

Internship Summary Report

(To be completed at the conclusion of internship)

Candidate's Name: Brandonis Zaklan

Term/Year: Spring 2013

Internship Site: Hamlingfield School

Supervisor: Jennifer Mays

Authorization Level (circle): EC/EL MS/HS

Final Total Hours: 155 Direct
33 Indirect

The information reported on this form presents summary judgments by the candidate's supervisors about his/her performance on the counseling competencies prescribed by TSPC.

Directions: Check the appropriate box by the area of competence to attest to the candidate's performance in the competency area.

Circle the most appropriate response for each item within each competency area.

Completion of counseling internship requires verification of satisfactory performance by both the university supervisor and counselor educator in all areas below.

| Site Supervisor | | | | University Supervisor | | | | |
|---|--------------------------------------|---|-----|----------------------------------|--------------------------------------|---|---|---|
| <input checked="" type="checkbox"/> has met | <input type="checkbox"/> has not met | | | <input type="checkbox"/> has met | <input type="checkbox"/> has not met | | | |
| 1 | 2 | 3 | (4) | 1 | 2 | 3 | 4 | <p>1. School Counseling Program: Candidate has the knowledge, skill, ability, and cultural competence to develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school. Candidate:</p> <p>a. Knows the history, philosophy, and current trends in school counseling and educational programs.</p> <p>b. Can develop, design, implement, monitor, and evaluate a comprehensive developmental and inclusive school counseling program that integrates Oregon's four developmental domains: academic (learn to learn), personal/social (learn to live), career (learn to work), and community involvement (learn to contribute).</p> <p>c. Can prepare action plans and school counseling calendars that reflect appropriate time commitments and priorities in a comprehensive developmental and inclusive school counseling program.</p> <p>d. Can align the school counseling program with the academic and student services program in the school.</p> |
| 1 | 2 | 3 | (4) | 1 | 2 | 3 | 4 | |
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| <input checked="" type="checkbox"/> has met <input type="checkbox"/> has not met | <input type="checkbox"/> has met <input type="checkbox"/> has not met | <p>2. School Counseling and Student Competencies: Candidate has the knowledge, skill, ability, and cultural competence to apply deep and broad understanding of Oregon's four developmental domains. Candidate:</p> <ul style="list-style-type: none"> a. Can integrate a school counseling program into the total school curriculum by systematically providing information and skills training to assist preK-12 students in maximizing their academic, career, and personal/social development, as well as their ability to make a positive contribution to their school or community. b. Can identify student competencies related to the four domains and implement processes and activities to assist students in achieving these competencies. c. Has knowledge and understanding of community, environmental, and institutional factors that enhance, as well as barriers that impede, student success. d. Can develop constructive partnerships with parents, guardians, families, and communities in order to promote each student's success in the 4 developmental domains. |
| <input checked="" type="checkbox"/> has met <input type="checkbox"/> has not met | <input type="checkbox"/> has met <input type="checkbox"/> has not met | <p>3. Human Growth and Development: Candidate has the knowledge, ability, skill, and cultural competence to apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being. Candidate:</p> <ul style="list-style-type: none"> a. Can develop coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate the successful student development and achievement of all students. b. Can implement strategies of leadership designed to enhance the educational success of all students. c. Can implement developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options). |
| <input checked="" type="checkbox"/> has met <input type="checkbox"/> has not met | <input type="checkbox"/> has met <input type="checkbox"/> has not met | <p>4. Counseling Theories and Techniques: Candidate has the knowledge, ability, skill, and cultural competence to demonstrate a comprehensive understanding of established and emerging counseling theories. S/he possesses a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population. Candidate:</p> <ul style="list-style-type: none"> a. Can develop and implement prevention and crisis plans and intervention strategies. b. Can develop and implement individual and small-group counseling approaches that promote school success in each of the four domains. c. Can develop and implement individual, group, and classroom guidance approaches systematically designed to assist all students in each of the four domains. |

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| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | <p>d. Understands protective factors and can implement programs that enhance student development (e.g. peer facilitation, including peer helper, peer tutor, and peer mediation programs). Understands the environmental risks that may affect student development (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, poverty and suicide).</p> <p>e. Can develop comprehensive school-wide plans and approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.</p> <p>f. Can apply theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.</p> |
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| <input checked="" type="checkbox"/> has met | | | | <input type="checkbox"/> has met | | | | <p>5. Equity, Fairness and Diversity: Candidate has the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. S/he demonstrates fairness, equity, and sensitivity to every student, and s/he advocates for equitable access to instructional programs and activities. Candidate:</p> <p>a. Can advocate for all students and for effective school counseling programs that serve all students.</p> <p>b. Understands the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling.</p> <p>c. Can apply strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.</p> |
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| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | <p>6. School Climate: Candidate has the knowledge, ability, skill, and cultural competence to work to establish and foster an emotionally, socially, and physically safe learning environment for students, staffs, and families. Candidate:</p> <p>a. Can promote and integrate the use of counseling and guidance programs and activities by the total school community to enhance a positive school climate.</p> <p>b. Understands the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.</p> <p>c. Can demonstrate the ability to plan for and present school counseling-related educational programs to administrators, teachers, parents, and the community.</p> |
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| <input checked="" type="checkbox"/> has met <input type="checkbox"/> has not met 1 2 (3) 4 1 2 (3) 4 | <input type="checkbox"/> has met <input type="checkbox"/> has not met 1 2 3 4 1 2 3 4 | <p>8. Informational Resources and Technology: Candidate has the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs. Candidate:</p> <ul style="list-style-type: none"> a. Can use technology and data in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program. b. Has knowledge of and can use current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices. |
| <input checked="" type="checkbox"/> has met <input type="checkbox"/> has not met 1 2 (3) 4 1 2 (3) 4 | <input type="checkbox"/> has met <input type="checkbox"/> has not met 1 2 3 4 1 2 3 4 | <p>9. Student Assessment: Candidate has the knowledge, ability, skill, and cultural competence to understand the principles and purposes of assessment, and the collection and use of data. Candidate:</p> <ul style="list-style-type: none"> a. Can regularly monitor student progress and communicate the purposes, design, and results of assessments to appropriate audiences. b. Can use, analyze, manage, and present data from school-based information (e.g. standardized testing, grades, enrollment, attendance, retention, placement, college eligibility), surveys, interviews, focus groups, and needs assessments to improve student outcomes and program effectiveness. |
| <input checked="" type="checkbox"/> has met <input type="checkbox"/> has not met 1 2 3 (4) 1 2 3 (4) 1 2 3 (4) | <input type="checkbox"/> has met <input type="checkbox"/> has not met 1 2 3 4 1 2 3 4 1 2 3 4 | <p>10. Leadership, Advocacy, and Professional Identity: Candidate has the knowledge, ability, and cultural competence to work as a leader and advocate in the promotion of student learning and achievement. Candidate:</p> <ul style="list-style-type: none"> a. Adheres to ethical practices. b. Understands current issues, policies, laws, and legislation relevant to school counseling c. Engages in professional growth and development. |

Internship Summary Report

(To be completed at the conclusion of internship)

Candidate's Name: Brandeis Zaklan

Term/Year: Spring 2013

Internship Site: Maple Elementary

Supervisor: Kristine Campbell
spring

Authorization Level (circle): EC/EL MS/HS

Final Total Hours: direct 42
indirect 16

The information reported on this form presents summary judgments by the candidate's supervisors about his/her performance on the counseling competencies prescribed by TSPC.

Directions: Check the appropriate box by the area of competence to attest to the candidate's performance in the competency area.

Circle the most appropriate response for each item within each competency area.

Completion of counseling internship requires verification of satisfactory performance by both the university supervisor and counselor educator in all areas below.

| Site Supervisor | | | | University Supervisor | | | | 1. School Counseling Program: Candidate has the knowledge, skill, ability, and cultural competence to develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school. Candidate: |
|---|----------------------------------|--------------------------------------|-----|----------------------------------|--------------------------------------|---|---|--|
| <input checked="" type="checkbox"/> has met | <input type="checkbox"/> has met | <input type="checkbox"/> has not met | | <input type="checkbox"/> has met | <input type="checkbox"/> has not met | | | |
| 1 | 2 | 3 | (4) | 1 | 2 | 3 | 4 | a. Knows the history, philosophy, and current trends in school counseling and educational programs. |
| 1 | 2 | 3 | (4) | 1 | 2 | 3 | 4 | b. Can develop, design, implement, monitor, and evaluate a comprehensive developmental and inclusive school counseling program that integrates Oregon's four developmental domains: academic (learn to learn), personal/social (learn to live), career (learn to work), and community involvement (learn to contribute). |
| 1 | 2 | 3 | (4) | 1 | 2 | 3 | 4 | c. Can prepare action plans and school counseling calendars that reflect appropriate time commitments and priorities in a comprehensive developmental and inclusive school counseling program. |
| 1 | 2 | 3 | (4) | 1 | 2 | 3 | 4 | d. Can align the school counseling program with the academic and student services program in the school. |

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| <p><input checked="" type="checkbox"/> has met <input type="checkbox"/> has not met</p> <p>1 2 3 (4)</p> <p>1 2 3 (4)</p> <p>1 2 3 (4)</p> | <p><input type="checkbox"/> has met <input type="checkbox"/> has not met</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> | <p>6. School Climate: Candidate has the knowledge, ability, skill, and cultural competence to work to establish and foster an emotionally, socially, and physically safe learning environment for students, staffs, and families. Candidate:</p> <p>a. Can promote and integrate the use of counseling and guidance programs and activities by the total school community to enhance a positive school climate.</p> <p>b. Understands the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.</p> <p>c. Can demonstrate the ability to plan for and present school counseling-related educational programs to administrators, teachers, parents, and the community.</p> |

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| <input checked="" type="checkbox"/> has met <input type="checkbox"/> has not met 1 2 3 4 1 2 3 4 1 2 3 4 | <input type="checkbox"/> has met <input type="checkbox"/> has not met 1 2 3 4 1 2 3 4 1 2 3 4 | <p>10. Leadership, Advocacy, and Professional Identity: Candidate has the knowledge, ability, and cultural competence to work as a leader and advocate in the promotion of student learning and achievement. Candidate:</p> <ul style="list-style-type: none"> a. Adheres to ethical practices. b. Understands current issues, policies, laws, and legislation relevant to school counseling c. Engages in professional growth and development. |

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| <input checked="" type="checkbox"/> has met <input type="checkbox"/> has not met | | | | <input type="checkbox"/> has met <input type="checkbox"/> has not met | | | | 11. Reflective Practice: Candidate has the knowledge, ability, skill, and cultural competence to integrate their knowledge, skills, and life experience to respond effectively to new or unexpected critical events and situations. Candidate: a. Monitors and refines his/her work with continuous, in-depth reflection. |
| 1 | 2 | 3 | ④ | 1 | 2 | 3 | 4 | |

Additional Comments:

The summary assessment is based on the candidate's performance during the internship sequence and as documented in the Professional Practice Portfolio. Our signatures below attest to our judgments regarding the student counselor's performance on the TSPC prescribed counseling competencies.

Student Intern *Brandis Zaklan* Signature Brandis Zaklan Print name Date: 6/4/13

Site Supervisor *Kristine A. Campbell* Signature Kristine A. Campbell Print name Date: 6/4/13

Counselor Educator _____ Signature _____ Print name Date: _____