**School Counseling Evaluation for Clinical Classes**

**Mid-Term or Final (Circle One) Evaluation Form**

**Practicum or Internship I or Internship II (circle one)**

Counseling Student: Semester and Year

Site Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Off-campus Site Supervisor is requested to complete this form and confer with the counseling student midterm and at the end of the term. The form should be sent to the University Supervisor via mail or the counseling student.

The 10 responsibilities, set forth in state statute (TEC §33.006) as well as professional school counseling research, literature, and evidence-based practice, include the following which are used to evaluate graduate students in the School Counseling Program.

Circle the number which best describes student performance in each category. If a category is not applicable, indicate so by placing "n/a" immediately next to the category number.

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| **DOMAINS** | **Requires****Assistance** | **Appropriate Acceptable Performances** | **Exceptional Performances** |
| **Program Management Domain**. School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive developmental school counseling program. Program services are organized and delivered through the four components of (1) Guidance Curriculum, (2) Responsive Services, (3) Individual Planning, and (4) System Support specified in TEC §33.005 (Appendix B). School counselors collaborate with others to determine balance among the four components to meet student and community needs. Personnel, physical resources, and activities are organized in response to identified needs, priorities, and program goals to support contributions to the total educational program. |
| 1. Plan a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support (TEC§33.005). | 1 | 2 | 3 | 4 | 5 | 6 |
| Implement a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support (TEC §33.005).  | 1 | 2 | 3 | 4 | 5 | 6 |
| Collect and analyze data to determine student and program needs and program goals for the continuous improvement of a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support (TEC §33.005).. | 1  | 2 | 3 | 4 | 5 | 6 |
| Promote the balanced provision of school counseling program content areas based on assessed needs of the campus/district comprehensive developmental school counseling program (Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Post-secondary Education and Career Readiness). | 1 | 2 | 3 | 4 | 5 | 6 |
| Collaborate with school staff, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a comprehensive developmental school counseling program (TEC §33.005) | 1 | 2 | 3 | 4 | 5 | 6 |
| Gather and analyze data collaboratively for program planning and continuous evaluation of the comprehensive developmental school counseling program (TEC §33.005) | 1 | 2 | 3 | 4 | 5 | 6 |
| **Guidance Domain.** School counselors proactively provide guidance to assist all students in developing and applying skills for maximum educational, career, personal, and social growth during school years and beyond. |  |
| Use accepted theories in addressing personal, social, career, cognitive, and educational development | 1 | 2 | 3 | 4 | 5 | 6 |
| Attend to the diverse needs of students participating in classroom guidance | 1 | 2 | 3 | 4 | 5 | 6 |
| Plan structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students’ developmental needs.  | 1 | 2 | 3 | 4 | 5 | 6 |
| Conduct structured group lessons to deliver the Guidance Curriculum effectively. | 1 | 2 | 3 | 4 | 5 | 6 |
| Accurately and without bias guide individuals and groups of students and parents/guardians to plan, monitor, and manage the students own educational development, including information about post-secondary opportunities. (TEC §33.007) | 1 | 2 | 3 | 4 | 5 | 6 |
| **Counseling, Prevention, and Intervention Domain:** School counselors make counseling interventions accessible to all students. School counselors specifically apply these competencies to those students whose developmental needs, personal concerns, or challenges affect their continued educational, career, personal, or social development. |
| Use accepted and effective techniques to provide individual developmental, preventive, remedial, and/or crisis counseling | 1 | 2 | 3 | 4 | 5 | 6 |
| Use accepted and effective techniques to provide group developmental, preventive, remedial, and/or crisis group counseling. | 1 | 2 | 3 | 4 | 5 | 6 |
| Designs and implements prevention and intervention plans related to the effects of (a) a typical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. | 1 | 2 | 3 | 4 | 5 | 6 |
| Demonstrates the ability to use procedures for assessing and managing suicide risk. | 1 | 2 | 3 | 4 | 5 | 6 |
| Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. | 1 | 2 | 3 | 4 | 5 | 6 |
| **Consultation Domain:** School counselors, as consultants, advocate for students and provide professional expertise to help faculty, staff, administrators, parents/guardians, and other community members understand individual behavior and human relationships. School counselors interpret relevant information for these people concerning the development and needs of students. School counselors consult with others to promote and increase the effectiveness of student education and success. |
| Consult with parents, school staff, and other community members to promote and increase the effectiveness of student achievement and success. | 1 | 2 | 3 | 4 | 5 | 6 |
| Consult with school staff, parents, and community members to promote understanding of human relations and student development, behavior, and environment. | 1 | 2 | 3 | 4 | 5 | 6 |
| Consider existing cultural context when consulting with parents, school staff, and other community members regarding the unique and diverse needs of students. | 1 | 2 | 3 | 4 | 5 | 6 |
| **Coordination Domain.** School counselors as coordinators provide resources to the home, school, district, and community to support students’ optimal academic, career, personal, and social development. School counselors work with students’ parents/guardians and school personnel to coordinate referrals to other resources as appropriate. |  |  |
| Coordinate people and other resources in the school, home, and community to promote student success. | 1 2 | 3 4 | 5 6 | 4 | 5 |
| Use effective processes of referring students, parents/guardians, and others to special needed programs and services. | 1 2 | 3 4  | 5 6 |  |  |
| **Student Assessment Domain**. In the Student Assessment Domain, school counselors interpret standardized test results and other available student data to promote sound decision making for students and others involved in the students’ development. School counselors promote understanding of ethical and legal uses and limitations of assessment. |  |  |
| Adhere to legal, ethical, and professional standards related to assessment. | 1 | 2 | 3 | 4 | 5 | 6 |
| Possess and promote an understanding of potential linguistic bias in assessment tools. | 1 | 2 | 3 | 4 | 5 | 6 |
| Interpret standardized test results and other formal and informal assessment data to guide students in individual goal setting and planning in collaboration with school personnel. | 1 | 2 | 3 | 4 | 5 | 6 |
| Enhance the work of school staff and parents in guiding student goalsetting and planning by promoting understanding and use of standardized test results and other assessment data in alignment with the cultural and diverse needs of students. | 1 | 2 | 3 | 4 | 5 | 6 |
| Use formal and informal assessment tools appropriately within the scope of practice and local district policy. | 1 | 2 | 3 | 4 | 5 | 6 |
| **Leadership:** School counselors apply leadership competencies in all four components of the comprehensive developmental school counseling program |
| Provide leadership for the implementation of the school’s comprehensive developmental school counseling program. | 1 | 2 | 3 | 4 | 5 | 6 |
| Provide leadership in the school’s responsiveness to the personal and social needs of diverse students. | 1 | 2 | 3 | 4 | 5 | 6 |
| Provide leadership for the enhancement of learning environments that address the diverse needs of students. | 1 | 2 | 3 | 4 | 5 | 6 |
| **Advocacy Domain.** School counselors apply advocacy competencies in all four components of the comprehensive and developmental school counseling program. |
| Advocate for a school environment that acknowledges and respects diversity.  |  |  |  |  |  |  |
| Advocate for individual and specific groups of students, Advocate for school policies, programs, and services that are equitable and responsive to diverse groups of students and enhance a positive school climate | 1 | 2 | 3 | 4 | 5 | 6 |
| Advocate for the comprehensive developmental school counseling program and school counselors’ ethical and professional standards within school and community. | 1 | 2 | 3 | 4 | 5 | 6 |
| Advocate for the elimination of factors that may impede student achievement and school success. | 1 | 2 | 3 | 4 | 5 | 6 |
| **Professional Behavior Domain.** School counselors accept responsibility for continuous self directed professional development to improve competence in job-related performance standards. School counselors accept responsibility for improving the inclusiveness of the school environment and for developing and using collaborative inter-professional relationships. |  |
| Demonstrate professionalism, including a commitment to continuous professional development. | 1 | 2 | 3 | 4 | 5 | 6 |
| Establish and maintain professional relationships with administrators, teachers, other school staff, parents, and community members. | 1 | 2 | 3 | 4 | 5 | 6 |
| Accept accountability for the use of time in delivering a full complement of services based on assessed needs in all four components of a comprehensive developmental school counseling program. | 1 | 2 | 3 | 4 | 5 | 6 |
| **Professional Standards Domain**. School counselors adhere to professional standards in all components of a comprehensive developmental school counseling program. Time dedicated to activities that promote understanding and application of professional rules, policies, regulations, and guidelines is accounted for in the System Support component of the comprehensive developmental school counseling program. |  |
| Adhere to federal, state, district and campus legal standards, policies, regulations, and procedures. | 1 | 2 | 3 | 4 | 5 | 6 |
| Commit to current professional standards of competence and practice. | 1 | 2 | 3 | 4 | 5 | 6 |
| Demonstrate professional and responsible work habits. | 1 | 2 | 3 | 4 | 5 | 6 |
| Promote and follow school counseling ethical standards. | 1 | 2 | 3 | 4 | 5 | 6 |
| Additional Feedback (Required): SignaturesStudent/Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Site Supervisor/Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_University Supervisor/Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Please sign the following statement at the end of **Internship I:**I attest that this student has successfully completed 160 hours of supervised clinical school counseling. As a School Counselor in Texas I recommend that this student meets requirements for ongoing pursuit of Certification for School Counselor in Texas. Site Supervisor/Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_University Supervisor/Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |