



TEXAS A&M UNIVERSITY

COMMERCE

SCHOOL COUNSELING

HANDBOOK

MS. COUNSELING – 48 HOUR PROGRAM

2024 – 2025 EDITION

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SCHOOL COUNSELING PROGRAM INFORMATION

Admission to Educator Certification

Admission to the Master of Science in Counseling at TAMUC is a separate process from admission to the educator certification portion of the school counseling program. Educator certification admission is designed to meet TEA requirements for certification programs in the state of Texas. Admission to the Certification Office for School Counseling should be sought at the same time as admission to the Graduate School for the M.S. Counseling program. Individuals who have not met admission through the Certification Office will not be eligible for school counselor certification from TAMUC.

Criteria for admission to the certification portion of the program for school counseling are separate from admission criteria for the master's degree program and the Graduate School. Admission applications and required documents are collected online through the software system TK20. Instructions for applying to the program are available on the program website. Students interested in applying to the certification program may also contact the Certification Office directly for application instructions and assistance. For help with the TK20 program application, please contact the Coordinator of Professional Programs in the Certification Office.

Current criteria for entering the certification portion of the school counseling program are:

- Submitted TK20 application for the school counseling certification program
- TEA Assessment Fee Payment and Receipt (\$35)
- Certification Application Fee and Receipt (\$50)
- Minimum GPA on official transcripts.
 - All transcripts submitted to the Graduate School from the degree application will be reviewed.
 - Individuals with a degree from outside the United States will need to submit additional documentation to meet TEA requirements. Contact the Certification Office for details.
 - Minimum GPA numbers are posted on the program website.
 - Per TEA, transcripts with pass/fail grades cannot be counted toward admission GPA criteria in the Certification Office.
- Successful Interview with program faculty.
- If accepted, sign and return the formal admission letter from the Certification Office. You are not officially admitted to the certification program until you sign and return the letter of admission.

Becoming a Certified School Counselor

To become a certified school counselor in the state of Texas, TAMUC students must complete the following steps:

- Be fully admitted to the Certification Office prior to enrolling in degree courses.
- Complete all school counseling emphasis courses as part of the M.S. Counseling degree program.
- Complete an approved field placement for school counseling that meets the TEA criteria outlined in this document.

- Graduate from the M.S. Counseling program and have their degree conferred by TAMUC
- Pass the TExES examination for school counseling.
- Complete an application through TEA for their standard school counseling certificate and pay TEA the appropriate application fee (after meeting all above requirements).

Background Checks & Criminal Records

School Counselor Candidates should be aware that:

- School counselor candidates will be required to provide evidence of completing a criminal history background check with their school placement/district prior to beginning practicum. A letter from the district human resources department stating successful completion will satisfy this requirement.
- Individuals who have been convicted of an offense may potentially be ineligible for issuance of a school counselor educator certificate from the State Board of Educator Certification in Texas (19 TAC §227.1(d)(1)).
- Pursuant to the Texas Occupations Code (TOC), Chapter 53, and the Texas Education Code (TEC), Chapter 21, Subchapter B, the State Board for Educator Certification (SBEC) may suspend or revoke an existing valid certificate, deny an applicant a certificate, bar a person from being assessed or examined for a certificate, or take other disciplinary action because of a person's conviction of a felony or misdemeanor or certain other criminal history. (19 TAC §249.16(a))
- Pursuant to the Texas Education Code (TEC) §22.083, candidates must undergo a criminal history background check prior to employment as an educator (including school counselor) (19 TAC §227.1(b)(1)).
- A person who is enrolled or planning to enroll in a State Board of Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense (19 TAC §227.1(d)(3)). Details on how to submit a request are available on the Texas Education Agency website.

Approval to Register for the TExES School Counselor Exam

Test approval must be processed by the university's Certification Office in the TEA system before a student will be able to register for the school counseling certification exam. **Students who have not been fully admitted to the Certification Office for the school counseling certification program and who have not met all requirements outlined in this handbook will not be given test approval per rules outlined in Texas Administrative Code for educator preparation programs.**

Admitted students must complete program requirements prior to receiving test approval.

Requirement #1 - Successful completion of the following courses with a grade of "A" or "B" awarded.

- COUN 501: Introduction to Counseling
- COUN 510: Theories
- COUN 514: Introduction to School Counseling

- COUN 520: Advanced School Counseling
- COUN 516: Basic Counseling Skills
- COUN 528: Intro to Group Dynamics and Procedures

Requirement #2 – Submission of a passing interactive practice exam score report from the Pearson website for the TExES 252 School Counselor Exam. This practice exam costs \$10 and information on preparation and registration can be found here:

https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX252_PrepMaterials.html

To request approval for the exam, students who meet the above criteria should send a request by submitting the online request form at: <https://dms.tamuc.edu/Forms/TEExES-Certification-Program>.

The request form submission must include:

- a PDF file of the student’s DegreeWorks showing appropriate course completion, and
- a PDF copy of the above-mentioned practice exam score report.

The School Counseling Program Coordinator will review the student’s information to confirm eligibility and forward approved requests to the Certification Office for processing. Staff in the Certification Office will process the test approval, inform the student, and provide registration instructions.

***Passing a certification exam does not automatically mean a candidate can then be certified. Please see the above section “Becoming a Certified School Counselor” to learn the full list of what must be completed prior to issuance of your standard school counseling certificate.**

Field Placements for Meeting TEA Requirements

In addition to completing the clinical experience at an accredited public or charter K-12 school, multiple pieces of paperwork and deadlines specific to TEA requirements accompany field placements for school counseling certification. Students who fail to receive approval for TEA practicum through the TK20 School Counselor Field Placement Application prior to placement in a school setting will not be given credit for the hours toward educator certification.

The 160 practicum hours that are officially supervised, documented, and reported for educator certification are collected in one long semester. Failure to log the required 160 hours will result in a failing grade for the practicum course. Extenuating circumstances leading to an incomplete should be discussed with your instructor early and will be at the discretion of the instructor and Counseling Department.

Note – Some, but not all private schools are approved by TEA for field placement. If you wish to complete your field experiences at a private school, please reach out to the School Counseling Program Coordinator in advance for approval. The site will be verified with the Certification Office. Additionally, a site supervisor meeting minimum qualifications will need to be secured for the private school site to be approved.

Other Counseling Department Handbooks

This document serves as information in addition to the program handbook for the Master of Science in Counseling degree. This document does not replace the policies for the degree, but rather serves as explanation of policies, forms, and procedures specifically regarding educator certification as a school counselor. It is the students' responsibility to read additional departmental handbooks for their program and to ensure compliance with all university, degree, and departmental policies.

M.S. COUNSELING WITH SCHOOL COUNSELING EMPHASIS – COURSE SEQUENCE

Candidates may choose a spring or fall start. Additionally, students may enroll in 9 hours each term, or 6 hours depending on their desired rate of progress and timeline for program completion. These combined choices result in four different course sequence plans. Each is listed below.

*The practice TExES exam should be taken in the semester prior to graduation. The real TExES exam should be taken during the final term of the program.

Fall Start (August Graduation) – 9 Hours Each Term		
Year 1		
Fall	Spring	Summer
COUN 501: Introduction to the Counseling Profession	COUN 516: Basic Counseling Skills	COUN 528: Introduction to Group Dynamics & Procedures
COUN 510: Counseling Theories & Techniques	COUN 512: Career Development	COUN 539: Introduction to Play Therapy
COUN 514: School Counseling & Development	COUN 522 Counseling Diverse Populations	COUN 517: Assessment in Counseling
Year 2		
Fall	Spring	Summer
COUN 520: Advanced School Counseling	COUN 551: Practicum	COUN 595: Research Literature & Techniques
SPED 524: Characteristics of Students with Mild Disabilities OR SPED 586: Collaboration, Transition, & Diversity	SPED 524: Characteristics of Students with Mild Disabilities OR SPED 586: Collaboration, Transition, & Diversity	COUN 545: Developmental Issues/Strategies in Counseling
COUN 534: Counseling Children & Adolescents	*Terms where SPED 586 and SPED 524 are offered may be updated in 2025.	

Spring Start (December Graduation) – 9 Hours Each Term		
Year 1		
Spring	Summer	Fall
COUN 501: Intro. to the Counseling Profession	COUN 516: Basic Counseling Skills	COUN 528: Intro. to Group Dynamics & Procedures
COUN 510: Counseling Theories & Techniques	COUN 512: Career Development	COUN 539: Introduction to Play Therapy
COUN 514: School Counseling & Development	COUN 522 Counseling Diverse Populations	COUN 517: Assessment in Counseling
Year 2		
Spring	Summer	Fall
SPED 524: Characteristics of Students with Mild Disabilities OR SPED 586: Collaboration, Transition, & Diversity	COUN 534: Counseling Children & Adolescents	COUN 551: Practicum
COUN 520: Advanced School Counseling	SPED 524: Characteristics of Students with Mild Disabilities OR SPED 586: Collaboration, Transition, & Diversity	COUN 545: Developmental Issues/Strategies in Counseling
COUN 595: Research Literature & Techniques	*Terms where SPED 586 and SPED 524 are offered may be updated in 2025.	

Fall Start (May Graduation) – 6 Hours Each Term		
Year 1		
Fall	Spring	Summer
COUN 501: Introduction to the Counseling Profession	COUN 510: Counseling Theories & Techniques	COUN 522 Counseling Diverse Populations
COUN 514: School Counseling & Development	COUN 539: Introduction to Play Therapy	COUN 517: Assessment in Counseling
Year 2		
Fall	Spring	Summer
COUN 545: Developmental Issues/Strategies in Counseling	COUN 516: Basic Counseling Skills	COUN 528: Introduction to Group Dynamics & Procedures
SPED 524: Characteristics of Students with Mild Disabilities OR SPED 586: Collaboration, Transition, & Diversity	COUN 512: Career Development	SPED 524: Characteristics of Students with Mild Disabilities OR SPED 586: Collaboration, Transition, & Diversity
Year 3		
Fall	Spring	*Terms where SPED 586 and SPED 524 are offered may be updated in 2025.
COUN 534: Counseling Children & Adolescents	COUN 551: Practicum	
COUN 520: Advanced School Counseling	COUN 595: Research Literature & Techniques	

Spring Start (August Graduation) – 6 Hours Each Term		
Year 1		
Spring	Summer	Fall
COUN 501: Introduction to the Counseling Profession	COUN 522 Counseling Diverse Populations	COUN 510: Counseling Theories & Techniques
COUN 514: School Counseling & Development	COUN 517: Assessment in Counseling	COUN 545: Developmental Issues/Strategies in Counseling
Year 2		
Spring	Summer	Fall
COUN 520: Advanced School Counseling	COUN 516: Basic Counseling Skills	COUN 528: Introduction to Group Dynamics & Procedures
COUN 512: Career Development	COUN 534: Counseling Children & Adolescents	SPED 524: Characteristics of Students with Mild Disabilities OR SPED 586: Collaboration, Transition, & Diversity
Year 3		
Spring	Summer	*Terms where SPED 586 and SPED 524 are offered may be updated in 2025.
SPED 524: Characteristics of Students with Mild Disabilities OR SPED 586: Collaboration, Transition, & Diversity	COUN 539: Introduction to Play Therapy	
COUN 551: Practicum	COUN 595: Research Literature & Techniques	

SCHOOL COUNSELOR PROGRAM TERMINOLOGY

TEA

The *Texas Education Agency*. This entity ensures that the educator preparation programs at TAMUC comply with items in Texas Administrative Code set forth by the State Board of Educator Certification (SBEC). All requirements set forth in Texas Administrative Code and audited by the Texas Education Agency must be fulfilled as part of the field placement and course sequence for school counselor certification.

Counselor Candidate

School Counseling Program student seeking or fulfilling TEA required experiences. TEA refers to individuals completing an educator certification program as “candidates.” Many of the forms designed for compliance with TEA’s certification requirements will refer to the TAMUC student as a counselor candidate.

School Counseling Program Coordinator

A Counseling faculty member with responsibility for ensuring that field site placements, university field supervisors, site supervisors, and candidates complete Texas Education Agency components of the field experience and coursework in compliance with Texas Administrative Code. The School Counseling Program Coordinator also serves as a liaison between the Counseling Department, counseling students, and the Certification Office.

TK20

TK20 is an online data storage platform that houses official educator certification records for students at TAMUC. Candidates will use TK20 for program admission, practicum application submission, and the submission of TEA-required documents for certification. Although the program admission application is through a free TK20 account, candidates will use a separate, second, paid TK20 account for all other submissions during their school counselor program. Directions on how and when to purchase TK20 (approximately \$140) will be sent to candidates at the appropriate time by the school counseling program coordinator. It is important that candidates follow all directions to make sure they are purchasing the correct TK20 account and using the appropriate (new) username and password following purchase completion.

Site Supervisor

For a TEA Practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate (school counseling); who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification (school counselor); who has completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate’s progress to the candidate’s field supervisor.

- Candidates will request a specific K-12 school site and site supervisor.
- A form documenting that the site supervisor meets TEA requirements should be turned in **prior** to the beginning of the course through the TK20 School Counselor Field Placement Application. This form is called “Verification of Site Supervisor Qualifications” and should be completed by either the campus principal or the human resource department of the school district. *Site supervisors may not complete the form verifying their own qualifications.*
- Failure to have a qualified site supervisor during the practicum will result in the practicum experience being invalid for school counselor certification.

- Site supervisors will complete required documentation in the TK20 online platform during the practicum semester.
- Due to technical limitations, the site supervisor will appear as a “cooperating teacher” in the TK20 system when they log in to view documents. Unfortunately, this is not something that can be edited to show the correct verbiage.

Field Supervisor

The field supervisor is also commonly referred to as the university field supervisor. A currently certified educator, employed by the university to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as school counselors. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her practicum. A site supervisor may not also serve as a candidate’s field supervisor. The field supervisor has completed TEA-approved field supervisor training and training provided by TAMUC. The School Counseling Program Coordinator holds the requisite qualifications for field supervision and for some students will also serve as a field supervisor within field experience courses.

Field Placement Site

An actual school setting (K-12) where school counselor candidates provide counseling and counseling-related services to students under supervision from both the site supervisor and the university field supervisor. Private practice settings may NOT be used as field placement sites. Acceptable school settings include accredited Texas K-12 public school campuses and Texas public charter schools approved by the Texas Education Agency.

- Candidates serving as school counselors employed on emergency permits may use their work setting as their field placement site.
- Candidates serving on emergency permits are advised that emergency permits are nonrenewable and only valid for 12 months. Additionally, an individual may not have more than three 12-month periods on any combination of emergency permit, intern, or probationary certificate in any certification area/class.
- Deficiency plans for the issuance of emergency permits may be obtained from the Certification Office after completion of minimum requirements in 19 Texas Administrative Code Chapter 230. Prior approval from the School Counseling Program Coordinator is required.
- A deficiency plan request may be sent to the School Counseling Program Coordinator through email.
- Requirements for the issuance of an **emergency permit** for a school counselor are outlined in Texas Administrative Code Chapter 230 as follows:
 - Hold a bachelor’s degree or higher from an accredited institution of higher education.
 - Have completed 24 semester credit hours of graduate-level credit, including 12 semester credit hours in guidance and school counseling.
 - Completion of the school counseling emphasis courses in your degree plan with posted grades of “A” or “B” will be required to meet the 12 hours of guidance and school counseling prior to the issuance of a deficiency plan from the Certification Office

Practicum

TEA defines practicum as a supervised educator assignment at a public school accredited by the Texas Education Agency or other school approved by TEA for this purpose. **School counselor candidates will complete practicum requirements during the COUN 551 Practicum course.**

The practicum shall:

- Include a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought. Activities used to accrue clock-hours must align with TEA’s school counselor educator standards.

- Not take place in a distance learning lab or virtual school setting.
- Not take place during a summer recess or winter break – All field placements intended to fulfill TEA requirements must take place during a 16-week fall or spring semester.
- Include a minimum of three formal observations and three informal observations conducted by a qualified university field supervisor.
- To document a successful practicum experience, both the site supervisor and field supervisor must recommend that the candidate should be certified.
- As part of the practicum semester and course at TAMUC, candidates will participate in a weekend experience. This is a requirement for successful completion of the practicum.

Formal Observations During Practicum

- Three formal observations must be conducted. One in the first third of the practicum, one in the second third, and one in the final third of the practicum.
- The three required formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
- The counseling department requires that each of the three formal observations be a minimum of 45 minutes in duration. These are 45 continuous and uninterrupted minutes where a candidate is participating in a standards-based activity. The 45 minutes do not include any introduction or debrief explanation a candidate may provide at the beginning or end of an observation video.
- A formal observation may happen virtually or face-to-face. Virtual observations will be conducted through the submission of videos to the school counseling university field supervisor.
- Regardless of modality, each formal observation must have a pre- and post- conference between the candidate and the field supervisor.
- During the pre-conference, candidates will have the opportunity to ask questions, present their plans for the observation activity, and review the observation feedback instrument with the school counseling university field supervisor.
- For each formal observation, the field supervisor will conduct an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Written feedback is provided through the online software application TK20 and upon entry is immediately viewable by both the candidate and site supervisor.
- Candidates and site supervisors will be required to acknowledge receipt of formal observations within their TK20 account as part of the practicum binder.
- Neither the pre-observation conference nor the post-observation conference needs to be onsite. Virtual meetings are acceptable.

Informal Observations During Practicum

- Three informal observations must be conducted.
- The three required informal observations must each be at least 15 minutes in duration and must be conducted by the field supervisor.
- It is a TEA requirement that each of the three informal observations be a minimum of 15 minutes in duration. These are 15 continuous and uninterrupted minutes where a candidate is participating in a standards-based activity. The 15 minutes do not include any introduction or debrief explanation a candidate may provide at the beginning or end of an observation video.
- Informal observations may happen virtually or face-to-face. Virtual observations will be conducted through the submission of videos to the school counseling university field supervisor.
- Regardless of modality, each informal observation must have a post-conference between the candidate and the field supervisor.

- For each informal observation, the field supervisor will document educational practices observed based on a set of standards-aligned targeted skills; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate’s site supervisor. Written feedback is provided through the online software application TK20 and upon entry is immediately viewable by both the candidate and site supervisor.
- Candidates and site supervisors will be required to acknowledge receipt of informal observations within their TK20 account as part of the practicum binder.
- The post-observation conference does not need to be onsite. Virtual meetings are acceptable.

TK20 School Counselor Field Placement Application

- Students will submit an application for practicum placement through the TK20 online system.
- Applications must be approved by the School Counseling Program Coordinator prior to registering for COUN 551.
- The TK20 application will include the upload of required field placement paperwork.
- The School Counseling Program Coordinator will review and approve placements through the TK20 application system.
- After your application status has been updated to “Clear” for placement, you will receive notification from the administrative assistant in the Counseling department about permits for course registration.
- Spaces in courses are limited and not guaranteed – permits will be provided on a first come, first served basis. It is important to submit your application for placement as early as possible with accurate information.
- In addition to providing paperwork in your application, you will need to bring all initial paperwork to the first course date for your instructor.
- For instructions on submitting your field placement application in TK20, please contact the School Counseling Program Coordinator and/or the Certification Office.
- Failure to submit full and accurate information within a TK20 School Counselor Field Placement Application may result in an invalid field experience, whereby the counseling candidate does not receive credit for the field placement toward their school counseling certification with the state.

TK20 Field Experience Binders During Practicum

- All all-required paperwork will be completed in TK20 as part of the field experience binder.
- This includes several items such as:
 - Document uploads.
 - Electronic Signatures/Acknowledgments for site supervisor, candidate, and field supervisor.
 - Completion of digital forms.
- In addition to the field experience binder in TK20, you may be required to turn in additional copies/paperwork to your course instructor during the practicum semester.
- If your practicum site or site supervisor information changes between the time of your TK20 School Counselor Field Placement Application and the first course date, it is the student’s responsibility to notify the School Counseling Program Coordinator and Certification Office as soon as possible. The new site and site supervisor will need to be approved, the applicable paperwork will need to be resubmitted, and your records within the Certification Office will need to be updated to reflect the new information.
- Failure to submit full and accurate information within a TK20 field experience binder may result in an invalid field experience, whereby the counseling candidate does not receive credit for the field placement toward their school counseling certification with the state.

Field Experience Hours During Practicum (COUN 551)

The activities completed toward the TEA required 160 clock-hours for school counselor certification are comprised of experiences directly tied to the school counseling educator standards found in Texas Administrative Code. These hours are completed during COUN 551 Practicum.

- Hours logged for this purpose are collected on the “TEA Hours Log – School Counseling” form.
- Each activity must include a brief description of one to three sentences. Enough information must be provided for an individual unfamiliar with the candidate to know what the activity included.
- Total hours spent on an activity and the date the activity was completed also need to be logged for each entry.
- After logging all hours for the semester, the candidate must obtain their site supervisor’s signature on the form to verify their activities, and the candidate must upload the signed form in TK20 as part of their field experience binder.
- Activities must be documented for each of the six school counseling standards on the form:
 - **Standard I: Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.
 - **Standard II: Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*.
 - **Standard III: Learner-Centered Process:** The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth.
 - **Standard IV: Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.
 - **Standard V: Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.
 - **Standard VI: Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

Certified School Counselor – An individual who holds a Texas School Counselor Certificate. Texas school counselor certification is regulated by the State Board for Educator Certification (<http://www.sbec.state.tx.us>). Minimum qualifications for the issuance of a standard School Counselor (EC-12) certificate in the state of Texas include: a conferred master’s degree in counseling containing 48 or more credit hours, completion of a TEA approved certification program (including TEA required field experiences) and passing the School Counselor certification exam. Policies and procedures for TEA field experience hours are aligned to Texas Administrative Code set forth by the State Board for Educator Certification.

Letter of Anticipation – A letter stating the anticipated graduation date, target certification area, and remaining certification requirements for a candidate (this is NOT a statement of eligibility). This letter can be used by candidates to apply to job positions when they are not yet certified, but expect to be prior to filling the vacancy. For example, a job for a 2023-2024 academic year school counselor is posted in April of 2023. Jane Doe is a student who will graduate in May of 2023 with her master’s in counseling. She plans to take her certification exam over the summer and be certified before the beginning of the 2023-2024 school year. Jane Doe requests a letter of anticipation so she can apply for the job opening.

GENERAL GUIDELINES & POLICIES FOR PRACTICUM: SCHOOL SETTINGS

All school counselor candidates are expected to read these guidelines and policies prior to application for completing TEA and program required field experience activities. All candidates are expected to follow these guidelines and policies.

Eligibility & Pre-requisites for Practicum

The following criteria exist for enrollment in TEA Practicum (COUN 551):

- Fully admitted to Counseling Program & have a degree plan on file in the Department office.
- Fully admitted to the Office of Educator Certification for the School Counseling certification program.
- Completion of all prerequisite courses for enrollment in COUN 551.
- Approved School Counselor Field Placement Application within TK20.

Attendance, Participation, Restrictions

Counselor candidates are expected to attend all class and supervision meetings (group, individual, on-site, off-site). Be prompt and be prepared. Candidates should develop a schedule with their school campus placement regarding attendance and come prepared to fully participate in the field site experience. During practicum, candidates must complete a minimum of 160 clock-hours of TEA standards-aligned activities between the first semester class date and the last semester class date of one 16-week fall or spring semester.

Supervisors and field sites must be notified in a timely manner if you will be delayed or will miss attendance. It is the responsibility of the candidate to arrange make-up supervisions.

Consistent Failure

Consistent failure to attend class or supervision meetings in a timely manner or prepare TEA standards-aligned observations for review may result in the candidate being dropped from the class or receiving a failing grade.

Growth Plan

Either a Site Supervisor or Field Supervisor may initiate a growth plan for the candidate if they determine the candidate needs corrective action to avoid having an unsuccessful school counseling field experience. Growth plans may be initiated at any time. Growth plans will clearly outline deficiencies in candidate performance, provide a list of required remediations, and provide a deadline for the candidate to demonstrate growth. The development of the growth plan is a collaborative process between the candidate, site supervisor, and field supervisor with the intent of supporting the candidate in their development as a school counselor.

Unsuccessful TEA Practicum

The Texas Education Agency requires that educator certification programs determine if practicum experiences should be labeled as “successful” or “unsuccessful.” Those with a “successful” practicum experience remain on track to be recommended for certification upon graduation from the program. An “unsuccessful” practicum may not be used toward meeting eligibility for a recommendation for certification.

Candidates who:

- Fail the COUN 551 course;
- Fail to meet program requirements;
- Fail to adhere to campus or district policies at their practicum site;
- Fail to demonstrate proficiency in educator standards;

- Fail to meet the minimum 160 clock-hours;
- Fail to make progress on an established growth plan; or
- Are deemed unfit for school counselor certification (with documented evidence) by either the site supervisor or field supervisor will be considered unsuccessful in their TEA practicum experience.

This means that candidates will either be dismissed from the school counseling certification program, or that they will need to complete a second attempt of the TEA practicum experience in a different semester. If the site supervisor or field supervisor determines that the practicum was unsuccessful, written documentation must be provided to all parties including the site supervisor, field supervisor, Certification Office, and certification candidate.

Home Visit Restrictions

Counseling Program candidates are not permitted to make home visits alone during their practicum course, unless serving as an employed school counselor receiving direction from the building administrator to conduct a home visit for the school campus' student. Counseling candidates who are not employed as a school counselor on an emergency permit may not conduct a home visit but may shadow their site supervisor on a home visit.

Access to Supervision

Counselor candidates must always have immediate access to a professional colleague or the site supervisor for consultation and support when at their field sites. Candidates may not work alone in a building at their practicum sites, unless employed on an emergency permit.

Professional Demeanor

Counselor candidates should conduct themselves in a professional manner in dress and behavior at their practicum sites. Consult with your site supervisor about appropriate dress. School counselor candidates must abide by the Texas Educators' Code of Ethics as posted in Texas Administrative Code Title 19, Part 7, Chapter 247, Rule §247.2. Violation of the Texas Educators' Code of Ethics may be used as grounds for dismissal from the school counselor certification program and/or the designation of the candidate's TEA practicum experience as "unsuccessful." The school counselor candidate's professional demeanor must be consistent with the current ethical guidelines of the American Counseling Association and/or the American School Counselor Association (posted on the Counseling Department website).

Locations for Class and Course Supervision Meetings

Candidates are assigned to practicum classes at the Metroplex Center in Mesquite, TX, the Collin Higher Education Center (CHEC) in McKinney, TX, the Dallas campus, or on the Texas A&M University-Commerce campus. Individual supervision meetings with faculty instructors/doctoral student supervisors that occur in person may occur ONLY at these locations (unless the supervision being conducted is a formal observation from a university field supervisor at the school site for the purpose of meeting TEA requirements). Consult the Department website for directions to each location.

TEA Observations During Practicum

Candidates are assigned to a field supervisor who meets TEA criteria when completing hours required for school counselor certification. The field supervisor may or may not be the same individual as the course instructor. The field supervisor may conduct formal observations virtually or face-to-face at the school campus. Consult with the field supervisor assigned to determine if observations, pre-conferences, and post-conferences will be conducted virtually or on site.

Document Retention During Practicum

It is important that counselor candidates carefully manage the documentation required for practicum. The numerous forms are designed to facilitate your learning process and verify information for Department records, the Texas Education Agency, and Texas educator certification. Many of the forms you will be using during the semester remain in your file as verification of your field experience and coursework. It is in your best interest to complete all required documentation (including submissions in TK20) in a timely and efficient manner. Candidates should retain a copy of all completed paper forms submitted to the Counseling Department and within TK20 during field experience courses.

Texas Education Agency document retention requirements for Educator Preparation Programs are for a period of 5 years. Students who return to TAMUC after a 5 year period requesting copies of their documentation may not be able to secure copies from the university. It is your responsibility as a professional to retain your documents for long-term data storage.

Course Supervision within Practicum

A critical element in field experiences is the extensive supervision received by school counselor candidates. School counselor candidates are expected to present student cases for review and discussion in individual supervision with their faculty instructor/doctoral student supervisor (individual supervision), their site supervisor (site supervision), and their peers (group supervision during class). Case presentation typically includes recordings (audio or video) of counseling work. The specific format for supervision varies with the supervisor and is geared to meet the specific needs of the candidate. Triadic supervision (2 supervisees and one supervisor) may sometimes be used in place of individual supervision. Missing supervision meetings or being unprepared for supervision (e.g., no recordings to review) will result in an unsatisfactory grade. A defensive or non-receptive posture regarding supervision is unacceptable behavior and will seriously impair the candidate's progress through the clinical sequence.

Confidentiality

Counselor candidates are responsible for maintaining the confidentiality of all information related to their K-12 students. Candidates must understand and follow the confidentiality practices of their school districts and maintain documentation and recordings in a secure manner.

- Do not identify students by full name in documentation (e.g., recordings, notes, recordings critiques), except for recording consent forms. Instead, use first names, initials, or some other coding method.
- NEVER fax anything with client names (e.g., consent forms).
- Do NOT discuss students over email. Instead, indicate to your supervisor that you wish to discuss a student situation and arrange to do so via meeting or phone conversation.

The maintenance of K-12 student confidentiality extends to classroom discussion and viewing or listening to recorded counseling sessions. Never discuss K-12 students outside the classroom or with anyone other than supervisors, faculty members, and professionals at the school campus who have a legitimate educational interest in the student.

FERPA Compliance

School counselor candidates must comply with the Family Educational Rights and Privacy Act (FERPA) and protect the Personally Identifiable Information (PII) of K-12 students.

- "Personally Identifiable Information" The term includes, but is not limited to – (a) the student's name; (b) the name of the student's parent or other family members; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number, student number or biometric record; (e) other

indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the educational school setting and or district or institution reasonably believes knows the identity of the student to whom the education record relates. (*U.S. Code, Title 20, Chapter 31, Subchapter III, Part 4, §1232g*)

Respect for Clients

Parents and guardians who consent for their K-12 student to receive counseling services from school counselor candidates are helping candidates to become effective school counselors. Treat them respectfully. Guardians and their students do not exist to serve the needs of candidates. It is inappropriate to keep seeing a student whose goals have been met or pull a student from class simply to meet your needs for recording or accumulating hours.

Audio and Video Recording for Course Requirements

School counselor candidates are expected to record many of their counseling activities during their field placement courses. Candidates present portions of their recorded sessions for review during weekly supervision meetings with faculty instructors/doctoral student supervisors, during group supervision (class), and recorded sessions are graded by the instructor in COUN 551. Candidates should record as many counseling activities as possible so that they can select the best recordings for grading. Individual instructors will give directions regarding how many recordings will be graded, session critique forms, and related matters. **Signed consent forms (provided elsewhere in this Handbook) must be completed before any taping is done and must accompany any recordings handed in for a grade or review.** Additional suggestions regarding recording equipment are found elsewhere in this Handbook.

Audiovisual Recordings for Formal Observations in Practicum

A minimum of three formal observation videos and three informal observation videos (six recordings total) must be collected by candidates for TEA-required supervision during COUN 551. The university field supervisor will establish due dates through the course of the semester for pre-conferences, observation video submissions, and post-conferences. Each of the three videos must capture the school counseling candidate performing an activity that is clearly aligned to the educator standards (see the hours log in this handbook for a full list of educator standards). Each formal observation video should be a minimum of 45 minutes in duration to meet the required 135 total minutes of observation video. Each informal observation video should be a minimum of 15 minutes in duration. Video introduction, commentary, or closure discussion by the candidate DO NOT count for the minimum duration.

Candidates are encouraged to plan activities with the guidance of their field supervisor and site supervisor for optimum outcomes. **Signed consent forms (provided elsewhere in this Handbook) must be completed before any recording is done and must accompany any recordings handed in for review.** Additional suggestions regarding recording equipment are found elsewhere in this Handbook. All recordings must be destroyed at the end of the semester after they have been evaluated by your instructor and/or field supervisor in order to protect client confidentiality and privacy.

Crisis Procedures

Counselor candidates must know the appropriate procedures at their campus placement and school district regarding crisis situations (e.g., suicide, violent behavior). Candidates should notify their campus administration and site supervisors immediately of actual or potential crisis situations with students and follow the protocols of the K-12 campus and school district. In the event of a death (esp. suicide or homicide) of a student, the counselor candidate must notify their field supervisor and practicum faculty instructor or, in their absence, the School Counseling Program Coordinator or Head of the Department.

Professional Liability Coverage

Counselor candidates are required to obtain professional liability coverage (insurance) prior to enrollment in COUN 551. This is NOT homeowners' insurance, but insurance that specifically addresses counseling services provided by a counselor candidate during their clinical experience. School counselors holding an emergency permit issued by the school district are usually covered by the school district insurance but must check to be certain. Most counselor candidates will find professional liability insurance from the American School Counseling Association, Texas Counseling Association (TCA), or American Counseling Association (ACA) are easiest to obtain. These professional organizations require membership (student rate) in addition to a nominal fee for the coverage. You should purchase the coverage specifically for students. The benefit of joining these organizations goes far beyond simply buying insurance and is highly recommended by the Counseling Program.

The Department does not endorse any particular insurance plan and the rates quoted below may vary.

- The American School Counseling Association. Annual student memberships are \$69 and include liability insurance coverage. <https://www.schoolcounselor.org/Membership/Join-Renew>
- The American Counseling Association, partners with HPSO to provide free student liability insurance to paid student members. Call 800.347.6647 or visit their website [Counseling.org](http://www.counseling.org). The student fee for membership in ACA is \$105.
- The Texas Counseling Association. Call 800.580.8144 or visit their website (<http://www.txca.org>; click on join/renew w/ insurance). Annual student membership is currently \$70 and liability insurance is offered for an extra fee.

IMPORTANT NOTE: Purchase the insurance and submit proof of coverage within your TK20 School Counselor Field Experience Application in order to be approved for practicum. Proof of liability coverage, usually a certificate of insurance, must also be provided to your instructor at the first-class meeting. School counselors employed on emergency permits can provide a letter from their district insurance carrier verifying their coverage. Candidates will not be able to see K-12 students (collect clock-hours) if they do not have liability coverage.

Background Checks & Criminal Records

School Counselor Candidates should be aware that:

- They will be required to provide evidence of completing a criminal history background check with their school placement/district prior to collecting field experience hours.
- A letter from the district human resources department stating successful completion will satisfy this requirement.
- Evidence of background check completion will be included in the online TK20 School Counselor Field Experience Application.

You may be denied a placement if you have a conviction record. Felony or misdemeanor convictions will impair, and quite possibly prevent, licensure as a professional counselor and certification as a school counselor in Texas.

Removal for Cause of Candidate from Field Site

The counselor candidate may be removed from their K-12 campus placement for the following reasons:

- failure to obtain and show proof of professional liability insurance.
- failure to obtain and show proof of a criminal history background check.
- dishonesty or inaccurate information on the TK20 School Counselor Field Experience Application.
- failure to meet TEA requirements (i.e. field site placement, site supervisor qualifications, or other).
- failure to function in a mature, responsible, and professional manner.
- failure to follow the ethical guidelines of the counseling profession.
- failure to follow the Texas Educator Code of Ethics.
- dishonesty regarding field placement log or contract, recording, obtaining client consent.
- dishonesty regarding the "TEA Hours Log – School Counseling" document.
- failure to comply with FERPA or maintain confidentiality of client/student records and/or situations.
- by request of the campus principal/administrator or the site supervisor.

"Removal for Cause" from COUN 551 field sites will result in a failing grade in the course and a Counseling Student Competency Evaluation. All students are evaluated at the end of specific courses using the Counseling Student Competency Evaluation. The outcome of this evaluation could be a remediation plan or removal from the Counseling Program. Additional information on the Counseling Student Competency Evaluation is provided during the program orientation during COUN 501 and COUN 510 enrollment.

SCHOOL COUNSELOR FIELD PLACEMENT POLICIES

An approved application through TK20 must be processed prior to beginning COUN 551 at an approved school site. Counselor candidates must meet all course requirements, including documentation, as required by the Department and faculty instructors.

School counselor candidates must complete all 160 TEA required school counseling hours within one long semester of COUN 551 to receive credit for the TEA aligned supervision required for certification.

Candidates must complete their field experiences in a setting appropriate to their selected program specialization – a K-12 TEA accredited school campus. The setting must provide a wide range of opportunities appropriate to the role of a certified school counselor. The Texas Education Agency (TEA) requires that School Counseling students be observed with a rubric aligned to the school counseling educator standards.

The Department cannot guarantee that a candidate will be accepted by a requested field placement site.

The Department cannot guarantee that a candidate will successfully complete the required hours in a given semester.

Practicum is NOT offered in the summer for school counseling candidates. Texas Administrative Code identifies that hours logged for educator certification are collected during the regular academic year of the K-12 school. Additionally, summer session opportunities are prohibitively limited in scope due to district calendars for student attendance.

Candidates are responsible for making the initial contact and arrangements with potential field site placements. All contact information regarding the field site must be provided to the School Counseling Program Coordinator

(submission of the TK20 School Counselor Field Placement Application). All field placement sites MUST be approved by the Department.

Candidates may use their regular employment as a field placement site only under the following conditions:

- *School Counselors* employed on emergency permits may use 10 hours of their work week toward TEA practicum hours.
- Teachers with field placements in their schools MAY NOT provide counseling to their own students; however, classroom/group guidance activities may be conducted with their own students.

All school counselor candidates MUST complete a School Counseling Field Orientation prior to the semester start date. **The orientation is provided by the School Counseling Program Coordinator and students approved through TK20 will be notified of orientation details.** Failure to complete the orientation may result in a candidate being dropped from the class.

FINDING A FIELD PLACEMENT SITE – SCHOOL COUNSELING TRACK

A good field placement site and experienced site supervisor are critical ingredients in a successful clinical experience. School counselor candidates should approach their decision about seeking a practicum site with careful and realistic thought regarding their career goals, their current work and family situation, and their special interest areas. You should consult with your professors, your faculty advisor, other professional or school counselors, and the School Counseling Program Coordinator regarding appropriate field sites and field site experiences that would make for the best “fit” for you.

The field placement courses require a significant commitment of time and energy. **Candidates are expected to put in a minimum of 10 hours weekly at their field site during COUN 551.**

A candidate’s work setting may be used for their field placement. Most often, school counseling track candidates become School Counselors employed on emergency permits and use their work setting as their field site placement. Please see “Field Placement Site” under *Field Placement Terminology* for additional information on emergency permits.

Finding a field site placement is the responsibility of the counselor candidate. School counseling track students **must** complete their field experience hours in a school setting under the supervision of a certified school counselor.

Some field placement sites are not appropriate because they do not provide adequate/qualified supervision, do not allow audio or videotaping of counseling sessions, or are in some other way inappropriate for school counselor candidates. An appropriate field placement site provides the following:

- opportunities to participate in a range of counseling and counseling-related activities appropriate to the role of a full-time school counselor and aligned to the appropriate educator standards;
- permission for candidates to audio or video record counseling sessions (with client/parental consent);
- opportunities for activities to generate the required hours for educator certification and course requirements (this cannot be guaranteed by the site or by the Department);
- a qualified site supervisor who oversees and evaluates the candidate’s work and meets regularly for supervision of the campus caseload.

Steps to Securing a TEA Compliant Field Placement Site

Step 1. Consult with school counselors, district counseling coordinators, and/or school administrators during your pre-practicum regarding suitable sites and qualified site supervisors. Review this handbook fully, so that you are well informed about all practicum requirements. Remember the following:

- You may do your practicum at the same school where you are teaching but you may not counsel your own students. School districts and administrators vary widely in their support for teachers fulfilling practicum requirements.
- School counselors employed on emergency permits can use their current school assignment as a field site. They may apply only 10 hours a week toward practicum hours.
- It is strongly preferred that the site supervisor work in the same building as the counselor candidate. If that is not possible, then the site supervisor must be regularly and easily available for consultation with the counselor candidate (e.g., at the next closest school).
- A qualified site supervisor **MUST** meet all requirements for site supervisors. See the definition of site supervisors in the School Counselor Program Terminology section for a complete list of requirements.

Step 2. Contact the appropriate campus administrator or district counseling coordinator to discuss a field site placement. Review with them the Desirable Experiences for School Counseling Field Placements on the next page, as well as other requirements throughout this handbook. With the assistance of your campus administrator and/or district counseling coordinator, locate a potential site supervisor and discuss their willingness to provide supervision during your practicum course.

Step 3. Complete the *TK20 School Counselor Field Experience Application* by the deadline to confirm that your placement meets all requirements. See the section below on how to complete the application for more details.

Step 4. The School Counseling Program Coordinator will review each application and notify students of approved placements, orientation, and other relevant details. Submission of an application in TK20 does not guarantee approval for a site.

Desirable Experiences for School Counseling Field Placements

Familiarization with the School Environment. The candidate should become familiar with:

1. Community characteristics.
2. Physical facility.
3. Administrative structure of school.
4. Counselor role statements.
5. Roles of non-counseling staff in relation to the counseling program.
6. Characteristics of the student population.
7. Written statements regarding the philosophy, purpose, organization, and procedures of the school's counseling program.
8. Written statements regarding the philosophy, purpose, organization, and procedures of the district's K-12 comprehensive developmental counseling program.

Program Planning/Management/Evaluation. The candidate should become familiar with and participate in:

1. Community and school environment assessment activities.
2. Needs assessment of students, teachers, and parents.
3. Planning, implementing, and evaluating the school counseling program and its specific activities.
4. Regularly scheduled counseling staff meetings.
5. Follow-up studies of former students, including follow-up reports to administrators, parents, and teachers as appropriate.

Counseling and Guidance. The candidate should gain experience in:

1. Individual and group counseling.
2. Working with students from a variety of cultures, races, sexual preferences, and gender.
3. Establishing and maintaining a counseling relationship from intake through termination or referral & follow-up.
4. Devising a counseling procedure for a specific case problem.
5. Writing case notes/interview summaries.
6. Classroom or other group guidance activities.
7. Student orientation, college days, parent nights, career days, etc., including the development of materials which are used on such occasions.

Assessment and Records. The candidate should become familiar with and gain experience in:

1. School counseling department record-keeping system as well as school's cumulative records.
2. Assessment instruments and other assessment techniques used in the school.
3. Interpretation of aptitude, achievement, and interest instruments.
4. Ethical and legal uses of assessment and student records.

Consultation and Coordination. The candidate should be involved in:

1. Preparation for and performance of a case conference.
2. Consultation with teachers regarding students' developmental needs; academic, career, and personal/social development; and classroom management.
3. Consultation with parents regarding student academic, career, and personal/social development.
4. Promotion of a cooperative relationship between the school, business/industry, and community agencies.
5. Coordination of special activities such as career day, orientations at points of transition, etc.
6. Work with the counselor to facilitate referrals appropriately.

Individual Planning and Placement. The candidate should become familiar with and gain experience in:

1. Career development and related activities.
2. Educational, occupational, and personal/social information resources in the counseling department and media center.
3. Career and educational planning, development, and/or placement with individual students.

Professionalism. The candidate is expected to:

1. Adhere to the Texas Educators' Code of Ethics TAC chapter 247.
2. Adhere to ACA and ASCA ethical standards.
3. Participate in professional development activities, including in-service as well as external professional meetings and conferences.
4. Demonstrate appropriate human relation skills with students, school personnel, and parents.
5. Demonstrate responsibility with regard to laws, rules, and regulations, including applying professional work habits.
6. Show respect for diversity among students, school personnel, and the community. Seek and utilize feedback from supervisors.

TK20 APPLICATION FOR PRACTICUM & INITIAL STEPS

All counselor candidates should read this information before considering application for practicum (COUN 551). Remember that procedures change – check the Department website for the most current information.

COUN 551 presents special circumstances regarding enrollment procedures because of limitation on class size, multiple class locations, availability of faculty instructors/doctoral students for supervision, and the general requirements of the University. Using diverse field placement sites and checking the qualifications of site supervisors necessitates a great deal of coordination. Also, there are legal and ethical matters involved with field placements that demand careful attention and documentation. To manage these circumstances, the Department of Counseling requires school counselor candidates to make a formal application for practicum and be assigned to a specific course section **prior to University registration**.

The following items will guide the candidate in their application process:

Step 1. Purchase TK20 and review the School Counselor Field Placement Application. Your TK20 account that you created when you applied to the program is NOT a paid account and will NOT give you access to the School Counselor Field Placement Application. The cost for TK20 is currently \$139 and purchased accounts are active for a period of 10 years. TK20 will be used to collect all documents during practicum, keep files in accordance with TEA accreditation requirements, and house the application for field placements. School Counselor candidates will be able to use an existing account that is still active if previously purchased as part of their teacher certification program at TAMUC. If a TK20 account was purchased during teacher certification and has since expired, reach out to TK20 for account reactivation. That fee is substantially smaller than purchasing a new account.

Step 2. Work with the potential site to collect all required documents and information for the TK20 School Counselor Field Placement Application. Candidates make applications for practicum in the semester BEFORE they wish to take the class. The TK20 *School Counselor Field Experience Application* opens mid-semester each term and is provided by the School Counseling Program Coordinator. Document uploads will include school verification of the placement, site supervisor qualifications, proof of insurance, and proof of background check. As part of the application, you will be asked to enter the TEA ID number of your site supervisor. This is NOT the 10-digit TEA unique ID that often appears on the service record and is NOT their TEAL username. For a link to the TEAL website where your site supervisor can find their TEA ID number for entry, please see the application in TK20. **Submit the application by the deadline.** Applications for fall practicum are due no later than July 15th and applications for spring practicum are due no later than October 21st.

Step 3. The School Counseling Program Coordinator will review applications submitted by the deadline, check for compliance with requirements, and notify students of results and next steps. Waiting lists will be developed as appropriate (this is especially common for COUN 551). Again, preference will be given to those applications that are completed before published deadlines.

Step 4. Candidates cleared for practicum will be assigned to a specific course section. Your name will be “permitted” into that section only. Candidates will be notified by email by the School Counseling Program Coordinator and/or Counseling Department Administrative Assistant as to their section assignments. At that point you may officially enroll in the class. **You will only be allowed to enroll in the specific course section for which your name has been permitted. DO NOT reach out to the department administrative assistant about registration if you have not first contacted the School Counseling Program Coordinator.**

NOTE: The primary means for communicating with you regarding your field placement application is your student LeoMail email address. Personal accounts will not be used.

Step 5. All counselor candidates enrolling in a field placement course must complete the School Counselor Field Orientation prior to the first class meeting. Candidates who have not completed the Orientation will not be allowed to collect hours and may be dropped from the class. The School Counseling Program Coordinator will inform you of orientation details after your practicum application in TK20 has been approved.

Step 6. All hours logged during practicum to meet TEA requirements must fall between the first date of the semester and the last date of the semester. **All candidates should be formally admitted to the Educator Certification Office prior to the beginning of their concentration coursework and field experience courses.** If for any reason a candidate has not followed the proper admissions procedure prior to the beginning of their field placement, the Certification Office may determine that they are ineligible for certification as a school counselor through Texas A&M University-Commerce based on requirements in Texas Administrative Code.

Step 7. Additional TEA related paperwork and information may be sent to candidates prior to the beginning of the semester. Candidates should monitor their university email closely for these communications from the School Counseling Program Coordinator. TK20 field experience binders for logging practicum items from the candidate, site supervisor, and field supervisor are typically available within the first week of class. More information on how to access and complete your field experience binder will be provided by your university field supervisor and/or School Counseling Program Coordinator.

Questions regarding the application process for field placements should be directed to the School Counseling Program Coordinator (email preferred).



REMEMBER: you must make an application for practicum through TK20 BEFORE you plan to take practicum; submit by appropriate deadlines; follow directions carefully; always provide accurate contact information including a current email; complete the online School Counselor Field Orientation and the department orientation promptly; enroll in your assigned course section as directed.

PRACTICUM PAPERWORK OVERVIEW & SUBMISSION ORGANIZATION

Originals of these documents to be copied (for form uploads) and screenshots (for electronically completed forms) are found elsewhere in this Handbook. Forms are broken down into sections based on when they are submitted and the person completing them.

- **Candidate** documents submitted **before practicum** in the Tk20 Practicum Application.
- **Candidate** documents submitted **during practicum** in the Tk20 Field Experience Binder.
- **Site Supervisor** documents submitted **during practicum** in the Tk20 Field Experience Binder.
- **Field Supervisor** documents submitted **during practicum** in the Tk20 Field Experience Binder.

Submitted in TK20 through the Practicum Application BEFORE Practicum	
Candidate Forms	
Form Name	Directions
Verification of Site Supervisor Qualifications Form	<ul style="list-style-type: none"> • Completed and signed by either the campus principal or district human resources personnel. • A valid TEA ID number for the site supervisor is required.
Field Experience Plan: School Setting	<ul style="list-style-type: none"> • Completed and signed by the site supervisor and candidate. • Even though the Field Placement Contract is not due until the start of the practicum course, candidates should review that form with their site and site supervisor prior to completing the Field Experience Plan for submission in their Tk20 Practicum Application. The contract will review basic roles, responsibilities, and expectations for all parties and inform the creation of the Field Experience Plan.
School Counseling Placement Ethics Agreement	<ul style="list-style-type: none"> • Completed and signed by the candidate. • Read this form carefully. See also the section in this handbook on the dismissal and retention policy for the possible consequences of violating the code of ethics agreement.
Emergency/Crisis Management: School Setting	<ul style="list-style-type: none"> • Completed and signed as indicated. • The candidate should work with the site and site supervisor to ensure that the information recorded on the form is thorough and correct.
Proof of Liability Insurance	<ul style="list-style-type: none"> • Certificate of coverage or letter verifying coverage (copy only). • If the coverage date of the policy does not extend through the end of the practicum semester, the candidate will be responsible for renewing the policy in such a way that a gap in coverage does not exist. • Specific questions about acceptable liability insurance coverage can be directed to the school counseling program coordinator.
Proof of Background Check	<ul style="list-style-type: none"> • Copy of background check evidence (usually letter from school district human resources for employed teachers/educators). • Specific questions about providing proper proof of background check can be directed to the school counseling program coordinator.
Retain a physical copy of each form. You may be asked by your COUN 551 course instructor to submit hard copies during the first course meeting.	

Submitted in TK20 through the Field Experience Binder DURING Practicum

Candidate Forms

Tk20 Binder Tab	Form Name	Directions
Field Placement Forms	Field Placement Contract: School Counseling Site	<ul style="list-style-type: none"> Review with the field site early (prior to applying for practicum) but do not turn in until the practicum course has begun. Must be signed by the candidate, site supervisor, and university field supervisor. Field supervisor signature can be obtained at the first course meeting. Upload the completed form in the Tk20 field experience binder.
Field Placement Forms	School Counseling Background Check	<ul style="list-style-type: none"> Certificate of coverage or letter verifying coverage (copy only). This may be the same document uploaded in the Tk20 practicum application if the date and details are still applicable to the practicum semester of enrollment.
Field Placement Forms	School Counseling Verification of Insurance	<ul style="list-style-type: none"> Copy of background check evidence (usually letter from school district human resources for employed teachers/educators). This may be the same document uploaded in the Tk20 practicum application if the dates of coverage and other details still pertain to the practicum semester of enrollment. If previous coverage expired between practicum application and practicum enrollment, upload a newer copy demonstrating insurance coverage.
Video & Audio Taping Consent	Counseling Trainee Consent for Video & Audio Taping	<ul style="list-style-type: none"> Completed within Tk20 electronically. Typically, due the first course meeting or the first week of class.
Log Sheet	TEA Hours Log – School Counseling	<ul style="list-style-type: none"> This form is also referred to as the Counseling TEA Practicum Log. Uploaded in TK20 at the end of the practicum semester. Must be signed by the candidate and site supervisor prior to upload. See form directions later in this document for additional details.
Training Certificates	Professional Program-Dyslexia Training	<ul style="list-style-type: none"> Before the end of practicum: upload your dyslexia training certificate. This is the certificate earned from the TEALearn training website.
Training Certificates	Professional Program-Digital Literacy Training	<ul style="list-style-type: none"> Before the end of practicum: upload the digital literacy training certificate. Note: Digital literacy training is completed during COUN 514, and the certificate is submitted in Tk20 during COUN 551.
Site and Site Supervisor Evaluation	Candidate Evaluation of Field Placement Site	<ul style="list-style-type: none"> Completed by the candidate electronically within Tk20. This should occur at the end of practicum. See field supervisor for specific due date.
TExES Practice Exam/ Approval Process	TExES 252 Practice Exam	<ul style="list-style-type: none"> The candidate will complete a practice TExES 252 exam during the COUN 551 course and upload a copy of their score report in TK20. Instructions are included in the TK20 practicum binder. See school counseling coordinator for more details and due date.

Most course instructors will require a physical copy of forms. Depending on the form, these are typically due at either the **first class meeting** or the **last class meeting** of the semester. Clicking on hyperlinks for forms will open an option to print them as a PDF. You can then print them and bring a copy to class.

The site supervisor and field supervisor can view their candidate’s practicum binder items through their Tk20 login but are unable to edit them. It is the candidate’s responsibility to ensure their documentation for certification is complete.

Submitted in TK20 through the Field Experience Binder **DURING Practicum**

Site Supervisor Forms

Note: Tk20 may refer to the site supervisor role as “cooperating teacher.” This verbiage is part of the Tk20 program, and we are unable to edit it. We apologize for any confusion that this term may cause but assure you that the forms below are the correct ones for the school counseling program.

Form Name	Directions
Site Supervisor Training Checklist – School Counseling Program	<ul style="list-style-type: none"> Completed by the site supervisor in TK20 within the first three weeks of the practicum start date. The site supervisor will download and view both the program handbook and the site supervisor training PowerPoint from the links provided. Enter the date of completion. Enter the first and last name of the site supervisor. Ignore the “Grade” field if it appears. This is a Tk20 software item that cannot be removed from certain places and is not an intentional part of the form.
Site Supervisor – Midterm Evaluation of School Counselor Candidate	<ul style="list-style-type: none"> Completed by the site supervisor in TK20 at the mid-point of the practicum. See information from university field supervisor for exact due date. Review results with the candidate for coaching purposes.
Site Supervisor – Final Evaluation of School Counselor Candidate	<ul style="list-style-type: none"> Completed by the site supervisor in TK20 during the final week of the practicum. See information from university field supervisor for exact due date. Review results with the candidate for coaching purposes.
Site Supervisor – Professional Program Recommendation for Certification	<ul style="list-style-type: none"> Completed by the site supervisor in TK20 during the final week of the practicum. See information from university field supervisor for exact due date. Selecting “Yes” for the recommendation for certification means that the candidate has met or exceeded the minimum expectations to be certified as school counselor. Selecting “No” for the recommendation for certification means that a candidate is NOT eligible for certification as a school counselor and will need to successfully repeat the practicum semester to obtain certification. If selecting “No,” evidence documenting the reason why the candidate should not be certified must be uploaded in Tk20. Supporting evidence should include any growth plans, observations, coaching, or feedback that was attempted (yet ultimately unsuccessful) to improve the school counselor candidate’s performance. The Educator Certification Office will not process recommendations for certification in the TEA system unless “Yes” appears on this form.

Forms completed by your site supervisor within TK20 can be opened by clicking on each blue hyperlink. You will have the option to print them as a PDF for better formatting. You can then print them and bring a copy to class if requested by your COUN 551 instructor.

Site supervisor forms are visible to both the candidate and the field supervisor through their Tk20 login; however, the only person with access to edit the forms is the site supervisor. Candidates should monitor the completion of their site supervisor’s forms during the semester and work with them to ensure the completion of all forms by the end of the practicum experience.

Submitted in TK20 through the Field Experience Binder DURING Practicum

University Field Supervisor Forms

These forms are completed by the field supervisor electronically in Tk20. Once entered and saved, the site supervisor and candidate can click on the blue hyperlinks to view the data. The only form that is not visible to the site supervisor and candidate is the field supervisor visit data log, which is retained for TEA data reporting purposes.

Note: Forms submitted to the Counseling Department in hardcopy can be printed from Tk20 after completion.

Form Name	Directions
Field Supervisor Contact Log	<ul style="list-style-type: none"> Completed with dates/times/observation modalities/methods of contact for the semester per TEA requirements for documentation. Pre- and post-conference dates for all 3 formal observations. Post-conference dates for all 3 informal observations. Date of initial contact with the candidate must be recorded. Date of training the site supervisor must be recorded. Dates for at least 1 additional collaborative contact with the candidate and site supervisor must be recorded and are not satisfied by otherwise required observations, post-conferences, or pre-conferences.
Field Supervisor-Counselor Observation Form (1, 2, and 3)	<ul style="list-style-type: none"> Completed for the candidate's 3 required formal observations. One observation is completed during each third of the practicum. The field supervisor coordinates with the Educator Certification Office to establish due dates for each semester. Each formal observation will include a rating for all school counselor educator standards. Each formal observation will include written evidence of the educational practices observed. Each formal observation will be preceded by a pre-conference and followed by a post-conference.
Field Supervisor-Informal Observation School Counselor Program (1, 2, and 3)	<ul style="list-style-type: none"> Completed for the candidate's 3 required informal observations. Due dates for informal observations are established by the course instructor and/or university field supervisor. Each informal observation will include a rating for two targeted skills. Each informal observation will include written evidence of the educational practices observed. Each informal observation will be followed by a post-conference.
Field Supervisor – Professional Program Recommendation for Certification	<ul style="list-style-type: none"> Completed in Tk20 during the final week of practicum. Selecting “Yes” for the recommendation means that the candidate has met or exceeded the minimum expectations to be certified as school counselor. Selecting “No” for the recommendation means that a candidate is NOT eligible for certification as a school counselor and will need to successfully repeat the practicum semester to obtain certification. If selecting “No,” evidence documenting the reason why the candidate should not be certified must be uploaded in Tk20. Supporting evidence should include any growth plans, observations, coaching, or feedback that was attempted (yet ultimately unsuccessful) to improve the school counselor candidate's performance. The Educator Certification Office will not process recommendations for certification in the TEA system unless “Yes” appears on this form.
Field Supervisor-Counseling Student Competency Evaluation (CSCE)	<ul style="list-style-type: none"> Faculty in the counseling department complete this form for specific courses taken by students, including COUN 551. This form is completed electronically in Tk20 but may be printed afterward for submission to the counseling department in accordance with departmental policies for retaining records of CSCEs.

Verification of Site Supervisor Qualifications Form

School Counseling

Department of Counseling

Texas A&M University-Commerce

Upload in the TK20 Practicum Application

Site Supervisors may not complete this form for themselves. This document must be uploaded in TK20 in the School Counseling Field Placement Application and a physical copy provided to the course instructor on the first day of class.

Counselor Candidate: _____ **Candidate CWID:** _____

Practicum Semester/Yr: _____ **Practicum Location:** _____

Directions for Completion: The site supervisor serves in a mentoring role for the certification candidate while they complete their required practicum activities. Site Supervisors must meet Texas Education Agency criteria. Please complete this form and return it to the school counselor candidate, who will then upload it to their practicum application. The form for a site supervisor who is a school counselor may be completed by the site supervisor's direct report (**Principal or Assistant Principal**) or by the district's human resource office.

The site supervisor must have at least three (3) years of experience as a school counselor in Texas, be an accomplished educator as shown by student learning, and currently certified in Texas as a school counselor.

I, _____, as a representative of _____,
Name of Principal, Assistant Principal, or HR Representative Campus Name / District Name

can attest that the following is true for _____ (_____), who is the site
Site Supervisor Name Site Supervisor TEA ID

supervisor for _____:
Certification Candidate (Student) Name

1. The site supervisor is currently in their _____ year of working as a school counselor and meets the three-year experience requirement.
2. The site supervisor has demonstrated that they are an accomplished educator as shown by student learning and have received performance evaluations rated at satisfactory or above.
3. The site supervisor has a valid Texas educator certificate in the same area sought by the certification candidate (school counseling).

Signature
Principal / Assistant Principal /
Human Resources Representative

Printed Name
Principal / Assistant Principal /
Human Resources Representative

Date

***Please Note:** The Texas Education Agency requires educator preparation programs to submit a valid TEA ID number for all site supervisors. An inaccurate or missing TEA ID number may lead to delays in data reporting and subsequent delays in the university recommending the candidate for their school counseling certificate at the conclusion of their program.

Field Experience Plan: SCHOOL SETTING

Department of Counseling
Texas A&M University-Commerce

Upload in the TK20 Practicum
Application

This document must be uploaded in TK20 in the School Counseling Field Placement Application and a physical copy provided to the course instructor on the first day of class.

School Counselor Candidate: _____ Practicum Semester/Yr: _____

Field Site Placement (campus & district name): _____

Proposed schedule for school counselor candidate at field site placement:

	Times candidate is expected to be at field site (e.g. 8am-2pm)	# hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Total weekly hours for standards-aligned activities:		

Please specify & describe activities likely to be undertaken by the school counselor candidate during this placement experience. NOTE: All activities completed must be aligned with TEA's educator standards for school counselors.

- Individual counseling: adolescents children
- Group counseling (leading or co-leading); please specify focus of planned groups:
- Classroom guidance; please indicate type & focus of planned activity:
- College & Career counseling:
- Consultation (e.g., with parents, school officials):
- Psychoeducational activities relevant to the field site:
- Record keeping:
- Receiving supervision (individual or group at the field site). Please specify which:
- Assessment (e.g., test interpretation). Please specify types:
- Providing PD to teachers on campus. Please specify school counseling-related topics:
- Other (describe):

School Counselor Candidate (print)	School Counselor Candidate signature & date
Site Supervisor (print)	Site Supervisor signature & date

School Counseling Placement Ethics Agreement

Department of Counseling
Texas A&M University-Commerce

Upload in the TK20 Practicum
Application

Semester _____ Year _____

Candidate Printed Name: _____ Candidate CWID: _____

School counselor candidates should read and sign this form each semester of practicum completed in a school setting. This document must be uploaded in TK20 in the School Counseling Field Placement Application and a physical copy provided to the course instructor on the first day of class.

1. I hereby attest that I have read, understood, and agree to abide by the Texas Educators' Code of Ethics TAC 247 and I will practice my counseling in accordance with these standards. **Note: The most up to date copy of the Texas Educators' Code of Ethics can be found on the Texas Education Agency website.**
2. I hereby attest that I have read, understood, and agree to abide by the current Code of Ethics of the American Counseling Association and will practice my counseling in accordance with these standards. **NOTE: the ACA Code of Ethics is posted on the Department website; trainees should download this for review and keep it with their Handbook.**
3. I hereby attest that I have read and understood the Retention Policy of the Counseling Program and agree to abide by its provisions (Retention Policy is found elsewhere in this Handbook).
4. I agree to adhere to the administrative policies, rules, standards, and practices of the pre-practicum class and the practicum site.
5. I understand that my responsibilities include keeping my faculty field supervisor(s) informed regarding my training experiences.
6. I understand that I will not be issued a passing grade in pre-practicum or practicum unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as outlined by my faculty instructor.
7. I understand that I may be required to become familiar with additional codes of ethics from related professional disciplines.
8. I understand that to be considered eligible for recommendation with the school counseling educator certification program at Texas A&M University-Commerce, I must complete a minimum of 160 documented hours aligned to the Texas school counseling educator standards during the COUN 551. I further understand that failure to complete a minimum of 160 hours (defined as "practicum" in Texas Administrative Code) will result in a status that does not allow for recommendation for my Texas school counselor certificate.

School Counselor Candidate Signature & Date

Emergency/Crisis Management: SCHOOL SETTING

Department of Counseling

Texas A&M University-Commerce

Upload in the TK20 Practicum
Application

This form must be completed for each semester of practicum and uploaded in TK20 in the School Counseling Field Placement Application. A physical copy must be provided to the course instructor on the first day of class. Candidates must retain a copy. Please attach a copy of any school emergency/crisis response documents.

Any situation involving a student that is of a serious nature requiring immediate medical or psychotherapeutic attention constitutes an emergency; for example,

1. Imminent suicide attempt
2. Drug overdose
3. Aggressive reaction (present or imminent)
4. Physical illness or adverse physical reactions requiring immediate medical attention
5. Psychotic reaction or other serious psychological disturbance
6. Report of child abuse
7. Severe depression, anxiety, etc.

SCHOOL POLICY: What is the school policy about counselor trainees managing a student crisis such as those listed above?

EMERGENCY/CRISIS PROCEDURES:

During Field Placement Hours

Who is the candidate to contact in case of an emergency/crisis situation?

Name: _____ Phone: _____

If this person is not available, who else can the candidate contact?

Name: _____ Phone: _____

Outside of Field Placement Hours: If trainees are concerned about students and need to contact a supervisor outside of their regular field placement hours, what procedures should they follow?

Responsibilities of Field Site Placements – School Setting

Thank you for your interest in providing a field placement to an advanced student in the counseling program at Texas A&M University-Commerce (TAMUC). Counselor candidates are responsible for making the initial contact with potential field sites to discuss placement. The field site selects counselor candidates based on its own criteria. This document briefly outlines the requirements and policies established by the Counseling Program for field site placements.

Our program is a master's degree program (48 hours) offering school counselor certification. The TAMUC counseling program is accredited by the State Board of Educator Certification (SBEC). The program adheres to Texas Education Agency guidelines for field site (practicum) experiences and offers an additional weekend experience for students enrolled in practicum. The clinical sequence of the counseling program includes coursework followed by a practicum placement in which counselor candidates (counseling students) work directly with K-12 students during COUN 551: Practicum.

K-12 Campus Responsibilities During Completion of Practicum

Practicums are supervised experiences in which the school counseling candidate:

- develops, refines, and enhances counseling and conceptual skills and integrates professional knowledge under close supervision.
- engages in a broad range of standards-based activities like those provided by a professional school counselor.
- may be eligible to be hired as a school counselor with the school district under an emergency permit. Deficiency plans for this purpose may be obtained from the Certification Office after approval from the School Counseling Program Coordinator. Intern and probationary certificates will not be issued for the purpose of school counselor candidates seeking employment with their field site placements.

During Practicum the K-12 School Campus is expected to:

- Provide a consistent student case load so that candidates can reasonably expect to generate hours toward their requirements (160 hours). This includes opportunities for the candidate to provide individual or group counseling; classroom & group guidance; and parent consultation. Note: Candidates who are also teaching at the same school where they are completing their field placement are not allowed to counsel their own students.

- Provide opportunities for candidates to regularly audio/video record counseling work with informed consent. A substantial number of counseling sessions must be recorded for supervision and evaluation purposes. Use of audio/video for recording sessions and later review in supervision is a standard of the counselor preparation field. Recordings remain in the possession of the candidate and/or faculty instructor and all recordings are erased by the end of the semester.

- Provide a range of experiences to acquaint the candidate with the various duties and responsibilities of a school counselor and provide oversight of the candidate's work including orientation to the field site and its policies & procedures. Candidates are expected to accumulate 10 hours per week aligned to educator standards during Practicum. Counselor candidates working as a school counselor on an emergency permit may count 10 hours a week toward their practicum hours.

- Provide a safe location and appropriate space to work. TAMUC counselor candidates are not permitted to do home visits unless accompanied by their site supervisor or directed by their campus administrator as part of a job duty as a school counselor employed on an emergency permit. Counselor candidates are also not permitted to work alone in a building or without consultation services.

- Provide a qualified site supervisor who will oversee the candidate's field site experience. **A qualified site supervisor holds a master's degree in a counseling-related field, has at least 3 years of school counseling experience, is an accomplished educator as shown by student learning, and holds a valid, standard Texas school counseling certificate.**

- The site supervisor is expected to complete the following activities and obligations:

- *Provide a minimum of 1 hour weekly of individual supervision* of the candidate's work.
- Assist the candidate in the collection of paperwork to verify site supervisor qualifications. This includes providing a valid TEA ID number for the site supervisor to facilitate the reporting of the required practicum experience to the Texas Education Agency.
- Attend a training meeting provided by the university field supervisor.
- Complete electronic forms and provide electronic signatures on multiple formal documents for the candidate.
- Provide a site supervisor evaluation of counselor candidate's progress at the midpoint & end of semester for each semester of placement.
- At the conclusion of the semester, review and sign the candidate's TEA Hours Log to verify the activities and hours completed at the field site placement.
- At the conclusion of the semester, submit documentation as to whether the site supervisor does or does not recommend the school counselor candidate for certification.

- Collaborate with the faculty instructor, university field supervisor, School Counseling Program Coordinator, Counseling Program, TAMUC regarding placement procedures and concerns.

School Counselor Candidate Responsibilities at Field Sites During Practicum

- Be consistent and prompt in attendance at the field site on a regular schedule worked out with the site supervisor.
- Provide counseling and counseling-related services consistent with the candidate's level of training and supervision and the duties of a full-time school counselor.
- Follow the field site's policies and procedures and the directives of site supervisors. Be consistent and prompt in attendance at campus and site supervisions. Dress and behave in a professional manner consistent with the practices of the field site placement.
- Adhere to the ethical guidelines of the Texas Educator's Code of Ethics, American Counseling Association, and the American School Counselor Association. Purchase liability insurance.
- Maintain documentation in good order from campus and/or field site.

University Field Supervisor & Program Responsibilities During TEA Practicum

- Provide a qualified university field supervisor available for consultation with the site supervisor regarding candidate progress.
- *During coursework:* Provide weekly supervision with faculty instructor. Supervisions are mainly focused on review and discussion of counseling session recordings provided by the counselor candidate. When enrolled in COUN 551, counseling candidates receive 1 hour of individual supervision and weekly group supervision (class).
- Provide a minimum of three formal observations and three informal observations during the practicum semester. Each formal observation shall include a pre-conference and post-conference between the university field supervisor and the counselor candidate. Each informal observation shall include a post-conference. Written documentation of the candidate's performance will be provided to the site supervisor. Additional observations beyond those required by TEA may occur as needed to support the candidate.
- Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the School Counseling Program Coordinator and the university field supervisor.
- The university field supervisor will provide training to the site supervisor on how to effectively coach and mentor the school counselor candidate.

Program Contact Information

We hope this document provides sufficient introduction to the guidelines for field placement sites used by the School Counseling Program, TAMUC. We look forward to working with you to provide future school counselors with superior training opportunities.

Please contact the School Counseling Program Coordinator for more information or to discuss concerns.

School Counseling Program Coordinator

Email: Elizabeth.Hudson@tamuc.edu

Dr. Elizabeth Hudson

Counseling Website:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/counseling/Default.aspx>

Dept. of Counseling Binion 202
Texas A & M University - Commerce
P. O. Box 3011
Commerce, TX 75429-3011

Texas Education Agency: www.tea.texas.gov/ / **American School Counselor Association:** www.schoolcounselor.org

Texas School Counseling Association (TSCA): <https://txca.org/tsca> / **American Counseling Association:** www.counseling.org

Field Placement Contract: School Counseling Site

Department of Counseling
Texas A&M University-Commerce

Due first week of COUN 551
and upload in TK20.

*The school counselor candidate is responsible for distributing copies of this contract to the site supervisor and retaining a copy. The original document is uploaded in the Tk20 field experience binder and submitted to the faculty instructor on the first night of class. The student must also submit a **Verification of Site Supervisor Qualifications form** completed by either a campus administrator or the human resources department of the school district as part of the practicum application.*

Candidate: _____ Semester/Year: _____

Candidate Emails: _____

Candidate Address: _____

Field Site (K-12 Campus): _____

Site Address: _____

Site Phone: _____ Building Principal: _____

Site Supervisor: _____

Supervisor Email: _____ Phone: _____

Practicum (COUN 551) Contract effective from ___/___/___ through ___/___/___ for 10 hours per week (A minimum of 160 hours for the 16-week semester).

Responsibilities of the Counseling Program, School Campus Placement, and the School Counselor Candidate:

The TAMU-C Counseling Program agrees to:

1. Provide counselor candidates who have completed the required pre-requisites for field placement.
2. Identify a qualified university field supervisor to coordinate the field placement experience. The university field supervisor will be available for consultation with the site supervisor regarding candidate progress.
3. Provide 1 hour weekly individual supervision of the counselor candidate with a faculty instructor or doctoral student supervisor AND weekly group supervision (class).
4. Collaborate with the field placement site regarding placement procedures and concerns. The designated contact people in the counseling program are the School Counseling Program Coordinator and the university field supervisor.
5. Require the counselor candidate to provide liability insurance and proof of a criminal history background check prior to approving a field placement.

The school campus placement agrees to:

6. Provide sufficient opportunities for the practicum candidate to fulfill during the semester a minimum of 160 hours directly aligned to the school counselor educator standards. The site supervisor will assist the counselor candidate in generating relevant activity ideas and opportunities.
7. Provide opportunities for the candidate to regularly record (audio recordings/video recordings) counseling sessions with informed consent. Recordings are used for supervision and evaluation purposes. Recordings remain in the possession of the candidate and/or faculty instructor at all times. All recordings are erased by the end of the semester.
8. Provide a range of experiences to acquaint the candidate with the various duties and responsibilities of a school counselor and provide oversight of the candidate's work *including* an orientation to the school campus, school district, and its policies and procedures.
9. Develop a weekly attendance and activity schedule with the counselor trainee based on a minimum of 10 hours weekly spent working on standards-aligned activities. Candidates working as school counselors under an emergency permit may count only 10 hours weekly toward practicum, NOT their entire work week.
10. Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct school counseling activities. Counselor candidates are not permitted to do home visits unless accompanied by their site supervisor, to work alone in a building, or without immediately accessible consultation services. Counselor candidates employed on an emergency permit as a school counselor may do home visits as part of their work duties under the direction of their employer. Candidates who also teach at the same school where they are completing their field placement are not allowed to counsel their own students.
11. Provide a qualified site supervisor who will oversee the candidate's field site experience and provide a minimum 1 hour weekly of individual supervision of the candidate's work. **A qualified site supervisor is a fully certified (TX) school counselor, has at least 3 years of school counseling experience, and is an accomplished educator as shown by student learning. Site supervisors for school counselors must hold at least a master's degree in counseling or related field.**
12. Provide a written evaluation of the school counselor candidate's progress at the midpoint and end of the practicum semester.
13. Collaborate with the designated faculty instructor for the university course, the School Counseling Program Coordinator, and the university field supervisor (if different from instructor and/or coordinator) regarding placement procedures and concerns.

The school counselor candidate agrees to:

14. Be consistent and prompt in attendance at the K-12 campus site. Dress and behave in a professional manner consistent with the practices of the placement (campus/district).
15. Develop a weekly attendance and activity schedule with the site supervisor based on spending 10 hours weekly at the field site during practicum. School counselors serving on an emergency permit may only count 10 hours weekly toward their practicum, not their entire work week.

16. Provide counseling and counseling-related services consistent with the candidate’s level of training and supervision and the school counseling role.

17. Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The candidate will follow established guidelines to ensure the security of recordings and will destroy all recordings by the end of the semester.

18. Be acquainted with and follow field site policies and procedures and the directives of site supervisors.

19. Purchase liability insurance and adhere to the current ethical guidelines of the Texas Educator’s Code of Ethics, American Counseling Association, and the American School Counselor Association.

20. Provide evidence of undergoing a criminal history background check as part of the field site application process.

21. Maintain documentation in good order and follow guidelines for maintaining the confidentiality of student-related records for both university campus and field site placement.

22. Provide the Counseling Program, School Counseling Program Coordinator, and Educator Certification Office with a renegotiated field placement contract, including documents verifying qualifications, if there is a change of site supervisors or field site.

Termination: It is understood and agreed upon by all parties to this contract that the field site placement may terminate the TAMUC practicum experience of the counselor candidate if, in the opinion of the site supervisor or K-12 campus administrator, the candidate’s behavior is detrimental to the operation of the field site and/or client care. The site supervisor will notify the faculty instructor and the School Counseling Program Coordinator of a termination action. A TAMUC practicum termination action is separate from any employment relationship the candidate may have at the field site (e.g., emergency certified school counselor).

The parties below agree to the terms of this contract:

School Counselor Candidate (print)	School Counselor Candidate (signature & date)
Site Supervisor (print)	Site Supervisor (signature & date)
University Field Supervisor (print)	University Field Supervisor (signature & date)

School Counseling Trainee Consent for Video & Audio Taping

Complete this form electronically in Tk20. Screenshots are provided below to help the candidate identify the form in the Tk20 field experience binder.

Candidate: _____ **Semester/Yr:** _____

I agree to allow recording (by audio or video) of practice counseling interviews during my practicum training. During this semester I will fulfill both the counseling and the client roles with my classmates and, on some occasions with the faculty instructor or a doctoral student assigned to the class.

I understand that additional recordings or in-person observations may be required to satisfy TEA requirements. These observations/videos may include work outside of individual or group counseling. I agree to allow recording (by audio or video) of professional development presentations, staff meetings, campus improvement plan meetings, or other campus activities aligned to the School Counseling Educator Standards in which I am actively engaged. These recordings are confidential and will be used to provide supervision in accordance with Texas Administrative Code requirements for school counseling certification programs.

I understand that these recordings are strictly confidential and will be used for limited supervisory purposes only. I also understand that any of the above recordings that are played during class, or any interviews that are conducted for demonstration/supervision purposes, even though I am not an active participant in the interview, are to be treated in accordance with the current American Counseling Association Code of Ethics and the Texas Educators' Code of Ethics

Candidate signature	Date
University Field Supervisor signature	Date

Site Supervisors will follow the steps below to access and complete their forms:

- Field supervisors work with the Certification Office to select a date for site supervisors to begin access to the Tk20 field experience (practicum) binder. This is done to allow the field supervisor time to schedule meetings with site supervisors to review the practicum experience and introduce Tk20. If unsure about when the Tk20 forms will be available, please contact the student and/or university field supervisor for the scheduled date.
- Navigate to <https://tamuc.tk20.com>
- Use your ISD email address as both your username and password to login.
 - Your email address must be typed exactly as it was submitted by the student in their practicum application (capitalizations/spellings/etc.).
 - If you have difficulty with your username or password, please verify with the student the email address that was provided in their practicum application.
 - If you are still having difficulty after verifying the email address with the student, contact one of the following individuals for assistance:
 - Sherri.Harwell@tamuc.edu or Jill.Woodruff@tamuc.edu
 - In your email, please confirm the student you are working with, the certification program (school counselor), and the email address that should be on file for your username and password.
 - After logging in for the first time, please update your password.
- When logged in, you will see tabs on the left-hand side of the screen.
- Click on the tab labeled “Field Experience.”
- Under “Current Field Experience Assessments” you will see the name of the TAMUC student you are supervising. Their name will appear as a blue hyperlink.
- Click on the name of the student.
- A new screen will open with the field experience binder content for the student.
 - On the left-hand side of the screen, you will be able to view items the student has completed by clicking on different tab names.
 - On the right-hand side of the screen, you will see your forms. These may be under the title of “cooperating teacher” or “site supervisor” depending on the template used in Tk20. Regardless of which term is used, these are the forms you will need to complete.
 - Below your forms on the right-hand side of the screen, you will also see forms that the university field supervisor will complete. The name of the university field supervisor will be a blue hyperlink. The hyperlink for that name will take you to the email address for the university field supervisor to facilitate communication with them.
- To complete one of your forms, click on the blue hyperlink title for the form you wish to complete.
 - The form will open.
 - Enter the information requested. You may need to scroll down to see and complete all form items.
 - After scrolling to the end of the form, click the “Save” button to save your work. Tk20 tends to timeout after a form has been open for several minutes. Please save frequently if you are not able to immediately enter all the information.
 - Another option to save your work is to select the “Save and Close” button. That option will save your work and take you back to the screen where you will see all of your forms.
 - When a form has been fully completed, the red flag next to the form name will disappear.
- To view a form completed by the field supervisor, such as observation forms, click on the blue hyperlinked title of the form you wish to view.
 - The form will open.
 - You will be able to view the data that another user has entered.
 - You will not be able to edit data in a form that is completed by another user (university field supervisor or student entry).
- At the end of the semester, all forms should be completed and all of your red flags should be gone.
- After completing all forms, please click the green “Submit” button in the upper right corner of the screen. Submission cannot occur until all red flags are gone and forms have been 100% completed.

This form must be completed electronically within the Tk20 field experience binder. Screenshots are provided below to assist the candidate in locating the form.

Create New Artifact

Fields marked with * are required.

Title*:

Description:

**No description is necessary.
Scroll down to complete the form.**

**TRAINEE CONSENT FOR VIDEO & AUDIO TAPING
DEPARTMENT OF COUNSELING
TEXAS A&M UNIVERSITY-COMMERCE**

Trainees should read and agree to the following for practicum and internship class. Please read and complete prior to the first night of class.

Trainee Name:

I agree to allow recording (by audio or video) of practice counseling interviews during my practicum or internship training. During this semester I will fulfill both the counseling and the client roles with my classmates and, on some occasions with the faculty instructor or a doctoral student assigned to the class.

I understand that additional recordings or in-person observations may be required to satisfy TEA requirements. These observations/videos may include work outside of individual or group counseling. I agree to allow recording (by audio or video) of professional development presentations, staff meetings, campus improvement plan meetings, or other campus activities aligned to the School Counseling Educator Standards in which I am actively engaged. These recordings are confidential and will be used to provide supervision in accordance with Texas Administrative Code requirements for school counseling certification programs.

I understand that these recordings are strictly confidential and will be used for limited supervisory purposes only. I also understand that any of the above recordings that are played during class, or any interviews that are conducted for demonstration/supervision purposes, even though I am not an active participant in the interview, are to be treated in accordance with the current American Counseling Association Code of Ethics and the Texas Educators' Code of Ethics

Trainee Signature* By checking this box, I am including my electronic signature

Date:

Name of Faculty Instructor:

Attached Documents:

Drag and drop files here

Form Directions:

- **Read the information.**
- **Check the box to sign electronically.**
- **Enter the date completed.**
- **Enter the name of your COUN 551 instructor.**
- **No attachments are needed.**
- **Click the “Add” button.**
- **Before leaving the practicum binder altogether, click the “Save” button.**

Directions for Keeping the TEA Hours Log: School Setting

Department of Counseling

Texas A&M University-Commerce

It is important to record information carefully, accurately, and legibly on the TEA Hours Log. This document verifies the hours accumulated for TEA requirements so is valuable when the counselor candidate seeks certification. The forms are also

reviewed as part of the Department's CACREP and TEA accreditation processes. Logs are kept on file in the Department office. Candidates should retain copies of all documents for their own records.

Your university field supervisor and/or instructor may have additional directives for the Log. TEA hours must be completed within one 16-week semester.

NOTE: Candidates employed as a school counselor on an emergency permit may only count 10 hours weekly of their total work time toward practicum hours.

1. Complete the information requested at the top of the form: Candidate name, CWID, TEA ID, the semester and year of your field experience, and Course with section number (e.g., 551-401). You may also fill in the semester begin and end dates on the bottom of the first page of the log.
2. Each activity entry will include the date you *completed* the activity, the total number of hours spent on the activity, and a summary of what you did in your field placement to address the applicable school counselor educator standard.
3. Record time in terms of hours and minutes (not decimals). **TEA does not differentiate between direct and indirect hours on their required hours log.** Count time spent on planning, preparation, and execution of each standards-aligned activity on the TEA Hours Log.
4. Be prepared to share your progress and the hours log with your site supervisor, field supervisor, and course instructor throughout the semester.
7. **At the end of the semester** add and record final totals from all the standards indicated. This total must meet the 160-hour minimum for practicum. It will be used for educator certification requirements with the Texas Education Agency. All six school counselor standards must be addressed through activities during each semester.
8. **At the end of each semester** review the Log with your site supervisor and have them *sign the completed Log* as verification of the hours you have accumulated. You sign it also, and then submit it with your other documentation at your last class meeting. Your university field supervisor will sign it before adding it to your TEA certification file. You will need to create an additional copy for your course instructor if they are a different individual from the TEA university field supervisor. Upload the fully signed document in your Course Binder within TK20 prior to the last date of the course.

IMPORTANT: BE SURE TO KEEP A COPY OF YOUR LOG FOR YOUR OWN FILES.

TEA Hours Log – School Counseling

Upload in Tk20 at the end of the practicum semester.

Candidate's Name: _____ CWID: _____ TEA ID: _____

Semester/Year: _____ Course & Section Number: _____

Terminology Used on This Form:

- **Candidate** – An individual who has been formally admitted to the educator preparation program for school counseling certification at Texas A&M University-Commerce. (i.e., the student)
- **Field Supervisor** – A qualified faculty member at Texas A&M University-Commerce who provides supervision, guidance, and constructive feedback to the candidate. They collaborate with the site supervisor for the growth and benefit of the candidate during the field experience.
- **Practicum** – A supervised educator assignment at a K-12 school accredited by the Texas Education Agency (TEA) that is in the certification class (in this case school counselor) for which a certificate is sought. A minimum of 160 hours, 3 formal observations, and 3 informal observations must occur.
- **Site Supervisor** – This is candidate's onsite mentor. They must meet TEA criteria to serve as a site supervisor. They guide, assist, and support the candidate during the field experience, and report the candidate's progress to the candidate's field supervisor.

Directions for Completing the Hours Log:

- Candidates are to use this form to log a **minimum of 160 hours** of activities aligned to TEA's school counselor educator standards during Practicum. This must be completed during one 16-week semester. (fall or spring)
- Candidates must obtain their site supervisor's signature on the completed log.
- Failure to submit this log with all required signatures and pages to the field supervisor will result in reporting delays to TEA, which may negatively impact the candidate's recommendation for educator certification.
- Failure to complete a TEA compliant field experience prior to graduation from the program will make a candidate ineligible for school counseling certification from Texas A&M University-Commerce.

This box to be completed at the conclusion of the semester.

Course: COUN 551 _____ (Section Number)

Semester Begin Date: _____ Semester End Date: _____

Total Number of Hours Completed/Logged: _____ (minimum 160)

By signing below, I attest that I have reviewed the candidate's Practicum Hours Log. Furthermore, I attest that the activities described, and the total number of hours logged accurately reflect the work completed by the practicum candidate.

Name of Site Supervisor: _____ TEA ID: _____

Signature of Site Supervisor: _____ Date: _____

By Signing below, I attest that the work described on this form and the total number of hours completed are true and accurate.

Name of Candidate: _____

Signature of Candidate: _____ Date: _____

Standard 1: Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.			
Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
1.1 the history and philosophy of counseling;			
1.2 counseling and consultation theories and practices;			
1.3 career development theories and practices;			
1.4 the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;			
1.5 assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;			
1.6 changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;			
1.7 environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;			
1.8 learners' developmental characteristics and needs and their relevance to educational and career choices;			
1.9 legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;			
1.10 the characteristics and educational needs of special populations;			
1.11 techniques and behavioral interventions to assist teachers with classroom management;			
1.12 the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;			
1.13 the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;			
1.14 counseling-related research techniques and practices;			
1.15 developing and teaching best practices on leadership skills;			
1.16 how cultural factors and group membership impact individual students;			
1.17 the comprehensive school counseling program model;			
1.18 how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and			
1.19 an understanding of systems, including family dynamics and school environments.			
Standard 2: Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in <i>The Texas Model for Comprehensive School Counseling Programs</i>.			
Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
2.1 develop processes and procedures for planning, designing, implementing, and evaluating			

<i>The Texas Model for Comprehensive School Counseling Programs;</i>			
2.2 provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in <i>The Texas Model for Comprehensive School Counseling Programs;</i>			
2.3 counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;			
2.4 consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;			
2.5 coordinate resources, referrals, and follow-up procedures for students within the school and community;			
2.6 demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;			
2.7 participate in the selection, use, and interpretation of assessments and assessment results;			
2.8 use multiple sets of information and data to make decisions about students, programs, and services;			
2.9 use counseling-related research techniques and evidence-based practices to address student needs;			
2.10 advocate for a comprehensive school counseling program that is responsive to all students;			
2.11 facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;			
2.12 maintain proficiency in counseling and campus-related technology; and			
2.13 use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.			
Standard 3: Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on <i>The Texas Model for Comprehensive School Counseling Programs</i> that promotes learners' knowledge, skills, motivation, and personal growth.			
Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
3.1 collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;			
3.2 facilitate learners' ability to achieve their potential by helping them set and attain			

challenging educational, career, personal, and social goals based on various types of information;			
3.3 use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;			
3.4 implement effective referral procedures to facilitate the use of special programs and services;			
3.5 act as a consultant to help learners achieve success inside and outside of school;			
3.6 advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;			
3.7 create a program mission, goal, and services in alignment with the school mission and campus improvement plan;			
3.8 create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program;			
3.9 establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists);			
3.10 increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers;			
3.11 provide school-wide professional development and parent workshops throughout the school year;			
3.12 support participation in fair-share responsibilities versus non-counseling related duties;			
3.13 know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and			
3.14 develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.			
Standard 4: Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.			
Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
4.1 understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;			
4.2 advocate for a school environment in which diversity is acknowledged and respected, resulting			

in positive interactions across all cultures, genders, ethnicities, and learning styles;			
4.3 facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment;			
4.4 take a positive, strength-based approach that builds on commonalities versus differences in all learners;			
4.5 understand how environment and behavior may impact or influence individual learners;			
4.6 ensure equitable access to programs and services for all students;			
4.7 understand how family values, group membership, and culture intersect;			
4.8 acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;			
4.9 increase students' awareness and include their voices regarding educational and individualized plans; and			
4.10 ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.			
Standard 5: Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.			
Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
5.1 demonstrate effective communication through oral, written, and nonverbal expression;			
5.2 use knowledge of group dynamics and productive group interaction;			
5.3 support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;			
5.4 facilitate learners' access to community resources;			
5.5 develop and implement strategies for effective internal and external communications;			
5.6 facilitate parent/guardian involvement in their children's education;			
5.7 develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;			
5.8 work effectively as a team member to promote positive change for individuals, groups, and the school community;			
5.9 take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;			

5.10 effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor;			
5.11 adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and			
5.12 facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.			

Standard 6: Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

Standard Expectations	Hours	Date Completed	Provide a brief description of the activity completed in the K-12 setting
6.1 use reflection, self-assessment, and interactions with colleagues to promote personal professional development;			
6.2 use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;			
6.3 strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;			
6.4 apply research-based practice to improve the school guidance and counseling program;			
6.5 engage in ongoing professional development to improve the school guidance and counseling program; and			
6.6 engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners.			

Hours from Standard I			
Hours from Standard II			
Hours from Standard III			
Hours from Standard IV			
Hours from Standard V			
Hours from Standard VI	+		
Total Hours from all standards			

Upload in Tk20 during practicum.

Parental/Student Consent Form - School Setting

Department of Counseling
Texas A&M University—Commerce
P.O. Box 3011, Commerce, TX 75429-3011

Student: _____ **Student age:** _____

Parent/Guardian: _____

School Counselor Candidate: _____ **Phone:** _____

Your child has the opportunity to receive counseling services at _____(school).

The purpose of counseling is to help your child develop the skills to resolve difficulties that may be interfering with academic and personal success. Counseling is designed to assist your child in areas such as self-awareness, decision-making, improved behavior, social adjustment, and other needs as they arise. By participating in a short-term counseling process, he or she will, hopefully, learn how to work through problems independently and become a more productive and motivated student.

These counseling services will be provided by a counselor trainee in the master’s degree counseling program at Texas A&M University-Commerce. She/he has completed advanced graduate coursework in counseling and is supervised at the school and via the University. Counseling interviews are recorded (audio or video) to help the counselor improve his/her skills and are erased by the end of the semester. All recordings are treated according to the Code of Ethics of the American Counseling Association and the Texas Educators’ Code of Ethics.

Your signature below indicates you are willing for your child to be video/audio recorded while receiving counseling services. If you are interested in more information or are concerned about your child’s progress, please contact the counselor for consultation at the telephone number listed above.

Signatures:

Parent/Guardian or Student (if student is over 18 years)	Date
Counselor Candidate	Date
University Field Supervisor	Date

Candidate Evaluation of Site & Supervisor

Completed electronically in TK20 at the end of practicum.

This form must be completed electronically within the Tk20 field experience binder. Screenshots are provided below to assist the candidate in locating the form.

(Adapted from Ladany, Hill, Corbett, & Nutt, 1996)

SELECT COUNSELING SITE AND SITE SUPERVISOR EVALUATION

Create New Artifact

Fields marked with * are required.

Title:* Counseling Site and Site Supervisor Evaluation 1

Description:

No description is necessary. Scroll down to complete the form.

TRAINEE EVALUATION OF FIELD SITE & SUPERVISOR
DEPARTMENT OF COUNSELING
TEXAS A&M UNIVERSITY—COMMERCE

All practicum and internship trainees must complete the following evaluation of their field placement site. This will enable the Counseling Program to review and update procedures in providing field placement, supervision, and training opportunities for subsequent students. Thank you.

Name

School Campus:*

School District:*

Field Supervisor:

Complete all form fields about where you completed your practicum.

Please select and comment.

very good good average fair poor Score

1. Orientation to procedures

NA

2. Staff cooperation and support

NA

Use the radial button for each question to select a rating. Comment boxes are available at the end of each section.

3. Staff meetings (general, in-service, etc.)

NA

○ ○ ○ ○ ○

Text input field and comment box for item 3.

4. Assigned activities

NA

○ ○ ○ ○ ○

Text input field and comment box for item 4.

5. Case load

NA

○ ○ ○ ○ ○

Text input field and comment box for item 5.

6. Development of professional skills

NA

○ ○ ○ ○ ○

Text input field and comment box for item 6.

7. How would you rate the quality of supervision you have received?

NA

○ ○ ○ ○ ○

Text input field and comment box for item 7.

Rubric
Score:

Rubric
Mean:

Text input field for Rubric Mean.

Comments

If desired, elaborate on your ratings by providing comments in these comment boxes.

8. To what extent has the supervision met your needs?

- Almost all of my needs have been met
- Most of my needs have been met
- Only a few of my needs have been met
- Almost none of my needs have been met

Comments:

9. How satisfied are you with the amount of supervision you have received?

- Very satisfied
- Mostly satisfied
- Indifferent or mild dissatisfied
- Quite dissatisfied

Comments:

10. How available was your supervisor for consultation/supervision when needed?

- Almost always
- Often
- Sometimes
- Hardly Ever

Comments:

11. Did your supervisor help you become more effective in your role as a counselor?

- Yes, definitely
- Yes, generally
- No, not really
- No, definitely not

Comments:

Additional comments and recommendations:

Attached Documents:

[+ Select File\(s\)](#)

Drag and drop files here

[Add](#) [Cancel](#)

- **No file attachments or uploads are necessary.**
- **Click the “Add” button when the form has been completed.**
- **Click the “Save” button in your field experience binder before you exit Tk20.**

Due in TK20 within 3 weeks of practicum start date.

Site Supervisor Training Checklist – School Counseling Program

This form must be completed electronically inside Tk20. The screenshots below are meant to help site supervisors identify the form when discussing it with TAMUC faculty and/or staff for assistance.

Submit Close

 [Print-Friendly View](#)

Student: student1, test

Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.

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Site Supervisor Training Checklist - School Counseling Program

SITE SUPERVISOR HANDBOOK AND TRAINING


The Texas Education Agency requires each Site Supervisor receive training. By completing this form you verify and acknowledge you have completed training and received the School Counseling Program Handbook.

Please review the Program Handbook and Training PPT. Once complete you must acknowledge receipt of handbook and completed training.

Click [here](#) to download the School Counseling Program Handbook

Click [here](#) to download the Site Supervisor Training Power Point (Required by the Texas Education Agency)

Date (The date must be within the first three weeks of the semester):*

MM / DD / YYYY 

By selecting the box you verify and acknowledge you have completed training and received the School Counseling Program Handbook.

Please select if you completed Site Supervisor training and received the program handbook.

Site Supervisor Last Name:

Site Supervisor First Name:

Save & Close Save

Due in TK20 at the mid-point of the semester.

Midterm Evaluation of School Counselor Candidate

This form must be completed electronically inside Tk20. The screenshots below are meant to help site supervisors identify the form when discussing it with TAMUC faculty and/or staff for assistance.

[Submit](#) [Close](#)

[Print-Friendly View](#)

Student: student1, test

Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.

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Site Supervisor - Midterm Evaluation of School Counselor Candidate

SITE SUPERVISOR'S MIDTERM EVALUATION OF SCHOOL COUNSELOR CANDIDATE DEPARTMENT OF COUNSELING TEXAS A&M UNIVERSITY-COMMERCE

Counselor Trainee:

Semester/Yr.

Field Site (School):

3. Works effectively with clients to establish and achieve counseling goals. <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	<input type="text" value="Score"/>
4. Terminates counseling sessions effectively. <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	<input type="text" value="Score"/>
1. Establishes and maintains therapeutic boundaries <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	<input type="text" value="Score"/>
2. Quickly builds rapport and establishes effective working relationship with client. <input type="checkbox"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	<input type="text" value="Score"/>

Please ignore items crossed out in red. Instead, use the radial buttons to assign a value to each criterion on the form.

Rubric Score: ~~Score~~

Rubric Mean: ~~Score~~

Professional Attitude & Behavior

	below average	2	average	above average	no basis for observation	Score
5. Uses supervision effectively (comes prepared, seeks feedback & knowledge). NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	Score
6. Is open and responsive to feedback NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	Score
7. Engages in open & clear communication with peers and supervisors. NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	Score
8. Recognizes the boundaries of her/his competencies NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	Score
9. Demonstrates a personal commitment to developing professional competency. NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	Score
10. Demonstrates awareness and openness to diversity issues which may affect professional interaction with clients, peers, supervisors, and staff members. NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	Score
11. Is punctual, keeps appointments according to established schedule at field site. NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	Score

12. Maintains documentation in a timely and accurate manner. 1 2 3 4 NA ~~Score~~

13. Demonstrates ethical and legal behavior in counseling, case management, supervision. 1 2 3 4 NA ~~Score~~

14. Has an accurate perception of his/her strengths and limitations. 1 2 3 4 NA ~~Score~~

15. Works effectively with staff members. 1 2 3 4 NA ~~Score~~

16. Follows the policies and procedures of the school building & school district. 1 2 3 4 NA ~~Score~~

Rubric Score: ~~Score~~

Rubric Mean: ~~Score~~

Overall Evaluation

	below average	2	average	above average	no basis for observation	Score
17. Your overall evaluation of the counselor trainee's level of performance thus far this semester. <input type="checkbox"/> NA <input type="checkbox"/> Score	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/>	<input type="checkbox"/> Score

Rubric Score: ~~Score~~

Rubric Mean: ~~Score~~

This form is continued on the next page.

Please list at least two of the trainee's major strengths and at least two areas for improvement:

1. Strengths?

2. Improvement?

Field Site Supervisor Signature

By checking this box, I am including my electronic signature.

Date



Save & Close

Save

***Remember to save frequently when completing forms in Tk20.**

Due in TK20 at the end of the semester.

Final Evaluation of School Counselor Candidate

This form must be completed electronically inside Tk20. The screenshots below are meant to help site supervisors identify the form when discussing it with TAMUC faculty and/or staff for assistance.

Submit

Close

 Print-Friendly View

Student: student1, test

Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.

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Site Supervisor-Final Evaluation of School Counselor Candidate

SITE SUPERVISOR'S FINAL EVALUATION OF SCHOOL COUNSELOR CANDIDATE

Student Name:

test student1

Semester/Year: (example: Fall 2023)

Site Supervisor Name:*

School Campus Name:*

FINAL EVALUATION

Please rate the student's skills on the following scale:

Familiarity with the school environment

	Superior performance, not usually observed in an individual with trainee's level of training and experience	Excellent performance, considering training and experience level	Good, average performance, considering level of training and experience.	Below average performance considering training and experience level.	Very low performance, remediation efforts recommended.	Score
School characteristics <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/> NA
Administrative structure of the school <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/> NA
Counselor role <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/> NA
						Rubric Score: <input type="checkbox"/> NA
						Rubric Mean: <input type="checkbox"/> NA

Please ignore items crossed out in red. Instead, use the radial buttons to assign a value to each criterion on the form.

Supervision*

	Superior performance, not usually observed in an individual with trainee's level of training and experience.	Excellent performance, considering training and experience level.	Good, average performance, considering level of training and experience.	Below average performance considering training and experience level.	Very low performance, remediation efforts recommended.	Score
Keeps supervision appointments and participates actively and willingly. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/>
Seeks feedback and accepts suggestions and criticism well. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/>
Is open to self-examination and overcoming personal blocks to effectiveness <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/>
Evaluates activities appropriately and gains insights with minimum help from supervisor. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/>
Willingly reads recommended material <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/>
						Rubric Score: <input type="checkbox"/>
						Rubric Mean: <input type="checkbox"/>

This form is continued on the next page.

Program Planning/Implementation/Evaluation*

	Superior performance, not usually observed in an individual with trainee's level of training and experience.	Excellent performance, considering training and experience level.	Good, average performance, considering level of training and experience.	Below average performance considering training and experience level.	Very low performance, remediation efforts recommended.	Score
Understands needs assessment process and uses results <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
Appropriately participates in counseling program planning <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
Appropriately participates in counseling program evaluation <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
Attends counseling staff meetings regularly and makes appropriate contributions. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
						Rubric Score: Score
						Rubric Mean: Score

This form is continued on the next page.

Classroom guidance*

	Superior performance, not usually observed in an individual with trainee's level of training and experience.	Excellent performance, considering training and experience level.	Good, average performance, considering level of training and experience.	Below average performance considering training and experience level.	Very low performance, remediation efforts recommended.	Score
Plans structured group lessons in accordance with students' developmental needs. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/>
Conducts structured group lessons effectively. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/>
Rubric Score:						<input type="checkbox"/>
Rubric Mean:						<input type="checkbox"/>

Counseling*

	Superior performance, not usually observed in an individual with trainee's level of training and experience.	Excellent performance, considering training and experience level.	Good, average performance, considering level of training and experience.	Below average performance considering training and experience level.	Very low performance, remediation efforts recommended.	Score
Provides effective individual counseling <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/>
Provides effective small group counseling <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/>

This form is continued on the next page.

Is warm, caring, and empathetic with students during counseling 5 4 3 2 1 NA

Is nonjudgmental of students during counseling 5 4 3 2 1 NA

Is a good active listener when counseling students 5 4 3 2 1 NA

Conceptualizes problems skillfully during counseling 5 4 3 2 1 NA

Applies developmentally appropriate counseling techniques according to a consistent rationale 5 4 3 2 1 NA

Appropriately maintains good progress notes 5 4 3 2 1 NA

Rubric Score: NA

Rubric Mean: NA

This form is continued on the next page.

Consultation*

	Superior performance, not usually observed in an individual with trainee's level of training and experience.	Excellent performance, considering training and experience level.	Good, average performance, considering level of training and experience.	Below average performance considering training and experience level.	Very low performance, remediation efforts recommended.	Score
<p>Consults with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success</p> <p><input type="checkbox"/> NA</p>	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/>
<p>Collaboratively provides professional expertise to advocate for individual students and specific groups of students.</p> <p><input type="checkbox"/> NA</p>	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/>
						Rubric Score: <input type="checkbox"/>
						Rubric Mean: <input type="checkbox"/>

This form is continued on the next page.

Coordination*

	Superior performance, not usually observed in an individual with trainee's level of training and experience.	Excellent performance, considering training and experience level.	Good, average performance, considering level of training and experience.	Below average performance, considering training and experience level.	Very low performance, remediation efforts recommended.	Score
Effectively participates in the coordination of people and other resources to promote student success. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/> X
Participates appropriately in referring students, parents, and/or others to special programs and services. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/> X
					Rubric Score:	<input type="checkbox"/> X
					Rubric Mean:	<input type="checkbox"/> X

Assessment*

	Superior performance, not usually observed in an individual with trainee's level of training and experience.	Excellent performance, considering training and experience level.	Good, average performance, considering level of training and experience.	Below average performance, considering training and experience level.	Very low performance, remediation efforts recommended.	Score
Is familiar with assessment techniques used in the school <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/> X

This form is continued on the next page.

Professionalism*

	Superior performance, not usually observed in an individual with trainee's level of training and experience.	Excellent performance, considering training and experience level.	Good, average performance, considering level of training and experience.	Below average performance considering training and experience level.	Very low performance, remediation efforts recommended.	Score
Demonstrates a commitment to professional development. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input checked="" type="checkbox"/> NA
Advocates for a school environment that acknowledges and respects diversity. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input checked="" type="checkbox"/> NA
Establishes and maintains professional relationships with administrators, teacher, other school personnel, parents, and community members. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input checked="" type="checkbox"/> NA
Adheres to state, district, and campus standards, regulations, and procedures. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input checked="" type="checkbox"/> NA
Demonstrates professional and responsible work habits. <input type="checkbox"/> NA	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input checked="" type="checkbox"/> NA

This form is continued on the next page.

Uses professional written and oral communication and interpersonal skills. 5 4 3 2 1 NA

Gives attention to general administrative details. 5 4 3 2 1 NA

Rubric Score:

Rubric Mean:

Additional Comments:

Site Supervisor:*

By selecting this box, I am including my electronic signature

Date:*

***Remember to save frequently when completing forms in Tk20.**

Site Supervisor Certification Recommendation Form

This form must be completed electronically inside Tk20 of the practicum. This form is meant to be completed during the final portion of the practicum and no later than the final day the candidate logs practicum hours.

For a candidate to be certified, ALL the responses on this form must be marked as “YES.”

Please do not forget to click the “Submit” button when all forms are finished.



Print-Friendly View

Student: student1, test

Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.

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Site Supervisor-Professional Program Recommendation for Certification

The site supervisor will complete the form at the end of the practicum semester.

FORMAL AND INFORMAL COMMUNICATION

The Texas Education Agency (TEA) requires on-going communication between the university and site supervisor. The following documents communication.

I acknowledge I have access to formal written evaluations through Tk20. I have collaborated with the candidate and field supervisor on the practicum experience:*

- Yes
 No

RECOMMENDATION FOR CERTIFICATION

A practicum is successful when the field supervisor and the site supervisor recommend to the Educator Preparation Program that the candidate should be recommended for a standard certificate. If either the field supervisor or site supervisor does not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies) supporting the lack of recommendation to the candidate and either the field supervisor or site supervisor.

Please make your selection below. If you have any questions you may contact the Educator Certification Office at (903) 468-8186.

I recommend the candidate for certification:*

- Yes
 No

If no, please upload documentation supporting your decision to not recommend the candidate for certification.

+ Select File(s)

Drag and drop files here

Save & Close Save

Completed in Tk20 throughout the practicum semester. Due by the practicum end date.

Field Supervisor Visit Data Log

This form must be completed electronically inside Tk20 by the university field supervisor. The screenshots below are meant for training purposes only. Within Tk20, it is visible only to the field supervisor and the academic department for TEA data reporting and audit purposes.

[Print-Friendly View](#)

Student: student1, test

Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.

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Field Supervisor-School Counseling Practicum Visit Data Log

**SCHOOL COUNSELING PROGRAM OBSERVATION RECORD OF COMPLETION
DEPARTMENT OF COUNSELING
TEXAS A & M UNIVERSITY-COMMERCE**

Student Name:
test student1

District:*

Campus:*

Site Supervisor:*

Placement Beginning Date: (1st day of semester)*

Placement Ending Date: (last day of semester)*

Initial Contact with Student:*

Enter placement data at the beginning of the practicum semester.

Return to the form, enter data, and click "Save" throughout the semester as field supervision tasks are completed.

This form is continued on the next page.

Site Supervisor Training/Checklist Meeting:*

PRE-CONFERENCE & POST-CONFERENCE

TEA requires a pre and post conference date be recorded for audit purposes. Please enter the pre and post dates for each of the 3 observations. (Texas Administrative Code: Rule 228.35)

Formal Observation 1 Pre & Post Conference Dates

Pre-Conference 1 Date:*

Post-Conference 1 Date:*

Formal Observation 2 Pre & Post Conference Dates

Pre-Conference 2 Date:*

Post-Conference 2 Date:*

Formal Observation 3 Pre & Post Conference Dates

Pre-Conference 3 Date:*

Post-Conference 3 Date:*

Formal Observation 4 Pre & Post Conference Dates (if needed)

Pre-Conference 4 Date(if completing 4th observation):

Post-Conference 4 Date(if completing 4th observation):

Formal Observation 5 Pre & Post Conference Dates (if needed)

Pre-Conference 5 Date(if completing 5th observation):

Post-Conference 5 Date(if completing 5th observation):

If a candidate requires additional observations to demonstrate minimum proficiency of educator standards during the practicum, enter data for the additional formal observations.

If a candidate is meeting performance requirements, the minimum of 3 formal observations is fine and you can leave information for formal observations 4 & 5 blank.

FORMAL OBSERVATIONS

TEA requires we document a minimum of 3 Formal Observations for practicum, totaling at least 135 minutes (Texas Administrative Code: Rule 228.117)

Formal Observations*

<input type="checkbox"/>	Formal Observation	Date	Type	Minutes
<input type="checkbox"/>	Formal Ot <input type="button" value="v"/>	MM/DD/YYYY <input type="button" value="📅"/>	Virtual <input type="button" value="v"/>	45 <input type="button" value="v"/>
<input type="checkbox"/>	Formal Ot <input type="button" value="v"/>	MM/DD/YYYY <input type="button" value="📅"/>	Virtual <input type="button" value="v"/>	45 <input type="button" value="v"/>
<input type="checkbox"/>	Formal Ot <input type="button" value="v"/>	MM/DD/YYYY <input type="button" value="📅"/>	Virtual <input type="button" value="v"/>	45 <input type="button" value="v"/>

Total Minutes: 0

Enter data for each formal observation.
Use the green "+" button to add entries.

INFORMAL POST-CONFERENCES

TAC requires 3 informal observations per semester.

SEMESTER 1

Informal Post-Conference #1 Date:*

MM / DD / YYYY

Informal Post-Conference #2 Date:*

MM / DD / YYYY

Informal Post-Conference #3 Date:*

MM / DD / YYYY

INFORMAL OBSERVATIONS

Informal Observations:*

<input type="checkbox"/>	Informal Observation	Date:	Duration (minutes)	Type
<input type="checkbox"/>	Informal Observation #1 (semester 1) <input type="button" value="v"/>	MM/DD/YYYY <input type="button" value="📅"/>	15 <input type="button" value="v"/>	Virtual <input type="button" value="v"/>
<input type="checkbox"/>	Informal Observation #2 (semester 1) <input type="button" value="v"/>	MM/DD/YYYY <input type="button" value="📅"/>	15 <input type="button" value="v"/>	Virtual <input type="button" value="v"/>
<input type="checkbox"/>	Informal Observation #3 (semester 1) <input type="button" value="v"/>	MM/DD/YYYY <input type="button" value="📅"/>	15 <input type="button" value="v"/>	Virtual <input type="button" value="v"/>

Enter data for each informal observation.
Use the green "+" button to add entries.

ADDITIONAL CONTACT WITH SITE SUPERVISOR & CANDIDATE

You must have a minimum of one additional contact with the site supervisor and one additional contact with the student within the semester. Please document both in the table below. (TAC 228.101b12)

Informal Meetings:*



Record all contacts with the site supervisor and candidate. Use the green “+” button to add entries.

<input type="checkbox"/>	Type	Contact	Date
<input type="checkbox"/>	Email	Site Supervisor	MM/DD/YYYY
<input type="checkbox"/>	Email	Student	MM/DD/YYYY

Save & Close

Save

**Don't forget to save each time you add to the form!
Do not leave the form open/idle for long periods of time.
Your session will time-out and you will have to enter the data again!**

Completed in Tk20. One form due by the end of each third of practicum for a total of three.

Formal Observation Form

This form must be completed electronically inside Tk20 by the university field supervisor. The screenshots below are meant for training purposes only. This sample form is labeled Form 1, but all three formal observation forms will require the same data fields.

[Submit](#) [Close](#)

 [Print-Friendly View](#)

Student: student1, test

Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.

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Field Supervisor-Counselor Observation Form: 1

TEA SCHOOL COUNSELOR OBSERVATION FORM DEPARTMENT OF COUNSELING TEXAS A & M UNIVERSITY-COMMERCE

Student Name:

test student1

Student Campus ID:

teststudent1

District/Campus:*

School Site Supervisor Name:*

School Counselor Standards Addressed:*

- Yes
 No

Date of Observation:*

Duration of Observation/Length of Video Observation if Virtual:*

Type of Observation:*

For the following observation (complete the type of observation that applies):

- Proficient (P)
- Developing (D)
- Improvement Needed (IN)
- Not Observed (N/A)

Standard I. Learner-Centered Knowledge:
The certified school counselor has a broad knowledge base.*

	Proficient (P)	Developing (D)	Improvement Needed (IN)	Not Observed/Applicable (N/A)	Score
1.1 the history and philosophy of counseling;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
1.2 counseling and consultation theories and practices;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
1.3 career development theories and practices;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
1.4 the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
1.5 assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
1.6 changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score

1.7 environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Score"/>
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1.8 learners' developmental characteristics and needs and their relevance to educational and career choices;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Score"/>
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1.9 legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Score"/>
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1.10 the characteristics and educational needs of special populations;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Score"/>
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1.11 techniques and behavioral interventions to assist teachers with classroom management;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Score"/>
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1.12 the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Score"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	------------------------------------

1.13 the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Score"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	------------------------------------

1.14 counseling-related research techniques and practices;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Score"/>
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This form is continued across multiple pages.

1.15 developing and teaching best practices on leadership skills;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
1.16 how cultural factors and group membership impact individual students;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
1.17 the comprehensive school counseling program model;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
1.18 how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
1.19 an understanding of systems, including family dynamics and school environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score

Rubric Score:

Rubric Mean:

Standard 2: Learner-Centered Skills

The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs.*

	Proficient (P)	Developing (D)	Improvement Needed (IN)	Not Observed/Applicable (N/A)	Score
2.1 develop processes and procedures for planning, designing, implementing, and evaluating The Texas Model for Comprehensive School Counseling Programs;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
2.2 provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in The Texas Model for Comprehensive School Counseling Programs;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score

2.3 counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;

Score

2.4 consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;

Score

2.5 coordinate resources, referrals, and follow-up procedures for students within the school and community;

Score

2.6 demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;

Score

2.7 participate in the selection, use, and interpretation of assessments and assessment results;

Score

2.8 use multiple sets of information and data to make decisions about students, programs, and services;

Score

2.9 use counseling-related research techniques and evidence-based practices to address student needs;

Score

2.10 advocate for a comprehensive school counseling program that is responsive to all students;

Score

2.11 facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	Score
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2.12 maintain proficiency in counseling and campus-related technology; and	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	Score
--	--------------------------------	--------------------------------	--------------------------------	--------------------------------	-------

2.13 use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	Score
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Rubric Score:

Rubric Mean:	
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Standard 3: Learner-Centered Process

The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on The Texas Model for Comprehensive School Counseling Programs that promotes learners' knowledge, skills, motivation, and personal growth.*

	Proficient (P)	Developing (D)	Improvement Needed (IN)	Not Observed/Applicable (N/A)	Score
3.1 collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	Score
3.2 facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	Score

3.3 use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;

_____ _____ _____ _____ Score

3.4 implement effective referral procedures to facilitate the use of special programs and services;

_____ _____ _____ _____ Score

3.5 act as a consultant to help learners achieve success inside and outside of school;

_____ _____ _____ _____ Score

3.6 advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;

_____ _____ _____ _____ Score

3.7 create a program mission, goal, and services in alignment with the school mission and campus improvement plan;

_____ _____ _____ _____ Score

3.8 create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program;

_____ _____ _____ _____ Score

3.9 establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists);

_____ _____ _____ _____ Score

3.10 increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers; _____ _____ _____ _____

3.11 provide school-wide professional development and parent workshops throughout the school year; _____ _____ _____ _____

3.12 support participation in fair-share responsibilities versus non-counseling related duties; _____ _____ _____ _____

3.13 know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and _____ _____ _____ _____

3.14 develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities. _____ _____ _____ _____

Rubric Score:

Rubric Mean:

Standard 4: Learner-Centered Equity and Excellence for All Learners

The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.*

	Proficient (P)	Developing (D)	Improvement Needed (IN)	Not Observed/Applicable (N/A)	Score
4.1 understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="text" value="Score"/>

4.2 advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;

_____ _____ _____ _____

Score

4.3 facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment;

_____ _____ _____ _____

Score

4.4 take a positive, strength-based approach that builds on commonalities versus differences in all learners;

_____ _____ _____ _____

Score

4.5 understand how environment and behavior may impact or influence individual learners;

_____ _____ _____ _____

Score

4.6 ensure equitable access to programs and services for all students;

_____ _____ _____ _____

Score

4.7 understand how family values, group membership, and culture intersect;

_____ _____ _____ _____

Score

4.8 acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;

_____ _____ _____ _____

Score

4.9 increase students' awareness and include their voices regarding educational and individualized plans; and

_____ _____ _____ _____

Score

4.10 ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.

_____ _____ _____ _____

Score

Rubric Score:

Rubric Mean:

Standard 5: Learner-Centered Communications

The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.*

	Proficient (P)	Developing (D)	Improvement Needed (IN)	Not Observed/Applicable (N/A)	Score
5.1 demonstrate effective communication through oral, written, and nonverbal expression;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
5.2 use knowledge of group dynamics and productive group interaction;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
5.3 support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
5.4 facilitate learners' access to community resources;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
5.5 develop and implement strategies for effective internal and external communications;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
5.6 facilitate parent/guardian involvement in their children's education;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
5.7 develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
5.8 work effectively as a team member to promote positive change for individuals, groups, and the school community;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
5.9 take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score

5.10 effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor;

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
_____	_____	_____	_____	

5.11 adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
_____	_____	_____	_____	

5.12 facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
_____	_____	_____	_____	

Rubric Score:

Rubric Mean:

Standard 6: Learner-Centered Professional Development

The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.*

	Proficient (P)	Developing (D)	Improvement Needed (IN)	Not Observed/Applicable (N/A)	Score
6.1 use reflection, self-assessment, and interactions with colleagues to promote personal professional development;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score
6.2 use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Score

6.3 strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;

Score

6.4 apply research-based practice to improve the school guidance and counseling program;

Score

6.5 engage in ongoing professional development to improve the school guidance and counseling program; and

Score

6.6 engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners.

Score

Rubric Score:

Rubric Mean:

Educational Practices Observed:*

Feedback Reinforcement:

Feedback Refinement:*

Field Supervisor Name:*

As the Field Supervisor, I acknowledge that I have observed and provided feedback to the School Counseling candidate named on this document.*

Yes

Save & Close

Save

***Remember to save frequently when completing forms in Tk20.**

Completed in Tk20. Minimum of 3 required. Due dates set by course instructor.

Informal Observation Form

This form must be completed electronically inside Tk20 by the university field supervisor. The screenshots below are meant for training purposes only. This sample form is labeled Form 1, but all three informal observation forms will require the same data fields.

 [Print-Friendly View](#)

Student: student1, test

Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.

[< BACK](#)

Field Supervisor-Informal Observation School Counselor Program: 1

TEXAS A&M UNIVERSITY-COMMERCE PRACTICUM FIELD SUPERVISOR INFORMAL OBSERVATION FORM

Student Name:

test student1

Student Campus ID:

teststudent1

Observation Date:*


MM / DD / YYYY 

TAC 228.101 (b)(5)(A)

The University Field Supervisor will select the targeted skills for the observation in the drop-down menus for "Target Skill 1" and "Target Skill 2."

TARGET SKILL 1

Target Skill 1:*

Communication: Standard 5: Learner-Centered Communications: Interpersonal Skills – The candidate builds rapport with 

Rate Target Skill 1*

	Outstanding	Proficient	Developing	Basic	Not Observed	Score
Target Skill 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Score"/>

Rubric Score:

Rubric Mean:

TARGET SKILL 2

Target Skill 2:*

Please Select

Target Skill 2*

	Outstanding	Proficient	Developing	Basic	Not Observed	Score
Target Skill 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="Score"/>

Rubric Score:

Rubric Mean:

EVIDENCE/EDUCATIONAL PRACTICES OBSERVED

Evidence/Educational Practices Observed:*

Electronic Signature:

Save & Close

Save

***Remember to save frequently when completing forms in Tk20.**

Field Supervisor Recommendation for Certification

This form must be completed electronically inside Tk20 of the practicum. This form is meant to be completed during the final portion of the practicum and no later than the final day the candidate logs practicum hours.

For a candidate to be eligible for certification, this form must be marked as “YES.”

Please do not forget to click the “Submit” button when all forms are finished.

Submit

Close

 [Print-Friendly View](#)

Student: student1, test

Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.

[< BACK](#)

Field Supervisor-Professional Program Recommendation for Certification

The field supervisor will complete the form at the end of the practicum semester.

RECOMMENDATION FOR CERTIFICATION

A practicum is successful when the field supervisor and the site supervisor recommend to the Educator Preparation Program that the candidate should be recommended for a standard certificate. If either the field supervisor or site supervisor does not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies) supporting the lack of recommendation to the candidate and either the field supervisor or site supervisor.

Please make your selection below. If you have any questions you may contact the Educator Certification Office at (903) 886-5182.

I recommend the candidate for certification:*

Yes

No

If no, please upload documentation supporting your decision to not recommend the candidate for certification.



Drag and drop files here

Note: The Texas Education Agency provides the following examples as reasons for not being recommended for certification and requiring an additional practicum experience:

- Evidence of failure to demonstrate proficiency in educator standards.
- Evidence of failure to meet program requirements.
- Evidence of failure to adhere to school campus policies.

Save & Close

Save

Note: This form is completed electronically in Tk20 by the university field supervisor during practicum (COUN 551); however, other courses will use this document format.

Counseling Student Competency Evaluation (CSCE)

Student: _____ Today's Date: _____

Faculty: _____ Course Number: _____

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations. Procedures regarding potential dismissal are outlined in the Program's Retention/Dismissal Procedure.

The CSCE may be used by any faculty member with any student enrolled in a Counseling course to provide that student with feedback regarding their potential for meeting the expectations of the professional counseling field and the Department. Completion of a CSCE is required in the following courses: COUN 516, COUN 548, COUN 551, COUN 552, COUN 620, and COUN 660. **Each use of the CSCE must be placed in the student's Department file along with any remediation plan developed by the faculty in conference with the student.**

Based on your observations of the student, select the relevant items, then check the number that corresponds to the level of concern:

1 = Does Not Meet Expectation 2 = Meets Expectation 3 = Exceeds Expectation

PROFESSIONALISM	1	2	3
1. The student conducts himself or herself in a manner consistent with the professional and ethical standards of the Department of Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student demonstrates a respectful attitude toward peers, professors, and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student demonstrates sensitivity to real and ascribed differences in power between him/herself and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student regularly attends class, is on time for class, and stays for the full class meeting time. In field placements, the student establishes and maintains a regular schedule of attendance and service the entire for semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student willingly increases knowledge (and implementation) of effective counseling strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. The student presents a professional image and demeanor at field placement sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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GENERAL COMPETENCY	1	2	3
1. The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student takes responsibility for compensating for his/her deficiencies in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student takes responsibility for assuring client welfare when faced with the boundaries of her/his expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, supervision, or experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student demonstrates basic cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student demonstrates oral and written language skills consistent with a graduate level education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL & EMOTIONAL MATURITY	1	2	3
1. The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student is honest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her counseling work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student contributes appropriately to classroom and supervisory discussions and is not disruptive in classroom, field placement, or supervisory settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTEGRITY AND ETHICAL CONDUCT	1	2	3

1. The student refrains from making statements which are false, misleading, or deceptive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student avoids improper and potentially harmful dual relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student respects the fundamental rights, dignity, and worth of all people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student adheres to the professional standards outlined in the ACA Code of Ethics (2014).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLINICAL COMPETENCY	1	2	3
1. The student understands and accepts the importance of implementing the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student demonstrates a capacity for understanding the influence of others on his/her own development (e.g., family of origin).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates a willingness and an ability to explore her/his own emotions, behavior, and cognitions in order to enhance self-awareness and self-knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student consistently demonstrates excellent interpersonal skills, exhibiting a genuine interest in and appreciation of others, a respect for others, and an ability to interact with others in an appropriate manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student demonstrates a potential for working effectively with distressful emotions (his/her own and the emotions of others).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Adapted from the original version developed by Southwest Texas State University faculty. See Keri, S. B., Garcia, J. L., McCullough, C. S., & Maxwell, M. E. (2002). Systematic evaluation of professional performance: Legally supported procedures and process. Counselor Education & Supervision (2002), 41, 321-332.

SUGGESTIONS FOR COUN 551 AUDIO AND VIDEO RECORDING

It is the responsibility of counselor candidates enrolled in practicum to supply appropriate equipment for recording counseling sessions. In most cases this means audio recordings or video recordings. DVDs are acceptable if your instructor/supervisor agrees to that format.

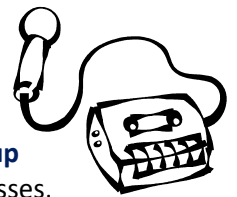
TEA formal observations conducted virtually must include both video and audio in the digital format.

These recordings are the basis of individual supervision, group supervision, and evaluation within the course and lead to the final course grade. Some field site placements will have recording equipment, especially video recording equipment, but many will not.

There are some steps you can take to insure you have the best recordings possible:

1. **DO NOT** use the handheld, mini-recorders since they do not have the power and range necessary. Video recorders that utilize DVDs, video recordings, or other media are acceptable as long as your instructor or supervisor is willing to accept them.

2. Use an audio or video recorder that will accept a separate microphone plug and purchase the separate microphone. The microphone embedded in the audio or video recorder usually cannot pick up all voices and/or allows too much interference (e.g., recording itself, recording the air conditioner). **An “omni-directional” microphone is highly recommended since it picks up sounds coming from different directions.** These microphones are available from various businesses, such as Radio Shack.



3. Always check your equipment before a session to be sure it is working adequately. Place the microphone away from air conditioning/heating vents, clocks, and fluorescent lights. Sometimes it helps to place the recorder on a book or towel to reduce table vibrations that can impair sound quality. Video cameras should be aimed to include both counselor candidate and the students, not just the client. In circumstances where the campus or school district does not allow recording of K-12 students, consult with your field supervisor for solutions on how to complete required observations. Remember that the further away a video camera is, the less effective the microphone mounted in the camera will be (therefore, it is best to attach an external microphone).

4. All consent forms for taping must be signed before you ever turn on a recorder. Never record a session if you do not have signed permission to do so. Provide copies of the consent forms to your supervisor/instructor when they receive a recording from you.

5. Label and store recordings/disks securely. Never use a student or guardian name to label a recording; instead use some sort of code. The only people who should ever hear/see a counseling session recording are: you, your course instructor, your site supervisor, your doctoral student supervisor, your class. Do not review recordings where family members or friends can hear or see them. Do not carry your recordings around everywhere you go – keep them secure.

6. You **MUST** dispose of all recordings by the end of the semester. There is no reason to save recordings. Once you have reviewed them or used them for supervision/grade, record over them or dispose of them. **Remember:** You are required to dispose/record over them by the end of the semester.

DEPARTMENTAL RETENTION/DISMISSAL PROCEDURE

Department of Counseling Texas A&M University—Commerce

All students admitted to Counseling programs will receive a copy of this document and a copy of the current Counseling Student Competency Evaluation upon acceptance into the program. It is the responsibility of the student to review this document and to inquire as to current revisions that may be applicable.

Academic dismissal will result from failure to maintain the university's required grade-point average.

The student should consult the appropriate university catalog regarding academic probation and suspension from degree programs.

Any student who wishes to contest a final grade shall follow the provisions outlined in Texas A&M University-Commerce Procedure 13.99.99.R0.05.

In order to receive a master's degree and/or be recommended for school counselor certification, the student must pass the Program's *Master's Comprehensive Examination*. Students receiving a doctorate must pass the *Doctoral Comprehensive Examination*.

Master's program: The following course grades are required for progression in the clinical skills sequence: COUN 516 (Pre-practicum) requires a grade of "B" or higher; COUN 548, COUN 551 (Practicum), COUN 552 (1st), and COUN 551 (2nd) require grades of "S".

Doctoral program: a course grade of "S" is required to progress from one doctoral internship to another.

In accordance with Texas A&M University-Commerce Procedure 13.99.99.R0.10 (Academic Honesty), a student may be suspended or expelled for academic dishonesty, including, but not limited to, cheating, falsifying assignments, and plagiarism. If the student disagrees with the charge or level of penalty related to academic honesty, University procedure 13.99.99.R0.10 provides the appeals process.

University Procedure 11.04.99.R0.16 (Academic Probation, Retention and Suspension from Graduate Programs) states "individual departments may reserve the right to suspend from their programs, students who, in their judgment, would not meet the professional expectations of the field for which they are training." (Revised April 2004). Therefore, a student who fails to demonstrate appropriate communication, interpersonal, or professional skills as identified by a faculty member may be required by the department to seek remediation including, but not limited to, repeating a clinical skills course and/or receiving counseling. In addition, a student who demonstrates personal limitations that impede professional performance, who is harmful to clients, or who violates ethical standards, may be asked to leave the program.

The Counseling Program is obligated by professional ethics and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The *Code of Ethics of the American Counseling Association* (2014) includes the following:

- F.8.a. *Standards for Students.* Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the school setting and or district or placement setting.

Students have the same obligation to clients as those required of professional counselors. (See C.1., H.1.)

- F.8.b. *Impairment.* Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others. (See A.1., C.2.d., C.2.g.)

Retention/Dismissal Procedures (9.5.07), cont.

- F.9.b. *Limitations.* Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators 1. assist students in securing remedial assistance when needed, 2. seek professional consultation and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (See C.2.g.)

RETENTION/DISMISSAL PROCEDURE

RETENTION AND DISMISSAL

As the department is preparing and training future counseling professionals, students are expected to abide by current professional ethical code as prescribed by American Counseling Association (ACA), American School Counseling Association (ASCA), Texas Education Agency (TEA) and State of Texas statutes and regulations as promulgated by Texas State Board of Examiners of Professional Counselors throughout their degree program.

If a student is unable to demonstrate sufficient academic progress and/or if personal or professional limitations interfere with his/her/their effectiveness as a counseling student, the individual will be asked to secure remedial assistance when needed or may be dismissed from a course or from the training program.

Student progress regarding personal or professional limitations is reviewed regularly by Counseling faculty. See details in the Retention/Dismissal Procedure and in the Counseling Student Competency Evaluation (CSCE) later in this guide.

If a faculty member has sufficient concern regarding the personal limitations of a student they should consult with colleagues and with the Department Head.

1. The faculty member will confer with the student, clarifying that the student's continuation in the program could come under review according to the Department's *Retention/Dismissal Procedure*. The faculty member will document concerns using a *Counseling Student Competency Evaluation* form (CSCE). If warranted, a remediation plan will be developed, including a review date. Copies of

the completed CSCE and remediation plan will be placed in the student's Department file and given to the student. It is the responsibility of the faculty member to monitor the remediation plan according to the review date and provide follow-up documentation in the student's file.

2. If an agreement is **NOT** reached with the student, if the student fails to progress satisfactorily after the conference, or if the situation is of a nature that suggests Departmental action might be necessary, the faculty member will consult with the Department Head regarding options. If resolution is not reached at this point, the Department Head will refer the matter to the Departmental Retention Committee (DRC). The faculty member will provide the DRC with a written summary of the situation, other pertinent documentation, and his/her recommendation. The DRC may consult with other professionals as appropriate.
3. The Department Head will notify the student in writing that the DRC will review the matter and that the student may (a) prepare a written statement for the committee's consideration and (b) has the option to appear before the committee in person. If the student wishes to present a written statement to the DRC, this is due within 14 days of the date of the notification letter from the Department Head. If the student wishes to appear before the DRC in person, the student must notify the committee chair in writing within 14 days of the date of the notification letter from the Department Head. The DRC chair will establish the date, time, and location of the meeting and inform the student in writing.
4. The DRC will make its decision regarding the case and inform the student in writing, with a copy to the Department Head. If the student wishes to appeal, the appeal goes to the Dean for Graduate Studies and Research

SCHOOL COUNSELOR CANDIDATE GROWTH PLAN

Inception date of growth plan: _____ Field Supervisor: _____ Site Supervisor: _____

This growth plan has been devised to document areas in need of improvement for [Candidate Name and CWID].

School Counseling candidates are required to meet the following performance gates regarding TEA Practicum & Professionalism:

- Demonstrated knowledge and application of School Counselor educator standards.
- Reception and implementation of feedback from Field Supervisor and Site Supervisor.
- Regular and scheduled communication with the Site Supervisor and Field Supervisor.
- Adherence to all aspects of the POP Cycle (pre-conference, observation, post-conference) for formal observations.

*If a School Counseling Candidate does not meet a performance gate or is at risk of not meeting a performance gate, the Site Supervisor and/or Field Supervisor will hold a Professional Growth Plan (PGP) meeting with the School Counselor Candidate. PGPs should be submitted to the Educator Certification Office within 48 hours of meeting with the Candidate.

*Failure on the part of the candidate to sign this document or an unwillingness to meet outlined expectations will result in the TEA practicum automatically considered “unsuccessful,” the student will not receive credit toward certification for the experience, and TEA requirements will need to be fulfilled in a future semester to receive a recommendation for educator certification.

Performance Gate	Evidence of Concern	Action	Artifact(s) and Timeline

The undersigned people have read and understand the responsibilities and assignments that have been set forth in this growth plan for [Candidate Name]. Their signature will signify that they agree to fulfill the requirements of this action plan to the best of their ability and realize that if the above concerns fall deficient in any manner, their TEA practicum will be considered “unsuccessful” based on TEA and program requirements. Unsuccessful practicums result in the candidate being required to repeat the TEA documentation/activities in a future semester if they wish to be recommended for certification as a school counselor. This document is a separate consideration from any course grade a student may receive while completing their certification program at Texas A&M University-Commerce. For information on impact, if any, on course grade, the candidate should contact their course instructor. **The School Counselor Candidate’s growth according to this plan will be monitored on a weekly basis by the university field supervisor until the next check point [insert date].**

School Counselor Candidate Signature

Site Supervisor Signature

Field Supervisor Signature

School Counseling Program Coordinator Signature

Counseling Department Head Signature

Educator Certification Director Signature