

Initial Counselor Education Internship Term Report

Candidate's Name: Brandew Zaklan Term/Year: Winter 2013

Internship Site: Maple Elementary Supervisor: Kristi Campbell

Authorization Level (circle): EC/EL MS/HS Term: Fall Winter Spring

This form should be completed & discussed during the student-supervisor conference at the conclusion of each term of internship EXCEPT the final term in which form E, the Final Summary Report, should be used. A copy of this report must be submitted to PSU each term.

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.

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	<u>4</u>	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 commitment 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	<u>3</u>	4	1	2	3	4	
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1	2	3	4	1	2	3	4	<p>classroom guidance approaches systematically design to assist all students in each of the four domains.</p> <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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1	2	3	4	1	2	3	4	

		administrators, teachers, parents, and the community.
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Hours of service this term:

Direct (individual, family, group, or guidance): 60

Indirect: 23.5

TOTAL: 83.5

Cumulative hours (hours from this term & prior terms)

Direct (individual, family, group, or guidance): 52

Indirect: 19.5

TOTAL: 71.5

These scores have been discussed with the student counselor and recommendations for improvements have been made (sign & date below):

Student Counselor  1 Apr 13

Site Supervisor Kristine A. Campbell 1 Apr 13

Counselor Educator _____

Additional Comments:

Tremendous growth. Very ^{self} motivated, seeks out projects and students to work with.

Initial Counselor Education Internship Term Report

Candidate's Name: Brandis Zaldan Term/Year: Winter

Internship Site: Hamden M-S Supervisor: Mays

Authorization Level (circle): EC/EL MS/HS Term: Fall Winter Spring

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1	2	3	<u>4</u>	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).
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Hours of service this term:

Direct (individual, family, group, or guidance): 126 + 33 = 159

Indirect: 39.5

TOTAL: ~~196~~ 198.5

Cumulative hours (hours from this term & prior terms)

Direct (individual, family, group, or guidance): 279

Indirect: 98.5

TOTAL: 377.5

These scores have been discussed with the student counselor and recommendations for improvements have been made (sign & date below):

Student Counselor

[Signature] 1 April 13

Site Supervisor

Jennifer D Mays 1 April 13

Counselor Educator

Additional Comments: