

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
School Counseling Program

Mid-Semester Evaluation of School Counselor-in-Training by Site Supervisor

Student _____ Semester/Year _____

Site Supervisor _____

Name of School _____

Please rate the school counselor-in-training according to the following scale as fairly and objectively as possible. This evaluation will be reviewed by the university supervisor. We encourage you to include any information that you believe would be helpful for us to know as we continue to work with this student.

1. Attitude Toward Work and Professional Behavior (i.e. promptness, dependability, flexibility, cooperation, and ethical behavior)

Below Expectations 1	At Expected Levels 2	Above Expected 3	No Opportunity to Observe
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Comments:

2. Personal Characteristics (i.e. takes initiative, asks for help as needed, communicates effectively, adapts to site's procedures, follows through, etc.)

Below Expectations 1	At Expected Levels 2	Above Expected 3	No Opportunity to Observe
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Comments:

3. Use of Supervision (i.e. solicits feedback, is responsive to feedback, shows a willingness to be observed, etc.)

Below Expectations 1	At Expected Levels 2	Above Expected 3	No Opportunity to Observe
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Comments:

4. Planning and Preparation to Work with Students, School Personnel and Parents (i.e., obtains necessary information to clients, considers class schedule, finds appropriate resources or interventions)

Below Expectations 1	At Expected Levels 2	Above Expected 3	No Opportunity to Observe
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Comments:

5. Knowledge and understanding of the full role of the school counselor.

Below Expectations 1	At Expected Levels 2	Above Expected 3
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Comments:

Direct Services

The following items relate to the direct services that our students are expected to partake in during internship. If your intern has not yet had the opportunity to conduct a small group or lead a classroom counseling lesson (i.e. core curriculum) please indicate in the comment box when you anticipate such opportunities to begin.

6. Performance in Individual Counseling Process (i.e. establishes rapport, demonstrates good counseling skills, matches intervention to students' needs)

Below Expectations 1	At Expected Levels 2	Above Expected 3	No Opportunity to Observe
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Comments:

7. Performance in Small Group Counseling (i.e. creating group norms & safety, interventions corresponding to group needs, managing multiple students)

Below Expectations 1	At Expected Levels 2	Above Expected 3	No Opportunity to Observe
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Comments:

8. Performance in Core Curriculum Classroom Lessons (formerly called Classroom Guidance) (i.e. developing or delivering lesson plans, classroom management, confidence in implementation)

Below Expectations 1	At Expected Levels 2	Above Expected 3	No Opportunity to Observe
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Comments:

9. What do you see as the school counselor-in-training's strengths?

10. List areas where continued growth is needed.

11. Additional Comments

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