

Supervisor Assessment of School Counseling Practica Experiences

_____	_____
Student Name	Home Phone
_____	_____
Site Supervisor's Name	Phone
_____	_____
E-Mail	Fax
_____	_____
District	Site(s)

Date began this fieldwork site	First Assessment: _____

Date of this self-assessment	Second Assessment: _____
	Additional Assessment: _____

Use the scale below to assess the practicum student in both general and specific counseling and guidance skills. For specific professional skills please check the practica experiences and opportunities that were available to your supervisee. Include additional comments as necessary.

- 4 – Ready to begin final fieldwork - Superior or very confident and shows exceptional skill or knowledge.
- 3 – Ready to begin final fieldwork - Very good or confident and functions independently with little or no supervision.
- 2 – Needs additional experiences before final fieldwork - Adequate or somewhat confident or able to perform competently with moderate supervision.
- 1 – Needs additional experiences before final fieldwork. (Please attach Plan for Improvement of Professional Competencies)
- N/0 – No opportunity – unable to assess

General Professional Skills

Time management and organization

 Collaboration: Works cooperatively with others in groups or teams.

 Cultural competence: Can express respect and empathy for clients from diverse backgrounds. Advocates for those students who have less power and voice in schools.

 Oral communication: Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).

 Reflection: Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback.

 Written communication: Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.).

Specific Counseling and Guidance Skills

Individual or group counseling and guidance

 Had opportunities to become familiar with state, district, and school site policies and practices related to discipline, standards for promotion and graduation, tests and measures used in assessing student learning and achievement.

 Had opportunities to obtain information relating to local vocational training programs, colleges and universities.

 Had opportunities to become familiar with the structure and process of constructing a master schedule of classes.

 Had opportunities to participate in referrals to County Mental Health Agencies and/or other community mental health providers.

 Had opportunities to provide short-term individual counseling for personal and/or social development.

 Had opportunities to provide individual academic advisement and planning, including reviewing student records, interviewing students, and using assessment data to develop plans to improve students' academic achievement.

___ Had opportunities to provide individual career/vocational counseling, including assessment, goal setting, and developing action plans.

___ Had opportunities to organize, implement, and evaluate a group counseling experience related to the academic, or career/vocational, or personal and/or social development of students.

___ Had opportunities to organize, implement, and evaluate group classroom guidance activities (*the guidance curriculum*) related to the academic, or career/vocational, or personal and/or social development of students.

Assessment, comments, and other needs before fieldwork:

Collaboration and Consultation

___ Had opportunities to observe and participate in SST, Child Study Team (CST), and Individual Education Plan (IEP) meetings at the practicum site.

___ Had opportunities to observe and participate in collaborative consultations with school personnel, parents/caregivers, and community members to develop interventions to improve students' academic achievement and social functioning.

___ Had opportunities to assist in the development of behavioral support plans.

___ Had opportunities to participate in parent conferences or meetings.

___ Had opportunities to assist in the presentation of parent education materials.

___ Had opportunities to investigate school based and community resources and participate in the process of referring children and adolescents for specialized help

Assessment, comments, and other needs before fieldwork:

Learning about, helping develop, or evaluate policy, practices and programs

___ Had opportunities to observe in a variety of regular and special education classrooms.

___ Had opportunities to attend school site and district meetings.

___ Had opportunities to research district and state standards for promotion and graduation.

___ Had opportunity to research school site and district level crisis response plans.

___ Had opportunities to investigate the use of school and/or district outcome data for the purpose of evaluating a specialized program.

___ Had opportunities to use computer technology and data information systems to monitor program outcomes and individual pupil achievement.

Assessment, comments, and other needs before fieldwork:

Site Supervisor (Print)

Signature

Student (Print)

Signature

University Supervisor (Print)

Signature