

**Department of Counseling & Student Personnel
Professional School Counseling Program
Intern Evaluation**

Student _____

Site Supervisor _____

School _____

Date _____

Performance Scale

Element Unmet	Basic	Satisfactory	Proficient
Is not aware of or does not yet demonstrate understanding of this component OR has not shown ability to accomplish.	Demonstrate understanding or awareness of the component and attempts to implement OR implements at a rudimentary or beginning level of mastery.	Demonstrates understanding and awareness of the component and implements successfully at the expected level of a mid-level intern.	Demonstrates high level of understanding of the component and can consistently implement at a level of consistency expected of a later-year intern OR demonstrates a high degree mastery and professionalism expected of a practitioner in the field.
0	1	2	3

Not Applicable (NA) = Intern has not yet had the opportunity to participate in the component OR the component is not relevant or employed at this site.

Counseling Relationship and Skills	0	1	2	3	NA
1. Employs developmentally appropriate counseling skills in interactions with students					
2. Applies different approaches to the unique problems of students					
3. Demonstrates effective and professional rapport with students					
4. Appropriately empathetic to student needs					
5. Provides structure for the direction of student sessions, inclusive of time management appropriate for the situation and setting					
6. Responds effectively to students in crisis situations					
7. Respects the sensitivities necessary to effectively counsel persons of diverse backgrounds and is aware of own multicultural counseling competencies and limitations					
8. Demonstrates effective coordination and leadership of the group counseling process (this element is not classroom guidance)					
9. Aware of mental health issues and impact on student learning					

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0	1	2	3

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Developmental Guidance	0	1	2	3	NA
1. Selects and delivers developmental lessons appropriate for the grade or intellectual levels of students					
2. Effective classroom presentation styles					
3. Manages classroom discipline or disruptions without compromising integrity of the counseling role					
4. Provides expectancy set and summary for classroom lessons					
5. Allows for and encourages student interaction during lessons so as to increase student empowerment and self-understanding					
6. Utilizes multiple learning strategies during lessons so as to engage visual, auditory, and kinesthetic learners and students with alternative learning styles					
7. Infuses developmental lessons into the overall educational curriculum in order to show real-world relevance between decision-making and education					

Consultation	0	1	2	3	NA
1. Requests opinions from colleagues as appropriate to increase effective interactions and interventions with students					
2. Solicits and shares nonconfidential information with teaching staff as necessary					
3. Is able to express logical professional opinions and observations during the consultation process					
4. Effective in meetings with parents					
5. Mediates conflict situations between students and faculty					
6. Mediates conflict situations between students and parents					
7. Mediates conflict situations between students and students					
8. Mediates conflict situations between faculty and faculty					
9. Follows mandated reporting procedures					
10. Able to consult with outside professionals (e.g., medical, psychological, or legal)					

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0	1	2	3

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Evaluation and Assessment	0	1	2	3	NA
1. Familiar with tests and testing procedures used within the school and school district					
2. Able to effectively administer and interpret standardized academic tests					
3. Able to effectively administer and interpret career inventories					
4. Demonstrates professionalism in interpreting test results to students					
5. Demonstrates professionalism in interpreting test results to parents					
6. Demonstrates professionalism in interpreting test results to staff					
7. Shows comprehension of school wide test result trends					
8. Shows comprehension of individual test result trends					
9. Relates test result trends to school curricula					
10. Relates test result trends to individual curricula needs (i.e., recommendation of courses best suited to meet student needs)					
11. Able to evaluate the guidance program in ways to meet student and school needs					