

School Counseling Fieldwork/Internship Site Evaluation

1. Field Placement/Internship Site Evaluation: School Counseling- CSU East Bay

This is a brief survey to evaluate your field placement and field supervisor. The training opportunities and supervision offered at your placement are evaluated based on the American School Counselor Association (ASCA) School Counselor Performance Standards and the National Council for Accreditation of Teacher Education (NCATE).

Thank you in advance for participating in our survey. We need your feedback in order to maintain and improve quality training!

School Counseling Fieldwork/Internship Site Evaluation

2.

* 1. Your name

* 2. Year Entered Cohort

2015 2014 2013 2012 2011 2010 2009 2008

* 3. Placement Site

* 4. Name of Supervisor

School Counseling Fieldwork/Internship Site Evaluation

3. Fieldwork Experience and Evaluation Criteria

Answer the survey items based on the following: In your primary field placement, training or opportunities in the following areas were...

1. Providing individual counseling

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Individual Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Providing group counseling

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Group Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Developing personal/social, academic, and/or career interventions for students

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Student Interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Collaborating as colleague in professional team meetings, such as participating in SST, IEP, or other student support meetings.

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Consulting with individual teachers to help specific students, etc.

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Learning to team with fellow school counselors and other education professionals to coordinate, organize, manage, and evaluate the impact of the school counseling program upon student success.

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Coordinating school counseling program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Using data to evaluate the impact of the school counseling program upon student success.

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Use of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Participating in professional development trainings

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Understanding of the role of school counselor as student advocate who works cooperatively with other professionals and stakeholders.

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Role of School Counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Identifying students' strengths and challenges

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Identifying school's strengths, assets, and challenges

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Site assets and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Identifying community's strengths, assets (resources), and challenges

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Site assets and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Knowing when and how to make appropriate referrals (e.g., mental health, CPS)

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Community Referrals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. The quality of my individual supervision

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Individual Supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. My supervisor's availability for supervision meetings

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Supervisor Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. My supervisor's availability for consultation

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Supervisor Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Supervisor's knowledge of the ASCA National Model, data-driven practices, and comprehensive school counseling program development

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Supervisors' Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. My experience of administrative (e.g., principal, SPED director) support

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Administrative Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. My work space, including access to computer, data, etc.

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Work Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Extent to which the School Counseling Program could be defined as a Comprehensive School Counseling Program guided by the ASCA National Model.

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Comprehensive School Counseling Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Extent to which School Counseling Program was guided by data-driven practices, e.g. action research, Flashlights, SPARCs, program evaluation, needs assessments, focus groups, etc.

	Significantly Weak	Somewhat Weak	Somewhat Strong	Significantly Strong
Data-Driven Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Describe specific strengths inherent in the supervision or placement at your Fieldwork site:

23. Describe specific challenges inherent in the supervision or placement at your Fieldwork site:

24. Overall, the quality of my fieldwork experience at this placement site was:

Significantly Weak

Somewhat Weak

Somewhat Strong

Significantly Strong

Placement Quality