

Internship Counselor Evaluation Form - School

University of Wyoming, Department of Professional Studies, Counseling Program
Revised 2010 . 11

Student: _____ Phone: _____

e-mail: _____

Supervisor: _____ Phone: _____

e-mail: _____

Internship Site: _____ Semester / Year: _____

Instructions: Rate yourself / the Student on the items listed below by circling a letter for each category. Items represent skills and dispositions identified by CACREP as key in School-Counselor training. Please remember to take into account the trainee's developmental level in considering expectations (these expectations shift over the course of training). Both the trainee and supervisor should also write comments at each evaluation, identifying strengths and growth areas, plus plans for addressing those growth areas.

Use the following scale to rate yourself / the trainee according to expectations for his/her developmental level.
N = No Information; **0** = Unsatisfactory; **1** = Minimally Acceptable; **2** = Proficient; **3** = Exceptional Performance

Professionalism:

Professional dress; punctuality (on-time to internship, meetings, supervision, etc., start/end sessions on time); follows policies and procedures; presents self as a professional to others; contributes meaningfully to the school environment through appropriate interactions with all school personnel; makes thoughtful use of supervision and other feedback; communicates respect for the perspectives of others through actions; other professional expectations.

	Mid-Term	Final
Student	N 0 1 2 3	N 0 1 2 3
Supervisor	N 0 1 2 3	N 0 1 2 3

Basic Counselor Skills

Employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.), in the development of a therapeutic relationship with students, parents, and other professionals as needed.

	Mid-Term	Final
Student	N 0 1 2 3	N 0 1 2 3
Supervisor	N 0 1 2 3	N 0 1 2 3

Case Conceptualization

Ability to make sense of client material. Can generate a variety of hypotheses about the etiology and possible resolution of clients' concerns. Can develop and articulate a plan for addressing client concerns based on sound counseling principles, and which is consistent with the client's worldview and the counselor's theoretical orientation.

	Mid-Term	Final
Student	N 0 1 2 3	N 0 1 2 3
Supervisor	N 0 1 2 3	N 0 1 2 3

Self Awareness & Growth

Recognizes own strengths and limitations. Understands impact of own values, experiences and biases on session dynamics and case conceptualization. Willing to continue exploring how self impacts clinical work. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.

	Mid-Term	Final
Student	N 0 1 2 3	N 0 1 2 3
Supervisor	N 0 1 2 3	N 0 1 2 3

CACREP Area: Foundations

B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

	Mid-Term	Final
Student	N 0 1 2 3	N 0 1 2 3
Supervisor	N 0 1 2 3	N 0 1 2 3

B-2 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

	Mid-Term	Final
Student	N 0 1 2 3	N 0 1 2 3
Supervisor	N 0 1 2 3	N 0 1 2 3

CACREP Area: Prevention & Intervention

Mid-Term **Final**

D-1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
D-2	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
D-3	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
D-4	Demonstrates the ability to use procedures for assessing and managing suicide risk.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
D-5	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
CACREP Area: Diversity & Advocacy								Mid-Term				Final
F-1	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
F-2	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
F-3	Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
F-4	Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
CACREP Area: Assessment								Mid-Term			Final	
H-1	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
H-2	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
H-3	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
H-4	Makes appropriate referrals to school and/or community resources.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
H-5	Assesses barriers that impede students' academic, career, and personal/social development.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
								Mid-Term				Final
CACREP Area: Research & Evaluation								Mid-Term			Final	

J-1	Applies relevant research findings to inform the practice of school counseling.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
J-2	Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
J-3	Analyzes and uses data to enhance school counseling programs.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3

CACREP Area: Academic Development

L-1	Conducts programs designed to enhance student academic development.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
L-2	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
L-3	Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3

CACREP Area: Collaboration & Consultation

N-1	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
N-2	Locates resources in the community that can be used in the school to improve student achievement and success.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
N-3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
N-4	Uses peer helping strategies in the school counseling program.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
N-5	Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3

CACREP Area: Leadership

P-1	Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3
P-2	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).	Student	N	0	1	2	3	N	0	1	2	3
		Supervisor	N	0	1	2	3	N	0	1	2	3

Mid-Term Comments

Student:

Strengths: _____

Growth Areas: _____

Supervisor:

Strengths: _____

Growth Areas: _____

Student Signature

Date

Supervisor Signature

Date

End-of-Term Comments

Student:

Strengths: _____

Growth Areas: _____

Supervisor:

Strengths: _____

Growth Areas: _____

Student Signature

Date

Supervisor Signature

Date

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