

**CLARK ATLANTA UNIVERSITY**  
**School of Education**  
**Department of Counseling and Psychological Studies**

**COUNSELING PROGRAM**  
**Practicum and Internship Manual**



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## INTRODUCTION

The Counseling Program is an integral part of the College of Education at Clark Atlanta University. The faculty attempts to graduate students who have developed and mastered the knowledge, skills and dispositions of a professional counselor and have a clear understanding of the vital need for quality and professional counseling services for both school systems and community agencies.

The practicum and internship are designed to provide students the opportunity to observe and participate in the actual processes involved in the operations of a school counseling program in a K-12 setting and a community agency.

This manual has been developed to provide a more explicit liaison between the Clark Atlanta University Counseling Program and the various school systems, institutions and agencies that voluntarily accept practicum and internship students. This manual serves to communicate the procedures and requirements relative to the field experience.

Please contact the Counseling Program should you have any concerns or need additional information.

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# **PHILOSOPHY OF THE CLARK ATLANTA UNIVERSITY**

## **COUNSELING PROGRAMS**

The mission of the Counseling Programs at Clark Atlanta University (CAU) parallels that of the University's mission: "to provide the highest quality of education and training for a student body which is predominantly African-American but which is becoming increasingly diversified by students from other racial, ethnic, cultural, and socioeconomic backgrounds." This mission commits the Programs (like the University) to the "shaping of" school and community counselors "who are productive, creative, as well as socially and economically responsible professional counselors in a dynamic global society and who are themselves committed to the search for solutions to the problems and challenges facing today's youth in both the school and community environment." The three functions of the Program (like the University)--teaching, research, and service--focus strongly on the attainment of a society--American, Third World, and global--which is responsive to the human needs of its most precious heirs: its children.

The Counseling Programs at CAU, using the above mission as its focus, is based upon the guiding principles of the American Counseling Association and the American School Counseling Association. The Counseling Programs at CAU are committed to the principle of equity in the educational setting and agency setting. Therefore, as a futuristic proactive response to increasing changes in American schools and communities, CAU's School Counseling Program and Community Counseling Program have enhanced its multicultural emphasis.

Students training to become counselors at CAU are encouraged to remain constantly sensitive to the human development needs accompanying such increasing diversity. By assimilating all the above information into the Program's course designs, the school counselor is taught to be developmental, multicultural, and equity-oriented. The counselor-in-training is taught to empower students to become aware of their strengths and talents by exposing them to information and opportunities in the school setting. This is done through the efforts and skills of counseling, coordination, consultation, and developing counseling curricula.

The world of the child extends to his or her caretakers, school administrators, faculty, staff, and community members. Therefore, the school or agency counselor is trained effectively to work with all these publics in promoting the growth and development of their clients. The counselor, by the nature of the profession, places the affective needs of their client as a priority. The counselor, after mutually creating a relationship of trust and support with his/her client, invites him/her to explore and grow into a successful human being--one prepared to enhance the self and others in a diverse, multicultural, equity-seeking world.

## **Clark Atlanta University's Counseling Program Prepares Students To:**

1. Work effectively with individuals and groups on educational, emotional, personal, social, and vocational concerns through the processes of counseling, consulting, assessment, referral, placement, and follow-up, coordination;
2. Adopt an eclectic approach to working with clients of diverse ethnic populations while simultaneously assimilating cultural sensitivity and cross-cultural knowledge;
3. Design and maintain a sound school guidance and counseling program as well as a sound community counseling program through planning, organizing, actuating, and evaluating continuously by utilizing existing standards from professional organizations specifically referring to goals, objectives, and activities as well as involving the program's clientele of students, parents, faculty, staff, administrators, and community;
4. Act in a manner exemplifying the professional ethics and standards of the sponsoring organizations that prepare and guide its membership;
5. Conduct timely research for the purposes of improvement, and creative innovations in the areas of counselor effectiveness, counseling programs, issues pertinent to youth and their numerous and diverse concerns; and
6. Seek continual growth as a person and professional.

### **CAMPUS CULTURAL CREED**

Clark Atlanta University is committed to academic excellence, building character and service to others. The University will achieve its mission by cultivating an environment of honesty, kindness, mutual respect, self-discipline, school loyalty, trust, academic integrity and communal pride. As a member of this scholarly community, I make the following pledge:

I will work to promote academic honesty and integrity;

I will work to cultivate a learning environment which opposes violence, vulgarity, lewdness and selfishness;

I will embrace the concept of mutual respect by treating others the way I want them to treat me;

I will support a campus culture of diversity by respecting the rights of those whose views and experiences differ from my own;

I will honor and care for the sanctity of my body as the temple of God;

I will commit myself to service so that I can make a difference in the world and a difference for more than just myself;

I celebrate and contribute to the spirit of greatness, left by those who preceded me.

# CLINICAL PLACEMENT CHECKLIST

This checklist serves as a guide prior to the beginning of practicum. Please check with the Practicum Coordinator to ensure you have met all the following requirements.

- \_\_\_ 1. Completed application form and course verification form, then submit said forms to the Clinical Coordinator.
- \_\_\_ 2. Read handbook, including guidelines and expectations on clinical field placement.
- \_\_\_ 3. Signed and returned acknowledgement statement.
- \_\_\_ 4. Met with Clinical Coordinator to discuss practicum/internship plan.
- \_\_\_ 5. Learn expectations for students at site.
- \_\_\_ 6. Schedule meeting to discuss placement with Clinical Coordinator.
- \_\_\_ 7. Completed resume and prepared for interview with site personnel.
- \_\_\_ 8. Scheduled and completed interviews with potential site supervisors.
- \_\_\_ 9. Had field placement application approved by Clinical Coordinator.
- \_\_\_ 10. Secured Professional Liability Insurance.

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## Acknowledgement Statement

As a counselor-in-training in the Clark Atlanta University School of Education Counseling Program, I acknowledge that it is my responsibility to read and be thoroughly familiar with the content of this Practicum - Internship Manual. My signature below indicates that I have read and understood my copy of this handbook and that I agree to abide by standards stated.

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

**Note:**

(This form should be turned in to the Clinical Coordinator during the first semester of the student's program. The Clinical Coordinator will place this form in the student's practicum file.)

### PRACTICUM / INTERNSHIP EXPERIENCE

A total of 700 hours will be spent in the practicum and internship, over a period of at least one year. It is here that the student has the opportunity to put into practice the skills developed in the classroom.

The Clinical Coordinator will supervise all clinical placements. Students must complete the application form, course verification form and submit forms to the Clinical Coordinator.

## **Practicum**

The practicum experience is typically the first clinical experience for students. This experience is designed to provide the student with the opportunity to demonstrate basic counseling skills in a professional setting under close supervision. Practicum students work 8-10 hours per week and must complete a total of 100 hours over the course of the two semesters. Students are expected to abide by the established policies and procedures of Clark Atlanta University Counseling Program, ethical standards of the American Counseling Association and site regulations. The student's practicum includes the following:

- (1) a minimum of 40 hours of direct service with clients, in both individual and group work;
- (2) a minimum of one hour per week of individual supervision (using audiotape, videotape, or live supervision) over each academic term;
- (3) an average of one and one-half hours per week of group supervision with other students in practicum and one hour per week of individual supervision over the academic term with an assigned University supervisor (actual meeting times and dates will be determined by an assigned University supervisor);
- (4) and formal evaluations of the student's performance throughout the practicum by the University supervisor in consultation with the Site supervisor.

## **Internship**

The internship experience is the last experiential experience for students. This experience is designed to continue the enhancement of counseling skills in a professional supervised setting. For the internship experience, students have a two-semester internship experience. Interns work 10 to 40 hours per week and must complete 600 clock hours. Students are expected to abide by the established policies and procedures of Clark Atlanta University Counseling Program, ethical standards of the American Counseling Association and site regulations. Students are also expected to participate in orientation prior to the start of their practicum. The internship provides for the continued development of classroom guidance, psychoeducational activities, individual counseling and small group counseling skills, teacher/parent consultation, and the implementation of general guidance and/or agency services. The student's internship includes the following:

- (1) a minimum of 240 hours of direct service with clients, in both individual and group work;
- (2) a minimum of one hour per week of individual supervision (using audiotape, videotape, or live supervision) over each academic term;
- (3) an average of one and one-half hours per week of group supervision with other students in internships and one hour per week of individual supervision over the academic term with an assigned University supervisor (actual meeting times and dates will be determined by assigned University supervisor);

- (4) the student is expected to achieve the following competencies applicable to counseling track within the internship experience:
- a) Conduct a minimum of five [5] parent conferences and/or psychoeducational consultations;
  - b) Conduct a minimum of five [5] teacher consultations and/or psychoeducational consultations;
  - c) Conduct classroom guidance sessions on a topic in collaboration with on-site supervisor;
  - d) Conduct individual client counseling sessions in collaboration with on-site supervisor;
  - e) Conduct a minimum of five [5] small group counseling sessions;
  - f) Audio and/or videotapes of the student's interactions with clients, parents, teachers, etc., for use in supervision [with approval and supervision of on-site supervisor];
  - g) Students will keep a log outlining activities;
  - h) A minimum of one (1) hour per week of individual with on-site supervisor;
  - i) Supervision weekly with the internship faculty; and
  - j) An evaluation of the student's performance throughout the internship including:
    - a *formal* final evaluation at the completion

## **RESPONSIBILITIES AND COMMITMENTS**

It is Clark Atlanta University's intention to provide counseling students with the best possible experience during the clinical phase of their training. In order to accomplish this it is essential that high quality institutions, capable of providing equally high quality supervision, be utilized as off-campus field experience sites. It is imperative that a mutuality of understanding exist between all parties concerned; the on-site supervisor, the University supervisor and the student. Please consider the following criteria as it relates to these parties and their role and function in the total off-campus (laboratory) phase of the field experience. The student is directly responsible to the school for the time and quality of his/her work. The school, in turn, is responsible for providing direct supervision (one hour per week). The school has final authority in all decisions concerning client care.

### **Student Responsibilities**

1. Counselors-in-training will meet, interview and finalize their clinical placement.
2. Counselors-in-training will evaluate the on-site supervisor at the end of the experience.
3. The work schedule is to be arranged by the student, via an interview with the site supervisor. It must include direct contact hours and direct supervision defined above.
4. Counselors-in-training will present case studies in group supervision.
5. Counselors-in-training are responsible for completing all records and forms required by site.
6. Counselors-in-training are responsible for setting up all equipment for making the required tapes, and for getting the required signed permission forms to be filed with the school/agency.
7. Counselors-in-training are responsible for honestly logging all time spent with clients, and in supervision.
8. Counselors-in-training are expected to follow site policies and procedures.
9. Counselors-in-training are responsible for obtaining liability insurance before counseling any client.

### **University Responsibilities**

1. Learn the philosophy, objectives, and organizational pattern of the cooperating host site.
2. Orient the students to the host site in which they will do their practicum work.
3. Acquaint the host site with the philosophy, objectives and organization of the Clark Atlanta University Counseling Program.
4. Establish and maintain good relationships between the University and host site.
5. Counsel with the students concerning problems of adjustment to their practicum role.

6. Evaluate the effectiveness of the cooperating sites as part of the practicum team.

### **University Coordinator's Responsibilities**

If the site placement component is to be a truly systematic phase of the counseling practicum, it is essential that the following process be adhered to:

1. Visit potential clinical sites.
2. Facilitate clinical placement.
3. Plan and conduct clinical orientation.
4. Collaborate with core faculty to accept and adhere to the standards set up regulating site supervision, University staff, and student participation.

### **University Supervisor's Responsibilities**

1. Coordinate and conduct clinical seminars.
2. Provide one hour of individual supervision per week.
3. Visit clinical sites.
4. Listen to the video or audio recordings, and provide detailed, concrete feedback.
5. Assign clinical grades based on evaluation of the total clinical experience (seminar and field experience).
6. The University faculty has final authority regarding the granting of competencies.

### **Site Supervisor Responsibilities**

1. Be familiar with all aspects of the counseling program, especially the practicum component.
2. Provide orientation to the school and/or agency environment to include, but not limited to, the following:
  - Mission, goals, and objectives of the school and agency
  - Policies and procedures
  - Standard operating procedures
3. Introduce the counselor-in-training to the administrators and staff of the site.
4. Ensure that the counselor-in-training is totally aware of and adheres to all established institutional rules and regulations as they apply to protocol, schedules (including working hours), dress, and other formalities. Report all occurrences of noncompliance to the University supervisor immediately.
5. Provide the student with the best possible facility as a base of operations.
6. Provide one hour of individual supervision per week.
7. Observe the students in counseling sessions and/or group guidance activities at least two times during the semester.
8. Complete a midterm and final evaluation report related to the student's performance and discuss the evaluation with the student.

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## **Guidelines for Supervision**

Students in practicum or internship are responsible for scheduling a minimum of one hour per week of individual supervision. The student will schedule individual supervision sessions with both the University and site supervisor. The purpose of the supervision is to provide support and direction for the professional development of counselors-in-training as they become fully engaged in their counseling functions.



- Career development services
- Planning and development of program and services
- Individual assessment and inventory
- Research (including evaluation)
- Placement and follow-up
- Referral activities
- In-service
- Report-writing, intake interviewing, record keeping
- Case conferences, staff meetings
- Use of technology
- Other (as assigned by administration, classroom guidance, registration of new individuals in setting, grant writing)

**The names and signatures of the responsible individuals in fulfilling this agreement are:**

_____	_____	_____
<b>Site Supervisor (Print)</b>	<b>Signature</b>	<b>Date</b>
_____	_____	_____
<b>Principal or Director (Print)</b>	<b>Signature</b>	<b>Date</b>

**Clark Atlanta University**

_____	_____	_____
<b>Field Experience Student (Print)</b>	<b>Signature</b>	<b>Date</b>
_____	_____	_____
<b>CAU Field Placement Coordinator (Print)</b>	<b>Signature</b>	<b>Date</b>
<i>Jill M. Thompson</i>	_____	_____
<b>Jill M. Thompson, Ph.D., NCC, LPC, LMFT</b>	<b>Signature</b>	<b>Date</b>
<b>Department Chair (Print)</b>		



**CLARK ATLANTA UNIVERSITY**  
**School of Education**  
**DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL STUDIES**

**Internship Clinical Site Affiliation Agreement**

This agreement is made this \_\_\_\_\_ day of \_\_\_\_\_ by and between Clark

Atlanta University and \_\_\_\_\_,

Accepting School and District/ Agency

located at \_\_\_\_\_

address

city

state

zip code

This agreement will be effective for a total of 300 hours per internship for a total of 600 hours. Specifically, a minimum of 520 hours of the 600 hour internship is spent in direct services to clients.

**Purpose:** The purpose of this agreement is to provide a qualified graduate student with field experience in working with individuals and groups in specific settings according to certain guidelines. Students in the School Counseling Program will work with school-aged children in a P-12 setting and students in Community Counseling will work with clients in an agency setting.

The **University** shall be responsible for the following: (1) Selecting a student who has successfully completed all the prerequisite courses for this experience; (2) Providing the Site with this agreement which clearly delineates the responsibilities of the University and the Site; (3) Designating a qualified faculty member as the Supervisor who will work with the Site in coordinating the experience; (4) Notifying the student that she/he must adhere to the administrative policies, rules, standards, schedules, and practices of the Site; (5) Advising the student that she/he should have adequate liability and accident insurance.

The **School/Agency** shall be responsible for the following: (1) Providing the student with an overall orientation to the Site's specific services necessary for the implementation of the experience; (2) Designating a qualified staff member to function the host on-site Supervisor that meets the following criteria:

- e. Master's degree in Counseling or closely related field
- f. Appropriate certification and/or licenses
- g. At least two years pertinent professional experiences
- h. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

(3) Providing the student with adequate work space, staff, and resources to conduct professional activities. The on-site supervisor shall be responsible for providing opportunities for the student to engage in a variety of counseling activities under supervision, and for evaluating the student's performance. Suggested experiences are attached, and forms for evaluating the student's performance will be provided by the University's Supervisor.

Grade levels involved in experience: \_\_\_\_\_

Type of Agency involved in experience: \_\_\_\_\_

## ACTIVITIES

The training activities listed above will be provided for the student in sufficient amounts to an adequate evaluation of the student's level of competence in each activity.

- Counseling services (individual, group, family) of personal, social, educational, occupational nature
- Consultation (teachers, referral agencies, family members, administrators, professional team)
- Coordination (of counseling curriculum with regular curriculum)
- Observation
- Career development services
- Planning and development of program and services
- Individual assessment and inventory
- Research (including evaluation)
- Placement and follow-up
- Referral activities
- In-service
- Report-writing, intake interviewing, record keeping
- Case conferences, staff meetings
- Use of technology
- Other (as assigned by administration, classroom guidance, registration of new individuals in setting, grant writing)

**The names and signatures of the responsible individuals in fulfilling this agreement are:**

<b>Site Supervisor (Print)</b>	<b>Signature</b>	<b>Date</b>
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<b>Principal or Director (Print)</b>	<b>Signature</b>	<b>Date</b>
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### **Clark Atlanta University**

<b>Field Experience Student (Print)</b>	<b>Signature</b>	<b>Date</b>
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<b>CAU Field Placement Coordinator (Print)</b>	<b>Signature</b>	<b>Date</b>
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<b>Jill M. Thompson</b>	<b>Signature</b>	<b>Date</b>
<b>Jill M. Thompson, Ph.D., NCC, LPC, LMFT</b>		
<b>Department Chair (Print)</b>		



**CLARK ATLANTA UNIVERSITY**  
**School of Education**  
**DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL STUDIES**

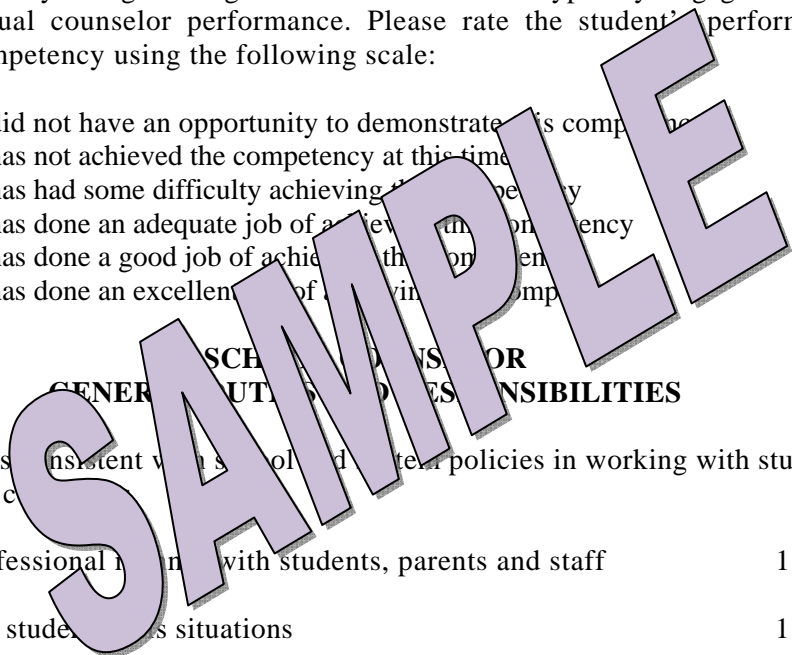
**Practicum/Internship Performance Evaluation**

**Field Experience Student** \_\_\_\_\_ **Semester** \_\_\_\_\_  
**Name of Site Supervisor** \_\_\_\_\_

**Directions:** Site supervisor should complete this form in duplicate at the end of the Practicum/Internship experience. After reviewing with the student, one copy should be given to the student and the other copy is to be sent to the Internship faculty at CAU.

The areas listed below are in compliance with the standards set forth by the Georgia School Counselor Evaluation Program. They are general guides for the activities typically engaged in during counselor training as well as actual counselor performance. Please rate the student's performance on level of achievement and/or competency using the following scale:

- 1 – The student did not have an opportunity to demonstrate his competency
- 2 – The student has not achieved the competency at this time
- 3 – The student has had some difficulty achieving the competency
- 4 – The student has done an adequate job of achieving the competency
- 5 – The student has done a good job of achieving the competency
- 6 – The student has done an excellent job of achieving the competency



**SCHOOL STANDARDS FOR  
GENERAL FUNCTIONS AND RESPONSIBILITIES**

A. Professional practices consistent with school and state policies in working with students, student records, parents, and community

- |   |             |
|---|-------------|
| 1. Interacts in a professional manner with students, parents and staff  | 1 2 3 4 5 6 |
| 2. Intervenes during student emergencies situations   | 1 2 3 4 5 6 |
| 3. Informs students, school staff, parents, and community of school guidance roles special programs, and the school-based written guidance plan | 1 2 3 4 5 6 |
| 4. Is available to students, parents, and staff for conferences according to system policies.   | 1 2 3 4 5 6 |
| 5. Facilitates home-school-community communication by such means as holding conferences, telephoning, and sending written communications.       | 1 2 3 4 5 6 |
| 6. Maintains confidentiality of students and student records  | 1 2 3 4 5 6 |
| 7. Works cooperatively with school administrators, other support personnel, teachers, and parents   | 1 2 3 4 5 6 |
| 8. Models correct use of oral and written language  | 1 2 3 4 5 6 |
| 9. Demonstrates accurate and up-to-date knowledge of content  | 1 2 3 4 5 6 |

**B. Complies with school, system, and state administrative regulations and board of education policies.**

1. Conducts guidance and counseling activities at the time scheduled 1 2 3 4 5 6
2. Supports regulations concerning student conduct and discipline 1 2 3 4 5 6
3. Is punctual 1 2 3 4 5 6
4. Maintains plans as required by school policy 1 2 3 4 5 6
5. Adheres to school or system policy regarding counselor absences 1 2 3 4 5 6
6. Involves administration in all aspects of the written guidance plan(s) 1 2 3 4 5 6
7. Implements designated guidance curriculum 1 2 3 4 5 6
8. Demonstrates general knowledge of school curriculum 1 2 3 4 5 6
9. Maintains accurate, complete, and appropriate records and files reports promptly 1 2 3 4 5 6
10. Attends and participates in faculty meetings and other school meetings and activities according to school policy 1 2 3 4 5 6
11. Complies with conditions as stated in contract/agreement 1 2 3 4 5 6

**C. Acts in a professional manner and assumes responsibility for enhancing the total school program, its safety, and good order**

1. Takes precautions to protect student health and safety 1 2 3 4 5 6
2. Takes precautions to protect property, supplies, materials, and facilities 1 2 3 4 5 6

**D. Participates in professional growth activities according to local system policies.**

1. Engages in professional growth activities 1 2 3 4 5 6
2. Applies newly acquired professional knowledge 1 2 3 4 5 6

**Internship Performance Evaluation**

E. The area listed below is from standards established by the American School Counselor Association. They are specific guides for the activities typically engaged in during counselor training as well as actual counselor performance. Please rate the student on the activities in which she/he has engaged using the scale listed on **page 1** of this document.

- I. Counseling services 1 2 3 4 5 6
- II. Consultation 1 2 3 4 5 6
- III. Coordination 1 2 3 4 5 6
- IV. Career development services 1 2 3 4 5 6

V.	Planning and development	1	2	3	4	5	6
VI.	Individual assessment and inventory	1	2	3	4	5	6
VII.	Research and evaluation	1	2	3	4	5	6
VIII.	Placement and follow-up	1	2	3	4	5	6
IX.	Referral	1	2	3	4	5	6

Based on your experiences, what would you evaluate as being the student's major strengths?

Please comment further addressing the student's need for additional training, skills, knowledge of the school-aged child, theories, professional growth and/or, personal characteristics:

In comparison to other interns at this stage in their training, how would you evaluate this students' performance?

1	2	3	4	5	6
Clearly deficient		Like others		Clearly excellent	

\_\_\_\_\_  
Signature of Site Supervisor

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

My signature indicates I have read and discussed the evaluation with my Internship supervisor. It does not indicate my total or final agreement with the evaluation.

\_\_\_\_\_  
Signature of Field Experience Student

\_\_\_\_\_  
Date

SAMPLE



**CLARK ATLANTA UNIVERSITY**  
**School of Education**  
**DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL STUDIES**

**Practicum/Internship Performance Evaluation**

**Field Experience Student** \_\_\_\_\_ **Semester** \_\_\_\_\_

**Name of Site Supervisor** \_\_\_\_\_

**Directions:** Site supervisor should complete this form in duplicate at the end of the practicum/Internship experience. After reviewing with the student, one copy should be given to the student and the other copy is to be sent to the University supervisor at CAU.

Below is a general guide for activities and experiences typically engaged in during counselor training as well as actual counselor performance. Please rate the student's performance on level of achievement and/or competency using the outlined scale.

1-Needs Improvement (NI) 2-Satisfactory (S) 3-Good (G) 4-Excellent (E) 5-Not applicable at this time (NA)

**COMMUNITY COUNSELOR**

**A. Counseling Skills**

1. Ability to demonstrate active attending behavior	1	2	3	4	5
2. Ability to listen to what client says verbally, noticing mix of experiences, behaviors, and feelings	1	2	3	4	5
3. Ability to understand accurately the client's point of view	1	2	3	4	5
5. Ability to identify themes in client's story	1	2	3	4	5
6. Ability to respond with accurate empathy	1	2	3	4	5
7. Ability to ask open-minded questions	1	2	3	4	5
8. Ability to help clients clarify and focus	1	2	3	4	5
9. Ability to balance empathic response, clarification, and probing	1	2	3	4	5
10. Ability to assess accurately severity of client's problems	1	2	3	4	5
11. Ability to establish a collaborative working relationship with client	1	2	3	4	5
12. Ability to identify and challenge unhealthy or distorted thinking or behaving	1	2	3	4	5
13. Ability to share constructively some of own experiences, behaviors, and feelings with client	1	2	3	4	5
14. Ability to understand and facilitate decision making	1	2	3	4	5
15. Ability to help clients set goals and move toward action in problem solving	1	2	3	4	5
16. Ability to recognize and manage client reluctance and resistance	1	2	3	4	5
17. Ability to help client's explore consequences of the goals they set	1	2	3	4	5
18. Ability to help clients review and revise or recommit to goals based on new experiences	1	2	3	4	5



1                      2                      3                      4                      5                      6  
Clearly                      Like                      Clearly  
deficient                      others                      excellent

\_\_\_\_\_  
**Signature of Site Supervisor**

\_\_\_\_\_  
**Site Name**

\_\_\_\_\_  
**Date**

**My signature indicates I have read and discussed the material above with my site supervisor. It does not indicate my total or partial agreement with the evaluation**

\_\_\_\_\_  
**Signature of Field Experience Student**

\_\_\_\_\_  
**Date**

**SAMPLE**



ASCA, ACA, & the PSC

- |  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 16. My supervisor discussed with me the importance of confidentiality  | 1 | 2 | 3 | 4 | N/A |
| 17. My supervisor discussed with me the importance of written informed consent                                       | 1 | 2 | 3 | 4 | N/A |
| 18. My supervisor and I discussed the importance of avoiding dual relationships                                      | 1 | 2 | 3 | 4 | N/A |
| 19. My supervisor helped promote my professional identity by encouraging membership<br>in professional organizations | 1 | 2 | 3 | 4 | N/A |

**PART III: Evaluation Process**

- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 20. My supervisor provided me with all documents relevant to my Internship/Intern<br>experience | 1 | 2 | 3 | 4 | N/A |
| 21. My supervisor met with me on a regular basis  | 1 | 2 | 3 | 4 | N/A |
| 22. My supervisor, when necessary, provided immediate feedback regarding my<br>interaction      | 1 | 2 | 3 | 4 | N/A |
| 23. My supervisor initiated periodic evaluation of my professional skills                       | 1 | 2 | 3 | 4 | N/A |

**PART IV: Site Evaluation**

- |  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 24. This Internship/Internship site has been beneficial to my professional growth as a school<br>counselor | 1 | 2 | 3 | 4 | N/A |
| 25. I would encourage other Internship/Intern students to work in this District                            | 1 | 2 | 3 | 4 | N/A |

**Additional Comments:**

\_\_\_\_\_  
**Signature of Field Experience Student**

\_\_\_\_\_  
**Date**

My signature indicates that I have read the above report and have discussed the content with my Internship/Intern supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

\_\_\_\_\_  
**Signature of Internship Site Supervisor**

\_\_\_\_\_  
**Date**

## **APPENDIX A**

### **American School Counselors Association Ethical Standards**

**AMERICAN SCHOOL COUNSELOR ASSOCIATION  
ETHICAL STANDARDS FOR SCHOOL COUNSELORS  
(Revised June 25, 1998)**

**Preamble**

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses his or her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status.

Each person has the right to self-direction and self-development.

Each person has the right of choice and the responsibility for goals reached.

Each person has the right to privacy and thereby the right to expect the counselor counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document, ASCA specifies the principles of ethical behavior necessary to regulate and 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 counseling professionals. The purposes of this document are to:

Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served, or membership in this professional Association;

Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counsees, parents, colleagues and professional associates, schools, and communities, as well as to one's self and the counseling profession; and

Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

**A.1. Responsibilities to Students - The Professional school counselor:**

- a. Has a primary obligation to the counselee who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, career, emotional, and behavioral needs and encourages the maximum development of each counselee.
- c. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.
- d. Is responsible for keeping informed of laws, regulations, and policies relating to counsees and strives to ensure that the rights of counsees are adequately provided for and protected.

**A.2. Confidentiality - The Professional School Counselor:**

- a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes

confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counselees through a written and shared disclosure statement.

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.

c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.

d. Requests of the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.

e. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the counselor's ethical obligation. In a group setting, the counselor sets a high norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

### A.3. Counseling Plans

The professional school counselor: works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee's freedom of choice.

### A.4. Dual Relationships

The professional school counselor: avoids dual relationships which might impair her or his objectivity and increase the risk of harm to the client (e.g., counseling one's family members, close friends, or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.

### A.5. Appropriate Referrals

The professional school counselor: makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources and making proper plans for transitions with minimal interruption of services. Counselees retain the right to discontinue the counseling relationship at any time.

### A.6. Group Work

The professional school counselor: screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

### A.7. Danger to Self or Others





d. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire only qualified and competent individuals for professional counseling positions.

e. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet the counselee's developmental needs; and (3) a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

#### **D.2. Responsibility to the Community**

The professional school counselor: collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

### **E. RESPONSIBILITIES TO SELF**

#### **E. 1. Professional Competence - The Professional School Counselor:**

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.

b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a client.

c. Strives through personal initiative to maintain professional competence and to keep abreast of professional information. Professional and personal growth is ongoing throughout the counselor's career.

#### **E.2. Multicultural Skills**

The professional school counselor: understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.

### **F. RESPONSIBILITIES TO THE PROFESSION**

#### **F. 1. Professionalism - The Professional School Counselor:**

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

b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research or for statistical or program planning purposes, the counselor ensures protection of the individual counselee's identity.

d. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.

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

f. Does not use his or her professional position to recruit or gain clients, consultees for her or his private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or



## **APPENDIX B**

### **American Counseling Association Code of Ethics and Standard of Practice**

# **American Counseling Association Code of Ethics and Standards of Practice**

## **Section A: *The Counseling Relationship***

Standard of Practice One (SP-1): Nondiscrimination. Counselors respect diversity and must not discriminate against clients because of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. (See A.2.a.)

Standard of Practice Two (SP-2): Disclosure to Clients. Counselors must adequately inform clients, preferably in writing, regarding the counseling process and counseling relationship at or before the time it begins and throughout the relationship. (See A.3.a.)

Standard of Practice Three (SP-3): Dual Relationships. Counselors must make every effort to avoid dual relationships with clients that could impair their professional judgment or increase the risk of harm to clients. When a dual relationship cannot be avoided, counselors must take appropriate steps to ensure that judgment is not impaired and that no exploitation occurs. (See A.6.a. and A.6.b.)

Standard of Practice Four (SP-4): Sexual Intimacies with Clients. Counselors must not engage in any type of sexual intimacies with current clients and must not engage in sexual intimacies with former clients within a minimum of 2 years after terminating the counseling relationship. Counselors who engage in such relationship after 2 years following termination have the responsibility to examine and document thoroughly that such relations did not have an exploitative nature.

Standard of Practice Five (SP-5): Protecting Clients During Group Work. Counselors must take steps to protect clients from physical or psychological trauma resulting from interactions during group work. (See A.9.b.)

Standard of Practice Six (SP-6): Advance Understanding of Fees. Counselors must explain to clients, prior to their entering the counseling relationship, financial arrangements related to professional services. (See A.10. a.-d. and A.11.c.)

Standard of Practice Seven (SP-7): Termination. Counselors must assist in making appropriate arrangements for the continuation of treatment of clients, when necessary, following termination of counseling relationships. (See A.11.a.)

Standard of Practice Eight (SP-8): Inability to Assist Clients. Counselors must avoid entering or immediately terminate a counseling relationship if it is determined that they are unable to be of professional assistance to a client. The counselor may assist in making an appropriate referral for the client. (See A.11.b.)

## **Section B: *Confidentiality***

Standard of Practice Nine (SP-9): Confidentiality Requirement. Counselors must keep information related to counseling services confidential unless disclosure is in the best interest of clients, is required for the welfare of others, or is required by law. When disclosure is required, only information that is essential is revealed and the client is informed of such disclosure. (See B.1. a.+f.)

Standard of Practice Ten (SP-10): Confidentiality Requirements for Subordinates. Counselors must take measures to ensure that privacy and confidentiality of clients are maintained by subordinates. (See B.1.h.)

Standard of Practice Eleven (SP-11): Confidentiality in Group Work. Counselors must clearly communicate to group members that confidentiality cannot be guaranteed in group work. (See B.2.a.)

Standard of Practice Twelve (SP-12): Confidentiality in Family Counseling. Counselors must not disclose information about one family member in counseling to another family member without prior consent. (See B.2.b.)



## **Section D: *Relationship With Other Professionals***

Standard of Practice Twenty-Nine (SP-29): Accepting Fees From Agency Clients. Counselors must not accept fees or other remuneration for consultation with persons entitled to such services through the counselor's employing agency or institution. (See D.3.a.)

Standard of Practice Thirty (SP-30): Referral Fees. Counselors must not accept referral fees. (See D.3.b.)

## **Section E: *Evaluation, Assessment and Interpretation***

Standard of Practice Thirty-One (SP-31): Limits of Competence. Counselors must perform only testing and assessment services for which they are competent. Counselors must not allow the use of psychological assessment techniques by unqualified persons under their supervision. (See E.2.a.)

Standard of Practice Thirty-Two (SP-32): Appropriate Use of Assessment Instruments. Counselors must use assessment instruments in the manner for which they were intended. (See E.2.b.)

Standard of Practice Thirty-Three (SP-33): Assessment Explanations to Clients. Counselors must provide explanations to clients prior to assessment about the nature and purposes of assessment and the specific uses of results. (See E.3.a.)

Standard of Practice Thirty-Four (SP-34): Recipients of Test Results. Counselors must ensure that accurate and appropriate interpretations accompany any release of testing and assessment information. (See E.3.b.)

Standard of Practice Thirty-Five (SP-35): Obsolete Tests and Outdated Test Results. Counselors must not base their assessment or intervention decisions or recommendations on data or test results that are obsolete or outdated for the current purpose. (See E.11.)

## **Section F: *Teaching, Training, and Supervision***

Standard of Practice Thirty-Six (SP-36): Sexual Relationships with Students or Supervisees. Counselors must not engage in sexual relationships with their students and supervisees. (See F.1.c.)

Standard of Practice Thirty-Seven (SP-37): Credit for Contributions to Research. Counselors must give credit to students or supervisees for their contributions to research and scholarly projects. (See F.1.d.)

Standard of Practice Thirty-Eight (SP-38): Supervision Preparation. Counselors who offer clinical supervision services must be trained and prepared in supervision methods and techniques. (See F.1.f.)

Standard of Practice Thirty-Nine (SP-39): Evaluation Information. Counselors must clearly state to students and supervisees in advance of training the levels of competency expected, appraisal methods, and timing of evaluations. Counselors must provide students and supervisees with periodic performance appraisal and evaluation feedback throughout the training program. (See F.2.c.)

Standard of Practice Forty (SP-40): Peer Relationships in Training. Counselors must make every effort to ensure that the rights of peers are not violated when students and supervisees are assigned to lead counseling groups or provide clinical supervision. (See F.2.e.)

Standard of Practice Forty-One (SP-41): Limitations of Students and Supervisees. Counselors must assist students and supervisees in securing remedial assistance, when needed, and must dismiss from the training program students and supervisees who are unable to provide competent service due to academic or personal limitations. (See F.3.a.)

Standard of Practice Forty-Two (SP-42): Self-Growth Experiences. Counselors who conduct experiences for students or supervisees that include self-growth or self-disclosure must inform participants of counselors' ethical obligations to the profession and must not grade participants based on their nonacademic performance. (See F.3.b.)

Standard of Practice Forty-Three (SP-43): Standards for Students and Supervisees. Students and supervisees preparing to become counselors must adhere to the Code of Ethics and the Standards of Practice of counselors. (See F.3.e.)

### **Section G: *Research and Publication***

Standard of Practice Forty-Four (SP-44): Precautions to Avoid Injury in Research. Counselors must avoid causing physical, social, or psychological harm or injury to subjects in research. (See G.1.c.)

Standard of Practice Forty-Five (SP-45): Confidentiality of Research Information. Counselors must keep confidential information obtained about research participants. (See G.2.d.)

Standard of Practice Forty-Six (SP-46): Information Affecting Research Outcome. Counselors must report all variables and conditions known to the investigator that may have affected research data or outcomes. (See G.3.a.)

Standard of Practice Forty-Seven (SP-47): Accurate Research Results. Counselors must not distort or misrepresent research data, nor fabricate or intentionally bias research results. (See G.3.b.)

Standard of Practice Forty-Eight (SP-48): Publication Contributors. Counselors must give appropriate credit to those who have contributed to research. (See G.4.a. and G.4.b.)

### **Section H: *Resolving Ethical Issues***

Standard of Practice Forty-Nine (SP-49): Ethical Behavior Expected. Counselors must take appropriate action when they possess reasonable cause that raises doubts as to whether counselors or other mental health professionals are acting in an ethical manner. (See H.2.a.)

Standard of Practice Fifty (SP-50): Unwarranted Complaints. Counselors must not initiate, participate in, or encourage the filing of ethics complaints that are unwarranted or intended to harm a mental health professional rather than to protect clients or the public. (See H.2.f.)

Standard of Practice Fifty-One (SP-51): Cooperation With Ethics Committees. Counselors must cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. (See H.3.)

**APPENDIX C**

**Summary of H. B. 1187**

**SUMMARY OF H.B. 1187**  
**(The A Plus Education Reform of 2000 - State of Georgia)**

The following is a summary of the major portions of HB 1187. This statement contains the final version of the bill as reported by the conference committee. The bill is over 175 pages long and it is impossible to detail everything. For more specific information, please contact Ms. Melonie Stockwell, Director of Legal Services at (404) 656-4689 or e-mail her at [legal.services@doe.k12.ga.us](mailto:legal.services@doe.k12.ga.us).

**Juvenile Court Jurisdiction Over Parents**

- Allows juvenile courts to fine parents for failing to attend parent-teacher conferences. Gives juvenile courts the authority to order parents to participate in "programs or treatment" that the court determines necessary to improve student behavior.

**Reporting Regarding Budget Irregularities**

- Requires local school superintendents to make reports to their local boards and to the public in response to financial deficits or budget irregularities. The State Board of Education shall require local boards to do corrective action plans.

**Educational Care Teams**

- If a school is consistently underperforming, the local board of education may request from a RESA an instructional care team. RESAs must develop a registry of potential instructional care team members. Each RESA shall provide rules and regulations for the purchase of the services of an instructional care team. If the money is appropriated, RESAs may be provided grants for the purpose of facilitating the development and implementation of instructional care teams.

**Local School Councils**

- Mandates school councils at each school. The councils must be made up of the principal of the school, two parents, two teachers, and two businesspersons. The duties of the councils are to provide advice, recommendations, and assistance to the local board. School councils are advisory bodies and shall provide advice and recommendations to the school principal and the local board on any matter, including curriculum, budget, principal selection, and the performance of school personnel. Local boards are to devolve such authority to school councils as deemed appropriate. The local board of education must "respond to each recommendation within 60 days."
- Council members must participate in any hearing mandated by the State Board of Education related to unacceptable performance of the school or recommended interventions.
- The councils are to be provided initial and midterm allotment sheets for the school.
- School councils shall be reflective of the school community.
- The principal of each school must provide at least a two-week notice before the meeting of each electing body. The electing body for the parent representatives is all parents and guardians and the electing body for the teachers is all certificated personnel.
- The State Board of Education shall develop model by-laws for the councils.

**Physical Education Requirements**

- The law is clarified so that Physical Education is no longer mandatory by law. Rather the State Board of Education can set the standard requirements for Physical Education.

### **Early Intervention Program**

- There is created an Early Intervention Program in kindergarten and a Primary Grades Early Intervention Program in grades 1-3. These programs are for students performing below grade level. It is suggested that 25 percent of students will qualify for these programs. The Office of Education Accountability and the State Board of Education both have responsibility for administering and setting the definitions for who qualifies for the Early Intervention Programs. The Education Coordinating Council also must adopt the standards and definitions for these programs.
- Special education students **are** eligible for this program, but may only be counted for funding for either the early intervention program or a special education category.
- The school must provide timely notice and an opportunity for a conference with the student and his or her parents or guardians to discuss the student's developmental deficiencies and options for addressing those deficiencies.
- Students should be "moved into this program, provided assistance, and moved out of this program."
- Delivery models may include, but are not limited to, class augmentation, pull-out or self-contained classes, and the Reading Recovery Program.

### **In-School Suspension**

In-school suspension is eliminated as a separate program.

### **ESOL Funding**

- The English for Speakers of Other Languages (ESOL) program is no longer a grant. That funding is rolled into the general formula. The teacher-pupil funding ratio for ESOL classes is 1:7. The State Board of Education will establish the maximum class size for this program..

### **Funding Changes**

- The extended day program for students in grades 9-12 has been reinstated and funded. There are additional funds for an extra 20 days which local systems may use to either extend the school day or school year. However, these days are to be used for remediation of low performing students.
- Non-vocational lab funding has been eliminated.

### **Class Sizes and Funding**

- The new class sizes are funded as follows:
  - Kindergarten - 1:15
  - Kindergarten Early Intervention Program - 1:11
  - Grades 1-3 - 1:17
  - Grades 1-3 Early Intervention Program - 1:11
  - Grades 4-5 - 1:23
  - Middle Grades Program - 1:23
  - Middle School Program - 1:20
  - High School - 1:23
  - Vocational Labs - 1:20
  - Category I Special Education - 1:8
  - Category II Special Education - 1:6.5
  - Category III Special Education - 1:5

- Category IV Special Education - 1 : 3
  - Category V Special Education - 1:8
  - Gifted - 1 : 12
  - Remedial Education - 1:15
  - Alternative Education - 1:15
- The Governor is required to appoint a task force to review these funding formulas every three years.

### **Additional Funding Changes**

- Changes equalization funding up to the 75th percentile instead of the 90th percentile.
- Equalization funding "may be adjusted" to allow for systems who lose money as a result of the change. Any adjustment shall not be in place for more than five years.
- Beginning with FY 2002 , a midterm adjustment in a local school system's equalization grant shall be made if the system increases its actual mileage rate and ranks at or below the 75th percentile.
- Allotment sheets will be issued for each school rather than for each system. Each school shall spend a minimum of 90 percent of funds designated for direct instructional costs at the school site. However, funds earned for special education programs shall be summed. One hundred percent of funds earned for direct instructional salaries shall be expended on teachers and aides. Ninety percent of the funds designated for media center costs must be spent at each school site where the funds are earned.
- In connection with the statewide educational information system, there must also be a uniform budget and accounting system established with input from the Office of Educational Accountability and the Education Coordinating Council
- The state will reduce funding for all administrative salaries of schools which are deemed to be failing for three years and who have not implemented interventions. However, these schools shall continue to earn funds for nurses, secretaries, visiting teachers, school psychologists, and accountants.
- The code section regarding program weights for vocational laboratory program supervisors has been restored and funded.
- Funding for staff and professional development has been lowered from 11/2% of salaries to 1%.

### **School Nurses**

- Funding is provided for nursing services. There are funds allocated for one nurse per system (using a \$20,000 salary), and additional funds allocated on an FTE basis (\$18.89 per FTE).
- Each local board of education shall establish policies and procedures regarding the school health nurse program.

### **Guidance Counselors**

- Guidance counselors are required to spend at least five or six periods counseling or advising students and parents.
- Funding for middle school counselors has been changed to 1:624. Funding for elementary school counselors has been decreased. The exact ratio has yet to be determined.

### More Class Size Changes

- Maximum class sizes may not exceed the **funding class size** by more than 20 percent, unless specifically authorized by the State Board of Education. The 20 percent maximum may not be exceeded for mathematics, science, social studies, or English classes. The maximum class size for grades 1-3 shall not exceed 20 percent except for art, music, and physical education classes.
- The State Board of Education shall establish the maximum class sizes for special education, gifted, and ESOL classes.
- For a period not to exceed four years, local school systems shall be allowed to exceed the maximum class sizes. The State Board of Education shall lower the class sizes proportionately each year until the 2003-2004 school year when the sizes must comply with this Code section. An aide may be used to increase the maximum class size in kindergarten from 18 to 20 students and may be used in other classes as established by the State Board of Education rule. However, an aide may not be used to increase the class size in grades 1-3.
- The middle school program shall use the funding ratio of the middle grades program.
- The maximum class size for grades K-3 refers to the number of students in a physical classroom.

### Requirements for Teachers

- Mandates that holders of a renewable certificate must pass a computer skills competency test before they can receive certification renewal. Successful completion of the phase one In Tech model training at a state educational technology training center or a State Board of Education approved redelivery team shall be acceptable for certificate renewal purposes.
- Teacher evaluations must include evaluation of student achievement and communication skills with parents, students, teachers, administrators, and others. The State Board of Education will set standards and specifications for teacher evaluations.
- Principals and assistant principals must be evaluated by a trained evaluator and may be evaluated by the teachers in the school, if required by the local school superintendent.
- All certificated personnel must be evaluated by a trained evaluator.
- If student assessments have not been administered and scored at the time of evaluation, the evaluation shall be performed on the basis of information available at the time. As results of student assessments subsequently become available, an addendum to the initial report shall be completed and become part of the teacher's cumulative evaluative report, and these cumulative student assessment results may be used in a teacher's subsequent annual evaluations.
- Applicants for renewal of teaching or administrative certificates must demonstrate that they have worked as a teacher in a classroom for at least five days or have completed a teacher training course.
- Teachers have the right to request and receive written notice stating why their contract is not renewed.
- Background checks are required of all school personnel and are required of all certificated personnel upon any application for certificate renewal.
- Teachers will not advance a step on the salary schedule if they receive an unsatisfactory evaluation.
- A person who has received two unsatisfactory annual performance evaluations in a five-year period shall not be entitled to a renewable certificate.
- Teachers receiving National Board Certification will receive a 10 percent increase in salary
- In schools and school systems where there is an insufficient supply of qualified teachers in mathematics, science, special education, or foreign language, teachers may be advanced an additional step on the salary schedule if they agree to teach in these areas. The Office of Educational Accountability shall decide whether a school or a system is experiencing a shortage. This program is dependent on funding from the General Assembly.

### **Anti-Nepotism Policies**

- Local boards of education may not employ or promote any person who is a member of the immediate family of any board member, unless a public, recorded vote is taken on such employment or promotion as a separate matter from any other personnel matter. The board member whose family member is being considered may not vote.

### **School Construction**

- Elementary school construction projects are to be given a priority in funding. Also, existing buildings can be renovated more than once.

### **Duty-free Lunches**

- Duty-free lunches are mandated and are no longer dependent on funding from the General Assembly.

### **Responsibilities of Regional Educational Service Agencies (RESAs)**

- Mandates all school systems, as well as all technical schools and colleges and universities, belong to a RESA. Also, each RESA board of control must contain a public library director. RESAs will be responsible for training school councils, training and assisting in the school subjects being assessed, providing assistance for schools designated as failing schools, and assisting the RESA members in complying with the rules of the Educational Coordinating Council and State Board of Education.

### **Assessments**

- Removes the current requirements of a state strategic plan and reporting by the Georgia Department of Education. Also removes the current requirement for complying with Public School Standards. Southern Association of Colleges and Schools (SACS) accredited schools will no longer be exempt.
- Mandates Criterion Reference Competency Tests (CRCTs) in grades 1-8. English, language arts, math and reading will be assessed in grades 1-8. Science and social studies will be added for grades 3-8. End-of-course tests in high school for core subject areas will be developed. Georgia shall participate in a norm-referenced test and the National Assessment of Educational Progress (NAEP). Georgia may also participate in any other national or international performance tests. (This might include Achieve and International TMSS.) Note: There is no funding for the on-line version of these CRCTs.
- A student's IEP may serve as the alternative assessment.
- The questions and answers for the end-of-course and criterion reference competency tests are to be released each year. Note: It costs money to create new test items.
- The High School Graduation Tests will be eliminated when the end of course tests are put in place.
- Any possible funding for locally developed assessments is eliminated.
- The State Board of Education may grant waivers until FY 2003 to local school boards exempting those boards from administration of the state criterion-reference competency tests at any or all of the subject areas and grade levels for which the local school board implements locally developed criterion referenced competency tests based on the Quality Core Curriculum which increases expectations for student achievement beyond the state criterion reference competency tests.
- Local boards of education shall have the option of allowing scores on end-of-course assessments to be counted as part of a student's grade in the course.

### **Council for School Performance**

- The Council for School Performance is eliminated.

### **Middle School Program Changes**

- The requirements for the middle school program stay exactly the same for the next school year, with 85 minutes of common planning time.

Beginning with the 2001-2002 school year, local boards of education shall schedule each middle school so as to give a minimum of 5 hours of instruction in language arts, mathematics, science, social studies, and other academic subjects as defined by the State Board.

- There has to be a common planning time of between 55 and 85 minutes for the interdisciplinary team of academic teachers.
- The local board of education shall have the authority to schedule exploratory and physical education classes for the remainder of the school day.
- For students below grade level, any additional time shall be used for academic instruction.
- Until the accountability system is in place, any middle school with a combined total of 65 scoring good or very good in the previous school year on the first administration of the Eighth Grade Writing Test **and** at the 65th percentile or above on the Iowa Test of Basic Skills eighth grade composite score, the local board is only required to have 4h hours of academic instruction.
- After the implementation of the accountability system, for any middle school scoring and A or B on the absolute standard, the local board is only required to have 4h hours of academic instruction.

### **School Attendance Zone Changes**

- Allows parents or guardians of students who live closer to a school other than the one to which they are assigned to request to attend the closer school, even if the school is across county lines. The State Board of Education decides if the school is actually closer. If crossing county lines, the receiving system can bill the sending system for the costs of the student. The receiving system may partition the state to pay any difference between what that system expends to educate the child and the amount paid by the sending system.

### **Compulsory Attendance and Pre-enrollment**

- The compulsory attendance age is lowered from seven to six. There is created voluntary preenrollment of two-year-olds in local school systems. Parents must include a certification of immunization as a condition of pre-enrollment.

### **Promise Scholarships for Paraprofessionals and Instructional Aides**

- Creates Promise Scholarships in teacher education for paraprofessionals and instructional aides who were employed in a public school in Georgia throughout the 1999-2000 school year.

### **Data Collection System**

- A steering committee for hardware/software specifications and updates is created. This committee will establish the specifications for a statewide student information system to be created by 2003.

- The State Data and Research Center shall develop and collect data for and operate the student information system, and the funding accounting system and the salary data system. According to the Office of Planning and Budget, this center will become the hub of the instructional technology system. Local school systems will send data directly to this Center.
- The Office of Planning and Budget shall collect from local school systems information to verify the proper expenditure of funds and employment of positions funded in the Quality Basic Education formula and categorical grants.

#### **Alternative Education Programs**

- In-school suspension and alternative schools have been combined to create alternative programs. In-school suspension may be included as a type of alternative program. The Office of Educational Accountability determines what an acceptable performance of alternative education programs is.
- The intent of the alternative education program is to meet the education needs of a student suspended from his or her regular classroom and also of a student who is eligible to remain in his or her regular classroom but is more likely to succeed in a nontraditional setting.
- Funding for the alternative education program shall be based on 2.5 percent of the full-time equivalent count for grades 6 through 12. For the 2001-2002 school year and thereafter, the funds shall be allocated based on the actual count of students served not to exceed 2.5 percent of the full-time equivalent count.

#### **Elimination of Fair Dismissal for Teachers**

- The fair dismissal provisions have been removed for teachers first becoming a teacher after July 1.

#### **Charter Schools**

- Allows the State Board of Education to grant a charter school petition if the local board of education refuses. The State Board of Education can call for a local tax referendum to support the charter school.
- Charter schools shall be subject to all the provisions of chapter 14 of Title 20, the accountability system.

#### **Technical Schools**

- Funding for technical schools will now be on a formula basis based on enrollment.

#### **The Education Coordinating Council and the Office of Education Accountability**

- The Governor may appoint study commissions as he deems appropriate to study education questions, issue findings and make recommendations to the Education Coordinating Council. This provision will go into effect upon signature to allow the current Education Reform Commission to continue.
- The Education Coordinating Council (ECC) is created. The ECC members are the Governor, the State School Superintendent, the chair of the State Board of Education, the chancellor of The University System of Georgia, the chair of the Board of Regents, the commissioner of the Department of Technical and Adult Education, the chair of the State Board of Technical and Adult Education, the executive secretary of the Professional Standards Commission, the chair of the Professional Standards Commission, and the director of the Office of School Readiness.
- The Governor shall be the chair of the Education Coordinating Council and meetings are to be held quarterly. The staff for the ECC is selected from the department, boards, and offices represented on the Council, the Office of Planning and Budget, and the Office of Education Accountability.

- The powers of the ECC include making and executing contracts and other legal instruments, applying for and accepting gifts and federal grants, depositing and investing funds, and promulgating rules and regulations. The ECC is assigned 15 duties, some of which include exercising oversight of accountability systems in other departments and coordinating the activities of state, regional, and local cooperative public education agencies, offices, or councils.
- All departments, agencies, and boards are required to give the ECC access to whatever records it desires. The judicial and legislative branches are authorized to likewise provide such access to the Council.
- The Office of Education Accountability (OEA) is also created. The Governor appoints the director and sets his/her salary. The director serves at the pleasure of the Governor and is subject to the policies set by the Education Coordinating Council. The director hires and fires employees.
- The OEA is directed to establish accountability policies and standards for the state. The OEA will establish the "official" report card. The OEA's report on K-12 accountability is due in 2001. The other agencies' report cards are due in 2002.
- The Governor and the OEA will give rewards to successful schools. The State Board of Education is given the task of mandating interventions for failing schools, including appointing special masters, mandating school improvement teams, removal of school personnel, allow for a state charter school, mandating the complete reconstitution of the school and hiring all new staff and mandating that parent have the option to relocate to another public school in the district.
- The OEA has the authority to promulgate rules and require reporting.
- The OEA develops and both the Council and the State Board of Education adopt a definition for which students are performing "below grade level" and the definition of "dropout." It is charged with setting the pass score for the CRCT and end of course tests.

### **Timeline for Implementation**

- Provisions for local school system audits and corrective action plans, the Technology, the Education Information Steering Committee, and the continuing authority of the Governor to appoint study commissions will become effective immediately upon the signature of the Governor.
- All other parts of the bill become effective on July 1, 2000.

### **CRITICAL SCHOOL COUNSELING RELATED WEB SITES**

**American School Counseling Association – <http://www.schoolcounselor.org>**

**Georgia Professional Standards Commission – <http://www.gapsc.com>**

**American Counseling Association -- <http://www.counseling.org>**

**Georgia Department of Education -- <http://www.doe.k12.ga.us>**

# **APPENDIX D**

## **DAILY SIGN-IN SHEETS**

(Log sheets are submitted to students electronically)

**Clark Atlanta University  
 School of Education  
 Department of Counseling and Psychological Studies**

**School Counseling Practicum/Internship Daily Sign-in Log**

Field Placement Student's Name: \_\_\_\_\_

Field Placement Supervisor's Name: \_\_\_\_\_

Day	Date	Time In	Time Out	Total Hours	On-site Supervisor Signature
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
<b>Total Hours</b>					

SAMPLE

Field Placement Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School and School District: \_\_\_\_\_

# **APPENDIX E**

## **SCHOOL COUNSELING FIELD PLACEMENT LOG SHEETS**

(Log sheets are submitted to students electronically)

Clark Atlanta University  
 School of Education  
 Department of Counseling and Psychological Studies

**School Counseling Practicum/Internship Daily Log Sheet**

**Student's Name:**

**Field Experience Grade Level:**

**Field Site:**

**Site Supervisor:**

**School System:**

**Current Semester:**

**Courses:**

- CCPS 540 Elem./Middle School Practicum
- CCPS 541 Secondary School Practicum
- CCPS 540 Internship I
- CCPS 541 Internship II

**Field Experience Weekly Log (Week 1-8)**

Activities	Week 1 Hours	Week 2 Hours	Week 3 Hours	Week 4 Hours	Week 5 Hours	Week 6 Hours	Week 7 Hours	Week 8 Hours	Total Hours
Individual Counseling									
Group Counseling/Guidance									
Classroom Guidance									
Staff Guidance									
Parent Consultation									
Assessment/Testing									
Referrals to Community Consultation									
Program/Case Planning									
Professional Conference									
Multicultural Experiences									
Group Supervision									
University Supervision									
Other (Explain)									
<b>TOTAL HOURS BY WEEKS</b>									

SAMPLE

**Signatures**

\_\_\_\_\_  
 Field Placement Student's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Site Supervisor's Signature

\_\_\_\_\_  
 Date

**Clark Atlanta University**  
**School of Education**  
**Department of Counseling and Psychological Studies**

**School Counseling Practicum/Internship Daily Log Sheet**

**Student's Name:**

**Field Experience Grade Level:**

**Field Site:**

**Site Supervisor:**

**School System:**

**Current Semester:**

**Courses:**

CCPS 540 Elem./Middle School Practicum

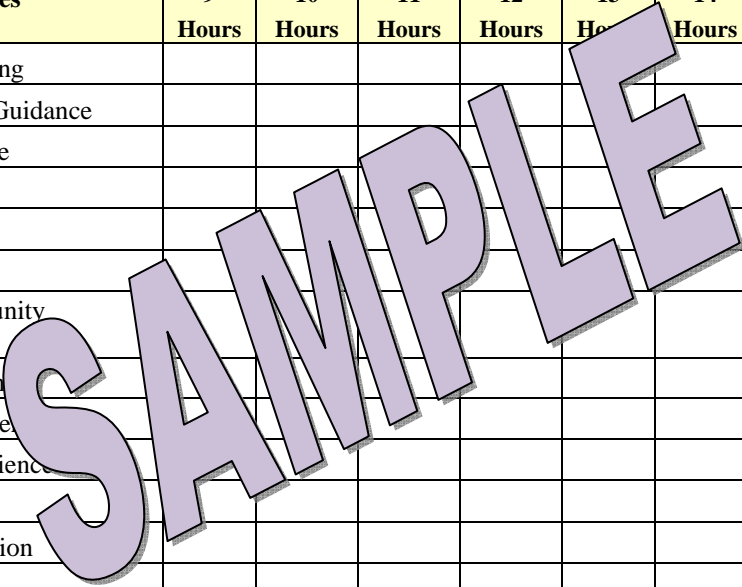
CCPS 541 Secondary School Practicum

CCPS 540 Internship I

CCPS 541 Internship II

**Field Experience Weekly Log (Week 9-16)**

Activities	Week 9 Hours	Week 10 Hours	Week 11 Hours	Week 12 Hours	Week 13 Hours	Week 14 Hours	Week 15 Hours	Week 16 Hours	Total Hours
Individual Counseling									
Group Counseling/Guidance									
Classroom Guidance									
Staff Guidance									
Parent Consultation									
Assessment/Testing									
Referrals to Community Consultation									
Program/Case Planning									
Professional Conference									
Multicultural Experience									
Group Supervision									
University Supervision									
Other (Explain)									
<b>TOTAL HOURS BY WEEKS</b>									



**Signatures**

**Total Hours  
(16 weeks)**

\_\_\_\_\_  
**Field Placement Student's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Site Supervisor's Signature**

\_\_\_\_\_  
**Date**

Clark Atlanta University  
 School of Education  
 Department of Counseling and Psychological Studies

**School Counseling Practicum/Internship Daily Log Sheet**

**Student's Name:**

**Field Experience Grade Level:**

**Field Site:**

**Site Supervisor:**

**School System:**

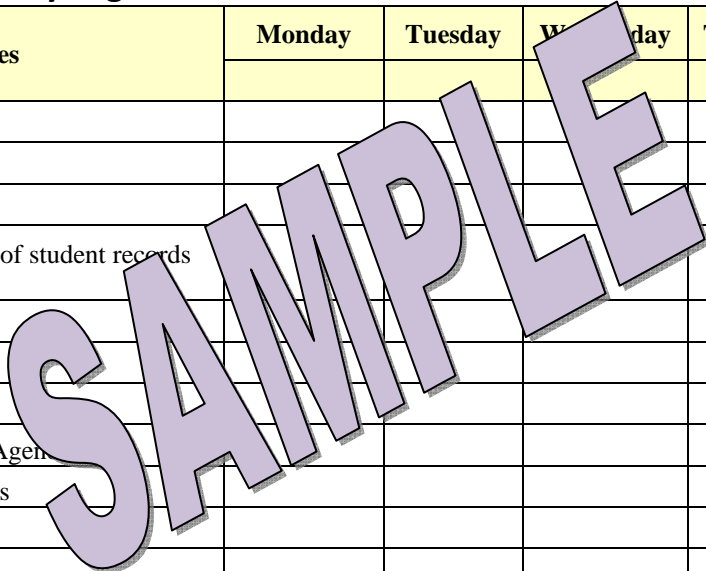
**Current Semester:**

**Week**

**Week Ending:** \_\_\_\_\_

**Field Experience Daily Log**

Activities	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Individual Counseling						
Group Counseling						
Career Counseling						
Testing, Assessment (use of student records and reports)						
Parent Conferences						
Teacher Conferences						
Crisis Intervention						
Referrals to Community Agencies						
Multi-cultural Experiences						
Professional Conferences						
Interdisciplinary Meeting						
Other (Explain)						
<b>TOTAL DAILY HOURS</b>						



*Signatures*

\_\_\_\_\_  
 Field Placement Student's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Site Supervisor's Signature

\_\_\_\_\_  
 Date

# **APPENDIX F**

## **COMMUNITY COUNSELING FIELD PLACEMENT LOG SHEETS**

(Log sheets are submitted to students electronically)

Clark Atlanta University  
 School of Education  
 Department of Counseling and Psychological Studies

**Community Counseling Practicum/Internship Daily Log Sheet**

**Student's Name:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Field Site:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Site Supervisor:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Current Semester:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Week** \_\_\_\_\_

**Week Ending:** \_\_\_\_\_

**Field Experience Daily Log**

Activities	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Individual Counseling						
Group Counseling						
Career Counseling						
Couple Counseling						
Family Counseling						
Intake Interview						
Testing, Assessment						
Consultation						
Report Writing						
Interdisciplinary Meeting						
Professional Conferences						
Case Management						
Crisis Intervention						
Multi-Cultural Experiences						
Other (Explain)						
<b>TOTAL DAILY HOURS</b>						

**SAMPLE**

**Signatures**

\_\_\_\_\_  
**Field Placement Student's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Site Supervisor's Signature**

\_\_\_\_\_  
**Date**

Clark Atlanta University  
 School of Education  
 Department of Counseling and Psychological Studies

**Community Counseling Practicum/Internship Daily Log Sheet**

**Student's Name:**

---

**Field Site:**

---

**Site Supervisor:**

---

**Current Semester:**

0

**Courses:**

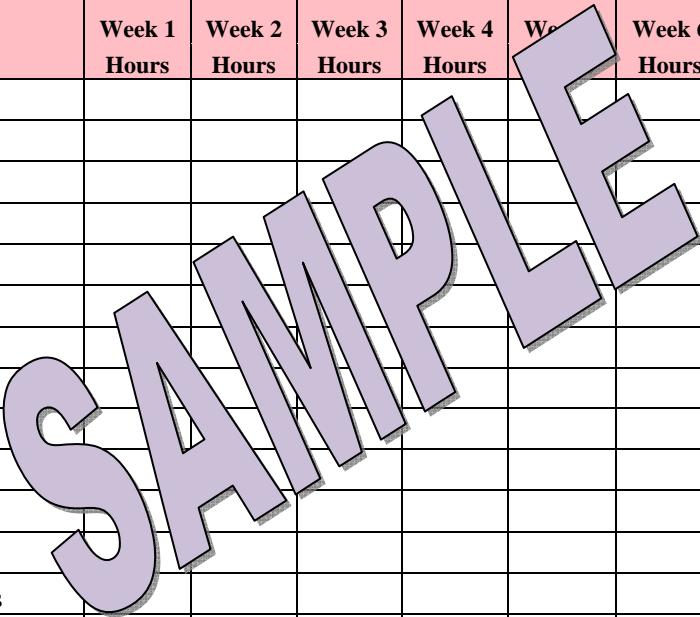
CCPS 530 Community Counseling Practicum

CCPS 542 Internship II

CCPS 543 Internship I

**Field Experience Weekly Log (Week 1-8)**

Activities	Week 1 Hours	Week 2 Hours	Week 3 Hours	Week 4 Hours	Week 5 Hours	Week 6 Hours	Week 7 Hours	Week 8 Hours	Total Hours
Individual Counseling									
Group Counseling									
Couple Counseling									
Family Counseling									
Intake Interview									
Assessment/Testing									
Consultation									
Report Writing									
Interdisciplinary Meeting									
Professional Conferences									
Case Management									
Crisis Management									
Multi-cultural Experiences									
Other (Explain)									
<b>TOTAL HOURS BY WEEKS</b>									



**Signatures**

\_\_\_\_\_  
 Field Placement Student's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Site Supervisor's Signature

\_\_\_\_\_  
 Date

**Clark Atlanta University**  
**School of Education**  
**Department of Counseling and Psychological Studies**

**Community Counseling Practicum/Internship Daily Log Sheet**

**Student's Name:**  
 \_\_\_\_\_  
 \_\_\_\_\_ 0

**Field Site:**  
 \_\_\_\_\_  
 \_\_\_\_\_ 0

**Site Supervisor:**  
 \_\_\_\_\_  
 \_\_\_\_\_ 0

**Current Semester:**  
 \_\_\_\_\_  
 \_\_\_\_\_ 0

**Courses:**  \_\_\_\_\_  \_\_\_\_\_

CCPS 530 Community Counseling Practicum  
 CCPS 542 Internship II

CCPS 543 Internship I

**Field Experience Weekly Log (Week 9-16)**

Activities	Week 9 Hours	Week 10 Hours	Week 11 Hours	Week 12 Hours	Week 13 Hours	Week 14 Hours	Week 15 Hours	Week 16 Hours	Total Hours
Individual Counseling									
Group Counseling									
Couple Counseling									
Family Counseling									
Intake Interview									
Assessment/Testing									
Consultation									
Report Writing									
Interdisciplinary Meeting									
Professional Conferences									
Case Management									
Crisis Management									
Multi-cultural Experiences									
Other (Explain)									
<b>TOTAL HOURS BY WEEKS</b>									

**SAMPLE**

**Signatures**

**Total Hours  
(16 weeks)**

\_\_\_\_\_

\_\_\_\_\_  
**Field Placement Student's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Site Supervisor's Signature**

\_\_\_\_\_  
**Date**

# **APPENDIX G**

## **FIELD PLACEMENT STUDENT INFORMATION SHEET**

**Clark Atlanta University**  
**School of Education**  
**Department of Counseling and Psychological Studies**

**Counseling \_\_\_ Practicum or \_\_\_ Internship**

**STUDENT INFORMATION**

Student Name: \_\_\_\_\_ Admission Date: \_\_\_\_\_

Home Address: \_\_\_\_\_  
Street City State Zip Code

Home Phone: \_\_\_\_\_ Business Phone: \_\_\_\_\_

Social Security #: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

**FIELD EXPERIENCE SITE**

Site: \_\_\_\_\_ Te \_\_\_\_\_

Director/Principal's Name \_\_\_\_\_

Site Address: \_\_\_\_\_ County: \_\_\_\_\_  
 \_\_\_\_\_  
City State

Site Supervisor Name: \_\_\_\_\_ Title: \_\_\_\_\_

Site Supervisor: License/ \_\_\_\_\_ Number: \_\_\_\_\_  
 [Must be completed before \_\_\_\_\_]

**FIELD EXPERIENCE**

Below indicate the number of **clock hours** you completed. Check the appropriate semester **and** indicate the year and the number of completed clock hours

Semester	Year	Experience Clock Hours	Semester Hours
[ <input type="checkbox"/> ] Fall	_____	_____	_____
[ <input type="checkbox"/> ] Spring	_____	_____	_____

Copy this form for each Internship course you take. This form becomes part of the student record to document the completion of Internship hours. It is the **student's responsibility** to record the appropriate information on the form and obtain the signature of his/her faculty and site supervisor. It is the **faculty instructor's responsibility** to incorporate this form into the student record. **A Semester Log Sheet must be attached to verify the number of clock hours.**

Field Placement Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# **APPENDIX H**

## **RELEASE FORMS**

**Clark Atlanta University**  
**School of Education**  
**Department of Counseling and Psychological Studies**

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**PARENTAL RELEASE FORM**

<b>Parent's Name:</b> _____	<b>Child's Name:</b> _____
<b>Address:</b> _____	<b>City:</b> _____ <b>State:</b> _____ <b>Zip:</b> _____
<b>Home Phone:</b> _____	<b>Work:</b> _____
<b>Cell:</b> _____	<b>E-mail:</b> _____

The Graduate Department of Counseling and Psychological Studies at Clark Atlanta University conducts a Counseling Internship course each semester at the University. The Counseling Internship course is an advanced course in counseling required of all Degree Candidates in the Counseling Program at Clark Atlanta University. Students may be required to audio tape counseling sessions as part of their course degree requirements.

\_\_\_\_\_ work with your son/daughter, a student at \_\_\_\_\_ with your child may be audio taped and will be reviewed by the student supervisor. \_\_\_\_\_ All audio tapes made will be erased at the completion of your child's participation in the program.

I have been told that all my counseling sessions will be confidential in terms of the information that will be revealed during the process of supervision. \_\_\_\_\_ confidentiality is not allowed due to certain legal restrictions imposed by the state. \_\_\_\_\_ when confidentiality cannot be maintained include: (a) any form of child abuse [neglect, physical or sexual] (b) danger to one's self [i.e., suicide], (c) danger to others [homicide, threat to injure someone] and (d) if an appropriate court order directs otherwise.

We hope that you will take the opportunity to have your child become involved in the Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

Thank you for your cooperation.

\_\_\_\_\_  
**Parent's Signature**

\_\_\_\_\_  
**Date**

# STUDENT RELEASE FORM

Graduate Department of Counseling and Psychological Studies

Clark Atlanta University

I \_\_\_\_\_ agree to be counseled by an Internship student in the Department of Counseling and Psychological Studies at Clark Atlanta University. I further understand that I will participate in counseling interviews that may be audio taped. I understand that I will be counseled by a graduate student who has completed advanced coursework in counseling. I understand that the student will be supervised by a certified school counselor and a University faculty member.

I have been told that all my counseling sessions will be confidential. However, of the information that will be revealed during the process of supervision. In certain situations, confidentiality is not allowed due to certain legal restrictions imposed by the state of Georgia. Information that cannot be maintained include: (a) any form of child abuse [neglect, physical and/or sexual abuse], (b) danger to one's self [i.e., suicide], (c) danger to others [homicide, threat to injure another person], (d) if a criminal court order directs otherwise.

We hope that you will take the time to help your child become involved in the Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

Student's Signature: \_\_\_\_\_

Age: \_\_\_\_\_

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

Field Placement Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature and Title: \_\_\_\_\_ Date: \_\_\_\_\_

# **APPENDIX I**

## **CLIENT PROFILE SHEET**

## CLIENT PROFILE

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

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone (Home): \_\_\_\_\_ (Work): \_\_\_\_\_

Age: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Place: \_\_\_\_\_

Sex: Male \_\_\_\_\_ Female \_\_\_\_\_ Height: \_\_\_\_\_ Weight: \_\_\_\_\_

Race: White \_\_\_\_\_ Black \_\_\_\_\_ Asian \_\_\_\_\_ Hispanic \_\_\_\_\_ Other \_\_\_\_\_

Are you currently taking medication? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, name(s) of the medication(s): \_\_\_\_\_

Dosage: of the medication(s): \_\_\_\_\_

Have you ever been to the counselor's office before? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, tell why: \_\_\_\_\_

Have you ever been paddled or suspended before? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, tell why: \_\_\_\_\_

Presenting Problem or Condition: \_\_\_\_\_

Presenting Factors: \_\_\_\_\_

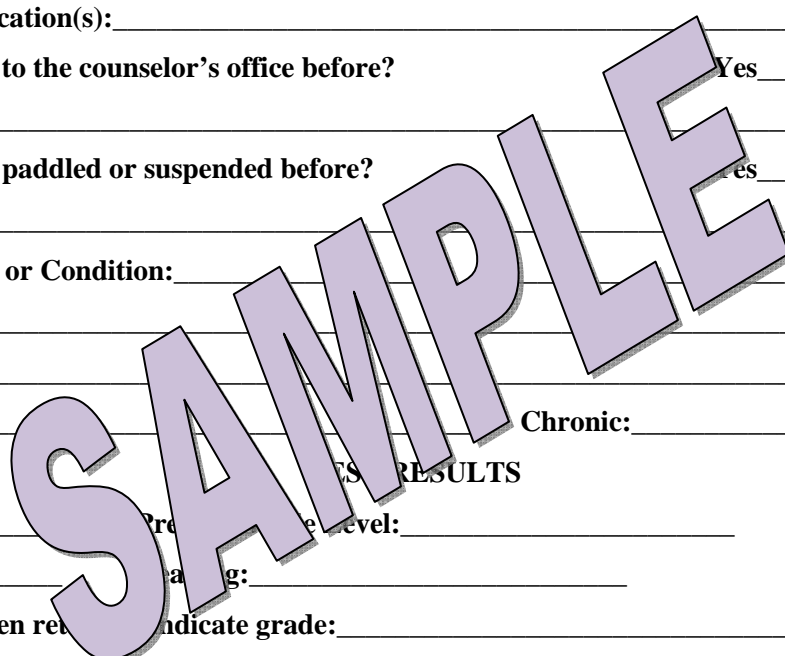
Symptoms: \_\_\_\_\_

Acute: \_\_\_\_\_ Chronic: \_\_\_\_\_

IQ: \_\_\_\_\_ Reading Level: \_\_\_\_\_

Math: \_\_\_\_\_ Spelling: \_\_\_\_\_

Has student ever been re-enrolled? Indicate grade: \_\_\_\_\_



## FAMILY HISTORY

Father's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Living \_\_\_\_\_ Deceased \_\_\_\_\_

Occupation: \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time \_\_\_\_\_

Mother's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Living \_\_\_\_\_ Deceased \_\_\_\_\_

Occupation: \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time \_\_\_\_\_

Siblings:

Name: \_\_\_\_\_ Living \_\_\_\_\_ Deceased \_\_\_\_\_

Name: \_\_\_\_\_ Living \_\_\_\_\_ Deceased \_\_\_\_\_

Name: \_\_\_\_\_ Living \_\_\_\_\_ Deceased \_\_\_\_\_

Name: \_\_\_\_\_ Living \_\_\_\_\_ Deceased \_\_\_\_\_

**PLEASE CHECK IF IT APPLIES TO THE CLIENT**

- Aggressive \_\_\_\_\_
- Assertive \_\_\_\_\_
- Noncompliant \_\_\_\_\_
- Disregard for Rights \_\_\_\_\_
- Self Confident \_\_\_\_\_
- Withdrawn \_\_\_\_\_
- Argumentative \_\_\_\_\_
- Personable \_\_\_\_\_
- Shy \_\_\_\_\_
- Dependent \_\_\_\_\_
- Depressed \_\_\_\_\_
- Avoidant \_\_\_\_\_
- Friendly \_\_\_\_\_
- Social \_\_\_\_\_
- Engaging \_\_\_\_\_
- Ambitious \_\_\_\_\_
- Impulsive \_\_\_\_\_
- Preoccupied \_\_\_\_\_
- Motivated \_\_\_\_\_
- Distractible \_\_\_\_\_



Special skills, talents, interests, preferences \_\_\_\_\_

Reason for referral (based on observations): \_\_\_\_\_

What interventions have already been tried with this student?: \_\_\_\_\_

Comments and recommendations: \_\_\_\_\_

**CLIENT'S PRESENT FUNCTIONING**

(As I perceive it)

	Excellent	Above Average	Average	Below Average	Poor
Reading	_____	_____	_____	_____	_____
Math	_____	_____	_____	_____	_____
Language Arts	_____	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____	_____
General Learning Rate	_____	_____	_____	_____	_____

<b>On-task Behavior</b>	_____	_____	_____	_____	_____
<b>Self-Directed Learner</b>	_____	_____	_____	_____	_____
<b>Follows directions (oral)</b>	_____	_____	_____	_____	_____
<b>Follows directions (written)</b>	_____	_____	_____	_____	_____
<b>Attention Span</b>	_____	_____	_____	_____	_____
<b>Completes Assignments</b>	_____	_____	_____	_____	_____
<b>Returns Homework</b>	_____	_____	_____	_____	_____
<b>Works Well with Others</b>	_____	_____	_____	_____	_____
<b>Obeys Classroom Rules</b>	_____	_____	_____	_____	_____
<b>Motor Coordination</b>	_____	_____	_____	_____	_____
<b>Self-image Development</b>	_____	_____	_____	_____	_____
<b>Adult Relationships</b>	_____	_____	_____	_____	_____
<b>Peer Relationships</b>	_____	_____	_____	_____	_____
<b>Attitudes Toward School</b>	_____	_____	_____	_____	_____
<b>Shows Enthusiasm for Learning</b>	_____	_____	_____	_____	_____
<b>Participates in Class</b>	_____	_____	_____	_____	_____

**SAMPLE**

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