



School Counseling Program  
FALL SEMESTER

Practicum Site: Libby Elementary

Supervisor: Nicole Pablo

**Activities to Fulfill Assignments in Other Courses**

<i>Required Activity</i>	<i>Reflection on &amp; Self-Evaluation of this Activity e.g., highlight your strengths/weaknesses</i>	<i>Date Completed</i>	<i>Supervisor Initials</i>
<b>CSP 600 Cross-Cultural Counseling</b>	We learned many valuable multicultural counseling techniques in this course that I was able to use during one-on-one counseling sessions with my case study students and walk-in students. I was able to utilize skills learned from this course to quickly build rapport with students and provide the assistance they need. These sessions affirm that the theories learned in class function as intended in real life situations.	12/6/12	NP
<b>CSP 600L Pre-Practicum</b>	I had the opportunity to pretend to be my case study student and allowed my colleague to counsel me. I observed that my colleague's strategy is not much different from mine. However, where I used time to announce the end of the session to my student (ex: we can play with the toy for 5 more minutes, then we have to go back to class), my colleague actively used time management during the session (ex: we can play for another minute, then we have to put the toy away). Although it does not appear that my student requires this type of management, it is a helpful tool to keep in mind.	11/27/12	NP

<b>CSP 615 Multicultural Counseling</b>	I communicated with the parent and received a response that I was able to discuss with my colleagues during CSP 615. My colleagues' responses helped me understand that although this communication was not part of any work requirement for this course, there are many cultural factors at play, such as: parent's beliefs and understanding of the counseling process, the perceived treatment received by the students and parents, and larger cultural factors such as effects of labeling and tracking.	11/15/12	cap
<b>CSP 622A Ecosystems Assessment-Intervention</b>	The final presentation of this course is an ecosystemic evaluation and intervention planning for our case study student. Through the creation process of this paper and presentation, I feel I had become closer to the student by considering all aspects of his life. It is also a practical experience that helps me consider the various aspect of intervention from planning to evaluation.	12/3/12	cap
<b>Other (Approved Electives/Grant Courses):</b>			



**Activities Required of All Students in CSP 740 Practicum: Schools**

Required Activity	Reflection on & Self-Evaluation of this Activity e.g., highlight your strengths/weaknesses	Date Completed	Supervisor Initials
Obtain & discuss the <u>school's</u> report card (Consider ASCA <u>Data Profile</u> )	While reviewing the report card, I noticed the CAT/6 evaluation of Libby students who scored at or above average is below that of the county and state, but remarkable improvement has been made over the past few years. The improvement showed the dedication of the staff and faculty at Libby and I am glad that I have the opportunity to participate in this process and support our students.	9/6/12	np
Discuss time, resource, priority management for balanced service delivery (Consider <u>ASCA Agreement</u> )	Throughout the semester we discussed and revisited various aspects of ASCA model and counseling ethics in relation to a balanced service delivery. Ms. Pablo had repeatedly told us that we need to be flexible and gauge the severity and urgency of various situations to determine the services to be delivered to the students in need. We also need to use our time wisely to prepare for upcoming meetings and maintain accurate records so that these records are readily available.	11/29/12	np
Apprentice to a teacher (min. 1 hr/day for 10 weeks); become familiar with curriculum, expectations, instruction, classroom management	Prior to this practicum, I have never been apprentice to a teacher. Witnessing Mr. Farrell working with 30 kindergartners while testing and evaluating is an incredible experience. I was amazed by how a simple tactic such as ringing chimes can immediately calm down and draw the attention of an entire classroom of children who were talking away just moments ago. I learned from Mr. Farrell that simple classroom management, cross-subject reinforcement, holding students to the same high standards, and having a positive attitude can	12/20/12	np

	make a big difference for the students and teacher. I am certain that I have the positive attitude required, but have much more to learn in other areas.		
Tutor one student in your master-teacher's class (min. 20 min/day for 8 weeks)	Unfortunately, a classroom of 30 energetic kindergartners makes focusing on one student quite difficult, much less for 20 minutes. Although I have many years of tutoring experience, this is my first time tutoring kindergartners. I found that all students understood the material, but their attention needs to be redirected to complete all the work, which can only be accomplished by adults or classmates pointing out the not-yet-completed portion of the work. Thankfully, some students were eager to assist their friends and I was able to utilize their willingness to help so I can attend to additional students.	12/20/12	<i>np</i>
Shadow/interview the SC (min. 4 hr)	Observing Ms. Pablo making conversations with school staff while on the run and finding time to complete work in between SST meetings, presenting guidance curriculum, and helping walk-in students, I truly understood the need to be flexible and manage my time wisely. I also learned that the school counselor is uniquely positioned to be the "go-to" person to discuss matters important to a wide variety of stake holders, ranging from individual students to the entire school and surrounding community. Although we may not have all the answers readily available, school counselors have to support our students by finding these answers and solutions.	12/20/12	<i>np</i>
Shadow/interview the SP (min. 2 hr.)	I was able to interview the school psychologist for 15 minutes before leaving to meet with one of my case study students. During the SST meeting, I was confused by some of the questions she asked the parent, such as	11/1/12 (15 min.)	<i>np</i>



	<p>whether there were any complications during pregnancy and labor. I was glad that she explained that these complications may have an effect on the student's vision, hearing, and other physical factors that can affect the student's educational and social-emotional performance. In the remaining weeks at practicum site and upcoming semester, I will speak with her again or observe her at an evaluation with a student or another SST to get a better understanding of the work she does at the school.</p>		
<p>Observe in classroom(s) at grade level different from your master-teacher, examine curriculum &amp; instruction, discuss comparisons</p>	<p>I observed Mrs. Apolinar's 4<sup>th</sup> grade classroom. Students were working at their own pace through computerized math lessons. Unlike the kindergarten class who required constant attention, the 4<sup>th</sup> grade students completed work on their own, each using his or her methods. Mrs. Apolinar was able to move about the classroom, observe each person's work, and provide individual attention to students without being interrupted by other students. Classroom management strategies and instruction delivery methods certainly need to be appropriate to the students, not the teacher.</p>	10/11/12	np
<p>Shadow/interview/observe administrative personnel (e.g., principal, VP/AP, attendance clerks, principal's secretary)</p>	<p>We interviewed Ms. Yolanda, Libby Elementary's Administrative Secretary. Ms. Yolanda's responsibilities include student enrollment, budgeting, organize school-wide events such as picture day, coordinate volunteers, and communicating with all staff and faculty at the school. She is well-trusted by the principal, Mr. Mora, and she keeps the school running!</p>	10/25/12	np

Shadow/interview/observe special education personnel (e.g., RSP teacher, SDC teacher, speech therapist)	I had the opportunity to interview Mrs. Bires who taught 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade special day class. I learned from Mrs. Bires that there are many effective classroom management tools essential to ensuring success. Most notable of which is the seating arrangement. The seats are arranged in a U-shape to direct student's attention to the center where the teacher sits, but also allowing them the opportunity to feel close proximity to and have a visual of their classmates. Mrs. Bires greatly enjoys working with students with all abilities because it shows that we all have strengths and that we all need help from time to time.	10/25/12	np
Shadow/interview/observe personnel who address biologically based issues (e.g., nurse, OT, PT, APE teacher)	We were able to interview Mrs. Greer, the school nurse. Mrs. Greer is responsible for obtaining and maintaining student emergency cards and immunization records. She is also responsible for coordinating visual and auditory exams. One interesting aspect I learned is that the school nurse is only allowed to administer medication that is prescribed by a doctor with the doctor's note. Parent's consent is insufficient.	9/13/12	np
Shadow/interview/observe teachers who address needs of English language learners (e.g., bilingual, ESL, ELD teachers)	Libby elementary does not have ELD teachers. Instead, each teacher is responsible for formulating curriculum and providing additional supporting to ELD students. Depending on the student's need Mr. Farrell may request assistance from the school's/district's speech therapist. Currently, Mr. Farrell provides additional one-on-one tutoring to the student in language lessons while other students complete individual assignments. At the kindergarten age, it is difficult to discern whether student's difficulty in English language arts is a result of English not being the primary language spoken at home, or that student's development is not quite on par with	11/29/12	np



	peers. As such, Mr. Farrell also tests and assesses students frequently to gauge student progress.		
Shadow/interview/observe an administrator at the school	Unable to schedule interview or shadowing period with school administrator Will be completed next semester.	N/A	np
Shadow/interview/observe non-certificated personnel (e.g., secretary, custodian, bus driver, aide, security)	Mr. Allen, the school's head custodial staff showed me around the campus. I found that the title "custodian" does not nearly encompass all that he does. Mr. Allen is responsible for ensuring the campus's basic security such as maintaining the gates and fences, minor equipment repair, keeping record of all industrial/cleaning chemicals present on campus, and of course, general classroom and lunch area cleaning. Mr. Allen also works closely with the district on campus and equipment maintenance.	11/15/12	np
Observe student-focused school meeting (e.g., SST, IEP, 504)	During the SST meeting, the parent became emotional. This experience was a great reminder that I am working with people. Although the student may be just one out of many, but to the parents, that child is their heart and soul. I gained a better understanding of how parents can be avoidant or resistant to meetings with school staff and the need to answer questions about their children time and again. I also learned that word choice is extremely important. I observed that the teacher avoided using even a positive label "active" and opt for "hands-on", "kinesthetic learner", and "likes to help".	9/27/12	np
Observe and/or co-facilitate (with professional SC) individual & group counseling sessions	I was able to observe/co-facilitate an individual session with the school counselor. One day, a walk-in student requested to speak with Ms. Pablo, but she was unavailable. I assisted the student until Ms. Pablo arrived. I was glad to find that Ms. Pablo used very	11/08/12	np

	<p>similar technique and asked almost identical questions of the students to counsel the student. Although we have observed a classroom guidance lesson, we have not been able to observe or co-facilitate group session. I look forward to doing so next semester!</p>		
<p>Observe guidance curriculum in the areas of academic, career or personal/social development (Consider ASCA <u>Core Curriculum Action Plan</u>)</p>	<p>On 10/4, I was able to observe Mrs. Doyle present a 2<sup>nd</sup> Step curriculum to her kindergarten class. The lesson focused on being thankful, appreciating those around them, and focus on the positive aspects of their lives. On 10/18, I had the opportunity to observe Ms. Pablo presenting an anti-bullying guidance curriculum to a third grade class. Both lessons were eye-openers since I was never taught social skills lessons in school and have neither observed nor taught these lessons. They helped me understand the importance of school as an integral part of student lives. School should also assist student in other spheres of their lives that may affect their academic performance.</p>	<p>10/4/12; 10/18/12</p>	<p><i>np</i></p>
<p>Become familiar with community resources available to families.</p>	<p>We completed our community scavenger hunt and found the locations of the district office, community center/clinic, police station, library, and other schools in the community. This activity clarified for me that resources I am familiar with and take for granted, such as the library, may be a new experience for others. Schools and these resources need to collaborate to bring their services to the students, and school counselors are perfectly positioned to be the liaison.</p>	<p>9/20/12</p>	<p><i>np</i></p>