

Basic Counseling Skills Evaluation Form (Completed by Site Supervisor)

Instructions for Site Supervisors

Observe a live counseling session or review a recorded counseling session. Rate the school counselor-in-training's performance using the scale below and provide comments as appropriate. Consider the student's developmental level and stage of training when completing this evaluation.

Circle or highlight the score for each skill (1 = Unacceptable, 5 = Excellent). Use NA (not applicable) or NP (not performed) where appropriate. Provide brief comments if needed.

I. Shows Interest and Appreciation

Skill	Rating (1–5, NA, NP)	Comments
Eye Contact		
Body Language		
Encouragers		
Vocal Tone		
Evoking and Punctuating Client Strengths		

II. Encourages Exploration

Skill	Rating (1–5, NA, NP)	Comments
Questioning		
Requesting Concrete and Specific Examples		
Paraphrasing		
Summarizing		

III. Deepens the Session

Skill	Rating (1–5, NA, NP)	Comments
Reflection of Feeling		
Immediacy		
Observing Themes and Patterns		
Challenging/Pointing out Discrepancies		
Reflecting Meaning and Values		
Broaching the Subjects of Race, Ethnicity, and Culture		

IV. Develops the Therapeutic Relationship

Skill	Rating (1–5, NA, NP)	Comments
Empathy and Positive Regard		

V. Manages the Session

Skill	Rating (1–5, NA, NP)	Comments
Opening the Session		
Directing the Session		
Closing the Session		

Overall Global Rating for Recorded Session

	Rating	Description
☐	Exceeds Expectations	The session demonstrates highly developed counseling skills. The student applies a wide range of micro-skills with confidence, empathy, and intentionality. The session is well-structured, client-centered, and ethically sound. There is clear evidence of strong counselor identity and advanced readiness for internship or independent practice. Behavioral Indicators: - Consistently uses advanced micro-skills (e.g., immediacy, advanced empathy, confrontation) - Structures sessions with clear beginning, middle, and end - Tailors interventions to client needs using appropriate theory - Demonstrates strong cultural responsiveness and ethical awareness - Shows professional presence, initiative, and emotional maturity
☐	Meets Expectations	The session reflects developmentally appropriate use of counseling skills for practicum or early internship. The student demonstrates foundational competence in empathy, rapport-building, and basic session structure. They show self-awareness and openness to supervision and are ready to continue skill development with typical levels of support. Behavioral Indicators: - Effectively uses basic micro-skills (e.g., open questions, reflections) - Maintains client focus and demonstrates rapport-building - Session shows logical flow and structure - Responds appropriately to supervision and integrates feedback - Begins to apply counseling theory to practice
☐	Emerging	The student shows some understanding of core counseling skills but demonstrates inconsistency or gaps in application. Areas for growth may include session structure, empathy, or intentionality. Ongoing support and feedback are needed to develop competence and confidence. Behavioral Indicators: - Uses some micro-skills inconsistently or ineffectively - Session lacks cohesion or clear structure - Struggles to stay client-centered or explore client affect - Requires frequent prompting during supervision

		• Demonstrates basic theory knowledge with limited application
☐	Does Not Meet Expectations	The session lacks demonstration of key counseling competencies or raises significant concerns about readiness. Deficits may include ethical issues, disorganization, or lack of empathy. Immediate remediation and increased supervision are required before progressing. Behavioral Indicators: • Rarely uses appropriate micro-skills; may rely on advice-giving or closed questions • Session is disorganized or lacks a clear purpose • Fails to demonstrate empathy or cultural awareness • Does not apply supervision feedback or reflect on practice • Exhibits professionalism concerns or ethical red flags