

## APPENDIX 5

### Appendix 5

Wright State University

College of Education and Human Services, Department of Human Services  
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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

\_\_\_\_\_ Facilitates 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

\_\_\_\_\_ 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:

- Student planning for course selection
- Attendance and Truancy
- Promotion and graduation
- Disseminating information (e.g., scholarship, ACT/SAT)
- Coordinating data entries (e.g., class rank, attendance, and grades)
- Interpreting test results to students, parents, and teachers
- Maintaining and protecting student records
- Serving on multidisciplinary teams for student placement in special education
  - School wide testing
- Coordinating referral information for community agency services
- 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

- \_\_\_\_\_ 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

\_\_\_\_\_ 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 \_\_\_\_\_



## 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** \_\_\_\_\_