

Suffolk University
School Counseling Program
Intern Evaluation Form

Field Supervisor's Evaluation of Student Counselor

Name of Intern: _____

Date Completed: _____

Location of Placement: _____

Dates of Placement: _____ to _____

Hours per week (approx): _____ Total hours completed to date: _____

Name of Field Supervisor: _____

Directions: Circle the number which best describes the student counselor's FREQUENCY of demonstration of the stated competency, and your EVALUATION of each competency for each standard using the provided rating scales. At the end of each standard section note how the competencies were observed and evaluated. **Please note that this instrument may assess more experiences than are available in your school – please indicate 'not observed' for these items, and leave your evaluation rating blank!** For example, counseling students on post-high school plans does not often occur during middle school.

Rating Scales:

Frequency: 1 – Not Observed 2 – Less than Monthly 3 – Monthly 4 - Weekly 5 – Daily

Evaluation: 1 - Unsatisfactory 2 – Needs Improvement 3 – Satisfactory 4 - Proficient 5 - Distinguished

*** If a competency is not observed during Fall semester, please try to include as part of intern's experiences during spring semester***

603 CMR 7.11(2)(a)(2): Subject Matter Knowledge for School Guidance Counselor (5-12)			
Standard A	Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor:	Frequency	Evaluation
	is familiar with the Curriculum Frameworks and their use in academic advising	1 2 3 4 5	1 2 3 4 5
	explains academic requirements and scheduling procedures clearly to students, parents and teachers	1 2 3 4 5	1 2 3 4 5
	Understands how classroom-based counseling work is or can be related to the Curriculum Frameworks	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

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Standard B	Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents:	Frequency	Evaluation
	interprets and effectively communicates MCAS test results to students, teachers and/or parents	1 2 3 4 5	1 2 3 4 5
	interprets and effectively communicates college placement test results (e.g., PSAT, SAT, ACT) to students, teachers and/or parents	1 2 3 4 5	1 2 3 4 5
	interprets and effectively communicates academic achievement, behavioral, intelligence, and/or other test results commonly used in special education assessment (e.g., WISC, WRAT) to students, teachers and/or parents	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard C	Psychology of learning:	Frequency	Evaluation
	employs a counseling approach with students according to their learning style	1 2 3 4 5	1 2 3 4 5
	employs a counseling approach with students appropriate for their developmental level	1 2 3 4 5	1 2 3 4 5
	employs a counseling approach with students to address academic needs, in addition to social, emotional, or behavioral needs	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard D	Understanding of the diagnosis and treatment of learning and behavior disorders	Frequency	Evaluation
	understands the diagnosis and treatment of learning disorders, including accommodations and strategies for students in special and regular education contexts	1 2 3 4 5	1 2 3 4 5
	understands the diagnosis and treatment of behavior disorders, including accommodations and strategies for students in special and regular education contexts	1 2 3 4 5	1 2 3 4 5
	counsels/advises students with learning and/or behavior disorders to improve academic-related outcomes	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

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Standard E	Theories of normal and abnormal intellectual, social, and emotional development	Frequency	Evaluation
	applies knowledge of theories of development as they relate to normal and abnormal intellectual development when counseling/advising students	1 2 3 4 5	1 2 3 4 5
	applies knowledge of theories of development as they relate to normal and abnormal social development when counseling/advising students	1 2 3 4 5	1 2 3 4 5
	applies knowledge of theories of development as they relate to normal and abnormal emotional development when counseling/advising students	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard F	Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students.	Frequency	Evaluation
	participates in the development and/or implementation of guidance curricula to educate students about substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence	1 2 3 4 5	1 2 3 4 5
	facilitates conflict resolution among students to prevent further conflict	1 2 3 4 5	1 2 3 4 5
	counsels students who have experienced substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard G	Philosophy, principles and practices in school guidance counseling	Frequency	Evaluation
	demonstrates understanding of the Massachusetts Model for School Counseling Programs and/or the ASCA National Model	1 2 3 4 5	1 2 3 4 5
	manages their caseload appropriately, including scheduling appointments and follow up	1 2 3 4 5	1 2 3 4 5
	participates in the school's guidance department meetings	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

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Standard H	Federal, state, municipal, and school laws and regulations	Frequency	Evaluation
	understands the ethical standards that relate to a school counselor’s role/responsibilities, and acts in accordance with those principles	1 2 3 4 5	1 2 3 4 5
	understands the federal, state, local and school laws and regulations that relate to the counselor’s role/responsibilities, and acts in accordance with those laws and regulations (including 504, CHINS, 51A, FERPA policies and procedures)	1 2 3 4 5	1 2 3 4 5
	understands federal and state laws as they refer to special education	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard I	Career counseling	Frequency	Evaluation
	assists students in career exploration/post-high school planning using a variety of school resources (printed, computer-based or other)	1 2 3 4 5	1 2 3 4 5
	effectively counsels students on post high school plans through examining academic records, utilizing college and other post-secondary resource materials, and responding to their academic and personal concerns	1 2 3 4 5	1 2 3 4 5
	utilizes knowledge of career development theories when counseling/advising students	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard J	Resources within the school system or the community for referral.	Frequency	Evaluation
	understands school’s policy and procedures regarding special needs referral and IEP process	1 2 3 4 5	1 2 3 4 5
	understands when it is necessary to refer students to others who are better able to assist them. (For example: the treatment of substance abuse, physical and sexual abuse, mental illness)	1 2 3 4 5	1 2 3 4 5
	communicates and consults effectively with referral sources within the school and community on behalf of students	1 2 3 4 5	1 2 3 4 5
	is aware of resources available in the community to foster positive development, address mental health and behavioral concerns, provide assistance to needy families (e.g., home heating programs, WIC, food pantry), and facilitate college access and success	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

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Standard K	Knowledge of statistics, research design, and research in guidance counseling	Frequency	Evaluation
	uses school-wide data to identify student needs	1 2 3 4 5	1 2 3 4 5
	establishes objectives and systematically evaluates the progress towards those objectives	1 2 3 4 5	1 2 3 4 5
	evaluates the effectiveness of school counseling activities (e.g., progress in individual counseling, lesson evaluation, or surveys of students regarding the counseling program)	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard L	Group counseling and group leadership	Frequency	Evaluation
	understands and participates in the group counseling selection process	1 2 3 4 5	1 2 3 4 5
	understands and participates in the group counseling process as a leader or co-leader	1 2 3 4 5	1 2 3 4 5
	participates in group guidance activities such as college fairs, career development, financial aid seminars, review of SAT, MCAS or other testing procedures	1 2 3 4 5	1 2 3 4 5
	leads/facilitates developmental guidance programs and activities such as college planning and preparation, high school survival for freshman, violence prevention, and peer helper training	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			
Standard M	Development of skills for consultation with parents, teachers, and administrators	Frequency	Evaluation
	uses appropriate consulting skills (listening, clarification action planning, etc) necessary for communicating effectively with parents, teachers, administrators, and fellow counselors	1 2 3 4 5	1 2 3 4 5
	interacts effectively and appropriately with parents	1 2 3 4 5	1 2 3 4 5
	relates well to teachers and administrators in the school, on behalf of students	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

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Standard N	College counseling and use of college and other post-secondary resource materials	Frequency	Evaluation
	understands the college application and financial aid process	1 2 3 4 5	1 2 3 4 5
	writes clear and concise recommendation letters	1 2 3 4 5	1 2 3 4 5
	applies knowledge of career development theory to facilitate the post high school transition	1 2 3 4 5	1 2 3 4 5
	understands and uses resources to facilitate the college selection and application process (e.g., Common Application, Naviance)	1 2 3 4 5	1 2 3 4 5
	understands and uses resources to secure financial aid opportunities (e.g., MEFA, FAFSA)	1 2 3 4 5	1 2 3 4 5
	counsels/advises students appropriately regarding the college application and selection process	1 2 3 4 5	1 2 3 4 5
<i>How were the above competencies observed/evaluated?</i>			

Recommendation and Rating

1. Was student's overall performance:
1 - Unsatisfactory 2 – Needs Improvement 3 – Satisfactory 4 - Proficient 5 - Distinguished

Please explain (attach additional letter, if necessary):

2. Would you hire this student if a position were open? _____ Yes _____ No

Please explain:

3. Please indicate the amount of time devoted to supervision of the student:
 _____ Hours per week

Verification of Hours

The student has completed _____ practicum hours under the supervision of the site supervisor
The signatures below indicate that the evaluation and number of hours of the practicum experience are true and correct, and that this form has been reviewed and agreed upon by both the student and supervisor.

x _____
 Supervisor Signature

x _____
 Student Signature