

CNL 867

GRADUATE INTERNSHIP MANUAL FOR SCHOOL COUNSELING

DEPARTMENT OF HUMAN SERVICES

COLLEGE OF EDUCATION AND HUMAN SERVICES

**Wright State University
M052 Creative Arts Center
3640 Colonel Glenn Highway
Dayton, Ohio 45435**

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Revised Winter 2008**

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INTRODUCTION

Welcome to internship! Congratulations on the work you have completed thus far in pursuit of the master's degree in school counseling. This internship is designed to meet the CACREP standards for clinical experiences. As the most important component of your training, you must take particular responsibility to design a beneficial and rewarding experience. You will receive university and site supervision. Take advantage of learning from your supervisors to develop a meaningful professional identity.

In practicum you are asked to focus primarily on developing individual and group counseling skills appropriate for working with children and adolescents. The internship is a more comprehensive study of the role of the school counselor. Specifically, we expect you to gain experience in as many roles (e.g., counselor, guidance educator, program developer, program administrator/coordinator, and consultant) as your site can provide. No two schools are alike, nor should they be. School counseling programs should be based on the needs of the student population served. For instance, in some schools, there may be a more pertinent need for crisis and remedial guidance activities. In other schools there may be an emphasis on multicultural counseling and program activities. Yet other schools may place a major emphasis on career development, planning and counseling. These are all invaluable experiences, where you will learn how to design programs based on student, family, faculty, and community need. Therefore, there may not be extensive opportunity to perform all of the roles of a school counselor. It is expected however, that you choose a site where counseling services are provided.

Becoming a "Problem-Solving Catalyst"

One of the first things interns may say to the university supervisor is, "You know school counseling is nothing like what we learned in class. Our university classes and the expectations for us are not reality." Yes, we do present the "ideal" comprehensive developmental counseling approach. That's our job. It is your job to blend the "real" with the "ideal" and create a blueprint for how many of the concepts discussed in class could be implemented in your schools. When you obtain your first job as a school counselor you will find that blending the "real" with the "ideal" occurs by

- Observing
- Assessing
- Visioning
- Strategizing
- Planning
- Networking
- Designing
- Advocating

In other words you must practice becoming a **problem-solving catalyst**--one who can initiate a step-by-step approach to release the synergy necessary to gain administrators', teachers', parents', students' and the community's endorsement for the need of comprehensive developmental school counseling programs. You will be working with experienced practitioners in the schools. They will be able to help you become a problem-solving catalyst as you learn the role of a school counselor.

PURPOSE OF THE MANUAL

The purpose of this manual is to define the responsibilities of the student, site supervisor, and the university supervisor. It is designed for students to use as a guide for planning an internship experience that reflects the goals of the internship experience, and the program objectives for the school counseling program at Wright State University. Included in this manual, is an orientation for site supervisors and all the forms necessary to begin and complete the internship. The total internship experience is the completion of 600 clock hours (minimum).

PREREQUISITE EXPERIENCES

In addition to the following prerequisite experiences, prior to obtaining departmental approval for internship, students are to be in good standing (all concern conferences issues satisfactorily resolved), in the College of Education and Human Services and maintain a grade point average of 3.0.

The following courses must be completed with a grade of "B" or better:

| | |
|---------|---|
| 4 hours | RHB 701 Counseling Theory and Practice |
| 4 hours | CNL 863 Techniques of Counseling |
| 4 hours | EDL 751 Educational Statistics and Research |

The following courses must be completed with a passing grade on a Pass/Fail grading system:

| | |
|---------|--|
| 4 hours | CNL 865 Individual and Group Practicum |
|---------|--|

In the addition the following courses must be completed:

| | | |
|---------|---------|--|
| 4 hours | CNL 765 | Pupil Personnel Services in the School and Community Resources |
| 4 hours | CNL 662 | Problems in Student Personality and Development |
| | and | |
| | CNL 663 | Mental Health I (for students who will complete their practicum at a community agency) |
| 4 hours | CNL 972 | Legal, Professional and Ethical Issues in Human Services |
| 4 hours | CNL 767 | Group Process |
| | or | |
| 4 hours | CNL 667 | Group Background and Theory |

APPLICATION PROCESS

The following procedures are required for registration.

The student:

1. Files an application (Appendix 1) in the Department of Human Services located at M052 Creative Arts Center by the dates specified below for each quarter of CNL 867.

Summer and Fall Quarter April 15

Winter Quarter October 10

Spring Quarter January 25

Applications apply for one quarter only. Students must apply each quarter they plan to register for internship.

2. Supplies verification of liability insurance for each quarter of application. Student applications to join the American Counseling Association (ACA Professional Liability Insurance are available in M052 Creative Arts Center). Many teachers will believe they are currently insured through their school district. This must be verified in writing from the appropriate school district officials. Most teachers secure the ACA insurance as well.
3. Supplies a copy of their academic advising report from Wings Express to verify prerequisite coursework has been completed.
4. Will be admitted to internship if all prerequisites have been met for internship. Note: It may not be possible to accommodate all students applying for internship, as class size is limited. Students not permitted to register one quarter will be given priority the next quarter. A priority list will be developed based on the following criteria if this should occur:
 - a. Full-time students on leave of absence or sabbatical
 - b. Percentage of coursework completed in the program (Students with greater percentage of coursework completed are given priority.)
 - c. Order in which paperwork is submitted (e.g., first come, first served)
5. Will be assigned to the internship as follows:
 - a. The student will be notified by mail of conditional acceptance into CNL 867.
 - b. The student will be given 30 days from receipt of the conditional letter of acceptance to secure an internship from an approved site and return the completed paperwork to the Practicum/Internship Clinical Director in the Department of Human Services (M052 Creative Arts Center).
6. Will be given departmental approval for registration into CNL 867 if the following paperwork is completed and submitted:
 - a. Site Supervisor Information Sheet (and resume if one is not on file with the Department)
A Site Supervisor must have a Master's Degree in School Counseling or Guidance and Counseling and have certification or license in school counseling (Ohio certification/licensure). The Site Supervisor must also have a minimum of two years experience as a school counselor.
 - b. Site Information Sheet
 - c. Proof of Professional Liability Insurance
 - d. Goals for the Internship Quarter Sheet

After departmental approval has been given, a registration slip will be prepared for the student to turn in to the Registrar.

Policies

1. All deadlines are strictly enforced.
2. The application process is current for one quarter only. Most students complete their internship in 3 quarters (4 credits per quarter). However, other options are 3 credits per quarter for 4 quarters or 6 credits per quarter for 2 quarters.
3. If a student drops the class or does not register for the internship without notifying the Clinical Director, the student will not be eligible for internship the following quarter until all applications have been received, and there is space available in an internship section.
4. It is the student's responsibility to photocopy all forms that will be necessary for subsequent enrollments in CNL 867.

REQUIREMENTS AND RESPONSIBILITIES OF STUDENT, SITE SUPERVISOR, AND UNIVERSITY SUPERVISOR

Student

As stated previously, each student will have a different internship experience that is based on the unique needs of the school community. However, there are basic similarities that must be achieved, regardless of the site. The student is responsible for finding a school and site supervisor for the internship.

The student will:

1. Participate in site orientation activities as designed by the site supervisor. The orientation should include 5-10 hours of observation. The observation hours may be completed prior to the beginning of internship. The purpose of the observation period is for students to learn the role and function of the school counselor at the site.
2. Provide the Site Supervisor a copy of the **Site Supervisor Orientation** section of the Internship Manual.
3. Complete a goal sheet each quarter of internship (Appendix 7).
4. Maintain a log indicating dates and number of hours completed at the site.
5. Complete a minimum of 240 direct service contact hours.

Direct service contact hours include performance in the following roles:

Counseling

- a. Individual Counseling
- b. Small Group Counseling

Guidance Educator

- a. Individual Guidance (e.g., interpreting test scores to student and/or parent, career planning, course selection meeting)
- b. Large Group Guidance (e. g., presentations; classroom guidance)

Consultation

- a. Meetings with teachers, parents, administrators, etc., regarding a student
- b. Service on intervention teams

The remainder of the internship hours should include the internship project (Appendix 5), and activities in the role of program administrator/coordinator/appraiser.

6. Participate in weekly supervision with site supervisor (an average of one hour per week).
7. Participate in weekly group supervision with the University Supervisor (one and one-half hours). Note: Students should be prepared to provide audio or videotapes of individual or group counseling sessions. Students must secure all written permissions to tape as stated by the site supervisor, administrator, and school district policy.
8. Provide the site supervisor with the midterm and final evaluation forms for submission to the University Supervisor.
9. Complete and submit the Internship Site Evaluation form at the end of each quarter of internship.
10. Submit the completed internship project by the end of week 8 of the final quarter of internship.

Site Supervisor Responsibilities Orientation

The school counseling program at Wright State University is a CACREP accredited program. The internship meets the requirements for clinical training, which involves students completing a supervised field experience of 600 clock hours. The site supervisor plays a major role in the professional development of students. Students learn the basic practice of school counseling under the supervision of an experienced counselor.

As site supervisor we ask you to help students design an internship experience that is reflective of what is generally expected of school counselors at your school. As appropriate, the intern should also be given the opportunity to design activities that would be an asset to your program.

Your first interaction with an intern is to give an orientation. As part of the orientation, the student observes (5-10 hours) you and other school counselors perform your daily activities. The orientation also includes informing students about the characteristics of your students, general information about your school, and legal, ethical, and policy issues that affect the practice of school counseling at your school.

Your second interaction with the intern is to read, complete, and sign the Contract/Memo of understanding form.

Your third interaction with the intern will be to assist the student in generating goals for the quarter. Students are to indicate what activities they will perform in the various roles school counselors perform in the school. We identify these roles as counselor, guidance educator, program developer, program administrator/coordinator, and consultant. The following is a brief description of the roles.

1. Counselor: The provision of individual and small group counseling.
2. Guidance Educator: Individual advisement on academic needs such as course selection, course scheduling, proficiency testing, ACT/SAT, etc., interpretation of test results, or career planning. As guidance educator, the school counselor also delivers large group guidance or information sessions. (Note: In some schools individual advisement may be the same as individual counseling. Individual counseling, however, usually involves working with students on personal or social concerns. The site supervisor may decide how the intern should log individual services).
3. Program Developer: The design of programs, activities, and strategies. The goals and objectives of these activities are to meet the career, personal/social, remedial, or crisis needs of students and/or families (Examples of programs include career day, violence prevention program, peer counseling, conflict management groups, support groups, parent education, orientation programs).

Note: Every intern is required to complete a project. The projects have been tremendously successful. Most interns have done career days. But other projects from WSU students have been tutorial programs, peer counseling programs, the design of web sites, orientation programs, brochures, school-wide activities on bullying, surveys, inservice for teachers on the role of school counselors, crisis intervention models, conflict mediation programs, parent education program, study skills groups, and a social skills training program for elementary students. It is hoped that site supervisors will help interns select a project that will be of great benefit to the school community.

4. Program Administrator/Coordinator and Appraiser: Management of activities (class scheduling, referral processes, coordination of standardized testing procedures, coordination of attendance records, etc.) that facilitate the smooth delivery of programs, services, and activities. As an appraiser, the intern may use individual and/or group assessments to assess students' academic performance, aptitude, career interests, or to identify personal/social needs.

5. Consultant: The engagement in problem-solving activity to make decisions, impart information, and share ideas about such areas as educational placement, behavior management, or referral issues. Service on intervention teams would meet this role.

We realize that school counselors do not walk around all day identifying themselves by different titles (e.g., "Oh, hello, right now I'm a guidance educator, at 1:00, I will be a consultant!"). However, we hope to teach our students about the multifaceted role of school counselors. We want them to be observant of how the various responsibilities are executed. The identification of "roles" helps students form a cognitive map for sharper observations. If we have missed an important function or responsibility that you perform, please involve the intern! The more learning, the better!

Your responsibilities as a school counselor may not allow for interns to be involved in all the roles. However, students may not intern at a school where individual and small group counseling cannot be arranged.

Your fourth interaction with the intern is to help select a project idea. It is expected that the intern will select an activity that will be of great benefit to the school counseling department. Some interns only design the project, especially if the project involves financial support. Other students actually implement the project, if no expense is involved, or if the school already has a budget for the activity (a career day).

Once the internship begins, the site supervisor provides weekly supervisory meetings with the interns (average one hour per week). The intern shares information about his or her activities. At midterm, the site supervisor completes an evaluation form. At the end of the quarter, the site supervisor completes a final evaluation of the intern.

Each intern will have a University Supervisor. The University Supervisor provides group supervision at the university. The University Supervisor also maintains communication with the site supervisor through telephone calls (usually by week three), and an eventual site visit (within 50-mile radius).

University Supervisor

The University Supervisor and/or the Program Advisor meet with the student the quarter prior to his or her application for internship. The purpose of this meeting is to discuss possible sites for the internship, to construct a tentative proposal for the activities that will be undertaken during the internship, and to brainstorm ideas for the project.

Once the student starts his or her internship experience, the University Supervisor provides periodic monitoring of the student's activities. The University Supervisor provides guidance to the intern if concerns exist about the internship. If the student cannot resolve the problematic issue, the University Supervisor contacts the Site Supervisor to assist in resolving the concern.

The University Supervisor provides weekly group supervision for the interns. During the supervisory meetings, the interns share information about their work. Audio and video tapings of counseling sessions are observed and critiqued by the University Supervisor as well as by the intern's peers. Textbooks are assigned for each quarter of internship. The weekly supervisory sessions will involve discussions on the assigned readings. Films, videos, and guest speakers may also be a part of the supervisory sessions. Interns are expected to participate in all of the group supervisory meetings and demonstrate through presenting and sharing of ideas that they are achieving competency in the values and attitudes identified in the program objectives for the school counseling program.

Site visits should include the opportunity for the University Supervisor to meet the site supervisor, and whenever possible, the opportunity to observe the intern at work. The agenda for site visits are planned before the day of the visit.

APPENDIX 1
Wright State University
College of Education and Human Services
Department of Human Services
M052 Creative Arts Center
Dayton, Ohio 45435
(937) 775-2075

Application for Internship
CNL 867
For School Counseling Majors

1. Name _____
Address _____
City _____ State _____ Zip Code _____
Phone (Home) _____ (Work) _____
UID # _____
2. Application for: (please check appropriately) Year _____
_____ Summer _____ Winter _____ Fall _____ Spring _____
3. Will this be your first quarter of CNL 867? _____ Yes _____ No
4. Please indicate grade received and date completed for the following
Prerequisites:
RHB 701 _____ CNL 863 _____
EDL 751 _____ CNL 765 _____
CNL 662 _____ CNL 972 _____
CNL 767 or 667 _____
5. List courses in which you are presently enrolled.

| <u>Course No.</u> | <u>Instructor</u> |
|-------------------|-------------------|
| | |
| | |
6. **Verification of liability insurance must be attached to this application.**
7. A copy of your academic advising report from Wings Express must be attached to this application.
8. Approximate number of credit hours completed to date _____
9. Anticipated date of graduation _____
10. Please check: Full-time student _____ Part-time student _____
11. Number of credit hours desired: _____3 _____4 _____6
12. Are you on an approved, limited leave of absence or sabbatical?
_____ yes _____no (please attach appropriate documentation from employer)
13. Registration Commitment:

By signing below for this class, CNL 867:

1. I acknowledge the commitment of the Department of Human Services to hold a place for me until the mass registration date for this term, as class size permits.
2. I accept the responsibility for registering as indicated. I realize that failure to do so on my part deprives another student of the opportunity and leaves the Department with partially filled classes, and that my slot may be given to a student on the waiting list.
3. If conditions arise so that registration is not possible, I will notify the Clinical Director before the mass registration date for the term.
4. I certify that I will have completed all prescribed work and that I am eligible to take the course designated.
5. I understand that failure to register and/or failure to provide notification may result in my being denied the opportunity to take this course for the next term.
5. Additional Comments

Signature _____ Date _____

FOR OFFICE USE ONLY

____ GPA
____ Total Hours
____ CNL 865

____ Program of Study
____ Prerequisite
____ Leave of Absence
____ Insurance Verification

Site Supervisor agrees to:

1. Provide the student opportunities to earn direct client hours (e.g., individual counseling, small group counseling, large group guidance, small group guidance) per quarter as needed.
2. Provide the student opportunities to learn other roles school counselors perform (e.g., program developer, program administrator/coordinator, consultant) as appropriate to the expected role and function of school counselors at the site.
3. Assist the student in selecting a project idea for the internship experience.
4. Assist students to secure the necessary parental/guardian permission slips to audio or video tape counseling sessions for supervisory purposes, and if necessary secure parental permission slips for participation in small group counseling. When audio or video taping is prohibited, other methods (e.g., observe) will be used to evaluate intern's skills.
5. Inform students of legal and ethical considerations, (e.g., confidentiality, handling of student records, reporting of child abuse), school policies and other rules that affect the practice of school counseling at your site.
6. Provide weekly (average of one hour weekly) supervisory meetings with intern.
7. Complete midterm and final evaluation forms of intern's performance.
8. Be available for consultations with University Site Supervisor.
9. Provide the intern with adequate physical facilities to perform expected duties.
10. Review student's logs and sign them at midterm and final week of internship.

Student agrees to

1. Inform Site Supervisor of the number of direct client hours needed for successful completion of the internship.
2. Work with the Site Supervisor to determine what activities will be undertaken during the internship.
3. Create and implement an internship project with the approval of the Site and University Supervisor.
4. Adhere to school policies and regulations related to the practice of school counseling at the site.
5. Act in a manner consistent with ACA, ASCA, Code of Ethics.
6. Demonstrate appropriate initiative in securing opportunities for direct service contact hours.
7. Maintain an excellent attendance record.
 - a. Attend site and university supervisory meetings.
 - b. Maintain professional liability insurance.
8. Earn the required clock hours for the quarter.
9. Maintain accurate logs of activities.
10. Submit signed logs to university supervisor at midterm and final.
11. Make-up for cancelled appointments with students and faculty as determined by site supervisor.
12. Complete the NCATE Unit Assessment of Student Outcomes.
13. Complete class work as assigned by University Supervisor
14. Maintain a consistent schedule for attendance at site.

University Supervisor agrees to

1. Meet with intern one quarter prior to the start of the internship to discuss appropriate internship experiences.
2. Supervise intern in the development of an appropriate project.
3. Provide weekly group supervision (average of one and one-half hours per week).
4. Critique audio and/or video tapings of counseling sessions.
5. Maintain periodic contact with site supervisor and provide assistance when needed.
6. Critique intern's values and attitude competencies as identified in the Program Objectives.
7. Review with intern legal and ethical standards as defined by ACA and ASCA.

8. Collect and verify student logs, midterm, final site supervisory evaluations, and other relevant materials.
9. Evaluate the Project of Excellence.
10. File all appropriate paperwork in intern's folder no later than one week following finals week.

Site Supervisor's signature and date

University Supervisor's signature and date

Student's signature and date

Please obtain the Site Supervisor's signature and date, and then sign and date above before submitting to the Clinical Coordinator.



APPENDIX 3
Wright State University
College of Education and Human Services
Department of Human Services
M052 Creative Arts Services
Dayton, Ohio 45435
(937) 775-2975

Site Supervisor Information Sheet
CNL 867
For School Counseling Majors

*** Please attach a copy of the supervisor's license*

Dr./Mrs./Mr./Ms. _____
Site Address _____
City _____ State _____ Zip _____
Phone _____ Work _____ Home _____
Business Email _____
Position Title _____
Certified or licensed School Counselor (Ohio certification/license) ___ Yes ___ No
Number of years as a certified/licensed school counselor _____
Number of years employed as a school counselor _____
Have you supervised WSU counseling students in the past? ___ Yes ___ No
If yes, when _____
Name of WSU student you will be supervising at this time _____

Education

Institution _____
Degree/Year _____
Institution _____
Degree/Year _____
Institution _____
Degree/ Year _____

Other Related Educational Experience (Begin with most recent)

1. _____

2. _____

3. _____

Professional Experience (Begin with most recent)

Employer _____

Employer Address _____

Dates of Employment _____

Job Title _____

Employer _____

Employer Address _____

Dates of Employment _____

Job Title _____

Employer _____

Employer Address _____

Dates of Employment _____

Job Title _____

Professional Affiliations

Supervisor Signature _____ Date _____

For your assistance with the education and training of Wright State University students, we would like to show our appreciation with a \$100 stipend, which is to be distributed the following quarter. If the student has two supervisors, the stipend will be split between the two. If you are able to receive this stipend, please complete one of the following sections:

I would like to have the check made out to my agency or school.

Site _____

Site Address _____

Tax ID # _____

I would like to have the check made out to myself.

Name _____

(as it appears on your social security card)

Home Address _____

Social Security # _____

I and/or my site are unable to accept the stipend.

If you have questions or concerns regarding the stipend, please direct them towards:

The Graduate Assistant for Practicum and Internship

M052 Creative Arts Center

937.775.4208

Or

The Chair of the Department of Human Services

Stephen B. Fortson, Ed.D., LPCC

M052 Creative Arts Center

937.775.2075

APPENDIX 4
Wright State University
College of Education and Human Services
Department of Human Services
M052 Creative Arts Center
Dayton, Ohio 45435
(937) 775-2075

Site Information Sheet
CNL 867
For School Counseling Majors

Student's Name _____

Phone Number _____ Home _____ Work _____

Site Name _____

Site Address _____

City _____ State _____ Zip _____

Site Phone Number _____

Site Supervisor _____

Directions to site _____

Other pertinent information regarding this site:

Appendix 5 Project of Excellence

The Project of Excellence is the culminating event for interns to demonstrate knowledge, skills, and dispositions as defined by CACREP standards. The project also gives interns the opportunity to learn the school counselor's role as a program developer. In effect, the Project of Excellence is a developmentally based initiative that interns will develop, implement, and evaluate. The goals and objectives of the project are designed to assist students in pre-k-12 settings to meet academic, personal/social, or career needs as defined by ASCA. The Project of Excellence is an NCATE program unit assessment activity and students will upload their work in tk20.

A Project Proposal must be submitted and approved by the internship site and university supervisor before its implementation. Examples of projects that have been done over the years:

- Career Day (elementary, middle school, high school)
- College Fair (high school)
- Orientation Program for incoming Freshman (high school)
- Scrap booking project for parents (elementary)
- Peer Tutoring Program (High School)
- Grant Writing (Middle School)
- Bullying classroom guidance program (high school, elementary)
- School-wide bullying program (middle school)
- Anger management small group (elementary, middle school)
- Anger management brochure and survey on anger management (high school)
- Orientation brochure (middle school)
- Post secondary survey (high school)
- Procedural handbook for starting an Intervention Assistance Team (high school)
- Small group self-esteem program for girls (elementary, middle school, high school)
- Grief and dying small group (middle school)
- Classroom guidance programs (anger management, social skills, etc.)
- Workshop for teachers on purpose of small group counseling
- Designing websites for school counseling department (middle school, high school)
- Small group on understanding cultural diversity (middle school)
- Inservice program for teachers on community resources (elementary)
- Mentor program for high school students to tutor elementary school students in reading (elementary)
- Transition Intervention Program for students transitioning from high school to 1st year college (high school)

The **Project Proposal** should include:

- ✓ Title of the Project
- ✓ Rationale for the Project (The rationale may be established through needs assessment, survey, school-based data --with approval for review from the principal and site supervisor), or on substantiation from the school counselor or administrator on the importance of the project idea to the school's counseling or total school program.
- ✓ Goals of the Project
- ✓ Outcomes for Students (based on ASCA student competencies in one of the domains, i.e., personal/social, academic, career)
- ✓ Description of Activities
- ✓ Timeline
- ✓ Evaluative Tool

The Project Proposal must be submitted for approval to the university supervisor prior to the project's implementation.

Project Submission

Submission of the project involves two activities, a class presentation (during group supervision) that includes a power point presentation, and a written copy of the project. The project is submitted and evaluated by the university supervisor. The written copy of the presentation should include

- ✓ Title of Project
- ✓ 8-10 page Paper*
- ✓ Rationale for the Project
- ✓ Goals of the Project
- ✓ ASCA student outcomes
- ✓ Description of Activities
- ✓ Description of the Process
- ✓ Results of the Evaluation
- ✓ Recommendations for anyone who would choose to do this project
- ✓ Statement of Personal and Professional Growth (A description of what was learned and how the project contributed to your understanding of the school counselor's role in educational settings, and plans for further development in the topic area)

***Further description of the paper.** The paper should include the following sections:

- ✓ Definition of the Topic
- ✓ Discussion on the topic's importance to the development of students and/or school counseling programs

APPENDIX 6
Wright State University
College of Education and Human Services
Department of Human Services
M052 Creative Arts Center
Dayton, Ohio 45435
(937) 775-2075

Student's Internship Placement Evaluation
CNL 867
For School Counseling Majors

Student Name _____ Quarter _____ Year _____
Site _____
Site Address _____
City _____ State _____ Zip _____
Site Phone _____
Site accessibility for individuals with disabilities: Yes or No
Site Supervisor _____
University Supervisor _____
Number of completed internship quarters _____

Please rate your site using the following scale:

- 1 = Excellent**
- 2 = Good**
- 3 = Satisfactory**
- 4 = Unsatisfactory**
- 5 = Not applicable this quarter**

1. Site

- _____ Supportive staff and administration.
- _____ Physical Facilities
- _____ Flexibility of site in meeting intern's needs
- _____ Overall quality of school counseling program
- _____ Overall evaluation of site

Other comments regarding site:

2. Site Supervisor

- _____ Provided an adequate orientation to site
- _____ Allowed adequate time for individual supervision
- _____ Offered constructive criticism and suggestions
- _____ Provided sufficient assistance with project
- _____ Shared ideas, materials, and counseling and guidance techniques
- _____ Helped arrange individual and group counseling opportunities
- _____ Arranged as many opportunities as possible to develop consultative skills (e.g., arranged participation on intervention teams)

- _____ Arranged opportunities to learn school counselor's role as program administrator/coordinator
- _____ Discussed legal, ethical, and policy issues that affect the practice of school counseling
- _____ Helped intern to synthesize values and attitudes that promote an appropriate professional identity as a school counselor (e.g., see attitudes and values in Program Objectives for School Counseling Program)

Other comments regarding Site Supervisor

3. Identify 1-2 ideas, attitudes, or skills you either developed or enhanced this quarter (Review Program Objectives for School Counseling Program in Internship Manual).

Other Comments:

**Please return to: Clinical Coordinator
Wright State University
Department of Human Services
M052 Creative Arts Center
3640 Colonel Glenn Highway
Dayton, Ohio 45435**

Also include one copy of Appendix 6 for the Practicum and Internship Graduate Assistant.

APPENDIX 7
CNL 867 INTERNSHIP
FOR SCHOOL COUNSELING MAJORS
SITE SUPERVISOR MIDTERM EVALUATION
DUE WEEK 5

Student Name _____
Site Supervisor _____
School _____
Date _____

Please indicate the intern's progress in the following areas using this scale:

- 6=** ___ **Excellent Progress**
5= ___ **Good Progress**
4= ___ **Satisfactory Progress**
3= ___ **Unsatisfactory Progress**
2= ___ **No opportunity to observe this term**
1= ___ **Not applicable to this school**

I. Intern's Personal Characteristics

The intern:

- ___ Attires in appropriate dress
___ Performs in a professional manner
___ Demonstrates knowledge of strengths and weaknesses
___ Takes responsibility for growth and learning
___ Demonstrates appropriate oral and written communication skills
___ Demonstrates respect for others
___ Demonstrates interest in helping students
___ Demonstrates respect for students
___ Cooperates with others
___ Completes paper work in a timely fashion
___ Demonstrates appropriate organizational and time management skills
___ Demonstrates punctuality and excellent attendance

II. Intern's Counseling Skills

The intern:

- ___ Demonstrates understanding of a standard procedural counseling process
(e.g., a. Demonstrates empathy, positive regard, genuineness, and respect)
c. Demonstrates active listening skills
d. Demonstrates goal-setting skills
e. Selects strategies that are solution-focused
f. Appropriately terminates counseling
g. Demonstrates appropriate interactions with parents and teachers
h. Evaluates the effectiveness of the counseling session
i. Conducts appropriate follow-up of student progress)
___ Demonstrates ability to structure a session, which includes discussion of confidentiality, purpose of counseling, and other informed consent issues.
___ Understands the referral procedures for counseling.
___ Demonstrates age-appropriate counseling strategies for school settings.

- _____ Demonstrates counseling skills and strategies that are culturally appropriate for the student.
- _____ Understands how to maintain and protect counseling notes and records.
- _____ Motivates students to pursue self-enhancing goals.
- _____ Understands procedures for organizing group counseling.
- _____ Demonstrates appropriate group counseling skills
 - (e.g. a. Establishes the norms for group work
 - b. Establishes the purpose of the group
 - c. Helps students set appropriate goals for group counseling experience
 - d. Demonstrates active listening skills
 - e. Maintains appropriate student behavior during group sessions
 - f. Encourages everyone's participation
 - g. Teaches students how to respond and interact respectfully to each other
 - h. Appropriately evaluates the success of the group
 - i. Appropriately terminates the group sessions
- _____ Understands referral procedures for working with community or mental health agencies.
- _____ Knows other possible support services for students and families.

III. Intern's Knowledge of Role and Setting

The intern:

- _____ Understands the role of the counselor in your setting.
- _____ Participates in various capacities, activities, and functions typically performed by counselors at your school.
- _____ Understands the school's technological mechanisms for organizing student information (e.g., class scheduling, attendance, grades, standardized testing)
- _____ Understands counselor's role as a consultant when serving on school intervention teams.

IV. Professionalism and Supervisor/Supervisee Relationship

The intern:

- _____ Accepts feedback and recognizes constructive criticism.
- _____ Commits to act on feedback and recommendations offered during supervisory sessions.
- _____ Shows evidence of appropriate response to supervisor's recommendations.
- _____ Communicates respectfully, authentically, and articulately.
- _____ Practices according to professional, ethical and school policy standards.

Other Comments:

Is a conference with the university supervisor necessary at this time? _____ Yes _____ No

Site Supervisor Signature _____

To Site Supervisor:

Thank you for your willingness to serve as this student's site supervisor. The department recognizes the time and commitment involved in a supervisory relationship. You are a valued member of this student's educational and professional development team. Your expertise and experience as a practicing counselor is very important. Your contribution to this student's training cannot be duplicated in any other instructional format. So again, much thanks and appreciation.

Phyllis Henderson, School Counseling Program Advisor.

University Site Supervisor _____

Quarter/Year _____

APPENDIX 8
CNL 867 INTERNSHIP
FOR SCHOOL COUNSELING MAJORS
SITE SUPERVISOR EVALUATION OF INTERNSHIP STUDENT
Department of Human Services
College of Education and Human Services
M052 Creative Arts Center
3640 Colonel Glenn Highway
Wright State University
Phone: (937) 775-2075 Fax: (937) 775-2042
DUE WEEK 10

Student Name _____
Site Supervisor _____
School _____
Date _____

Instructions to the Site Supervisor. Please rate the intern's performance in various roles as a school counselor. Only rate those items where you have had the opportunity to observe and/or discuss with the intern his or her work in that role. It is not necessary to respond to each section of this form. However, it is expected that the intern's counseling skills can be evaluated each quarter you supervise the intern. There may be a role you will never be able to observe (e.g., consultant or guidance educator) because it is not an expected duty of a school counselor at your school. Finally, please complete the section on professionalism.

Please rate intern's competency in the following areas using this scale:

5 = Frequently demonstrates very high degree of competence

4 = Frequently demonstrates high degree of competence

3 = Demonstrates an adequate degree of competence

2 = Demonstrates a relatively low degree of competence

1 = Demonstrates an extremely low degree of competence

NA = Competency is not applicable to this setting

NO = No opportunity to observe

5. Intern's Counseling Skills

The intern:

- _____ 1. Demonstrates appropriate active listening skills
- _____ 2. Demonstrates ability to identify and prioritize issues to be resolved
- _____ 3. Facilitates student's understanding of issues to be resolved
- _____ 4. Demonstrates goal-setting skills
- _____ 5. Selects strategies that are solution-focused
- _____ 6. Uses age-appropriate counseling strategies
- _____ 7. Uses counseling and other intervention strategies that are culturally appropriate for the student
- _____ 8. Appropriately terminates counseling sessions
- _____ 9. Demonstrates ability to structure a session, which includes discussing confidentiality, the purpose of the counseling session, and other informed consent issues as appropriate

- _____ 10. Conducts appropriate follow-up of student progress
- _____ 11. Demonstrates appropriate interactions with parents and teachers regarding student progress
- _____ 12. Uses appropriate referral processes as necessary
- _____ 13. Maintains and protects counseling notes and records
- _____ 14. Uses appropriate small group counseling skills
 - (e.g., a. Establishes norms for group behavior
 - b. Establishes the purpose of the group
 - c. Helps students set appropriate goals
 - d. Demonstrates active listening skills
 - e. Maintains appropriate student behavior during sessions
 - f. Facilitates interaction among students
 - g. Initiates appropriate strategies to negotiate the various stages of group behavior
 - h. Teaches students to respond and interact respectfully with one another
 - I. Appropriately terminates sessions
- _____ 15. Demonstrates empathy, positive regard, and genuineness in providing counseling services
- _____ 16. Motivates students to achieve goals
- _____ 17. Evaluates effectiveness of counseling interventions

_____ Mean Score for Section One (Sum of ratings divided by number of responses)

6. Intern as Guidance Educator

The intern:

In large group instruction (classroom guidance, or formal presentations), the intern:

- _____ 1. Reinforces positive student behavior
- _____ 2. Maintains student interest
- _____ 3. Focuses on activities and lessons that impact the academic, personal/social, or career needs of students
- _____ 4. Demonstrates creativity in delivery of the sessions
- _____ 5. Facilitates respectful student interaction
- _____ 6. Selects age-appropriate materials
- _____ 7. Recognizes students with unique learning and emotional needs and makes necessary adjustments for everyone's meaningful involvement
- _____ 8. Selects topics and activities that recognize the dignity, worth, and cultural uniqueness of students
- _____ 9. Presents material in a logical, sequential and organized manner
- _____ 10. Evaluates effectiveness of presentations

In small group or individual advising the intern:

- _____ 11. Provides accurate information to students in areas such as course selection, college and career planning, assessment, scholarships, etc.
- _____ 12. Demonstrates ability to administer and interpret various assessments as appropriate
- _____ 13. Demonstrates ability to use computer- based career and educational planning systems
- _____ 14. Demonstrates ability to organize various approaches to guidance education

(e.g., peer-counseling, tutoring, conflict management groups)

_____ Mean Score for Section II (Sum of ratings divided by number of responses)

III. Intern as Consultant

The intern:

- _____ 1. Demonstrates the ability to interact appropriately on committees and/or intervention teams
- _____ 2. Demonstrates the ability to identify a problem area regarding student behavior and work with teachers to generate feasible and measurable goals for its remediation
- _____ 3. Demonstrates the ability to identify and articulate the need for student referral to internal or external support services.
- _____ 4. Demonstrates the ability to articulate the role and need for strong school counseling programs to teachers, parents, and others.
- _____ 5. Demonstrates the ability to provide teachers helpful information regarding student behaviors
- _____ 6. Demonstrates the ability to use appropriate observational skills of student behavior for purposes of consultation and intervention

_____ Mean Score for Section III (Sum of ratings divided by number of responses)

IV. Intern as Program Administrator/Coordinator/Appraiser

The intern understands procedures for:

- _____ 1. Constructing a school calendar and a master schedule
- _____ 2. Course scheduling with students and parents
- _____ 3. Disseminating information (e.g., scholarship, ACT/SAT)
- _____ 4. Coordinating data entries (e.g., class rank, attendance, and grades)
- _____ 5. Interpreting test results to students, parents, and teachers
- _____ 6. Maintaining and protecting student records
- _____ 7. Coordinating test preparation and administration procedures
- _____ 8. Coordinating multidisciplinary teams for placement in special education and other services
- _____ 9. Coordinating referral information for community agency services
- _____ 10. Serving as liaison for juvenile court cases
- _____ 11. Coordinating school-wide initiatives (e.g., crisis services, prevention programs such as D.A.R.E.)
- _____ 12. Maintaining and balancing a budget
- _____ 13. Supervising office workers
- _____ 14. Other, please explain

_____ Mean Score for Section IV (Sum of ratings divided by number or responses)

V. Intern as Program Developer

This section refers to the intern's project

The intern:

- _____ 1. Established the purpose and need for the project
- _____ 2. Selected a project that focuses on the academic, career, or personal/social needs of students

- _____ 3. Established goals, objectives, timeline, activities, and evaluation procedures
- _____ 4. Implemented the project successfully
- _____ 5. Demonstrated leadership in developing and implementing the project
- _____ 6. Developed a project worthy of publication, further research, or continued use in your school
- _____ Mean Score for Section V (Sum of ratings divided by number of responses)

VI. Professionalism

The intern:

- _____ 1. Accepts feedback and recognizes constructive criticism.
- _____ 2. Commits to act on feedback and recommendations offered during supervisory sessions.
- _____ 3. Shows evidence of appropriate response to supervisor's recommendations.
- _____ 4. Communicates respectfully, authentically, and articulately.
- _____ 5. Demonstrates a value base that recognizes the merits and contributions of school counseling in the schools.
- _____ 6. Demonstrates a value base that recognizes the individuality and worth of every student.
- _____ 7. Practices according to professional, ethical, and school policy standards.
- _____ 8. Demonstrates awareness of emotions, strengths, and weaknesses
- _____ 9. Demonstrates awareness of how personal emotions affect professional performance
- _____ 10. Appropriately regulates personal emotions, behaviors, and motives in response to people and situations at the school
- _____ 11. Demonstrates empathy in working with others
- _____ 12. Suspends judgment and thinks before acting
- _____ 13. Demonstrates skill in finding common ground and building rapport with other professionals
- _____ 14. Exhibits collaborative skills
- _____ 15. Sustains positive professional relationships so that work on behalf of students can be achieved
- _____ 16. Demonstrates a propensity to pursue goals with energy and persistence
- _____ 17. Maintains excellent attendance and punctuality
- _____ 18. Dresses appropriately

_____ Mean Score for Section VI (Sum of ratings divided by number of responses)

Other Comments: _____

Site Supervisor Signature and date _____

PROFILE SHEET

To be completed by Intern after review of site supervisor evaluation with university supervisor.

Intern name _____

Quarter _____

Date _____

Site Supervisor _____

School _____

_____ Mean for Section I. Intern's Counseling Skills

_____ Mean for Section II. Intern as Guidance Educator

_____ Mean for Section III. Intern as Consultant

_____ Mean for Section IV. Intern as Program Administrator/Coordinator/Appraiser

_____ Mean for Section V. Intern as Program Developer

_____ Mean for Section VI. Professionalism

Statement by Intern. Based upon this evaluation provide a statement of your plans for further professional growth.

Intern signature _____

APPENDIX 9
SCHOOL COUNSELING PROGRAM OBJECTIVES
KNOWLEDGE, SKILLS, ATTITUDES, AND VALUES DETERMINED ESSENTIAL FOR THE
EFFECTIVE PRACTICE OF SCHOOL COUNSELING

Knowledge

The student will:

1. Demonstrate knowledge of the major theoretical approaches to school counseling.
 - a. learn the history, purpose, and emerging roles of school counselors.
2. Demonstrate knowledge of counseling theories (both individual and systems perspectives) and its practical application in pre K-12 settings.
3. Demonstrate knowledge of basic counseling skills and assessment procedures for pre K-12 populations.
4. Demonstrate knowledge of consultation theories, techniques, and processes appropriate for school settings.
5. Demonstrate knowledge of the principles of group dynamics and group processes appropriate for school settings.
6. Demonstrate knowledge of crisis intervention procedures.
7. Demonstrate knowledge of major theories of learning and personality development across the life span.
8. Demonstrate knowledge of crises across the life span including psychopathology, disability, addictive behaviors, and sociopolitical factors as they affect normal and abnormal behavior.
9. Demonstrate knowledge of age, child development theory, gender, ethnicity, language, disability, and cultural considerations related to the assessment of individuals and groups.
10. Demonstrate knowledge of issues in school counseling related to developmental theory, equity, exceptionality, race, culture, nationality, sexual orientation, and sociopolitical factors.
11. Demonstrate knowledge of career development theories and its application in career education, career counseling, career life planning, and career assessment and evaluation.
12. Demonstrate knowledge of relationships between the world of work, family, gender, and culture as related to career development.
13. Demonstrate knowledge of educational placement procedures.
14. Demonstrate knowledge of individual and group approaches to assessment and evaluation.
15. Demonstrate knowledge of the ethical ramifications of appraisal processes in the schools.
16. Demonstrate knowledge of behavioral assessment and its application to school counseling.
17. Demonstrate knowledge of the role and function of school counselors in elementary, middle, and secondary school settings.
18. Understand the various responsibilities of school counselors as counselors, guidance educators, program developers, program administrator/coordinators, and consultant.
19. Demonstrate knowledge of the design, implementation, and evaluation of comprehensive developmentally based school counseling programs.
20. Demonstrate knowledge of the design of developmental, preventative, remedial and crisis-oriented program services (e.g., orientation, articulation, referral, classroom guidance, counseling, parent education, violence prevention, and crisis counseling) appropriate for elementary, middle, and high school levels.
21. Demonstrate knowledge of the role and function of pupil personnel specialists (e.g., speech and hearing pathologist, school psychologist, social worker, attendance officer, nurse) and the school counselor's role in working on intervention teams.
22. Distinguish the professional identity of school counselors from other support specialists working in the schools.

23. Demonstrate knowledge of sociocultural and lifestyle diversity related to designing counseling programs for urban, inner city, rural, and suburban area school districts.
24. Demonstrate knowledge of the role and purpose of creating home, school, and community linkages.
25. Demonstrate knowledge of various strategies for forming home, school, and community linkages.
26. Demonstrate knowledge of the use of technology to maintain efficient and accountable school counseling programs.
27. Demonstrate knowledge of the purpose, management, organization, interpretation, and utilization of school-based information.
28. Knowledge of the various sources of school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, needs assessments).
29. Demonstrate knowledge of the organization culture of schools and various leadership styles.
30. Demonstrate knowledge of legal and ethical issues, policies, and legislation specifically related to the practice of school counseling.

Skills

The student will:

1. Demonstrate the ability to use individual and group counseling skills appropriate for preK-12 populations.
2. Demonstrate the ability to use multicultural counseling skills.
3. Demonstrate the ability to use consultative skills in working with teachers, parents, administrators, and other PPS specialists.
4. Demonstrate the ability to use program developing, administrating, organizing, coordinating, supervisory, and collaborating skills.
5. Demonstrate the ability to initiate referral and follow-up procedures.
6. Demonstrate the ability to design, implement, monitor and evaluate counseling goals and outcomes that influence the development of academic, personal, career, and social student competencies.
7. Demonstrate the ability to use parent education, counseling, and consulting skills.
8. Demonstrate the ability to design, implement, monitor, and evaluate comprehensive developmental guidance programs.
9. Demonstrate the ability to consult with other professionals on how to incorporate core guidance competencies (academic, personal, career) in the total curriculum.
10. Demonstrate the ability to plan and coordinate counseling services and programs for crisis issues (drug and alcohol abuse, physical and sexual abuse, trauma, violence, poverty, racism, discrimination).
11. Demonstrate counseling and consulting skills to address crisis situations in schools.
12. Demonstrate the ability to utilize various approaches to counseling and guidance such as small group counseling, classroom guidance, peer helper, peer counseling, conflict mediation, support groups, student advisory groups, peer modeling, crisis groups, partnerships, job shadowing, career days.
13. Demonstrate the ability to design classroom guidance curriculums appropriate for the needs of student populations.
14. Demonstrate the ability to provide training and information to teachers, administrators, PPS specialists, parents, and community on the role and purpose of school counseling programs
15. Demonstrate the ability to develop print and non-print media to publicize the role and purpose of comprehensive developmental guidance programs.
16. Demonstrate the ability to use teamwork strategies for optimizing interagency cooperation.

17. Demonstrate the ability to use school-based information for purposes of planning, comprehensive developmental guidance programs.
18. Demonstrate the ability to design and initiate action research for purposes of evaluating student outcomes and seeking alternative funding.
19. Demonstrate the ability to design, implement, and evaluate strategies developed to meet guidance program goals and objectives.
20. Demonstrate the ability to construct an action plan and school calendar which reflects the role and function of school counselors in pre K-12 schools.
21. Demonstrate the ability to organize a group, recruit membership, facilitate group process and evaluate outcomes appropriate for K-12 populations.
22. Demonstrate the ability to ascertain and utilize career, vocational, educational, and labor market information systems, visual and print media, and computer-based career information systems.
23. Demonstrate the ability to utilize assessment instruments, computer-based materials, and techniques relevant for career counseling.
24. Demonstrate the ability to coordinate standardized testing procedures.
25. Demonstrate the ability to interpret standardized testing results to students, teachers, administrators, and parents.
26. Demonstrate the ability to use computer technology for various administrative functions (e.g., scheduling).
27. Demonstrate the ability to articulate the purposes and role of school counseling programs and its relationship to the total school curriculum.
28. Demonstrate the ability to perform duties and responsibilities in a professional, legal, and ethical manner.

Attitudes

The student will:

1. Demonstrate an appreciation for school counseling.
2. Demonstrate an appreciation for forming home/school/community linkages.
3. Demonstrate a willingness to serve as advocates for clients and consumers.
4. Demonstrate fairness, sensitivity, empathy, and persistence in working with clients and consumers recognizing the contributing roles of gender, race, sexual orientation, lifestyle, and disability.
5. Demonstrate a willingness to respectfully consider varied theoretical and clinical approaches to school counseling.
6. Demonstrate a positive attitude toward research in school counseling.
7. Demonstrate caution in using test data and consider information only in the context of the client/consumer's life.

Values

The student will:

1. Demonstrate a value base that recognizes the merits and contributions of school counseling.
2. Demonstrate a value base that recognized the individuality and worth of every student/consumer.
3. Demonstrate a value base that recognizes the importance of a student/consumer's historical survival context and it's relevance to providing services.
4. Demonstrate a value base for serving as an advocate for the cognitive, emotional, social, and societal needs of students.
5. Demonstrate a value base that recognizes the need for comprehensive developmental guidance program that reflect the cultural and sociopolitical needs of students and families
6. Demonstrate a value base that recognizes the strength of an interdisciplinary approach to providing services to students and families.

7. Demonstrate a value base that adheres to legal and ethical standards of the counseling profession.

Students will demonstrate competency in knowledge, skills, attitudes, and values by

a. Successful completion of Program of Study

1. Midterms
2. Finals
3. Papers
4. Group Presentations and Projects
5. Audio/Video Taping

b. Field Experiences

1. Practicum Midterm Site and University Evaluation of Performance
2. Practicum Final Site and University Evaluation of Performance
3. Internship Midterm and Final Site and University Evaluation of Performance
4. Completion of Internship Project - Site and University Evaluation of Performance
5. Portfolio Demonstrating Growth in Attitudes and Values
6. Comprehensive Examination
7. State Exam (Praxis)

APPENDIX 10

PROGRAM FACULTY

Dr. Gregory Bernhardt, Dean, College of Education and Human Services

Dr. Stephen Fortson, Chair, Human Services Department, Program Advisor, Marriage and Family Counseling

Dr. Phyllis Henderson, Program Advisor, School Counseling

Dr. Diane Frey, Program Advisor, Counseling Exceptional Children

Dr. Mary Ann Jones, Program Advisor, Community Counseling

Dr. Joseph Keferl, Program Advisor, Rehabilitation Counseling: Chemical Dependency

Dr. Jan La Forge, Program Advisor, Rehabilitation Counseling: Severe Disabilities

Dr. Eileen Self, Program Advisor, Business and Organizational Management Counseling

Dr. Donna Tromski-Klingshirn, Program Advisor, Mental Health Counseling

Dr. Carol Wagner Williams, Program Advisor, Rehabilitation Services

Dr. Richard Wantz, Program Advisor, Mental Health Counseling

APPENDIX 11

SCHOOL COUNSELING ADVISORY BOARD

The Human Services Department is very grateful to have such an outstanding advisory board. We appreciate the service and time they give to our program.

Mrs. Melodie Byrd
Oakview Elementary School

Mrs. Quincie Price
Van Buren Middle School

Mary Beth Crowe
Van Buren Middle School

Mr. Michael Stewart
Clinton-Massie High School

Mrs. Janet Ferguson
Northmont Middle School

Mrs. Tracey Stewart
Wayne High School

Mrs. Rita Greene
Mechanicsburg High School

Mrs. Carol Storost
Twin Valley South Middle School

Maggie Hawes
Wilmington City School

Ms. Rachel Volpe
Bethel Elementary School

Ms. Joyce Haywood
Sinclair Community College

Mrs. Helen M. Ward
Sidney City Schools

Mr. Thomas Lees
Fairview Middle School

Ms. Whitney Wells
Vandalia-Butler City Schools

Ms. Deandree Norris
YMCA Residential Program

Mrs. Melanie Wilford
Fairlawn Local Schools

Mrs. Arleen Petty
Centerville Schools

Mr. Derrick Williams
Wayne High School

Mrs. Marty Schipfer
Versailles Schools