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.

<table>
<thead>
<tr>
<th>Professional Competence Domain</th>
<th>Advanced Proficient (2)</th>
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<th>Below Proficient (0)</th>
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<tbody>
<tr>
<td><strong>1. Assessment &amp; Research</strong></td>
<td>Demonstrates professional competency beyond expectation of a beginning professional school counselor</td>
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Assesses & interprets students' strengths & needs, recognizing uniqueness in cultures, languages, values, backgrounds, & abilities (2.F.2.)

Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, & personal/social development (5.G.3.C.)

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.)

Makes appropriate referrals to school and/or community resources (5.G.2.K.)

Assesses barriers that impede students' academic, career, & personal/social development (5.G.3.E.)

Applies relevant research findings to inform the practice of school counseling (5.G.3.N.)

Develops measurable outcomes for school counseling programs, activities, interventions, and experiences (5.G.3.C.)

2. Continuous Improvement & Development

| Self-care strategies appropriate to the counselor role (2.F.1.L.) | Ethical standards of professional organizations & credentialing bodies, & applications of ethical & legal considerations in professional counseling (2.F.1.I.) | Continually works to enhance school counseling knowledge, dispositions, & skills (2.F.1.K.) |
| Uses assessment results as a basis for self-improvement in school counseling (2.F.4.E.) | Continues to read professional publications, attend workshops, conferences, & in-service trainings (2.F.4.) | Seeks feedback from students, parents/caregivers, other school personnel, & internship supervisors (5.G.2.B.) |
| Employs reflection as a tool for promoting both professional & personal development (2.F.4.) | Creates & monitors a professional development plan to guide personal improvement in attaining goals (2.F.4.) |


| 3. Communication & Counseling Services | Demonstrates self-awareness, sensitivity to others, & the skills needed to relate to diverse individuals, groups, & classrooms (2.F.5.F.) | Provides individual & group counseling & classroom guidance to promote the academic, career, & personal/social development of students (5.G.3.D,E,F,J&K.) |
| 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.) | Demonstrates the ability to use procedures for assessing & managing suicide risk (5.G.2.G) | 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.) |
| Communicates effectively with students, parent/caregivers, & other school personnel (5.G.2.B.) | Uses correct grammar in speaking / writing. Communicates in a clear & understandable manner. | Communicates using appropriate counseling skills including but not limited to: (a) active listening, (b) genuineness, & (c) unconditional positive regard (2.F.5.F.) |
| Demonstrates purpose & value of school counseling to students, parents/caregivers, & other school personnel (5.G.2.B.) | Communicates & establishes positive, helpful relationships with students & other stakeholders (5.G.2.B.) | Demonstrates skills to effectively facilitate school-based counseling groups, matching students' needs (5.G.3.M.) |


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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)


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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.)


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### 6. Ethics & Professional Identity

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- Demonstrates the ability to apply & adhere to ethical & legal standards in school counseling (5.G.2. L,M&N)
- Demonstrates the ability to articulate, model, & advocate for an appropriate school counselor identity & program (5.G.2.A.)
- Demonstrates professional concern for all students & stakeholder.
  - Meets professional expectations regarding attendance, punctuality, & record keeping.
  - Advocates for all student needs (social justice) (5.G.2.A.)
  - Demonstrates clear professional identity as a school counselor, educational leader, & agent for systemic change (5.G.2.A,B.)
  - Demonstrates initiative for implementing school counseling services to all students & stakeholders (5.G.2.F.)


### 7. Human Development & Learning

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- Demonstrates a general framework for understanding exceptional abilities & strategies for differentiated interventions (2.F.3.H.)
- Demonstrates an understanding of theories for facilitating optimal development and wellness over the life span (2.F.3.I.)
- Applies knowledge of human growth & development in comprehensive school counseling program (2.F.3.I.)
- Selects developmentally appropriate materials & activities (2.F.3.B.)
- Uses a variety of activities to motivate students at appropriate developmental levels (2.F.3.B.)
- Seeks to develop interpersonal skills (5.G.3.F.)
- Develops activities that reflect current theories of human development & learning (2.F.3.I.)
- Employs counseling strategies that have been found effective (strategies grounded in sound theory & research) (2.F.3.I.)

### 8. Knowledge of Professional School Counseling (Subject Matter / Area)

- Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (5.G.3.B.)
- 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.)
- Demonstrates knowledge & skills in the coordination of a comprehensive, developmental school counseling program (5.G.3.B.)
- Presents all subject matter accurately.
- 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.)
- Demonstrates ability to present subject in a manner meaningful to all students & stakeholders.
- Demonstrates knowledge of best practices.


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### 9. Learning Environments

- 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)
- Conducts programs designed to enhance student academic development (5.G.3.D.)
- Implements strategies & activities to prepare students for a full range of postsecondary options and opportunities (5.G.3.J&K.)
- Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (5.G.3.C.)
- Fosters & maintains a positive learning environment for all students (5.G.3.C.)
- Establishes an active environment for all students (5.G.3.C.)
- Assists students to develop responsibility & self-discipline (5.G.3.L.)
- Facilitates a positive learning environment for all students (5.G.3.C.)
- Focuses classroom guidance curriculum lessons on developmental & crisis needs of all students (5.G.3.C.)


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## 10. Planning

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)

- Conducts programs designed to enhance student academic development (5.G.3.K.)
- Implements strategies & activities to prepare students for a full range of postsecondary options and opportunities (5.G.3.J.)
- Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (5.G.3.C.)
- Plans effective instruction in a variety of classroom settings (e.g., the classroom guidance curriculum) (5.G.3.C.)
- Plans lessons that meet students' developmental classroom guidance curriculum needs (5.G.3.C.)
- Plans & sequences instruction that leads to the effective learning of all students (5.G.3.C.)
- Includes strategies & interventions to accommodate students with exceptionalities (5.G.3.C.)
- Connects subject matter to the state (e.g., IDOE school Counseling Framework) & national (e.g., ASCA [2005] National Model) standards (5.G.2.M.)


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## 11. Technology

Demonstrates ability to use & infuse technology in program delivery & technology’s impact on the counseling profession (2.F.5.D.)

- Utilizes appropriate technology in coordinating comprehensive, developmental school counseling services to all students (2.F.5.E.)
- Uses instructional media, computer applications, & other technology to enhance school counseling program & service delivery (2.F.5.D.)
- Provides students with appropriate hands-on experiences with technology in school counseling services (2.F.5.D.)
- Assumes a proactive attitude toward technological developments in facilitating a comprehensive, development school counseling program (2.F.5.E.)


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### 12. Role of the Professional School Counselor (educator)

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- 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.)
- Locates resources in the community that can be used in the school to improve student achievement & success (5.G.2.K.)
- Consults with teachers, staff, & community-based organizations to promote student academic, career, & personal/social development (5.G.2.B.)
- Uses peer helping strategies in the school counseling program (5.G.3.L.)
- 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.)
- 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.)
- Conceptualizes school counseling program as a part of the larger educational system & school mission (5.G.2.A.)
- Uses appropriate school counseling strategies & skills to support the holistic development of all students (5.G.3.B.)
- Assist in the development & coordination of a comprehensive, developmental school counseling program that fosters all students’ academic development & achievement (5.G.3.C.)


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 your feeling of the overall quality of your school counseling internship site

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