

Counseling Student's Name

North Carolina Central University Department of Counselor Education 712 Cecil Street, Durham, NC 27707 www.nccucounseling.com 919/530-6465(v) – 919/530-7681(f)

Clinical Placement Evaluation School Counseling Placement

evaluation is to be comp	ng the student named abo pleted at the end of each s	semester of placement. Or	ticum, internship, or both. This formal nce finished, please enclose the t to the student's University supervisor at
Your name:			
Profession:	Title:	Degree:	Yrs. In the profession:
Telephone #:	ema	il:	
Disposition. We are atte	empting to assess practication of the related to our conceptu	al skills, skills specific to Ca	nal Skills, (2) Specialty-area Skills, and (3) ACREP program guidelines (accreditation spectively. This data is used for student

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
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: (please note that these are the skill elements included within the	1	2	3	4	
2009 CACREP standards for School Counseling Programs)	Below Std	At Std	Above Std	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.					ĺ
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.					ĺ
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.					ĺ
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.					ĺ
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					ĺ
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					ĺ
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.					

49. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.50. Plans and presents school-counseling-related educational programs for use with					
parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).					
DISPOSITION:	1	2	.3	4	

DISPOSITION:	1 Below	2 At	3 Above	4 Well	UR
51. Ability to relate to co-workers	Std	Std	Std	Above	
52. Personal Integrity					
53. Sense of responsibility					
54. Ability to be objective on the job					
55. Demonstrate through counseling and life style a respect for the worth, uniqueness, and dignity of all individuals					
56. Exhibits self-control, poise and emotional stability					
57. Demonstrates the capacity to accept and profit from constructive feed-back					
58. Demonstrates the traits of trust, dependability, genuineness, honesty, and confidentiality in relating to others					
59. Exhibits a personal code of ethics that is consistent with professional ethics					
60. Demonstrates social consciousness (or a commitment toward it)					
61. Commitment to promoting social justice					
62. Is able to offer a global perspective toward counseling					
63. Has an affirming attitude toward culturally and linguistically diverse students – understands and respects clients'/students' cultural background					
64. Is able to accept and offer multiple perspectives in the counseling/learning process					
65. Understands the community environments and lives of clients					
66. Applies culturally responsive practices					
67. Utilizes strategies which maintain discipline to promote safe and secure workplaces.					
68.Utilizes strategies to embrace anti-racist practices					
69. Appears to have investigated personal cultural background and beliefs					
70. Is Punctual					
71. Has been a reflective counselor (reflects on activities).					
72. Dresses and presents self professionally		-			

NARRATIVE – Please respond to the following questions, and attempt to cite <u>any</u> evidence/observations/examples of
your evaluation.
How would you describe the student's knowledge of counseling?

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 atduring the pe	riod
from to for a total of hours of counseling and counseling-related w	vork
experience.	
During this period of time, I provided the applicant with a total of hours of individual supervision dur	
which I critiqued the applicant's counseling and counseling-related skills based on one or more of the following for check all that applications of the gunor rices's counseling practice (check all that applications):	orms
of observation of the supervisee's counseling practice (check all that apply):	
Direct observation Verbatim transcripts Case discussion (self-report)	
Video-tapes Reading documents (e.g., journal, reflections, case note	es)
I verify that I provided the student with one hour of supervision per week.	
Signature Print name Date	