

**WILLIAM PATERSON UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT OF
SPECIAL EDUCATION, PROFESSIONAL COUNSELING, &
DISABILITY STUDIES**

**SCHOOL COUNSELING CONCENTRATION
INTERNSHIP HANDBOOK**

Fall, 2023 Prepared by: Meredith Drew, PhD, Michelle Hinkle PhD, Paula Danzinger, PhD, Karen Decker, PhD, and Timothy VanderGast, PhD

**School Counseling Concentration Internship Handbook
Table of Contents**

Introduction	3
Definitions	3
Selecting and Acquiring Placement Site	4
Liability Insurance	5
Placement Hour Requirements	5
Recording Requirements	5
Counseling Procedures	5
Personal Analysis Logs	6
Competencies	6
Grading Procedures	7
Employment at Internship Site	8
Telehealth Counseling	8
Application Due Dates	8
Appendix	10
Application	11
Internship Contract	13
Internship Site Supervisor Form	15
Parental Consent Form	16
Recording Permission (Minor Child)	17
Counseling Consent Form	18
Recording Permission (Adult)	19
School Internship Weekly Hour Log	20
School Internship Hours Semester Summary Form	21
Suggested Format for Session Critique	22
Site Supervisor Evaluation of Counseling Intern	23
Site Supervisor Evaluation Rubric	25
University Supervisor Evaluation of Counseling Intern	27
University Supervisor Evaluation Rubric	29
Internship Self-Evaluation	31
Internship Self-Evaluation Rubric	32
Student Evaluation of University Supervisor	34
Student Evaluation of University Supervisor Rubric	35
Student Evaluation of Site Supervisor	37
Student Evaluation of Site Supervisor Rubric	38
Internship Site Evaluation	40
Internship Site Evaluation Rubric	41
Live Observation Form	42

WILLIAM PATERSON UNIVERSITY SCHOOL COUNSELING INTERNSHIP HANDBOOK

Introduction

Welcome to the internship component of field experience in the School Counseling Concentration of the Professional Counseling Master's Program at William Paterson University. This experience is the counseling intern's opportunity to continue to put their formal training into practice after Practicum. This handbook is designed to provide information that will assist you in helping to complete all requirements of this course.

Definitions

There are several terms that need to be defined in order to have a clear understanding of the internship experience.

Counseling intern – The counseling intern is a student, under supervision, who has begun their internship experience and has been placed in a field setting.

Internship Placement Site – The site where the internship experience takes place. The site must meet WPU training program standards and provide the counseling intern 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 counseling interns are encouraged to find more than one placement site in order 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 an 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 counseling intern. 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 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 intern 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 intern to perform their counseling

- responsibilities.
3. Make provisions for the counseling intern to audio and/or video recording students with the student's written consent.
 4. Work with the counseling intern to develop internship goals.
 5. Maintain at least monthly communication with University Supervisor/Course Instructor.
 6. Maintain responsibility for counseling intern's continuity on site.
 7. Assist in the evaluation of the counseling intern's performance relative to the objectives of the experience.
 8. Provide regular supervision for the counseling intern not to be less than 1 hour of face-to-face supervision per week.

University Supervisor/Course Instructor – The course instructor/university supervisor is the instructor of Internship I (CSP 6860) and Internship II (CSP 6870) and provides the interns with weekly supervision. The duties of the university supervisor/course instructor are as follows:

1. Receive status of placement from counseling intern prior to the start of the semester.
2. Provide group supervision of counseling interns.
3. Monitor progress of counseling intern during the internship experience.
4. Maintain monthly communication with site supervisors.
5. Make on-site visits when needed.
6. Initiate resolution of any problem occurring on-site.
7. Review counseling intern's session records.
8. Secure evaluations.
9. Assign final grades.

Selecting and Acquiring a Placement Site

Counseling interns must find their own placement sites. The practicum and internship coordinator will help in any way, but the ultimate responsibility is the counseling interns. A counseling intern may be able to use their work site for internship, however this is contingent on the counseling intern's workload and must be approved by the practicum and internship coordinator. All sites must be approved by the university. Counseling interns are required to have experience in conducting both individual and group counseling and have 1 hour of face-to-face site supervision per week. In addition, counseling interns **must** audio or video record counseling sessions. These requirements should be taken into consideration when selecting an internship site.

Counseling interns 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 internship contract before a site will be approved by the

practicum and internship coordinator (see appendix for contract). The practicum and internship coordinator will be available to answer any questions the site supervisor or administrator might have.

If the site requires an affiliation agreement, the counseling intern must convey this information to the practicum and internship coordinator, or program directors, ahead of time so that it can be secured before the due date for all documentation. It is the counseling intern's responsibility to communicate this information.

Liability Insurance

Counseling interns are required to purchase liability insurance through the American Counseling Association (ACA) while they are taking internship. Counseling interns need to have their own policy, even if they are covered at the placement site. ACA offers low-cost liability insurance for practicum/internship students; however, you must be a member of ACA to take advantage of these low rates. 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 Internship I (CSP 6860) requirement, counseling interns must have a total of 300 clock hours. These hours include a minimum of 120 hours of direct service with students, with at least half of those hours in individual counseling. The counseling intern may also have up to half of the direct service hours in group counseling hours but are required to have at least one hour of group counseling over the 700 hours. The counseling intern is required to have a minimum of four (4) students for individual counseling. The remaining 180 hours of the placement includes: individual site supervision (at least 1 hour per week of direct client service), group supervision, case write ups, peer consultation, and required paperwork, as well as other experiences that familiarize the counseling intern with the culture and procedures of their setting. The hour requirements for Internship II (CSP 6870) are the same as the requirements for Internship I (CSP 6860). Hours must be completed while enrolled in the course (not before or after the semester enrollment dates) and they may not be banked between semesters.

Recording Requirements

Counseling interns are **required** to provide audio and/or video recordings of individual counseling sessions. These recordings will be reviewed and evaluated by the course instructor. The counseling intern is required to provide at least three (3) recordings for the Internship I (CSP 6860) and at least three (3) recordings for Internship II (CSP 6870).

Consent for Recording forms must be signed by the student and/or minor student's parent or guardian. Minor students must also sign their assent. The student must be made aware that recordings will be listened to by the university supervisor/course

instructor and may be reviewed in class for instruction purposes only. The student 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 recording consent forms. The Consent for Recording form is included in this handbook.

If counseling interns are not allowed to tape on site, they must arrange for live supervision with their site supervisor. Live supervision is when the supervisor directly observes the counseling intern'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 the counseling intern must submit the form to their university supervisor to document the session.

Counseling Procedures

Counseling interns are required (as all counselors are) to make sure their student 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 the counseling intern has a university permission form filled out and signed by each student and/or student's parent or guardian along with any forms your site may require. Minor students must also sign their assent. The counseling intern must inform each student that they are a counseling intern fulfilling a requirement for a Master's degree in counseling. The student must be informed that the counseling intern is under supervision. When informing the student of confidentiality and the limits of confidentiality, the counseling intern must inform the student that their case will be discussed with supervisors, who are under the same obligations of confidentiality as the counseling intern.

Personal Analysis Logs

The counselor intern is required to keep Personal Analysis Logs of their experience in internship. Specific requirements for these logs will be detailed in the course syllabus provided at the beginning of the semester. An important component of WPUNJ's Master's in Professional Counseling is the counselor intern's self-exploration and self-assessment. These logs help the counselor intern understand their reactions to the counseling process.

Competencies

It is essential that the counseling intern acquires certain competencies during the internship experience. The following lists some of these competencies.

1. Counseling skills: The counseling intern will
 - a. Demonstrate 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. Demonstrate the ability to develop prevention programs and lessons based on identified needs

- d. Demonstrate the ability to facilitate realistic goal setting
 - e. Demonstrate the ability to advocate for the student, provide responsive services, and/or crisis services
2. Evaluation skills: The counseling intern will
 - a. Demonstrate the ability to conceptualize student concerns taking into consideration how student'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 counseling intern will
 - a. Demonstrate the ability 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 the ability to develop partnerships with parents, guardians, and families
 4. Knowledge of School Administration: The counseling intern will
 - a. Demonstrate knowledge of the administrative and operative structure of the school
 - b. Demonstrate knowledge of the philosophy and mission of the school
 - c. Demonstrate an understanding of and the ability to use school resources such as records, psychological or educational testing, and other information sources
 - d. Demonstrate knowledge and understanding of 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. Demonstrate knowledge 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 manage or assist in the management of individual cases including service coordination and referral services
 - g. Demonstrate the ability to keep appropriate records and case reports
 5. Professional Behavior including: The counseling intern 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

Internship I (CSP 6860) and Internship II (CSP 6870) are pass/fail courses. If the course instructor or the site supervisor has any concerns about the counseling intern's progress, the course instructor will meet with the counseling intern and the site supervisor to discuss these concerns and to determine the appropriate course of action. All requirements of the course must be met before a pass grade will be given.

Employment at Internship Site

In the event that the counseling intern is employed at the same site as the internship, the following guidelines for hours apply. School counseling interns can count zero hours of their employment toward direct hours. School counseling interns are permitted to use 90 (of the required 180) hours of their employed role toward indirect hours. It is the counseling intern's responsibility to document these hours separately from the internship 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 Internship Students

0 of 120 Direct hours may be counted from your employed role

90 of 180 Indirect hours may be counted from your employed role (this would be considered other contact)

*All hours should be approved with 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.

Winter Supervision Course

In the event the internship site does not allow counseling interns to take a break between the fall and spring internship semesters, there is a winter supervision course that provides counseling interns university supervision. Counseling interns must provide the required

documentation, which will be provided as necessary.

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.

Hours Verification Letters

Upon completion of internship, counseling interns will be supplied with a letter that verifies the total number of hours documented for Practicum, Internship 1, and Internship 2. All hours documented and accrued during the semesters will be included. Hours that are accrued under site supervision between semesters, while not enrolled in class, will not be included. If counseling interns used any approved employment hours, documentation will only include the maximum number of hours allowed per the policy.

Application Due Dates

School Counseling Concentration Internship Applications are due May 1st. All applications must include the application cover sheet, internship contract, site supervisor resume, and site supervisor certifications. It is the counseling intern's responsibility to ensure that applications are complete, including signatures, and submitted on time. If the site requires an affiliation agreement, the counseling interns must convey this information to the practicum/internship coordinator, or program directors, ahead of time so that it can be secured before the due date for all documentation. Late and/or incomplete applications may result in delayed internship. Liability insurance is due on the first day of class in the spring semester. *Please note: there will be no changes, additions, or modifications to the internship applications once the due date has passed.

INTERNSHIP HANDBOOK

APPENDIX



WILLIAM PATERSON UNIVERSITY
 Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
 1600 Valley Road • Suite 2000 • Wayne, New Jersey 07474
 973.720.2118 • Fax 973.729.2737 • wpaterson.edu

**APPLICATION FOR SCHOOL COUNSELING CONCENTRATION
 INTERNSHIP**

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 internship. 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. All students must have completed a minimum of 48 credit hours before beginning Internship.

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

- | | | |
|--------------|--------------|--------------|
| ___ 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 internship 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.

- ____ Internship Application
- ____ Internship 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



Internship Contract for the School Counseling Concentration

Date placement begins _____

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

Counseling Intern Name _____

The above-named student will be completing their internship at

_____. The fieldwork will be
(Name of School)

completed during the 20____ school year. The counseling intern will be supervised at the site by _____. The site supervisor is directly responsible for supervision of the counseling intern. 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 counseling intern to the site, including procedures for assigning students, emergency procedures, district policies and any site-specific limits to confidentiality.
- Providing the counseling intern with the space necessary to complete requirements and responsibilities such as individual counseling, audio taping students with the student's and parent's written consent, conducting groups, etc.
- Providing regular supervision for the counseling intern not to be less than 1 hour of face-to-face supervision for every week that the counseling intern is on site.
- Maintaining responsibility for counseling intern's continuity on site and assisting in the evaluation of the counseling intern's performance.

The requirements of the counseling intern include an Internship requirement of 600 hours. The Internship hours include a minimum of 240 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 intern is required to do six (6) audio/video recorded sessions while at the school (3 tapes each semester). 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 Counseling, 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 counseling intern at their school for their Internship experience.

Site Supervisor

Administrator

Counseling Intern



Professional Counseling Program Internship Site Supervisor Data Sheet

Student Name: _____

Name: _____

Site Name: _____

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 select response)

YES NO

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

YES NO

Have you attended training for supervision in counseling? (Please select 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) _____



WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3003 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpu.edu

School Counseling Concentration Internship Parental Consent Form

Child's Name _____

Parent's Name _____

Phone # _____

I agree that a counseling intern in the School Counseling Concentration at William Paterson University may counsel my child. I understand that the counseling intern has completed Master's coursework in counseling. The counseling intern 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 intern 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

Counseling Intern Signature

Date



School Counseling Concentration Internship Recording Permission

I understand that the counseling sessions that _____ (counseling intern) will have with my child _____ will be recorded for evaluation of the counseling intern. I further understand that confidentiality will be maintained and only the counseling intern and the counseling intern'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

Counseling Intern Signature

Date



School Counseling Concentration Internship Counseling Consent Form

Client Name _____

Phone # _____

I agree that a counseling intern in the School Counseling Concentration at William Paterson University will counsel me. I understand that the counseling intern has completed Master's course work in counseling. The counseling intern 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 counseling intern 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

Counseling Intern Signature

Date



School Counseling Concentration Internship Recording Permission

I understand that the counseling sessions that _____ (counseling intern) will have with me will be audio/video recorded for evaluation of the counseling intern. I further understand that confidentiality will be maintained and only the counseling intern and the counseling intern'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

Counseling Intern Signature

Date

**William Paterson University
School Counseling Internship Weekly Log**

Counseling intern _____ Week #: ____ Dates: _____ to _____

Activity	Number of Hours	Activity	Number of Hours
1. Individual Counseling		9. 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)			
9. Recording review		Total hours:	
		Direct service hours (1-7)	
		Non-direct service hours (8-12)	
		Supervision hours (14-17)	

Site Supervisor _____ **Date** _____

William Paterson University
School Counseling Internship 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 _____

Counseling intern 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 you would like assistance on:

**School Counseling Internship 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 counseling intern 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 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 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 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	Demonstrates 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 the ability to develop partnerships with parents, guardians, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Demonstrate knowledge of 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 and understanding 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 counseling intern 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.

Signature of Counseling Intern

Date

Signature of Site Supervisor

Date

**William Paterson University Professional Counseling Program
School Counseling Internship 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	Beginning to demonstrate an understanding of the importance of developing	Competently demonstrates an understanding of the importance of developing partnerships with	Consistently demonstrates an understanding of the importance of developing partnerships with

	partnerships with parents, guardians, and families.	partnerships with parents, guardians, and families.	parents, guardians, and families, meeting course expectations.	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 Internship 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 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 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 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	Demonstrates 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 the ability to develop partnerships with parents, guardians, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Demonstrate knowledge of 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 and understanding 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 counseling intern 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.

**William Paterson University Professional Counseling Program
School Counseling Internship 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	Beginning to demonstrate the ability to familiarize him/herself with the mission,	Competently demonstrates the ability to familiarize him/herself with the mission, philosophy,	Consistently demonstrates the ability to familiarize him/herself with the mission, philosophy,

	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.	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.	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.	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 Internship 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"/>

**William Paterson University Professional Counseling Program
School Internship 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 and how they may be utilized for the student's benefit	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 may be utilized for the student's benefit	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
11	I did not, or minimally, demonstrate 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 Internship 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	<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 term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**William Paterson University Professional Counseling Program
School Counseling Internship 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, 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 Internship 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"/>

**William Paterson University Professional Counseling Program
School Counseling Internship 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,	Supervisor consistently accepts me and respects me as a person, exceeding my

			meeting my understanding of supervision expectations	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 Internship Evaluation of Placement Site

Below is a list of behavioral objectives pertinent to school counseling internship 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The site provided me with quality and useful site supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	This site provided me with appropriate exposure to and communication of school procedures and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	This site provided me with information about community resources available in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	This site provided me with ample opportunities to observe and participate in relevant meetings, case consultations, staff discussions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	This site provided me with appropriate opportunities to conduct individual counseling with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	This site provided me with appropriate opportunities to run group counseling sessions with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I would recommend this site to another student/counseling intern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	My overall evaluation of this site is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**William Paterson University Professional Counseling Program
School Counseling Internship 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: _____