During the fall semester of the 2011-2012 school year, School Counseling students participated in their internship. An online application system (i.e., Checkbox) was used by supervisors to complete surveys/evaluations. The areas listed served as a general guide for the activities typically engaged in during counselor training. The students were rated on the following scale:

1: Requires close supervision in this area
2: Functions adequately and/or requires occasional supervision
3: Functions extremely well and/or independently
NA: Not applicable to this training experience

Results aggregated across 11 individuals were obtained through analyzing the supervisors’ responses on the School Counseling internship evaluation form. The purpose of this report is to display the overall results. The quantitative results have been analyzed and the qualitative responses are reproduced per verbatim except students’ names were omitted.
1. Consulting

<table>
<thead>
<tr>
<th>Requirement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of theory, practice, and ethical standards relative</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>10 (90.91%)</td>
<td>1 (9.09%)</td>
</tr>
<tr>
<td>to individual and group counseling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulate the theoretical basis for one’s own counseling practice.</td>
<td>0 (0.00%)</td>
<td>1 (9.09%)</td>
<td>9 (81.82%)</td>
<td>1 (9.09%)</td>
</tr>
<tr>
<td>Demonstrate appropriate counseling techniques and interventions to use</td>
<td>0 (0.00%)</td>
<td>5 (45.45%)</td>
<td>6 (54.55%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>within the academic, career, and personal/social domains.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to provide individual and group counseling</td>
<td>0 (0.00%)</td>
<td>4 (36.36%)</td>
<td>7 (63.64%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>services that are appropriate to the interests, needs, and developmental</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>levels of diverse populations and cultures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to evaluate and assess the effectiveness of one’s</td>
<td>0 (0.00%)</td>
<td>5 (45.45%)</td>
<td>6 (54.55%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>counseling interventions and to modify accordingly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to interpret tests, student data and other</td>
<td>1 (9.09%)</td>
<td>1 (9.09%)</td>
<td>9 (81.82%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>appraisal results appropriately in the counseling environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Consultation

(11 Responses)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of the theory and practice of school-based</td>
<td>0 (0.00%)</td>
<td>2 (18.18%)</td>
<td>9 (81.82%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>consultation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to consult and collaborate with teachers, staff,</td>
<td>0 (0.00%)</td>
<td>4 (36.36%)</td>
<td>7 (63.64%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>administrators and community-based organizations in understanding and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meeting the needs of all students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make appropriate referrals to school and community support personnel.</td>
<td>0 (0.00%)</td>
<td>5 (45.45%)</td>
<td>6 (54.55%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Demonstrate knowledge of a wide variety of appraisal instruments and</td>
<td>1 (9.09%)</td>
<td>4 (36.36%)</td>
<td>6 (54.55%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>techniques to enhance decision-making and planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 3. Coordinating
(11 Responses)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of the school and community resources that complement the provision of counseling services.</td>
<td>0</td>
<td>5 (45.45%)</td>
<td>6 (54.55%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Initiate and maintain productive working relationships with students, staff, parents, administration and community-based organizations.</td>
<td>0</td>
<td>3 (27.27%)</td>
<td>8 (72.73%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

## 4. Curriculum Management
(11 Responses)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the ability to design and implement a planned, sequential and developmentally appropriate school counseling curriculum.</td>
<td>0</td>
<td>4 (36.36%)</td>
<td>7 (63.64%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Demonstrate the ability to deliver the curriculum using systematic approaches.</td>
<td>0</td>
<td>3 (27.27%)</td>
<td>8 (72.73%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Promote understanding and appreciation for diverse populations and cultures.</td>
<td>0</td>
<td>1 (9.09%)</td>
<td>10 (90.91%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Demonstrate the ability to evaluate the impact of instruction.</td>
<td>0</td>
<td>3 (27.27%)</td>
<td>8 (72.73%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Demonstrate the ability to modify teaching methods based on feedback and evaluation.</td>
<td>0</td>
<td>3 (27.27%)</td>
<td>8 (72.73%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

## 5. Individual Planning
(11 Responses)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the ability to assist students in establishing personal goals and developing future plans.</td>
<td>0</td>
<td>1 (9.09%)</td>
<td>10 (90.91%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Articulate a method of systematic delivery of individual planning to all students appropriate to their age and grade level.</td>
<td>0</td>
<td>2 (18.18%)</td>
<td>9 (81.82%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>
### 6. Managing
(11 Responses)

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage time, space, materials, and equipment for the provision of the counseling program.</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Understand, organize and facilitate the use of technology.</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Conduct periodic evaluations of the counseling program.</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Use evaluations of the counseling program to modify programs and activities.</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

### 7. Professionalism
(11 Responses)

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of the ethical standard of the American School Counselor Association (ASCA).</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate knowledge of the ethical standards of the American Counseling Association (ACA).</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate knowledge of state and national program standards.</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate knowledge of the Federal and state laws pertinent to the role, function and services of the school counselor.</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Participate in professional development activities.</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>
The student is an excellent School Counselor. She is self-motivated, dedicated and hard-working. She is extremely capable of running an individual or group session on her own as well as part of a team presentation. In addition, she is very open to suggestions and new learning. She is a top candidate for employment and the best intern I have had the pleasure of working with.

**Student exhibits growth consistently. I am excited to see this student meet her potential.**

**Overall, student is doing really well in his internship.**

She is extremely organized, efficient, and motivated. She is personable and friendly, and can function independently in most school counselor activities. She has already shown initiative in several situations, and has had a lot of experiences with individual, group, and classroom based counseling and lessons. I am very lucky to have her as an intern. She is an asset to the department.

The student is an extremely eager and energetic intern who is extremely willing to "dive in" and be a part of our team. She has a thirst to learn all that she can about our school and our program and has done that extremely well to this point. She has been working independently in many areas of her internship both with students and with staff and has done it well. She has an innate ability to connect with students and is more and more showing that she has the same ability to do this with staff as well. Already being found quite credible to the teachers she is working with, she is on her way to be a great school counselor. Hard worker, conscientious and organized....I am very impressed with this woman!

The student is an excellent addition to our counseling department and brings a wealth of knowledge. She has learned the processes and procedures of guidance and our school very quickly and easily. The only reason we gave her a 2 in some areas is because she has not had the opportunity to fully experience those areas yet. She will be given these opportunities as the year goes on through various developmental programs and we have confidence that she will excel at them.

The student has proven to be quite adept in the role of first semester intern. I look forward to continued growth through the next semester!

Although the student is only with us one day a week, she has proven herself to be an extremely effective counselor, for individual students, in the classroom, and in her collaborative efforts with staff and parents. I only wish we had her for a longer period of time!

Student has done an excellent job in developing rapport with all members of our community and fits in very well with our department. The student needs to work on the writing process for college recommendations, as many new counselors do.
In comparison to other graduate students in school counseling at this level of training and experience, in my opinion, this intern overall performs at the following level:

- Extremely good: The top 1-19th (9 (81.82%))
- 20-39th Percentile: 2 (18.18%)

I recommend a final grade of: