

**Indiana University Bloomington
Department of Counseling and Educational Psychology**

**School Counseling M.S. Ed. Student
FIELD EXPERIENCE EVALUATION FORM**

Student's Name: _____ Semester/Year: _____
School Site: _____ Site Supervisor: _____
School Grade Level: <input type="checkbox"/> high school <input type="checkbox"/> middle school <input type="checkbox"/> elementary school <input type="checkbox"/> pre-K
Trainee Level: <input type="checkbox"/> G524 Practicum <input type="checkbox"/> G550 Internship I <input type="checkbox"/> G550 Internship II

Please rate the student's performance in each of the areas listed on the attached form by circling the appropriate designation using the following scale.

U = Unsatisfactory	The student is deficient in awareness, knowledge, and/or skill associated with the item being rated and the student needs significant further training and effort to achieve an acceptable standard.
NI = Needs Improvement	The student has shown some evidence of the awareness, knowledge, and/or skill associated with the item being rated, but performance is inconsistent or there may be examples of poor motivation or minor irresponsibility. It is anticipated that the rating will improve with some further training, supervision, and student effort.
S = Satisfactory	The student has shown basic mastery of the knowledge, awareness, and/or skill associated with the item being rated.
E = Exemplary	The student has exceeded basic mastery of the awareness, knowledge, and/or skill associated with the item being rated and is performing at an advanced level.
NA= Not Applicable	The student did not have the opportunity to demonstrate competency for the item being rated and/or the evaluator did not have the opportunity to observe this skill.

Space is also provided at the end of each question for open-ended comments. **Comments MUST be given if the score given is U or NI.**

Thank you for serving as a supervisor – we very much appreciate your commitment to providing a quality learning experience for our student. Please review this evaluation with the student, complete the signature line at the end of the document verifying that you have reviewed the document with the student, and submit it using the link on the writable PDF. If you have any questions please contact Catherine Gray, by email at catgray@indiana.edu or by phone at 812-856-8547

A. PROFESSIONAL CONDUCT & BASIC WORK REQUIREMENTS	U	NI	S	E	NA
Arrives on time consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informs supervisor and makes arrangements for absences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliably completes requested or assigned tasks on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes required total number of hours or days on site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes and presents in professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is responsive to norms about clothing, language, etc. on site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to school policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments:					
B. ETHICAL AWARENESS AND CONDUCT	U	NI	S	E	NA
Is knowledgeable about ethical, legal, and professional codes, guidelines, and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is knowledgeable about ethical issues specific to site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness and sensitivity to ethical issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaves consistently with ethical guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consults about ethical issues when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates application of an ethical decision-making model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments:					
C. COMMUNICATION, CONSULTATIVE SKILLS, AND COLLABORATION	U	NI	S	E	NA
Communicates effectively with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with parents and other family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with teachers, administrators, and other school personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with community members and other stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborates effectively with teachers, school administrators, and other school personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborates effectively with parents and other family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates understanding of formal and informal channels of communication within the school environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments:					

D. MULTICULTURALISM, DIVERSITY, AND SELF AWARENESS	U	NI	S	E	NA
Demonstrates knowledge and awareness of self as shaped by individual and cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge and awareness of others as shaped by individual and cultural diversity and context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates skills in applying knowledge of self and others as cultural beings in all professional interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments:					
E. PROFESSIONAL IDENTITY AS A SCHOOL COUNSELOR	U	NI	S	E	NA
Demonstrates ability to assist students with academic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to assist students with career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to assist students with personal/social development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to apply appropriate individual academic planning approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to use appropriate responsive services approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to apply appropriate core curriculum approach for student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge and awareness of methods of developing, implementing, monitoring, and evaluating comprehensive school counseling programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments:					
F. COUNSELING SKILLS	U	NI	S	E	NA
Demonstrates effective use of individual counseling strategies that help promote student success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates effective use of group strategies that help promote student success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an ability to utilize preventive and crisis intervention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demonstrates effective incorporation of counseling theories into work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an ability to provide culturally appropriate counseling interventions with diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an ability to make appropriate referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to apply counseling interventions appropriate to the student's developmental level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments:					
G. RESPONSE TO SUPERVISION					
	U	NI	S	E	NA
Actively seeks supervision when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is receptive to feedback and suggestions from supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands information communicated by supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Successfully implements suggestions from supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of and acceptance of areas that need improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is willing to explore personal and professional strengths and developmental issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments:					
H. Open-Ended Questions					
Please identify characteristics which facilitate this student's effectiveness.					
Please identify areas of growth which may improve this student's effectiveness.					

Supervisor Signature Date

Student Signature Date