

**EVALUATION OF A FIELD PLACEMENT STUDENT**

School level of field placement: Elementary  Middle  High

Field Placement Site: \_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

<b>STUDENT:</b>	<b>SEMESTER:</b>	<b>DATE:</b>
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**OBJECTIVE EVALUATION BY THE ON-SITE SUPERVISOR:**

*Please consider the position of a school counselor this student might be expected to fill at the school level of this field placement. Evaluate the student's performance during this rating period.*

A. As an on-site supervisor, I see this student functioning as a school counselor at one of the following levels: *(check one of the following)*:

Unacceptable:	Acceptable counselor:	Fine counselor, of great value to the profession:	One of the few very outstanding counselors I have known:
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B. Indicate areas of particular strengths or weaknesses you have observed with the student:

C. Would you consider this student if a position were available?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

*In the following assessments, please mark the appropriate responses. The first assessment is based on standards set by CTC; second one is a measurement of dispositions-which students get measured at entry level course, practicum, and internship; the 3<sup>rd</sup> one is to evaluate the school counseling program.*

**Fieldwork Expectations Evaluation (NEW Assessment- CTC Standards updated 2020, p.6)**

Student Name: \_\_\_\_\_

**Directions:** In the following evaluation, place "X" under the appropriate evaluation.

1 = very unsatisfactory

2 = moderately unsatisfactory

3 = moderately satisfactory

4 = Very Satisfactory

	1	2	3	4	Comments
<b>Understand and use a variety of school resources to (SCPE9):</b>					
Understand and use data and information systems on student learning and achievement					
Understand and use career development materials.					
Understand and use information on colleges and universities.					
Understand and use school technologies for information access, teaching and learning.					
Understand and use tests and measures used in assessing student learning and achievement, development of school, family, and community partnership.					

<p><b>Comprehensive Student Support Systems that Provides Prevention and Intervention Services around Crisis and Trauma</b></p>					
<p>Understand and use appropriate measures pertaining to students with suicide and homicide risks.</p>					
<p>Have knowledge and ability to assess and provide prevention and intervention for other crisis and trauma situations that may occur on school campus, such as school shootings.</p>					
<p><b>Working with Students of Diverse Backgrounds SCPE7</b></p>					
<p>Have knowledge and ability to work with students of diverse backgrounds including socioeconomic disadvantages, English learners, homeless youth, foster youths, sexual minority youths, and racial and ethnic minorities.</p>					
<p>Have knowledge and ability to work with students with disabilities and other educational/socioemotional needs that impact learning (including knowledge of IEP and Section 504 plans).</p>					
<p>Understand information on school, district, State, and Federal policies and the impact of resulting practices.</p>					
<p><b>Self-Care and Flexibility SCPE2</b></p>					
<p>Was able to learn about the duties that a school counselor will perform; adapted well to conditions.</p>					
<p>Have knowledge and ability to cope with high stress situations.</p>					
<p><b>Student Academic Development SCPE3</b></p>					

Have knowledge of relevant resources and connects students to resources needed to assist in academic achievement.					
Have knowledge and abide by policies and processes relating to academic development at the school, district, state, and federal levels when assisting parents and students. (ex. IEP, 504 Plan, other academic accommodation and modification programs).					
Have knowledge of interventions and resources needed to assist students in transitions and adjusting to different situations that may impact academic achievement.					
Have knowledge of academic plans and requirements for the grade level interns are placed at (ex. High school graduation requirements, A-G requirements)					
Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students.					
<b>Student College and Career Development SCPE4</b>					
Able to understand and articulate state and local requirements for graduation and college entrance criteria.					
Comprehend college admission procedures and resources available to assist students before entering college and while in college (ex. FAFSA, EOP, CADAA, etc).					
Comprehend and able to guide students in understanding and how to apply for college entrance and curriculum performance exams.					
Has the ability to assist students in career exploration and has knowledge of available resources (ex. Career assessments and career centers).					

Understanding of various post-graduation options (ex. Career Technical Education, Job Corps, etc) and help students develop post-secondary planning.					
<b>Social/Emotional Development SCPE5</b>					
Model and demonstrate essential counseling skills, multicultural awareness, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.					
Model and demonstrate essential counseling skills and multicultural awareness in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.					
Demonstrate knowledge of and skills in consulting with and educating school staff on social/emotional needs of students.					
Demonstrate the ability to assess student social/emotional needs and make the appropriate referrals within and external to the school site.					
Have knowledge to develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, LGBTQ+ awareness, etc.					
<b>Ethical and Legal SCPE2</b>					
Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.					
Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by the American School Counselor Association.					

Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.					
Display professional disposition related to conduct, communication, demeanor, and presentation (appearance/written/oral) within the school counseling program, internship site, and profession.					

### Candidate Disposition Assessment

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Per CTC standards, programs are required to evaluate professional dispositions throughout a candidate's tenure including at the program entry, prior to field experience, and program completion. (P. 4 of CTC standards for school counseling – updated May 2020).

1. Entry: Assess in Coun200
2. Prior to Field Experience: Assess in Coun208
3. Program Completion: Assess in Coun249 (last semester).

**Check which semester they are in Coun249:** \_\_1<sup>st</sup> semester \_\_2<sup>nd</sup> semester

**Directions:** Descriptors are listed as evaluation guidelines for each of the dispositions. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor. Please check the appropriate box for each

of the dispositions.

#### Rating Scales

0 = not observed    1 = inadequate    2 = meet expectations    3 =exceeds expectations

<b>DISPOSITION</b>	0	1	2	3
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<b>Reflection. Examples of behavioral indicators include, but are not limited to:</b>				
Continually evaluates the effects of his/her choices and actions on others  (e.g., students, parents, and other professionals in the learning community).				
Applies, assesses, reflects upon, and adjusts counseling strategies to different needs of clients				
Accepts and incorporates suggestions in subsequent practice.				
Demonstrates accurate self-analysis regarding one's own strengths and weaknesses.				
Collects accurate data and incorporates it into the reflective process.				
Is open to corrective feedback.				
<b>DISPOSITION</b>	0	1	2	3
<b>Critical thinking. Examples of behavioral indicators include, but are not limited to:</b>				
Utilizes assessment data to adjust counseling approaches, consultation practices, or program implementation.				
Student work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.				
<b>Professional ethics. Examples of behavioral indicators include, but are not limited to:</b>				

Recognizes the importance of research to inform counseling for students with diverse needs.				
Shows commitment to ethical conduct.				
Actively advocates for students and encourages student self-advocacy.				
Works within the system to meet the needs of students and their families.				
Respects the confidentiality of students and their parents.				
Solicits and gives thoughtful consideration to alternative & contradictory opinions.				
Maintains a positive working relationship with peers in practicum/ with school personnel in field placement.				
Views families as partners in the educational and counseling process.				
Exhibits care for quality in the preparation and implementation of work responsibilities.				
Adheres to ethical standards for counselors.				
<b>Valuing diversity. Examples of behavioral indicators include, but are not limited to:</b>				
Diagnose clients' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student behavior & feedback, & parent responses)				
Develop intervention plans compatible with diverse needs of clients.				



(Field placement) Accommodates all learners, including those from diverse backgrounds, experiences, and cultures.				
Respects clients/students as individuals with differing personal and family backgrounds and various skills, talents, and interests and is sensitive to community and cultural mores.				
(Field placement) Identifies guidelines and strategies for facilitating the academic and social inclusion of students with exceptionalities in general classrooms and in various inclusive activities and environments.				
<b>Collaboration. Examples of behavioral indicators include, but are not limited to:</b>				
Demonstrates the ability to work creatively and collaboratively with colleagues, parents, and the community.				
Values families as full partners in the educational process				
(Field Placement) Collaborates with school personnel and families in all phases of intervention when possible.				
(Field Placement) Communicates on a regular basis the progress of students to parents and involved parties with proper consent.				
Works well with others to develop opportunities for peer and student learning.				
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.				
<b>Life-long learning. Examples of behavioral indicators include, but are not limited to:</b>				

Seeks out opportunities for professional development (e.g., attendance at workshops, inservice trainings, conferences) using the information learned to improve counseling practice.				
Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).				
Demonstrates a positive attitude toward learning.				
Demonstrates intellectual and academic curiosity.				
Maintains membership in professional organizations.				
Personal philosophy statement includes goals for professional development.				
Presents on an area of expertise or interest to teachers and/or parents at local, state, national or international conferences or trainings.				

**PROGRAM EVALUTAION/FEEDBACK**

**Student Name:** \_\_\_\_\_

Please rate, to the best of your knowledge, the degree to which you are satisfied with the supervisee's and/or graduate's educational training and clinical expertise in terms of the areas of knowledge and skill presented below. The higher the number circled, the greater your satisfaction with the acquired knowledge and skill. Mark the Satisfaction Rating from 1-5, with 5 being the highest in satisfaction. Check N/A for categories that are not included in your professional work assignment.

### Satisfaction Ratings

Category	1	2	3	4	5	N/A
Knowledge and understanding of human behavior						
Ability to counsel individuals						
Ability to counsel in groups						
Ability to counsel with families						
Knowledge and understanding of laws related to the counseling profession						
Knowledge and understanding of learning theory						
Ability to counsel with culturally different clients						
Ability to counsel with clients of different ages						
Ability to counsel with members of the other gender						
Ability to utilize effective clinical judgment in the assessment of client needs						
Knowledge and understanding of the limitations of tests, including age, cultural and sex differences						

Knowledge and understanding of different life styles						
Knowledge and understanding of occupational and career trends						
Ability to accurately diagnose and develop treatment plans						
Knowledge and understanding of preventive or developmental counseling						
Ability to assess needs and develop programs to meet the needs of organizations and/or individuals						
Ability to consult with other professionals to meet the needs of organizations and/ or individuals						
Understanding of and ability to follow professional ethics in the field						

**WRITTEN FEEDBACK ON THE SCHOOL COUNSELING/COUNSELOR EDUCATION PROGRAM**

1. What do you like most about the way the Counselor Education/School Counseling Program prepared your intern?
2. What do you like the least about the way the Counselor Education Program prepared your intern?
3. What changes would you recommend for the Counselor Education Program?
4. Are there any **curriculum content/topics** you believe students should be exposed to before interning?

5. In general, if you feel that the graduate(s) were well prepared by the Counselor Education Program, if you have other comments, please comment here.

6. If you or your school/agency hired our graduates before, please complete this demographic information section:

a. Name of school/firm/agency: \_\_\_\_\_

b. Your position: \_\_\_\_\_

c. Focus/goal of program: \_\_\_\_\_

d. Type of clients/students served: \_\_\_\_\_

e. Name of graduate(s) hired: \_\_\_\_\_

f. Position/ title of graduate(s) hired: \_\_\_\_\_

g. Date graduate(s) hired: \_\_\_\_\_

h. Number of graduate(s) hired in past 12 months: \_\_\_\_\_

Thank you very much for taking the time to complete this survey. We appreciate your cooperation and your continued support