



Submission Guidelines for **FULL** Assessment Reports (assessment results from AY 2015-16)

Guidelines:

- 1) *Submission deadline: **September 30, 2016**, early submissions are encouraged*
- 2) *Submit electronically to Yvonne Kirby (Director of OIRA) as an email attachment (ykirby@ccsu.edu)*
- 3) *Provide a SEPARATE REPORT for each academic program and the department's contribution to General Education. All certificate and degree programs are required to be assessed per NEASC. Check the reporting calendar to see which certificate programs are considered embedded in a degree program as these programs do not need to be reported on separately.*
- 4) *A Full report is comprised of information specific to the academic program and the department's contribution to the General Education program. Complete the Summary followed by a detailed report that describes the information presented in the Summary report for the academic program and, if appropriate, complete the General Education Overview.*
 - a. *If your department contributes to the General Education (GE) curriculum and has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7 in the GE report).*
 - b. *Report should be between five and ten pages in length, excluding the appendices.*

Reminder: Assessment reporting is on a five-year cycle, consisting of a full report in year one followed by interim reports for three years and then a summary report is due in the fifth year. The assessment cycle is aligned with the Program Review Cycle such that the full assessment report is due the year prior to the year that the department will submit their program review report. Departments are not required to submit an assessment report for a program in the year the department is scheduled to begin writing the Program Review self-study (see [Program Review Policy](#) and [Assessment Calendar](#)). For example, if your program is scheduled for program review in Spring 2017 or Fall 2017 then only a Summary assessment report will be due for that program in Fall 2017 (report covering AY 2016-17 activities); this is necessary to comply with BOR requirements. Departments that are accredited by an outside agency, and thus exempt from the Program Review Policy, should follow the guidelines for assessment reporting as described in this document and follow the Assessment Calendar. Where possible, the assessment cycle will be aligned with the accreditation cycle and a Summary report will be due in the year the self-study is due to the accrediting body.

Full reports: complete BOTH the Summary for the program, complete with contribution to general education, and the Detailed Report which provides the supporting evidence referenced in the Summary.

URL to Assessment website resources: http://web.ccsu.edu/oira/assessment/assessment_aap.asp

Summary: The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee. These questions must be completed annually for all academic programs (all degree and certificate programs) as well as all departments offering courses in general education. Submit a separate table for each program and for each general education learning outcome the department teaches.

- You are encouraged to address the questions using bullet statements rather than paragraph form —full details should be in narrative form and included within the text of the report, not in the Summary.
- **Full reports:** the Summary should reference clearly labeled, appropriate data tables presented in the Detailed Report.

Program Summary

Department: __Counselor Education and Family Therapy_____

Report Preparer: __Dr. Connie Tait_____

Program Name and Level: __Counselor Education/Graduate_____

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	Ccsu.edu/counselingtherapy
Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	Capstone, case studies, reaction papers, portfolio (school counseling), site supervisor evaluations, National Counselor Exam (NCE) for Professional/Rehabilitation Program, Praxis Core (school counseling).
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty
4) Results: Since the most recent full report, list a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	a. Conclusion All internship students passed the Capstone project. All school counseling students passed the Praxis. 11 students took the NCE and 10 passed. Changes: Praxis no longer required by the State of CT for School Counselor certification effective July 1, 2016. No other changes made.
5) Strengths: List ways in which your assessment process is working well.	Following our accreditation assessment plan, using Taskstream to collect site supervisors evaluation of interns
6) Improvements: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	Some courses have included rubrics but not all. Getting all syllabi up to accreditation standards

General Education Summary:

1. Summary only required for departments contributing to the General Education Curriculum.
2. If department contributes to more than one LO, complete one table for each LO.
3. If department has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7).
4. URL for the list of approved general education courses and LO/objectives:
<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program>

Department: _____

General Education LO Assessed: _____ N/A _____

Report Preparer: _____

General Education Question	Response
1) Courses: General Education course(s) taught and the LO the course aligns with	
2) Assessment Instruments: What data/evidence, other than GPA, is used to assess the stated CCSU General Education outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	
4) Results: Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s).	
5) Strengths: List ways in which your assessment process is working well.	
6) Improvements: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	
7) Our department has not assessed its contribution to the General Education curriculum but our faculty are contributing to the Multi-State Collaborative. Please list faculty names.	

DETAILED GUIDELINES FOR FULL ASSESSMENT REPORTS

NOTE –Assessment reports are public documents. No personal identifiable information for students should be included within the assessment report; FERPA guidelines should be followed. Any report that contains student names or student IDs will be returned for editing. If you have questions, please contact Yvonne Kirby for guidance.

PREAMBLE and Highlights

- 1) Brief description about program (1-3 sentences)

Counselor Education prepares students for professional careers in School Counseling, Mental Health Counseling, Rehabilitation Counseling, Drug and Alcohol Counseling and Student Development in Higher Education. Courses are designed to develop student competence in the application of theory-based counseling models, to understand the concerns of diverse client populations and to enhance students' personal and professional development.

- 2) Most significant changes made to the program, curricular or programmatic, based on results from assessment activities

The Professional/Rehabilitation Program added two new courses to the curriculum to strengthen areas for licensure: CNSL 569 "Foundations of Clinical Mental Health Counseling" and CNSL 573 "Counseling Families."

SECTION 1-LEARNING OUTCOMES (LO)

- 1) Provide a numbered list of LOs for program graduates.
 - a. These are skills, knowledge or competencies that students should know by the time they graduate
 - b. Statements should be verb driven and take "students" as the grammatical subject
 - c. Written in clear, simple language for a lay audience
 - d. Outcomes should be measureable

The tables below illustrate the department curriculum map, learning outcomes, and assessment measures for Counselor Education Program and the Marriage and Family Program. The internship evaluations by site supervisors have been tabulated. The department is reevaluating the mid-point assessment and exploring options.

Counselor Education Program

Learning Outcomes (Please state in measurable terms)

By the time of graduation:

Curriculum Map: List all courses in which students are given ongoing opportunities to acquire these important learning outcomes.

1.	Students will be able to exhibit behaviors and attitudes appropriate to the counseling profession	CNSL 500	CNSL 501	CNSL 504				
2.	Students will be able to demonstrate pertinent and professionally relevant knowledge in eight core curriculum areas	CNSL 501	CNSL 504	CNSL 521	CNSL 522	CNSL 500		
3.	Students will be able to demonstrate professional behaviors and practices in professional counseling settings	CNSL 503	CNSL 591	CNSL 592	CNSL 594			
4.	Students will demonstrate knowledge of current ethical and legal guidelines that influence one's behavior as a counselor	CNSL 500	CNSL 501	CNSL 503	CNSL 504			
5.	Students will be able to demonstrate core skills that provide the foundation to understand the counseling process and become more self-aware of one's interpersonal interactions	CNSL 500	CNSL 501	CNSL 503	CNSL 591	CNSL 592	CNSL 594	

	Learning Outcomes By the time of graduation:	Assessment Measures List at least two for each outcome, one of which should involve direct evidence of learning.	Indicate when and how often the measure(s) for this learning outcome will be implemented.
1.	Students will be able to exhibit behaviors and attitudes appropriate to the counseling profession	Attitudes and Attributes Scale Critiqued video tape of a counseling session Live observation Reflection papers	Fall/Spring: Once per semester Fall/Spring: Weekly Fall/Spring: Weekly Fall/Spring: 4 x per semester
2.	Students will be able to demonstrate pertinent and professionally relevant knowledge in eight core curriculum areas	Case studies Reaction papers Capstone project	Fall/Spring: Once per semester Fall/Spring: Once per semester Fall/Spring: 4 x per semester Fall/Spring: Once in program
3.	Students will be able to demonstrate professional behaviors and practices in professional counseling settings	Live observations Site supervisor evaluation Internship portfolio	Fall/Spring: Weekly Fall/Spring: Once a semester Spring: Once
4.	Students will demonstrate knowledge of current ethical and legal guidelines that influence one's behavior as a counselor	Major paper Site supervisor evaluation	Fall/Spring: Once a semester Fall/Spring: Once a semester Fall/Spring: Once a semester
5.	Students will be able to demonstrate core skills that provide the foundation to understand the counseling process and become more self-aware of one's interpersonal interactions	Live observation Video/audio counseling tapes Site supervisor evaluation Capstone project	Fall/Spring: Weekly Fall/Spring: Twice a semester Fall/Spring: Once a semester Spring: Once

SECTION 2-FINDINGS

Present findings from the evaluation of student learning in the program (see Section 5 for general education)

- A. Organize supporting (s) material in order of each LO identified above
- B. For ease of presentation, consider using data tables or graphs that summarize the results

For each outcome:

- 1) Describe how student learning was evaluated, what criteria were used, and who completed the evaluation (e.g., instructor, assessment committee, other faculty, staff, etc.)
- 2) Append the instrument and/or rubric(s).
- 3) Explain the link between the assessment method(s) and each LO measured. *If a LO was not measured in either FY 2014-15 or 2015-16, indicate when this outcome will be measured.*
- 4) Summarize student performance. *(e.g., average scores, percent passing; if you need assistance, please contact Yvonne Kirby).*
- 5) Trend up to five years of data—Include (embedded directly in the report or appended) detailed data tables or findings for each LO. If these data are appended, clearly indicate within the report, the corresponding appendix.

Notes:

- If this program has fewer than five students in a given assessment period, please consult with Yvonne Kirby as to how to maintain student confidentiality and ensure compliance with FERPA.
- Assessment should NOT be based on GPA.
- Primary measures of student learning should extend beyond final course grades (e.g., capstone projects, embedded exercises, licensure examinations, portfolio review, etc.)
- Indirect measures such as information gathered from student surveys and focus groups can supplement direct assessments made by faculty or other qualified professionals, but are not traditionally acceptable as primary measures.

Findings

INTERNSHIP SITE SUPERVISORS EVALUATIONS BY PROGRAM

Each student intern was evaluated at the end of the semester by their site supervisor using the instrument provided to them through Taskstream

SCORING SCALE:

0=	CANNOT COMMENT/NOT APPLICABLE
1=	NO COMPETENCE
2=	MARGINALLY COMPETENT
3=	COMPETENT
4=	VERY COMPETENT
5=	EXTREMELY COMPETENT

PROGRAM:

TOTAL AVERAGE SCORE:

1. Counselor Education:

Professional and Rehabilitation Counseling	4.09
School Counseling	4.22
Student Development in Higher Education	4.17

*See attached appendix for tables showing internship site supervisors evaluation results by program

SECTION 3 – ANALYSIS

For each outcome:

- 1) Describe what these results mean, including an identification of patterns of students' **strengths and weaknesses** across the program.
- 2) Describe how the results have changed over time.

The initial assessment produced a total score for the student provided by the internship site supervisor. Further analysis was conducted to aggregate the data into the categories on which the students were rated. Those results follow.

0= Cannot Comment/Not Applicable

1= No Competence

2= Marginally Competent

3= Competent

4= Very Competent

5= Extremely Competent

Professional & Rehabilitation Counseling

Total Averages

Personal Characteristics	Knowledge	Interviewing
4.40	4.01	4.24
Case Planning and Management	Crisis Intervention	Professional Communication
4.13	3.19	4.60

School Counseling

Total Averages

Counseling	Consulting	Coordinating	Curriculum Management	Individual Planning	Managing	Professionalism
4.23	4.21	4.40	4.10	4.30	4.00	4.30

Student Development in Higher Education

Total Averages

Professional Behavior	Professional Practice
4.70	4.60
Theory to Practice	Counseling
3.81	3.77
Institutional Effectiveness	
4.00	

- Students in all programs were rated as being “**very competent.**”
- In the Professional and Rehabilitation Counseling Program student’s strongest area was “Professional Communication” and “Crisis Intervention” having the lowest rating
- In the School Counseling Program student’s strongest area was “Coordinating” and “Managing” having the lowest rating
- In the Student Development in Higher Education student’s strongest area was “Professional Behavior” and “Counseling” having the lowest rating

Section 4: Use of Results

Professional and Rehabilitation Counseling (PRC)

A review of the data was performed by the faculty of the PRC Program. The student interns were rated on six variables. The scores reported were above the expectation level to consistently outstanding. Overall the scores were high and student interns are functioning well as rated by their intern site supervisors. Student performance was highest in Professional Communication and Personal Characteristics. Case Management and Interviewing were the next highest with Knowledge and Crisis Intervention scores following closely. Since all six main variables scores were fine, the faculty identified the lowest ratings of specific skills within the six assessment variables. Two skill areas were identified for improvement. The skills of “treatment planning—formulating plans with appropriate timing, technique and modifications” and “community resources and referral procedures” were identified as needing improvement.

Curriculum Changes

To address the skill of “treatment planning”, the curriculum in Counseling 564 (Case Management Practice) has been integrated with information regarding individualized planning related to particular mental health and rehabilitation issues and involving the home, family, school, and agency.

To address the skill of “knowledge of community resources and appropriate referrals”, the curriculum will include discussions on community involvement and developing a referral resource guide. This will occur in Counseling 503 (Practicum) and Counseling 594 (Internship). Students in CNSL 503 will be required to develop a referral list for their site.

School Counseling

The School Counseling Interns are rated by their site supervisor on seven variables. The total average score was **4.22** indicating **Very Competent** (4.0) to **Extremely Competent** (5.0). In total they were rated highest on “Individual Planning” and “Coordinating”. The lowest scores were on the variables “Curriculum Management” and “Managing.”

- CNSL 520 (Guidance Principles, Organization, and Administration) will increase content on “Curriculum Management” which focuses on knowledge of the school and community resources and creating productive working relations parent, staff, and administrators. The Common Core is also introduced and providing in-class guidance lessons on social skill development. More curriculum development will be integrated into the course
- CNSL 526 (Principles of Comprehensive School Counseling) and CNSL 591 (Internship) will increase content on “Managing”. The purpose of the Managing component is to manage time, space, material, and equipment for the provision of the counseling program. It also includes conducting periodic evaluations of the counseling program. Each intern is now responsible for carrying out a MEASURE project to increase student success through an intervention. At the conclusion the effectiveness of the intervention is evaluated.

Student Development in Higher Education

The Student Development in Higher Education students are evaluated on five variables by their supervisors. The total average score on a scale of 0-5 was 4.66 for all students. Students were described as being very competent on all variables. The highest score was “Knowledge of Role” and the lowest score was “Theory to Practice.”

In order to improve in these two areas the following curriculum changes will be implemented:

Knowledge of role: This topic will be discussed at greater length in CNSL 532, Program Design in Student Affairs, which the subject of changing roles for this profession is already included in the syllabus. In addition, students will be instructed to discuss professional roles in greater detail with their internship supervisors as part of CNSL 592.

Theory to practice: This topic is included in CNSL 530, Student Development Theory. Students will be given more in-class work on the topic of using theory to describe and evaluate student behavior. In addition, discussion of theory to practice will take greater prominence in CNSL 592, internship seminar.

SECTION 6- ASSESSMENT PLAN

Assessment, II. Self –Evaluation, III. External Review.

I. CANDIDATE ASSESSMENT - Candidates demonstrate their knowledge, skills, and abilities at five specific gate-keeping stages from admission to graduation.	
Admission	Undergraduate GPA of 2.70 or better; Praxis I; Three prerequisite courses, Written Personal Statement; Three letters of reference; Personal Interview
Coursework	On going formative evaluation of candidates as they proceed through the program.
Personal Dispositions	Attitudes and Attributes Surveys are conducted in CNSL 501, CNSL 504, and MFT 541
Practicum	Student seeks advisor approval for entrance into first supervised field experience (CNSL 503). Approval is predicated on successful coursework and A & A Surveys. One hundred hour practicum experiences is assessed by both site supervisor and university instructor.
Internship, Comprehensive Examination, and Portfolio	Student enters into the internship phase of counselor training. Site supervisors complete final evaluation. Student completes Comprehensive Examination, and Portfolio

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II. INTERNAL ASSESSMENT – Self-Assessment of the program is ongoing and accomplished through the completion of several procedures:	
Program Mission and Objectives	Ongoing review of program mission, objectives, and learning outcomes as required by Dean, School of Education and University President, and in conjunction with ongoing external reviews, e.g., NEASC, NCATE
Curriculum	Curriculum is routinely reviewed at faculty meetings. Course or program modifications are reviewed through the university curriculum process.
Quality of Instruction	Student course evaluations are reviewed at the end of each semester and discussed at faculty meetings.
Recruitment and retention of students	Reviewed annually in conjunction with admission of new students.
Program Support and resources	Ongoing review in briefings with Dean, School of Education and Professional Studies.

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III. EXTERNAL ASSESSEMENT External review is accomplished in several ways including verbal feedback from Professional Advisory Committee, ongoing student feedback regarding overall program impact on learning and skill development and annual surveys from site supervisors	
Consultation with Professional Advisory Committee	Two meeting per academic year complemented by ongoing informal contacts with PAC members throughout the year, e.g. telephone, CACE, CCA, and CSCA meetings.
Institutional reviews	Periodic reviews by NEASC, NCATE, Department of Education, and Graduate Studies.
Evaluation of the practicum and internship experiences	Evaluation of student progress and performance by practicum and internship site supervisors.
Evaluation of program by clinical site supervisors and employers	Annual completion of <i>Site Supervisor's Evaluation of School Counseling Program</i> and <i>Employer Survey</i>
Evaluation of Graduate Achievements	Annual completion of alumni to assess graduate perceptions of school counseling program.

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APPENDIX

Site Supervisor Evaluation Form:

CENTRAL CONNECTICUT STATE UNIVERSITY

Department of Counselor Education and Family Therapy

CNSL 592 STUDENT DEVELOPMENT IN HIGHER EDUCATION **SITE SUPERVISOR'S EVALUATION**

Please use the rating scales below to evaluate your student's performance as student development intern. Use "IN" for insufficient information. Make as many comments as you wish at the end of the evaluation. Please indicate the grade which you believe the student has earned and provide some of your reasoning for assigning this grade. You will be asked to complete this form twice, once at the end of each semester. Thank you.

RATING SCALE: 0 – Cannot Comment/Not Applicable

- 1 – No Competence – Inadequate for Intern in Training
- 2 – Marginally Competent – Marginal/Problematic for Intern at this Point in Training
- 3 – Competent – Meets Expectations for Intern at this Point in Training
- 4 – Very Competent – Above Performance Expectations for Intern at this Point in Training
- 5 – Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Intern_____

Site (Institution/office name) _____

Supervisor_____ Email or telephone_____

Date_____

A. PROFESSIONAL BEHAVIOR

RATING

(Circle rating for each statement)

The intern:

1. maintains agreed upon work schedule 0 1 2 3 4 5

2. displays professional behavior with students 0 1 2 3 4 5

3. maintains appropriate boundaries with students 0 1 2 3 4 5

4. accepts feedback and adopts new or modified behavior	0	1	2	3	4	5
5. exhibits professional relationships with staff	0	1	2	3	4	5
6. demonstrates ethical behavior in all aspects of position	0	1	2	3	4	5
7. demonstrates personal growth and professional development	0	1	2	3	4	5
8. maintains a productive working relationship with colleagues	0	1	2	3	4	5

B. PROFESSIONAL PRACTICE

Knowledge of Role:

9. demonstrates understanding of the educational role of the student affairs profession in higher education	0	1	2	3	4	5
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10. demonstrates knowledge of the role and function of the student affairs professional in this office	0	1	2	3	4	5
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11. demonstrates knowledge of the role and function of the faculty, administration and support staff	0	1	2	3	4	5
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Theory to Practice:

12. responds to students' educational and developmental needs through						
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- | | | | | | | |
|---|---|---|---|---|---|---|
| • individual counseling | 0 | 1 | 2 | 3 | 4 | 5 |
| • group counseling for target populations on specific topics or general growth issues | 0 | 1 | 2 | 3 | 4 | 5 |
| • presentation of general programs on developmental issues or concerns | 0 | 1 | 2 | 3 | 4 | 5 |

13. demonstrates knowledge of the social and cultural factors that influence the learning environment and the	0	1	2	3	4	5
---	---	---	---	---	---	---

educational services of the institution

14. demonstrates knowledge of family relationships and their impact on student development	0	1	2	3	4	5
--	---	---	---	---	---	---

15. identifies ethical issues and consults appropriately	0	1	2	3	4	5
--	---	---	---	---	---	---

16. engages in self-appraisal and evaluation	0	1	2	3	4	5
--	---	---	---	---	---	---

Counseling:

17. assists students in the development of decision making and problem solving skills	0	1	2	3	4	5
---	---	---	---	---	---	---

18. uses referral resources appropriately and effectively in working with students	0	1	2	3	4	5
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19. demonstrates effective counseling techniques	0	1	2	3	4	5
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20. demonstrates the ability to work with students in crisis situations	0	1	2	3	4	5
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Institutional Effectiveness:

21. organizes time, space and materials effectively for the provision of services and programs	0	1	2	3	4	5
--	---	---	---	---	---	---

22. seeks consultation and support from colleagues	0	1	2	3	4	5
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23. assists in the development and implementation of public relations activities to educate colleagues and the community about the role and services of this office or dept.	0	1	2	3	4	5
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24. engages in collaborative activities with faculty	0	1	2	3	4	5
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25. engages in collaborative activities with other staff affairs professionals across departments.	0	1	2	3	4	5
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26. utilizes computer resources to assist with decision

making and counseling responsibilities

0 1 2 3 4 5

27. keeps current on state and national issues that have an

impact on student affairs

0 1 2 3 4 5

28. maintains accurate records

0 1 2 3 4 5

29. demonstrates knowledge of institutional policies and

procedures

0 1 2 3 4 5

Comments

1) Specific strengths

2) Areas in need of improvement or additional development

CENTRAL CONNECTICUT STATE UNIVERSITY

Department of Counselor Education and Family Therapy

SCHOOL COUNSELING - INTERNSHIP

SITE SUPERVISOR'S EVALUATION - CNSL 591

The following skills and competencies are intended as a guide to the set of skills, attitudes and knowledge that should be demonstrated before the student in the school counseling program leaves graduate school. Some of the competencies and skills will be monitored at the classroom level in the university and others will be observed and recognized in the school counseling internship. They are taken from the *Best Practices for School Counseling in Connecticut* document distributed by the Connecticut State Department of Education in 2001.

To the left of each item below, please indicate one of the following ratings:

0 – Cannot Comment/Not Applicable

1 – No Competence – Inadequate for Intern in Training

2 – Marginally Competent – Marginal/Problematic for Intern at this Point in Training

3 – Competent – Meets Expectations for Intern at this Point in Training

4 – Very Competent – Above Performance Expectations for Intern at this Point in Training

5 – Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Counseling – The school counselor intern

- _____ 1. demonstrates knowledge of theory, and practice relative to individual and group counseling;
- _____ 2. demonstrates knowledge of ethical standards relative to individual and group counseling;
- _____ 3. articulates the theoretical basis for one's own counseling practice;
- _____ 4. demonstrates appropriate counseling techniques and interventions for use within the academic, career and personal/social domains;
- _____ 5. demonstrates the ability to provide individual and group counseling services that are appropriate to the interests, needs, and developmental level of diverse populations and cultures;
- _____ 6. demonstrate the ability to evaluate and assess effectiveness in one's counseling interventions and modify accordingly; and
- _____ 7. demonstrate the ability to interpret tests, student data and other appraisal results appropriately in the counseling environment.

Consulting – The school counselor intern

- _____ 1. demonstrates knowledge of the theory and practice of school-based consultation;
- _____ 2. demonstrates the ability to consult and collaborate with teachers, staff, administrators and community-based organizations in understanding and meeting the needs of all

students;

- _____ 3. demonstrates the ability to consult with parents about student issues and concerns;
- _____ 4. makes appropriate referrals to school and community support personnel; and
- _____ 5. demonstrates knowledge of a wide variety of appraisal instruments and techniques to enhance decision-making and planning.

Coordinating – The school counselor intern

- _____ 1. demonstrates knowledge of the school and community resources that complement the provision of counseling services; and
- _____ 2. initiates and maintains productive working relationships with students, staff, parents, administration and community-based organizations.

Curriculum Management – The school counselor intern

- _____ 1. demonstrates the ability to design and implement a planned, sequential and developmentally appropriate school- counseling curriculum in accordance with the competencies and indicators outlined by the Connecticut School Counseling Program;
- _____ 2. demonstrates the ability to deliver the program using systematic approaches;
- _____ 3. demonstrates the ability to modify teaching methods based on feedback and evaluation;
- _____ 4. demonstrates the ability to evaluate the impact of instruction; and
- _____ 5. promotes understanding and appreciation for diverse populations and cultures.

Individual Planning – The school counselor intern

- _____ 1. demonstrate the ability to assist students in establishing personal goals and developing future plans;
- _____ 2. articulates a method of systematic delivery of individual planning to all students appropriate to their age and grade level; and
- _____ 3. promotes parental involvement in individual planning sessions.

Managing – The school counselor intern

- _____ **1. manages time, space materials and equipment for the provision of the counseling program;**
- _____ **2. understands, organizes and facilitates the use of technology;**
- _____ 3. conducts periodic evaluations of the counseling program;
- _____ 4. uses evaluations of the counseling program to modify programs and activities; and
- _____ 5. demonstrates the ability to explain the mission, priorities and practices of the school counseling program to staff, parents and community.

Professionalism— The school counselor intern

- _____ 1. demonstrates knowledge of the ethical standards of the American School Counselor Association.(ASCA);
- _____ 2. demonstrates knowledge of the ethical standards of the American Counseling Association.(ACA);
- _____ 3. demonstrates knowledge of state and national program standards;
- _____ 4. demonstrates knowledge of the federal and state laws pertinent to the role, function and services of the school counselor;
- _____ 5. participates in professional development activities.
- _____ 6. is punctual and dependable
- _____ 7. meets established deadlines for assigned tasks

Comments: (summary of strengths and areas to improve). Use separate sheet if necessary.

Grade for Semester 1 _____

Grade for Semester 2 _____

Signature/Intern _____ Date _____

Signature/Supervisor _____ Date _____

School _____ Town _____

Revised 05/15

CENTRAL CONNECTICUT STATE UNIVERSITY

Department of Counselor Education and Family Therapy

PROFESSIONAL COUNSELING - INTERNSHIP

SITE SUPERVISOR'S EVALUATION – CNSL 594

Please use the rating scales below to evaluate your student's performance as a professional counseling intern. Make as many comments as you wish at the end of the evaluation. Thank you.

- RATING SCALE :**
- 0** – Cannot Comment/Not Applicable
 - 1** – No Competence – Inadequate for Intern in Training
 - 2** – Marginally Competent – Marginal/Problematic for Intern at this Point in Training
 - 3** – Competent – Meets Expectations for Intern at this Point in Training
 - 4** – Very Competent – Above Performance Expectations for Intern at this Point in Training
 - 5** – Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Intern _____ Supervisor _____

Site _____ Date _____

I. PERSONAL CHARACTERISTICS

RATING

(Circle rating for each statement)

a. Relationship with others	0	1	2	3	4	5
b. Warmth and caring attitude towards clients	0	1	2	3	4	5
c. Tolerance for and flexible response to stress	0	1	2	3	4	5
d. Commitment (time and availability) to setting	0	1	2	3	4	5
e. Acceptance of values and lifestyles of others (clients, staff)	0	1	2	3	4	5
f. Self Awareness and understanding	0	1	2	3	4	5

g. Personal self esteem	0	1	2	3	4	5
h. Motivation toward continued learning	0	1	2	3	4	5

- RATING SCALE:** **0** – Cannot Comment/Not Applicable
- 1** – No Competence – Inadequate for Intern in Training
- 2** – Marginally Competent – Marginal/Problematic for Intern at this Point in Training
- 3** – Competent – Meets Expectations for Intern at this Point in Training
- 4** – Very Competent – Above Performance Expectations for Intern at this Point in Training
- 5** – Extremely Competent – Consistently Outstanding – Surpasses all Expectations

II. KNOWLEDGE

Please comment on the student’s level of proficiency in the following areas.

a. Theoretical knowledge	0	1	2	3	4	5
b. Techniques of counseling	0	1	2	3	4	5
c. Agency perspectives and policies	0	1	2	3	4	5
d. Community resources and referral procedures	0	1	2	3	4	5
e. Formulation of treatment/rehab plans and implementation activities	0	1	2	3	4	5

III. SKILL COMPETENCY

A. Interviewing

a. Attending/listening to client's physical and psychological communication	0	1	2	3	4	5
b. Empathetic understanding of client's emotional and intellectual communication	0	1	2	3	4	5

c. Awareness of relationship process	0	1	2	3	4	5
d. Establishing and maintaining clear and consistent limits	0	1	2	3	4	5
e. Clarity of communication to client – thoughts, feelings, experiences	0	1	2	3	4	5
f. Timing of interventions, clarifications, interpretations, other techniques	0	1	2	3	4	5
g. Confronting appropriately and constructively defenses, distortions, discrepancies	0	1	2	3	4	5

RATING SCALE: 0 – Cannot Comment/Not Applicable

1 – No Competence – Inadequate for Intern in Training

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h. Self-disclosure – sharing personal information appropriately with clients	0	1	2	3	4	5
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i. Termination – handles processes of ending cases appropriately and comfortably	0	1	2	3	4	5
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B. Case Planning and Management

a. Intake interviews – obtains necessary information and communicates with staff	0	1	2	3	4	5
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b. Evaluation – makes client evaluations appropriate to dynamics, themes, presenting complaints	0	1	2	3	4	5
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c. Treatment planning - formulates and implements plans with appropriate timing, technique and modifications	0	1	2	3	4	5
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d. Uses appropriate variety of techniques/interventions	0	1	2	3	4	5
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e. Sense of personal limits – appropriately deals with feelings, abilities and limitations in working with clients	0	1	2	3	4	5
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C. Crisis Intervention

a. Immediacy – acts effectively and with appropriate speed in a time of crisis	0	1	2	3	4	5
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b. Identification – senses appropriately when client is in crisis	0	1	2	3	4	5
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c. Therapeutic use of crisis of client's insightful or behavioral gain	0	1	2	3	4	5
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D. Professional Communication

a. Reliability – meets commitments with enthusiasm, energy, consistency	0	1	2	3	4	5
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RATING SCALE:**0** – Cannot Comment/Not Applicable**1** – No Competence – Inadequate for Intern in Training**2** – Marginally Competent – Marginal/Problematic for Intern at this Point in Training**3** – Competent – Meets Expectations for Intern at this Point in Training**4** – Very Competent – Above Performance Expectations for Intern at this Point in Training**5** – Extremely Competent – Consistently Outstanding – Surpasses all Expectations

b. Confidentiality – maintains client and inter-agency information appropriately	0	1	2	3	4	5
c. Relationships with co-workers – supportive, seeks consultation, interactions	0	1	2	3	4	5
d. Participation in agency process	0	1	2	3	4	5

Comment

_____ I believe that the student's current level of functioning demonstrates competence,
and that the field experience has been successfully completed.

_____ I do not believe that the student has demonstrated sufficient performance
competency to successfully complete the field experience

Supervisor's Signature _____ Date _____

Agency _____

Student's Signature _____

(I have read the above report and discussed it with my supervisor. My signature indicates that I am aware of the contents, but not that I necessarily agree or disagree with any part.)

Date _____