

SCED 516: (Macro) School Counseling Internship

INTERN EVALUATION for SITE MENTOR and INTERN

Student Name: _____ **LC ID#:** _____ **Term:** _____ **Year:** _____ **Instructor:** _____

Evaluation Dates: **Self Eval. 1:** _____ **Self Eval. 2:** _____ **Mentor Eval.:** _____

Directions: Place a mark in the box that best describes the level of achievement at the time of evaluation. (Evaluations may not fall on the line/halfway between two levels.) Use the School Counselor Performance Levels for Initial License as a guide to determine the appropriate category to check.

	<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Distinguished</i>
Criteria 1		S1		S2 M
Criteria 2	S1	M	S2	
OVERALL		S1	S2 M	

Students: Please complete the upper portion of this form. Then set up a time *early in the first weeks* of the semester to perform a self evaluation. Evaluate yourself by placing an **S1** (Self Eval. 1) in the box that best describes your level of achievement using the School Counselor Performance Levels for Initial License as a guide. At the *end of the term*, again do a self evaluation, this time mark it by using **S2** (Self Eval. 2). Please follow the example above.

Mentor: Please mark your evaluation of the student with an **M** at the *end of the term* and make narrative comments. Please follow the example above.

Through the required courses of study, the candidate will be able to:	Unsatisfactory	Progressing	Proficient	Distinguished
Develop plans for social and emotional development.				
Establish programs for group, individual, and family counseling.				
Demonstrate effective interpersonal communication skills when working with others.				
Practice and promote group process, crisis resolution, anger management, and violence prevention.				
Demonstrate knowledge of ethical/legal framework for school counseling.				
Collaborate with social service agencies to support student/family.				
Support school to work transition and career planning.				
Assist with curriculum coordination of guidance activities.				
Apply student assessment to academic, career, personal/social development.				
Assist with goal setting, learning skills and development of self-directed learners.				
Support/develop plans respecting differences and diverse communication.				
Conduct staff/family/community collaboration on student needs.				
Assist staff to understand the needs of all students.				
Demonstrate effective individual and group counseling skills.				
SUB-TOTALS				

SUMMATIVE RATING (to be calculated by Mentor Only):

NARRATIVE COMMENTS: Identify Strengths and Improvements. Note: narrative comments are required when an assessment of “unsatisfactory” is given:

Signatures required at the conclusion of the term

_____ (Student’s Signature)	_____ (Date)	_____ (Site Mentor’s Signature)	_____ (Date)
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SCHOOL COUNSELOR PERFORMANCE LEVELS FOR INITIAL LICENSE

Continuum of Performance that meets TSPC Licensure Requirements

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Distinguished</i>
The student does not appear to understand the concepts underlying the standards or is not able to demonstrate an advanced proficiency in the actions or behaviors required in the course objective. The student is unable to perform effectively in the work environment and does not seek assistance or resources to enhance his or her knowledge or skill.	<p>The student appears to understand the concepts underlying the course objectives. Behaviors, actions or evidence that is used to demonstrate mastery is adequate to perform the position of school counselor. The student seeks additional resources, knowledge or assistance but does not consistently use this support.</p> <p>The student will benefit from additional experience, education or mentoring in order to meet the course objective.</p>	The student clearly understands the concepts underlying the course objective. The candidate is able to apply knowledge, skills and leadership action that promote efficient implementation of the course objective. The student learns from his or her own experience and utilizes the skills and talents of others.	The student is considered to be a high performing school counselor and leader. The candidate routinely demonstrates advanced competence in meeting school, district, state, federal and professional educational priorities. The student contributes to the school counseling program and is recognized by staff for this contribution. The candidate is able to synthesize information, integrate concepts and resources that allow them to productively complete the course objective.