APPENDIX 5

Appendix 5

Wright State University

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Site Supervisor Evaluation of **School Counseling** Practicum

Student

Student Name: ___________________________ UID: ______________

Site Supervisor: ___________________________ Date: ______________

School: ___________________________ Phone: ______________

_______ Midterm Evaluation (Week 7) _______ Final Evaluation Week 15)

**Instructions for Site Supervisors:** Please use this form to evaluate the practicum student at the midterm and at the end of each semester. Only rate those items where you have had the opportunity to observe and/or discuss with the practicum student. It is not necessary to respond to each section of this form. However, it is expected that the student's counseling skills can be evaluated during each semester you supervise the student and that students participate in the design and delivery of all the components of a comprehensive school counseling program throughout the practicum experience. This includes but is not limited to academic planning, classroom guidance, group curriculum and system support. Finally, please complete the section on professionalism. Evaluation should be discussed with student and used to establish goals for continued professional growth.
Please rate practicum student's competency in the following areas using this scale:

5 = Frequently demonstrates very high degree of competence
4 = Frequently demonstrates high degree of competence
3 = Demonstrates an adequate degree of competence
2 = Demonstrates a relatively low degree of competence
1 = Demonstrates an extremely low degree of competence

NA = Competency is not applicable to this setting
NO = No opportunity to observe

I. Counseling Skills

The Practicum Student:

_______ Demonstrates appropriate active listening skills
_______ Demonstrates ability to identify and prioritize issues to be resolved
_______ Facilities student’s understanding of issues to be resolved
_______ Demonstrates goal-setting skills
_______ Selects strategies that are solution-focused
_______ Uses age-appropriate counseling strategies
_______ Uses counseling and other intervention strategies that are culturally appropriate
_______ Appropriately terminates counseling sessions
_______ Demonstrates ability to structure a session, which includes discussing

  confidentiality, the purpose of the counseling session, and other informed consent issues as appropriate
_______ Conducts appropriate follow-up of student progress
_______ Demonstrates appropriate interactions with parents and teachers regarding Student progress
Uses appropriate referral processes as necessary
Maintains and protects counseling notes and records
 Appropriately terminates sessions
Demonstrates empathy, positive regard, and genuineness in providing counseling services
Motivates students to achieve goals
Evaluates effectiveness of counseling interventions

Mean Score for Counseling Skills (Sum of ratings divided by number of responses)

II. COMPREHENSIVE SCHOOL COUNSELING PROGRAM
The Practicum Student:
Develops a comprehensive school counseling program and calendar
Designs and evaluates appropriate school counseling programs
Designs and delivers developmentally appropriate classroom guidance lessons
Implements interventions to promote academic development
Delivers developmentally appropriate career counseling interventions and assessments
Applies strategies to facilitate school and postsecondary transitions
Uses skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
Employs approaches to increase promotion and graduation rates
Implements interventions to promote college and career readiness
Uses strategies to promote equity in student achievement and college access

Revised Fall 2018
______Provides accurate information to students in areas such as course selection, college and career planning, assessment, scholarships, etc.
______Demonstrates ability to administer and interpret various assessments as appropriate
______Demonstrates ability to use computer-based career and educational planning systems
______Demonstrates ability to organize various approaches to guidance education (e.g., peer-counseling, tutoring, conflict management groups)

______Understands school procedures and policies for:
  o Student planning for course selection
  o Attendance and Truancy
  o Promotion and graduation
  o Disseminating information (e.g., scholarship, ACT/SAT)
  o Coordinating data entries (e.g., class rank, attendance, and grades)
  o Interpreting test results to students, parents, and teachers
  o Maintaining and protecting student records
  o Serving on multidisciplinary teams for student placement in special education
  School wide testing
  o Coordinating referral information for community agency services
  o Coordinating school-wide initiatives (e.g., crisis services, prevention programs such as D.A.R.E.)

______Mean Score for Comprehensive School Counseling Program (Sum of ratings divided by number of responses)

III. DELIVERY OF CLASSROOM GUIDANCE LESSONS

The Practicum Student:
______Reinforces positive student behavior
______Maintains student interest
______Focuses on activities and lessons that impact the academic, personal/social, or career needs of students
______Utilizes effective classroom management strategies
______Demonstrates creativity in delivery of the sessions
______Facilitates respectful student interaction
______Selects age-appropriate materials

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Recognizes students with unique learning and emotional needs and makes necessary adjustments for everyone’s meaningful involvement (i.e. differentiated instruction)

Selects topics and activities that recognize the dignity, worth, and cultural uniqueness of students

Presents material in a logical, sequential and organized manner

Evaluates effectiveness of presentations

Mean Score for Classroom Guidance (Sum of ratings divided by number of responses)

IV. GROUP FACILITATION

The Practicum Student:

Establishes the purpose of the group and ensures all members understand

Addresses confidentiality

Helps students set appropriate goals

Keeps students engaged

Demonstrates active listening skills

Provides members with feedback

Manages student behavior during sessions

Facilitates interaction among students

Models appropriate behavior

Initiates appropriate strategies to negotiate the various stages of group behavior

Teach students to respond and interact respectfully with one another

Demonstrates flexibility during sessions and makes adjustments when necessary

Mean Score for Group Facilitation (Sum of ratings divided by number of responses)

V. CONSULTATION AND COLLABORATION

The Practicum Student:

Demonstrates the ability to interact appropriately on committees and/or intervention teams

Demonstrates the ability to identify a problem area regarding student behavior and
work with teachers to generate feasible and measurable goals for its remediation

Demonstrates the ability to identify and articulate the need for student referral to internal or external support services.

Demonstrates the ability to articulate the role and need for strong school counseling programs to teachers, parents, and others.

Demonstrates the ability to provide teachers helpful information regarding student behaviors

Demonstrates the ability to use appropriate observational skills of student behavior for purposes of consultation and intervention

Demonstrates the ability to use effective strategies to foster collaboration and teamwork amongst teachers and staff

Mean Score for Consultation and Collaboration (Sum of ratings divided by number of responses)

VI. MULTICULTURAL COMPETENCY

The Practicum Student:

Is aware of self and own cultural values and biases

Recognizes the impact culture and race has on the counseling relationship and academic experience

Uses culturally sensitive strategies when assisting students with academic, personal social and career issues

Understands and recognizes disparities between student groups

Understands barriers to education faced by marginalized groups

Develops programs that are culturally responsive

Mean Score for Multicultural Competency (Sum of ratings divided by number of responses)

VII. USE OF DATA

The Practicum Student:

Uses data to advocate for programs and students

Develops measures for assessing student needs and analyses data
Uses accountability data to inform decision-making
Maintains accurate record of time spent developing, managing and delivering services within the comprehensive school counseling program

Mean Score for Classroom Guidance (Sum of ratings divided by number of responses)

VII. PROFESSIONALISM
The Practicum Student:
Takes Initiative and seeks opportunities for professional growth and learning
Accepts feedback and recognizes constructive criticism
Commits to act on feedback and recommendations offered during supervisory sessions
Shows evidence of appropriate response to supervisor's recommendations
Communicates respectfully, authentically, and articulately
Demonstrates a value base that recognizes the merits and contributions of school counseling in the schools
Demonstrates a value base that recognizes the individuality and worth of every student
Demonstrates appropriate time management and organizational skills
Practices according to professional, ethical, and school policy standards
Demonstrates awareness of emotions, strengths, and weaknesses
Demonstrates awareness of how personal emotions affect professional performance
Appropriately regulates personal emotions, behaviors, and motives in response to people and situations at the school
Demonstrates empathy in working with others
Suspends judgment and thinks before acting
Demonstrates skill in finding common ground and building rapport with other professionals
Exhibits collaborative skills
Sustains positive professional relationships so that work on behalf of students can be achieved

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Demonstrates a propensity to pursue goals with energy and persistence

Maintains excellent attendance and punctuality

Maintains professional boundaries with students and families

Dresses appropriately

Mean Score for Professionalism (Sum of ratings divided by number of responses)

Other Comments:

Site Supervisor Signature ____________________________ Date ____________

Student Signature ____________________________ Date ____________

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PROFESSIONAL GROWTH PLAN

Student Name: ___________________________________________ UID: ________________

Semester of Practicum: _________ Total Hours: _________ Direct Hours: _________

Directions: To be completed by student after review of site supervisor evaluation

Mean Score for Counseling Skills
Mean Score for Comprehensive School Counseling Program
Mean Score for Delivery of Guidance Lessons
Mean Score for Facilitation of Group
Mean Score for Consultation and Collaboration
Mean Score for Multicultural Competency
Mean Score for Use of Data
Mean Score for Professionalism

Statement by Student. Based upon this evaluation provide a statement of your plans for further professional growth in the above areas.

Student Signature ___________________________________________ Date ________________

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