PRACTICUM II

School Counseling Manual

COUNSELING PSYCHOLOGY

University of Wisconsin

Platteville
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General Information

I. General Description of Practicum II

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I. GENERAL DESCRIPTION OF PRACTICUM II

A. Practicum II is an applied experience during which the Practicum Student works as a professional counselor in training in cooperation with a school district’s counseling personnel. The practicum is the culmination of the Counseling Psychology student’s preparation. The emphasis of practicum is on counseling skills, generalizability to work with actual students, and the development of insight. The practicum II experience requires 525 hours of counseling tasks across all levels. The minimum number of hours at any one level is 100 hours.

B. Practicum students will serve under the supervision of:

1. An on-site supervisor: a certified, practicing school counselor who is employed by the school (for at least 2 years) in which the practicum will take place, and
2. A university supervisor: a qualified faculty member of the Counseling Psychology Program.

II. PRACTICUM STUDENT RESPONSIBILITIES

A. Practicum students will adhere to all rules and regulations of the school in which they are doing their practicum. The practicum student will be responsible to the on-site supervisor and the university supervisor.

B. All students must complete two case conceptualizations and two videotapes for the entire K-12 experience. (Consent forms are required for all recordings: sample form represented in Example E)

C. The student is responsible to complete a Level III Portfolio, which includes documents that provide evidence of the student’s counseling competency. The emphasis of the portfolio is the development of knowledge, skill, and disposition. All students are expected to turn in their portfolios to their university supervisor at midterm and at the end of the semester for review. In addition to demonstration of competence specified in the PI34 and the Content Guidelines for Counselors, the student is required to include the following documents in their portfolio.

1. Student goals. Written goal statements – in class assignment during first practicum meeting and revised during the third practicum meeting.
3. Self-awareness inventory Pre and Post Practicum Experience – in class assignment during first and last practicum meeting (Appendix A)
4. *Practicum Log sheets – total 525 hours (minimum requirement). (Appendix B)
5. *Practicum Counselor Evaluation (midterm and final) - Formal evaluation feedback from the on-site supervisor will be requested at mid-semester and at the end of the semester. The practicum student will be provided with copies of the evaluations. (Appendix C)
6. Observation Report (minimum 2) – During on site visits, the university supervisor will evaluate student performance and will provide the practicum student with documentation. (Appendix D)
7. Self-evaluations (midterm and final). (Appendix F)
8. Outcome of student goals statements.
9. Written summary and reaction/reflection to all supervisory sessions with on-site and university supervisors.
10. Written summary and reaction/reflection of peer evaluations during practicum group meetings.
11. Weekly observation statements of practicum student skills, e.g. What went well? What didn’t go well? What will you different?
12. Level III Portfolio Self-Evaluation (Appendix I)
13. *Narrative summary of practicum experience

*Practicum Log, Practicum Counselor Evaluations, and Narrative summary are kept in the student’s permanent file.

D. Students are also required to follow the ethical standards for school counselors as governed by the American School Counseling Association. (Appendix E)
E. The practicum student is required to attend group supervision sessions at the University twice a month for a minimum of two hours. During this time students will share their counseling experiences and participate in the Peer Supervision Process as articulated in Section III.

F. It is the practicum student’s responsibility to keep the university supervisor aware of any problems or difficulties he/she is experiencing at the practicum site so that the university supervisor might assist in problem resolution.

G. The practicum student must complete evaluation forms for their on-site and university supervisors (Appendix G)

III. PEER SUPERVISION PROCESS

Practicum students identify practicum goals during the initial meetings. The supervisor helps establish a supportive atmosphere that is conducive to open and honest interactions. During subsequent meetings, practicum students take turns presenting video/audio tape recordings of a counseling session for peer review.

The procedure of the structured peer group format is relatively simple and straightforward, but it also allows for dealing with subtleties and sophisticated dynamics, depending on the skill level of the counselors. The steps are more fully described below:

1. The practicum student presents a written case conceptualization. Peers and university supervisor will read the presented case and raise any clarifying questions.

2. Peers choose or are assigned roles, perspectives, or tasks for reviewing the recorded segment (Appendix H). These tasks may include:
   a. Analysis of microskills
   b. Assume role of client
   c. Identify and evaluate intervention strategies
   d. Discuss possible underlying agendas
   e. Identify and evaluate theoretical approach

3. The counselor presents the video recorded segment.

4. Peers give feedback from their roles or perspectives, keeping in mind the frame for professional growth of the practicum counselor.

5. The supervisor facilitates the discussion as needed; functioning as moderator, process observer, and in early sessions, an additional analyst of skills (with the goal of modeling feedback and adding to knowledge and skill base for all students).

6. The supervisor summarizes the feedback and discussion, and the practicum student responds with comments regarding how the feedback aids his/her professional growth.


IV. UNIVERSITY SUPERVISOR RESPONSIBILITIES

A. The university supervisor is responsible for facilitating the professional growth process for the practicum student. The university supervisor will use on-site skill observations, the written case conceptualization and tape, the student portfolio, and dialogue with the on-site supervisor as means to facilitate an on-going conversation with the practicum student about his/her evolving counseling competence and overall professional growth.
B. The university supervisor is responsible for communication between the Counseling Psychology Program, on-site supervisor, and the practicum student.

C. It is also the responsibility of the university supervisor to visit the practicum site on at least two occasions during the practicum to observe the student counselor performing in the role of school counselor (i.e. individual counseling, facilitating small or large groups). The supervisor will fill out a written evaluation following the observation and will then provide feedback to the student (Appendix D, Observation Report). The university supervisor will also make contact with the on-site counselor during the visit to discuss student progress.

D. The university supervisor is responsible for facilitating the bimonthly group supervision sessions, engaging students in the peer supervision process and consultation.

E. The university supervisor is responsible to assign a final grade for the practicum student. This grade will be determined by the following criteria:

1. Evaluations by on-site and university supervisors
2. Competence as a practicing school counselor
3. Completion of the portfolio
4. Completion of 525 hours of experience

F. The university supervisor is responsible for the mediation of any problems related to the experience.

G. The university supervisor is responsible in the assessment of practicum student behavior at the site; to determine if any such behavior could be considered in violation of ethical guidelines or a potential risk to students. Should such behavior be found, remediation and/or removal from the practicum experience will be carried out by the school counseling program coordinator and/or the counseling psychology faculty.

V. ON-SITE SUPERVISOR RESPONSIBILITIES

A. The on-site supervisor is the key person in the practicum. The supervisor directs the practicum student in all activities in connection with the practicum experience. A practicum should allow the student to receive the benefits of a close and intense experience with students, the on-site supervisor, and, on occasion, other school district personnel. Continued encouragement and supervision is a vital factor in helping a practicum student develop into a professional counselor.

B. It is expected that the on-site supervisor will assign the counselor-in-training experiences in all parts of the school’s counseling program so that there will be opportunity to fully experience the counselor’s role. Some practicum students assigned to schools will not have had teaching experience. It is suggested that these students will need more time to become acquainted with the total school atmosphere and may especially benefit in spending time visiting classrooms to observe teachers performing their role. It is also helpful to observe administrators.

C. The standards and guidelines below constitute a variety of experiences that may be provided for the practicum student under the direct supervision of the school’s practicing certified school counselor.

   The PI 34.04 Pupil Service Standards

1. The pupil services professional understands the teacher standards under s. PI 34.02
2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety, and development.
3. The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
4. The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils’ abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventional and strategies.

7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

Content Guidelines for School Counselors

1. Demonstrate an understanding of the psychological and sociological foundations of human development, learning, and behavior.

2. Demonstrate an understanding of skills required to develop, organize, administer, evaluate, and promote a comprehensive developmental school-counseling program based on the Wisconsin Developmental Guidance Model in collaboration with educators, families and community resources.

3. Demonstrate the skills required to work effectively with school teams to promote a safe and healthy school climate, including prevention and intervention strategies such as conflict resolution, peer mediation and crisis management.

4. Demonstrate an understanding of the role that diversity, inclusion, gender and equity have on students' academic achievement, personal/social and career development.

5. Demonstrate individual and group counseling skills, which facilitate students' personal/social, academic, and career development throughout their Pk-12 school experience.

6. Demonstrate an understanding of "Pk-16" career development theories, practices and programs, including the ability to facilitate student skill development.

7. Demonstrate knowledge of developmental approaches to assist all students and parents at points of educational transitions such as home to elementary school, elementary to middle to high school and high school to postsecondary options.

8. Demonstrate an understanding of relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the American School Counselor Association.

9. Demonstrate the ability to utilize research, student data and institutional assessments to improve school counseling programs and recommend systematic changes that will improve the learning environment for all students.

10. Demonstrate an understanding of current and emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and personal social choices.

11. Demonstrate an understanding of and how to acquire ongoing professional development and reflection in helping to continually evaluate school-counseling services.

12. Demonstrate acquired skills in understanding the role, function, and responsibilities of a school counselor by acquiring a minimum of 600 hours of supervised practicum in a school setting at the appropriate level(s).
Appendices

A. Pre and Post Practicum Experience Activity
B. Practicum Log
C. Practicum Counselor Evaluation
D. Observation Report
E. Ethical Standards
F. Self-Evaluation
G. Instructor and Course Evaluation
H. Peer Supervision Feedback Sheet
I. Level III Portfolio Self-Evaluation
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**ISSUES CONT.**

- Psychopharmacology
- Shyness
- Sibling Rivalry
- Social Skills
- Stress/Relaxation
- Study Skills
- Substance Abuse
- Suicide
- Wellness
APPENDIX B: Practicum Log

Practicum Log: Place number of hours worked for each category in column and total at the end.

Name: ________________________________

School: ______________________________

On-Site Supervisor: ____________________

UWP Supervisor: _________________________

Date of Activity | Professional Development | Individual Counseling | Small Group Counseling | Consultation | Classroom Guidance | Administrative Tasks | Total Hours Worked On This Date | Events and Activities
---|---|---|---|---|---|---|---|---

Hours | Total Hours =
APPENDIX C: PRACTICUM COUNSELOR EVALUATION
Practicum Evaluation Form Counseling Psychology UW-Platteville
Rate student’s level of competence in each area stated below.


Counselor as a Professional - 1 2 3 4 5 6 7
• understands foundations of learning styles, components of the WI Developmental Guidance Model; understands the role, function and responsibilities of the counselor inside and outside of the school setting; displays ability to consult with other professionals; adheres to all ethical standards and guidelines as set by ASCA; seeks out constant professional development opportunities and continued education

Counselor Professional-Behavioral - 1 2 3 4 5 6 7
• readiness and ability to assume and discharge assigned duties, initiates opportunities to gain and share skills; counselor has developed a comprehensive mission and philosophy and practices accordingly

Counselor Professional-Cognitive - 1 2 3 4 5 6 7
• holds a high level of self-understanding, recognizes own values, attitudes, and biases; counselor is respectful, sensitive and empathetic; the counselor recognizes their own psycho-social strengths and weaknesses and seeks out ways to mature in their unresolved areas

Relationship with Clients - 1 2 3 4 5 6 7
• establishes rapport with clients, listens attentively, shows sensitivity to client’s feelings, shows respect, and empowers clients to succeed; counselor understands the unique limits of each client and helps client establish goals that meet their needs

Individual Counseling Skills - 1 2 3 4 5 6 7
• utilizes a variety of counseling strategies appropriately; understands the importance of individual counseling and the therapeutic relationship

Group/Classroom Counseling - 1 2 3 4 5 6 7
• utilizes a variety of counseling strategies appropriately; understands group dynamics and its limitations; ability to use group setting effectively and for the betterment of all group members; understands classroom and group dynamics

Supervisory Involvement - 1 2 3 4 5 6 7
• accepts suggestions for improvement from supervisor; seeks out supervision when necessary, shares problems and concerns with supervisor; interacts with a high level of professionalism

Institutional Involvement - 1 2 3 4 5 6 7
• interacts with institution and employees effectively; attends and participates in staff meetings and conferences; fulfills managerial obligations, keeps commitments and exhibits a professional working relationship

Multicultural Awareness/Sensitivity - 1 2 3 4 5 6 7
• understands and is sensitive to the effects of cultural factors (ethnicity, class, gender) and other factors (sexual orientation and disability); aware of effect on the individual, parents, friends, and community

Multicultural Skills - 1 2 3 4 5 6 7
• integrates a multicultural perspective into counseling strategy; embraces all clients and seeks out knowledge necessary to effectively counsel clients

Comments and Suggestions for Continued Growth:

Evaluation for Mid-Term or Final (Circle One)

Name of Student:

Name of School:

Signature of Supervisor:
APPENDIX D
OBSERVATION REPORT

Counseling Psychology Program
University of Wisconsin – Platteville

Counselor-In-Training
School and Grade Level

Observed Experiences: (Check all that apply)
___ Individual Counseling                ___ Small Group #___
___ Large Group/Classroom Guidance #___   ___ Conference with On-Site Supervisor
___ Conference with Counselor-In-Training ___ Other (Specify):

Content of Session:

Observed Strengths of the Counselor-In-Training:

Suggestions for Improvement:

UW-Platteville Supervisor’s Signature

Date
PREAMBLE

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Members are also school counseling program directors-supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors-supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

• Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

• Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.

• Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

• Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

• Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

• Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;

• Provide self-appraisal and peer evaluations regarding school counselors’ responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and

• Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

a. Have a primary obligation to the students, who is to be treated with dignity and respect as unique individuals.

b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
c. Respect student’s values, beliefs and cultural background and do not impose the school counselor’s personal values on students or their families.

d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.

e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.

f. Consider the involvement of support networks valued by the individual students.

g. Understand that professional distance with students is appropriate, any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student’s age.

h. Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors:

a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students’ behalf.

b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students. 4

c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students’ developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents’/guardians’ legal and inherent rights to be the guiding voice in their children’s lives, especially in value-laden issues. Understand the need to balance students’ ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.

e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.

f. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- Student identifies partner or the partner is highly identifiable
- School counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- School counselor informs the student of the intent to notify the partner
- School counselor seeks legal consultation from the school district’s legal representative in writing as to the legalities of informing the partner
g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

h. Protect the confidentiality of students’ records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students’ identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.


Professional school counselors:

a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.

b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.

c. Provide and advocate for individual student’s career awareness, exploration and post-secondary plans supporting the students’ right to choose form a wide array of options when the leave secondary education.

A.4. Dual Relationships

Professional school counselors:

a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one’s family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through the use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Maintain appropriate professional distance with students at all times.

c. Avoid dual relationships with students through communication mediums such as social networking sites.

d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship

A.5. Appropriate Referrals

Professional school counselors:

a. Makes referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

b. Help educate about and prevent personal and social concerns for all students within the school counselor’s scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor’s education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.

d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student’s needs.

A.6. Group Work

Professional school counselors:
a. Screen prospective group members and maintain an awareness of participants’ needs, appropriate fit and personal goals in relation to the group’s intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.

c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Provide necessary follow up with group members, and document proceedings as appropriate.

e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.

f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.

b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.

c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors:

a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keeps sole-possession records or individual student case notes separate from students’ educational records in keeping with state laws.

c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.

d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student’s records and allows parents to have a voice in what and how information is shared with others regarding their child’s educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.
b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.

d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.

e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.

f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assess the effectiveness of their program in having an impact on students’ academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

**Professional school counselors:**

a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for student’s individual needs, (2) that student understand how to use and (3) for which follow-up counseling assistance is provided.

b. Advocate for equal access to technology for all students, especially those historically underserved.

c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.

d. Understand the intent of FERPA and its impact on sharing electronic student records.

e. Consider the extent to which cyberbullying is interfering with students’ educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program

**Professional school counselors:**

a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

**Professional school counselors:**

a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student’s maximum development.

b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student’s effectiveness and welfare.

c. Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children’s welfare by virtue of their role and according to law.
d. Inform parents of the nature of counseling services provided in the school setting.

e. Adhere to the FERPA act regarding disclosure of student information

f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

**B.2. Parents/Guardians and Confidentiality**

Professional school counselors:

a. Inform parents/guardians of the school counselor’s role to include the confidential nature of the counseling relationship between the counselor and student.

b. Recognize that working with minors in a school setting requires school counselors to collaborate with students’ parents/guardians to the extent possible.

c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.

d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

**C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES**

**C.1. Professional Relationships**

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treat colleagues with professional respect, courtesy and fairness.

c. Recognize that teachers, staff and administrators who are high-functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.

c. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

**C.2. Sharing Information with Other Professionals**

Professional school counselors:

a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.

d. Understand about the “release of information” process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.
e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.

f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Education Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

a. Share the role of the school counseling program in ensuring data-driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.

b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

a. Support and protect students’ best interest against any infringement of their educational program.

b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and the school counselor.

c. Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission.

d. Delineate and promote the school counselor’s role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.

g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students’ developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

a. Collaborate with community agencies, organizations and individuals in students’ best interest and without regard to personal reward or remuneration.

b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

c. Promote equity for all students through community resources.
d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

**E. RESPONSIBILITES TO SELF**

**E.1. Professional Competence**

**Professional school counselors:**

a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.

b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.

c. Monitor personal responsibility and recognize the high standard of care a professional in their critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members. Medical and personal growth are ongoing throughout the counselor’s career.

d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.

e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading *Professional School Counseling* journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.

f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.

g. Maintain current membership in professional associations to ensure ethical and best practice.

**E.2. Multicultural and Social Justice Advocacy and Leadership**

**Professional school counselors:**

a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.

b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religionism and sexism, affect self, students and all stakeholders.

c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.

e. Use inclusive and culturally responsible language in all forms of communication.
f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.

g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

**F. RESPONSIBILITIES TO THE PROFESSION**

**F.1. Professionalism**

**Professional school counselors:**

a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.

c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students’ identities when using data for research or program planning.

d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.

e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA’s position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.

f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.

g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

**F.2. Contribution to the Profession**

**Professional school counselors:**

a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.

b. Provide support, consultation and mentoring to novice professionals.

c. Have a responsibility to read an abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

**F.3. Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:**

**Professional school counselors:**

a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.

b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.

c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.

d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.
e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

**F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals**

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

**G. MAINTENANCE OF STANDARDS**

Professional school counselors are expected to maintain ethical behavior at all times.

**G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:**

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. The school counselor should keep documentation of all the steps taken.

4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.

5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - State school counselor association
   - American School Counselor Association

6. The ASCA Ethics Committee is responsible for:
   - educating and consulting with the membership regarding ethical standards
   - periodically reviewing and recommending changes in code
   - receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
   - handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

**G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethic of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.**

**G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):**

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider the students’ chronological and developmental levels
4. Consider the setting, parental rights and minors’ rights
5. Apply the moral principles
6. Determine your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action
APPENDIX F: SELF-EVALUATION
Practicum II Self-Evaluation Form Counseling Psychology UW-Platteville
Rate your perceived level of competence in each area stated below.


Counselor as a Professional - 1 2 3 4 5 6 7
- understands foundations of learning styles, components of the WI Developmental Guidance Model; understands the role, function and responsibilities of the counselor inside and outside of the school setting; displays ability to consult with other professionals; adheres to all ethical standards and guidelines as set by ASCA; seeks out constant professional development opportunities and continued education

Counselor Professional-Behavioral - 1 2 3 4 5 6 7
- readiness and ability to assume and discharge assigned duties, initiates opportunities to gain and share skills; counselor has developed a comprehensive mission and philosophy and practices accordingly

Counselor Professional-Cognitive - 1 2 3 4 5 6 7
- holds a high level of self-understanding, recognizes own values, attitudes, and biases; counselor is respectful, sensitive and empathetic; the counselor recognizes their own psycho-social strengths and weaknesses and seeks out ways to mature in their unresolved areas

Relationship with Clients - 1 2 3 4 5 6 7
- establishes rapport with clients, listens attentively, shows sensitivity to client’s feelings, shows respect, and empowers clients to succeed; counselor understands the unique limits of each client and helps client establish goals that meet their needs

Individual Counseling Skills - 1 2 3 4 5 6 7
- utilizes a variety of counseling strategies appropriately; understands the importance of individual counseling and the therapeutic relationship

Group/Classroom Counseling - 1 2 3 4 5 6 7
- utilizes a variety of counseling strategies appropriately; understands group dynamics and its limitations; ability to use group setting effectively and for the betterment of all group members; understands classroom and group dynamics

Supervisory Involvement - 1 2 3 4 5 6 7
- accepts suggestions for improvement from supervisor; seeks out supervision when necessary, shares problems and concerns with supervisor; interacts with a high level of professionalism

Institutional Involvement - 1 2 3 4 5 6 7
- interacts with institution and employees effectively; attends and participates in staff meetings and conferences; fulfills managerial obligations, keeps commitments and exhibits a professional working relationship

Multicultural Awareness/Sensitivity - 1 2 3 4 5 6 7
- understands and is sensitive to the effects of cultural factors (ethnicity, class, gender) and other factors (sexual orientation and disability); aware of effect on the individual, parents, friends, and community

Multicultural Skills - 1 2 3 4 5 6 7
- integrates a multicultural perspective into counseling strategy; embraces all clients and seeks out knowledge necessary to effectively counsel clients

Additional Comments:

Evaluation for Mid-Term or Final    (Circle One)

Name of Student:

Name of School:
APPENDIX G: SUPERVISOR/INSTRUCTOR AND COURSE EVALUATION

UNIVERSITY OF WISCONSIN-PLATTEVILLE

COUNSELING PSYCHOLOGY

SUPERVISOR EVALUATION

Course: ____________________
Date: ______________________
Instructor: __________________

Under each item there are five description points, labeled “1” through “5”. You are to select one descriptive point per item that you feel is most characteristic of the instructor on that particular trait. Read the title and descriptions beside each item before you decide on your responses. In general, the middle description “3” refers to the average instructor at the University. Note that there are two descriptive points “2” and “4”, halfway between the extreme descriptions and the middle description. Items, which are not applicable, should be marked in the last column.

Please evaluate each item separately; that is, without considering the other items or your general opinion of the instructor. Strongly disagree Strongly agree

1. Provides me with useful feedback regarding counseling behavior

2. Helps me feel at ease with the supervision process

3. Makes supervision a constructive learning process

4. Provides me with specific help in areas I need work on

5. Addresses issues relevant to my current concerns as a counselor

6. Adequately emphasizes the development of my strengths and capabilities

7. Enables me to become actively involved in the supervision process

8. Is able to demonstrate/articulate a more in depth view of counseling experiences

9. Requires me to clarify my counseling objectives

10. Allows and encourages me to evaluate myself

11. Explains the criteria for evaluation clearly and in behavioral terms

12. Applies criteria fairly in evaluating my counseling performance

13. Assists me with the connection of theory with practice

14. In all aspects, how would you rate this supervisor? Below Average Average Excellent

A general rating of the practicum experience

The final part is optional.

1. What did you like BEST about this practicum experience?

2. What did you like LEAST about this practicum experience?

3. What suggestions can you make for improvement of the instruction of your supervisor’s skills?
APPENDIX H: PEER SUPERVISION FEEDBACK SHEET

Peer Supervision Feedback Sheet

Counselor Observed____________________          Date________________

Counselor Observing____________________        Observing Role________________

A. Analysis of microskills

B. Assume role of client

C. Identify and evaluate intervention strategies

D. Discuss possible underlying agendas

E. Identify and evaluate theoretical approach
## APPENDIX I: LEVEL III PORTFOLIO SELF-EVALUATION

<table>
<thead>
<tr>
<th>Pupil Services Standards</th>
<th>Knowledge</th>
<th>Skills</th>
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<tbody>
<tr>
<td></td>
<td>I</td>
<td>P</td>
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<tr>
<td>1. Understands the teachers’ standards.</td>
<td></td>
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<td>2. Understands learning and has knowledge of practice strategies.</td>
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<td></td>
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<tr>
<td>3. Ability to use research and research methods, and has knowledge of issues and trends.</td>
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<tr>
<td>4. Understands and represents professional ethics and social behaviors.</td>
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<tr>
<td>5. Understands pupil service programs.</td>
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<tr>
<td>6. Able to address issues and circumstances, which may limit pupils’ abilities to lead.</td>
<td></td>
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<tr>
<td>7. Interacts successfully with various constituencies.</td>
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### Content

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<th></th>
<th>Knowledge</th>
<th>Skills</th>
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<tr>
<td>1. Understands psychological and sociological foundations.</td>
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<tr>
<td>2. Understands skills required for a school counseling program based on the WDGM.</td>
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<tr>
<td>3. Demonstrates the skills required to work effectively with school teams.</td>
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<tr>
<td>4. Understands the role of diversity, inclusion, gender and equity in a student’s life.</td>
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<tr>
<td>5. Demonstrates individual and group counseling skills.</td>
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<tr>
<td>6. Understands Pk-16 and has ability to facilitate student skill development.</td>
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<td>7. Demonstrates knowledge of developmental approaches.</td>
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<tr>
<td>8. Demonstrates understanding of relevant laws, rules, and standards along with the national and ethical standards of the ASCA.</td>
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<tr>
<td>9. Demonstrates ability to use research, student data, and assessments to improve counseling program and recommend systemic changes to improve.</td>
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<tr>
<td>10. Demonstrates an understanding of current and emerging technology.</td>
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<tr>
<td>11. Demonstrates an understanding of and how to acquire ongoing professional development.</td>
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<tr>
<td>12. Demonstrates acquired skills in understanding the role, function, and responsibilities of a school counselor.</td>
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</table>

**I = Incomplete**

**P = Proficient**

**AP = Advanced Proficient**

Evaluation(s):_____________________________

Peer: ____________________________________

Self: _________________________________

Comments on Overall Disposition:
Examples

A. Model of Case Conceptualization
B. Example of a Case Conceptualization
C. Example of an Introductory Letter to Parents
D. Example of Counselor Case Notes
E. Example of Consent Form
A. MODEL OF CASE CONCEPTUALIZATION

CASE CONCEPTUALIZATION MODEL

Tuescher, 2009

Presenting Issues
Highlight current issues and behaviors related to concerns with the identified individual’s development.

Case History
Summarize the individual’s history in the following categories:
Developmental
Family
Academic
Social
Psychological
Medical

Formulation
Core Concern(s): What are the emotional and cognitive issues that consume the child’s energy and focus. The more intense these issues are the more energy they consume. The energy that many children can give to school, family, or society gets consumed by these issues.

Source of Concern: Where do these concerns come from? What in the child’s life, context, background are contributing to these concerns?

Coping Strategies: How is the child currently coping with these concerns? Be sure to include both productive and non-productive coping strategies. (It is often the patterns of coping that brings the child to our attention.) Do the strategies create more problems than they solve? Are the strategies perpetuating the issues?

Resiliencies
The following are examples of resiliencies: Creativity, Initiative, Independence, Relationships, Humor, and Morality. Identify which of these are present and which need to be further developed (to be included in the intervention plan).

Cycle of Change (Prochaska and DiClemente) See Diagram Below
Identify where the individual is currently at in the cycle of change. Intervention should begin in this stage with strategies to move forward in the change cycle. The following are the identified stages of change:

Pre-contemplation: The individual does not acknowledge the problems they are currently experiencing. He/she will tend to frame the issues externally; typically laying responsibility on others and/or systems.
Contemplation: In this stage, the individual begins to take ownership of some of his or her issues that are creating problems for them. They are not yet ready to do anything about them or to even process what they might do.

Determination: The individual in this stage takes appropriate ownership of their issues and is ready to discuss and process what they might do to activate changes in thoughts and behaviors. They are not yet ready to implement these ideas.

Action: In this stage, the individual is ready to implement changes discussed in the determination stage. He/She commits to short and long term goals.

Maintenance: The individual continues to “work the plan” and is able to do this over time in order to establish new patterns of living.
Relapse: Human nature suggests that once changes are made, there are times that individuals return to old patterns of thinking and behaving. In this stage, it is important to acknowledge this and work back to revisit strategies that were effective for the individual for the purpose of moving forward once again.

Risk Statement

Identify risk factors of the individual that are present. These are factors that may lead to developmental delays and impact stable functioning.

Intervention Plan

The intervention plan should be linked to the formulation. Emphasis in the first part of the plan involves current productive coping strategies and identified resiliencies. The individual is already employing these, so the plan just needs to reinforce their use. The plan next involves implementing additional helpful coping strategies and resiliencies. The plan needs to take into consideration the ecological perspectives of the individual’s life. These include culture considerations and resources in all contexts (individual, social, family, community, school). The plan should examine how each context may have negatively reinforced ineffective patterns of living and offer how these need to be adjusted. Finally, the plan needs to have short-term, intermediate, and long-term goals, which align with the stages of change. Intervention strategies, based on best practice research, are to be presented in the plan.
B. EXAMPLE OF A CASE CONCEPTUALIZATION

Case of Brody

Tuescher, 2009

Presenting Issues

Brody is a 16-year-old white male living in a small, Midwestern, rural community. He presents with acting out behaviors including vandalism, threats to self, and truancy. Recently, he was cited for a juvenile crime involving a friend. They broke the windows of an unknown person’s car with a baseball bat. This led to a fine, community service, and involvement with a social worker making home visits. Brody is also experimenting with alcohol and marijuana use. Furthermore, he is missing a lot of school, having his dad call in to say that he is sick. Brody reports feeling depressed.

Case History

Developmental

Brody was a full term baby born healthy with no obvious physical or psychological clinical symptoms. His development has followed normal patterns until recently. Of late, he demonstrates an emotional maturity more in the patterns of a 14-year-old male. He seems to be less secure and yearns for more adult contact. He is also seeking attention by not doing chores, homework, and creating conflict with family members. Additionally, Brody is struggling to discover his sexual identity.

Family

Brody currently lives with his single father and 18 year-old sister. Brody’s parents divorced when he was 14, after which his father won custody of him and his sister. Even though his mother is currently living about a half an hour away, he and his sister have little or no contact with her. Brody claims that his mother is “crazy”. He cites bizarre behaviors that he has witnessed her doing, such as killing birds, putting them in front of his dad’s house and sending satanic-natured notes to family members. He states that he loves and misses his mother, but feels that she is not psychologically stable enough to care for him. Brody shared that prior to his parents splitting up, he learned of an affair between his mother and another man. Subsequently, Brody imparted this information to his father. This event, in part, led to the divorce of his parents.

Brody’s father is a self-confessed alcoholic. He has never sought treatment, nor does he desire to do so, because he feels that his use of alcohol helps him. He does not attribute this behavior to be detrimental to his children. He denies drinking during the daytime hours, but admits drinking to “get a buzz” most nights out of any given week. Brody’s father maintains that he also uses alcohol to help him stabilize his mood states, fearing that he likely suffers with Bipolar Disorder. Brody’s father works in the agricultural field, so he puts in long days in the spring and summer. He is also frequenting bars and the Internet, looking for dating opportunities. He dates frequently, but does not have a stable relationship with any one individual. He does not make himself available on a regular basis to meet his children’s needs. To the contrary, it appears that he does love his children and wants to see them succeed in life. Brody shared that when he acts out, his father shows disappointment and shame toward him. He lacks some parenting skills and uses authoritarian and control measures to discipline. Brody reports that when Dad is really upset at his actions, he will withdraw love, attention, and, at times, food.

Brody’s sister, Gina, is a senior in high school and is in and out of the home. She stays at her boyfriend’s house a few nights each week. Brody has a close relationship with Gina and confides mostly to her about his life. Gina has struggled with depressive episodes since her mother left, and sometimes has difficulty getting out of bed to go to school.

Academic

Brody has been an “average” student during most of his formal education. The only subject in which he has consistently excelled, is Art. Recently, Brody is either close to failing or failing all of his classes, except Art. He has been missing a lot of school on a regular basis. His standardized testing reveal that he is capable of average performance in all areas, except Math, where he consistently scores in the “below average” ranges.

Social
Brody is more of an introvert than an extravert in nature. Brody’s available social network is currently limited. His friendships have changed significantly in the past year, to include primarily other teenagers that act out. Two of his friends are heavy drug users and one younger friend has run away from home frequently in the last year. Brody is experimenting sexually with one teenage girl and two of his male friends.

**Psychological**
Brody has never sought any psychological intervention until his parents were going through their divorce. Both he and his sister were assessed for custodial placement. He feels that he could benefit from counseling at this time, due to feelings of depression and drug use.

**Medical**
Brody appears to be physically healthy at this time, but reports feeling tired and having less energy.

---

**Formulation**

**Core Concerns**
Brody’s core concern is the absence of his mother’s love and care in his life. Brody understands why this is presently the case, but he still feels abandoned. He is repeatedly left wanting when he looks to his father to fill some of that void. It is also possible that another core concern is Brody’s psychological biology. Both his mother and father are challenged with some type of mental illness. Lastly, Brody is seemingly confused and quite concerned with his sexual identity.

**Source of Concern**
Brody’s concern comes from the dynamic of his family functioning and his parents’ inability to parent him and his sister effectively. Further, Brody’s father models a number of non-productive coping strategies when faced with challenges. Brody’s other core concerns comes from his genetic endowments.

**Coping Strategies**
Brody is attempting to manage his circumstances of living. His productive coping strategies include talking to his sister and engaging in his hobby of art, producing drawings frequently. His non-productive coping strategies are vandalism, drug abuse, withdrawal from active engagement in school, and producing drawings that are “dark” in nature featuring death and violent themes. Obviously, his non-productive strategies serve to perpetuate more problems in living for Brody.

---

**Resiliencies**
Brody demonstrates resiliencies of humor and creativity. Brody likes to laugh, have fun, tell jokes, and get others to laugh. Recently, he has been employing less of these resiliencies. Brody is quite creative. He has a natural talent for the arts and frequently engages in drawing. Brody could be served by adding the resiliencies of insight and initiative. If Brody could understand the dynamics contributing to his life situations and then take positive action to take control of his life in positive ways, he could be thriving at an increased level of functioning.

---

**Cycle of Change**
Brody is currently in between the stages of Contemplation and Determination. He is aware that his life is not as stable as it once was for him. He is also aware that he is making unhealthy decisions in his life. Brody seems to be at a loss of how to make his life better.

---

**Risk Statement**
Brody is a youth at risk for not only developmental delays, but also negative outcomes that put his life at risk. His feelings of abandonment by his parents are manifested in depressive symptoms, criminal behavior and substance abuse. His development has regressed to younger behaviors, and substance abuse has further perpetrated the arrest of his continued development. Adding to this is his struggle in establishing a sexual identity and his family history of mental illness. If Brody does not get help, he is at risk for continued acting out, additional criminal behavior, longer
history of substance abuse, dropping out of school, withdrawing from others, disengaging from a productive lifestyle, and suicidal behavior.

## Intervention Plan

**Short Term:** First and foremost, Brody’s father is key to beginning the intervention process. Immediately, his father needs to be provided with resources that enable him to engage more effectively in the parenting process. He could benefit from parenting classes offered through social services and counseling to understand the dynamics involved in Brody’s deterioration. Brody needs to get counseling to develop his current productive coping strategies and resiliencies as soon as possible. He needs to find resources to fill the voids of his developmental needs. Brody also needs to have natural and logical consequences that result from his acting out behaviors. Brody would benefit if his father stopped enabling him to skip school, allowing for truancy consequences. Brody’s teachers can be a source of intervention by demonstrating to Brody that he is a valued member of each class and that his absence is felt. Furthermore, securing part time work would serve Brody with the resources to pay for his legal fines and having an opportunity to productively engage in his community and feel a sense of worth. If he does not seek out employment, he should be detained appropriately. (Appropriate consequences aid Brody in moving to the Determination stage of change). Immediate response for psychological detention will be necessary if Brody presents a threat to self or others. Brody should also be medically evaluated for appropriate psychotropic medications to mediate feelings of depression. Weekly counseling sessions would be necessary to work this plan with Brody. Counseling would also focus on helping Brody begin to develop insight concerning his behaviors, thoughts, and life circumstance.

**Intermediate:** Brody’s productive resiliencies and coping strategies are extremely limited. Once he moves to the Determination stage of the cycle of change, guiding him to develop these are key to helping him manage his challenges. Substance Abuse rehabilitation for Brody (and father, if possible, as he is a powerful role model in Brody’s life) is necessary to intervene in the addiction process. Engagement of Brody’s mother in his life in healthy ways is very necessary for his mental health functioning. Getting Brody involved in activities he enjoys with friends, family members and within the community would also be beneficial. For example, Brody could work on presenting his works of art in a local gallery. Brody could benefit physically and psychologically from a daily exercise routine, choosing activities he enjoys (research demonstrates mediating depressive symptoms through exercise).

**Long Term:** Once Brody moves to the Action stage, Family Therapy would serve all the family members by responding to the family dysfunction dynamics and creating opportunities for healing. Career guidance for Brody would be necessary for the purpose of providing an optimistic outlook for his future as an adult. He would clearly benefit from individual counseling to help him explore his feelings of sexual identity formation as this becomes increasingly important for his development. Additionally, Brody needs some assistance in recreating more positive social connections. Perhaps reconnecting with friends in the past would be a great way to begin.
C. EXAMPLE OF AN INTRODUCTORY LETTER TO PARENTS

(Date)

Dear Parent/Guardian,

I want to introduce myself, as I am going to be working closely with ______________ (Supervisor name) and ______________ (School name) in the school counseling department her at _______________________. My role as a practicum school counselor will include some of the following activities: group facilitation, classroom guidance, individual counseling, assessment, observation and consultation. I look forward to meeting your child and hope to hear from you if you have any questions, concerns, or comments.

Sincerely,

(Name)
UW-Platteville School Counseling Practicum Student
Success School District  
Counselor: Faith N. Outlook  

Individual Counseling  
Progress Notes

Client Name: Dani  

Date: xx/xx/xx  

Subjective: Dani was seen for individual counseling.  

Objective: Dani reported that she continues to be successful in managing her anxiety in situations in which she is away from home for extended periods of time. Dani attributed her success to use of coping strategies and her persistence in using these until she feels successful. Dani shared that family dynamics are somewhat stressful due to interactions with her brother. She stated that the way she manages her relationship with him when he is emotionally abusive is to get away from him and not perpetuate the problem by attacking back (as she had previously done). She is also focusing on her own positive attributes. Dani is able to identify appropriate developmental responses to troublesome family dynamics.  

We discussed ways to maintain coping strategies.  

Assessment: Dani presented calm and upbeat. She did not present with notable anxieties.  

Plan: Maintain goals of counseling. Terminate in the near future.

______________________________  
Faith N. Outlook
E. EXAMPLE OF A CONSENT FORM

CONSENT FORM

__________________________________
(School Name)

__________________________________
(Address)

__________________________________
(City, State, Zip)

I, ________________________________, the parent of ________________________________,
(Parent’s Name) (Student’s Name)
give my permission for Practicum Counselor, ________________________________ to video
(Your Name)
and/or audio tape my child for the purpose of training. This tape will be reviewed by
University Supervisor, ________________________________ and Practicum Counselors,
(University Supervisor name & phone number)
(Names of students in your session)

Counselor’s abilities and skills. The tape will be erased no later than ____________________.
(Last day of the current semester)

Please sign below to give your permission for the taping.

__________________________________ _________________
(Parent’s Signature) (Date)

__________________________________ _________________
(Student’s Signature) (Date)
LICENSING

A. PI-34 and School Counseling Licensure and Steps
B. School Counseling License Questions and Answers
C. Wisconsin Quality Educator Initiative License Stages & Chart
D. School Counselor License – Link for Application
E. Praxis II Exam Information
A. PI-34 and School Counselor Licensure

The following information is from: http://sspw.dpi.wi.gov/sspw_sclicensure

The law related to licensure of all school staff in Wisconsin is the Quality Educator Initiative, or PI 34. Within each of the three major professional groups currently licensed (teachers, administrators and pupil services), there are three levels of licensure: Initial, Professional, and Master Educator. The major focus of this law is the performance and competency of licensure candidates related to a set of standards for their area of preparation. To be certified for licensure (and re-licensure), pupil services candidates must demonstrate the knowledge, skills, and dispositions in the seven pupil services standards. For a copy of the standards, go to: http://tepdl.dpi.wi.gov/pi34#pupilservicesstandards3404. All licenses described below for school counselors and issued after August 31, 2004, are issued at the early childhood through adolescent level, PK-12. Educators holding licenses issued prior to August 31, 2004, will continue to have those licenses renewed as issued.

In order to receive an Initial Educator license in a pupil services category (i.e., school counselor) under s. PI 34.31, an applicant must successfully complete an approved graduate program at an accredited college or university and receive institutional endorsement. This is based on demonstration of proficient performance of knowledge, skills, and dispositions related to the seven pupil services standards. Authentic assessment of the proficiency of the candidate takes place through a portfolio review prior to graduation and the Praxis II exam. A school district is required to provide Initial Educators with all of the following: ongoing orientation, support seminars, and a qualified mentor. Mentors who are looking for guidance in performing the mentor role may want to access the publication, "Mentoring the Pupil Services Initial Educator," at http://sspw.dpi.wi.gov/files/sspw/pdf/mentoring.pdf.

The Initial Educator license is issued for a period of five years, and is non-renewable. Prior to the expiration of this license (and no sooner than three years after the issue date), a school counselor must prepare a professional development plan (PDP) which demonstrates successful completion of the Initial Educator requirement, as well as ongoing, increased proficiency in all standards. This is done in collaboration with a PDP Team. The team is comprised of an administrator designated by the school district and approved by the school board; a representative from a graduate program that prepares professional school personnel; and a school counselor who is not the mentor. This team approves the PDP and monitors the initial educator's progress toward its completion. Initial Educators are also mentored by a peer who is not a member of the PDP Team. Final approval of the completed PDP allows an Initial Educator to move to the next level of licensure, the Professional Educator. Decisions of the PDP team can be appealed.

The Professional Educator license is issued for a period of five years, and is renewable, contingent upon the school counselor's successful completion of a PDP. For school counselors who were initially licensed as Initial Educators, a PDP team comprised of three licensed educators selected by peers reviews and verifies successful completion of the PDP. Once licensed at the Professional Educator level, a school counselor may choose to stay at this level of licensure for the remainder of his/her career, by renewing the PDP every five years.

School counselors who were licensed educators under PI 3, prior to August 31, 2004, received a Professional Educator license when they renewed, and have the option to renew the license in the future by completing either a PDP or six semester credits of professional development.
The Master Educator license is voluntary, and available to school counselors via two methods: the DPI's master educator requirements or the National Board for Professional Teaching Standards (NBPTS) certification process for school counselors. The methods are comparable.

The DPI's Master Educator license process for Pupil Services is intended to demonstrate mastery of the pupil services standards. It requires: a related master's degree; verification of five years successful experience as a school counselor at the professional educator level or while holding a five-year license or a life license issued prior to July 1, 2004; evidence of contributions to the profession; evidence of improved student learning; and formal approval of the application by an assessment team which must complete a formal assessment, including observation of a demonstration of classroom performance. The assessment team consists of three DPI-trained educators of similar job responsibilities, nominated by their professional organization, and approved for appointment by the State Superintendent. In addition, a school board member may be a member of the team.

The Master Educator license may be renewed after ten years through the same process as outlined above for first-time master educator applicants.

This article is intended as an overview of the PI 34 licensure process for school counselors. In the interest of space, certain details have not been included. For the complete law, go to: http://tepdl.dpi.wi.gov/pi34. For questions regarding school counseling licensing, please contact the general licensing information line at (800) 266-1027. For questions about this information, contact Gregg Curtis (608) 266-2620

SCHOOL COUNSELOR LICENSURE

Steps for Licensure

Step 1: Students should not apply for an Initial School Counselor License until they have received a job offer. The initial license is time-limited and non-renewable. Also, while not part of PI 34, the No Child Left Behind (NCLB) legislation requires that school counselors must pass a high stakes test in order to obtain their licenses. In this case, the high stakes test is the Praxis II Exam.

Step 2: Once a job offer has been received, students should submit an application for a 5 year Initial School Counselor License from the state Department of Public Instruction (DPI). The DPI website is http://www.dpi.state.wi.us. The application can be downloaded at http://www.dpi.state.wi.us/dpi/dsis/tel/applications.html#1602-is.

Step 3: Once a school counselor receives an Initial School Counselor License, (s)he will have a minimum of 3 years, maximum of 5 years to complete the professional development required to move on to the next stage of licensure. This development includes establishing a Professional Development Team (PDT) and setting up a Professional Development Plan (PDP). It is not expected that new school counselors will create their PDP’s until after they have completed their 1st year of employment. As part of the PDP, the school counselor should be knowledgable of the WI Teacher Standards, WI Pupil Services Standards, and the WI School Counselor Content area. The PDP should then focus on 2 WI Pupil Services Standards and should specify the ways in which the school counselor will work towards becoming more skilled in these 2 areas.
**Step 4:** Once a school counselor has acquired at least 3 years of experience at the initial license level and has successfully completed his/her PDP, (s)he can apply for the Professional School Counselor License. This is a 5 year, renewable license. With this license a counselor will continue to have a PDP and PDT.

**Step 5 (optional):** If, after completing the first 5 year cycle at the Professional School Counselor License level (or at any subsequent time), an individual is interested in the final step of the license stages, (s)he can apply for the Master Pupil Services License, which is a 10 year, renewable license.

Information obtained from [www.education.wisc.edu/cp/documents/LicensureRequirementsSummary.pdf](http://www.education.wisc.edu/cp/documents/LicensureRequirementsSummary.pdf) 3/09
B. SCHOOL COUNSELING LICENSE QUESTION AND ANSWERS

What does certification/licensing as a school counselor involve?

Certification is an endorsement from an Institution of Higher Education (IHE) which states that a student has successfully completed that institution’s requirements for school counseling licensure. A regular license as a school counselor may be issued to an applicant who has completed or possesses a master’s degree from an approved school counseling program (the list of approved programs is located at: http://www.dpi.wi.gov/sspw/pdf/cnslrprograms.pdf), has received that institution’s institutional endorsement and meets one of the following:

- holds or is eligible to hold a DPI license to teach as well as a minimum of 2 years of successful teaching experience at the early childhood through adolescent level;
- has completed an approved one-year, full-time internship in school counseling at the early childhood through adolescent level

Even if you do not meet either of the above, you can be eligible for an Initial or Professional Educator school counseling license with stipulations. These stipulations will be removed upon successful completion of two years experience as a licensed school counselor.

What license am I eligible for after I complete my program’s course work and requirements?

You are eligible for a #966 School Counselor License. All students who graduate after August 31, 2004 will be licensed at the PK-12th grade levels. (License is EC-A Level)

How do the PI 34 rules affect my license, renewal and professional development?

In order to qualify for an Initial Educator license under PI 34, you must complete the requirements of an approved program in school counseling, including a professional portfolio, which identifies your knowledge, skills and dispositions based on the seven Pupil Services Standards and twelve Content Guidelines for School Counseling. A passing score on a Praxis II Professional School Counselor content exam is also required. The Initial Educator license is issued for a period of five years and is non-renewable.

In order to move from an initial educator to a professional educator license, it is required that you complete a professional development plan (PDP) that includes your learning goals, identified activities, timelines, evidence of collaboration, and an assessment plan. The PDP is assessed by a three-member team, which includes a school administrator, IHE representative and a peer (not the mentor). You are eligible to renew the Initial Educator license a minimum of three years after it has been issued.

How do I obtain my license?

Fill out an application (for an initial license application, go to: http://www.dpi.state.wi.us/dlisis/tel/applications.html - 1602-IS). Send the completed form, along with the $100 fee and appropriate paperwork, to the certifying officer of your college/university. You will receive your license in 6 to 12 weeks, depending on the time of the year.

How soon after completion of my program requirements do I need to apply for my license?

Licensing rules always apply to the date of completion, which means that the licensing rules are determined by your school counseling program completion date. You can determine when to apply for your license.

I have heard that there is a teaching requirement for licensed school counselors. What is the requirement, and how does it affect my school counselor license?
A teaching license/background is not required to become licensed as a school counselor. However, if you complete your program with the required teaching experience*, you will receive an Initial Educator license.

If you complete your program without either the teaching requirement or a one year, full-time internship, you will receive an Initial Educator license with stipulations. The Initial Educator license is a non-renewable license issued for a period of 5 years. Within this 5-year period, you are expected to work as a licensed school counselor and complete a Professional Development Plan (PDP).

The teaching requirement for licensed school counselors is to hold or be eligible to hold a DPI license to teach, and completion of a minimum of 2 years of successful teaching experience at the early childhood through adolescent level.

**What do I need to do to renew my license?**

If you completed your program after August 31, 2004, you must complete a Professional Development Plan*.

*There may be exceptions. Please contact the DPI Teacher Education, Professional Development and Licensing Division at 1-800-441-4563.

**What happened to the 3 year provisional license?**

It has been replaced with the Initial Educator license with stipulations.

**If I choose to complete a one-year, full-time internship in school counseling, do I need to be licensed?**

Yes, you must request an internship application from DPI, complete it, and return it with the required $25 license fee.

**If I successfully completed a one-year, full-time internship under the internship licensing rules, what license do I receive next?**

You receive an Initial Educator license (with no stipulations).

**Can I get licensed as a Licensed Professional Counselor (LPC) through DPI?**

No, the licensure process for LPCs is separate from the school counselor license, and is handled through the Department of Regulation and Licensing. School counseling licensure comes from the Department of Public Instruction.

**Does the graduate credit coursework I take to renew my license count toward both the school counselor license #966 (which was issued prior to August 31, 2004) and the LPC?**

No, each of these licenses have separate requirements for relicensure.
C. WISCONSIN QUALITY EDUCATOR INITIATIVE LICENSE STAGES & CHART

License Stages
The following information is from: http://tepdl.dpi.wi.gov/licensing/educator-licenses-general

Educator licenses issued under Wis. Admin. Code PI 34 are based on the following license stages:

1. Initial Educator License
   Educators who completed an approved educator preparation program for the first time in a license category (Teaching, Administrator or Pupil Services) after August 31, 2004 will be issued an Initial Educator License for each license within that category.

2. Professional Educator License:
   Professional Educator License may be issued for the following:
   a. Educators who successfully completed at least 3 years of the Initial Educator stage based on employment and successful completion of professional development plan.
   b. Educators who completed their approved educator preparation program prior to August 31, 2004 and are eligible to receive or renew their licenses before August 31, 2004.
   c. Educators who hold life licenses.

3. Master Educator License
   This optional 10-year license may be issued to educators who successfully completed a National Board Certification by National Board of Professional Teaching Standards (NBPTS) or a Wisconsin Master Educator Assessment Process (WMEAP).

<table>
<thead>
<tr>
<th>Educator License Stages Under PI 34</th>
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<tbody>
<tr>
<td>Components</td>
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<tr>
<td>Wisconsin Standards for teachers, administrators, and pupil services personnel</td>
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<td>Prerequisites</td>
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44
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<tr>
<th>Professional Development Plan:</th>
<th>Yes</th>
<th>Yes</th>
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<tbody>
<tr>
<td>- Learning Goals</td>
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<tr>
<td>- Identified Activities</td>
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<td>- Timelines</td>
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<td>- Evidence of Collaboration</td>
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<tr>
<td>- Assessment Plan</td>
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<tr>
<td>Portfolio to state superintendent with evidence of Standards Mastery and</td>
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<tr>
<td>- Contributions to profession</td>
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<tr>
<td>- Improved pupil learning</td>
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<tr>
<td>- Demonstration of exemplary school performance (video)</td>
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| Length of License             | 5 year non-renewable, minimum three years | 5 year renewable | 10 year renewable |

| Who approves, monitors and assesses? | Team: Initial Educator Team Three members – administrator, IHE representative, peer (not mentor) monitor & approve the professional development plan | Team: Professional Development Team – 3 licensed educators selected by peers monitor & approve the professional development plan | Team: Assessment Team Three trained educators of similar job responsibilities selected by state superintendent – assess evidence of mastery of all standards through required portfolio entries and video review |

| Support                       | Mentor and feedback from Team | Feedback from Team | Assessment and feedback by Team |

*Please note: Currently licensed educators may continue to renew their licenses at the professional development stage by completing either a professional development plan or six semester credits of professional development.*
D. SCHOOL COUNSELOR LICENSE – LINK FOR APPLICATION

LICENSE APPLICATION — INITIAL IN-STATE TEACHING OR PUPIL SERVICES

The forms are printable from:

E. PRAXIS II EXAM INFORMATION

Praxis II Professional School Counselor Exam (0421-paper test or 5421-computer test)

What is the Praxis II Professional School Counselor Exam?
The Praxis II Series tests measure subject-specific content knowledge, as well as general and subject-specific teaching skills, that you need for beginning teaching. For the Professional School Counselor Exam, all the questions are related to School Counseling. Individuals entering the teaching profession take the Praxis II tests as part of the teacher licensing and certification process required by many states. Some professional associations and organizations require Praxis II tests as a criterion for professional licensing decisions.

When should I take the Praxis II?
After completing all core courses and the Counseling in the Schools course

What Information will I be tested on?

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Questions (120 Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>22</td>
</tr>
<tr>
<td>Delivery of Services</td>
<td>54</td>
</tr>
<tr>
<td>Management</td>
<td>18</td>
</tr>
<tr>
<td>Accountability</td>
<td>26</td>
</tr>
</tbody>
</table>

Where can I access additional information about the Praxis II?
Complete information online: http://www.ets.org/praxis/about/praxisii/

What is the Test Code and Passing Score?
Professional School Counselor 0421 with passing score 156

How do I register?
- Go to the above website and click Register Now (Blue box on right)
- New users will need to create an account
- You will need to enter personal info, contact info, and create username/password
- You want to register for 0421 Professional School Counselor (Paper Test) or 5421 Professional School Counselor (Computer Test)
- Choose a test time, date, location; Choose Attending Institution - UW-Platteville 1917
- The test will cost $115 to be paid when registering

What if I do not pass the Praxis II?
The Praxis II is a requirement by the Wisconsin Department of Public Instruction for anyone graduating from a Wisconsin School Counseling Program. The exam will need to be successfully completed before you may be endorsed for licensure. You may retake the test as many times as you need.
When and how will I receive my Scores?

Scores are typically available 4 weeks after test date.

*Online*:
Scores are downloadable on the score release date for 45 calendar days, after which time they will no longer be available and you will need to request additional score reports for a $40 fee.

*Phone*:
Scores are also available to you 4-5 days earlier by phone for a $30 fee.

Study Guides & Practice Test?

There is a study guide available on the ETS Praxis website

We also have a FREE practice exam in Warner 406 on the computer on the right of the office.

What if I have a documented learning disability?

Please visit: [https://www.ets.org/praxis/register/disabilities](https://www.ets.org/praxis/register/disabilities)

What if my Primary Language is Not English (PLNE)?

Nonstandard test accommodations (extended testing time) may be available for test takers whose primary language is not English. Test takers who meet ETS requirements will be allowed 50% additional testing time.

You must complete the “Certification of Documentation” and the “Eligibility form” in addition to the registration forms.
Supplementary Information

A. Potential Interview Questions
B. UWP Student Agreement for Traveling Off Campus
C. ASCA Counselor Performance Standards
D. Relevant Websites
A. POTENTIAL INTERVIEW QUESTIONS
While some of these questions are not consistent with current school counselor practice, they are drawn from several sources of actual interview questions for school counselors.

Where do you see yourself 5 years from now?
Tell me about 3 of your strengths.
How has your background prepared you for this job?
Tell me about your theory of counseling.
Tell me about you model (ideal) counseling program.
Why do you want this job?
Tell me about your philosophy in working with a team of people (i.e. school personnel).
Why do you want to become a counselor?
What experience have you had?
What does your school counseling program look like?
How familiar are you with the Developmental Guidance Model?
How will you handle conflicts between students and teachers?
In what way will you involve parents?
What are your strengths as a counselor?
What are your weaknesses?
What factors do you consider most important in a successful school counseling program?
How do you see the use of test score in your guidance program?
When situations arise with students and staff, when do you involve the principal?
How do you work with resistant staff?
Why are you the best candidate for the position?
What has inspired you to want to become a high school counselor?
Was there a "defining moment" when you KNEW counseling was the career for you
As a high school counselor, what would you try to do better than your own high school counselor did?
During your counseling practicum/internship, what was the one experience you felt least prepared to handle? How did you cope with the situation? In retrospect, what would you do NOW if that same situation were to occur?

What was the most personally rewarding experience of your practicum/internship?

In your opinion, what is the most important role of a high school counselor?

In one school day, a counselor deals with a variety of important issues. Tell me your initial approach to handling the following student needs. At 8:00 a.m. a student enters your office, closes the door and tells you that she is pregnant and afraid to tell anyone. She wants your advice. At 9:00 a.m., a senior boy enters your office in a state of panic and announces that he's failing a required English class. Graduation is only three months away. How do you advise him? Just before lunchtime, a teacher and a student appear at your door. The teacher believes the student just cheated on a quiz; the student angrily denies it. What do you do to calm the situation?

Given the fact that all district counselors are "generalists" as opposed to specialists, is there one area of counseling that you feel is your area of expertise? (i.e. college admissions, career planning, crisis intervention, testing, scholarships/f financial aid, military opportunities, etc.)

Recognizing that a high percentage of our students will go to college and that many of them apply to top tier school, the written counselor recommendation has become an integral part of that application process. Please describe your approach to potentially writing 20-30 of these letters each fall semester.

Describe your experience with the concept of "group counseling" as it pertains to the high school setting.

Do you have an educational goal beyond you Master's Degree in School Counseling?

Ten years from now, where do you see yourself professionally?

If you were to build a counseling program from scratch, how would you go about doing that?

What do you feel is the role of the counselor in the schools?

What is your experience in working with children/adolescents?

In what capacity have you worked with children?

How can you show us that you are a credible counselor?

What is your understanding of your role compared to a teacher and/or any other administrator role?


How have you demonstrated knowledge, skill, and disposition in regards to the PI-34? The Content Guidelines for School Counselors?
B. UWP STUDENT AGREEMENT FOR TRAVELING OFF CAMPUS

UW Platteville Student Agreement for Traveling Off Campus

I understand my educational experience in this class will include off campus travel that may include field trips, service learning, cooperative experience, internships, student teaching, and any other educational experience that requires travel to off campus locations. When deemed necessary by the course instruction the University of Wisconsin Platteville will provide transportation. When university transportation is not provided personal vehicles must be used and student drivers accept liability for their passengers, therefore the student driving must insure that his/her personal vehicle insurance policy is in place and adequate. As a participant in an off-campus university sponsored activity, I will be reasonable and prudent and act with care and foresight. In case of injury or accident, the appropriate faculty of staff member will be notified immediately and the proper reports will be filed.

Hold Harmless Agreement

The undersigned does hereby agree to indemnify, defend and hold harmless, the Board of Regents of the University of Wisconsin System and the University of Wisconsin Platteville; their officers, employees, and agents from any and all liability, loss, damages, costs, or expenses which are sustained, incurred, or required arising out of the actions of the undersigned during their activities while traveling off the University of Wisconsin Platteville campus.

Student Signature Statement

I have read, understand, and agree to the statements above and the UW Platteville Policy on Student Off Campus Travel:

Student's signature __________________________ Date __________________________

Student's name, printed _________________________________________________

Name of Course or activity, printed _________________________________________

Name of faculty or instructional staff, printed ________________________________
C. ASCA SCHOOL COUNSELOR PERFORMANCE STANDARDS

School counselor performance standards align with the ASCA National Model and contain basic standards of practice expected from counselors. Personnel delivering the school counseling program are evaluated in the areas of program implementation, program evaluation and professionalism. All too often, school counselors are evaluated using an instrument designed for teachers or resource professionals. These school counselor standards accurately reflect the unique training of school counselors and their responsibilities within the school system. Although used for performance evaluation, the standards are also an important tool in the school counselor’s own self-evaluation and advocacy, and will help focus personal and professional development plans. It is suggested that school counselors and administrators work within their individual systems to design appropriate evaluation and/or appraisal tools that meet their district governing board and bargaining unit policies. It is recommended that administrators evaluate school counselors every year. An evaluation should include individual comments as well as a rating system for how well the school counselor is meeting required performance standards.

School counselor performance standards (as established by ASCA) are:

* Standard 1: Program organization
* Standard 2: School guidance curriculum delivered to all students
* Standard 3: Individual student planning
* Standard 4: Responsive services
* Standard 5: Systems support
* Standard 6: School counselor and administrator agreement
* Standard 7: Advisory council
* Standard 8: Use of data
* Standard 9: Student monitoring
* Standard 10: Use of time and calendar
* Standard 11: Results evaluation
* Standard 12: Program audit
* Standard 13: Infusing themes

**Standard 1**: The professional school counselor plans, organizes and delivers the school counseling program.
1.1 A program is designed to meet the needs of the school.
1.2 The professional school counselor demonstrates interpersonal relationships with students.
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

**Standard 2**: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.
2.1 The professional school counselor teaches school guidance units effectively.
2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

**Standard 3**: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.
3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

**Standard 4**: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.
4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.
4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.
4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

**Standard 5**: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.
5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
5.2 The professional school counselor provides support for other school programs.

**Standard 6**: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.
6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.
6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

**Standard 7**: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.
7.1 The professional school counselor meets with the advisory committee.
7.2 The professional school counselor reviews the school counseling program audit with the council.
7.3 The professional school counselor records meeting information.

**Standard 8**: The professional school counselor collects and analyzes data to guide program direction and emphasis.
8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.
8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.
8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.
8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.

**Standard 9**: The professional school counselor monitors the students on a regular basis as they progress in school.
9.1 The professional school counselor is accountable for monitoring every student’s progress.
9.2 The professional school counselor implements monitoring systems appropriate to the individual school.
9.3 The professional school counselors develops appropriate interventions for students as needed and monitors their progress.

**Standard 10**: The professional school counselor uses time and calendars to implement an efficient program.
10.1 The professional school counselor uses a master calendar to plan activities throughout the year.
10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students.
10.3 The professional school counselor posts a weekly or monthly calendar.
10.4 The professional school counselor analyzes time spent providing direct service to students.

**Standard 11**: The professional school counselor develops a results evaluation for the program.
11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.
11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.
11.3 The professional school counselor knows how to collect process, perception and results data.

**Standard 12**: The professional school counselor conducts a yearly program audit.
12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.
12.2 The professional school counselor shares the results of the program audit with the advisory council.
12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

**Standard 13**: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.
13.1 The professional school counselor promotes academic success of every student.
13.2 The professional school counselor promotes equity and access for every student.
13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.
13.4 The professional school counselor understands reform issues and works to close the achievement gap.
13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.
13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.
13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.
D. RELEVANT WEBSITES

Wisconsin School Counseling Association (WSCA)
www.wscaweb.com/
- Becoming a member of the Wisconsin School Counselor Association is a tremendous asset to your professional career. It is an organization that is comprised of school counselors throughout the state of Wisconsin

American School Counseling Association (ASCA)
www.schoolcounselor.org/
- ASCA provides professional development, publications and other resources, research and advocacy to more than 25,000 professional school counselors around the globe

Wisconsin Department of Public Instruction (WI DPI)
- The Wisconsin DPI website includes information on licensing (including license application link), performance standards, and content guidelines

State of Wisconsin Job Seeker
http://ww2.wisconsin.gov/state/employment
- This site allows you to search all available government jobs in the state of Wisconsin (including those in public schools)

Illinois State Board of Education
http://www.isbe.state.il.us/
- The Illinois State Board of Education is parallel to the Wisconsin DPI, and its website contains similar information pertinent to licensure and employment in the state of Illinois

Iowa Department of Education
http://educateiowa.gov/
- The Iowa Department of Education is also parallel to the Wisconsin DPI, and its website contains similar information pertinent to licensure and employment in the state of Iowa

Wisconsin License Application Download
- This link will take you to the license application needed to obtain the Initial School Counselor License from the Wisconsin DPI

University of Wisconsin-Platteville Counseling Psychology Department
http://www.uwplatt.edu/counselored/
- Don’t forget to check the Counseling Psychology website with any questions!
Agreements

The following three Practicum II School Agreements will need to be filled out and maintained by the school, university, and student.
UNIVERSITY OF WISCONSIN PLATTEVILLE
PRACTICUM II SCHOOL AGREEMENT

This document serves as an agreement between the on-site school, _______________________, in which the practicum will take place and the Counseling Psychology Program of the University of Wisconsin-Platteville. The purpose of this agreement is to document the parameters of the practicum experiences as it will be implemented by the school.

The guidelines selected from the list below will constitute a variety of experiences that may be provided for the practicum student under the direct supervision of the school’s practicing certified school counselor, as approved by the school’s administration.

1. Demonstrate an understanding of the psychological and sociological foundations of human development, learning, and behavior.
2. Demonstrate an understanding of skills required to develop, organize, administer, evaluate, and promote a comprehensive developmental school-counseling program based on the Wisconsin Developmental Guidance Model in collaboration with educators, families and community resources.
3. Demonstrate the skills required to work effectively with school teams to promote a safe and healthy school climate, including prevention and intervention strategies such as conflict resolution, peer mediation and crisis management.
4. Demonstrate an understanding of the role that diversity, inclusion, gender and equity have on students' academic achievement, personal/social and career development.
5. Demonstrate individual and group counseling skills, which facilitate students' personal/social, academic, and career development throughout their Pk-12 school experience.
6. Demonstrate an understanding of "Pk-16" career development theories, practices and programs, including the ability to facilitate student skill development.
7. Demonstrate knowledge of developmental approaches to assist all students and parents at points of educational transitions such as home to elementary school, elementary to middle to high school and high school to postsecondary options.
8. Demonstrate an understanding of relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the American School Counselor Association.
9. Demonstrate the ability to utilize research, student data and institutional assessments to improve school counseling programs and recommend systematic changes that will improve the learning environment for all students.
10. Demonstrate an understanding of current and emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and personal social choices.
11. Demonstrate an understanding of and how to acquire ongoing professional development and reflection in helping to continually evaluate school-counseling services.
12. Demonstrate acquired skills in understanding the role, function, and responsibilities of a school counselor by acquiring a minimum of 600 hours of supervised practicum in a school setting at the appropriate level(s).

Student: _____________________________________________ Date: __________________
Counselor: _____________________________________________ Date: _________________
Principal and/or District Administrator__________________________________ Date: _________________
University Supervisor__________________________________ Date: _________________

_X_School Copy ___ University Copy ___ Student Copy
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Counselor: ___________________________ Date: ______________
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Student: _____________________________________________ Date: __________________
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Principal and/or District Administrator______________________ Date: _________________
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___School Copy       ___ University Copy        X__ Student Copy