Course:  
CNS 595 Internship II SC  
Prerequisite: Successful completion of CNS 590  
Faculty approval  
Supervised field experience of 300 clock hours in which school counselor in training (SCIT) serves in a school setting.

Purpose of the Course: The internship is the final and most comprehensive field-based experience in the school counselor education program. Internship is taken after successful completion of practicum. The internship experience is to provide students with a supervised opportunity to perform the activities typically identified with the school counseling profession. The internship is a learning experience, and the intern is viewed as a school counselor-in-training. Hence, training and learning is centered around the needs of the school counselor-in-training. Although not an employee of the school, the intern is expected to demonstrate behavior consistent with practicing school counselors.

Course Objectives:  
This course is designed to achieve learning outcomes consistent with the following 2009 CACREP Accreditation Standards:

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<th>School Counseling Program Area Knowledge Standards</th>
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<tr>
<td>FOUNDATIONS</td>
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<tr>
<td>B. Skills and Practices</td>
</tr>
<tr>
<td>2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</td>
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D. Skills and Practices  
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.  

DIVERSITY AND ADVOCACY  
F. Skills and Practices  
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.  
3. Advocates for school policies, programs, and services that
enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

RESEARCH AND EVALUATION
J. Skills and Practices
1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

COLLABORATION AND CONSULTATION
N. Skills and Practices
1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Locates resources in the community that can be used in the school to improve student achievement and success.

LEADERSHIP
P. Skills and Practices
1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Required Texts:

Internship Handbook for School Counseling (2012)

Other readings and handouts as assigned by instructor
• The text(s) below are not required, but are recommended as resources for supplemental readings to enrich required course readings:


• Additional assigned and supplemental course readings and resources are available on the WKU Blackboard site for this course. Check weekly reading assignments in this syllabus and on the course Blackboard site.

• Assigned Readings Expectation: Students are expected to complete reading assignments for the scheduled class meeting and be prepared for class learning activities.

**Methods of Instruction**
The course primarily consists of clinical staffing of the school counselor in training’s internship experience. Class content will be presented using lecture format, class discussion, reflecting teams, case conceptualizations, student presentations, audio &/or video tapes, peer supervision, individual supervision and possibly guest speakers. Students are expected to be prepared for supervision.

Please note the following:

**Group Supervision:**

An average of 1.5 hours of group supervision is required and provided by the faculty supervisor. During group supervision, students will make case presentations and discuss on-site experiences. Offering and responding to peer feedback and supervision by the faculty member are crucial aspects of this experience. Students are reminded that information shared during group supervision is considered strictly confidential. Students are not to discuss case presentations outside of class with members of the class or with anyone not in class. Breach of confidentiality is regarded very seriously, and may result in an administrative withdrawal from the class and dismissal from the program.

**Site Supervision:**

SCITs are expected to meet with on-site supervisor for one hour on a weekly basis. Supervision should include supervision of professional activities consistent with the scope of practice as outlined in the *Internship Manual for School Site Supervisors*. 
Course Requirements:

a. Attendance and Preparation:

This is a professional preparation program and consistent attendance and promptness are expected. Attendance at all Group Supervision meetings are required. Per their signature on the Practicum and Internship Informed Consent Form, school counselors in training are required to abide by and follow the guidelines and expectations set forth in the most current Internship Handbook in School Counseling.

b. Informed Participation

School counselors in training will be prepared to actively participate in class discussions and activities.

c. Professional Experience and Development Activities

Although the following assignments are not graded, they must be successfully completed in order to pass the course.

1. Internship Log: SCIT will complete a log based on their individual internship experience. It is important that you update your log on a daily basis. The log also needs to indicate what outcome objective each activity was related to. Preparation and supervision times are included in these hours. Students should bring their logs to group and individual supervision. All hour log forms must be kept, maintained and updated weekly or monthly as appropriate in the WKU Portfolio.

2. Journal: SCIT will complete journal entries that summarize the activities and experiences at their internship site. The journal must include your personal reactions to the basic school counselor functions engaged in during internship: classroom guidance, small group work, individual counseling, consultation, advocacy, leadership, program planning/coordination, etc. Express your joys, concerns, what you have learned, and how you would improve as a school counselor. The journal report is due on the date of classroom meetings (group supervision).

d. Skills Demonstration and Professional Performance

The following are graded course assignments. SCIT may earn either an “A”, “B”, or “F” in Internship. A “B” average is considered successful completion of Internship. Additional assignments may be required based upon individual needs.

1. M.E.A.S.U.R.E: Interns will construct an intervention plan for the school in which you are placed (if at two sites, please choose one). Under the direction of the site supervisor, you will
identify a particular issue related to the school improvement goals and **design, implement, and evaluate** an intervention then present it in class to demonstrate competence. See **MEASURE outline format**. **Be sure to follow the format in the presentation outline. UPLOAD TO ELECTRONIC PORTFOLIO SYSTEM –THERE ARE TWO SEPARATE PORTIONS TO THIS ASSIGNMENT**


(M.E.A.S.U.R.E. PRESENTATION PART II Meets CACREP Program Knowledge Standards SC F.4, P.1, P.2)

Please note the following:

> All students are required and held responsible for following the Policy on Security of Media. See Appendix for policy.

**Evaluation:**

Students are continuously evaluated during their practicum and internship experiences. This occurs during weekly supervision meetings when students receive feedback from supervisors and peers regarding their performance and formally at midterm and at the conclusion of the semester. These evaluations are done by faculty supervisors in the practicum and by site supervisors in internships. Midterm and final evaluations involve faculty and site supervisors’ consultation. Completed evaluations are discussed with students by faculty and site supervisors, signed by students and supervisors, and placed in students’ practicum and internship files.

Rubrics for the assignments are noted at the end of the syllabus. Percentages of points counting towards the final grade are distributed as follows:

- **Attendance and Participation** *(Required for successful course completion; points not earned.)*
- **Performance in weekly supervision** *(Preparation for supervision, quality of work, response to feedback and feedback given to peers; evidence of completion of other assignments)* 30%
- M.E.A.S.U.R.E Part I 45%
- M.E.A.S.U.R.E Part II 25%

The previously mentioned ungraded assignments must be completed by the due dates established by the faculty instructor. Successful completion of these assignments is required in order to pass the course.

**Late or Missing Assignments**

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 3 points per each day late; assignments past due one week are not accepted.

**Attendance Policy**
Students are required to attend all Group Supervision meetings (class sessions). Classes are held weekly or biweekly for an average of 90 minutes per week. Students are expected to bring a video of their work with clients to every scheduled Group Supervision meeting. Students can schedule additional individual supervision with their Faculty Supervisor at any time. Students may not continue to see clients or accumulate Internship hours if they miss Group Supervision. Upon faculty approval, students may attend another section of a program specific Practicum or Internship class for the week missed.

Because of various circumstances students may not fulfill the required number of hours to satisfy their Practicum or Internship course requirements. In a very limited number of cases, students may negotiate an Incomplete for the semester. This process is outlined in the Internship Handbook for School Counseling.

Use of current research:
Students are expected to use literature reviews to define the most contemporary information on all course research assignments. Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard Site.

Use of technology in course delivery:
This course will use Blackboard for discussions, to distribute reading materials, and for submission of papers; email for communication and submission of papers via attachments; and require internet searches as components of research assignments.

Students with Disabilities Who Require Accommodations:
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Integrity
Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to
have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

**Academic Performance:**
As a graduate student and professionals-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students’ professional performance in each course at: http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf.

Most courses will include in their syllabus a statement on attendance. You should be well aware of the policy for each course and of the consequences of not following it. If there is no statement on attendance in the course syllabus, you should ask the professor for a formal statement to the class of the policy. Even if a course does not require attendance, you should clearly understand that there is an expectation that you should attend class regularly.
Understand that students’ academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Some courses have a policy about late or missing assignments. You should be well aware of the policy for each course and of the consequences of not following it.

Specific directions for your assignments might become less clear. For example, some of your instructors may not provide specific rubrics for particular assignments. This is to encourage your creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment.

Many of your graduate professors will require your assignments to be written in APA format, a professional writing style.

Classes in Elizabethtown are in the Eastern Time zone. Therefore, Elizabethtown is one hour ahead of central time. If you are traveling to E-town for classes or taking ITV courses, you must be aware of the time zone differences.

**Electronics Policy:**
The use of laptops, PDAs, and cell phones during class is prohibited.

**Accommodations for Religious Observances:** If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue.

**Flexibility Clause:**
The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

**Graduate Student Handbook:**
Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student
Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

Course Schedule

*TBA*
NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS595, you are required to upload your *Case Study* and *Classroom Counseling Activity or Small Group Counseling*. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education).

If you have not registered for the CEBS Electronic Portfolio, [Create a New Student Account](http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php). If you need directions, please follow the instructions at:

http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

***Your paper should be saved as a Microsoft Word document.***

- Go to http://www.wku.edu
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS596 (click on "View Critical Performances")
- You will see "Case Conceptualization with Transcript"
- Click on "Upload/View Files"
- Follow the directions to upload your document (this is similar to adding an email attachment)
Video Media Format

Students must submit video assignments in a digital format (e.g., DVD or USB drive).

Students are responsible to ensure that all videos they bring to supervision or submit to meet course requirements are compatible with the video playback equipment and software available to their course instructors or supervisors. No deadline or grade consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that the videos they submit or bring to supervision are acceptable to their course instructors or supervisors in advance of course due dates and supervisory meetings.

Audio

If course instructors allow audio recordings for supervision or course requirements, students are responsible to ensure that the audio media they submit or bring to supervision can be played using equipment available to the instructor or supervisor.

Video and Audio Security

Videos or audio recordings of counseling sessions in CSA classes will meet HIPAA standards for security. This standard states that a video or audio recording must, at all times, be in a double lock security situation.

For example, if you store a tape in a locked file cabinet (lock 1) in a room that has a locked door (lock 2), you have met the double lock requirement.

Transporting a video to and from practicum, internship or other classroom sites represents a potentially challenging situation. For example, a video in a locked car (lock 1) does not constitute double lock security. Ways of creating a double lock security situation include storing the tape in a locked portable file cabinet or brief case within the car (lock 2).

All students will be required to sign a statement acknowledging that they understand and agree to comply with this Audio and Video Security policy.

Video Lifetime and Destroying Procedures

At the conclusion of each semester, all video and audio recordings will be erased.
APPENDIX B

WKU INTERNSHIP PORTFOLIO

A WKU Internship Portfolio must be maintained throughout the semester. Students are responsible for printing out the following documents, completing them, and maintaining them with current dates and signatures throughout the semester. Although there is not a grade associated with this WKU Internship Portfolio, it must be completed in the order noted below, scanned (as one document) and emailed to both the Instructor and Clinical Coordinator in order to receive a passing grade for the course.

Internship Site and Supervision Contract
Monthly Hours Log for each month
Weekly Hours Log for each week
Midterm Evaluation of Student Counselor’s Performance
Final Evaluation of Student Counselor’s Performance
Student Counselor Evaluation of Supervisor
Student Evaluation of Site
Resume of Student
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<tr>
<td>SC B.2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program</td>
<td>Presentation demonstrates superior ability in articulation, modeling and advocating for</td>
<td>The intern lacks some ability in articulation, modeling and advocating for an appropriate school counselor identity and program</td>
<td>The intern failed to demonstrate even minimal ability in articulation, modeling and advocating for an appropriate school counselor identity and program</td>
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<tr>
<td>SC D.3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level (e) multicultural issues, and (f) factors of resiliency on student learning and development.</td>
<td>Presentation demonstrates superior skill in designing and implementing prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level (e) multicultural issues, and (f) factors of resiliency on student learning and development.</td>
<td>Presentation demonstrates adequate skill in designing and implementing prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level (e) multicultural issues, and (f) factors of resiliency on student learning and development.</td>
<td>Presentation failed to demonstrate skill in designing and implementing prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level (e) multicultural issues, and (f) factors of resiliency on student learning and development.</td>
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<td>SC F.2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students</td>
<td>Presentation demonstrates superior and comprehensive advocacy efforts for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students</td>
<td>Presentation lacked some, yet limited efforts for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students</td>
<td>Intern failed to demonstrate any advocacy efforts for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students</td>
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<td>SC F.4. Engages parents, guardians, and families to promote the academic,</td>
<td>Presentation demonstrates superior effort to engage parents, guardians, and</td>
<td>Presentation demonstrates some yet limited effort to engage parents, guardians, and</td>
<td>Intern failed to engage parents, guardians, and families to promote the</td>
<td></td>
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<tr>
<td>SC J.1. Applies relevant research findings to inform the practice of school counseling.</td>
<td>Presentation is comprehensive in the application of relevant research findings to inform the practice of school counseling</td>
<td>Presentation demonstrates an adequate use of application of relevant research findings to inform the practice of school counseling</td>
<td>Presentation lacked thoroughness, or did not use enough or appropriate application of relevant research findings to inform the practice of school counseling</td>
<td>Intern failed to apply relevant research findings to inform the practice of school counseling</td>
</tr>
<tr>
<td>SC J.2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</td>
<td>Presentation demonstrates comprehensive, superior development of measurable outcomes for school counseling programs, activities, interventions, and experiences</td>
<td>Presentation demonstrates adequate development of measurable outcomes for school counseling programs, activities, interventions, and experiences</td>
<td>Presentation demonstrates limited skill in the development of measurable outcomes for school counseling programs, activities, interventions, and experiences</td>
<td>Intern failed to demonstrate the ability to develop measurable outcomes for school counseling programs, activities, interventions, and experiences</td>
</tr>
<tr>
<td>SC J.3. Analyzes and uses data to enhance school counseling programs.</td>
<td>Presentation demonstrates superior skills in analyzing and using data to enhance school counseling programs</td>
<td>Presentation demonstrates adequate skills in analyzing and using data to enhance school counseling programs</td>
<td>Presentation demonstrates limited skills in analyzing and using data to enhance school counseling programs</td>
<td>Intern failed to demonstrate basic ability in analyzing and using data to enhance school counseling programs</td>
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<tr>
<td>SC N.1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</td>
<td>Presentation demonstrates superior and comprehensive efforts to work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school</td>
<td>Presentation demonstrates adequate efforts to work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school</td>
<td>Presentation demonstrates inadequate, and at times inappropriate efforts to work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school</td>
<td>Presentation failed to demonstrate efforts to work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school</td>
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<tr>
<td>SC N.2. Locates resources in the community that can be used in the school to improve academic, career, and personal/social development of students.</td>
<td>Presentation demonstrates comprehensive and superior effort to locate resources in the community</td>
<td>Presentation demonstrates adequate effort to locate resources in the community</td>
<td>Presentation demonstrates some, yet limited effort to locate resources in the community</td>
<td>Intern failed to demonstrate any effort to locate resources in the community that can...</td>
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<tr>
<td>SC N.3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.</td>
<td>Presentation demonstrates comprehensive and appropriate effort in consultation with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.</td>
<td>Presentation demonstrates adequate effort in consultation with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.</td>
<td>Intern failed to demonstrate effort in consultation with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.</td>
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**CRITICAL PERFORMANCE MEASUREMENT FOR SCHOOL INTERNSHIP II CNS 595**

M.E.A.S.U.R.E. PRESENTATION PART II (R.E.)

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<td><strong>SC F.3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</strong></td>
<td>Presentation demonstrates superior and comprehensive advocacy efforts for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</td>
<td>Presentation demonstrates adequate advocacy efforts for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</td>
<td>Presentation demonstrates some, yet limited advocacy efforts for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</td>
<td>Intern failed to demonstrate any advocacy efforts for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</td>
</tr>
<tr>
<td>SC P.1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</td>
<td>Presentation demonstrates exemplary participation in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program</td>
<td>Presentation demonstrates adequate participation in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program</td>
<td>Presentation demonstrates a limited participation in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program</td>
<td>Intern failed to participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program</td>
</tr>
<tr>
<td>SC P.2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee for teachers.</td>
<td>Presentation demonstrates superior ability to plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee for teachers.</td>
<td>Presentation demonstrates adequate ability to plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee for teachers.</td>
<td>Presentation demonstrates a limited ability to plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee for teachers.</td>
<td>Intern failed to plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee for teachers.</td>
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M.E.A.S.U.R.E. Plan Format

Using the M.E.A.S.U.R.E. concept, each SCIT will construct an intervention plan for the school in which you are placed (if at two sites, please choose one). Under the direction of the site supervisor, you will identify a particular issue related to the school improvement goals and design, implement, and evaluate an intervention then present it in class to demonstrate competence.

PART I – Complete as Part I

Step I
M – Mission
- Connect your plan to the school’s mission.

Step II
E – Element
- Examine the school data and determine what critical data element you want to impact. What is the baseline data, and where do you hope to move it (i.e., your goal)?

Review the school improvement goals and examine the achievement data, attendance information, behavior referrals, number of suspensions, promotion rates, graduation rates, postsecondary attending, standardized test results, etc. You also need to examine demographic information relevant to the school (number of children, gender, race, number of teachers, etc.) and information about the community in which the school is located.

Step III
A – Analyze
- Conduct an analysis of the school data by aggregating and disaggregating the data (by grade level, gender, ethnicity, SES, etc.). Use raw scores, percentages, graphs, charts, etc.

Step IV
S – U – Stakeholders-Unite
- Identify who are the stakeholders that will help you address the movement of critical element you proposed in Step II. (e.g., teachers, parents, students, administrator, community partners, etc.).

After this step and before the next step, you will design and implement your intervention based on Steps I – IV.

Your intervention MUST address student academic success, social/emotional development, and/or career preparedness. The intervention will include:
- A rationale for the counseling program
- Pretest and posttest

A detailed description of the guidance unit or small group lesson activities program (include at least 4 sessions).
PART II – Complete as Part II

Step V
R – Results
  - After implementing your intervention examine the results and restate your baseline data. State where your data are now and whether you met your goal or not. Use percentages, graphs, charts, etc. to show your results.

Implement your intervention by first administering the pretest followed by the counseling program then ending with the posttest.

Analyze the results of the pre and post tests and report on differences noted in the comparison of the pre and post tests. Your results SHOULD address student academic success, social/emotional development, and/or career preparedness (ex., improvement in students spelling test scores, decrease in students suspensions/behavioral referrals/absenteeism, increase in students with specific postsecondary plans, etc.). You might also want to report on the results by examining gender, ethnicity, and SES in order to demonstrate that your program was successful for all students.

Step VI
E – Educate
  - State how your intervention and results have contributed to the school’s mission and to systemic change in your school.

Report your results in written form (in an APA writing style paper), along with tables, graphs and charts to complement your written analysis.

Please prepare a 15 - 20 minutes PowerPoint presentation of this MEASURE to present in class on the assigned date.

Note:
For SES you may use whether the student is on free or reduced lunch.

Information to include on the Pre and Post Tests
  - grade level
  - age
  - gender
  - ethnicity
  - school name