

**Emporia State University Department of Counselor Education
School Counseling Degree Program Direct Entry Field Experience Log and Verification**

Name: _____ **Experience:** ___ High School (during SC700) ___ Elementary/Middle (during SC705)
School Year: _____ **Instructor of Aligned SC Course:** _____
Placement Site: _____ **Name of On-site School Counselor Mentor:** _____

Date(s)	<p align="center"><u>Log of Field Experience Placement Activities.</u> <i>Each of the two 30 contact-hour field experiences needs to include activity categories 1-12 unless the placement site declines to provide that category. Beyond the initial 12 expected activities the student may choose from any of the 26 identified categories as needed to attain the 30 hours.</i> ACTIVITY CATEGORY DESCRIPTIONS</p>	Total Hours @ .25 / .5 .75 / 1	Student Signature	Mentor Counselor Initial
	1. Interview a licensed school counselor at placement about school counseling as a career (including such things as salary ranges, extended contract days if any, how the school counselor envisions and implements their role, the specific duties that are assigned to them, common frustrations to be overcome, the structure of their program, recurring tasks, variations in how their time is typically used, advocacy for the needs of the school counselor, program, and students).			
	2. Talk with a building administrator regarding how they view the role of the school counselor and the school counseling program.			
	3. Interview a student(s) to gain an understanding of their perspectives, interests and concerns.			
	4. Interview a parent to gain an understanding of issues and concerns they have related to their child.			
	5. Interview a student(s) of diversity to gain understanding of their experience, and issues of concern.			
	6. Observe an individual counseling session(s).			
	7. Participate in or observe a school counseling classroom lesson(s), or grade level, or schoolwide activity delivered by a licensed school counselor that focuses on the social-emotional, academic, or career development or college readiness issues.			
	8. Attend and observe team meetings involving school counselor consultation or collaboration such as S.I.T./M.T.S.S. or an I.E.P. meeting with parents.			
	9. Visit with an administrator or school counselor regarding issues of diversity and gaps that may exist by subgroup related to rate of attendance, discipline referrals, achievement and student success.			
	10. Observe/participate in a career or college readiness classroom, grade level, or schoolwide activity organized or delivered by the school counselor.			
	11. Talk with a building administrator regarding the biggest challenges faced by administrators, teachers, counselors at that school level.			
	12. Review a copy of the building's faculty-staff handbook.			
	13. Observe/participate in/help plan activities focused on career/college exploration, planning, or admissions activities utilizing internet or other technology based planning approaches.			
	14. Observe student behavior and interactions at school before the start of the school day, between classes, at lunch, or after the school day is over.			
	15. Observe/participate in small group counseling sessions.			
	16. Attend a school board meeting.			
	17. Participate in a building or district meeting of counselors, or attend a professional development experience out-of-district.			
	18. Attend and observe a faculty/staff meeting(s).			

	19. Observe/participate in a building's Parent-Teacher Conferences or "Back To School Night", or parent informational meetings" held at the school (senior night, freshman night, etc.).			
	20. Attend/observe an activity where the school counselor delivers information to staff members, parents, or community members.			
	21. Attend a school board meeting in which the school counseling program is addressed/impacted in some way.			
	22. Attend a school event that displays the diversity of the school.			
	23. Attend a school sponsored student activity outside of school day (note: count limited to 4 contact hours).			
	24. Observe a team meeting of teachers.			
	25. Observe or work with a student in developing or revising an Individual Plan of Study			
	26. If available, attend/supervise students on trips to minority student leadership workshops offered at colleges.			
	TOTAL (30 hours)			

This Section to be Completed by the School Counselor Mentor

Field experience mentors: Please verify the accuracy of completed activities and hours identified by the student, indicate the dispositions displayed by the student, sign and return to the student for submission. Thank you for helping in the development of potential future school counselors!

Rating	<i>On a scale of 1-5 (1=Unacceptable) please rate this student on the following dispositions</i>
	A. Kept appointments, was punctual, and stayed the full time scheduled.
	B. Dressed and behaved professionally.
	C. Came prepared and was knowledgeable about assignments.
	D. Followed school rules or directions regarding the use of personal communication devices.
	E. Was respectful and positive in communications and interactions with others.
	F. Was cooperative and helped if requested.
	G. Conducted self in a professional manner at all times.

School Counselor Mentor Signature
(Please sign and return to student for submission)

Date

Comments (Please feel free to comment regarding this student, the assignments, or procedures, or if you would rather, please contact Carleen Dvorak, Counselor Education Department at 620-341-5220, who will place you in contact with the program coordinator).

Emporia State University Department of Counselor Education School Counseling Degree Program Direct Entry Field Experience

Background In addition to other requirements for the school specialist license for school counselor, state regulations require those without a currently valid teaching license to successfully complete additional field experiences consisting of either two three-credit-hour courses or at least 70 clock-hours over at least two semesters during the approved program. These non-graded experiences hours will be completed in conjunction with program courses that already contain assignments involving some contact with schools. During a 30 contact-hour site placement in a public school (under the mentorship of a licensed school counselor), the student should complete activities to attain the following experience outcomes:

- **Systemic Nature, Culture, and Climate of the School.** Recognize the systemic nature of the elementary, middle school and high school as unique settings, the culture of expectations, norms, processes, procedures and climate that are unique to each building and district created by school personnel, students, parents, and community who interact within it.
- **Student Diversity.** Possess an awareness, knowledge, sensitivity, and understanding different ethnic and cultural identity, and worldviews essential to providing ethical, culturally relevant and inclusive school counseling program and services.
- **Professional School Counselor and Professionalism.** Recognize school counseling as a professional career including practical employment issues, characteristics that are needed to function effectively as a school employe, the counselor's role in the school as a developmental curriculum specialist, professional counseling provider, leader, collaborator, advocate, and systems change agent, and that daily work involves developing, implementing, leading, and advocating for the program.
- **Comprehensive School Counseling Program.** Recognize that counseling is provided through a comprehensive school program that facilitates the social-emotional, academic, and career development of all students and includes a foundation and systems for managing the program, accountability, and delivering services (preventive developmental curriculum; helping all students in goal setting, planning, and managing themselves; individual and group counseling, crisis intervention, and other responsive services; consultation, collaboration, referral)

SC Student Instructions:

1. Complete the information requested at the top of the form before starting in your placement.
2. Take the initiative and contact the school counselor mentor at the beginning of the semester to review the university expectations for hours and activities and determine which, if any, will not be possible, and to establish a schedule of tentative/confirmed dates for participation in identified activities.
3. As you participate in placement activities, maintain the documentation log provided. Complete 30 contact hours of activities with the placement school during the semester.
4. Upon completion and documentation on this log form of the 30 clock hours, give to your on-site mentor school counselor for verification and rating.
5. Upon return of the verification form to you, make a copy to keep for your own records, and submit the original to the Instructor of the SC700/SC705 course as directed.

Dispositions Expected of Every Student in Field Experience Placements:

1. Conduct yourself in a professional manner at all times. In addition to fulfilling the requirements for the field experience component for your program you are a guest in the school, and you are representing Emporia State University and the School Counseling program. Exemplify the dispositions and actions of a professional educator and school counselor at all times.
2. Use cell phones, other forms of personal communications, drinks and food **ONLY prior to or after your visit or as otherwise directed by the placement site.**
3. Be prepared. Understand your assignment ahead of time and what you plan to accomplish during each visit.
4. Keep all scheduled appointments and notify the on-site mentor if an unexpected illness or emergency prevents you from visiting as previously agreed/scheduled. Be punctual and stay for the full time for which you are scheduled.
5. Check in at the office upon arrival at the school. You should expect to navigate common contemporary school building security practices and sign-in procedures on each visit. Take your placement confirmation form/letter and your personal photo identification so that school office personnel can verify your purpose for being admitted into the building.
6. Find out and follow the expectations and norms of the school. Follow all rules of the building and all activity directions given to you.
7. Dress appropriately. Recognize and follow the building norms, be aware of what the professionals in the building are wearing (the school counselors, teachers, and other professional staff). Follow professional attire norms for the building so that you are not under-dressed or over-dressed and can blend in.
8. Demeanor: Act respectfully and demonstrate courtesy toward everyone with whom you have contact; be cooperative and helpful if requested.
9. If you come into contact with personal information in following the Code of Ethics for the profession you must respect confidentiality.

Responsibilities of the Placement Site Licensed School Counselor/Mentor

1. Notify building administrative office personnel when to expect the ESU school counseling student.
2. Orient the ESU school counseling student to the school and school policies and acquaint them with other school counselors, staff members, administrators, and office staff.
3. Review the activity assignments and let student know early if there are any expected activities identified that will not be possible.
4. Arrange opportunities for the candidate to participate in the activities identified.
5. Provide opportunities for the SC candidate to learn about the social-emotional, academic, and career needs of students at this level, the culture of the school setting, the role of the school counselor, and the school counseling program.
6. Check and verify with signature information indicated on the Log Form regarding the candidate, activities participated, and amount of time, and return to the student.

* Should you have questions or concerns about the structure or the activities, or the placement of this student, please contact Carleen Dvorak, Counselor Education Department at 620-341-5220, who will place you in contact with the program coordinator.