School Counseling

Practicum and Internship
Information and Forms

2011-2013
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Practicum/Internship

The practicum/internship experience provides a guided transition from the academic setting to the professional field of work at a supervised entry level. Practicum/internship activities are many and varied, drawing upon the student’s entire range of preparation and experience. The activities and requirements of the practicum/internship are aimed at preparing a school counselor for practice. Such preparation involves the continued personal development of the counselor as a person, the further acquisition of specialized skills and knowledge and first-hand exposure to the day-to-day job requirements to which school counselors are expected to function in the work setting. Grading is Pass/Fail.

Overview and Orientation for Clinical Fieldwork Phase

The fieldwork phase of the School Counseling Program is clearly the culmination of skill development and knowledge acquisition the student has obtained during many months of study. To fully get the most out the fieldwork phase of the program it is important that students and their on-site supervisors have a clear grasp of the big picture regarding the educational goals during this phase of education. To that end, this document has been prepared as brief overview of the educational goals and expected outcomes for the field work experience.

First it should be clear that the ultimate goal of the School Counseling Program, in general, is to produce well educated professional counselors capable of providing counseling services in a competent and ethical manner and qualify for State of Connecticut certification as a school counselor. To that end, the overall counseling curriculum has been organized around four domains of clinical practice. They include: 1) building broad-based skill competencies, 2) developing the ability to conceptualize the nature of a child’s problem or ongoing struggle, 3) constructing an appropriate counseling plan aimed at assisting the client, and 4) actively addressing the counselor’s own deficits and working toward positive growth for the purpose of reaching fuller potential as a counselor and a person. Although each of the courses that comprise the school counseling program addresses one or more of the aforementioned domains of clinical practice, it is during the field placement where each of these practice elements comes into full play simultaneously.

Despite in depth skill practice and concentrated attention to practice-related knowledge acquisition, the experience of applying all aspects of school counseling practice upon entering a real-life setting can often be overwhelming for the student intern. In response, we have worked toward helping the student to build their practice repertoire in a stepwise progression by emphasizing very specific elements in each of the three courses that serve to comprise the field experience. The on-site school counseling supervisor and on-campus clinical instructor have the task of monitoring and evaluating the student’s progress in the specified areas of focus as the student progresses through each of the courses that comprise the field experience phase of the program.

Student evaluations will be competency based and guided through the use of the School Counselor-in-Training Evaluation which has been attached. The School Counselor-in-Training Evaluation consists of four sections each of which address one of the domains of clinical practice. For a student to progress from Practicum to Internship I and from Internship I to Internship II, he or she must be able to demonstrate increasing levels of competence and adequately reach the goals set for the semester’s work. The on-campus supervisor will base assessment on evidence provided in written work, in class performance, site evaluation and through consultation with the on-site clinical supervisor.
Evaluation of Students

Professional Readiness Statement

The Faculty of the Department of Counseling and Family Therapy recognizes and takes seriously their ethical responsibility to monitor the readiness of students wishing to enter the counseling profession. The ethical code of the ACA (American Counseling Association) section F.9.a. and F.9.b. (2005) holds that counselor educators are obliged to address personal and professional limitations of students and supervisees:

**F.9.a. Evaluation**
Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing performance appraisal and evaluation feedback throughout the training program.

**F.9.b. Limitations**
Counselor educators, through ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators 1. assist students in securing remedial assistance when needed, 2. seek professional consultation and document their decision to dismiss or refer students for assistance, and 3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures (p. 8).

The Faculty takes the ethical responsibilities stated and implied with the ACA code of Ethics seriously. Therefore, the Faculty will function as an educational team to assess and monitor the presence of any limitations that may impede a student’s progress within the program and/or in the delivery of counseling services. This assessment will address academic and non-academic (interpersonal functioning) aspects of the student’s performance.

If a student discloses personal information to a Faculty member, that faculty member may share that information with other appropriate faculty. Such information will only be shared to the extent necessary to assess the student’s ability to serve in the role of professional counselor. Faculty members may also consult each other if it is observed that a student behaves in a manner that is inappropriate, unprofessional, and/or raise questions regarding that student’s readiness for the profession. When a faculty member observes a student who, through behavior or manner of presentation, compromises the educational process, the welfare of present or future clients, and/or the ethical standards of the profession, that Faculty will follow these prescribed steps:

The faculty member who has concerns about a particular student will meet with the student to discuss the nature of the observations made and the reasons for concern. During this meeting, specific expectations for future behavior and/or manner of interpersonal presentation will be stated. The faculty member and the student will discuss options open to the student for remediation and change. It will then be the student’s responsibility to take appropriate steps toward meeting the stated expectations. The faculty member will write a follow-up letter to the student documenting the discussion and any agreement reached regarding expectations for change and desired outcomes. A copy of the follow-up letter will also be sent to the student’s advisor. The nature of the faculty member’s concern and content
of discussion during the meeting will be noted during the next regular departmental review of the student’s progress.

Should the faculty member or other faculty members continue to observe problematic behavior, written notification will be sent to the student specifically documenting the nature of the observations, the earlier attempt to address concerns with the student, and the lack of observable improvement. A copy of this letter will also be sent to each member of the core faculty and the Academic Dean’s Office.

Once this letter is received, the student’s advisor will call a meeting with the student and the faculty member who has written a notification of concern. If the faculty member voicing the concern is the student’s advisor, the Department Chair will call this meeting. During this meeting the nature of the concern and related issues will be reviewed. Together the faculty member, the student, and the student’s advisor (or Program Chair) will discuss possible options to appropriately address the concerns.

If the Faculty see no measurable improvement a formal review of the issues and concerns will be conducted. Prior to the review the student may provide, in writing, any information that he/she wishes to have the Faculty take into account during the review process. Among the options open to the faculty in such cases are, but are not limited to, the following: course selection recommendations, pacing of course enrollment, delaying of the field experience, a recommendation of entering counseling and providing evidence that necessary changes have been made, granting an administrative leave of absence, or dismissal from the program. A formal report of the Faculty’s decision and recommendations will be sent to the student and the Academic Dean.

Note: The student has the right to file a formal grievance at any point in the process outlined above. The Student Grievance Policy is published in both the Graduate catalogue and the Graduate Student Handbook.

**Basic Requirements**

**A. Time**

**Practicum**

The program requires students complete supervised practicum experiences that total **100 clock hours at an approved practicum site**. Under supervision, the practicum provides for the development of individual and group counseling skills, as well as comprehensive school counseling program activities. The student’s practicum includes the following:

- a minimum of **40 hours** of direct service with students appropriate to the program, so that experience can be gained in individual and group interactions
- at least 20% of the 100 service hours must be in individual counseling
- at least one-fourth of the 100 hours should be in group work (group counseling, classroom guidance lessons);
- a minimum of **one (1) hour** per week of individual site supervision (using audiotape, videotape, and/or direct observation) over a minimum of one academic term.
- **1 hour and 30 minutes** per week of group supervision on-campus;
- **1 hour per week** of individual or triadic supervision on campus; and
- evaluation of the student’s performance throughout the practicum including a formal evaluation at the completion of the practicum.
Internship I & II
The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student’s practicum. (NOTE: School Counseling requirement is normally 300 clock hours on site for each internship semester. If an individual does not hold a CT teaching certificate and have at minimum 30 months of classroom teaching experience, the student must complete a 10 month full-time internship residency). The internship is for two consecutive semesters. Consideration should be given to selecting internship sites that offer opportunities for the student to engage in both individual counseling, group work, and participate fully in comprehensive school counseling programs. The internship provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in a school setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. The student’s internship includes the following:

- a minimum of 240 hours of direct service with students appropriate to the program of study;
- weekly interaction with an average of one (1) hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor;
- 2 hours and 30 minutes per week of group supervision, throughout the internship.
- the opportunity for the student to become familiar with a variety of professional activities other than direct service;
- the opportunity for the student to develop audio and/or videotapes of the student’s interactions with clients appropriate to the student’s interest or specialization for use in supervision;
- the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate provides; and
- a formal evaluation of the student’s performance during the internship by a program faculty supervisor and consultations with the site supervisor.

B. Supervision
There is a minimum requirement of one hour per week of individual supervision. Qualified supervisors are trained professionals with a graduate degree in school counseling, have demonstrated clinical experience/expertise, and hold a CT Certificate in School Counseling. If there is any question about the qualifications of a potential supervisor, one is asked to please consult with the on-campus practicum supervisor or the student’s faculty advisor.

Overview Outline for Clinical Instruction

Practicum
Broad Educational Goal: The practicum is thought to be a formal orientation to working in a school setting. As such, the educational goals for this portion of the fieldwork placement are aimed at helping the student establish a solid base of clinically related skills and professional role skills. The specific areas of emphasis for meeting educational goals are listed below:

Introduction to field placement, student population served, policies and procedures of the school, etc. Beginning application of a range related skills such as:
• Counseling, including forming effective therapeutic relationships and the use of micro
  skills in counseling sessions;
• Consulting with parents, teachers, staff, administrators and community based organizations;
• Coordinating to make use of school and community resources for student planning and
  placement;
• Curriculum Management through participation in comprehensive school counseling
  curriculum activities;
• Individual Planning through the development of education and career plans;
• Contextual Assessment and how it may impact the counseling process
  (spirituality, culture, race, ethnicity, sexual orientation, SES, etc.);
• Application of ACA & ASCA Code of Ethics and state and federal laws and statues
  governing practice.
• Maximize use of on-site supervision and on-campus clinical instruction.
• Professional Presentation and Demeanor

**Internship I**

Broad Educational Goal: Upon entering Internship I, the student is understood to have established a
degree of mastery regarding the basics of establishing rapport within the context of a school
 counseling relationship and the ability to employ a variety of developmental counseling and
consultative skills. During Internship I the student is expected to continue to build on this base while
attending to the challenge of developing a theoretical context upon which the application of counseling
skills and techniques are based. Within the internship setting, the student will continue to build the
skill areas articulated above (Counseling, Consultation, Coordination, Curriculum Management,
Individual Planning, Contextual Assessment and Professionalism.)

Within the campus based internship class, there are additional areas of emphasis:

  **Specific Emphasis I:** The application of counseling theory for the purpose of informing
counseling practice as it applies to the counseling process of client change within a school setting.

  **Specific Emphasis II:** Special topical seminar discussions regarding common problems or
issues with which students are often presented:
  • Substance Abuse
  • Family problems and academic impact
  • Culturally-Sensitive School Counseling
  • The school counselor and Psychopharmacology
  • Trauma and Abuse, and academic impact
  • Aspergers, ADHD, etc.

**Internship II**

Broad Educational Goal: Counseling has been referred to as an art and a science. The emphasis on
science increases during Internship II. In this final phase of the fieldwork experience students will
focus attention on learning more about how outcome research can help to inform school counseling
approach, program design, and outcome evaluation.

Specific areas of emphasis for meeting educational goals are listed below.

  **Specific Emphasis:** Application of counseling process and outcome research to counseling practice.
  Students can expect to read research journal articles that address issues of treatment and outcome and
demonstrate how such research has been employed in writing the counseling plan and served as an influence in the counselor’s work.

Guidelines

Developing a Practicum Placement
The choice of school sites for practicum and internship should reflect a student’s career goals as well as the requirements of the program. School counseling students are to experience diverse student populations in their practicum and internship sites. These should include experiences with urban, suburban and rural settings, grades K-12, and racially and ethnically diverse student populations. For instance, a student who thinks he or she might ultimately like to work with a high school age population in a suburban setting might choose an Internship reflecting that population after completing a Practicum in an urban middle school to reflect a broader spectrum of experience. Under ordinary circumstances, students are not to use the same school site for practicum and internship.

SJC has a list of schools with which it has ongoing training relationships. Students are encouraged to make exploratory contact with schools that correspond to their career and program goals. In consultation with the contact person from the school, students should assess the setting for its potential training opportunities and the degree to which the setting might correspond with the students ultimate career goals. It is the student’s responsibility to make a determination about whether a proposed placement setting can reasonably meet one’s needs and whether one’s expectations are realistic. Marlene Silano, the Internship Coordinator, is available to consult with students about their placement decisions.

The Field Supervisor
The field supervisor is a professional who is employed as and holds a Certificate as a School Counselor in the State of CT.

The field supervisor fulfills the following duties and responsibilities:

1. Negotiates the practicum/internship contract between the student and the placement site with respect to specific expectations and time commitments;
2. Orient the student to the school setting, policies; and procedures.
3. Negotiates the student’s work schedule;
4. Monitors the student’s on-the-job performance;
5. Meets with the student at least one hour each week for supervision case review, tape critique and personal feedback;
6. Makes recommendations to the practicum instructor relevant to the evaluation of the student’s performance.

It is expected that students will not arrange supervision with someone with whom he/she is also relating in some other capacity (i.e., counselor, spouse, lover, friend, etc.). This is to avoid the possibility of a dual relationship with supervisors.

Using a Job as a Practicum
At times students are fortunate enough to work at a site where there is the opportunity to use the site as a placement for their Practicum or Internship. In order that you have a productive and educationally enriching experience, the following guidelines have been developed.

To begin the process of using your job as a placement, you must first meet with the Internship Coordinator. She will schedule a meeting with the site and supervisors, as appropriate.
• The practicum/internship must give you the opportunity for new learning. On your practicum/internship contract, it must be clearly delineated what the new learning will be at the site and a description how this will be differentiated from, or incorporated into your employment duties.

• Your employment supervisor must not be your placement supervisor. (This is in keeping with the ACA Code of Ethics that states that dual relationships are to be avoided.)

• You must be allowed to be a student learner. In other words, there must be a provision for you to receive the support that any other student intern would receive to help support them in becoming a proficient counselor.

• If you will be working with the same client population as you do for your job, your new role of a graduate intern must be made clear with the clients, as you would in any setting regardless of population.

• If you have any questions about the feasibility of using the site as a practicum/internship, this should be discussed with the Internship Coordinator.

• Refer to the CACREP guidelines (below) for clinical instruction and supervision.

Clinical Instruction

A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following:

1. settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and taping);

2. settings for small-group work with assured privacy and sufficient space for appropriate equipment;

3. necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;

4. settings with observational and/or other interactive supervision capabilities; and

5. procedures that ensure that the client’s confidentiality and legal rights are protected.

A site supervisor must have

1. a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;

2. a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing

3. knowledge of the program’s expectations, requirements, and evaluation procedures for students.
Evaluation
At the end of each semester, the On-site Supervisor completes the School Counselor-in-Training evaluation form. This evaluation should be mutually discussed and signed, after which the student will return it to the on-campus supervisor AND give a copy to the Counseling Office for his/her file. In addition the student will complete an evaluation of the internship site and supervision received.

Professional Liability Insurance
Liability insurance is mandatory. The American School Counselor Association (ASCA) and the American Counseling Association (ACA) provide the opportunity to acquire professional insurance at a student rate. However, membership in ASCA or ACA is necessary to purchase this insurance. ASCA-- http://www.schoolcounselor.org/content.asp?contentid=185
ACA Insurance Trust – sign up on line at www.hpso.com
Students must submit documentation of insurance to the Department annually.

Application for the Practicum/Internship
Students need to meet with the Internship Coordinator prior to registration, and to have her signature on the Application. Students CANNOT register for the practicum/internship course until the practicum/internship site and on-site supervisor is approved, their application is signed, and the completed/signed application is submitted to the Department of Counseling and Family Therapy Office along with
- a copy of professional liability insurance documentation,
- the on-site supervisor’s resume,
- the student’s contract with the school and
- receipt of fingerprinting.

Professional Commitment
In consultation with the Internship coordinator, Practicum/Internship students are responsible for securing their own practicum/internship placement. In accepting a particular practicum or internship site, students are expected to fulfill their obligations to the site for the specified period of time they negotiated. As professionals, students understand their professional responsibilities to their school clients, to the school, and to the Department of Counseling and Family Therapy. Students are expected to fulfill their professional commitments and to demonstrate effective ways to negotiate these obligations to the site’s policies and personnel. Campus supervisors are available to facilitate learning and address potential trouble areas.

Documentation
The following MUST be kept on file in the Department of Counseling and Family Therapy Office:
1. Approved Application for Practicum/Internship
2. Approved contract with goals for semester
3. Resume of the on-site supervisor
4. Copy of professional liability insurance.
   *Items 1 -4 must be on file PRIOR to registration for Practicum/Internship. DUE: 2 weeks prior to first day of registration.*
5. School Counselor-in-Training Time Tracking Sheet
   The student must keep a record of the hours and duties within the school, and their supervision hours. Both on-site and campus supervisors need to sign the form.
DUE: Monthly to the Department of Counseling and Family Therapy Office, i.e. September hours due NO LATER than October 7.

6. On-site supervisor’s evaluation of the student – School Counselor-in-Training Evaluation
   DUE: to the campus supervisor two week’s prior to last class. Student is to bring a copy to the Department of Counseling and Family Therapy Office at the same time.

7. Student’s evaluation of Practicum-Internship Experience
   DUE: last day of Practicum/Internship to Department of Counseling and Family Therapy Office.

8. Fingerprinting (Proof/Receipt of fingerprinting via CREC)

Policy for Student Withdrawal from Practicum and Internship Training Site
Infrequently, a student may wish to withdraw from their practicum or internship site for a number of reasons. An appropriate withdrawal, or “termination,” from a site is important for the student’s clients, the site supervisor and the site, the student, and the Department of Counseling and Family Therapy. When site-related problems do arise, students should discuss their concerns with their site supervisor so that steps can be taken to improve the conditions. (Of course, the student may also want to consult with campus supervisors, advisors, and other SJC faculty to map out the appropriate steps to be taken to deal with the concerns). In the event that the student determines that withdrawal is the only viable option, students should inform their site supervisor, their campus supervisor, and the Internship advisor or her/his decision, giving a two-week notice of termination. The student should follow verbal notification with written notification as described in the “notification of Student’s Withdrawal from Practicum/Internship Training Site” form.

Tips for Choosing a Practicum and Internship Site

General Resources
- SJC Internship Coordinator
- SJC faculty/advisor
- School Counseling Practicum/Internship Book
- Networking with student peers and alumnae

Choosing a School Placement: Plan to interview at a couple schools; don’t decide on the first one!

Know yourself.
- Questions to ask yourself:
  - With what age students do I want to work?
  - What school settings are of particular interest to me?
  - To what kind of supervision do I respond best (autonomy vs. more directive)?

Questions to consider as you collect information during the interview:
   Re: Supervision and site orientation:
   - What is my impression about the quality of supervision?
   - Is the supervisor experienced in teaching/working with interns?
   - Is this person (who will be my supervisor) someone I can work with?
   - How does this supervisor view his/her role? Am I comfortable with this?
   - Will the supervisor be accessible for supervision, guidance, and instruction?
   - Will there be other school counselors with whom I can consult?
   - Is there a Comprehensive School Counseling Program in place at the school?
Will I be exposed to a variety of experiences such as performing assessments, individual and group counseling, planning and delivering classroom lessons, etc.?
Are there learning opportunities that I would consider interesting and challenging?
Is the school setting one where I would feel comfortable?
Taking into consideration my career plans and motivation for being a school counselor, will this site help me get there?

**Practical Issues:**
- Will I be able to manage the commute and schedule?
- Is the location as convenient as I need based on my other obligations?
- Does the site take into account my current training, but at the same time stretch my skills while not extending beyond a point where I would be uncomfortable?

**Practical How-To Advice**
- Begin with a phone call to the school counseling office.
- Once the appointment is made, send a cover letter with résumé.
- The interview should be just like any job interview; put your best foot forward.
- Ask questions that are important to you.
- Whenever possible, talk with other school counselors at the site (including interns, former interns, etc.).
- Be prepared to talk about internship agreement (hours expected, etc.).
- Send a follow-up letter after the interview.
- Once placement is agreed upon, construct your personal practicum/internship site goals (part of the contract you will present to your site supervisor).
- Have contract signed by site supervisor and internship coordinator.
Practicum/Internship Applications, Contracts Letters, Forms, Information and Evaluations
Department of Counseling and Family Therapy

SCHOOL COUNSELOR-IN-TRAINING PRACTICUM/INTERNSHIP APPLICATION

Student Name _________________________________________________________________

Address _______________________________________________________________________

____________________________________________E-mail_____________________________

Phone # _________________________________________________________________________

Days/time I plan to complete my practicum/internship:

Include start date and end date__________________________________________________

Site Information

Name of School _________________________________________________________________

Site Supervisor’s Name _________________________________________________________

Title __________________________________________________________________________

Address _________________________________________________________________________

Phone #__________________________________________________________

(Please provide resume. The Dept. of Counseling and Family Therapy must have the supervisors resume on file.)

Professional Liability Insurance (Mandatory):

Please provide proof of Professional Liability Insurance
Copy Attached _____ Yes

Application will not be approved until insurance documentation in provided

Signature of Practicum/Internship Coordinator:

________________________________________

Marlene M. Silano M.S., L.P.C. Date
SCHOOL COUNSELOR-IN-TRAINING PRACTICUM CONTRACT

Name ____________________________________________ will be a School Counselor-in-Training at:

Site __________________________________________________________________________________________

From __________________________________________________________________________________________

for at least _______________ hours per week on the following days:_______________________________________

The School Counselor-in-Training will receive the following supervision on-site:

The Supervisor, ____________________________________________ will meet with the School Counselor-in-Training

for __________________ hours per week to discuss________________________________________

The School Counselor-in-Training will be compensated as follows: ________________________________

We, the undersigned, understand that for Practicum the program requires students to complete supervised
practicum experiences that total 100 clock hours. Under supervision, the practicum provides for the
development of individual and group counseling skills, as well as comprehensive school counseling
program activities. The student’s practicum includes the following:

- a minimum of 40 hours of direct service with students appropriate to the program, so that
  experience can be gained in individual and group interactions
- at least 20% of all direct service hours must be in individual counseling
- at least one-fourth of these hours should be in group work (group counseling, classroom guidance lessons);
- a minimum of one (1) hour per week of individual site supervision (using audiotape, videotape,
  and/or direct observation) over a minimum of one academic term.
- 1 hour and 30 minutes per week of group supervision on-campus;
- 1 hour per week of individual or triadic supervision on campus; and
- evaluation of the student’s performance throughout the practicum including a formal evaluation at
  the completion of the practicum.

____________________________________________________  ______________________________________
Site Supervisor’s Signature                                      Date

____________________________________________________  ______________________________________
Student’s Signature                                             Date

Please return one copy of this contract to your Site Supervisor and one copy to the Department of Counseling and Family
Therapy. Thank you.
Name ______________________________________ will be a School Counselor-in-Training at:

Site ____________________________________________

From _________________ to _________________ for at least _________________ hours per week on the following days:________________________

The School Counselor-in-Training will receive the following supervision on-site:

The Supervisor, ___________________________________ will meet with the School Counselor-in-Training for _______ hours per week to discuss________________________

___________________________________________________________________________________

We, the undersigned, understand that for Internship The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student’s practicum. (NOTE: School Counseling requirement is normally 300 clock hours on site for each internship semester. If an individual does not hold a CT teaching certificate and have at minimum 30 months of classroom teaching experience, the student must complete a 10 month full-time internship residency). The internship is for two consecutive semesters. Consideration should be given to selecting internship sites that offer opportunities for the student to engage in both individual counseling, group work, and participate fully in comprehensive school counseling programs. The internship provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in a school setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. The student’s internship includes the following:

• a minimum of 240 hours of direct service with students appropriate to the program of study;
• weekly interaction with an average of one (1) hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor;
• **2 hours and 30 minutes** per week of group supervision, throughout the internship. (Seminar class)
• the opportunity for the student to become familiar with a variety of professional activities other than direct service;
• the opportunity for the student to develop audio and/or videotapes of the student’s interactions with clients appropriate to the student’s interest or specialization for use in supervision;
• the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate provides; and
• a formal evaluation of the student’s performance during the internship by a program faculty supervisor and consultations with the site supervisor.

__________________________
Site Supervisor’s Signature    Date

__________________________
Student’s Signature             Date

Please return one copy of this contract to your Site Supervisor and one copy to the Department of Counseling and Family Therapy. Thank you.
School Counselor-in Training Evaluation

The following skills and competencies are taken from the *Best Practices for School Counseling in Connecticut* document distributed by the Connecticut State Department of Education in 2001. They are intended as a guide to the set of skills, attitudes and knowledge that should be demonstrated before the student in the school counseling program leaves graduate school. Some of the competencies and skills will be discussed and monitored at the classroom level at the college and others will be observed and recognized in the school counseling internship.

**Directions:** Site supervisor is to complete this form in duplicate. One copy is to go to the student; the other copy is sent to the faculty supervisor. Please rate the student on the activities in which he/she has engaged using the following scale.

- **Level 3** - consistent with the expectations of a professional school counselor. (Functions extremely well and/or independently.)
- **Level 2** - consistent with the expectations of a school counselor-in-training (Functions adequately and/or requires occasional supervision.)
- **Level 1** - Falls short of expectations for a school counselor-in-training at this level. (Requires supervision to improve implementation of this skill in practice.)
- **NA** – Not applicable to this training experience

Student Name: ________________________________________________________

Supervisor Name: _______________________________  Mid-term  ___ Final ___

School Name: ____________________________________________  Town: _____________
<table>
<thead>
<tr>
<th><strong>COUNSELING</strong></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school counselor-in-training...</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>demonstrates knowledge of theory, and practice relative to individual and group counseling;</td>
<td></td>
<td></td>
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<tr>
<td>demonstrates knowledge of ethical standards relative to individual and group counseling;</td>
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<tr>
<td>articulates the theoretical basis for one’s own counseling practice;</td>
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<tr>
<td>demonstrates appropriate counseling techniques and interventions for use within the academic, career and personal/social domains;</td>
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<tr>
<td>demonstrates the ability to provide individual and group counseling services that are appropriate to the interests, needs, and developmental level of diverse populations and cultures;</td>
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<tr>
<td>demonstrates the ability to evaluate and assess effectiveness in one’s counseling interventions and modify accordingly; and</td>
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<tr>
<td>demonstrates the ability to interpret tests, student data and other appraisal results appropriately in the counseling environment.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CONSULTING</strong></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school counselor-in-training....</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>demonstrates knowledge of the theory and practice of school-based consultation;</td>
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<tr>
<td>demonstrates the ability to consult and collaborate with teachers, staff, administrators and community based organizations in understanding and meeting the needs of all students;</td>
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<tr>
<td>demonstrates the ability to consult with parents about student issues and concerns;</td>
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<tr>
<td>makes appropriate referrals to school and community support personnel; and</td>
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<tr>
<td>demonstrates knowledge of a wide variety of appraisal instruments and techniques to enhance decision making and planning.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>COORDINATING</strong></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school counselor-in-training...</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>demonstrates knowledge of the school and community</td>
<td></td>
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</tr>
</tbody>
</table>
resources that complement the provision of counseling services; and

initiates and maintains productive working relationships with students, staff, parents, administration and community-based organizations.

**CURRICULUM MANAGEMENT**
The school counselor-in-training...

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
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</thead>
</table>

demonstrates the ability to design and implement a planned, sequential and developmentally appropriate school counseling curriculum in accordance with the competencies and indicators outlined by the Connecticut School Counseling Program;

demonstrates the ability to deliver the program using systematic approaches;

demonstrates the ability to modify teaching methods based on feedback and evaluation;

demonstrates the ability to evaluate the impact of instruction; and

promotes understanding and appreciation for diverse populations and cultures.

**INDIVIDUAL PLANNING**
The school counselor-in-training...

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
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</thead>
</table>

demonstrates the ability to assist students in establishing personal goals and developing future plans;

articulates a method of systemic delivery of individual planning to all students appropriate to their age and grade level; and

promotes parental involvement in individual planning sessions.

**MANAGING**
The school counselor-in-training...

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
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</thead>
</table>

manages time, space, materials and equipment for the provision of the counseling program;

understands, organizes and facilitates the use of technology;

conducts periodic evaluations of the counseling program;

uses evaluations of the counseling program to modify programs and activities; and
demonstrates the ability to explain the mission, priorities and practices of the school counseling program to staff, parents, and the community.

**PROFESSIONALISM**
The school counselor-in-training... | 1 | 2 | 3 | NA
---|---|---|---|---
demonstrates knowledge of the ethical standards of the American School Counselor Association (ASCA);
demonstrates knowledge of the ethical standards of the American Counseling Association (ACA);
demonstrates knowledge of state and national program standards;
demonstrates knowledge of the federal and state laws pertinent to the role, function and services of the school counselor; and

**PERSONAL DEVELOPMENT**
The school counselor-in-training... | 1 | 2 | 3 | NA
---|---|---|---|---
demonstrates success in forming effective and collaborative interpersonal relationships;
demonstrates maturity and professionally responsible behavior;
demonstrates an openness to self examination and growth;
demonstrates the ability to receive and profit from constructive feedback.

Comments: (summary of strengths and areas of improvement)

Reflection: (to be completed by school counselor-in-training after discussion with site supervisor)
I have reviewed and discussed this evaluation with my site supervisor.

Signature of School Counselor-in-Training: ________________________________

Date: __________________________

Signature of Site Supervisor: ________________________________

Date: __________________________

Signature of Faculty (SJC) Supervisor: ________________________________

Date: __________________________

Note: this form is to be completed at semester end, then forwarded to SJC faculty supervisor.
Dear _____________________________________,

A component of preparation and training for the role of the School Counselor includes supervised practicum and internship experiences in school settings. These experiences include the audio taping of individual counseling sessions with students so that the trainees might receive optimal supervision for their growth as developing professionals. We are asking that you sign this letter giving your permission for ________________________________, a student in the Saint Joseph College School Counseling Program to tape sessions with your child_____________________________. These tapes will only be used for supervision of the Saint Joseph College student and will be destroyed at the completion of the semester. Confidentiality requires that no identifying information about you and your child will be disclosed. Thank you very much for assisting with the training of our students.

Marlene M. Silano MS LPC  
Instructor and School Counseling Site Coordinator  
Department of Counseling and Family Therapy  
Saint Joseph College

_____________________________  
(Signature of parent or guardian)  

_____________________________  
(Date)  

_____________________________  
(Signature of site supervisor)
To Whom It May Concern:

This letter is to certify that ________________________________ is a student in good standing in the School Counseling Program of the Department of Counseling and Family Therapy at Saint Joseph College in West Hartford, Connecticut. The student has completed the required coursework to begin his/her Practicum in School Counseling in January, 20______. Further inquiries may be directed to Marlene M. Silano, School Counseling Internship Coordinator, 860.231.6742 or msilano@sjc.edu.

Sincerely,

Marlene M. Silano, M.S.
School Counseling Internship Coordinator
Department of Counseling and Family Therapy
Saint Joseph College
Your Name Here

Current Street Address • West Hartford, CT • 06117
Current email address • Insert phone number here
Permanent Address • City, State • Zip Code

Today’s Date

Mr. John Doe
Position Held
Agency or School District
Street Address
City, State Zip Code

Dear ________:

In the upcoming months, I will be completing the coursework for my Master of Arts degree in School Counseling from Saint Joseph College. I am currently searching out various internship opportunities and was wondering about the possibility of doing a 600 hour internship with (enter school district or agency name, as well as semester and year for interest). My interest in this position stems from (list reason for interest). Please consider this my application.

In addition to my Master’s degree, I received (insert degrees, dates, and institutions). Insert sentences about personal characteristics that will appeal to an employer. Insert leadership positions currently held both in the community and the school, and professional development/organization membership. Insert a summary of why the employer would want you to work for them. Also, in this paragraph, how you found out about the internship can be mentioned (It can be helpful to use someone’s name if they work for the company/school).

I am very interested in an internship position with (enter school district or community agency). I have enclosed my resume for your perusal. If you desire further information, I can be reached at (enter phone number here). Thank you for your time. I look forward to hearing from you.

Sincerely,

Your Name Here
Formative Student Development Feedback Form

Student Name: ___________________________________________________________

Course: ______________ Faculty Name: ______________________________________

Date: __________________________ Semester/Year: ____________________________

Concern about this student relates to the following area(s). Check all that apply.

______ Class Participation
  _____ Communication of Learning
  _____ Interactional
  _____ Attendance/Tardiness

______ Interpersonal/Self in Role
  _____ Interpersonal Integrity
  _____ Interpersonal Communication Skills
  _____ Interpersonal Openness

______ Documentation (Written Work)
  _____ Communication of Learning
  _____ Technical Requirements
  _____ Time Management

______ Course Content/Mastery of Material

______ Integration of Theory and Practice

______ Concerns re: Clinical Competency

Has this been discussed with the student? _____ Yes _____ No

Remedial Action Plan: (Please feel free to elaborate on the back of this form.)

Faculty Signature: _______________________________________________________

Student Signature: _______________________________________________________
This evaluation gives students the opportunity to provide feedback to their site and supervisor regarding the quality of their learning experience. In addition, these forms will be kept on file, providing information to other students who may be interested in this site.

1. Were you provided an orientation to the site? (Introduction to staff, procedural orientation, policies, etc.) Please briefly describe:

2. How were the physical facilities? (e.g. office space, supplies, etc.)

3. Comment on the organizational climate and receptivity to students:

4. Did the supervisor meet with you for contracted hours?
5. Was your supervisor available for consultation at times other than scheduled supervision?
6. Comment on the quality and nature of the supervision you received:

7. Were additional supervisory opportunities available? Please briefly describe:

8. Describe additional activities at the internship site that would have been useful to your growth and education as a counselor:

9. What extra learning opportunities were provided? (e.g. inservice trainings, staff meetings, opportunities to observe other staff, etc)

10. Please describe the weaknesses of the training or this as a training site:

11. Please describe the strengths of the training or this as a training site:

12. How would you rate the overall experience?
   Fair_____  Satisfactory_____  Good_____  Excellent_____  

13. Would you recommend this site for future students? Please explain:
Written Notification of Student’s Withdrawal from Practicum/Internship Training Site Prior to the Normally Scheduled End-Date

**Procedure:** After verbally informing their site supervisor, campus supervisor, and advisor of their decision to withdraw, students should complete the following form and submit it to their advisor, with copies to their site supervisor, campus supervisor, the Department of Counseling and Family Therapy Practicum/Internship Coordinator, and the Department Chair.

Date Submitted to Site Supervisor_____________________________________________

Agreed Upon Date of Completion____________________________________________

Student’s Name______________________________________________

Student’s Signature______________________________________________

Practicum or Internship Site:___________________________________

Site Supervisor’s Name _________________________________________

Site Supervisor’s Signature_______________________________________

Reason(s) for withdrawal:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Did you give a two-week notice to your site supervisor: Yes ___ No ___

If No, please explain:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Please send the original of this form to your advisor, with copies to your site supervisor, campus supervisor, the Department of Counseling and Family Therapy Practicum/Internship Coordinator, and the Department Chair.
(Feel free to add additional comments on the back of this form or by attaching notes to this form).
# Expanded Counseling Skills and Dispositions Rubric

<table>
<thead>
<tr>
<th>Counseling Skills</th>
<th>Meets target (1)</th>
<th>Exceeds target (2)</th>
<th>Does not meet target (0)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Counseling Relationship</strong></td>
<td>Counselor demonstrates an ability to develop and deepen the counseling relationship with the client by displaying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.</td>
<td>Counselor demonstrates strong ability in establishing counseling relationship. Adept in conveying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.</td>
<td>Counselor does not sufficiently develop and deepen the counseling relationship by demonstrating the ability to display positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity and congruence.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
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<tr>
<td><strong>2. Comprehensive use of skills</strong></td>
<td>Counselor demonstrates the use of a range of counseling skills including open ended questions, summarization, clarification, etc. For group counseling, skills include scanning, facilitating member to member communication, mediated confrontation, etc.</td>
<td>Counselor demonstrates a strong ability to effectively and appropriately utilize a wide range of individual and/or group counseling skills.</td>
<td>Range of skills used was too narrow and/or skills incorrectly applied.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
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<tr>
<td><strong>3. Structure and direction of session</strong></td>
<td>Counselor demonstrates the ability to maintain structure, focus, and direction of the interview, proceeding through defined stages, and is able to end session effectively. For Group counseling, counselor is able to identify and use stages of group appropriately.</td>
<td>Counselor demonstrates strong ability in creating and maintaining clear structure and productive focus over the course of counseling session(s).</td>
<td>Counselor does not demonstrate the ability to maintain structure, focus, and direction of the session. In group counseling, is unable to make effective use of stages of group process.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
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<tr>
<td><strong>4. Accurate Attention to affect, content and meaning</strong></td>
<td>Counselor adequately explores and reflects client’s expression of affect, content or meaning.</td>
<td>Counselor demonstrates strong ability in attending to client affect, content, and meaning as demonstrated by accurate and effective reflection, exploration and summarization.</td>
<td>Counselor does not actively, accurately, and/or sufficiently explore and reflect client’s expression of affect, content or meaning.</td>
<td></td>
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</tbody>
</table>

Name: ________________________________  Course: ______________________________  Form Completed by: __________________________________
| Comments |
|------------------|------------------|------------------|
| **5. Professional Role Skills** | Counselor adequately demonstrates an understanding of professional and ethical behaviors, responsibilities, relationships and/or demeanor. | Counselor demonstrates a sophisticated understanding of professional and ethical behaviors, responsibilities, relationships and/or demeanor. | Counselor does not demonstrate an understanding of professional and ethical behaviors, responsibilities, relationships and/or demeanor. |
| **6. Case Conceptualization Skills** | Counselor demonstrates the capacity to formulate a clear understanding of the client’s problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client; Can articulate case from a theoretical perspective. | Counselor demonstrates a superior ability to formulate a clear understanding of the client’s problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client, and articulate case from a theoretical perspective. | Counselor does not demonstrate the ability to formulate a clear understanding of the client’s problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client. Cannot articulate case from a theoretical perspective. |
| **7. Personal Growth Skills** | Counselor adequately demonstrates ability for self reflection; can articulate how one’s own struggles can influence the counseling relationship; responds positively to feedback; and seeks supervision as needed. Counselor adequately demonstrates ability to understand how own values and ethnocentric biases can impede the counseling process. | Counselor demonstrates a superior ability to self reflect, articulate own struggles and its impact on the counseling process, and minimize impact of own values and bias on the counseling process. Make good use of feedback and supervision. | Counselor does not demonstrate ability for self reflection, articulation of own struggles, and their impact on the counseling process. Counselor fails to minimize impact of own values and bias on the counseling process and/or does not respond positively to feedback and seek supervision as needed. |

Grade of 7 needed to pass. Total Grade for this student________________________
Basic Attitudes/Values and Dispositions of the Counseling Profession Rubric

Name: __________________________ Course: __________________________

The Faculty recognizes the importance of belief sets held by students and are aware that personal values often influence one’s work. There is consensus within the Department that any attempt to impose values that are inconsistent with counseling goals is inappropriate (ACA Code of Ethics A.4.b). The Faculty will seek to resolve such issues in a formative manner such that the student is able to be a fully functional counselor. Each student is expected to exhibit the key dispositions with clients and colleagues in a manner that is consistent with the prevailing and established ethics and values within the profession.

<table>
<thead>
<tr>
<th>Attitude and Value</th>
<th>Students will:</th>
<th>Level 1 Does not demonstrate knowledge and understanding</th>
<th>Level 2 Demonstrates knowledge and understanding</th>
<th>Level 3 Competency reflected in behavior/application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect the potential within the whole person and her/his experience</td>
<td>Value: individual uniqueness, individual belief systems, human potential, potential for change, cultural diversity, and resilience.</td>
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<tr>
<td>Value overall health and wellbeing of self and others</td>
<td>Value: personal balance, emotional health, self-care: service to others, pro-social advocacy, equity and access; Attend to issues of discrimination, power, privilege, oppression.</td>
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<tr>
<td>Respect the nature of the counseling process as a vehicle for change</td>
<td>Honor the human struggle. Value the role of pain in the growth process. Value the use of self and the interpersonal process.</td>
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<tr>
<td>Commitment to professional development</td>
<td>Value continued learning growth; Value engagement in the community of professionals.</td>
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<tr>
<td>Fundamental Values for counseling</td>
<td>Value ethical practice including: Autonomy, Beneficence, Non-malfeasance, Veracity, Justice, Fidelity.</td>
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</table>

Comments:
# School Counselor-in-Training Time Tracking Sheet

<table>
<thead>
<tr>
<th>Student:</th>
<th>Month:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site:</td>
<td></td>
</tr>
<tr>
<td>Site Supervisor:</td>
<td></td>
</tr>
<tr>
<td>Campus Supervisor:</td>
<td></td>
</tr>
</tbody>
</table>

## Dates:

List Dates for each week (ie. Week 1: 9/6 - 9/10)

## Functions:

<table>
<thead>
<tr>
<th>Functions</th>
<th>Note: Please measure in .25 hour increments - 1.25, 1.5, 1.75, 2.5, etc.</th>
</tr>
</thead>
</table>

### Individual Planning
1. Academic/Career Counseling

### Responsive Services
2. Individual Counseling
3. Group Counseling
5. Consultation with Parents/Staff/Teachers
6. Referrals
7. Participation in team meetings, Crisis Team, PPT, 504, etc.
8. Collaboration with school-based specialists
9. Writing Student Recommendations

### Curriculum
10. Classroom Teaching
11. Lesson Planning/preparation

### Collaboration Within and Outside the Community
12. Professional Development
13. Program Coordination
14. Parent Education
15. Leadership to school and district committees
16. Collaborative and advocacy efforts

### Other
17. Other

## Totals

### Total DIRECT Service Hours (1, 2, 3, & 10) - Weekly Totals

### On-Site Supervision each week (add to total indirect hours)

### Total IN-DIRECT Service Hours
Department of Counseling and Family Therapy

School Counselor-in-Training Time Tracking Sheet

Month: ________________________________

Total Direct Service Hours this Month: __________________

To Date: ______________________________

Total Indirect Service Hours this Month: __________________
(Include on-site supervision in the indirect total.)

To Date: ______________________________

Signature/Site Supervisor: _____________________________________________

Signature/Campus Supervisor: _____________________________________________

Signature/Student: ______________________________________________________

Please return to the Counseling and Family Therapy Office
Keep a copy for your personal records!

Deliver to:
Department of Counseling and Family Therapy
kihunter@sjc.edu

Fax: 860-231-5774
Mercy Hall, Lower Level Room 3
CREC FINGERPRINTING REQUISITION FORM

PLEASE NOTE:
IF YOU DO NOT HAVE PROPER DOCUMENTATION OR ARRIVE LATE FOR YOUR APPOINTMENT, YOU MAY HAVE TO RESCHEDULE.

CREC Regional Fingerprinting Clearinghouse
111 Charter Oak Avenue, Hartford, CT 06106
(860) 524-4003
Email: fingerprinting@crec.org

TO: Teacher Candidates in Educator Preparation Programs:
Connecticut law requires local school systems to have all education students in nonpaid, noncertified positions completing an educator preparation program fingerprinted and a criminal background check conducted. The Connecticut State Department of Education authorizes that the fingerprinting for the criminal record check for a school district be completed at least 30 days before the beginning of the placement. CREC is a clearinghouse for the CREC region’s Institutions of Higher Education (IHE) students placed in field experiences, student teaching, practicum, and internships. We forward your information to the school systems in the CREC region and they make the ultimate placement decision.

FOR APPOINTMENTS:

• Call (860) 524-4003 or email fingerprinting@crec.org
• Fingerprinting is conducted between the hours of 10:00 am – 1:00 pm on Mondays, Wednesdays and Thursdays
• Special hours and days will also be available for education students depending on the number of students to be fingerprinted and the timeframe of their placement.

AT THE TIME OF APPOINTMENT YOU MUST HAVE THE FOLLOWING ITEMS:

□ This CREC Fingerprint Requisition Form
□ A photo identification (such as a current driver’s license, state ID or Passport)
□ A Social Security card, Birth Certificate or College Id

ACCEPTABLE FORMS OF PAYMENT FOR THE $60.00 FEE:

□ Bank Cashier’s Check payable to “CREC”
□ Money Order payable to “CREC”
□ VISA/MASTERCARD (Credit/Debit cards) for $62.50. (Includes a $2.50 service charge.)

NO CASH, PERSONAL CHECKS OR ATM CARDS ACCEPTED.

Please Print Clearly
Appointment Date:______________ Appointment Time:________________________

Applicant’s Name:__________________________________________________________

Institution of Higher Education/Program:_____________________________________

36
CREC Contact
Person:__________________________________________________________
__