



Counseling and Human Services Department

Practicum/Internship Site Supervisor Evaluation Form

(Mid-Semester/Final)

(to be completed by site supervisor)

Student-Intern's Name: _____ Date: _____
Internship Site School: _____ District: _____
Internship Site Supervisor (name): _____

The G524/G550: *Practicum/Internship in Professional School Counseling* Site Supervisor Evaluation Form indicates the professional competencies stated within the *Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) Standards*, and the *Indiana Department of Education (IDOE) School Counseling and Guidance Division*. For each school counseling student-intern professional competence, a set of descriptors is provided to assist school counseling practicum/internship site supervisors (school-based supervisors) in evaluating his or her student-intern's level of professional competence.

Please rate each professional competence, providing only one rating per professional competence domain.

Professional Competence Domain	Advanced Proficient (2)	Proficient (1)	Below Proficient (0)
<p>1. Assessment & Research</p> <p>Assesses & interprets students' strengths & needs, recognizing uniqueness in cultures, languages, values, backgrounds, & abilities (2.F.2.)</p> <p>Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, & personal/social development (5.G.3.C.)</p> <p>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students & assessing the effectiveness of educational programs (5.G.3.E.)</p> <p>Makes appropriate referrals to school and/or community resources (5.G.2.K.)</p> <p>Assesses barriers that impede students' academic, career, & personal/social development (5.G.3.E.)</p> <p>Applies relevant research findings to inform the practice of school counseling (5.G.3.N.)</p> <p>Develops measurable outcomes for school counseling programs, activities, interventions, and experiences (5.G.3.C.)</p> <p>CACREP (2016) Standard (Sections 2.F.2, 5.G.3.C., 5.G.3.E., 5.G.2.K., 5.G.3.N.)</p>	Demonstrates professional competency beyond expectation of a beginning professional school counselor	Demonstrates professional competency at expectation of a beginning professional school counselor	Does Not demonstrate professional competency at expectation of a beginning professional school counselor
	Rating (2)	Rating (1)	Rating (0)

<p>2. Continuous Improvement & Development</p> <p>Self-care strategies appropriate to the counselor role (2.F.1.L.)</p> <p>Ethical standards of professional organizations & credentialing bodies, & applications of ethical & legal considerations in professional counseling (2.F.1.I.)</p> <p>Continually works to enhance school counseling knowledge, dispositions, & skills (2.F.1.K.)</p> <p>Uses assessment results as a basis for self-improvement in school counseling (2.F.4.E.)</p> <p>Continues to read professional publications, attend workshops, conferences, & in-service trainings (2.F.4.)</p> <p>Seeks feedback from students, parents/caregivers, other school personnel, & internship supervisors (5.G.2.B.)</p> <p>Employs reflection as a tool for promoting both professional & personal development (2.F.4.)</p> <p>Creates & monitors a professional development plan to guide personal improvement in attaining goals (2.F.4.)</p> <p>CACREP (2016) Standard (Sections 2.F.1.I., 2.F.1.K., 2.F.1.L., 2.F.4., 2.F.4.E., 5.G.2.B.)</p>	<p>Demonstrates professional competency beyond expectation of a beginning professional school counselor</p> <p>Rating</p> <p>(2)</p>	<p>Demonstrates professional competency at expectation of a beginning professional school counselor</p> <p>Rating</p> <p>(1)</p>	<p>Does not demonstrate professional competency at expectation of a beginning professional school counselor</p> <p>Rating</p> <p>(0)</p>
<p>3. Communication & Counseling Services</p> <p>Demonstrates self-awareness, sensitivity to others, & the skills needed to relate to diverse individuals, groups, & classrooms (2.F.5.F.)</p> <p>Provides individual & group counseling & classroom guidance to promote the academic, career, & personal/social development of students (5.G.3.D,E,F,J&K.)</p> <p>Designs & implements prevention & intervention plans related to the effects of (a) atypical growth & development, (b) health & wellness, (c) language, (d) ability level, (e) multicultural issues, & (f) factors of resiliency on student learning & development (2.F.3.)</p> <p>Demonstrates the ability to use procedures for assessing & managing suicide risk (5.G.2.G)</p> <p>Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate (5.G.3.K.)</p> <p>Communicates effectively with students, parent/caregivers, & other school personnel (5.G.2.B.)</p> <p>Uses correct grammar in speaking / writing.</p> <p>Communicates in a clear & understandable manner.</p> <p>Communicates using appropriate counseling skills including but not limited to: (a) active listening, (b) genuineness, & (c) unconditional positive regard (2.F.5.F.)</p> <p>Communicates purpose & value of school counseling to students, parents/caregivers, & other school personnel (5.G.2.B.)</p> <p>Communicates & establishes positive, helpful relationships with students & other stakeholders (5.G.2.B.)</p> <p>Demonstrates skills to effectively facilitate school-based counseling groups, matching students' needs (5.G.3.M.)</p> <p>CACREP (2016) Standard (Sections 2.F.5.F., 5.G.2.G., 5.G.2.B., 5.G.3.D.,5.G.3.E., 5.G.3.F., 5.G.3.J., 5.G.3.K., 5.G.3.M.)</p>	<p>Demonstrates professional competency beyond expectation of a beginning professional school counselor</p> <p>Rating</p> <p>(2)</p>	<p>Demonstrates professional competency at expectation of a beginning professional school counselor</p> <p>Rating</p> <p>(1)</p>	<p>Does not demonstrate professional competency at expectation of a beginning professional school counselor</p> <p>Rating</p> <p>(0)</p>

<p>4. Critical & Creative Thinking Demonstrates the ability to apply & adhere to ethical & legal standards in school counseling (5.G.2.N.) Demonstrates the ability to articulate, model, & advocate for an appropriate school counselor identity & program (5.G.3.B.) Encourages critical & creative thinking by the students (5.G.3.D.) Includes opportunities for critical & creative thinking in school counseling & learning activities (5.G.3.D.) Develops classroom guidance curriculum activities appropriate for age, grade, & developmental levels (5.G.3.C.) Engages students in decision-making processes (5.G.3.D.) Demonstrates familiarity with comprehensive school counseling & school policies/procedures (5.G.2.A)</p> <p>CACREP (2015) Standard (Section 5.G.2.A., 5.G.2.N., 5.G.3.B., 5.G.3.C., 5.G.3.D.)</p>	<p>Demonstrates professional competency beyond expectation of a beginning professional school counselor</p> <p>(2)</p>	<p>Demonstrates professional competency at expectation of a beginning professional school counselor</p> <p>(1)</p>	<p>Does not demonstrate professional competency at expectation of a beginning professional school counselor</p> <p>(0)</p>
<p>5. Diversity, Multicultural Competencies, & Advocacy Demonstrates multicultural competencies in relation to diversity, equity, & opportunity in student learning & development (5.G.3.C.) Advocates for the learning & academic experiences necessary to promote the academic, career, & personal/social development of students (5.G.2.A.) Advocates for school policies, programs, & services that enhance a positive school climate & are equitable and responsive to multicultural student populations (5.G.2.A.) Engages parents, guardians, & families to promote the academic, career, & personal/social development of students (5.G.2.B.) Uses educational & counseling methods that reflect the culture, learning styles, & special needs of all students & stakeholders Maintains an environment that respects the cultural differences of all students & stakeholders (2.F.2.) Respects the cultural heritage & experiences of all students & stakeholders (2.F.2.) Conducts guidance curriculum lessons that include appropriate activities from a variety of cultural backgrounds (5.G.3.C.) Advocates for the needs of all student needs (social justice) (5.G.2.A.)</p> <p>CACREP (2016) Standard (Section 2.F.2., 5.G.2.A., 5.G.2.B., 5.G.3.C.)</p>	<p>Demonstrates professional competency beyond expectation of a beginning professional school counselor</p> <p>Rating (2)</p>	<p>Demonstrates professional competency at expectation of a beginning professional school counselor</p> <p>Rating (1)</p>	<p>Does not demonstrate professional competency at expectation of a beginning professional school counselor</p> <p>Rating (0)</p>

<p>6. Ethics & Professional Identity</p> <p>Demonstrates the ability to apply & adhere to ethical & legal standards in school counseling (5.G.2. L,M&N)</p> <p>Demonstrates the ability to articulate, model, & advocate for an appropriate school counselor identity & program (5.G.2.A.)</p> <p>Adheres to the ACA (2005) Code of Ethics, ASCA (2004) Ethical Standards (5.G.2.M.)</p> <p>Demonstrates professional concern for all students & stakeholder.</p> <p>Meets professional expectations regarding attendance, punctuality, & record keeping.</p> <p>Advocates for all student needs (social justice) (5.G.2.A.)</p> <p>Demonstrates clear professional identity as a school counselor, educational leader, & agent for systemic change (5.G.2.A,B.)</p> <p>Demonstrates initiative for implementing school counseling services to all students & stakeholders (5.G.2.F.)</p> <p>CACREP (2016) Standard (Sections 5.G.2.A., 5.G.2.B., 5.G.2.F., 5.G.2.L.,5.G.2.M., 5.G.2.N.)</p>	<p>Demonstrates professional competency beyond expectation of a beginning professional school counselor</p>	<p>Demonstrates professional competency at expectation of a beginning professional school counselor</p>	<p>Does not demonstrate professional competency at expectation of a beginning professional school counselor</p>
<p>7. Human Development & Learning</p> <p>Demonstrates a general framework for understanding exceptional abilities & strategies for differentiated interventions (2.F.3.H.)</p> <p>Demonstrates an understanding of theories for facilitating optimal development and wellness over the life span (2.F.3.I.)</p> <p>Applies knowledge of human growth & development in comprehensive school counseling program (2.F.3.I.)</p> <p>Selects developmentally appropriate materials & activities (2.F.3.B.)</p> <p>Uses a variety of activities to motivate students at appropriate developmental levels (2.F.3.B.)</p> <p>Seeks to develop interpersonal skills (5.G.3.F.)</p> <p>Develops activities that reflect current theories of human development & learning (2.F.3.I.)</p> <p>Employs counseling strategies that have been found effective (strategies grounded in sound theory & research) (2.F.3.I.)</p> <p>CACREP (2016) Standard (Sections 2.F.3.B., 2.F.3.H., 2.F.3.I., 5.G.3.F.)</p>	<p>Demonstrates professional competency beyond expectation of a beginning professional school counselor</p>	<p>Demonstrates professional competency at expectation of a beginning professional school counselor</p>	<p>Does not demonstrate professional competency at expectation of a beginning professional school counselor</p>
	<p>Rating (2)</p>	<p>Rating (1)</p>	<p>Rating (0)</p>

<p>8. Knowledge of Professional School Counseling (Subject Matter / Area)</p> <p>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (5.G.3.B.)</p> <p>Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers) (5.G.2.B.)</p> <p>Demonstrates knowledge & skills in the coordination of a comprehensive, developmental school counseling program (5.G.3.B.)</p> <p>Presents all subject matter accurately.</p> <p>Links instruction to national (e.g., ASCA [2005] National Model) & state standards (e.g., IDOE [2009] School Counseling Framework) & to students' unique & systemic needs (5.G.2.M.)</p> <p>Demonstrates ability to present subject in a manner meaningful to all students & stakeholders.</p> <p>Demonstrates knowledge of best practices.</p> <p>CACREP (2016) Standard (Sections 5.G.2.B., 5.G.2.M., 5.G.3.B.)</p>	<p>Demonstrates professional competency beyond expectation of a beginning professional school counselor</p>	<p>Demonstrates professional competency at expectation of a beginning professional school counselor</p>	<p>Does not demonstrate professional competency at expectation of a beginning professional school counselor</p>
<p>9. Learning Environments</p> <p>Understands the concepts, principles, strategies, programs, & practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school (5.G.3.I)</p> <p>Conducts programs designed to enhance student academic development (5.G.3.D.)</p> <p>Implements strategies & activities to prepare students for a full range of postsecondary options and opportunities (5.G.3.J&K.)</p> <p>Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (5.G.3.C.)</p> <p>Fosters & maintains a positive learning environment for all students (5.G.3.C.)</p> <p>Establishes an active environment for all students (5.G.3.C.)</p> <p>Assists students to develop responsibility & self-discipline (5.G.3.L.)</p> <p>Facilitates a positive learning environment for all students (5.G.3.C.)</p> <p>Focuses classroom guidance curriculum lessons on developmental & crisis needs of all students (5.G.3.C.)</p> <p>CACREP (2016) Standard (Sections 5.G.3.C., 5.G.3.D., 5.G.3.I., 5.G.3.J., 5.G.3.K., 5.G.3.L.)</p>	<p>Demonstrates professional competency beyond expectation of a beginning professional school counselor</p>	<p>Demonstrates professional competency at expectation of a beginning professional school counselor</p>	<p>Does not demonstrate professional competency at expectation of a beginning professional school counselor</p>
	<p>Rating</p> <p>(2)</p>	<p>Rating</p> <p>(1)</p>	<p>Rating</p> <p>(0)</p>

<p>10. Planning</p> <p>Understands the concepts, principles, strategies, programs, & practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school (5.G.3.I)</p> <p>Conducts programs designed to enhance student academic development (5.G.3.K.)</p> <p>Implements strategies & activities to prepare students for a full range of postsecondary options and opportunities (5.G.3.J.)</p> <p>Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (5.G.3.C.)</p> <p>Plans effective instruction in a variety of classroom settings (e.g., the classroom guidance curriculum) (5.G.3.C.)</p> <p>Plans lessons that meet students' developmental classroom guidance curriculum needs (5.G.3.C.)</p> <p>Plans & sequences instruction that leads to the effective learning of all students (5.G.3.C.)</p> <p>Includes strategies & interventions to accommodate students with exceptionalities (5.G.3.C.)</p> <p>Connects subject matter to the state (e.g., IDOE school Counseling Framework) & national (e.g., ASCA [2005] National Model) standards (5.G.2.M.)</p> <p>CACREP (2016) Standard (Sections 5.G.2.M., 5.G.3.C., 5.G.3.I., 5.G.3.K., 5.G.3.J.)</p>	<p>Demonstrates professional competency beyond expectation of a beginning professional school counselor</p>	<p>Demonstrates professional competency at expectation of a beginning professional school counselor</p>	<p>Does not demonstrate professional competency at expectation of a beginning professional school counselor</p>
	<p>Rating</p> <p>(2)</p>	<p>Rating</p> <p>(1)</p>	<p>Rating</p> <p>(0)</p>
<p>11. Technology</p> <p>Demonstrates ability to use & infuse technology in program delivery & technology's impact on the counseling profession (2.F.5.D.)</p> <p>Utilizes appropriate technology in coordinating comprehensive, developmental school counseling services to all students (2.F.5.E.)</p> <p>Uses instructional media, computer applications, & other technology to enhance school counseling program & service delivery (2.F.5.D.)</p> <p>Provides students with appropriate hands-on experiences with technology in school counseling services (2.F.5.D.)</p> <p>Assumes a proactive attitude toward technological developments in facilitating a comprehensive, development school counseling program (2.F.5.E.)</p> <p>CACREP (2016) Standard (Sections 2.F.5.D., 2.F.5.E.)</p>	<p>Demonstrates professional competency beyond expectation of a beginning professional school counselor</p>	<p>Demonstrates professional competency at expectation of a beginning professional school counselor</p>	<p>Does not demonstrate professional competency at expectation of a beginning professional school counselor</p>
	<p>Rating</p> <p>(2)</p>	<p>Rating</p> <p>(1)</p>	<p>Rating</p> <p>(0)</p>

<p>12. Role of the Professional School Counselor (educator)</p> <p>Works with parents, guardians, & families to act on behalf of their children to address problems that affect student success in school (5.G.2.B.)</p> <p>Locates resources in the community that can be used in the school to improve student achievement & success ((5.G.2.K.)</p> <p>Consults with teachers, staff, & community-based organizations to promote student academic, career, & personal/social development (5.G.2.B.)</p> <p>Uses peer helping strategies in the school counseling program (5.G.3.L.)</p> <p>Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students & their families (5.G.2.K.)</p> <p>Demonstrates understanding of the role of the school counselor as an education leader, advocate, & agent for systemic change Models appropriate behavior as a school counselor & professional educator (5.G.2.A.)</p> <p>Conceptualizes school counseling program as a part of the larger educational system & school mission ((5.G.2.A.)</p> <p>Uses appropriate school counseling strategies & skills to support the holistic development of all students (5.G.3.B.)</p> <p>Assist in the development & coordination of a comprehensive, developmental school counseling program that fosters all students' academic development & achievement (5.G.3.C.)</p> <p>CACREP (2016) Standard (Sections 5.G.2.A., 5.G.2.B., 5.G.2.K., 5.G.3.B., 5.G.3.C., 5.G.3.L.)</p>	<p>Demonstrates professional competency beyond expectation of a beginning professional school counselor</p>	<p>Demonstrates professional competency at expectation of a beginning professional school counselor</p>	<p>Does not demonstrate professional competency at expectation of a beginning professional school counselor</p>
	<p>Rating</p> <p>(2)</p>	<p>Rating</p> <p>(1)</p>	<p>Rating</p> <p>(0)</p>

Adapted from:

Council for Accreditation for Counseling and Related Educational Programs. (2016). *CACREP accreditation standards and procedures manual*. Alexandria, VA: Author.

Please note the student-intern's areas of strength, which you have observed:

Please note the student-intern's areas needing improvement, which you have observed:

Please comment on the student-intern's general performance during his or her practicum/internship experience:

Evaluator's Name & Position: _____

Date: _____

Evaluator's Contact Information: _____

Evaluation of School Counseling Practicum/ Internship Site

(To be completed by the student intern)

Internship Site: _____ Date: _____

On-site Supervisor: _____ Telephone: _____

E-mail Address: _____ District: _____

Please rate the following questions about your site and experiences with the following scale:

(1) Very satisfactory (2) Moderately satisfactory (3) Moderately unsatisfactory (4) Very unsatisfactory

1. _____ Amount of on-site supervision
2. _____ Quality and usefulness of on-site supervision
3. _____ Ethical standard upheld
4. _____ Diversity in client presenting problems
5. _____ Support and protection of your rights
6. _____ Respect for student's rights
- _____ Relevance of experience to career goals
8. _____ Exposure to and communication of school goals
9. _____ Exposure to and communication of school procedures
10. _____ Exposure to professional roles and functions within the school
11. _____ Exposure to information about community resources

Rate all applicable experiences that you had at your site:

- _____ Individual counseling
- _____ Academic advising
- _____ Group counseling
- _____ Classroom guidance presentations
- _____ Career counseling
- _____ Consultation services
- _____ Collaborative team approach
- _____ Parent conferences
- _____ Parent education
- _____ Referral services
- _____ Testing interpretation
- _____ Other _____
- _____ Overall evaluation of the site

Please comment on the quality of your on-site supervision experience (your on-site supervisor)

Please comment on you feeling of the overall quality of your school counseling internship site

What recommendations would you give to other students interested in this internship site?