



School Counseling Internship Student Evaluation

Student: _____

Supervisor: _____

Date: _____

Rating Scale:

- N = Not applicable or no opportunity to observe
- 1 = Does not meet standards expected for student’s level of preparation and experience.
- 2 = Minimally and/or inconsistently meets standards expected for student’s level of preparation and experience.
- 3 = Adequately and consistently meets standards expected for student’s level of preparation and experience.
- 4 = Exceeds standards expected for student’s level of preparation and experience.

Professionalism & Administrative Responsibilities					
1. Is punctual and conscientious in attendance.	1	2	3	4	N
2. Shows enthusiasm for learning about the site and the profession.	1	2	3	4	N
3. Is sensitive to site structure and policies.	1	2	3	4	N
4. Is skillful, sensitive, and courteous in relating to the population served.	1	2	3	4	N
5. Carries out responsibilities reliably and effectively.	1	2	3	4	N
6. Demonstrates an appropriate degree of independence and initiative.	1	2	3	4	N
7. Is responsive to feedback from supervisor, staff, and peers.	1	2	3	4	N

CACREP Standards to be Assessed					
a. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. <i>B.1</i>	1	2	3	4	N
b. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. <i>B.2</i>	1	2	3	4	N
c. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. <i>D.1</i>	1	2	3	4	N
d. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. <i>D.2</i>	1	2	3	4	N
e. Designs and implements prevention and interventions 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 resilience on student learning and development. <i>D.3</i>	1	2	3	4	N
f. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. <i>D.5</i>	1	2	3	4	N
g. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. <i>F.1</i>	1	2	3	4	N
h. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. <i>F.2</i>	1	2	3	4	N
i. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. <i>F.3</i>	1	2	3	4	N
j. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. <i>F.4</i>	1	2	3	4	N
k. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. <i>H.1</i>	1	2	3	4	N

l. Makes appropriate referrals to school and/or community resources. <i>H.4</i>	1	2	3	4	N
m. Assesses barriers that impede students' academic, career, and personal/social development <i>H.5</i>	1	2	3	4	N
n. Applies relevant research findings to inform the practice of school counseling. <i>J.1</i>	1	2	3	4	N
o. Conducts programs designed to enhance student academic development. <i>L.1</i>	1	2	3	4	N
p. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. <i>L.2</i>	1	2	3	4	N
q. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. <i>L.3</i>	1	2	3	4	N
r. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. <i>N.1</i>	1	2	3	4	N
s. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. <i>N.3</i>	1	2	3	4	N
t. Uses peer helping strategies in the school counseling program. <i>N.4</i>	1	2	3	4	N
u. 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. <i>N.5</i>	1	2	3	4	N
v. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. <i>P.1</i>	1	2	3	4	N

Overall Evaluation (Based on above criteria and Additional Comments provided below):

_____ Does not meet expectations for the internship in a satisfactory manner; needs to demonstrate improved level of performance to be considered satisfactory.

_____ Minimally and/or inconsistently meets expectations for the internship in a satisfactory manner.

_____ Adequately and consistently meets expectations for the internship in a satisfactory manner.

_____ Exceeds expectations for the internship; performs at a level above what would be expected for someone at this level of training.

_____ At this time evaluation cannot be given (Provide reasons under Additional Comments below).

ADDITIONAL COMMENTS: (A short overall assessment including student strengths, areas for further growth, and/or your expectations of the student and the internship).

Supervisor Signature

Date

Intern Signature

Date