

**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**  
**School Counseling Program**

Practicum Site Supervisor Survey

The purpose of this survey is twofold: (1) To gather information from our site supervisors about our individual student's professional growth and development (2) To receive feedback about the School Counseling Program's preparation of school counselors

Student \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Name of School \_\_\_\_\_

**Evaluation of Your Practicum Student**

Please rate the school counselor-in-training as fairly and objectively as possible, taking into account the student's developmental level (e.g. practicum). This evaluation will be reviewed by the university supervisor. We encourage you to include any information that you believe would help the student grow.

Below is the scale we ask that you consider as you respond to the following items:

- **Highly unprepared** - does not demonstrate mastery of the competency to a degree appropriate for their level even with supervision and guidance
- **Unprepared** - does not consistently demonstrate mastery of the competency to a degree appropriate for their level independently, but is able to do so with direct supervision and guidance
- **Prepared** - can independently complete the task or demonstrates mastery of the competency to a degree appropriate for their level (e.g., practicum, internship, new professional)
- **Highly prepared** - can independently complete the task of demonstrate mastery of the competency to a degree above that of their current level (e.g., practicum, internship, new professional)

**Please rate the school counselor-in-training's delivery of services as a student-in-training based on your observations for each of the following areas:**

	Highly Unprepared	Unprepared	Prepared	Highly Prepared	Not Observed
Individual Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Core Curriculum Classroom Lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please expand on your rating of the school counselor-in-training above.**

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**Please rate how prepared you perceive the practicum student is related to each of the following items.**

**The Role of the School Counselor**

	Highly Unprepared	Unprepared	Prepared	Highly Prepared	Not observed
Understand the current roles and functions of a school counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge school counselor role on multidisciplinary teams (e.g. grade level, SPED, school improvement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize an ethical decision-making process (e.g. define issue, align issue with ethical standard, determine action, consult, & implement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the nature and limits of confidentiality in a PK-12 setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please expand on your rating of the school counselor-in-training above.**

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Please rate how prepared you perceive the practicum student is related to each of the following items.

**Working with PreK-12 Students**

	Highly Unprepared	Unprepared	Prepared	Highly Prepared	Not observed
Design and implements culturally responsive interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conceptualize student cases and provide direct counseling related to students' mental health, social-emotional, and educational needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply developmentally appropriate counseling interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide students' college and career readiness at the PK-12 level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply career development strategies and interventions in PK-12 settings (e.g. individual, small group, classroom lessons)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes strategies to facilitate school level and/or post-secondary transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates the intentional and effective use of counseling skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please expand on your rating of the school counselor-in-training above.

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**Practicum Student Dispositions**

Please rate your practicum student on the dispositions below using the following scale:

- **A clear deficit:** Behaviors do not reflect disposition. It is possible that the student is unaware, and it is has not been previously addressed
- **Needs improvement:** Student is aware of disposition and is beginning to reflect and improve upon it. However, implementation is not consistent and/or successful and continued improvement is recommended
- **Meets expectations-** Behavior is consistently acceptable and reflects the disposition. It is expected that the student will continue to master this KPD with typical mentoring and supervision
- **Exceeds expectations-** A clear strength. Behaviors frequently go above and beyond expectations and demonstrate effective leadership or the ability to be proactive

	A Clear Deficit	Needs Improvement	Meets Expectations	Exceeds Expectations	Not observed
Awareness of how their own culture, belief systems, values, needs and limitations impact their views of and work with students, teachers, parents, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaves in a professional manner towards supervisors, colleagues, and students; including appropriate dress, conduct attitudes, and boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates the ability to receive, integrate and utilize feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (e.g., individual and group counseling, supervision, and assignments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes the importance of self-awareness/reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please expand on your rating of the school counselor-in-training above.**

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**Based on your experience as a school counselor, how prepared do you think your practicum student is to transition to internship in the fall semester?**

- Highly unprepared
- Unprepared
- Prepared
- Highly Prepared

**Please describe the school counselor-in-training's strengths.**

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**Please list areas the school counselor-in-training should continue to address and work on during internship.**

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## Evaluation of School Counseling Program

Please provide the program with feedback regarding our current preparation of school counselors-in-training.

**What is the University of North Carolina at Chapel Hill's School Counseling program doing well in preparing school counselors-in-training to become professionals in the field?**

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**What suggestions do you have for improving the University of North Carolina at Chapel Hill's School Counseling program?**

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*Thank you for all you do to help our school counselors-in-training develop into professional school counselors.*