

**WILLIAM PATERSON UNIVERSITY
COLLEGE OF EDUCATION**

DEPARTMENT OF
SPECIAL EDUCATION, PROFESSIONAL COUNSELING, &
DISABILITY STUDIES

SCHOOL COUNSELING CONCENTRATION

PRACTICUM HANDBOOK

For Students and Site Supervisors

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School Counseling Concentration Student Practicum Handbook

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WILLIAM PATERSON UNIVERSITY

SCHOOL COUNSELING STUDENT PRACTICUM HANDBOOK

Introduction

Welcome to your first field experience component of your training in the School Counseling Concentration of the Professional Counseling Master's Program at William Paterson University. This experience will be your first opportunity to put your formal training into practice. This handbook is designed to provide information that will assist you in fulfilling this requirement for your degree.

Definitions

Before beginning, there are several terms that need to be defined for you to have a clear understanding of the practicum/internship experience.

Counselor Trainee – The counselor trainee is a student, under supervision, who has begun their Practicum experience and has been placed in a field setting.

Practicum Placement Site – The site where the practicum experience takes place. The site must meet WPU training program standards and provide the counselor trainee with the opportunity to perform all activities, under supervision, that a regular staff member employed as a school counselor would perform. Generally, practicum and internship are done at the same placement site, though the counselor trainee is encouraged to find more than one placement site to have a broader experience.

Practicum and Internship Coordinator - The coordinator is a designated University faculty member who is responsible for receiving practicum and internship applications. The coordinator will approve all practicum and internship placements before the course begins. The coordinator will also hold a practicum and internship orientation the semester before the placement begins. The Program Directors may act as the Practicum and Internship Coordinator.

Site Supervisor – The site supervisor is a designated professional staff member at the placement site who is directly responsible for the supervision of the counselor trainee. Site supervisors must be a certified school counselor in New Jersey with either the School Counselor or the Student Personnel Services credential. The site supervisor must also hold at least a Master's degree in counseling or a closely related field and have worked as a school counselor for at least two (2) years, be knowledgeable of the WPU professional counseling program, and have relevant training in clinical supervision.

The duties of the site supervisor are as follows:

1. Make provisions for orientation of the counseling trainee to the site, including procedures for assigning students, emergency procedures, safety procedures, and any site-specific limits to confidentiality.
2. Provide space for the counseling trainee to perform his/her counseling responsibilities.
3. Make provisions for the counseling trainee to audio and/or video record clients with the client's written consent or live supervision, as applicable.

4. Work with the counseling trainee to develop internship goals.
5. Maintain bi-weekly communication with university supervisor/Course instructor.
6. Maintain responsibility for counseling trainee continuity on site.
7. Assist in the evaluation of the counseling trainee's performance relative to the objectives of the experience.
8. Provide regular supervision for the counseling trainee not to be less than 1 hour of face-to-face supervision per week.

University Supervisor/Course Instructor – The university supervisor/course instructor is the instructor of the practicum course (CSP 6300) and provides the counselor trainee with weekly supervision.

The duties of the university supervisor/course instructor are as follows:

1. Receive status of placement from counselor trainee prior to the start of the semester.
2. Provide group supervision of the counselor trainee.
3. Provide triadic supervision of the counselor trainee.
4. Monitor progress of counselor trainee during the practicum experience.
5. Maintain bi-weekly communication with site supervisors.
6. Make on-site visits when needed.
7. Initiate resolution of any problem occurring on-site.
8. Review counselor trainee's session recordings.
9. Secure evaluations.
10. Assign final grades.

Selecting and Acquiring a Placement Site

The counselor trainee must find their own placement sites. The practicum and internship coordinator/directors will help in any way, but the ultimate responsibility is of the counselor trainee. Counselor trainees may be able to use their work site for practicum, however this is contingent on the counselor trainee's workload and must be approved by the practicum and internship coordinator/director. All sites must be approved by the university.

The counselor trainee is required to have experience in conducting both individual and group counseling and have one (1) hour of face-to-face site supervision per week. In addition, the counselor trainee **must** audio or video record counseling sessions. These requirements should be taken into consideration when selecting a practicum site.

The counselor trainee should contact the appropriate person at the possible placement site and discuss the requirements of the placement with this person. A qualified site supervisor should be identified at the time of this contact. The site supervisor and any other relevant administrators (school principal, school counseling director, and/or superintendent) must sign the Practicum contract before a site will be approved by the practicum and internship coordinator/director (see appendix for contract). The practicum and internship coordinator/director will be available to answer any questions the site supervisor or administrator might have.

Liability Insurance

The counselor trainee is required to purchase liability insurance through the American Counseling Association (ACA) while they are taking practicum. The counselor trainee needs to have their own policy, even if they are covered at the placement site. ACA offers low-cost liability insurance for practicum students when they become members of the organization as a student. Applications for membership in ACA can be obtained from counseling faculty, from the ACA website at www.counseling.org, or by calling ACA at 1-800-347-6647.

Placement Hour Requirements

For the Practicum (CSP 6300) requirement, the counselor trainee must have a total of 100 clock hours. These hours include a minimum of 40 hours of direct service with clients, with a majority of those hours in individual counseling. The counselor trainee may also have group counseling hours to be included in the 40 hours of direct service. The remaining 60 hours of the placement includes: individual site supervision (at least 12 hours), group supervision, case write ups, case meetings, and required paperwork as well as other experiences that familiarize the counselor trainee with the culture and procedures of their setting.

Recording Requirements

The counselor trainee in practicum is **required** to provide audio and/or video recordings of individual counseling sessions. These recordings will be reviewed and evaluated by the course instructor. The counselor trainee is required to provide at least two (2) recordings for the practicum (CSP 6300).

Consent for Recording forms must be signed by the client and/or minor client's parent or guardian. Minor clients must also sign their assent. The client must be made aware that recordings will be listened to by the course instructor and may be reviewed in class for instruction purposes only. The client should be told that the recordings will be confidential and anonymous. They should also be informed that the recordings will be destroyed after they are reviewed. Some placement sites will have their own taping consent forms. The Consent for Recording form is included in this handbook.

If the counselor trainee is not allowed to tape at the site, they must arrange for live supervision with their site supervisor. Live supervision is when the supervisor directly observes the counselor trainee's counseling session in its entirety, does not participate, and provides supervision and feedback following the session. After the session and feedback, supervisors must complete the Live Supervision form (see Appendix) and counselor trainees must submit the form to their university supervisor to document the session.

Counseling Procedures

The counselor trainee is required (as all counselors are) to make sure their client gives informed consent for counseling. Some sites will have their own Permission to Counsel Form. A university form is included in this handbook. **It is required that counselor trainees have a university permission form filled out and signed by each client and/or client's parent or guardian along with any forms your site may require.**

Minor clients must also sign their assent. The counselor trainee must inform each client that they are a counselor trainee fulfilling a requirement for a Master's degree in Professional Counseling. The client must be informed that the counselor trainee is under supervision by both the site supervisor and the university supervisor. When informing the client of confidentiality and the limits of confidentiality, the counselor trainee must inform the client that their case will be discussed with their supervisors who are under the same obligations of confidentiality as the counselor trainee.

Competencies

It is essential that the counselor trainee acquires certain competencies during the practicum experience. The following is a list of some of these competencies:

1. Counseling skills: The counselor trainee will
 - a. Begin to develop the ability to structure individual and group counseling sessions
 - b. Demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development
 - c. Begin to develop the ability to develop prevention programs and lessons based on identified needs
 - d. Begin to develop the ability to facilitate realistic goal setting
 - e. Demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services
2. Evaluation skills: The counselor trainee will
 - a. Begin to develop the skills necessary to conceptualize student concerns taking into consideration how client's cultural and/or ethnic background can impact case conceptualization, test interpretation, and diagnosis
 - b. Demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales
 - c. Demonstrate the ability to read and understand student records
3. Consultation skills: The counselor trainee will
 - a. Begin to develop the skills to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and Student Assistance Coordinators, in a joint effort to promote student and school success
 - b. Demonstrate understanding of the importance of developing partnerships with parents, guardians, and families
4. Knowledge of School Administration: The counselor trainee will
 - a. Begin to familiarize themselves with the administrative and operative structure of the school
 - b. Begin to familiarize themselves with the philosophy and mission of the school
 - c. Begin to develop an understanding of, and the ability to, use school resources such as records, psychological or educational testing, and other information sources
 - d. Begin to familiarize themselves with the activities the school requires of regularly employed staff in the position that the counseling intern holds including but not

- limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling
- e. Begin to familiarize themselves of the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit
 - f. Demonstrate the ability to assist in the management of individual cases including service coordination and referral services
 - g. Begin to demonstrate the ability to keep appropriate records and case reports
5. Professional Behavior including: The counselor trainee will
- a. Demonstrate knowledge of, and adherence to, the professional ethics and standards as outlined in the Standards and Practices and Ethical Codes of the American Counseling Association (ACA) and the American School Counseling Association (ASCA)
 - b. Demonstrate knowledge of, and adherence to, the professional legal responsibilities in accordance with the standards of local, state, and national government.
 - c. Demonstrate knowledge of school counselor preparation standards and state licensure and national certification requirements.
 - d. Demonstrate knowledge of, and adherence to, the school's professional standards and quality assurance policies, including policies on client-counselor relationship, record keeping, referral policies, and peer review process.

Grading Procedures

The grading for Practicum (CSP 6300) is based on letter grades (i.e., A to C). Grades of C- is a failure. Final grades are calculated by course assignments, completion of required hours and recordings, dispositions, and any other course requirements outlined by the university supervisor in the syllabus. Site supervisor feedback is also considered in the grade. University supervisors will have regular communication with site supervisors and if concerns about the counselor trainee's progress is expressed, the course instructor will meet with the counselor trainee and the site supervisor to discuss these concerns and to determine the appropriate course of action.

Employment at Practicum Site

In the event that the counselor trainee is employed at the same site as the internship, the following guidelines for hours apply. School counseling trainees can count zero hours of their employment toward direct hours. School counseling trainees are permitted to use 30 (of the required 60) hours of their employed role toward indirect hours. It is the counselor trainee's responsibility to document these hours separately from the practicum hours and communicate them with their supervisors. All hours should be approved by their University Supervisor to ensure that they are appropriately placed in indirect hour categories per the weekly hour logs.

School Concentration Practicum Students:

0 of 40 Direct hours may be counted from your employed role

30 of 60 Indirect hours may be counted from your employed role (this would be considered other contact)

*All hours should be approved with the University supervisor to ensure that they are appropriately placed in direct or indirect categories.

*Students are not eligible to earn direct hours at their employed school district when they are in their employed role (i.e., teacher, paraprofessional, support staff, etc.). Direct hours may only be counted when the student is in the role of school counselor intern and engaging in the appropriate direct hour activities.

Telehealth Counseling:

Telehealth counseling is mental health counseling that is conducted over HIPAA compliant video-conferencing platforms. Telehealth counseling may be conducted with individual, couples, families, and group counseling sessions. Telehealth counseling hours may not count for more than half of your required direct hours. Students may supplement in-person practicum placement with a telehealth placement but may not solely have a telehealth placement.

Application Due Dates

School Counseling Concentration Practicum Applications are due December 1st. All applications must include the application cover sheet, practicum contract, site supervisor resume, and site supervisor certifications. It is the counselor trainee's responsibility to ensure that applications are complete, including signatures, and submitted on time. Late and/or incomplete applications may result in delayed practicum. Liability insurance is due on the first day of class in the spring semester.

PRACTICUM HANDBOOK

APPENDIX



WILLIAM PATERSON UNIVERSITY
 Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
 1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
 973.720.2118 • Fax 973.720.2737 • wpunj.edu

APPLICATION FOR SCHOOL COUNSELING CONCENTRATION PRACTICUM

Date placement begins _____

Name _____ 855 _____

Address _____

City _____ ZIP _____

Home Phone _____ Cell Phone _____

Email _____

Important!

Experience has shown that the more coursework a student has completed, the better they will do in a field placement. It is therefore recommended that you have most, if not all your coursework completed before beginning practicum. If this is not possible, you must have completed the courses listed below before beginning your field placement. Record the grade you have earned in each of the following courses. If you have not completed a requirement, please indicate the semester in which you plan to do so. Full-time students must have completed a minimum of 24 credit hours before beginning Practicum. Part-time students must have completed a minimum of 36 credit hours before beginning Practicum.

A. Courses required for all students to have taken before or concurrently with Practicum:

- | | | |
|--------------|--------------|--------------|
| ___ CSP 6010 | ___ CSP 6030 | ___ CSP 6040 |
| ___ CSP 6050 | ___ CSP 6060 | ___ CSP 6080 |
| ___ CSP 6090 | ___ CSP 6160 | ___ CSP 6210 |
| ___ CSP 6200 | ___ CSP 6510 | |

B. Other courses taken:

List electives taken: _____

Additional Program Questions

Are you currently employed at your proposed practicum site? ____ Yes ____ No

If yes, please include in your application submission the following documentation:

Job Description of Employment at Site

Intern Description (and how it is different from employment role) for Site Supervisor

Application Checklist

Please initial next to each area indicating you've submitted the items.

____ Practicum Application

____ Practicum Contract

____ Site Supervisor Resume

____ Site Supervisor Certification(s)

____ Site Supervisor Data Form

____ Job Description of Employment at Site (if employed at site)

____ Intern Description at Employed Site (if employed at site)

Student Signature

Date

Director for School Concentration,
Professional Counseling Program

Date



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Practicum Contract for the School Counseling Concentration

Date placement begins _____

*May not begin earlier than the first day of the spring academic semester

Counselor Trainee Name _____

The above-named student will be completing their practicum at

_____. The fieldwork will be
(Name of School)

completed during the 20____ school year. The counselor trainee will be supervised at the site by _____.

The site supervisor is directly responsible for supervision of the counselor trainee. This professional must have at least two (2) years' experience as a school counselor, a Master's degree in counseling, certification in school counseling or in student personnel services, and relevant training in clinical supervision. **A resume and copy of certification must be provided with this contract.**

Please be advised that the site supervisor is responsible for:

- Orienting the counselor trainee to the site, including procedures for assigning students, emergency procedures, district policies and any site-specific limits to confidentiality.
- Providing the counselor trainee with the space necessary to complete requirements and responsibilities such as individual counseling, audio taping clients with the client's and parent's written consent, conducting groups, etc.
- Providing regular supervision for the counselor trainee not to be less than 1 hour of face-to-face supervision for every week that the counselor trainee is on site.

- Maintaining responsibility for counselor trainee’s continuity on site and assisting in the evaluation of the counselor trainee’s performance.

The requirements of the counselor trainee include a Practicum requirement of 100 hours. The Practicum hours include a minimum of 40 hours of direct service. The direct service hours consist of individual counseling, group counseling, work with families, consultation, prevention instruction, and crisis intervention. At least half of these hours should consist of individual counseling. The indirect hours consist of all other activities associated with the placement and the class. Please be aware that the counseling trainee is required to do two (2) audio/video recorded sessions while at the school. Written consent forms are provided for counseling as well as taping of sessions.

If you have any further questions, please contact the Director for School Concentration, Professional Counseling Program Dr. Meredith Drew, at drewm2@wpunj.edu or 973-720-3092. Thank you for your time and participation.

By signing below, the site supervisor and school district acknowledge that they are aware of the requirements stated above and agree to have the counselor trainee at their school for their Practicum experience.

Site Supervisor

Administrator

Counselor Trainee



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Professional Counseling Program Practicum Site Supervisor Data Sheet

Student Name: _____

Name: _____

Site Name: _____

Site Address: _____

Email: _____ Phone: _____

Credentials: _____

License: _____

Have you worked in the area of your specialty (school counseling or mental health counseling) for a minimum of two years? (Please circle response)

___ YES ___ NO

Do you have knowledge and understanding of WPU Professional Counseling Program Practicum/Internship requirements, policies, and procedures? (Please circle response)

___ YES ___ NO

Have you attended training for supervision in counseling? (Please circle response)

___ YES ___ NO

If yes, can you please select the training that you have received?

___ Supervision Class

___ Supervision Training

___ Supervision Workshop

___ Training by Faculty at WPU for Site Supervisors

___ Other (please indicate) _____



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School Counseling Practicum Concentration Parental Consent Form

Child's Name _____

Parent's Name _____

Phone # _____

I agree that a counselor trainee in the School Counseling Concentration at William Paterson University may counsel my child. I understand that the counselor trainee has completed Master's coursework in counseling. The counseling trainee will be supervised by _____, a faculty member at William Paterson University and by _____, site supervisor. Information gathered in counseling will be held strictly confidential according to the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or imminent danger to the child or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counseling trainee and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

Parent/Guardian Signature

Date

Child's Signature

Date

Counselor Trainee Signature

Date



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School Counseling Practicum Concentration Recording Permission

I understand that the counseling sessions that _____(counselor trainee) will have with my child _____ will be recorded for evaluation of the counselor trainee. I further understand that confidentiality will be maintained and only the counseling trainee and the counseling trainee's supervisors, _____, a faculty member at William Paterson University and _____, a site supervisor, will have access to these recordings. I understand that these recordings might be reviewed by other counselors in training for the training purposes.

Understood and agreed to by the undersigned:

Parent/Guardian Signature

Date

Child's Signature

Date

Counselor Trainee Signature

Date



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School Counseling Practicum Concentration Counseling Consent Form

Client Name _____

Phone # _____

I agree that a counselor trainee in the School Counseling Concentration at William Paterson University will counsel me. I understand that the counselor trainee has completed Master's course work in counseling. The counselor trainee will be supervised by _____, a faculty member at William Paterson University and by _____, a site supervisor. Information gathered in the counseling will be held strictly confidential per the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or clear and imminent danger to the client or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counselor trainee and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

Client/Student Signature

Date

Counselor Trainee Signature

Date



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School Counseling Concentration Recording Permission

I understand that the counseling sessions that _____ (counselor trainee) will have with me will be audio/video recorded for evaluation of the counselor trainee. I further understand that confidentiality will be maintained and only the counseling trainee and the counseling trainee's supervisors, _____, a faculty member at William Paterson University and _____, site supervisor, will have access to these recordings. I understand that these recordings might be reviewed by other counselors in training for training purposes.

Understood and agreed to by the undersigned:

Client/Student Signature

Date

Counselor Trainee Signature

Date

William Paterson University
School Counseling Practicum Weekly Log

Counselor trainee _____

Week #: _____

Dates: _____ to _____

Activity	Number of Hours	Activity	Number of Hours
1. Individual Counseling		10. Professional Development (in-service)	
2. Group Counseling		11. Clinical meetings or other school meetings	
3. Work with families		12. Other (explain below)	
4. Consultation			
5. Prevention (Lesson Plan Presentations, Character Education, etc.)		13. Individual site supervision	
6. Crisis intervention		14. Site group supervision	
7. Telehealth Direct Services (counseling)		15. University supervision	
8. Record Keeping (& Report Writing)		Total hours:	
9. Recording review		Direct service hours (1-7)	
		Non-direct service hours (8-12)	
		Supervision hours (13-15)	

Site Supervisor _____ Date _____

William Paterson University
School Counseling Practicum Hours Semester Summary Form

Student Name _____

Semester _____

Site _____

Site Supervisor _____

University Supervisor _____

Total of weekly hours for:

Individual Counseling _____

Consultation _____

Group Counseling _____

Prevention _____

Work with families _____

Crisis intervention _____

Telehealth Counseling _____

TOTAL DIRECT SERVICE HOURS FOR SEMESTER _____

Total of weekly hours for:

Record Keeping
(Report Writing) _____

Clinical meetings or other school
meetings _____

Recording review _____

Other _____

Professional development _____

TOTAL NON-DIRECT SERVICE HOURS FOR SEMESTER _____

Total of weekly hours for:

Individual site supervision _____

University supervision _____

Site group supervision _____

TOTAL SUPERVISION HOURS FOR SEMESTER _____

TOTAL COMBINED HOURS FOR SEMESTER _____

Counselor trainee signature _____ **Date** _____

SESSION CRITIQUE

A. Date and length of time for the session (include how many times you have seen this client):

B. Background information about client:

C. Presenting problem:

D. Observation about client:

E. Observations about self:

F. Hindsight observations (what you liked, what you would have done differently):

G. What would you like assistance on?

School Counseling Practicum Evaluation Site Supervisor Form

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4=Advanced

		1	2	3	4
1	Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression, and anxiety scales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Demonstrates the ability to read and understand student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Demonstrate the development of skills to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and Substance Awareness Coordinators, in a joint effort to promote student and school success personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Demonstrate the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Demonstrates knowledge of and adherence to the school's programs, policies, and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give a statement of your judgment of the counselor trainee as a prospective school counselor. You may wish to note specific strengths or weaknesses that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Counselor Trainee Name _____

Site Supervisor Name _____

Semester _____

Signature Counselor Trainee

Date

Signature of Site Supervisor

Date

**William Paterson University Professional Counseling Program
School Counseling Practicum Site Supervisor Evaluation Rubric**

Competency #	Needs improvement (1)	Progressing (2)	Competent (3)	Advanced (4)
1	Does not, or minimally, demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	Beginning to demonstrate developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	Competently demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting, meeting course expectations.	Consistently demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting, exceeding course expectations.
2	Does not, or minimally, demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	Beginning to demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	Competently demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development, meeting course expectations.	Consistently demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development, exceeding course expectations.
3	Does not, or minimally, demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	Beginning to demonstrate development of skills necessary to develop prevention programs and lessons based on identified needs.	Competently demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs, meeting course expectations.	Consistently demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs, exceeding course expectations.
4	Does not, or minimally, demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services.	Beginning to demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services.	Competently demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services, meeting course expectations.	Consistently demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services, exceeding course expectations.
5	Does not, or minimally, demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales.	Beginning to demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales.	Competently demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales, meeting course expectations.	Competently demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales, exceeding course expectations.
6	Does not, or minimally, demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis.	Beginning to demonstrate an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis.	Competently demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis, meeting course expectations.	Consistently demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis, exceeding course expectations.
7	Does not, or minimally demonstrates the ability to read and understand student records.	Beginning to demonstrate the ability to read and understand student records.	Competently demonstrates the ability to read and understand student records, meeting course expectations.	Consistently demonstrates the ability to read and understand student records, exceeding course expectations.
8	Does not, or minimally, demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success.	Beginning to demonstrate the development of skills to work with other professionals in a joint effort to promote student and school personnel success.	Competently demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success, meeting course expectations.	Consistently demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success, exceeding course expectations.
9	Does not, or minimally, demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families.	Beginning to demonstrate an understanding of the importance of developing partnerships with parents, guardians, and families.	Competently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families, meeting course expectations.	Consistently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families, exceeding course expectations.

10	Does not, or minimally, demonstrates the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.	Beginning to demonstrate the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.	Competently demonstrates the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit, meeting course expectations.	Consistently demonstrates the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit, exceeding course expectations.
11	Does not, or minimally, demonstrates the knowledge of activities the school requires of school counselors.	Beginning to demonstrate the knowledge of activities the school requires of school counselors.	Competently demonstrates the knowledge of activities the school requires of school counselors, meeting course expectations.	Consistently demonstrates the knowledge of activities the school requires of school counselors, exceeding course expectations.
12	Does not, or minimally demonstrates knowledge of and adherence to the school's programs, policies, and procedures.	Beginning to demonstrate knowledge of and adherence to the school's programs, policies, and procedures.	Competently demonstrates knowledge of and adherence to the school's programs, policies, and procedures, meeting course expectations.	Consistently demonstrates knowledge of and adherence to the school's programs, policies, and procedures, exceeding course expectations.
13	Does not, or minimally, demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA.	Beginning to demonstrate knowledge of and adherence to the professional ethics and standards of ACA and ASCA.	Competently demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA, meeting course expectations.	Consistently demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA, exceeding course expectations.
14	Does not, or minimally, demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Competently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, meeting course expectations.	Consistently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, exceeding course expectations.
15	Does not, or minimally, demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	Beginning to demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements.	Competently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, meeting course requirements.	Consistently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, exceeding course requirements.

**School Counseling Practicum Evaluation
University Supervisor Form**

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4 = Advanced

		1	2	3	4
1	Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Demonstrates the ability to read and understand student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Demonstrate the development of skills to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and Substance Awareness Coordinators, in a joint effort to promote student and school success personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Demonstrate the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Demonstrates knowledge of and adherence to the school's programs, policies, and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give a statement of your judgment of the counselor trainee as a prospective school counselor be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Counselor Trainee Name_____

Site Supervisor Name_____

Semester_____

Signature Counselor Trainee

Date

Signature University Supervisor

Date

**William Paterson University Professional Counseling Program
School Counseling Practicum University Supervisor Evaluation Rubric**

Competency #	Needs improvement (1)	Progressing (2)	Competent (3)	Advanced (4)
1	Does not, or minimally, demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	Beginning to demonstrate developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	Competently demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting, meeting course expectations.	Consistently demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting, exceeding course expectations.
2	Does not, or minimally, demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	Beginning to demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	Competently demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development, meeting course expectations.	Consistently demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development, exceeding course expectations.
3	Does not, or minimally, demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	Beginning to demonstrate development of skills necessary to develop prevention programs and lessons based on identified needs.	Competently demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs, meeting course expectations.	Consistently demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs, exceeding course expectations.
4	Does not, or minimally, demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services.	Beginning to demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services.	Competently demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services, meeting course expectations.	Consistently demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services, exceeding course expectations.
5	Does not, or minimally, demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales.	Beginning to demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales.	Competently demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales, meeting course expectations.	Competently demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales, exceeding course expectations.
6	Does not, or minimally, demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis.	Beginning to demonstrate an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis.	Competently demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis, meeting course expectations.	Consistently demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis, exceeding course expectations.
7	Does not, or minimally demonstrates the ability to read and understand student records.	Beginning to demonstrate the ability to read and understand student records.	Competently demonstrates the ability to read and understand student records, meeting course expectations.	Consistently demonstrates the ability to read and understand student records, exceeding course expectations.
8	Does not, or minimally, demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success.	Beginning to demonstrate the development of skills to work with other professionals in a joint effort to promote student and school personnel success.	Competently demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success, meeting course expectations.	Consistently demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success, exceeding course expectations.
9	Does not, or minimally, demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families.	Beginning to demonstrate an understanding of the importance of developing partnerships with parents, guardians, and families.	Competently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families, meeting course expectations.	Consistently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families, exceeding course expectations.
10	Does not, or minimally, demonstrates the ability to familiarize him/herself with the mission, philosophy, administrative	Beginning to demonstrate the ability to familiarize him/herself with the mission, philosophy, administrative and operative	Competently demonstrates the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well	Consistently demonstrates the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as

	and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.	structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.	as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit, meeting course expectations.	well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit, exceeding course expectations.
11	Does not, or minimally, demonstrates the knowledge of activities the school requires of school counselors.	Beginning to demonstrate the knowledge of activities the school requires of school counselors.	Competently demonstrates the knowledge of activities the school requires of school counselors, meeting course expectations.	Consistently demonstrates the knowledge of activities the school requires of school counselors, exceeding course expectations.
12	Does not, or minimally demonstrates knowledge of and adherence to the school's programs, policies, and procedures.	Beginning to demonstrate knowledge of and adherence to the school's programs, policies, and procedures.	Competently demonstrates knowledge of and adherence to the school's programs, policies, and procedures, meeting course expectations.	Consistently demonstrates knowledge of and adherence to the school's programs, policies, and procedures, exceeding course expectations.
13	Does not, or minimally, demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA.	Beginning to demonstrate knowledge of and adherence to the professional ethics and standards of ACA and ASCA.	Competently demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA, meeting course expectations.	Consistently demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA, exceeding course expectations.
14	Does not, or minimally, demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Competently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, meeting course expectations.	Consistently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, exceeding course expectations.
15	Does not, or minimally, demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	Beginning to demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements.	Competently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, meeting course requirements.	Consistently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, exceeding course requirements.

School Practicum Self Evaluation Form

Below is a list of behavioral objectives pertinent to the counseling profession. Using the 4-point scale provided, please tell us how competent you feel you are in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.
1 = Needs Improvement 2 = Progressing 3 = Competent 4=Advanced

		1	2	3	4
1	Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Demonstrates the ability to read and understand student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Demonstrate the development of skills to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and Substance Awareness Coordinators, in a joint effort to promote student and school success personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Demonstrate the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Demonstrates knowledge of and adherence to the school's programs, policies, and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Counselor Trainee Name _____

Semester _____

Signature of Counselor Trainee _____

Date _____

**William Paterson University Professional Counseling Program
School Practicum Self-Evaluation Rubric**

Competency #	Needs improvement (1)	Progressing (2)	Competent (3)	Advanced (4)
1	I did not, or minimally, demonstrate developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting	I am beginning to demonstrate developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting	I competently demonstrate developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting, meeting my understanding of course expectations	I consistently demonstrate developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting, exceeding my understanding of course expectations
2	I did not, or minimally, demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development	I am beginning to demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development	I competently demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development, meeting my understanding of course expectations	I consistently demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development, exceeding my understanding of course expectations
3	I did not, or minimally, demonstrate development of skills necessary to develop prevention programs and lessons based on identified needs	I am beginning to demonstrate development of skills necessary to develop prevention programs and lessons based on identified needs	I competently demonstrate development of skills necessary to develop prevention programs and lessons based on identified needs, meeting my understanding of course expectations	I consistently demonstrate development of skills necessary to develop prevention programs and lessons based on identified needs, exceeding my understanding of course expectations
4	I did not, or minimally, demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services	I am beginning to demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services	I competently demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services, meeting my understanding of course expectations	I consistently demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services, exceeding my understanding of course expectations
5	I did not, or minimally demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales	I am beginning to demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales	I competently demonstrate development the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales, meeting my understanding of course expectations	I consistently demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales, exceeding my understanding of course expectations
6	I did not, or minimally, demonstrate an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis	I am beginning to demonstrate an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis	I competently demonstrate an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis, my understanding of meeting course expectations	I consistently demonstrate an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and diagnosis, exceeding my understanding of course expectations
7	I did not, or minimally demonstrate the ability to read and understand student records	I am beginning to demonstrate the ability to read and understand student records	I competently demonstrate the ability to read and understand student records, meeting my understanding of course expectations	I consistently demonstrate the ability to read and understand student records, exceeding my understanding of course expectations
8	I did not, or minimally, demonstrate the development of the ability to work collaboratively with teachers and other school professionals, in a joint effort to promote student and school personnel success	I am beginning to demonstrate the development of the ability to work collaboratively with teachers and other school professionals, in a joint effort to promote student and school personnel success	I competently demonstrate the development of the ability to work collaboratively with teachers and other school professionals, in a joint effort to promote student and school personnel success meeting my understanding of course expectations	I consistently demonstrate the development of the ability to work collaboratively with teachers and other school professionals, in a joint effort to promote student and school personnel success, exceeding my understanding of course expectations
9	I did not, or minimally, demonstrate understanding of the importance of developing partnerships with parents, guardians, and families	I am beginning to demonstrate understanding of the importance of developing partnerships with parents, guardians, and families	I competently demonstrate understanding of the importance of developing partnerships with parents, guardians, and families, meeting my understanding of course expectations	I consistently demonstrate the understanding of the importance of developing partnerships with parents, guardians, and families, exceeding my understanding of course expectations
10	I did not, or minimally, demonstrate the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as goals, purpose and functioning of each student personnel service	I am beginning to demonstrate the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as goals, purpose and functioning of each student personnel service and how they	I competently demonstrate the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit, meeting my understanding of course expectations	I consistently demonstrate the ability to familiarize him/herself with the mission, philosophy, administrative and operative structure of the school as well as goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit, exceeding my understanding of course expectations

	and how they may be utilized for the student's benefit	may be utilized for the student's benefit		exceeding my understanding of course expectations
11	I did not, or minimally, demonstrates knowledge of the activities the school requires of school counselors	I am beginning to demonstrate knowledge of the activities the school requires of school counselors	I competently demonstrate knowledge of the activities the school requires of school counselors, meeting my understanding of course expectations	I consistently demonstrate knowledge of the activities the school requires of school counselors, exceeding my understanding of course expectations
12	I did not, or minimally, demonstrate knowledge of and adherence to the school's program, policies, and procedures	I am beginning to demonstrate knowledge of and adherence to the school's program, policies, and procedures	I competently demonstrate knowledge of and adherence to the school's program, policies, and procedures, meeting my understanding of course expectations	I consistently demonstrate knowledge of and adherence to the school's program, policies, and procedures, exceeding my understanding of course expectations
13	I did not, or minimally, demonstrate knowledge of and adherence to the professional ethics and standards of the ACA and ASCA	I am beginning to demonstrate knowledge of and adherence to the professional ethics and standards of the ACA and ASCA	I competently demonstrate knowledge of and adherence to the professional ethics and standards of the ACA and ASCA, meeting my understanding of course expectations	I consistently demonstrate knowledge of and adherence to the professional ethics and standards of the ACA and ASCA, exceeding my understanding of course expectations
14	I did not, or minimally, demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law	I am beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law	I competently demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, meeting my understanding of course expectations	I consistently demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, exceeding my understanding of course expectations
15	I did not, or minimally, demonstrate knowledge of course preparation standards and state licensure and national certification requirements	I am beginning to demonstrate knowledge of course preparation standards and state licensure and national certification requirements	I competently demonstrate knowledge of course preparation standards and state licensure and national certification requirements, meeting my understanding of course expectations	I consistently demonstrate knowledge of course preparation standards and state licensure and national certification requirements, exceeding my understanding of course expectations

School Practicum Evaluation Student Evaluation of University Supervisor Form

Below is a list of behavioral objectives pertinent to clinical supervision. Using the 4-point scale provided, please tell us how competent you feel this Site Supervisor is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4 = Advanced

		1	2	3	4
1	This supervisor helped me feel at ease with the supervision process	○	○	○	○
2	This supervisor relayed clear expectations of the intern's responsibilities on site	○	○	○	○
3	This supervisor provided me with specific help in areas that I need to improve and provided me with the opportunity to adequately discuss the major difficulties I am facing with my students	○	○	○	○
4	This supervisor addressed issues relevant to my current concerns as a counseling trainee	○	○	○	○
5	This supervisor helped me focus on how my counseling behavior influences the student	○	○	○	○
6	This supervisor emphasized the development of my strengths and capabilities	○	○	○	○
7	This supervisor enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling	○	○	○	○
8	I feel this supervisor accepted me and respects me as a person	○	○	○	○
9	This supervisor conveyed competence	○	○	○	○
10	This supervisor was able to accept feedback from me	○	○	○	○
11	This supervisor helped me clarify my counseling objectives	○	○	○	○
12	This supervisor challenged me to identify the appropriate school services for my students	○	○	○	○
13	This supervisor gave me useful feedback	○	○	○	○
14	This supervisor allowed and encouraged me to evaluate myself and to understand my underlying motivations	○	○	○	○
15	This supervisor explains the criteria for evaluation clearly and in behavioral terms	○	○	○	○

Counselor Trainee Name _____

University Site Supervisor Name _____

Semester _____

Signature of Counselor Trainee

Date

**William Paterson University Professional Counseling Program
School Counseling Practicum Student University Supervisor Evaluation Rubric**

Competency #	Needs improvement (1)	Progressing (2)	Competent (3)	Advanced (4)
1	Supervisor does not, or minimally, helped me feel at ease with the supervision process	Supervisor began to help me feel at ease with the supervision process	Supervisor competently helped me feel at ease with the supervision process, meeting my understanding of supervision expectations	Supervisor consistently helped me feel at ease with the supervision process, exceeding my understanding of supervision expectations
2	Supervisor does not, or minimally, relayed clear expectations of my responsibilities on site	Supervisor began to relay clear expectations of my responsibilities on site	Supervisor competently relayed clear expectations of my responsibilities on site, meeting my understanding of supervision expectations	Supervisor consistently relayed clear expectations of my responsibilities on site, exceeding my understanding of supervision expectations
3	Supervisor does not, or minimally, provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students	Supervisor began to provide me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students	Supervisor competently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students, meeting my understanding of supervision expectations	Supervisor consistently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students, exceeding my understanding of supervision expectations
4	Supervisor does not, or minimally, addressed issues relevant to my current concerns as a counseling intern	Supervisor began to address issues relevant to my current concerns as a counseling intern	Supervisor competently addressed issues relevant to my current concerns as a counseling intern, meeting my understanding of supervision expectations	Supervisor consistently addressed issues relevant to my current concerns as a counseling intern, exceeding my understanding of supervision expectations
5	Supervisor does not, or minimally, helped me focus on how my counseling behavior influences the student	Supervisor began to help me focus on how my counseling behavior influences the student	Supervisor competently helped me focus on how my counseling behavior influences the student, meeting my understanding of supervision expectations	Supervisor consistently helped me focus on how my counseling behavior influences the student, exceeding my understanding of supervision expectations
6	Supervisor does not, or minimally, emphasized the development of my strengths and capabilities	Supervisor began to emphasize the development of my strengths and capabilities	Supervisor competently emphasize the development of my strengths and capabilities, meeting my understanding of supervision expectations	Supervisor consistently emphasized the development of my strengths and capabilities, exceeding my understanding of supervision expectations
7	Supervisor does not, or minimally, enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling	Supervisor began to enable and encourage me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling	Supervisor competently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, meeting my understanding of supervision expectations	Supervisor consistently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, exceeding my understanding of supervision expectations
8	Supervisor does not, or minimally, accepts me and respects me as a person	Supervisor began to accept me and respect me as a person	Supervisor competently accepts me and respects me as a person, meeting my understanding of supervision expectations	Supervisor consistently accepts me and respects me as a person, exceeding my understanding of supervision expectations
9	Supervisor does not, or minimally, conveyed competence	Supervisor began to convey competence	Supervisor competently conveyed competence, meeting my understanding of supervision expectations	Supervisor consistently conveyed competence s, exceeding my understanding of supervision expectations
10	Supervisor does not, or minimally, was able to accept feedback from me	Supervisor began to be able to accept feedback from me	Supervisor competently was able to accept feedback from me, meeting my understanding of supervision expectations	Supervisor consistently was able to accept feedback from me, exceeding my understanding of supervision expectations
11	Supervisor does not, or minimally, helped me clarify my counseling objectives	Supervisor began to help me clarify my counseling objectives	Supervisor competently helped me clarify my counseling objectives, meeting my understanding of supervision expectations	Supervisor consistently helped me clarify my counseling objectives, exceeding my understanding of supervision expectations

12	Supervisor does not, or minimally, challenged me to identify the appropriate school services for my student	Supervisor began to challenge me to identify the appropriate school services for my student	Supervisor competently challenged me to identify the appropriate school services for my student, meeting my understanding of supervision expectations	Supervisor consistently challenged me to identify the appropriate school services for my student exceeding my understanding of supervision expectations
13	Supervisor does not, or minimally, gave me useful feedback	Supervisor began to give me useful feedback	Supervisor competently gave me useful feedback, meeting my understanding of supervision expectations	Supervisor consistently gave me useful feedback, exceeding my understanding of supervision expectations
14	Supervisor does not, or minimally, allowed and encouraged me to evaluate myself and to understand my underlying motivations	Supervisor began to allow and encourage me to evaluate myself and to understand my underlying motivations	Supervisor competently allowed and encouraged me to evaluate myself and to understand my underlying motivations, meeting my understanding of supervision expectations	Supervisor consistently allowed and encouraged me to evaluate myself and to understand my underlying motivations, exceeding my understanding of supervision expectations
15	Supervisor does not, or minimally, explained the criteria for evaluation clearly and in behavioral terms	Supervisor began to explain the criteria for evaluation clearly and in behavioral terms	Supervisor competently explained the criteria for evaluation clearly and in behavioral terms, meeting my understanding of supervision expectations	Supervisor consistently explained the criteria for evaluation clearly and in behavioral terms, exceeding my understanding of supervision expectations

School Practicum Evaluation Student Evaluation of Site Supervisor Form

Below is a list of behavioral objectives pertinent to clinical supervision. Using the 4-point scale provided, please tell us how competent you feel this Site Supervisor is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4=Advanced

		1	2	3	4
1	This supervisor helped me feel at ease with the supervision process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	This supervisor relayed clear expectations of the intern's responsibilities on site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	This supervisor provided me with specific help in areas that I need to improve and provided me with the opportunity to adequately discuss the major difficulties I am facing with my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	This supervisor addressed issues relevant to my current concerns as a counseling trainee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	This supervisor helped me focus on how my counseling behavior influences the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	This supervisor emphasized the development of my strengths and capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	This supervisor enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I feel this supervisor accepted me and respects me as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	This supervisor conveyed competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	This supervisor was able to accept feedback from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	This supervisor helped me clarify my counseling objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	This supervisor challenged me to identify the appropriate school services for my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	This supervisor gave me useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	This supervisor allowed and encouraged me to evaluate myself and to understand my underlying motivations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	This supervisor explains the criteria for evaluation clearly and in behavioral terms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Counselor Trainee Name _____

Site Supervisor Name _____

Semester _____

Signature of Counselor Trainee

Date

**William Paterson University Professional Counseling Program
School Counseling Practicum Student Site Supervisor Evaluation Rubric**

Competency #	Needs improvement (1)	Progressing (2)	Competent (3)	Advanced (4)
1	Supervisor does not, or minimally, helped me feel at ease with the supervision process	Supervisor began to help me feel at ease with the supervision process	Supervisor competently helped me feel at ease with the supervision process, meeting my understanding of supervision expectations	Supervisor consistently helped me feel at ease with the supervision process, exceeding my understanding of supervision expectations
2	Supervisor does not, or minimally, relayed clear expectations of my responsibilities on site	Supervisor began to relay clear expectations of my responsibilities on site	Supervisor competently relayed clear expectations of my responsibilities on site, meeting my understanding of supervision expectations	Supervisor consistently relayed clear expectations of my responsibilities on site, exceeding my understanding of supervision expectations
3	Supervisor does not, or minimally, provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students	Supervisor began to provide me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students	Supervisor competently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students, meeting my understanding of supervision expectations	Supervisor consistently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students, exceeding my understanding of supervision expectations
4	Supervisor does not, or minimally, addressed issues relevant to my current concerns as a counseling intern	Supervisor began to address issues relevant to my current concerns as a counseling intern	Supervisor competently addressed issues relevant to my current concerns as a counseling intern, meeting my understanding of supervision expectations	Supervisor consistently addressed issues relevant to my current concerns as a counseling intern, exceeding my understanding of supervision expectations
5	Supervisor does not, or minimally, helped me focus on how my counseling behavior influences the student	Supervisor began to help me focus on how my counseling behavior influences the student	Supervisor competently helped me focus on how my counseling behavior influences the student, meeting my understanding of supervision expectations	Supervisor consistently helped me focus on how my counseling behavior influences the student, exceeding my understanding of supervision expectations
6	Supervisor does not, or minimally, emphasized the development of my strengths and capabilities	Supervisor began to emphasize the development of my strengths and capabilities	Supervisor competently emphasize the development of my strengths and capabilities, meeting my understanding of supervision expectations	Supervisor consistently emphasized the development of my strengths and capabilities, exceeding my understanding of supervision expectations
7	Supervisor does not, or minimally, enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling	Supervisor began to enable and encourage me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling	Supervisor competently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, meeting my understanding of supervision expectations	Supervisor consistently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, exceeding my understanding of supervision expectations
8	Supervisor does not, or minimally, accepts me and respects me as a person	Supervisor began to accept me and respect me as a person	Supervisor competently accepts me and respects me as a person, meeting my understanding of supervision expectations	Supervisor consistently accepts me and respects me as a person, exceeding my understanding of supervision expectations
9	Supervisor does not, or minimally, conveyed competence	Supervisor began to convey competence	Supervisor competently conveyed competence, meeting my understanding of supervision expectations	Supervisor consistently conveyed competence s, exceeding my understanding of supervision expectations
10	Supervisor does not, or minimally, was able to accept feedback from me	Supervisor began to be able to accept feedback from me	Supervisor competently was able to accept feedback from me, meeting my understanding of supervision expectations	Supervisor consistently was able to accept feedback from me, exceeding my understanding of supervision expectations
11	Supervisor does not, or minimally, helped me clarify my counseling objectives	Supervisor began to help me clarify my counseling objectives	Supervisor competently helped me clarify my counseling objectives, meeting my understanding of supervision expectations	Supervisor consistently helped me clarify my counseling objectives, exceeding my understanding of supervision expectations

12	Supervisor does not, or minimally, challenged me to identify the appropriate school services for my student	Supervisor began to challenge me to identify the appropriate school services for my student	Supervisor competently challenged me to identify the appropriate school services for my student, meeting my understanding of supervision expectations	Supervisor consistently challenged me to identify the appropriate school services for my student exceeding my understanding of supervision expectations
13	Supervisor does not, or minimally, gave me useful feedback	Supervisor began to give me useful feedback	Supervisor competently gave me useful feedback, meeting my understanding of supervision expectations	Supervisor consistently gave me useful feedback, exceeding my understanding of supervision expectations
14	Supervisor does not, or minimally, allowed and encouraged me to evaluate myself and to understand my underlying motivations	Supervisor began to allow and encourage me to evaluate myself and to understand my underlying motivations	Supervisor competently allowed and encouraged me to evaluate myself and to understand my underlying motivations, meeting my understanding of supervision expectations	Supervisor consistently allowed and encouraged me to evaluate myself and to understand my underlying motivations, exceeding my understanding of supervision expectations
15	Supervisor does not, or minimally, explained the criteria for evaluation clearly and in behavioral terms	Supervisor began to explain the criteria for evaluation clearly and in behavioral terms	Supervisor competently explained the criteria for evaluation clearly and in behavioral terms, meeting my understanding of supervision expectations	Supervisor consistently explained the criteria for evaluation clearly and in behavioral terms, exceeding my understanding of supervision expectations

School Practicum Evaluation of Placement Site

Below is a list of behavioral objectives pertinent to school counseling practicum placement sites. Using the 4-point scale provided, please tell us how well your site fulfilled each area. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4 = Advanced

		1	2	3	4
1	This site provided me with the appropriate amount of on-site supervision	○	○	○	○
2	The site provided me with quality and useful site supervision	○	○	○	○
3	This site provided me with appropriate exposure to and communication of school procedures and goals	○	○	○	○
4	This site provided me with information about community resources available in the community	○	○	○	○
5	This site provided me with ample opportunities and instruction for report writing (i.e., 504's, I&RS, etc.) and to interpret tests and assessments	○	○	○	○
6	This site provided me with ample opportunities to observe and participate in relevant meetings, case consultations, staff discussions, etc.	○	○	○	○
7	This site provided me with appropriate opportunities to conduct individual counseling with students	○	○	○	○
8	This site provided me with appropriate opportunities to run group counseling sessions with students	○	○	○	○
9	I would recommend this site to another student/counseling intern	○	○	○	○
10	My overall evaluation of this site is	○	○	○	○

Counselor Trainee Name _____

Site Name _____

Semester _____

Signature of Counselor Trainee

Date

**William Paterson University Professional Counseling Program
School Counseling Practicum Student Site Evaluation Rubric**

Competency #	Needs improvement (1)	Progressing (2)	Competent (3)	Advanced (4)
1	The site did not, or minimally, provided me with the appropriate amount of on-site supervision	The site began to provide me with the appropriate amount of on-site supervision	The site competently provided me with the appropriate amount of on-site supervision, meeting my understanding of supervision expectations	The site consistently provided me with the appropriate amount of on-site supervision exceeding my understanding of supervision expectations
2	The site did not, or minimally, provided me with quality and useful site supervision	The site began to provide me with quality and useful site supervision	The site competently provided me with quality and useful site supervision, meeting my understanding of supervision expectations	The site consistently provided me with quality and useful site supervision, exceeding my understanding of supervision expectations
3	The site did not, or minimally, provided me with appropriate exposure to and communication of school procedures and goals	The site began to provide me with appropriate exposure to and communication of school procedures and goals	The site competently provided me with appropriate exposure to and communication of school procedures and goals, meeting my understanding of supervision expectations	The site consistently provided me with appropriate exposure to and communication of school procedures and goals, exceeding my understanding of supervision expectations
4	The site did not, or minimally, provided me with information about community resources available in the community	The site began to provide me with information about community resources available in the community	The site competently provided me with information about community resources available in the community, meeting my understanding of supervision expectations	The site consistently provided me with information about community resources available in the community, exceeding my understanding of supervision expectations
5	The site did not, or minimally, provided me with ample opportunities and instruction for report writing and test interpretation	The site began to provide me with ample opportunities and instruction for report writing and test interpretation	The site competently provided me with ample opportunities and instruction for report writing and test interpretation, meeting my understanding of supervision expectations	The site consistently provided me with ample opportunities and instruction for report writing and test interpretation, exceeding my understanding of supervision expectations
6	The site did not, or minimally, provided me with ample opportunities to observe and participate in relevant meetings, case consultations, and staff discussions	The site began to provide me with ample opportunities to observe and participate in relevant meetings, case consultations, and staff discussions	The site competently provided me with ample opportunities to observe and participate in relevant meetings, case consultations, and staff discussions, meeting my understanding of supervision expectations	The site consistently provided me with ample opportunities to observe and participate relevant meetings, case consultations, and staff discussions, exceeding my understanding of supervision expectations
7	The site did not, or minimally, provided me with appropriate opportunities to conduct individual counseling with students	The site began to provide me with appropriate opportunities to conduct individual counseling with students	The site competently provided me with appropriate opportunities to conduct individual counseling with students, meeting my understanding of supervision expectations	The site consistently provided me with appropriate opportunities to conduct individual counseling with students, exceeding my understanding of supervision expectations
8	The site did not, or minimally, provided me with appropriate opportunities to run group counseling sessions with students	The site began to provide me with appropriate opportunities to run group counseling sessions with students	The site competently provided me with appropriate opportunities to run group counseling sessions with students, meeting my understanding of supervision expectations	The site consistently provided me with appropriate opportunities to run group counseling sessions with students, exceeding my understanding of supervision expectations
9	I would not recommend this site to another student/counseling intern	I would provisionally recommend this site to another student/counseling intern	I would recommend this site to another student/counseling intern, based on my understanding of placement expectations	I would strongly recommend this site to another student/counseling interns, based on my understanding of placement expectations
10	My overall rating of this site is poor	My overall rating of this site is fair	My overall rating of this site is good	My overall rating of this site is excellent

**School Counseling Practicum & Internship
Live Supervision Form**

Supervisors must complete this form to document live supervision for school counseling practicum and internship students.

Counselor Trainee/Intern: _____

Site Supervisor: _____

Site: _____

Date: _____

What type of direct hour activities did the school counseling intern complete during this live supervision observation?

What skills did you observe and how did they enhance the counseling interventions and responsibilities consistent with school counseling?

What areas of improvement can this intern make?

What strengths did the intern demonstrate?

What topics were discussed in supervision following this observation?

Supervisor Signature: _____

Counselor Trainee/Intern Signature: _____