University of Massachusetts Boston
College of Education and Human Development
Department of Counseling and School Psychology

School Counseling Program

Internship Handbook
In June of 2016, CEHD adopted a college-wide field placement policy that applies to all programs within the College, and is located at: https://www.umb.edu/editor_uploads/images/college_education/CEHD_field_placement_policy_FINAL_2-24-16.doc. Within this document are important policies relating to student conduct and how to address issues that may arise during field-based experiences. The policies contained in this Internship handbook supplement and enhance the CEHD field placement policy, but do not replace any of the policies elaborated within it. Please be sure to consult the CEHD Field Placement Policy, in addition to this handbook.
Internship in Professional School Counseling

COUNSL 698 School Counseling Internship

Students are placed as apprentice counselors in elementary, middle or high schools under the supervision of a certified school counselor. Students learn the role and responsibilities of school counselors by participating in activities focused on counseling, consulting, coordinating and collaborating with students, families and school staff to support academic achievement, career development and other social areas. In addition to their field work, students meet for three (3) hours weekly on campus for a seminar to discuss issues relevant to their field experiences. Prerequisites: MTEL pass, GPA ≥ 3.0, Advance standing, Program Director approval. Field Placement--600 Hours; Lecture Hours, 3 Credits.

Description

The school guidance internship is required of all school guidance students.

- Students must pass the Communication and Literacy MTEL exam before beginning internship for students seeking MA licensure.
- School internships are supervised field experiences in either an elementary, middle or high school. Students need to determine prior to the internship whether they are seeking state licensure as a grade K-8 school counselor (elementary and some middle schools) or a grade 5-12 school counselor (middle and high schools).
- Students must complete 600 clock hours, 300 clock hours a semester, at their internship site. Of the 600 hours, 240 hours must be in direct service.
- Prior to placement at an internship site, students must have a minimum GPA of 3.0, passing scores on the MTEL exam, advanced standing in the program, successful completion of practicum, and approval of the program director.
- A Criminal Offender Record Investigation (CORI) check may be required by the school system.

* MTEL preparation workshops are held regularly. Contact the Office of Student Support Services.

Objectives

- Acquaint the student with the roles, duties and responsibilities of a professional school counselor.
- Develop counseling techniques that must be acquired in actual counseling relationships.
- Learn to integrate counseling theories acquired through coursework to actual issues confronting people.
- Engage and participate in the roles, duties, and responsibilities of a professional school counselor.
- Provide the student with experiences in which they may receive feedback from a professional school counselor and counselor educator.
- Develop the skills of a professional school counselor so that the student will begin to feel confident in his/her ability to function as a professional in the field.
- Begin to develop and use community resources, which are relevant to the practice of school counseling.
- Learn to work and function as a team member with other professionals in the school counseling process.
- Understand the relationship and functioning of systems, e.g., the relationship between the school counseling staff and the administration of the school.
- Refer to the COUNSL 698 syllabus for further information about internship requirements.

**Internship Site Selection**

The process of securing an internship placement is the same for both the on-campus and online programs. A step-by-step outline is included in the internship application package provided later in this document. Students interested in applying for licensure from the Massachusetts Department of Elementary and Secondary Education must complete their placement in an approved public school. An approved placement consists of a site that provides sufficient supervised experience with and exposure to various school counseling activities, including counseling, consultation, coordination, and curriculum delivery.

Obtaining an internship is a collaborative process between the student, faculty advisor, and program director. First, complete the internship application form. Then meet with your advisor to discuss the level of licensure that you are seeking. After narrowing the focus with your advisor, discuss with them and/or the GPD places past students have had successful internships. Select three or four sites, and complete the following steps:

- Prepare an updated resume
- Send the resume to the three or four sites with a cover letter stating your intent and that you will be calling in the near future to discuss the possibility of a practicum experience.
- Call the contact person at each site and discuss meeting to explore practicum possibilities.

Internship is an important part of your education in the profession of school counseling. Therefore, careful selection of a site is important. The following criteria have been identified which are helpful in deciding upon an internship site:

- Determine whether the school provides counseling services to all students as well as students with identified educational, emotional, and social needs.
- Evaluate whether the school allows interns to participate actively in the provision of school counseling services.
- Find out if the supervisor is qualified, i.e., has a professional license in school counseling issued by the Massachusetts Department of Elementary and Secondary Education (or equivalent U.S. state license) appropriate for either elementary or high school.
- Ensure that the supervisor will commit to regular weekly supervision with the student intern.
The selection of your placement site, should take into account your desired learning experience, e.g. what are the skills you wish to acquire and in what type of setting do you want to work. Make an appointment to see your academic advisor during the spring semester if you are planning to register for the internship for the following fall.

**Out-of-State and Out-of-Country Internships**

For those candidates completing out-of-state placements, supervisors must hold a professional level license (as defined by their state’s licensing or certification body). Students completing internships in Massachusetts who intend to seek school counseling licensure through the Department of Elementary and Secondary Education will have 3 supervision visits or conference calls with UMB faculty throughout the school year.

The University of Massachusetts Boston cannot directly endorse for licensure students who have completed their internship placement out of state or outside of the country. Out-of-state and international students will need to apply for licensure in their own state or through panel review in Massachusetts.

**Intern Responsibilities**

The student intern will be responsible for completing 600 clock hours during an academic year, over two consecutive semesters. The number of hours per week should be negotiated with the internship site supervisor and should be evenly distributed over the fall and spring semesters. Internship starts at the beginning of the Fall semester when University supervision is available. The stop date for internship concludes no earlier than the end of UMB’s spring semester. At the end of the UMB spring term, if additional hours are needed to complete the 600 clock hour, arrangements will be made between the internship student, site supervisor, and university instructor.

The intern is responsible for regular attendance and provision of high quality services. It is expected that the student intern function as closely as possible to other counselors at the school. The university does not provide professional liability insurance to student interns, but it is available as part of membership in the American School Counselor Association. In some schools, the school district will also provide liability insurance.

The student will be responsible for completing a school/supervisor evaluation at the end of the placements to assist with future planning.

**Professional Conduct**

Interns are expected to become familiar with, and be held accountable, for all existing rules, requirements, and regulations of the school system, department or institution to which they are assigned.

- Attendance is required of all interns for all days of assignment and placement. Only valid and excusable reasons for absences should be accepted. Interns are expected to notify both the On-Site Supervisor and the University Supervisor on any given day when
illnesses or other emergencies interfere with or prevent their attendance at their assigned placement

- Interns are expected to attend a weekly Internship seminar held at the University of Massachusetts Boston or online through web conferencing. The seminar is required as part of the internship supervisory experience and necessary in order to receive graduate credit for their internship assignment.
- Finally, interns assume the responsibility of complying with all rules, policies, and regulations approved codes of conduct and behavior, legal and ethical standards of their respective professional state and national associations, as well as all University, College and Department policies, regulations and standards.

If the candidate is terminated from an internship site for ethical misconduct, a grade of F will be assigned by the faculty supervisor unless good cause is shown for withholding the F grade. In addition, the student will appear before the DEPARTMENTAL ADHOC ETHICS AND PROFESSIONAL CONDUCT COMMITTEE to determine a remedial plan and decide a future plan of action.

If either an On-Site supervisor, in collaboration with an On-Site administrator, or the University faculty supervisor has determined that a candidate is not performing satisfactorily in an Internship placement, efforts by participating supervisors will be made to identify problem areas with specific recommendations to the candidate for improvement. However, if the problems persist, the candidate may be subject to termination from the Internship Site.

University Faculty Responsibilities

- To inform students about internship placement procedures and practices prior to their interview with placement institutions.
- To determine and submit university grades of student interns. University supervisors will determine internship grades by integrating intern’s performance at the placement site, in the University seminar, and from information provided by the on-site supervisor’s written and verbal comments.
- To insure completion of all required documentation.

Internship Site Responsibilities

- To determine their own criteria for accepting students for placement. Their criteria will include a procedure for interviewing prospective interns.
- To collaborate with the University faculty supervisor in evaluating the intern’s performance. This collaboration will include an initial contract to determine clearly the intern’s activities for fulfilling internship requirements.
- To determine criteria for intern’s professional conduct in their institution in order to protect their pupil’s rights.
Internship Supervisor Responsibilities
The internship supervisor must have appropriate professional licensure in school counseling. The on-site supervisor will be responsible for the student intern's orientation to the school and daily assignment of work activities at the internship site. The supervisor must be committed to the training of the student and be responsible for making the internship a good learning experience and introduction to the field of school guidance counseling. Supervisors must provide to the intern weekly supervision for at least one hour. The student intern should have a case load negotiated and designated by the on-site supervisor and university instructor. Students must have the opportunity to engage in all of the counseling functions. In addition, students may need to have opportunities to audio-tape counseling sessions that will be used to for their supervision in the university internship class and/or for their capstone project. At the conclusion of every semester, the on-site supervisor will complete an evaluation form for each intern, and will discuss her/his evaluation with the student intern. Both the evaluation form and the discussion are intended as a learning tool for the student-intern.

In order to facilitate a successful learning experience for internship students assigned to your school and placed under your supervision, we recommend that you provide each internship students with the following services and arrangements:

- Desk space or other suitable working facilities, etc as feasible to the work assignment.
- Individual supervision. We require that the school provide at least one hour of individual supervision to the intern every week in order to provide constructive critiques of their performance and progress.
- Background information about the school and student population. Please prepare school personnel and pupils for the arrival of each intern.
- Opportunities to engage initially in observational experiences during their first few days of the assignment, with increased responsibilities.
- Assignments that constitute work experience and responsibilities comparable to those expected of a professional school counselor who might normally be assigned to the position or engaged in the same responsibilities to which the student has been assigned.
- Provide opportunities for interns to audiotape/videotape counseling sessions

Supervisor Acknowledgements
In acknowledgement of the On-Site Supervisor’s assistance in training internship students from the Department of Counseling and School Psychology, the University of Massachusetts provides a tuition voucher, good for three credits of graduate study with certain minimal restrictions for on-campus study at our institution or any other of the four University of Massachusetts campuses (Amherst, Dartmouth, Lowell and Worcester) for each student accepted and assigned as an intern to the school. Each student assigned to an On-Site supervisor will submit a form for the supervisor to complete so that s/he may receive this tuition voucher. If the supervisor does not wish to avail her/himself of the voucher, it may be delegated to any other staff or personnel assigned to the institution. Professional Development Points (PDPs) are also available depending on the site supervisor’s professional development plan. The faculty of the Department of Counseling and School
Psychology appreciate the assistance and interest of the On-Site supervisors and schools in the professional training of their students.

Capstone Requirements

**Internship Portfolio**

The capstone will provide opportunities to experience professional school counselor roles and responsibilities in terms of school leadership, advocacy, and accountability. The internship portfolio includes three projects. For each of the three capstone projects, you will demonstrate how the personal, social, career, and/or academic development of K—12 students is impacted by your work. The question to be answered is: How are K—12 students different because of your school counseling program? The rubrics used to evaluate the capstone are provided later in this handbook, and online at [https://www.umb.edu/academics/cehd/counseling/resources](https://www.umb.edu/academics/cehd/counseling/resources).

The development and completion of portfolio projects are completed in collaboration with the site supervisor and internship faculty member.

**PART I: Legacy Project: Accountable School Counseling Practice**

**Required Text**

For Part I of your portfolio, you will develop a MEASURE as a strategy for designing and implementing accountability as the cornerstone of a school counseling program. Through completion of the legacy project, you will acquire the skills needed to engage in accountable school counseling practice using the MEASURE approach. The required text will lead you through the capstone requirements. A MEASURE is an approach that will help you connect your work to the mission of your school and demonstrate that students benefit from your work. Creating a MEASURE will allow you to:

- follow a step-by-step process to link your work as a school counselor with the expectations for school improvement and accountability;
- implement a data-based school counseling program and engage in data-driven problem-solving;
- conduct action research;
- connect the school counseling program to the instructional program and student achievement;
- promote school counselor leadership, advocacy, collaboration, use of data and technology;
- assist administrators, teachers, and others understand how the work of school counselors contributes to school improvement and systemic change;
- align your work with the ASCA National Model and the Massachusetts Model.

**PART II: Solution-Focused Counseling Case Study**
Solution-focused counseling is a positive strategy to address the needs of students. It is a competency-based approach that addresses solutions rather than problems. For Part II of your portfolio, you will prepare a report of your work with an individual student or with a group using this solution-focused strategy. Your report should not contain any information that could lead to the identification of individual students, and include:

- reason for referral
- background information
- description of your solution-focused counseling plan
- progress notes of each counseling session (transcript may also be used)
- outcome assessments
- any other information you feel demonstrates your skills in this domain
- reflection on the experience

PART III: Parent and/or Teacher Workshop or Professional Presentation

Each intern will conduct a one hour workshop for parents or school staff at their internship site or a professional presentation at the Spring MASCA Conference. The workshop or presentation is to be of the quality expected at professional conferences and is to be the product of the student's literature search, research, personal experiences in the internship placement and personal communication with practicing school counselors. The internship seminar instructor must approve the topic. The proposal should include a brief discussion of the topic and its relevance to the practice of school counseling. The workshop or presentation must include at PowerPoint presentation, handout, and evaluation.

The workshop or presentation will be judged on the quality of the presentation, the relevance of the information, the engagement of the audience (peers), and the quality of the handout and evaluation.

Portfolio Format

Rev 9/2018
On-campus students will submit two copies of your portfolio, while online students will submit their portfolio as a single PDF document. The original will be returned to you and the copy kept on file. The portfolio will be read by your University Supervisor and one other member of the faculty and may be shared with your site supervisor. State or national accreditation team personnel also may review the portfolio. You may share your personal copy of your portfolio with potential future employers during interviews. Because access to your portfolio is relatively open, it is not the appropriate to include confidential information. Portfolios should be typewritten, double spaced and use APA style. Since portfolios must be read prior to grade submission, it is essential that you adhere to submission deadlines. Late submissions will receive lowered grades. You will present one of your capstone projects in seminar during the final weeks of Spring semester.

**Portfolio Evaluation Process and Standards**

Students will be required to submit their projects to the seminar instructor for continuous review throughout the internship year. Projects will be returned to students with suggestions for further development and documentation until the project is judged to demonstrate competency in the area indicated. At this point, the student will receive written notice of acceptance of that section of the portfolio.

By April 15, the second semester of the internship, the portfolio must be submitted and the workshop presentation must be given. This documentation will be judged as either acceptable or requiring revisions. In the event that revisions are required, the revised document will be submitted no later than May 1 in order for a student to meet graduation requirements. Both the seminar instructor and program director must accept the document to constitute final approval.
Internship Documentation

The forms required to apply for, document, and evaluate the Internship experience are provided in the pages that follow, and are also available online at https://www.umb.edu/academics/cehd/counseling/resources.

The required forms are:

- Steps to Apply For School Counseling Internship
- Internship Checklist
- Internship Agreement
- Internship Statement of Understanding/Liability Insurance
- Preservice Performance Assessment
- Internship Site Visitation
- Internship Self-Evaluations
  
  Note these self-evaluations are not provided in this handbook as they mirror the content of the Supervisor Evaluations. Retrieve them online.
- Internship Supervisor’s Evaluation (Massachusetts Internships)
- Internship Supervisor’s Evaluation (non-Massachusetts internships)
- Capstone Scoring Rubric
- Report of Time Distribution
- Permission to Record/Consult (optional, as needed)
Steps to Apply for a School Counseling Internship

1. Read the Internship Handbook to become familiar with the expectations and requirements of school counseling interns.

2. Obtain confirmation of eligibility to proceed with an internship from advisor. Complete the internship registration form.

3. Identify potential internship sites.

4. Prepare a resume.

5. **Contact internship sites.** Call the school district’s office that is responsible for the school counseling program(s) to determine if there is an interest in an intern. If so, then obtain the following information:
   
   a. Application process
   b. Where and to whom to send a resume
   c. Interview process
   d. Decision date

   Students who wish to complete an internship at their employment setting, must present letters signed by school officials agreeing to release time and supervision for school counseling training activities.

6. **Prepare for interview.** Approximately one week after sending a resume, a follow-up phone call is appropriate. Check to see that your materials have been received and if an interview is possible. Think about responses to the following questions when preparing for an interview:

   - How do you describe yourself to others?
   - Why are you interested in becoming a school counselor?
   - How has your course work, pre practicum work and life experiences to date prepare you for a school based internship?
   - Why are you interested in doing an internship at our school?
   - Please share an experience from your previous work with children.
   - What experiences have you had that will assist you in working with culturally diverse students, families, and faculty? In what areas do you feel you need to grow so as to be culturally competent?
   - What strengths and or special interests do you bring to this internship experience?
   - In what ways, can a site supervisor be supportive of you during your internship experience? Please be specific.
   - Please highlight with examples how you work in groups and or with teams of people.
   - What questions do you have?
Steps to Apply for a School Counseling Internship

Sample questions asked by prospective interns:

- How would you describe the culture of your school?
  - What is the student – teacher ratio?
  - What is the support service model – special education, remedial programs, counseling services, bilingual/ESL etc...
  - How would you describe the overall community – urban, rural, suburban?
  - What is the parental involvement?
- What would be my responsibilities as an intern? Be general and specific.
- How many interns will be selected for the school year? In what areas if other than school counseling?
- How are school counseling interns regarded by the faculty and administration, parents and students?
- How DOEs your school promote issues of diversity?
- Is participation in the special education pre-referral, referral and evaluation process possible at this site?
- These are my areas of interest ________. How might I be able to incorporate them into my school internship experience?
- What is the format of the supervision of interns in this school?

Reminders:

- Arrive on time.
- Attend to professional manners and attire.
- Feel free to ask the interviewer for clarification or to repeat questions.
- Try to identify the interviewer’s expectations of you as an intern.
- Be sure to ask any questions that occur to you.

7. Obtain approval of the site from the Program Director. The site must meet the training goals and objectives of the school counseling program at UMass Boston as well as the supervision requirements described in the program handbook.

8. Obtain confirmation. A written agreement must be presented to the Program Director.
Steps to Apply for a School Counseling Internship

SAMPLE RESUME OUTLINE

Name
Address
Phone
E-mail

Goals:
Examples
• To develop personal and professional skills in school counseling.
• To improve consultation and collaborative skills.
• To apply individual and group counseling skills.
• To develop and implement a curriculum to foster social, emotional, career, and academic growth.
• To learn about community resources.
• To gain experience in working with families.

Education:
List college degrees starting with most recent

Honors:
Academic or other relevant awards

Related Professional Experience:

Professional Affiliations and Organization Memberships:

Publications and Presentations:

References:
University of Massachusetts Boston
Department of Counseling and School Psychology
School Counseling Program

Internship Checklist

Spring Before Internship

[ ] MTEL (Communication and Literacy Skills Sections) scores received. Due no later than June 15th, verified by GPD/OPC.

[ ] Signed internship agreement. Due no later than June 15th, submitted to GPD.

Fall Semester

[ ] Internship Statement of Understanding (includes proof of liability insurance). Due no later than September 15th, submitted to your internship instructor.

[ ] Completed self-assessment. Due no later than September 15th, submitted to your internship instructor.

[ ] Intern evaluation completed by site supervisor by December 15th, reviewed with and submitted to internship instructor no later than first class meeting of Spring semester.

[ ] ELAR Profile created online. Due no later than December 15th (for MA students). Note your MEPID and write on your PPA form.

[ ] Voucher request for Supervisor, will be distributed by internship instructor. Due no later than December 15th.

Spring Semester

[ ] Graduation application and fee due. Be sure to settle any outstanding issues with Bursar (follow University Registrar deadline).

[ ] Application for DESE licensure submitted online through ELAR. Due no later than April 15th (for MA students), submitted to your internship instructor.

[ ] Capstone project and Supervisor Sign-Off Form. Due no later than April 15th, submitted to your internship instructor.

[ ] Completed PPA. Due no later than May 15th (for MA students), submitted to your internship instructor.

[ ] Voucher request for Supervisor, be distributed by internship instructor. Due no later than May 15th.

[ ] Completed self-assessment. Due no later than May 15th, submitted to your internship instructor.

[ ] Completed Time Distribution Form, reviewed with and submitted to internship instructor no later than May 15th.

[ ] Intern evaluation completed by site supervisor, reviewed with and submitted to internship instructor no later than May 15th.

[ ] Future contact information (mailing and email addresses). Due no later than May 15th, submitted to your internship instructor.
University of Massachusetts Boston  
College of Education and Human Development  

School Counseling Internship Agreement

Name: __________________________________ is eligible to engage in a school counseling internship having completed all prerequisite coursework and practicum requirements.
Simultaneous with the internship, the student will be enrolled in a seminar conducted by the school counseling program. The student is required to complete two semesters of internship in a school setting, each consisting of 300 hours of supervised field experience, for a total of 600 hours. In addition to field supervision, three site visits will be arranged by University faculty over the course of the year. During those visits, the intern, site supervisor, and University supervisor will meet to discuss internship requirements and student progress.

The student will:

1. Abide by all school rules, policies, and regulations.

2. Exhibit professional behavior and adhere to ethical codes of conduct.

3. Maintain strict confidentiality of information obtained during internship.

4. Attend all days of assignment and notify both the University and site supervisors in case of absence due to illness or other emergencies.

5. Attend all staff meetings as the internship requires.

6. Maintain a daily log and portfolio of internship activities to be submitted at the end of the field experience.

7. Attend all supervision sessions at the internship site and weekly seminars at the University.

8. Receive a grade of B or above for two consecutive semesters to complete internship requirements. A grade of F will be assigned if dismissed from internship due to ethical violations.

(see next page)
University of Massachusetts Boston  
College of Education and Human Development

School Counseling Internship Agreement

I have reached an agreement with the field site that the setting will provide experiences to demonstrate school counseling competencies outlined in the Massachusetts Model for Comprehensive School Counseling Programs and the American School Counselor Association National Model. The internship will be supervised by a licensed school counselor.

Field Supervisor:
Name:_____________________________________ Title:_________________________
Department of Elementary and Secondary Education School Counseling License Level (initial, professional) and Number:___________________________
E-Mail:____________________________________ Phone:________________________
School Name and Address:__________________________________________________
________________________________________________________________________
Grade Levels at school:____________________________________________________

AUTHORIZED SCHOOL ADMINISTRATOR:

MA DESE requires that field supervisors have received a summative evaluation rating of proficient or higher on their most recent evaluation. Your signature below confirms that this is true for the above-named field supervisor.

__________________________________ Date
Authorized School Administrator

________________________________________________________________________
Student signature Date Field Supervisor Date

_________________________________ Date
UMB Program Director University supervisor Date

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University of Massachusetts Boston
College of Education and Human Development

Internship Statement of Understanding

I acknowledge that my primary obligation, as internship candidate, is to do no harm to my students. I therefore agree to maintain ethical behavior at all times during this field experience. I further acknowledge that my UMB and site supervisors are legally and ethically obligated to protect my students from potential harm as much as possible through their supervision and review of my performance. In the event that any of my supervisors have reason to believe that I may harm my students through unethical or incompetent behavior, they have the right and responsibility to take immediate action. Such action may include removing me, temporarily or permanently, from the practicum or internship.

________________________________________________________
Candidate/Date

________________________________________________________
Site Supervisor/Date

________________________________________________________
UMB Faculty/Date

_____ Attach proof of liability insurance or ASCA membership (NOTE: Liability insurance available at no extra cost with ASCA membership)
### Massachusetts Department of Elementary and Secondary Education

**Professional Support Personnel Practicum/Practicum Equivalent Form**
See 603 CMR 7.11

#### Part 1 – To be completed by the candidate
- Practicum □  Practicum Equivalent □

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<th>Sponsoring Organization:</th>
<th>University of Massachusetts Boston</th>
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<tr>
<td>Practicum/Equivalent Site:</td>
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<tr>
<td>Grade Level(s) of Students:</td>
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<tr>
<td>Total Number of Practicum Hours:</td>
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<td>Number of hours assumed full responsibility in the role:</td>
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<tr>
<td>Other Massachusetts licenses held, if any:</td>
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<tr>
<td>Have any components of the approved program been waived? 603 CMR 7.03(1)(b)</td>
<td>Yes □ No □</td>
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#### Part 2 – To be completed by the Program Supervisor

The Candidate completed a Practicum / Practicum Equivalent designed by the Sponsoring Organization as partial preparation for the following license:

<table>
<thead>
<tr>
<th>Candidate’s License Field:</th>
<th>School Guidance Counselor</th>
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<tbody>
<tr>
<td>Grade Level:</td>
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To the best of my knowledge (per the Supervising Practitioner’s Principal/Evaluator) the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation. □ Yes □ No

#### Part 3 – To be completed by the Supervising Practitioner

<table>
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<tr>
<th>Name:</th>
<th>Position:</th>
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<tr>
<th>License:</th>
<th>Initial □  Professional □</th>
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<td># of years of experience under license:</td>
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<th>License Field(s):</th>
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#### Part 4 – Initial 1, 2, 3

1. Initial meeting held at which the procedures for evaluation were explained to the candidate.
   - Date:  
   - Candidate:  
   - Program Supervisor:  
   - Supervising Practitioner:  

2. Meeting held midway through the practicum at which the Candidate’s progress was discussed.
   - Date:  
   - Candidate:  
   - Program Supervisor:  
   - Supervising Practitioner:  

3. Final meeting held to complete evaluation and to allow the Candidate the opportunity to raise questions and make comments.
   - Date:  
   - Candidate:  
   - Program Supervisor:  
   - Supervising Practitioner:  

#### Part 5

- Candidate has successfully completed the Practicum/Practicum Equivalent □ Yes □ No

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<tr>
<th>Program Supervisor:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervising Practitioner:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mediator (if necessary see: 603 CMR 7.04(4))</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** *Do NOT print this page; retrieve the file from https://www.umb.edu/academics/cehd/counseling/resources*

**Out-of-State candidates seeking MA DESE licensure, retrieve form at above link.**

Rev 9/2018
University of Massachusetts Boston
School Counseling Program

Internship Site Visitation
COUNSL 698

---

Student ______________________________________________________

School ______________________________________________________

Date ____________________    Time ___________________________

Copy to Student _____________    Copy to Site Supervisor _________________

---

Topics Reviewed/Discussed or Activity(ies) Observed

Strengths Observed

Areas to Focus Attention

Next Steps

---

Student Signature __________________________________   Date ______________

University Supervisor Signature ______________________    Date ______________

Rev 9/2018
University of Massachusetts Boston  
School Counseling Program  
Intern Evaluation Form – Massachusetts Internships

This is a sample form only; the Supervisor and Self-Evaluation Forms can be downloaded from https://www.umb.edu/academics/cehd/counseling/resources

Name of Intern: ___________________________________________________
Date Completed: __________________ for FALL or SPRING (circle one)
Location of Placement: _____________________________________________
Dates of Placement: __________________ to __________________
Hours per week (approx): ______________ Total hours completed to date: ______
Name of Field Supervisor: __________________________________________

Directions: Circle the number which best describes the student counselor’s FREQUENCY of demonstration of the stated competency, and your EVALUATION of each competency for each standard using the provided rating scales. At the end of each standard section note how the competencies were observed and evaluated. Please note that this instrument may assess more experiences than are available in your school – please indicate ‘not observed’ for these items, and leave your evaluation rating blank! For example, counseling students on post-high school plans does not often occur during elementary school.

Rating Scales:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 - Unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>2 – Needs Improvement</td>
</tr>
<tr>
<td>3</td>
<td>3 – Satisfactory</td>
</tr>
<tr>
<td>4</td>
<td>4 - Proficient</td>
</tr>
<tr>
<td>5</td>
<td>5 - Distinguished</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor:</th>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>is familiar with the Curriculum Frameworks and their use in academic advising</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>explains academic requirements and scheduling procedures clearly to students, parents and teachers</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Understands how classroom-based counseling work is or can be related to the Curriculum Frameworks</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

How were the above competencies observed/evaluated?

NOTE: Do not use this form; download the evaluation forms from https://www.umb.edu/academics/cehd/counseling/resources

Rev 9/2018
### Standard B
**Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents:**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

- Interprets and effectively communicates MCAS/PARCC test results to students, teachers and/or parents
- Interprets and effectively communicates college placement test results (e.g., PSAT, SAT, ACT) to students, teachers and/or parents
- Interprets and effectively communicates academic achievement, behavioral, intelligence, and/or other test results commonly used in special education assessment (e.g., WISC, WRAT) to students, teachers and/or parents

**How were the above competencies observed/evaluated?**

### Standard C
**Psychology of learning:**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

- Employs a counseling approach with students according to their learning style
- Employs a counseling approach with students appropriate for their developmental level
- Employs a counseling approach with students to address academic needs, in addition to social, emotional, or behavioral needs

**How were the above competencies observed/evaluated?**

### Standard D
**Understanding of the diagnosis and treatment of learning and behavior disorders**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

- Understands the diagnosis and treatment of learning disorders, including accommodations and strategies for students in special and regular education contexts
- Understands the diagnosis and treatment of behavior disorders, including accommodations and strategies for students in special and regular education contexts
- Counsels/advises students with learning and/or behavior disorders to improve academic-related outcomes

**How were the above competencies observed/evaluated?**

---

**NOTE:** Do not use this form; download the evaluation forms from [https://www.umb.edu/academics/cehd/counseling/resources](https://www.umb.edu/academics/cehd/counseling/resources)
### University of Massachusetts Boston
#### School Counseling Program

**Intern Evaluation Form – Massachusetts Internships**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Competency Description</th>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard E</strong></td>
<td>Theories of normal and abnormal intellectual, social, and emotional development</td>
<td>Frequency</td>
<td>Evaluation</td>
</tr>
<tr>
<td></td>
<td>applies knowledge of theories of development as they relate to normal and abnormal intellectual development when counseling/advising students</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>applies knowledge of theories of development as they relate to normal and abnormal social development when counseling/advising students</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>applies knowledge of theories of development as they relate to normal and abnormal emotional development when counseling/advising students</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

*How were the above competencies observed/evaluated?*

<table>
<thead>
<tr>
<th>Standard</th>
<th>Competency Description</th>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard F</strong></td>
<td>Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students</td>
<td>Frequency</td>
<td>Evaluation</td>
</tr>
<tr>
<td></td>
<td>participates in the development and/or implementation of guidance curricula to educate students about substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>facilitates conflict resolution among students to prevent further conflict</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>counsels students who have experienced substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

*How were the above competencies observed/evaluated?*

<table>
<thead>
<tr>
<th>Standard</th>
<th>Competency Description</th>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard G</strong></td>
<td>Philosophy, principles and practices in school guidance counseling</td>
<td>Frequency</td>
<td>Evaluation</td>
</tr>
<tr>
<td></td>
<td>demonstrates understanding of the Massachusetts Model for School Counseling Programs and/or the ASCA National Model</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>manages their caseload appropriately, including scheduling appointments and follow up</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>participates in the school’s guidance department meetings</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

*How were the above competencies observed/evaluated?*

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# University of Massachusetts Boston
## School Counseling Program

### Intern Evaluation Form – Massachusetts Internships

<table>
<thead>
<tr>
<th>Standard H</th>
<th>Federal, state, municipal, and school laws and regulations</th>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>understands the ethical standards that relate to a school counselor’s role/responsibilities, and acts in accordance with those principles</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>understands the federal, state, local and school laws and regulations that relate to the counselor’s role/responsibilities, and acts in accordance with those laws and regulations (including 504, CHINS, 51A, FERPA policies and procedures procedures)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>understands federal and state laws as they refer to special education</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

*How were the above competencies observed/evaluated?*

<table>
<thead>
<tr>
<th>Standard I</th>
<th>Career counseling</th>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>assists students in career exploration/post-high school planning using a variety of school resources (printed, computer-based or other)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>effectively counsels students on post high school plans through examining academic records, utilizing college and other post-secondary resource materials, and responding to their academic and personal concerns</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>utilizes knowledge of career development theories when counseling/advising students</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

*How were the above competencies observed/evaluated?*

<table>
<thead>
<tr>
<th>Standard J</th>
<th>Resources within the school system or the community for referral.</th>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>understands school’s policy and procedures regarding special needs referral and IEP process</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>understands when it is necessary to refer students to others who are better able to assist them. (For example: the treatment of substance abuse, physical and sexual abuse, mental illness)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>communicates and consults effectively with referral sources within the school and community on behalf of students</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>is aware of resources available in the community to foster positive development, address mental health and behavioral concerns, provide assistance to needy families (e.g., home heating programs, WIC, food pantry), and facilitate college access and success</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

*How were the above competencies observed/evaluated?*

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## University of Massachusetts Boston
### School Counseling Program

### Intern Evaluation Form – Massachusetts Internships

<table>
<thead>
<tr>
<th>Standard K</th>
<th>Knowledge of statistics, research design, and research in guidance counseling</th>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>uses school-wide data to identify student needs</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>establishes objectives and systematically evaluates the progress towards those objectives</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>evaluates the effectiveness of school counseling activities (e.g., progress in individual counseling, lesson evaluation, or surveys of students regarding the counseling program)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

*How were the above competencies observed/evaluated?*

<table>
<thead>
<tr>
<th>Standard L</th>
<th>Group counseling and group leadership</th>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>understands and participates in the group counseling selection process</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>understands and participates in the group counseling process as a leader or co-leader</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>participates in group guidance activities such as college fairs, career development, financial aid seminars, review of SAT, MCAS or other testing procedures</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>leads/facilitates developmental guidance programs and activities such as college planning and preparation, high school survival for freshman, violence prevention, and peer helper training</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

*How were the above competencies observed/evaluated?*

<table>
<thead>
<tr>
<th>Standard M</th>
<th>Development of skills for consultation with parents, teachers, and administrators</th>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>uses appropriate consulting skills (listening, clarification action planning, etc) necessary for communicating effectively with parents, teachers, administrators, and fellow counselors</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>interacts effectively and appropriately with parents</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>relates well to teachers and administrators in the school, on behalf of students</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

*How were the above competencies observed/evaluated?*

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### University of Massachusetts Boston
**School Counseling Program**

*Intern Evaluation Form – Massachusetts Internships*

<table>
<thead>
<tr>
<th>Standard N</th>
<th>College counseling and use of college and other post-secondary resource materials (5-12 only)</th>
<th>Frequency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>understands the college application and financial aid process</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>writes clear and concise recommendation letters</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>applies knowledge of career development theory to facilitate the post high school transition</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>understands and uses resources to facilitate the college selection and application process (e.g., Common Application, Naviance)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>understands and uses resources to secure financial aid opportunities (e.g., MEFA, FAFSA)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>counsels/advises students appropriately regarding the college application and selection process</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

*How were the above competencies observed/evaluated?*

---

**Recommendation and Rating**

Was student’s overall performance:

1 – Unsatisfactory  2 – Needs Improvement  3 – Satisfactory  4 – Proficient  5 - Distinguished

Please explain (attach additional letter, if desired):  

---

**Verification of Supervision Hours**

The student and supervisor have engaged in ________ hours of supervision since the start of the internship experience

*The signatures below indicate that the evaluation and number of hours of internship supervision are true and correct, and that this form has been reviewed and agreed upon by both the student and supervisor.*

x ________________________________  
Supervisor Signature  

x ________________________________  
Student Signature

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Rev 9/2018
Please read each statement and then rate the intern’s current level of competence to perform the function using the following scale.

1 = not competent

2 = somewhat competent

3 = moderately competent

4 = generally competent

5 = highly competent

NO = No opportunity to assess

NO = No opportunity to assess

**School Guidance Curriculum**

1. ______ able to provide instruction to assist a class of students in academic achievement, career planning, and personal-social behavior.

2. ______ able to work with other faculty to integrate guidance curriculum with other subject areas.

3. ______ able to conduct planned small groups outside the classroom to respond to students’ identified needs and interests.

4. ______ able to conduct workshops and informal sessions for parents to address the needs of students.

Rev 9/2018
SITE SUPERVISOR’S ASSESSMENT OF INTERN PERFORMANCE

Individual Student Planning

5. ________ able to work with individual students or small groups to analyze and evaluate test information and other data relating to abilities, interests, skills, and achievement in planning academic and career domains.

6. ________ able to work with individuals or small groups to advise them in academic, career, and personal-social planning.

7. ________ able to assist students as they plan for post-secondary education.

8. ________ able to assist students as they plan for post-secondary occupations.

Responsive Services

9. ________ able to exchange and share information with families, faculty, and administrators for purposes of supporting students in their academic, career, and personal-social development.

10. ________ able to assist individual students to make changes for advancement in academic, career, and personal-social domains.

11. ________ able to provide counseling and support to students, families, and faculty in response to emergency situations.

12. ________ able to refer students and families in need to school based and community based resources.

System Support

13. ________ able to work with faculty, families, administrators, and community resources to improve student success.

14. ________ able to identify school based and community based resources that can support student success.

15. ________ able to assist families in identifying their children’s needs and assist families in accessing available school based and community based resources to support their child.

16. ________ able to use data to identify areas of need in school that affect student progress in academic, career, and personal-social development.

17. ________ able to use data to measure the success of interventions and programs supporting achievement, career, and personal-social development.

Rev 9/2018
SITE SUPERVISOR’S ASSESSMENT OF INTERN PERFORMANCE

18. ________able to serve as a liaison with teachers, families, administrators, and community resources to facilitate successful student development.

19. ________able to provide leadership when working with faculty, administrators, families, and community resource to support equitable opportunity for students.

20. ________able to provide effective advocacy for the elimination of performance gaps among different economic, gender, race, and ethnic groups.

Please add any comments about the intern’s performance that were not addressed on this evaluation form.

How has the intern’s services benefited the students with whom he or she worked?

Do you have any specific recommendations for professional development?

Do you have any recommendations regarding the professional preparation of the intern? Your feedback is valued and will be used to enhance future training.

Verification of Supervision Hours

The student and supervisor have engaged in ________ hours of supervision since the start of the internship experience

The signatures below indicate that the evaluation and number of hours of internship supervision are true and correct, and that this form has been reviewed and agreed upon by both the student and supervisor.

<table>
<thead>
<tr>
<th>Field Supervisor’s Signature</th>
<th>Field Supervisor’s Printed Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Student’s Printed Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rev 9/2018
Capstone Site Supervisor Sign-Off

The projects contained in the capstone provide opportunities to experience professional school counselor roles and responsibilities in terms of school leadership, advocacy, and accountability. The purpose of this form is to ensure that your site supervisor has had the opportunity to review how you have represented your work in each of these areas in the capstone project.

By signing below, the candidate and site supervisor affirm that all three elements of the capstone have been reviewed by the site supervisor. The three elements are:

____ PART I: Legacy Project: Accountable School Counseling Practice

____ PART II: Solution-Focused Counseling Case Study

____ PART III: Parent and/or Teacher Workshop or Professional Presentation

________________________________________________________
Candidate/Date

________________________________________________________
Site Supervisor/Date

________________________________________________________
UMB Faculty/Date
University of Massachusetts Boston  
School Counseling Program  

Capstone Scoring Summary

Candidate Name:_________________________________ UMS#__________________

PART I: Legacy Project: Accountable School Counseling Practice

**MEASURE PROJECT SCORING RUBRICS**

<table>
<thead>
<tr>
<th></th>
<th>3 Distinguished</th>
<th>2 Proficient</th>
<th>1 Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>All required materials included with supporting documentation</td>
<td>All required materials included</td>
<td>Materials are incomplete</td>
<td></td>
</tr>
<tr>
<td>Exceptional appearance and organization</td>
<td>Professional appearance and organization</td>
<td>Poor organization and appearance</td>
<td></td>
</tr>
<tr>
<td>Clear link of project to school’s mission</td>
<td>Description of school’s mission</td>
<td>No mention of school’s mission</td>
<td></td>
</tr>
<tr>
<td>Multi-source, multi-method needs assessment</td>
<td>Adequate needs assessment</td>
<td>Absent or inadequate needs assessment</td>
<td></td>
</tr>
<tr>
<td>Well-developed, consistent plan of action</td>
<td>Coherent plan of action</td>
<td>Absent or inconsistent plan</td>
<td></td>
</tr>
<tr>
<td>Goals individualized and firmly linked to assessment data</td>
<td>Goals individualized and generally linked to assessment data</td>
<td>Vague goals not linked to assessment data</td>
<td></td>
</tr>
<tr>
<td>Roles for all stakeholders Identified</td>
<td>Stakeholders or roles identified</td>
<td>Vague or no mention of stakeholders or roles</td>
<td></td>
</tr>
<tr>
<td>Strategies based on sound theory and data</td>
<td>Strategies based on theory or data</td>
<td>Strategies not based on theory or data</td>
<td></td>
</tr>
<tr>
<td>Clear demonstration of data-driven decision-making</td>
<td>General description of data and its use</td>
<td>Vague description of problem-solving and consultative</td>
<td></td>
</tr>
<tr>
<td>Progress monitored systematically</td>
<td>Progress monitored</td>
<td>No plan to monitor progress</td>
<td></td>
</tr>
<tr>
<td>Outcomes evaluated systematically</td>
<td>Outcomes evaluated</td>
<td>No outcome evaluation</td>
<td></td>
</tr>
<tr>
<td>Specific follow-up plan included</td>
<td>General plan for follow-up included</td>
<td>No plan for follow up</td>
<td></td>
</tr>
</tbody>
</table>

**Score:**_______ **Comments:**____________________________________________
## Capstone Scoring Summary

**PART II: Solution-Focused Counseling Case Study**

### COUNSELING CASE STUDY SCORING RUBRICS

<table>
<thead>
<tr>
<th>Score</th>
<th>Relevant background information</th>
<th>Adequate background information</th>
<th>Incomplete or irrelevant background information</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Distinguished</td>
<td>Well-developed, consistent case formulation</td>
<td>Coherent case formulation</td>
<td>Absent or inconsistent case formulation</td>
</tr>
<tr>
<td>2 Proficient</td>
<td>Goals individualized and firmly linked to assessment data</td>
<td>Goals individualized and generally linked to assessment data</td>
<td>Vague goals not linked to assessment data</td>
</tr>
<tr>
<td></td>
<td>Practical strategies based on solution-focused brief counseling</td>
<td>Strategies primarily based on solution-focused brief counseling</td>
<td>Strategies not based on solution-focused brief counseling</td>
</tr>
<tr>
<td>1 Needs Improvement</td>
<td>Progress monitored systematically</td>
<td>Progress monitored</td>
<td>No plan to monitor progress</td>
</tr>
<tr>
<td></td>
<td>Outcomes evaluated systematically</td>
<td>Outcomes evaluated</td>
<td>No outcome evaluation</td>
</tr>
<tr>
<td></td>
<td>Specific follow-up plan included</td>
<td>General plan for follow-up included</td>
<td>No plan for follow up</td>
</tr>
<tr>
<td></td>
<td>Thoughtful reflection on student outcomes and self-assessment</td>
<td>Reflection on experience</td>
<td>Superficial description of experience</td>
</tr>
</tbody>
</table>

**Score:_______ Comments:________________________________________________________**
# Capstone Scoring Summary

## PART III: Parent and/or Teacher Workshop or MASCA Professional Presentation

### WORKSHOP SCORING RUBRICS

<table>
<thead>
<tr>
<th>3 Distinguished</th>
<th>2 Proficient</th>
<th>1 Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-defined issue</td>
<td>Clearly stated issue</td>
<td>Issue unidentified or unclear</td>
</tr>
<tr>
<td>Relevant background information information</td>
<td>Adequate background information</td>
<td>Incomplete or irrelevant background</td>
</tr>
<tr>
<td>Clear connection to ASCA and Massachusetts models</td>
<td>Reference to either ASCA or Massachusetts model</td>
<td>No reference to national or state models</td>
</tr>
<tr>
<td>Multi-source, multi-method needs assessment</td>
<td>Adequate needs assessment</td>
<td>Absent or inadequate needs assessment</td>
</tr>
<tr>
<td>Workshop objectives specifically related to needs assessment</td>
<td>Workshop objectives generally related to needs assessment</td>
<td>Workshop objectives unclear or unrelated to needs assessment</td>
</tr>
<tr>
<td>Workshop content clearly linked to objectives</td>
<td>Workshop content plan generally linked to objectives</td>
<td>Workshop content unrelated to objectives</td>
</tr>
<tr>
<td>Uses a variety of instructional strategies</td>
<td>Uses at least two instructional strategies</td>
<td>Uses a single instructional strategy</td>
</tr>
<tr>
<td>Program outcomes evaluated systematically</td>
<td>Program outcomes evaluated</td>
<td>Poor or no program outcomes evaluation</td>
</tr>
<tr>
<td>Specific follow-up</td>
<td>General plan for follow-up plan included</td>
<td>No plan for follow up included</td>
</tr>
</tbody>
</table>

**Score:**_______ **Comments:**__________________________________________________________

**Total Score:**_______

**Distinguished (7-9 pts)___Proficient (4-6 pts)___Needs Improvement (1-3 pts)___**

**Second Reader:___________________________ Date:__________**

**Internship Supervisor:___________________________ Date:__________**

Rev 9/2018
An exact report of the number of hours the candidate spent in his or her Counseling Internship experience is required for the candidate’s record as well as for the site supervisor’s record. Required: 600 clock hours with 240 clock hours spent in direct services.

Candidates are to return the original of this report at the close of the Internship to the UMB Supervisor.

Name of Candidate_____________________________________________ UMS#_____________

Site_______________________________________________________________

Number of Hours Spent by the Candidate in:

<table>
<thead>
<tr>
<th>Direct Services (240 hours)</th>
<th>Indirect Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling:</td>
<td>Describe or List Activities: if necessary, attach a separate page listing indirect activities</td>
</tr>
<tr>
<td>Group Counseling:</td>
<td></td>
</tr>
<tr>
<td>Classroom Guidance:</td>
<td></td>
</tr>
<tr>
<td>Consultation:</td>
<td></td>
</tr>
<tr>
<td><strong>Total Direct Services:</strong></td>
<td><strong>Total Indirect Services:</strong></td>
</tr>
</tbody>
</table>

Total Clock Hours:__________ Start Date: _____________ End Date:_______________

The signatures below indicate that the number of hours of internship experience are true and correct, and that this form has been reviewed and agreed upon by both the student and supervisor.

Printed Name of Site Supervisor ___________ Site Supervisor Signature ____________________

Rev 9/2018
I, the student and parent/guardian, consent to the recording of my counseling sessions by _______________. The purpose of the recording is to improve the school counselor candidate’s counseling effectiveness. This recording may be done by video and/or audiotaping.

This consent is being given in regards to the professional services provided by the counselor below. I understand that even if I sign this authorization, I may ask for the recording to be turned off or erased at any time during my sessions. All audio- and video-tapes will be kept in a safe location and will be destroyed at the end of the semester.

I further understand that to improve counseling techniques, my counselor may be consulting with the school counselor at this school as well as my UMB faculty supervisor. She/He may also select a portion of the tape to be viewed by other counselor graduate candidates during group supervision. I therefore authorize any of the supervisors and graduate students to observe or to have access to information relating to my counseling. It is understood that state laws and professional rules about client’s privacy bind these professionals and their students.

Signature ______________________________
(Student and parent/guardian)

Printed Name ______________________________

Date ____________

I, the counselor, have discussed the issues above with the student and his or her parent or guardian. My observations of this person's behavior and responses give me reason to believe that this person is fully competent to give informed consent.

Signature ______________________________
(Counselor)

Date ____________

__ Copy to student/parent