>8</b>	Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>9</b>	Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>10</b>	Serves as a leader in the school and community to promote and support student success.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>11</b>	Understands and defines leadership and its role in comprehensive school counseling programs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>12</b>	Identifies and applies a model of leadership to a comprehensive school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

<b>13</b>	Identifies and demonstrates professional and personal qualities and skills of effective leaders.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>14</b>	Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management tools and accountability.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>15</b>	Creates a plan to challenge the non-counseling tasks that are assigned to school counselors	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>16</b>	Advocates for student success	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>17</b>	Understands and defines advocacy and its role in comprehensive school counseling programs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>18</b>	Identifies and demonstrates benefits of advocacy with school and community stakeholders	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>19</b>	Describes school counselor advocacy competencies, which include dispositions, knowledge and skills	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>20</b>	Reviews advocacy models and develops a personal advocacy plan	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>21</b>	Understands the process for development of policy and procedures at the building, district, state and national levels	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>22</b>	Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>23</b>	Defines collaboration and its role in comprehensive school counseling programs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>24</b>	Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>25</b>	Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist or school nurse, and identifies best practices for collaborating to affect student success	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>26</b>	Understands and knows how to apply a consensus-building process to foster agreement in a group	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>27</b>	Understands how to facilitate group meetings to effectively and efficiently meet group goals	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>28</b>	Acts as a systems change agent to create an environment promoting and supporting student success	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>29</b>	Defines and understands system change and its role in comprehensive school counseling programs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>30</b>	Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>31</b>	Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>Subtotal</b>							



**PART III: ATTITUDES**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

**PART III.A. KNOWLEDGE**

School counselors believe:

<b>1</b>	Every student can learn, and every student can succeed.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	Every student should have access to and opportunity for a high-quality education.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	Every student should graduate from high school and be prepared for employment or college and other post-secondary education.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	Every student should have access to a school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	School counselors can and should be leaders in the school and district.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>7</b>	The effectiveness of school counseling programs should be measurable using process, perception and outcome data.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



**PART IV: FOUNDATIONS**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent

NA= *No opportunity to execute or not applicable*

**PART IV.A. KNOWLEDGE**

School counselors should articulate and demonstrate an understanding of:

<b>1</b>	Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	Educational systems, philosophies and theories and current trends in education, including federal and state legislation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	Learning theories.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	History and purpose of school counseling, including traditional and transformed roles of school counselors.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	Human development theories and developmental issues affecting student success.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	District, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>7</b>	Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>8</b>	The three domains of academic achievement, career planning and personal/social development.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



## PART IV: FOUNDATIONS

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent    NA= *No opportunity to execute or not applicable*

### PART IV.B. ABILITIES AND SKILLS:

**An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:**

<b>1</b>	Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	Demonstrates knowledge of a school's particular educational vision and mission.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	Writes a school counseling vision statement that describes a future world in which the school counseling goals and strategies are being successfully achieved.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	Develops a school counseling mission statement aligning with the school, district and state mission.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>7</b>	Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>8</b>	Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits for every student.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

<b>9</b>	Communicates the vision and mission of the school counseling program to all appropriate stakeholders.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>10</b>	Uses student standards, such as ASCA Student Standards and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>11</b>	Crosswalks the ASCA Student Standards with other appropriate student standards.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>12</b>	Prioritizes student standards that align with the school’s goals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>13</b>	Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>14</b>	Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>15</b>	Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>16</b>	Understands and practices in accordance with school district policy and local, state and federal statutory requirements.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>17</b>	Understands the unique legal and ethical nature of working with minor students in a school setting.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>18</b>	Advocates responsibly for school board policy and local, state and federal statutory requirements in students’ best interests.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>19</b>	Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>20</b>	Models ethical behavior.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>21</b>	Continuously engages in professional development and uses resources to inform and guide ethical and legal work.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>22</b>	Practices within the ethical and statutory limits of confidentiality.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>23</b>	Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>24</b>	Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



**PART IV: FOUNDATIONS**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent NA= *No opportunity to execute or not applicable*

**PART IV.C. ATTITUDES**

**School counselors demonstrate their attitudes and beliefs that all students deserve access to a comprehensive program that:**

<b>1</b>	Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	Educational systems, philosophies and theories and current trends in education, including federal and state legislation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	Learning theories.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	History and purpose of school counseling, including traditional and transformed roles of school counselors.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	Human development theories and developmental issues affecting student success.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	District, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>7</b>	Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>8</b>	The three domains of academic achievement, career planning and personal/social development.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>Subtotal</b>							



**PART V: MANAGEMENT**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

**PART V.A. KNOWLEDGE**

**School counselors should articulate and demonstrate an understanding of:**

<b>1</b>	Leadership principles, including sources of power and authority and formal and informal leadership.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	Organization theory to facilitate advocacy, collaboration and systemic change.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	Time management, including long- and short-term management using tools such as schedules and calendars.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	Data-driven decision making.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



### PART V.B. ABILITIES AND SKILLS

Adult Student Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

School Site: \_\_\_\_\_ Grade: \_\_\_\_\_ Score: \_\_\_\_\_

According to the following criteria, circle the number that best evaluates your own performance in the internship experience.

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

**An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:**

1	Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan.	1	2	3	4	5	NA
2	Conducts a school counseling program assessment.	1	2	3	4	5	NA
3	Negotiates a management plan for the comprehensive school counseling program with the administrator.	1	2	3	4	5	NA
4	Discusses and develops the management component of the school counseling program with the other members of the school counseling staff.	1	2	3	4	5	NA
5	Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement.	1	2	3	4	5	NA
6	Discusses the anticipated program results when implementing the action plans for the school year.	1	2	3	4	5	NA
7	Participates in school counseling and education-related professional organizations.	1	2	3	4	5	NA
8	Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions.	1	2	3	4	5	NA
9	Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator/school counselor annual agreement and district performance appraisals.	1	2	3	4	5	NA
10	Uses personal reflection, consultation and supervision to promote professional growth and development.	1	2	3	4	5	NA
11	Establishes and convenes an advisory council for the comprehensive school counseling program.	1	2	3	4	5	NA

12	Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program.	1	2	3	4	5	NA
13	Determines appropriate education stakeholders who should be represented on the advisory council.	1	2	3	4	5	NA
14	Develops effective and efficient meeting agendas.	1	2	3	4	5	NA
15	Reviews school data, school counseling program assessment and school counseling program goals with the advisory council.	1	2	3	4	5	NA
16	Records meeting notes and distributes as appropriate.	1	2	3	4	5	NA
17	Analyzes and incorporates feedback from the advisory council related to school counseling program goals as appropriate.	1	2	3	4	5	NA
18	Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement.	1	2	3	4	5	NA
19	Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed.	1	2	3	4	5	NA
20	Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness.	1	2	3	4	5	NA
21	Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps.	1	2	3	4	5	NA
22	Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap.	1	2	3	4	5	NA
23	Knows how to use data to identify gaps between and among different groups of students.	1	2	3	4	5	NA
24	Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school.	1	2	3	4	5	NA
25	Knows and understands theoretical and historical basis for assessment techniques.	1	2	3	4	5	NA
26	Assesses use of time in direct and indirect student services and program management and school support.	1	2	3	4	5	NA
27	Organizes and manages time to effectively implement a comprehensive school counseling program.	1	2	3	4	5	NA
28	Identifies appropriate distribution of school counselor's time based on the school data and program goals.	1	2	3	4	5	NA
29	Creates a rationale for school counselor's use of time in the delivery component to focus on the goals of the comprehensive school counseling program.	1	2	3	4	5	NA
30	Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities.	1	2	3	4	5	NA

<b>31</b>	Develops calendars to ensure the effective implementation of the school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>32</b>	Creates annual and weekly calendars to plan activities to reflect school counseling program goals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>33</b>	Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>34</b>	Designs and implements action plans aligning with school and school counseling program goals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>35</b>	Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>36</b>	Identifies ASCA domains, standards and competencies being addressed by each plan.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>37</b>	Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>38</b>	Determines the intended impact on academics, attendance and behavior.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>39</b>	Identifies appropriate activities to accomplish objectives.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>40</b>	Identifies appropriate resources needed.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>41</b>	Identifies data-collection strategies to gather process, perception and outcome data.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>42</b>	Shares results of action plans with staff, parents and community.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>43</b>	Implements program management and school support activities for the comprehensive school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>44</b>	Creates a program management and school support planning document addressing school counselor's responsibilities for program management and professional development.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>45</b>	Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>46</b>	Conducts self-appraisal related to school counseling skills and performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



**PART V.C. ATTITUDES**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

**School counselors should articulate and demonstrate an understanding of:**

<b>1</b>	Leadership principles, including sources of power and authority and formal and informal leadership.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	Organization theory to facilitate advocacy, collaboration and systemic change.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	Time management, including long- and short-term management using tools such as schedules and calendars.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	Data-driven decision making.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



**PART VI: DELIVERY**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

**PART VI.A. NOWLEDGE**

**School counselors should articulate and demonstrate an understanding of:**

<b>1</b>	The distinction between direct and indirect student services.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	The concept of a school counseling core curriculum.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	Counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Alderian, solution- focused brief counseling, person-centered counseling and family systems.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	Classroom management.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	Principles of career planning and college admissions, including financial aid and athletic eligibility.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>7</b>	Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>8</b>	Principles of multi-tiered approaches within the context of a comprehensive school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>9</b>	Responsive services (counseling and crisis response) including grief and bereavement.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>10</b>	The differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretakers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>Subtotal</b>							



**PART VI.B.1 ABILITIES AND SKILLS**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent NA= *No opportunity to execute or not applicable*

**An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:**

<b>Direct Student Services</b>							
1	Implements the school counseling core curriculum.	1	2	3	4	5	NA
2	Identifies appropriate curriculum aligned to ASCA Student Standards.	1	2	3	4	5	NA
3	Develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data.	1	2	3	4	5	NA
4	Demonstrates classroom management and instructional skills.	1	2	3	4	5	NA
5	Develops materials and instructional strategies to meet student needs and school goals.	1	2	3	4	5	NA
6	Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum.	1	2	3	4	5	NA
7	Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities.	1	2	3	4	5	NA
8	Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum.	1	2	3	4	5	NA
9	Understands and is able to build effective, high-quality peer helper programs.	1	2	3	4	5	NA
Subtotal							



### PART VI.B.2 ABILITIES AND SKILLS

Adult Student Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

School Site: \_\_\_\_\_ Grade: \_\_\_\_\_ Score: \_\_\_\_\_

According to the following criteria, circle the number that best evaluates your own performance in the internship experience.

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

**An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:**

Individual Student Planning							
1	Facilitates individual student planning.	1	2	3	4	5	NA
2	Understands individual student planning as a component of a comprehensive program.	1	2	3	4	5	NA
3	Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.	1	2	3	4	5	NA
4	Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel.	1	2	3	4	5	NA
5	Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests.	1	2	3	4	5	NA
6	Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process.	1	2	3	4	5	NA
7	Understands the relationship of academic performance to the world of work, family life and community service	1	2	3	4	5	NA
8	Understands methods for helping students monitor and direct their own learning and personal/social and career development.	1	2	3	4	5	NA
Subtotal							



**PART VI.B.3 ABILITIES AND SKILLS**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

**An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:**

<b>Responsive Services</b>							
<b>1</b>	Provides responsive services.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	Lists and describes interventions used in responsive services, such as individual/ small-group counseling and crisis response.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive- behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>5</b>	Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>6</b>	Provides team leadership to the school and community in a crisis.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>7</b>	Involves appropriate school and community professionals as well as the family in a crisis situation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>8</b>	Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family and substance abuse counseling, within a continuum of care.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>9</b>	Understands the role of the school counselor and the school counseling program in the school crisis plan.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>Subtotal</b>							



**PART VI.B.4 ABILITIES AND SKILLS**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent  
 NA= *No opportunity to execute or not applicable*

**An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:**

Indirect Student Services							
1	Understands how to make referrals to appropriate professionals when necessary.	1	2	3	4	5	NA
2	Compiles referral resources to utilize with students, staff and families to effectively address issues.	1	2	3	4	5	NA
3	Develops a list of community agencies and service providers for student referrals.	1	2	3	4	5	NA
4	Shares strategies that support student achievement with parents, teachers, other educators and community organizations.	1	2	3	4	5	NA
5	Applies appropriate counseling approaches to promoting change among consultees within a consultation approach.	1	2	3	4	5	NA
6	Works with education stakeholders to better understand student needs and to identify strategies that promote student achievement.	1	2	3	4	5	NA
7	Partners with parents, teachers, administrators and education stakeholders for student achievement and success.	1	2	3	4	5	NA
8	Conducts in-service training or workshops for other stakeholders to share school counseling expertise.	1	2	3	4	5	NA
9	Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model.	1	2	3	4	5	NA
Subtotal							



**PART VI.C. ATTITUDES**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent

NA= *No opportunity to execute or not applicable*

**School counselors believe:**

<b>1</b>	School counseling is one component in the continuum of care that should be available to all students	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	School counselors engage in developmental counseling and short-term responsive counseling	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



**PART VII: ACCOUNTABILITY**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent

NA= *No opportunity to execute or not applicable*

**PART VII.A. KNOWLEDGE**

**School counselors should articulate and demonstrate an understanding of:**

<b>1</b>	Basic concepts of results-based school counseling and accountability issues.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>2</b>	Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>3</b>	Use of data to evaluate program effectiveness and to determine program needs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>4</b>	School counseling program assessments and results reports.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



## PART VII.B. ABILITIES AND SKILLS

Adult Student Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

School Site: \_\_\_\_\_ Grade: \_\_\_\_\_ Score: \_\_\_\_\_

According to the following criteria, circle the number that best evaluates your own performance in the internship experience.

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

**An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:**

1	Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs.	1	2	3	4	5	NA
2	Analyzes use of time to determine how much time is spent in school counseling program components and considers best use of time compared to student needs as identified through student data.	1	2	3	4	5	NA
3	Analyzes results from school counseling program assessment.	1	2	3	4	5	NA
4	Uses formal and informal methods of program evaluation to design and enhance comprehensive school counseling programs.	1	2	3	4	5	NA
5	Uses student data to support decision-making in designing effective school counseling programs and interventions.	1	2	3	4	5	NA
6	Measures and analyzes results attained from school counseling core curriculum, small group and closing-the-gap activities.	1	2	3	4	5	NA
7	Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared.	1	2	3	4	5	NA
8	Analyzes and interprets process, perception and outcome data.	1	2	3	4	5	NA
9	Reviews progress toward program goals.	1	2	3	4	5	NA
10	Uses technology in conducting research and program evaluation.	1	2	3	4	5	NA
11	Reports program results to the school counseling community.	1	2	3	4	5	NA
12	Uses data to demonstrate the value the school counseling program adds to student achievement.	1	2	3	4	5	NA
13	Uses results obtained for program improvement.	1	2	3	4	5	NA
14	Understands and advocates for appropriate school counselor performance appraisal process based on school	1	2	3	4	5	NA

	counselor competencies and implementation of the comprehensive school counseling program.						
<b>15</b>	Analyzes self-assessment related to school counseling skills and performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>16</b>	Identifies how school counseling activities fit within categories of a performance appraisal instrument.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>17</b>	Encourages administrators to use a performance appraisal instrument reflecting appropriate responsibilities for school counselors.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>18</b>	Compares current school counseling program implementation with the ASCA National Model.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>19</b>	Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>20</b>	Identifies areas for improvement for the school counseling program.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Subtotal							



**PART VII.C. ATTITUDES**

**Adult Student Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Site:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Score:** \_\_\_\_\_

**According to the following criteria, circle the number that best evaluates your own performance in the internship experience.**

1= Poor 2= Satisfactory 3= Good 4= Very Good 5=Excellent

NA= *No opportunity to execute or not applicable*

**School counselors believe:**

<b>1</b>	School counseling programs should achieve demonstrable results.	1	2	3	4	5	NA
<b>2</b>	School counselors should be accountable for the results of the school counseling program.	1	2	3	4	5	NA
<b>3</b>	School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results.	1	2	3	4	5	NA
<b>4</b>	The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance.	1	2	3	4	5	NA
Subtotal							



**APPENDIX G: CODES OF ETHICS – EDUCATION PROFESSION****Association of American Educators Code of Ethics<sup>22</sup>**

**This Code of Ethics for Educators was developed by the distinguished AAE Advisory Board and by the Executive Committee of AAE. This Code contains four basic principles relating to the rights of students and educators.**

**OVERVIEW**

The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students.

The professional educator acts with conscientious effort to exemplify the highest ethical standards.

The professional educator responsibly accepts that every child has a right to an uninterrupted education free from strikes or any other work stoppage tactics.

**PRINCIPLE I: Ethical Conduct toward Students**

The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices. We strongly affirm parents as the primary moral educators of their children. Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect-for the law, for human life, for others, and for self.

The professional educator, in accepting his or her position of public trust, measures success not only by the progress of each student toward realization of his or her personal potential, but also as a citizen of the greater community of the republic.

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<sup>22</sup> Retrieved and textually transcribed from <http://aaeteachers.org/index.php/about-us/aae-code-of-ethics> on 7/17/15

1. The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.
2. The professional educator does not intentionally expose the student to disparagement.
3. The professional educator does not reveal confidential information concerning students, unless required by law.
4. The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.
5. The professional educator endeavors to present facts without distortion, bias, or personal prejudice.

**PRINCIPLE II: Ethical Conduct toward Practices and Performance**

The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.

The professional educator endeavors to maintain the dignity of the profession by respecting and obeying the law, and by demonstrating personal integrity.

1. The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.
2. The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.
3. The professional educator continues professional growth.
4. The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.
5. The professional educator does not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes those views from his or her own personal opinions.
6. The professional educator honestly accounts for all funds committed to his or her charge.
7. The professional educator does not use institutional or professional privileges for personal or partisan advantage.

**PRINCIPLE III: Ethical Conduct toward Professional Colleagues**

The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.

1. The professional educator does not reveal confidential information concerning colleagues unless required by law.
2. The professional educator does not willfully make false statements about a colleague or the school system.
3. The professional educator does not interfere with a colleague's freedom of choice, and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

**PRINCIPLE IV: Ethical Conduct toward Parents and Community**

The professional educator pledges to protect public sovereignty over public education and private control of private education.

The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort is essential among these groups to attain that goal.

1. The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.
2. The professional educator endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.
3. The professional educator manifests a positive and active role in school/community relations.

**National Education Association Code of Ethics<sup>23/24</sup>****PREAMBLE**

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

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<sup>23</sup> Retrieved and textually transcribed from <http://www.nea.org/home/30442.htm> on 7/17/2015

<sup>24</sup> This Code of Ethics was officially adopted by the NEA 1975 Representative Assembly-Ethical Standards for School Counselors-American School Counselor Association. If you want to find a comprehensive explanation of Ethical Standards of School Counselors, you may retrieve it from: <http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>. This PDF document was reviewed on 7/17/2015, to verify link connectivity and retrieval.

**PRINCIPLE I: COMMITMENT TO THE STUDENT**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
  - a. Exclude any student from participation in any program
  - b. Deny benefits to any student
  - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

**PRINCIPLE II: COMMITMENT TO THE PROFESSION**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

**APPENDIX H: STATES AND DISTRICT OF COLUMBIA REQUIREMENTS****State of Maryland<sup>25</sup>**

The following are requirements for school guidance counselor and teacher certification in the state of Maryland including internship requirements:

**I. The requirements for certification as a school counselor are:****A. Option I. The applicant shall have:**

1. A master's degree in school counseling or school guidance and counseling from an IHE;
2. A National Board of Certified Counselors (NBCC) certificate; and
3. Two years of satisfactory performance as a teacher or school counselor in a school setting.

**B. Option II. The applicant shall have:**

1. A master's degree in school counseling or school guidance and counseling in a program approved using State-approved standards under COMAR 13A.07.06.01; and
2. **2 years of satisfactory performance as a teacher or school counselor, or 500 clock hours in a supervised practicum in school counseling.**

**C. Option III. The applicant shall have a master's degree in school counseling or school guidance and counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).**

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<sup>25</sup> Information received from Brenda K. Delany, Ed.D., Instructional Specialist, Higher Education Partnerships, Montgomery County Public Schools, Department of Certification and Continuing Education, 45 W. Gude Drive, Rockville, MD 20850; [brenda.k.delany@mcpsmd.org](mailto:brenda.k.delany@mcpsmd.org); 301-315-7384

D. Option IV. The applicant shall have:

1. A master's degree in school counseling or school guidance and counseling from an approved program under the Interstate Contract agreement for support services; and
2. 2 years of satisfactory performance as a teacher or school counselor.

E. Option V. The applicant shall:

1. Have a master's degree from an IHE; and
2. Present a valid, professional certificate from another state and verification of at least 27 months of satisfactory performance as a school counselor during the past 7 years on the basis of which application is being made for a comparable Maryland certificate.

**II. Certification in Early Childhood Education (Prekindergarten—Grade 3).**

A. To receive certification in early childhood education (prekindergarten—grade 3), the applicant shall:

1. Complete one of the following options:
  - a. Earn a bachelor's or higher degree from an IHE with a major in interdisciplinary studies or a major in an academic field taught in early childhood education including a minimum of 12 semester hours of course work in both mathematics and science and 9 semester hours of course work in both English and social studies; or
  - b. Earn a bachelor's or higher degree from an IHE and complete not less than 48 semester hours of content course work taken at an IHE including a minimum of 12 semester hours of course work in both

mathematics and science and 9 semester hours of course work in both English and social studies;

- c. Complete 27 semester hours of professional education course work taken at an IHE, including a course in each of the following at the appropriate age or grade level:
  - i. Child development;
  - ii. Human learning;
  - iii. Teaching methodology;
  - iv. Inclusion of special needs student populations;
  - v. Assessment of students;
  - vi. Processes and acquisition of reading skills;
  - vii. Best practices in reading instruction that include the cuing systems of graphophonics, semantics, and syntactics;
  - viii. Use of reading assessment data to improve instruction; and
  - ix. Materials for teaching reading to gain literary experience, to perform a task, and to read for information; and
2. Complete a teaching experience in one of the following ways:
  - a. A supervised experience in a public or accredited nonpublic school setting at the prekindergarten or kindergarten and primary age/grade level; or
  - b. 1 year of successful full-time teaching experience in a public or accredited nonpublic school setting at the prekindergarten, kindergarten, or primary age/grade level.

- B. The course work required in §A(2)(f)—(i) of this regulation may also be taken through CPDs.
- C. A minimum of 50 percent of the course work required in §A(1) and (2) of this regulation shall be taken at the same institution.

### III. Certification in Elementary Education (Grades 1—6).

- A. To receive certification in elementary education (grades 1—6), the applicant shall:
  - 1. Complete one of the following options:
    - a. Earn a bachelor's or higher degree from an IHE with a major in interdisciplinary studies or a major in an academic field taught in elementary education including a minimum of 12 semester hours of course work in both mathematics and science and 9 semester hours of course work in both English and social studies; or
    - b. Earn a bachelor's or higher degree from an IHE and complete not less than 48 semester hours of content course work taken at an IHE including a minimum of 12 semester hours of course work in both mathematics and science and 9 semester hours of course work in both English and social studies;
    - c. Complete 27 semester hours of professional course work taken at an IHE including a course in each of the following at the appropriate age or grade level:
      - i. Child or adolescent development;
      - ii. Human learning;
      - iii. Teaching methodology;

- iv. Inclusion of special needs student populations;
  - v. Assessment of students;
  - vi. Processes and acquisition of reading skills;
  - vii. Best practices in reading instruction that include the cuing systems of graphophonics, semantics, and syntactics;
  - viii. Use of reading assessment data to improve instruction; and
  - ix. Materials for teaching reading to gain literary experience, to perform a task, and to read for information; and
2. Complete a teaching experience<sup>26</sup> in one of the following ways:
    - a. A supervised experience in a public or accredited nonpublic school setting at the appropriate age or grade level; or
    - b. 1 year of successful full-time teaching experience in a public or accredited nonpublic school setting at the appropriate age or grade level.
- B. The course work required in §A(2)(f) —(i) of this regulation may also be taken through CPDs.
  - C. A minimum of 50 percent of the course work required in §A(1) and (2) of this regulation shall be taken at the same institution.

The following MSDE links may be helpful:

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<sup>26</sup> Internship placement is determined by the local school system or the non-public school for which there is a Department-recognized head. The internship could occur in the internship supervisor's classroom, in the classroom for which the intern will assume responsibility as the resident teacher, or in a summer school program. The internship supervisor could be a currently employed teacher, including a rehired retired teacher or administrator, or supervision may consist of a team made up of a combination of the above drawn from the local school system, or the eligible non-public school. (Maryland State Department of Education - Division of Certification and Accreditation, 2010)

- <http://www.dsd.state.md.us/comar/getfile.aspx?file=13a.12.03.02.htm>
- [http://www.marylandpublicschools.org/MSDE/divisions/certification/certification\\_branch/certification\\_inf/areas/area\\_overview.html](http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/certification_inf/areas/area_overview.html)

## State of Virginia<sup>27</sup>

The Virginia licensure regulations stipulate multiple routes for individuals to become licensed in Virginia:

- I. **Approved Program** - a Virginia state-approved teacher preparation program or an alternative state approved program<sup>28</sup>.
- II. **Reciprocity** - Conditions for licensure for out-of-state candidates by reciprocity.
  - A. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through a regionally accredited four-year college or university, or if the individual holds a valid out-of-state teaching license (full credential without deficiencies) that must be in force at the time the application for a Virginia license is made. An individual seeking licensure must establish a file in the Department of Education by submitting a complete application packet, which includes official student transcripts.

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<sup>27</sup> Information obtained from the Virginia Department of Education, Division of Teacher Education and Licensure, P.O. Box 2120, Richmond, Virginia 23218-2120

<sup>28</sup> For more information relative to this method of licensure, please contact the college or university where you wish to enroll. This information can be accessed at [http://www.doe.virginia.gov/teaching/educator\\_preparation/college\\_programs/index.shtml](http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/index.shtml)

Professional teacher's assessments prescribed by the Board of Education must be satisfied.

- B. An individual coming into Virginia will qualify for a Virginia teaching license with comparable endorsement areas if the individual holds national certification from the National Board for Professional Teaching Standards (NBPTS) or a nationally recognized certification program approved by the Board of Education.
- C. Licensure by reciprocity is provided for individuals who have obtained a valid out-of-state license (full credential without deficiencies) that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. Unless exempted by the criteria in subsection D of this section, licensure assessments prescribed by the Board of Education shall be required.
- D. Individuals who hold a valid out-of-state license (full credential without deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements.

**III. Alternative Licensure** - an alternative route to licensure is available through the recommendation of the individual's employing Virginia school division or nonpublic school. A three-year nonrenewable license can be issued through satisfying endorsement

course work, experiential learning, or by meeting the provisional-special education requirements.\*

\*Please refer to the web site, [http://www.doe.virginia.gov/teaching/licensure/prof\\_teacher\\_assessment.pdf](http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf) describing the assessment requirements in Virginia.

A. Satisfying endorsement course work - an individual who is employed by a Virginia school division or nonpublic school seeking this alternative route must:

1. hold a baccalaureate degree from a regionally accredited institution,
2. satisfy one or more specific endorsement areas (teaching areas), and
3. submit the application packet through the Virginia employing educational agency.

B. Experiential Learning – an individual who is applying for an initial license must meet the following criteria to be eligible to request experiential learning credits in lieu of the coursework for the endorsement (teaching) content area:

1. hold a baccalaureate degree from a regionally accredited college or university;
2. have at least five years of documented full-time work experience that may include specialized training related to the endorsement sought; and
3. have met the qualifying score on the content knowledge assessment prescribed by the Board of Education.

The experiential learning criteria do not apply to teachers of special education and elementary education (preK-3 and preK-6).

C. Provisional (Special Education) License - an individual employed as a special education teacher in a public school or a nonpublic special education school in Virginia who does not hold the appropriate special education endorsement must:

1. Be employed by a Virginia public or nonpublic school as a special educator and have the recommendation of the employing educational agency;
2. Hold a baccalaureate degree from a regionally accredited college or university;
3. Have an assigned mentor endorsed in special education; and
4. Have a planned program of study in the assigned endorsement area, make progress toward meeting the endorsement requirements each of the three years of the license, and have completed coursework in the competencies of foundations for educating students with disabilities and an understanding and application of the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities. A survey course integrating these competencies would satisfy this requirement. The Provisional License through this alternate route shall not be issued without the completion of these prerequisites.
5. Note: This alternate route to special education is not applicable to individuals employed as speech pathologists.

**D. The following requirements must be satisfied in order to become eligible for the five-year renewable license:**

1. Any remaining endorsement deficiencies in the specific content or endorsement area.
2. Professional Teacher's Assessment (Please refer to the web site, [http://www.doe.virginia.gov/teaching/licensure/prof\\_teacher\\_assessment.pdf](http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf) for more detailed information regarding this requirement.)
3. Professional Studies Requirements: Professional studies course work specified below from a regionally accredited four-year institution or an alternative program for licensure may be submitted by the employing educational agency for review and approval by the Superintendent of Public Instruction, Virginia Department of Education. Refer to the professional studies requirements listed in the licensure regulations at [http://www.doe.virginia.gov/teaching/licensure/licensure\\_regs.pdf](http://www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf).

**E. Early/primary education PreK-3, elementary education PreK-6, and middle education - 18 semester hours:**

1. Human Growth and Development - 3 semester hours
2. Curriculum and Instructional Procedures - 3 semester hours for the appropriate instructional level (early/primary education, elementary education or middle education)
3. Classroom and Behavior Management - 3 semester hours

4. Foundations of Education - 3 semester hours
5. Reading
  - a. Early/primary and elementary education: 6 semester hours of language acquisition and reading
  - b. Middle education: 3 semester hours of reading in the content area and 3 semester hours of language acquisition.

**F. Special education - 18 semester hours:**

1. Human Growth and Development - 3 semester hours
2. Curriculum and Instructional Procedures - 3 semester hours
3. Classroom and Behavior Management - 3 semester hours
4. Foundations of Education - 3 semester hours
5. Language Acquisition and Reading - 6 semester hours

**G. Adult education, PreK-12 endorsements, and secondary grades 6-12 endorsements - 15 semester hours:**

1. Human Growth and Development - 3 semester hours
2. Curriculum and Instructional Procedures - 3 semester hours
3. Classroom and Behavior Management - 3 semester hours
4. Foundations of Education - 3 semester hours
5. Reading in the Content Area - 3 semester hours

One year of successful, full-time teaching experience in the endorsement area in a public or accredited nonpublic school. A fully licensed, experienced teacher must be available in the school building to assist the beginning teacher employed through the alternative route.

**IV. Alternative Route for Career Professions** – an alternative route is available to career switchers who seek teaching endorsements PreK through grade 12 with the exception of special education. Please refer to the Web site, [http://www.doe.virginia.gov/teaching/educator\\_preparation/career\\_switcher/index.shtml](http://www.doe.virginia.gov/teaching/educator_preparation/career_switcher/index.shtml) for detailed information.

A. Prerequisite requirements:

1. An application to an approved Career Switcher Program;
2. A baccalaureate degree from a regionally accredited college or university;
3. The completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study;
4. At least five years of full-time work experience or its equivalent; and
5. Virginia qualifying scores on the professional teacher's assessments as prescribed by the Board of Education.

**V. Implementation Manual for the Regulations Governing the Review and Approval of Education Programs in Virginia<sup>29</sup>**

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<sup>29</sup> Information retrieved and textually transcribed from [http://www.doe.virginia.gov/teaching/educator\\_preparation/college\\_programs/regulations\\_implementation\\_manual.pdf](http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/regulations_implementation_manual.pdf) on 7/17/2015

A. The Program Compliance Certification and Standards for Biennial Approval of Education Programs

1. The Program Compliance Certification and Standards for Biennial Approval of Education Programs, establishes the guidelines for structured and integrated field experiences to include student teaching requirements.

Indicators of the achievement of this standard shall include the following:

- a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and,
- b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided.
- c. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program.
- d. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present.
- e. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that

include racial, economic, linguistic, and ethnic diversity throughout the program experiences. The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.

## District of Columbia

### I. Teacher Licensure<sup>30</sup>

Teaching licenses/credentials issued by OSSE authorize the holder to serve in an instructional, school leadership or support personnel capacity in a District of Columbia public, private or public charter school. (Note: Public charter and private school teachers and administrators are not mandated by DC law to hold a state license; however, local education agencies (LEAs) may opt to require state licensure for employment).

Please see below for license types and required qualifications<sup>31</sup>:

#### A. Regular I (valid for 2 years, non-renewable)

1. Bachelor's Degree
2. Verification of current enrollment in a state approved teacher preparation program
3. Verification of current employment as a teacher in a DC local education agency
4. Passing scores for the required basic skills (reading, writing and mathematics) licensure exam
5. Passing score for the Praxis II Content Knowledge exam in the subject area of the approved program (not required for ELL and Special Education teachers until full licensure is being sought)

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<sup>30</sup> Retrieved from <http://osse.dc.gov/service/teacher-licensure> on 4/14/2015

<sup>31</sup>For more information on testing requirements, visit:

[http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Educator%20Testing%20Flyer\\_11%202014\\_0.pdf](http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Educator%20Testing%20Flyer_11%202014_0.pdf)

**B. Regular II (valid for 4 years, renewable)**

1. Bachelor's Degree
2. Verification of successful completion of a state-approved teacher preparation program
3. Passing scores for the required basic skills (reading, writing and mathematics) licensure exam
4. Passing score for the required Content Knowledge exam in the applicable subject area
5. Passing score for the required Pedagogy/Principles of Learning and Teaching exam for the applicable subject and/or grade level of the license(s) being sought

**C. Transitional (valid for 1 year, non-renewable)**

1. May only be requested by a DC local education agency
2. Candidate has never been previously employed as a DC public school teacher
3. Candidate has completed a degree major in the content area of the teaching assignment (Liberal Arts for elementary education assignments may be applicable) OR candidate has verification of completion of a state-approved teacher education program in the applicable subject area
4. Candidate holds a full valid out-of-state teaching license and has completed an applicable teacher education program and only needs to complete DC's testing requirements

5. Applicants not eligible for a Regular I or II license must be hired by a DC LEA/school district or school to be eligible for a Transitional license. Please contact the school district's personnel office for more information on obtaining a Transitional license.

#### **D. Application Procedures**

1. **Individuals who have completed an approved preparation program in the District of Columbia** must have an Approved Program Recommendation form on file with our office. Please contact the Certification/Licensure Officer from your approved program to verify that a recommendation has been sent. Refer to the Approved Program Directory [PDF] to view program contact information. DC Program Completers must submit the following forms (see forms for detailed list of required supporting documents):
  - a. Application for Regular II Licensure found at <http://osse.dc.gov/publication/application-regular-ii-license>
  - b. Procedures to obtain nationwide criminal history report found at <http://osse.dc.gov/publication/procedures-obtain-personal-criminal-history-report-dcps-employees-7-7> (for DCPS employees only)
  - c. Procedures to obtain nationwide criminal history report found at <http://osse.dc.gov/publication/procedures-obtain-personal-criminal-history-report-all-other-applicants-4> (for all other applicants) [PDF]

2. **Applicants who are enrolled in or completed a state-approved teacher licensure program at an institution/agency located outside of the District of Columbia** must submit the following forms (see forms for detailed list of required supporting documents):

a. Application for Regular I Licensure found at <http://osse.dc.gov/publication/application-regular-i-license> (Currently enrolled preparation program participants employed by a DC public, private or public charter school): OR

b. Application for Regular II Licensure found at <http://osse.dc.gov/publication/application-regular-ii-license> (Program completers)

c. Approved Program Verification Form found at <http://osse.dc.gov/publication/approved-program-verification-form-1>

d. Educational Employment Verification Form found at <http://osse.dc.gov/publication/employment-verification-form>

e. Procedures to obtain nationwide criminal history report found at <http://osse.dc.gov/publication/procedures-obtain-personal-criminal-history-report-dcps-employees-7-7> (for DCPS employees only)

f. Procedures to obtain nationwide criminal history report found at <http://osse.dc.gov/publication/non-dcps-employee-background-check> (for all other applicants).

## II. Counseling

- A. Effective September 1, 2014 in addition to satisfactory completion of an approved program or completion of applicable coursework and experience requirements in the school service provider area, applicants must present passing scores for the required licensure exam(s) for the areas of: School Counselor, School Librarian, School Psychologist and Reading Specialist/Teacher. For more information about the required exams, please visit the Educational Testing Service (*ETS*) website for details regarding School support personnel exams found at

<http://www.ets.org/praxis/dc/requirements>

**APPENDIX I: RECOMMENDED EDUCATION LINKS****PROFESSIONAL EDUCATION LINKS**

- a. Colorin Colorado [www.colorincolorado.org/educators](http://www.colorincolorado.org/educators)
- b. MD Department of Education <http://marylandpublicschools.org>
- c. VA Department of Education <http://www.doe.virginia.gov>
- d. VA Standards of Learning [http://www.doe.virginia.gov/testing/sol/standards\\_docs/](http://www.doe.virginia.gov/testing/sol/standards_docs/)
- e. Common Core Standards <http://mdk12.org/instruction/commoncore/>
- f. Exceptional Student Education [www.fldoe.org/ese/](http://www.fldoe.org/ese/)
- g. WIDA Consortium [www.wida.us/](http://www.wida.us/)
- h. TESOL [www.tesol.org/](http://www.tesol.org/)
- i. NABE [www.nabe.org/](http://www.nabe.org/)
- j. CAL [www.cal.org/](http://www.cal.org/)
- k. CACREP [www.cacrep.org/](http://www.cacrep.org/)
- l. NCELA [www.ncela.gwu.edu/](http://www.ncela.gwu.edu/)
- m. ED National Teacher Recruitment [www.teach.gov](http://www.teach.gov)
- n. Montgomery County, MD <https://www.montgomeryschoolsmd.org>
- o. Prince George County, MD <http://www.pgs.k12.va.us>
- p. Howard County, MD <http://www.hcpss.org>
- q. Fairfax County, VA <http://www.fcps.edu/index.shtml>
- r. Arlington County, VA <http://www.arlington.k12.va.us/site/default.aspx?PageID=1>
- s. District of Columbia <http://dcps.dc.gov/portal/site/DCPS/>
- t. American School Counselor Association  
<http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- u. Robert Marzano <http://www.marzanoresearch.com/robert-j-marzano>



**APPENDIX J: SUAGM PROGRAM REQUIREMENTS FOR EDUCATION DEGREES**  
**PROGRAM REQUIREMENTS FOR EDUCATION DEGREES**

<b>BACHELOR’S DEGREE PROGRAMS</b>	
<b>UNIVERSIDAD DEL ESTE</b> <b>BA Pre-Kindergarten/Primary Education</b> <b>BA Special Education</b>	<b>UNIVERSIDAD DEL TURABO</b> <b>BA Elementary Education</b>
All students must pass the Basic General Knowledge Exam (all four parts) prior to admittance into internship course	
<i>Level I: Clinical School Experience</i> is required in all education courses (BA) to comply with state and University requirements for a Junior Internship.	
The timeline for Internship courses is 11 weeks full day (7.5 hours for a total of hours/day). Internship must be done within district school hours; summer is not applicable for this requirement.	
Internship experience must be done in an elementary school setting; Special Education; Students can intern K-12	
Students must meet with all application requirements and deadlines for internship. Deadlines are posted in the Academic Calendar, SUAGM.com web page, and student bulletin boards.	
The Level II Internship <b>CANNOT</b> be done at current place of employment.	
<b>MASTER’S DEGREE PROGRAMS</b>	
<b>UNIVERSIDAD DEL ESTE</b> <b>MS Educational Leadership</b>	<b>UNIVERSIDAD DEL TURABO</b> <b>MEd Teaching of English as a Second Language</b> <b>MEd Guidance and Counseling</b>
All students must pass the PRAXIS I prior to admittance into the internship course. If student is licensed by the Department of Education of the corresponding jurisdiction and has a valid teaching certificate, this requirement will not apply	
The <b>Level I: Clinical School Experience</b> is required in all education core and specialization courses to comply with state and University requirements for a Junior Internship (MD and VA: 100 hours).	
In the State of VA, the Internship course timeline for <i>Educational Leadership</i> (School Internship Experience) is 8 weeks (40 hours per week for a total of 320 hours).	
In the State of MA, the Internship course timeline for <i>Educational Leadership</i> (School Internship Experience) is 3 weeks (40 hours per week for a total of 120 hours) plus 104 hours of Level I Clinical School Experience.	
In the District of Columbia, the Internship course timeline for <i>Educational Leadership</i> (School Internship Experience) is 7.5 weeks (40 hours per week for a total of 300 hours).	
Master in TESOL is 8 weeks (37.5 hours per week for a total of 300 hours).	
Master of Guidance & Counseling is 37.5 hours per week for a total of 500 hours (250 hours in K-5 and 250 hours in 6-12).	
The School Internship experience must be done within a K-12 school setting.	
Students must meet all application requirements and deadlines for the Level II internship. Deadlines are posted in the Academic Calendar, SUAGM.com web page, and student bulletin boards.	
The School Internship <b>CANNOT</b> be done at the current place of employment.	

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Services Officer

\*These requirements are subject to change based on State and University guidelines.

**APPENDIX K: MARZANO TEACHER EVALUATION MODEL**

**The Marzano Teacher Evaluation Model At a Glance  
For Use in the 2013-14 School Year – Version 1.1**

Criterion 1	Criterion 2	
<b>Centering instruction on high expectations for student achievement.</b>	<b>Demonstrating effective teaching practices.</b>	
<p><b>Component 1.1:</b> Providing Clear Learning Goals and Scales (Rubrics)</p> <p><b>Component 1.2:</b> Celebrating Success</p> <p><b>Component 1.3:</b> Understanding Students' Interests and Backgrounds</p> <p><b>Component 1.4:</b> Demonstrating Value and Respect for Typically Underserved Students</p>	<p><b>Component 2.1:</b> Interacting with New Knowledge</p> <p><b>Component 2.2:</b> Organizing Students to Practice and Deepen Knowledge</p> <p><b>Component 2.3:</b> Organizing Students for Cognitively Complex Tasks</p> <p><b>Component 2.4:</b> Asking Questions of Typically Underserved Students</p>	<p><b>Component 2.5:</b> Probing Incorrect Answers with Typically Underserved Students</p> <p><b>Component 2.6:</b> Noticing when Students are Not Engaged</p> <p><b>Component 2.7:</b> Using and Applying Academic Vocabulary</p> <p><b>Component 2.8:</b> Evaluating Effectiveness of Individual Lessons and Units</p>
Criterion 3	Criterion 4	Criterion 5
<b>Recognizing individual student learning needs and developing strategies to address those needs.</b>	<b>Providing clear and intentional focus on subject matter content and curriculum.</b>	<b>Fostering and managing a safe, positive learning environment.</b>
<p><b>Component 3.1:</b> Effective Scaffolding of Information Within Lessons</p> <p><b>Component 3.2:</b> Planning and Preparing for the Needs of All Students</p>	<p><b>Component 4.1:</b> Attention to Established Content Standards</p> <p><b>Component 4.2:</b> Use of Available Resources and Technology</p>	<p><b>Component 5.1:</b> Organizing the Physical Layout of the Classroom</p> <p><b>Component 5.2:</b> Reviewing Expectations to Rules and Procedures</p> <p><b>Component 5.3:</b> Demonstrating "Withitness"</p> <p><b>Component 5.4:</b> Applying Consequences for Lack of Adherence to Rules and Procedures</p> <p><b>Component 5.5:</b> Acknowledging Adherence to Rules and Procedures</p> <p><b>Component 5.6:</b> Displaying Objectivity and Control</p>
<p><b>Student Growth 3.1:</b> Establish Student Growth Goal(s)</p> <p><b>Student Growth 3.2:</b> Achievement of Student Growth Goal(s)</p>		

– OVER –



**The Marzano Teacher Evaluation Model At a Glance**  
**For Use in the 2013-14 School Year – Version 1.1**

Criterion 6	Criterion 7	Criterion 8
<p><b>Using multiple student data elements to modify instruction and improve student learning.</b></p>	<p><b>Communicating and collaborating with parents and the school community.</b></p>	<p><b>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</b></p>
<p><b>Component 6.1:</b> Designing Instruction Aligned to Assessment  <b>Component 6.2:</b> Using Multiple Data Elements  <b>Component 6.3:</b> Tracking Student Progress</p>	<p><b>Component 7.1:</b> Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events</p>	<p><b>Component 8.1:</b> Seeking Mentorship for Areas of Need or Interest  <b>Component 8.2:</b> Promoting Positive Interactions with Colleagues  <b>Component 8.3:</b> Participating in District and School Initiatives  <b>Component 8.4:</b> Monitoring Progress Relative to the Professional Growth and Development Plan</p>
<p><b>Student Growth 6.1:</b> Establish Student Growth Goal(s)  <b>Student Growth 6.2:</b> Achievement of Student Growth Goal(s)</p>	<p><b>Component 7.2:</b> Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism</p>	<p><b>Student Growth 8.1:</b> Establish Team Student Growth Goal(s)</p>





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