



Rhode Island College
Department of Counseling, Educational Leadership, and School Psychology

CEP 541 Clinical Internship in School Counseling I
CEP 542 Clinical Internship in School Counseling II

SUPERVISOR EVALUATION OF INTERN

Name of Student: _____ **Date:** _____

Supervisor: _____ **Semester – Fall / Spring**

Internship Site: _____

The internship in school counseling is an intensive training experience that provides the candidate with the opportunity to develop competencies as a professional K-12 school counselor.

Candidates will acquire the knowledge, abilities and skills that contribute to success as a school counselor and that meet Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards.

In an effort to enhance the internship experiences and the student’s competencies in diverse areas of school counseling, supervisors are encouraged to provide a comprehensive internship experience affording students opportunities in all areas of a comprehensive school counseling program as outlined in the School Counseling Internship Contract.

Please rate the school counseling student intern’s performance using the scale below:

- 1- Superior, comparable to a first year school counselor**
- 2- Above Average, comparable to other pre-service school counselors**
- 3- Average, meets goals**
- 4- Poor, does not meet goals**
- N/A Not Applicable**

CACREP core curricular experience Standard 1: Foundations					
1.1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.					
1.2 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.					
Intern performance Standard 1	Superior comparable to a first year school counselor	Above Average, comparable to other pre-service school counselors	Average, meets goals	Poor, does not meet goals	N/A Not Applicable
Please check one					
Comments:					
CACREP core curricular experience Standard 2: Counseling, Prevention, and Intervention					
2.1 Demonstrates self-awareness, sensitivity to others, and the skills needed to					

relate to diverse individuals, groups, and classrooms.
 2.2 Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
 2.3 Designs and implements prevention and intervention plans related to the effects of (a) atypical 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.
 2.4 Demonstrates the ability to use procedures for assessing and managing suicide risk.
 2.5 Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Intern performance Standard 2	Superior comparable to a first year school counselor	Above Average, comparable to other pre-service school counselors	Average, meets goals	Poor, does not meet goals	N/A Not Applicable
Please check one					

Comments:

CACREP core curricular experience Standard 3: Diversity and Advocacy

3.1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
 3.2 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
 3.3 Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
 3.4 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Intern performance Standard 3	Superior comparable to a first year school counselor	Above Average, comparable to other pre-service school counselors	Average, meets goals	Poor, does not meet goals	N/A Not Applicable
Please check one					

Comments:

CACREP core curricular experience Standard 4: Assessment

4.1 Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
 4.2 Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

4.3 Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4.4 Makes appropriate referrals to school and/or community resources.
4.5 Assesses barriers that impede students' academic, career, and personal/social development.

Intern performance Standard 4	Superior comparable to a first year school counselor	Above Average, comparable to other pre-service school counselors	Average, meets goals	Poor, does not meet goals	N/A Not Applicable
Please check one					

Comments:

CACREP core curricular experience Standard 5: Research and Evaluation

5.1 Applies relevant research findings to inform the practice of school counseling.
5.2 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
5.3 Analyzes and uses data to enhance school counseling programs.

Intern performance Standard 5	Superior comparable to a first year school counselor	Above Average, comparable to other pre-service school counselors	Average, meets goals	Poor, does not meet goals	N/A Not Applicable
Please check one					

Comments:

CACREP core curricular experience Standard 6: Academic Development

6.1 Conducts programs designed to enhance student academic development.
6.2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
6.3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

Intern performance Standard 6	Superior comparable to a first year school counselor	Above Average, comparable to other pre-service school counselors	Average, meets goals	Poor, does not meet goals	N/A Not Applicable
Please check one					

Comments:

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CACREP core curricular experience Standard 7: Collaboration and Consultation

7.1 Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
 7.2 Locates resources in the community that can be used in the school to improve student achievement and success.
 7.3 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
 7.4 Uses peer helping strategies in the school counseling program.
 7.5 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.

Intern performance Standard 7	Superior comparable to a first year school counselor	Above Average, comparable to other pre-service school counselors	Average, meets goals	Poor, does not meet goals	N/A Not Applicable
Please check one					

Comments:

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CACREP core curricular experience Standard 8: Leadership

8.1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
 8.2 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).

Intern performance Standard 8	Superior comparable to a first year school counselor	Above Average, comparable to other pre-service school counselors	Average, meets goals	Poor, does not meet goals	N/A Not Applicable
Please check one					

Comments:

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Based upon the agreed mid semester establishment of goals, evaluate the intern's progress toward accomplishing goals in each area:

A. Knowledge Base

B. Themes:
Collaboration

Advocacy

Leadership

Systemic Change

Technology

C. Attitudes

Briefly indicate the student's current strengths

Briefly indicate areas for improvement

Compared to other graduate students in school counseling that you have supervised, this student performs in what percentile (Circle One):

1-25th 50th 75th 90th 99th Other: _____

On-site Supervisor's Signature _____ Date _____

Please return to:

**Tom Dukes, EdD
Department of Counseling, Educational Leadership,
and School Psychology
Rhode Island College
600 Mt. Pleasant Ave.
Providence, R.I. 02908-1991**

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