



Clinical Placement Evaluation
 School Counseling Placement

Counseling Student's Name: _____

To the Site Supervisor:

Thank you for supervising the student named above during either their practicum, internship, or both. This formal evaluation is to be completed at the end of each semester of placement. Once finished, please enclose the evaluation in a **sealed envelope, sign across the sealed flap**, and return it to the student's University supervisor at the address above.

Your name: _____

Your business address: _____

Profession: _____ Title: _____ Degree: _____ Yrs. in the profession: _____

Telephone #: _____ email: _____

The questions on this evaluation are divided into three areas: (1) Foundational Skills, (2) Specialty-area Skills, and (3) Disposition. We are attempting to assess practical skills, skills specific to CACREP program guidelines (accreditation guidelines), and elements related to our conceptual framework at NCCU, respectively. This data is used for student assessment and program evaluation.

For most of the elements, we ask that you rate the student on the following scale:

- 1: Below Standard
- 2: At Standard
- 3: Above Standard
- 4: Well Above Standard
- UR: Unable to Rate

Please rate the item, with the idea that you are comparing the student with other student counselors or counselors you may know.

Thank you for your time invested in our profession's future!

FOUNDATIONAL SKILLS	1 Below Std	2 At Std	3 Above Std	4 Well Above	UR
1. Individual counseling skills					
2. Diagnostic/Assessment skills					
3. Ability to set goals with clients					
4. Appropriate record keeping					
5. Group counseling skills					
6. Consulting skills					
7. Insight into client's problems					
8. Knowledge of assessment instruments/methods					
9. Ethical conduct					
10. Concern for the welfare of clients					
11. Recognition of own limits					
12. Ability to keep material confidential					
13. Ability to establish and maintain counseling relationships within ethical standards.					

14. Ability to work with clients using a model of counseling consistent with a counseling theory.					
15. Facilitates good communication and interpersonal relationships					
16. Conducts case conferences and staffing sessions with other professionals skillfully					
17. Communicates acceptance and empathy in appropriate verbal and non-verbal language					
18. Relates to others with ease toward the building of rapport and trust					
19. Demonstrates initiative and is able to work autonomously with minimal guidance					
20. Exhibits clarity in speech and language patterns and in cognitive thought					
21. Case Conceptualization					

SPECIALTY-AREA SKILLS: <i>(please note that these are the skill elements included within the 2009 CACREP standards for School Counseling Programs)</i>	1 Below Std	2 At Std	3 Above Std	4 Well Above	UR
22. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.					
23. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.					
24. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.					
25. Provides individual and group counseling and classroom guidance					
26. Designs and implements prevention and intervention					
27. Demonstrates the ability to use procedures for assessing and managing suicide risk.					
28. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.					
29. Demonstrates multicultural competency in student learning and development.					
30. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.					
31. Advocates for school policies, programs, and services that enhance a positive school climate.					
32. Engages parents, guardians, and families to promote the academic, career, and/or personal/social development of students.					
33. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.					
34. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.					
35. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students or the effectiveness of educational programs.					
36. Makes appropriate referrals to school and/or community resources.					
37. Assesses barriers that impede students' academic, career, and/or personal/social development.					
38. Applies relevant research findings to inform the practice of school counseling.					
39. Develops measurable outcomes for school counseling programs, activities, interventions, and/or experiences.					
40. Analyzes and uses data to enhance school counseling programs.					
41. Conducts programs designed to enhance student academic development.					
42. Implements strategies and/or activities to prepare students for a full range of postsecondary options and opportunities.					
43. Implements differentiated instructional strategies to promote student achievement.					
44. Works with parents, guardians, and families to address problems that affect student success in school.					
45. Locates resources in the community that can be used in the school to improve student achievement and success.					
46. Consults with teachers, staff, and community-based organizations.					
47. Uses peer helping strategies in the school counseling program.					
48. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.					

2. How would you describe the student's counseling skills?

3. What things did you identify and target with respect to improving the student's abilities?

I verify that the student counselor was under my supervision at _____ during the period from _____ to _____ for a total of _____ hours of counseling and counseling-related work experience.

During this period of time, I provided the applicant with a total of _____ hours of individual supervision during which I critiqued the applicant's counseling and counseling-related skills based on one or more of the following forms of observation of the supervisee's counseling practice (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Direct observation | <input type="checkbox"/> Verbatim transcripts |
| <input type="checkbox"/> Audio-tapes | <input type="checkbox"/> Case discussion (self-report) |
| <input type="checkbox"/> Video-tapes | <input type="checkbox"/> Reading documents (e.g., journal, reflections, case notes) |

I verify that I provided the student with one hour of supervision per week.

Signature

Print name

Date