

Student Name: _____ Date: _____

Site Supervisor Name: _____ Internship I or Internship II

Course Instructor Name: _____ Evaluation: Midterm Final

The Skill Evaluation Forms (SEF) has four primary purposes:

- 1) To evaluate if students have met the expectations (set by the CES program faculty) for specific courses
- 2) To developmentally evaluate and track students across time throughout their program. In other words, expectations in a course taken early in the program will be developmentally different compared to the expectations in a course taken later in the program (i.e., different expectations in Counseling Skills and Techniques, practicum, and internship).
- 3) To provide valuable feedback to the CES program to help continually evaluate and modify courses and program practices.
- 4) To assist in the evaluation of Key Performance Indicators / learning outcomes.

“Expectations” on this SEF reflect what is expected at the end of this course. All scores on this SEF are considered in the student’s final grade.

Area 1 – 8 Instructions: Write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Does Not Consistently Meet Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations. If any items are scored as “0” or “1”, the instructor should discuss specific concerns with the student and ways the student can improve.

AREA 1: Essential / Fundamental Counseling Expectations			
#	Construct / Concept	Expectation	Score 0-3
1	Empathy	Conveys empathy that allows clients to deepen self-exploration.	
2	Unconditional Positive Regard	Suspends judgmental thinking and holds clients in positive regard.	
3	Congruence	Demonstrates congruence of self, thoughts, and actions.	
4	Attending Skills	Attending skills are accurate and thorough.	
5	Questioning	Appropriate balance between open and closed-ended questions used as needed.	
6	Observation Skills	Appropriately observes client’s non-verbals in session and addresses non-verbals in session	
7	Focusing / Confrontation	Focuses client to stay on topic and confront client appropriately to stay on track.	
8	Immediacy	Conveys techniques in the moment and keep client in the here and now.	
9	Encouraging	Uses a wide range of verbal and non-verbal encouragers.	
10	Paraphrasing	Thoroughly paraphrases to enhance the counseling process.	
11	Summarizing	Summarizes accurately and thoroughly.	
12	Reflection of Feeling	Accurately and thoroughly reflects feelings that is additive to the counseling process.	
13	Reflection of Meaning	Accurately and thoroughly reflects meaning that is additive to the counseling process.	
14	Initiate Counseling	Initiates the counseling relationship (i.e., ethics, informed consent, etc.) thoroughly.	
15	Use of Multicultural Competencies	Uses multicultural competencies so that it is additive to the counseling process.	
16	Integration of multiple microskills	Integrates multiple microskills fluidly.	
17	Ability to Structure Session	Structures the entire session intentionally and does not go over or under allotted time.	
18	Respect for Client Autonomy	As appropriate, avoids advice or solutions, and questions which suggest a plan of action.	
19	Appropriate talk time	Talk-time and length of responses are appropriate (e.g., concise).	
20	Ability to Self-Evaluate	Accurately identifies counseling skills used and reflect on their efficacy.	

AREA 2: Expectations of Theory and Case Conceptualization			
#	Construct / Concept	Expectation	Score 0-3
1	Personal Theoretical Counseling Orientation	Identifies a personal theoretical counseling orientation.	
2	Application of a Counseling Theory	Identifies and applies components of a personal theoretical counseling orientation.	
3	Case Conceptualization	Thoroughly conceptualizes clients from multiple perspectives (i.e., holistic, societal, theoretical, etc.)	
4	Measurable Outcomes	Develops measurable outcomes for clients	
6	Integration of Interventions	Intentionally applies and integrates theoretically sound techniques and interventions into treatment.	
7	Integration of Lethality Assessment Information	Consistently conceptualizes s treatment with the information obtained from a lethality assessment and integrates information into treatment	
8	Justification of approach and techniques	Articulates why specific approaches and techniques are being used.	
9	Multifaceted theoretical understanding	Conceptualizes clients from career, group, multicultural, developmental, and crisis theoretical frameworks.	

AREA 3: Comprehensive School Counseling Program Plan			
School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school’s goals and mission. <i>(Constructs and Expectations reflect the “Developing” components of the Ohio School Counselor Evaluation System developed by the Ohio Department of Education)</i>			
#	Expectation		Score 0-3
1	Articulates all components of a comprehensive school counseling program.		
2	Collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school’s goals and mission when a comprehensive school counseling program is being designed.		
3	Identifies resources needed to partially implement the program.		

AREA 4: Direct Services for Academic, Career and Social / Emotional Development			
School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social / emotional development. <i>(Constructs and Expectations reflect the “Developing” components of the Ohio School Counselor Evaluation System developed by the Ohio Department of Education)</i>			
#	Expectation		Score 0-3
1	Uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students’ academic progress and goals.		
2	Appropriately provides developmentally appropriate counseling, activities and/or experiences that build students’ awareness of Ohio-specific college, career and education options and resources		
3	Delivers counseling, activities and/or experiences that promote student well-being.		

AREA 5: Indirect Services: Partnerships and Referrals			
School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies / organizations to coordinate support for all students. <i>(Constructs and Expectations reflect the “Developing” components of the Ohio School Counselor Evaluation System developed by the Ohio Department of Education)</i>			
#	Expectation		Score 0-3
1	Provides relevant information upon request to parents/guardians and school personnel for students’ academic, career and social-emotional development		
2	Coordinates school and community resources to support students and promote their success.		
3	Makes referrals and connections on behalf of students to parents / guardians or school personnel to appropriate mentors, professionals, agencies and services.		

AREA 6: Evaluation and Data

School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly. *(Constructs and Expectations reflect the “Developing” components of the Ohio School Counselor Evaluation System developed by the Ohio Department of Education)*

#	Expectation	Score 0-3
1	Appropriately monitors individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.	
2	Uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	

AREA 7: Leadership and Advocacy

School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students. *(Constructs and Expectations reflect the “Developing” components of the Ohio School Counselor Evaluation System developed by the Ohio Department of Education)*

#	Expectation	Score 0-3
1	Establishes professional relationships within the school through communication, teamwork and collaboration.	
2	Responds to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members.	
3	Identifies community, environmental and institutional factors that enhance or impede development.	
4	Promotes the program and is beginning to articulate the role of the school counselor in achieving the school’s mission and student success.	

AREA 8: Professional Responsibility, Knowledge and Growth

School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis. *(Constructs and Expectations reflect the “Skilled” components of the Ohio School Counselor Evaluation System developed by the Ohio Department of Education)*

#	Expectation	Score 0-3
1	Adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	
2	Engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.	
3	Appropriately participate in both professional meetings and organizations at the local, state, or national levels.	

Area 9 – 10 Instructions: TO BE COMPLETED BY THE SITE SUPERVISOR ONLY. Write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Corrected After One or Two Corrections; 2 = Always. If any items are scored as “0” or “1”, the instructor should discuss specific concerns with the student and ways the student can improve. Performance throughout the term is considered in the final evaluation.

AREA 9: Supervision (to be completed by the site supervisor only)

#	Expectation	Score 0-2
1	Is on time for individual supervision	
2	Is prepared for individual supervision	
3	Is respectful and professional to supervisor	
4	Is active and thoughtful in individual supervision	
5	Reviews counseling session recording in preparation for individual supervision	
6	Reviews client case notes in preparation for individual supervision	
7	Is open to feedback from supervisor, instructor, and peers	
8	Justifies approach and techniques used during individual supervision	
9	Is prepared to discuss all client cases	
10	Implements supervisor directives	

AREA 10: Expectations of Self-Care and Professional Behavior (to be completed by the site supervisor only)		
#	Expectation	Score 0-2
1	Utilizes self-care strategies appropriately	
2	Has expected anxieties when initiating counseling	
3	Has expected anxieties when dealing with crisis	
4	Is respectful and professional	
5	Is on time to appointments	
6	Is on time to site (i.e., a half hour before first client)	
7	Comes to site at agreed upon times / days	
8	Calls to report inability to come to site	
9	Follows site guidelines / policies	
10	Dresses appropriately and has proper hygiene	
11	Completes records in a timely fashion (i.e., within 24 hours)	
12	Does not accumulate a back-log of records (i.e., more than 3 records)	
13	Implements supervisory directives in records	

Area 11 Instructions: Please check one of the following regarding the student’s adherence to ethical standards. If you select, “The student did not uphold all ethical standards,” please discuss this with the student, course instructor, and practicum and internship coordinator. Performance throughout the internship is considered in the final evaluation.

_____ The student upheld and followed all ethical standards. A score of “2” is earned.

_____ The student did not uphold all ethical standards. A score of “0” is earned. Please include a written statement of the concerns below.

Area 12 Instructions: Key Performance Indicators (KPIs) are considered to be critical student outcomes that are collected by the program throughout a student’s graduate education. Please write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Meets Expectations; 2 = Exceeds Expectations. If any items are scored as “0” or “1”, the instructor should discuss specific concerns with the student and ways the student can improve.

AREA 12: Key Performance Indicators		
#	KPI	Score 0-2
KPI 1	Student was able to practice in a legal and ethical professional manner.	
KPI 2	Student was able to understand theories and models of multicultural counseling and practice with multicultural competence.	
KPI 4	Student was able to understand and apply case conceptualization and treatment planning skills.	
KPI 5	Student was able to understand and apply theories and models of counseling.	
KPI 6	Student was able to understand and apply counseling skills and techniques.	
KPI 7	Student was able to understand and apply group process and how therapeutic factors contribute to group effectiveness.	
KPI 8	Student was able to understand multiple factors that affect human development and behavior.	
KPI 10	Student was able to work with crisis, trauma, suicide and at-risk clients/students.	

Area 13 Instructions: This area is only completed at the end of the term. The site supervisor must check one of the following:

_____ Based on the above expectations, this student has met expectations for this site.

_____ Based on the above expectations, this student has NOT met expectations for this site.

Additional Comments: _____

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____