

# School Counseling University Supervisor's Evaluation of Students in Counseling Internship

University of North Carolina at Greensboro  
Department of Counseling and Educational Development

**Intern:**

Please complete the following box before submitting this form to your host supervisor for completion.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Experience Being Rated: (Please check the appropriate boxes)

CED 680A       CED 680B       CED 680C       CED 680D

Mid semester evaluation       Final evaluation

Number of Supervision Sessions with University Supervisor: \_\_\_\_\_

Total Internship Hours Completed to Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Internship Site: \_\_\_\_\_

**University Supervisor**

Please rate the student according to the following scale based on the student's current level of professional development. Some items are provided with a 'not applicable' option due to not all activities occurring at every internship site.

Poor (1)      Inconsistent (2)      Average (3)      Strong (4)      Excellent (5)

Please be as objective as possible in your ratings. This evaluation is meant to be used for the professional development of our internship students, and so the responses should be honest to provide instructive and constructive feedback. After you have completed this form, please share your responses and rationale for your responses with the intern. Once it has been completed, and shared with the internship student, please give it to Melinda Ryan to place in the student's fieldwork folder.

**PROFESSIONAL CHARACTERISTICS**

	<b>POOR</b>	<b>INCONSISTENT</b>	<b>AVERAGE</b>	<b>STRONG</b>	<b>EXCELLENT</b>
On time to supervision	1	2	3	4	5
Preparation for supervision	1	2	3	4	5
Preparation for counseling sessions	1	2	3	4	5
Ethical behavior	1	2	3	4	5
Responsible	1	2	3	4	5
Receptive to feedback	1	2	3	4	5

	<b>POOR</b>	<b>INCONSISTENT</b>	<b>AVERAGE</b>	<b>STRONG</b>	<b>EXCELLENT</b>
Utilizes feedback	1	2	3	4	5
Appropriately independent	1	2	3	4	5
Uses supervision appropriately	1	2	3	4	5
Interacts appropriately with clients	1	2	3	4	5
Interacts appropriately and professionally with staff at site	1	2	3	4	5
Interacts appropriately with peers in group supervision	1	2	3	4	5

PERSONAL CHARACTERISTICS

	<b>POOR</b>	<b>INCONSISTENT</b>	<b>AVERAGE</b>	<b>STRONG</b>	<b>EXCELLENT</b>
Sense of self-confidence	1	2	3	4	5
Self-awareness	1	2	3	4	5
Willingness to learn	1	2	3	4	5
Emotional stability	1	2	3	4	5
Adaptability	1	2	3	4	5
Recognizes personal limitations	1	2	3	4	5

COUNSELING SKILLS AND PROCESS

	<b>POOR</b>	<b>INCONSISTENT</b>	<b>AVERAGE</b>	<b>STRONG</b>	<b>EXCELLENT</b>
Ability to understand client's point of view	1	2	3	4	5
Ability to relate to diverse clients	1	2	3	4	5
Ability to establish and maintain rapport	1	2	3	4	5
Ability to maintain confidentiality	1	2	3	4	5
Ability to use basic helping skills	1	2	3	4	5
Ability to assess client's needs	1	2	3	4	5

	<b>POOR</b>	<b>INCONSISTENT</b>	<b>AVERAGE</b>	<b>STRONG</b>	<b>EXCELLENT</b>
Ability to conceptualize clients' problems/case	1	2	3	4	5
Ability to remain objective in counseling session	1	2	3	4	5
Willingness to seek consultation and supervision	1	2	3	4	5
Ability to conduct ongoing (2+) sessions with clients	1	2	3	4	5
Ability to respond to a variety of client emotions	1	2	3	4	5
Process skills (e.g., pacing, dealing with client resistance)	1	2	3	4	5
Can read and interpret client nonverbal behavior	1	2	3	4	5
Ability to remain flexible and use variety of approaches in counseling session	1	2	3	4	5
Ability to complete holistic assessment of client (e.g., culture, stressors, strengths)	1	2	3	4	5
Appropriately chooses techniques/interventions	1	2	3	4	5
Ability to prepare and present case presentation	1	2	3	4	5
Applies relevant research findings to inform the practice of school counseling	1	2	3	4	5
Develops measurable outcomes for school counseling programs, activities, interventions, and experiences	1	2	3	4	5
Analyzes and uses data to enhance school counseling programs	1	2	3	4	5

	<b>POOR</b>	<b>INCONSISTENT</b>	<b>AVERAGE</b>	<b>STRONG</b>	<b>EXCELLENT</b>
Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling	1	2	3	4	5
Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program	1	2	3	4	5
Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	1	2	3	4	5
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
Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development	1	2	3	4	5
Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	1	2	3	4	5
Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities	1	2	3	4	5
Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development	1	2	3	4	5

	<b>POOR</b>	<b>INCONSISTENT</b>	<b>AVERAGE</b>	<b>STRONG</b>	<b>EXCELLENT</b>	
Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs	1	2	3	4	5	
Assesses barriers that impede students' academic, career, and personal/social development	1	2	3	4	5	
Locates resources in the community that can be used in the school to improve student achievement and success	1	2	3	4	5	
Ability to locate appropriate tests/appraisal and interpret results when tests/appraisals are used with students	1	2	3	4	5	
Demonstrates effective treatment planning implementation	1	2	3	4	5	
Ability to manage transference/countertransference	1	2	3	4	5	
Ability to work with families or family units	1	2	3	4	5	NA
Ability to counsel in a group setting	1	2	3	4	5	NA
Ability to critique self-appropriately	1	2	3	4	5	
<b><u>OVERALL RATING OF STUDENT</u></b>						
	<b>POOR</b>	<b>INCONSISTENT</b>	<b>AVERAGE</b>	<b>STRONG</b>	<b>EXCELLENT</b>	
Counseling ability	1	2	3	4	5	
Counseling ability	1	2	3	4	5	
Coordination ability	1	2	3	4	5	
Consultation ability	1	2	3	4	5	

	<b>POOR</b>	<b>INCONSISTENT</b>	<b>AVERAGE</b>	<b>STRONG</b>	<b>EXCELLENT</b>
Potential for success in a similar setting	1	2	3	4	5

Are there other issues for which this intern should be evaluated? If so, please comment on them in the space provided.

**Please comment on the following questions.**

What are the strengths of the student as an intern?

What areas need further development?

What recommendations would you make to enhance this student's development?

Please feel free to use the following space, or the back of this page, for any additional comments.

Student's Signature/Date: \_\_\_\_\_

University Supervisor's Signature/Date: \_\_\_\_\_

Printed Supervisor's Name: \_\_\_\_\_

*Note: The student's signature indicates that he/she has read the evaluation and has discussed it with his/her University supervisor. It does not necessarily indicate that he/she is in agreement with it. Significant disagreement on the part of the student regarding this assessment should be noted in writing and forwarded as an addendum to this form.*