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Introduction

The purpose of this handbook is to acquaint you with the University of Virginia’s Counselor Education program’s practicum and internship expectations, requirements, and evaluation procedures for students in the Master’s in Counselor Education, school counseling specialization. Our Counselor Education program in School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is designed to meet the academic and internship requirements established by the Commonwealth of Virginia State Department of Education for licensure as preK-12 school counselors. This handbook contains information related to completing practicum and internship including general policies, expectations and responsibilities of students, responsibilities of site and university supervisors, as well as evaluations and forms (included in the appendix) that will need to be completed during the field work experience.

The School Counseling Program: An Overview

The University of Virginia offers an entry-level professional training program for future counselors who will specialize in working in preK-12 schools. It is designed to prepare students with culturally competent knowledge and skills required to practice effectively and ethically as professional counselors in the schools. The school counseling program meets the pre-degree academic and internship requirements established by the Commonwealth of Virginia State Department of Education for licensure as preK-12 school counselors. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the Counselor Education entry-level program in School Counseling (M.Ed.). Students are trained to design, implement, and evaluate comprehensive school counseling programs that align with the ASCA National Model. The program trains school counselors to use the ASCA National Model.

Mission Statement and Program Objectives

Our mission is to prepare ethical, culturally competent school counselors who address individual and systemic barriers to educational achievement and personal development in the context of a comprehensive school counseling program. Our graduate students will demonstrate a commitment to advocate for their PK-12 students, the systems in which they live and work, and the school counseling profession. Upon graduation, our students will be competent in promoting the academic, career, and social-emotional development of students from diverse cultural backgrounds. Our students will demonstrate competency in the development, implementation and evaluation of a comprehensive school counseling program.

The program aims to prepare:

1. Graduates who can demonstrate professional, personal and cultural self-awareness and knowledge about how it influences their service delivery

2. Graduates who have developed the skills to lead and advocate for systemic change, including addressing barriers to students’ academic success and social/emotional development
3. Graduates who respond to school and students’ mental health and educational needs with developmentally appropriate, culturally responsive counseling skills and interventions

4. Graduates who can design, implement and evaluate components of a comprehensive school counseling program

5. Graduates who promote equitable student achievement, college access and career readiness

6. Graduates who apply and adhere to ethical and legal standards in working with students and all other educational stakeholders

Overview of Practicum and Internship

The practicum and internship experiences are critical components in the preparation of school counselors. Students will have the opportunity to use and apply the knowledge and skills from their coursework at their school sites. Practicum is designed to help students begin to apply theory to practice. Internship affords this same opportunity at a deeper level and is considered an important transitional step between academic training and the world of professional practice. Both practicum and internship experiences are guided by licensed school counselors who serve as students’ site supervisors.

A practicum in public schools is completed in students’ first spring semester in the program. It consists of 100 hours at their school site, 40 hours of which must be providing direct service (e.g., core curriculum lessons, individual or small group counseling). Students complete a minimum of a 600-hour internship during the fall (approximately 300 hours) and spring (approximately 300 hours) semesters of their second year. Of the total 600 hours, a minimum of 240 hours must provide direct services to clients.

In accordance with the internship requirements established by the Commonwealth of Virginia State Department of Education for licensure as preK-12 school counselors, students are required to complete a school counseling field experience at both the pre-K through 6 grade level and 7th through 12th grade level public school settings. Thus, in consultation with their advisors and program faculty, students choose the levels that they would like to complete their practicum and internship. Students typically choose the school level in which they are most interested in pursuing a job upon graduation as their internship placement given the increased hour requirement.

The Clinical Coordinator assigns students in the Counselor Education program to practicum and internship sites in local and neighboring school districts (e.g., Albemarle County Schools, Charlottesville City Schools, Fluvanna County Schools, Greene County Schools, Nelson County Schools, Orange County Schools). Students may not make arrangements with any sites or site supervisors on their own.

Practicum Requirements

The purpose of the School Counseling practicum is to introduce the student to the role and function of a professional school counselor and assist the counselor-trainee in becoming familiar with the role of the school counselor. Counselor-trainees will serve as "apprentices" in a local school under the guidance and supervision of a Virginia Department of Education licensed
school counselor serving as their site supervisor. Students are required to participate in a variety of school counseling related activities.

Practicum Pre-requisites

- Prior to beginning their practicum, all practicum students are required to have satisfactorily completed the following courses
  - EDHS 7210 Introduction to the Profession of Counseling
  - EDHS 8310 Introduction to School Counseling
  - EDLF 5160 Lifespan Development
  - EDHS 7290 Essential Counseling Skills and EDHS 7291 Essential Counseling Skills Lab
  - EDHS 7230 Theories and Techniques in Counseling
- Submit documentation of professional liability insurance to Counselor Education Administrative Assistant. Students may obtain such insurance through professional associations such as the American Counseling Association (ACA) and the American School Counselor Association (ASCA).
- Register for EDHS 8290 Practicum in School Counseling for the spring semester of their first year
- Consult your site supervisor or other appropriate school official regarding steps to take to complete a criminal background check and other district requirements for practicum students.

General Expectations

Counselor-trainees will spend the first part of practicum becoming acquainted with the school and the community that supports the school. This time should be used to meet the faculty, staff, and administration; become familiar with the student population, complete classroom observations, attend faculty and school-based meetings, shadow the site supervisor, learn about school procedures, become knowledgeable about special programs within the school as well as other resources within the community, and learn about record keeping and accountability. As students become familiar with the school setting she or he will become increasingly involved in providing direct services. These services will include individual and group counseling; classroom guidance, and consultation/collaboration with stakeholders.

Other expectations include:

- Coordinating with site supervisor to identify one day of the week that is mutually suitable. It is expected that the counselor-trainee will be present at the school for a full workday and will follow the same arrival and departure schedule as is expected of the site supervisor.
- Submitting audio recordings of individual and/or group counseling sessions, with parental and child permission, as appropriate for university supervision. (See informed consent template)
- Behaving in a professional and ethical manner at all times and following the school’s policies concerning confidentiality, record-keeping, referrals, etc. See Professional Behavior below for more information.
Practicum Hour Requirements
Students are required to complete **100 clock hours** at their assigned school over the course of one semester, typically working one day a week until the end of the semester. Of the 100 hours, **40 hours must be providing direct service** to students. The following are considered direct services and are required in practicum:

- Individual counseling
- Small group counseling
- Core curriculum classroom lessons
- Consultation with teachers, administration, or caregivers (note: it is only considered consultation if the student and stakeholder together identify the problem and if the student offers a solution)

The remaining 60 hours of practicum should include indirect services. Examples of direct services include, but are not limited to the following:

- Collaborating with stakeholders
- Conducting observations
- Attending multidisciplinary meetings (e.g., child study meetings, IEP meetings, 504 meetings)
- Writing letters of recommendation
- Participating in school staff meetings
- Planning and delivering parent presentations
- Attending school events
- Checking student transcripts
- Collecting, reviewing, and/or analyzing school data

Supervision Requirements
Students meet for one hour a week of individual/triadic supervision from their site supervisor (licensed school counselor at their assigned school).

- This does not need to occur in a one hour-block but should be in increments of no less than 15 minutes.

Students meet for group supervision (EDHS 8920) for a minimum of 1.5 hours a week.

- The course time is dictated by the University course schedule.

Practicum Evaluation Process
Students in practicum receive both formative and summative feedback from their site supervisor and university supervisor. This feedback includes:

- **Mid-term Evaluation from Site Supervisor***
- **Final Practicum Evaluation from Site Supervisor***
- Recordings & Recording Critique form feedback from University Supervisor

* It is the student’s responsibility to ensure that their site supervisors complete the mid-term and final evaluations. A link will either be emailed to students to forward to their supervisors or sent directly to their supervisors. Students cannot receive a “Satisfactory” in the course unless these evaluations are completed.
Practicum Paperwork
- Practicum Site Agreement: students are required to fill out the Practicum Site Agreement with their site supervisor. The agreement outlines the responsibilities of the site supervisor, the student and the university supervisor and must be signed by all parties.
- Practicum/Internship Hour Log: students are required to document their direct and indirect service hours, along with their supervision hours in the Practicum and Internship log. See Practicum/Internship Hour log below for more information.
- Evaluation of Site Supervisor: students are required to submit an evaluation of their site supervisor and site at the end of the semester. The evaluation will be administered electronically via Qualtrics, an online survey system.

Internship Requirements
After successfully completing the school counseling practicum, counselor-trainees are required to complete a year-long internship experience in a public school setting under the supervision of a licensed school counselor. Typically, the school level of their site is most relevant to their post-graduate work plans. This experience is to be comprehensive in nature and fully expose and prepare students for all the roles and responsibilities of a full-time school counselor.

Internship Pre-Requisites
- Prior to beginning their internship, all interns are required to have satisfactorily completed the following courses:
  - EDHS 8290 Practicum in Counseling
  - EDHS 7240 Group Counseling Procedures
  - EDHS 7220 Introduction to Career Interventions
  - EDHS 7300 Multicultural Counseling
  - EDHS 8340 Counseling Children & Adolescents
- Submit documentation of updated professional liability insurance to the Counselor Education Administrative Assistant. Please note, interns MUST have an active, updated liability insurance policy on file throughout both semesters of internship.
- Register for EDHS 8390 Internship in School Counseling (fall and spring semesters).
- Consult your site supervisor or other appropriate school official regarding steps to take to complete a criminal background check and other district requirements for interns.

General Expectations
Interns are expected to obtain broad range of experiences with a diverse group of students. Experiences must include individual student counseling, group counseling, classroom guidance, parent consultation, teacher consultation, staff development and in-service, program development, implementation and evaluation, and administrative functions and processes. Interns are expected to contribute in meaningful ways to the site, to their colleagues, to the site’s school counseling department, and to the students being served. Internship allows interns to work closely with and experience the work of school counseling professionals and to sample the work routine of school counseling programs under the close clinical supervision of the university, and the supervision of an experienced site supervisor.

Other expectations include:
- Coordinating with the site supervisor to identify three days of a week for the interns to “work” at the school that is mutually suitable to both parties.
- It is expected that the intern will be present at the school for a **full** workday and will follow the same arrival and departure schedule as is expected of the site supervisor.

- Following the school’s academic schedule (i.e., school holidays and spring break) in regard to internship attendance
- Adhering to all guidelines for professional staff in their school internship site including recording keeping, professional dress, etc.
- Submitting audio recordings of individual and/or group counseling sessions, with parental and child permission, as appropriate for university supervision. (See informed consent template)
- Behaving in a professional and ethical manner at all times and following the school’s policies concerning confidentiality, record-keeping, referrals, etc. See [Professional Behavior](#) below for more information.

### Internship Hour Requirements

Students are required to complete **600 clock hours** at their assigned school over the course of two semesters. Specifically, students must complete **300 hours in the fall semester** and **300 hours in the spring semester**. Students may NOT bank hours from the fall semester to be added to the spring semester. In order to reach the hour requirements, students are expected to attend their sites at least three days a week.

Of the 300 hours, **120 hours must be providing direct service** to students each semester. Thus, at the end of both semesters of internship, students must have a minimum of **240 hours of direct service hours** documented. The remainder of the hours should be in provision of indirect services and planning. See above in [Practicum Hour Requirements](#) for what qualifies as direct service and examples of indirect services.

### Supervision Requirements

- Students meet for one hour a week of individual/triadic supervision from their site supervisor (licensed school counselor at their assigned school).
  - This does not need to occur in a one hour-block but should be in increments of no less than 15 minutes.
- Students meet for group supervision (EDHS 8930) according to the University course schedule
  - This may also include individual/triadic supervision sessions

### Internship Evaluation Process

Students in practicum receive both formative and summative feedback from their site supervisor and university supervisor. This feedback includes:

- [Mid-term Internship Evaluation from Site Supervisor](#)*
- [Final Internship Evaluation from Site Supervisor](#)*
- Recordings & Recording Critique form feedback from University Supervisor

* It is the student’s responsibility to ensure that their site supervisors complete the mid-term and final evaluations. A link will either be emailed to students to forward to their supervisors or sent directly to their supervisors. Students cannot receive a “Satisfactory” in the course. Due dates are outlined in the course syllabus
**Internship Paperwork**
- Practicum Site Agreement- students are required to fill out the Practicum Site Agreement with their site supervisor. The agreement outlines the responsibilities of the site supervisor, the student and the university supervisor and must be signed by all parties.
- Internship Hour Log- students are required to document their direct and indirect service hours, along with their supervision hours in the Internship log. See Practicum/Internship Hour log below for more information
- **Evaluation of Site Supervisor**- students are required to submit an evaluation of their site supervisor and site at the end of the semester. The evaluation will be administered electronically via Qualtrics, an online survey system.

**Additional Expectations of Practicum Students and Interns**

**Legal and Ethical Obligations**
Students are expected to comply with all legal and ethical regulations; bring all potential ethical and legal issues to the attention of their site and university supervisors. In cases where in intern is concerned about possible suicide, homicide, neglect, or abuse, the intern must let their supervisor of individual supervision and their site supervisor know immediately that they have a concern.

**Professional Behavior**
Students are expected to adhere to all guidelines for professional staff in their school site. Practicum students and interns are expected to observe the dress code, language, and demeanor of a professional. This professionalism extends to other professional and training venues, including university clinical supervision, both group and individual, and relationships with university supervisors, site supervisors, site faculty, university faculty and instructors, colleagues, and classmates.
Counselor-trainees are expected to behave in an ethical and professional way at all times. In addition, the behavior code of services (including students and their parents and/or guardians) entails a demeanor that demonstrates respect of the inherent worth of that consumer regardless of race, creed, socioeconomic status, sexual orientation, religion, or “lot in life,” and regardless of the current behavior of that consumer. It is our professional duty to understand people and reach out to them to establish helping relationships.

**Video Recording**
Practicum students/interns are expected to be able to record their individual and group counseling sessions on an ongoing basis. This digital recording is necessary for appropriate clinical supervision and provides counselor trainees with the opportunity to get focused and accurate guidance and supervision toward improving their counseling work. Most parents do not object to recording if they are willing to consent to counseling. Often the major challenge is making sure that parents receive the form and that students return the signed form. Sometimes a phone call to the parent is very useful. It is important that the practicum student/intern make this call, because it provides them with experience in obtaining consent and in presenting what could be a threatening request in a way that is understandable to a parent. Basically, supervision and recording focus on the student’s developing counseling skills, not on the child. It also helps to remind parents that the digital recordings are destroyed in a timely manner.
Parent permission must be obtained to record counseling session. A copy of the parent permission/informed consent form is included in Appendix A.
Practicum/Internship Hour Logs
Practicum students/Interns are required to document their time and the activities in which they engage at the school site. Logs should be completed weekly. The Counselor Education program has developed a log that differentiates between direct hours, indirect hours, and supervision hours and calculates hour totals. The log should then be signed by the practicum student/intern, the site supervisor, and the university instructor/supervisor, and ultimately submitted to the university supervisor.

- The log can be found on the Counselor Education Advising Hub via Canvas and may also be emailed by the Clinical Coordinator or the program’s administrative assistant prior to the start of the semester.

Remediation
It is essential that site supervisor and the course instructor/university supervisor engage in ongoing assessment of the practicum student/intern’s performance, professionalism, attitude, and counseling skill development. If supervisors believe that a final recommended grade of “Unsatisfactory” may be warranted, the practicum student/intern should be informed, a contract or remediation plan agreed upon by all parties (the site supervisor, the course instructor/university supervisor), and the practicum student/intern should have the opportunity to address the deficit(s) and/or areas of concern. Remediation plans must include a clear description of the disagreement or area of growth and behavioral indicators of acceptable performance.

Supervisor Requirements and Responsibilities

Site Supervisor Qualifications
The site supervisor must possess the following credentials:
- At least a master’s degree in counseling or a closely related field
- A minimum of two years of experience as a licensed school counselor
- Have worked at their current school for at least one year.

Note: Although practicum students/interns potentially perform a number of tasks and frequently work with different school counselors, only one school counselor can be designated as the site supervisor for weekly supervision, oversight, and evaluation.
In addition to the educational and professional requirements outlined above, site supervisors must also have relevant training in counseling supervision per the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. The Counselor Education program hosts an annual training that is required of all site supervisors. In the event that you are unable to attend, you will be required to complete an online module. In signing the Practicum/Internship agreement, you will attest (via initial) that you have attended this training.

Site Supervisor Responsibilities Outlined in Site Agreement
- Provide student with an overall orientation to the school’s mission and goals, administrative structure, and internal operation procedures as well as introduce student to various members of the faculty and staff.
• Assist students in gaining experiences related to the school counselor role including direct services (e.g., individual and small group counseling, core curriculum lessons) and indirect services (e.g., multidisciplinary meetings, consultation/collaboration with stakeholders), and experiences related to course and program requirements
• Provide weekly, individual/triadic supervision for at least one hour per week; additional supervision may be necessary or required
• Maintain regular consultation with the University supervisor
• Complete online mid-semester and final evaluation of the student
• Review and sign student’s hour logs

Additional Responsibilities of Site Supervisors
• Meet with student to discuss and complete the practicum or internship site agreement.
• Assist counselor-trainee in identifying students with whom they might work both individually or in a group.
• Assist students to identify appropriate clients to be audio recorded and assist interns in obtaining permission from the parents or legal guardians of those clients.
• Orient the student to the role of the school counseling office within the overall school setting.
• For Practicum students: Help counselor-trainee become familiar with the culture, management, and operation of a school at your level (elementary, middle or secondary). This is the first time that many of the practicum students have been in a school since they were students.
• For Practicum students: Provide shadowing opportunities and then observe practicum student’s provision of individual and group counseling, and core curriculum lessons. Many students will be able to do ultimately conduct these services on their own.
• For Interns: For at least the first couple of weeks, observe interns in the delivery of individual and group counseling, core curriculum lessons, and parent consultation. Once the site supervisor has observed some initial sessions and classes, it is important that the intern be allowed to provide these services on their own. This is not only important for the professional growth of the intern, but it also leads to higher levels of self-confidence and counseling and classroom self-efficacy.
• Engage in on-going assessments of performance by student and communicate with the university supervisor instructor about problems with the student’s performance early.
University Supervisor Responsibilities

- Consult with the site supervisor throughout the semester.
- Facilitate group supervision and/or individual/triad supervision
- Read and provide feedback on relevant reports, logs, recording critiques
- Review and provide feedback on recordings
- Evaluate practicum student/intern progress regarding course requirements, clinical supervision, attitudes toward students, and working in the public school environment
- Review logs submitted by interns.
- Collect and review the evaluations submitted by site supervisors. This material will be used in determining the grade for the internship experience of the student.
- Be available for scheduled appointments with students to discuss any aspect of their clinical skill development and other aspects of their clinical experience.

Additional Policies & Procedures

Policy on Accepting Paid School Counseling Internships

After a student has completed a minimum of 50% of her or his specified school counseling internship (at least 300 hours and one full semester), at a high level of progress, he or she may take a paid internship with the current placement, performing the role of a school counselor, if and when all of the following conditions have been met. Changing schools for a paid position during the academic year is NOT permissible.

1. Written approval from the university supervisor and program director or other appropriate program administrator;
2. Letters of support from the school internship site supervisor and school administrator; and
3. Written guarantees of continued appropriate university and on-site supervision in the paid position through completion of all of the internship and other program requirements.

The student may not have the title or get the pay of a fully licensed school counselor, but must instead remain as a substitute, with the equivalent pay until successful completion of the program. The student also must remain enrolled in the internship course and any other required courses and follow all requirements of internship as stated by the Counselor Education Program.

Notification of the transition into a paid position under provisional license must be forwarded to the Program Director with the written program approval, letters of support from the school site supervisor and school administrator, and written guarantees of continued supervision by an approved supervisor. Students may not accept paid positions without all of the above, and until they receive a letter from the appropriate university faculty member approving the paid internship. At the end of the internship, the Program will need all completed student internship forms to recommend the student for his or her Virginia school counseling license.

School Trip Chaperone Policy

Practicum students/interns work in a professional training capacity as part of their graduate program but are not school employees. Because of this, they are not covered by the host school site’s insurance policies. Therefore, no practicum/internship student will chaperone or assume primary responsibility for students in any type of school event or trip. Practicum students/interns
may assist or accompany other school officials on such trips, with the understanding by all that the practicum/internship student is not to be placed in a position of primary responsibility for school students. Before participating on such trips, the practicum student/intern must specify, in writing, the date and time of the trip, the nature of the trip, and their role and involvement during the trip, and submit this to their course instructor. All relevant individuals sign the form (usually a school site representative, the student, and the course instructor).
Forms & Paperwork
UNIVERSITY OF VIRGINIA
Practicum Agreement: Part 1

This form specifies an agreement between the Counselor Education Program at the University of Virginia and ______________________ (school name) for __________________ (student name) during the dates of __________ to ______________.

Purpose: The purpose of this agreement is to provide a qualified graduate student with a field experience in school counseling and to define the responsibilities of the University supervisor, site supervisor and student in practicum and internship.

Responsibilities of University & University Supervisor

The University agrees:
1. To assume full responsibility for the administrative duties associated with the program including cooperating school selection, student assignment, and grading.
2. To provide information regarding the program and curriculum in order that the site supervisor may properly plan and execute task assignments and supervision. Specifically included are student data, university calendar, evaluation forms, and practicum manual.

The University supervisor agrees:
1. To consult with the site supervisor throughout the practicum/internship experience
2. To facilitate weekly group supervision and/or individual supervision
3. Evaluate

Responsibilities of Site Supervisor

The Site Supervisor agrees:
1. To provide the student with an overall orientation to the school’s mission, administrative structure, and internal operation procedures as well as introduce the student to various members of the faculty and staff.
2. To assist students in gaining experiences related to the school counselor role, including direct services, indirect services, and experiences related to course and program requirements.
   a. This may include assisting the practicum student/intern identify students to work with individually and in small groups
3. To provide weekly, individual supervision for at least one hour per week
4. To maintain regular consultation with the University Supervisor
5. To provide written feedback to students via the online mid-semester and final evaluation created by the Counselor Education program
6. To review and sign the student’s hour log

Responsibilities of the Student

1. To follow the policies, procedures, and guidelines stated in the Practicum Internship Handbook and Counselor Education Student Handbook, and course related syllabi.
2. To satisfactorily complete the activities assigned at the school site and by the course instructor and to work within the regulatory framework of the school site, school district, and related professional codes of ethics (e.g., ACA and ASCA).

Site Supervisor Signature: ________________________________

Printed Name: ______________________ Date: ________________

Student Intern Signature: ________________________________

Printed Name: ______________________ Date: ________________

University Supervisor Signature: __________________________

Printed Name: ______________________ Date: ________________
UNIVERSITY OF VIRGINIA
Practicum Agreement: Part 2

To Be Completed by Student

Student’s Name __________________________ Email __________________________

Address ____________________________________________________________

Semester/Year ____________________ School Name __________________________

To Be Completed by Site Supervisor

Supervisor Name: __________________________ Position: __________________________

School Name: __________________________

Phone: __________________________ Supervisor e-mail: __________________________

Degree/year __________________________ University/Program __________________________

Number of years post-masters experience as a Professional School Counselor __________

Licensed as a School Counselor in for at least two years? _____ Yes _____ No

At current school site for at least one year? _____ Yes _____ No

Completed a supervisor training through UVA or an approved alternate training _____Yes ____No

School Counseling Practicum Requirements

The following lists the requirements of practicum. Both the student and the site supervisor should review these requirements together and then sign below indicating your understanding of the requirements.

DIRECT SERVICE (40 hour requirement)

Individual Counseling:
- One student (minimum 5 sessions - taped)
- At least three other students for individual sessions (minimum 3 sessions each)
- For grades K-2 a minimum of 15 minutes will constitute a session.
- For grades 3 – 5 a minimum of 30 minutes will constitute a session.

Group Counseling:
- Observe the site supervisor conducting group counseling or co-lead a group with the site supervisor.
- Counselor-trainees are required to take responsibility for preparing and leading another small group for a minimum of five sessions.
- It is preferred that the two group experiences listed above involve different age/grade levels and different topics.
• Group sessions at all grade levels should meet for a minimum of 30 minutes

Classroom Lessons:
• Observe the site supervisor presenting a classroom core curriculum lesson
• Conduct a minimum of two classroom counseling programs with a lesson plan and write-up for each program (counselor-trainees at the high school level may substitute other large group presentations for this requirement).

Meeting with Parents
- No specific requirement, but student must be direct a parent meeting not simply observation in order to count as direct service hours.

SHADOWING & OBSERVATION EXPERIENCE:
(The following experiences may or may not be required. The discretion of which may be required will be based on your (as a cohort) agreement with the university supervisors at the start of the semester.)

Shadowing
Principal or Assistant Principal

Observations
Regular Classroom Teacher/Instructional Observation
Classroom with students identified as having special needs
Lunch in the school cafeteria
Activity involving parents (education session, write article for school newspaper that would be helpful to parents, present at a PTO meeting, attend child study meeting in which parents are present)
Attend a multidisciplinary meeting
Two from the following list:
   School Faculty Meeting
   PTO Meeting
   System-wide counselor's meeting
   SBIT/Child study meeting
   Participation in coordination of a statewide test
   504 meeting

Other Requirements:
• Weekly individual supervision with site supervisor
• "Getting to Know Your School and Community" activity
• Staff/faculty appreciation activity

Site Supervisor Signature: ________________________________________________

Printed Name: _____________________________ Date: ______________________

Practicum Student Signature: ____________________________________________

Printed Name: _____________________________ Date: ______________________
UNIVERSITY OF VIRGINIA
Internship Agreement: Part 1

To Be Completed by Student

Student’s Name ___________________________ Email _________________________
Semester/Year ________________ School Name ________________________________

To Be Completed by Site Supervisor

Supervisor Name: ____________________ School Name: _______________________
Phone: ___________________________ Supervisor e-mail: ______________________
Degree/year of graduation _____________ University/Program __________________
Number of years post-masters experience as a School Counselor _____________
Licensed as a School Counselor for at least two years? _____ Yes _____ No
At current school site for at least one year? ______ Yes _____ No
Completed a supervisor training through UVA or an approved alternate training? _____Yes _____No

This form specifies an agreement between the Counselor Education Program at the University of Virginia and _________________ (school name) for ________________ (student name) during the dates of __________ to ______________.

Purpose: The purpose of this agreement is to provide a qualified graduate student with an internship experience in school counseling and to define the responsibilities of the University supervisor, site supervisor and student in internship.

The University agrees:
1. To assume full responsibility for the administrative duties associated with the program including cooperating school selection, student assignment, and grading.
2. To provide information regarding the program and curriculum in order that the site supervisor may properly plan and execute task assignments and supervision. Specifically included are student data, university calendar, evaluation forms, and practicum and internship manual.

The University supervisor agrees:
1. To consult with the site supervisor throughout the practicum experience
2. To facilitate weekly group supervision and individual/triadic supervision
3. Evaluate student progress regarding clinical skills, dispositions, and course requirements
Responsibilities of Site Supervisor

The Site Supervisor agrees:

1. To provide the intern with an overall orientation to the school’s mission, administrative structure, and internal operation procedures as well as introduce the student to various members of the faculty and staff.

2. To provide physical arrangement for which the intern to work

3. To assist the intern in gaining experiences related to the school counselor role, including direct services, indirect services, and experiences related to course and program requirements.
   a. This may include assisting the intern in identifying students to work with individually and in small groups, as well as helping practicum students get recording permission forms

4. To provide weekly, individual supervision for at least one hour per week

5. To maintain regular consultation with the University Supervisor

6. To provide written feedback to intern via the online mid-semester and final evaluation created by the Counselor Education program

7. To review and sign the intern’s hour log

Responsibilities of the Student

1. To follow the policies, procedures, and guidelines stated in the Practicum and Internship Manual and Counselor Education Student Handbook, and course related syllabi.

2. To satisfactorily complete the activities assigned at the school site and by the course instructor and to work within the regulatory framework of the school site, school district, and related professional codes of ethics (e.g., ACA and ASCA).

3. To be proactive in identifying students with whom to work, completing course requirements and fulfilling the requests of the site supervisor.

Site Supervisor Signature: ______________________________________________________

Printed Name: ____________________________ Date: __________________

Intern Signature: ________________________________

Printed Name: ____________________________ Date: __________________

University Supervisor Signature: ________________________________

Printed Name: ____________________________ Date: __________________
UNIVERSITY OF VIRGINIA
Internship Agreement: Part 2

To Be Completed by Student

Student’s Name ____________________________________

Supervisor Name: ________________________________

School Name: ____________________________________

________________________________________________

Within this agreement, concisely outline the proposed internship experience for the school year. The internship agreement should highlight the chief responsibilities of the intern and the approximate allocation of time for each responsibility. Site supervisors and interns may take advantage of new opportunities as they arise that are not part of the official agreement if they fall within the scope of the current role of the school counselor. It is the site supervisor’s responsibility to consult with the internship faculty supervisor if changes are made to this agreement, or if the allocation of time is not progressing as expected.

The agreement should cover the specific duties, roles, and functions that the intern will perform, and the approximate time that will be devoted to each. In addition, include specific goals and objectives to be accomplished by the end of each semester, as agreed on by the intern, site supervisor, and faculty supervisor. A school counseling internship student should engage in activities outlined by the ASCA National Model. Activities should cover all three content areas (academic, social/emotional, and postsecondary planning), and all functions (collaboration, leadership, advocacy, and systemic change) with a diverse caseload of students.

Please electronically complete the form after consulting with your site supervisor and present it to your faculty supervisor. Once the faculty supervisor approves the agreement, the student, site supervisor, and faculty supervisor should sign the form. Three copies of the original signed form should be provided to the site supervisor and faculty supervisor, as well as for yourself. It is the student’s responsibility to upload a copy of this agreement to the Canvas Advising site.
Please indicate the percentage of time that you hope to spend in the following areas while delivering the school counseling program (ASCA, 2019).

Projected Use of Time

**School Counselor Use of Time**

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.

<table>
<thead>
<tr>
<th>Use-of-Time Plan for Current School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Student Services</td>
</tr>
<tr>
<td>%</td>
</tr>
</tbody>
</table>

(adapted from ASCA’s Annual Administrative Conference)

Proposed Activities and Objectives (identify specific skills and areas of knowledge within each of the areas below to be accomplished by end of your internship)

**Direct Services**

Please indicate an estimated individual caseload that the intern will maintain, along with the number of group counseling and curriculum lessons to be conducted and potential timeline.

Individual counseling:

Group counseling:

Core curriculum classroom lessons:

**Indirect Services**

Collaboration/consultation with faculty/staff:

Collaboration/consultation with parents:

Observe or advocate in IEP, 504, RTI, Child Study, or MTSS meetings:

Exposure to site’s student educational technology platform (i.e., PowerSchool):

Exposure to scheduling and course sequencing (middle and high school):

Exposure to the college admissions process (high school):

Data collection and analysis:
As part of their internship experiences, interns will be conducting a year-long equity-focused accountability project. The project will be based upon an equity audit of the school’s academic, behavior, and attendance data. From the examination of the data, the intern in consultation with both the site and university supervisor, will set a SMART goal and plan interventions to meet the goal.

Comments:

Site Supervisor Signature: _________________________________________________

Printed Name: ________________________________ Date: ______________________

Internship Student Signature: ______________________________________________

Printed Name: ________________________________ Date: ______________________

University Supervisor Signature: ____________________________________________

Printed Name: ________________________________ Date: ______________________
UNIVERSITY OF VIRGINIA
Counselor Education Program
Mid-Semester Evaluation of Student by Site Supervisor

Student __________________________ Semester/Year __________________

Site Supervisor __________________________

Name of School __________________________

Please rate the student according to the following scale as fairly and objectively as possible. This evaluation will be reviewed by the university supervisor. We encourage you to include any information that you believe would be helpful for us to know as we continue to work with this student.

1. **Attitude Toward Work and Professional Behavior** (i.e. promptness, dependability, flexibility, cooperation, and ethical behavior)

<table>
<thead>
<tr>
<th>Below Expectations</th>
<th>At Expected Levels</th>
<th>Above Expected</th>
<th>No Opportunity to Observe</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

Comments:

2. **Personal Characteristics** (i.e. takes imitative, asks for help as needed, communicates effectively, adapts to site’s procedures, follows through, etc.)

<table>
<thead>
<tr>
<th>Below Expectations</th>
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<td>2</td>
<td>3</td>
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</tbody>
</table>

Comments:

3. **Use of Supervision** (i.e. solicits feedback, is responsive to feedback, shows a willingness to be observed, etc.)

<table>
<thead>
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<th>Below Expectations</th>
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</tbody>
</table>

Comments:
4. **Planning and Preparation to Work with Students, School Personnel and Parents** (i.e., obtains necessary information to clients, considers class schedule, finds appropriate resources or interventions)

<table>
<thead>
<tr>
<th>Below Expectations</th>
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</table>

Comments:

5. **Knowledge and understanding of the full role of the school counselor.**

<table>
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<tr>
<th>Below Expectations</th>
<th>At Expected Levels</th>
<th>Above Expected</th>
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</tbody>
</table>

Comments:

**Direct Services**

The following items relate to the direct services that our students are expected to partake in during internship. If your intern has not yet had the opportunity to conduct a small group or lead a classroom counseling lesson (i.e. core curriculum) please indicate in the comment box when you anticipate such opportunities to begin.

6. **Performance in Individual Counseling Process** (i.e. establishes rapport, demonstrates good counseling skills, matches intervention to students’ needs)

<table>
<thead>
<tr>
<th>Below Expectations</th>
<th>At Expected Levels</th>
<th>Above Expected</th>
<th>No Opportunity to Observe</th>
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</tbody>
</table>

Comments:

7. **Performance in Small Group Counseling** (i.e. creating group norms & safety, interventions corresponding to group needs, managing multiple students)

<table>
<thead>
<tr>
<th>Below Expectations</th>
<th>At Expected Levels</th>
<th>Above Expected</th>
<th>No Opportunity to Observe</th>
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<tbody>
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</tbody>
</table>

Comments:

8. **Performance in Core Curriculum Classroom Lessons** (formerly called Classroom Guidance) (i.e. developing or delivering lesson plans, classroom management, confidence in implementation)
<table>
<thead>
<tr>
<th>Below Expectations</th>
<th>At Expected Levels</th>
<th>Above Expected</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

9. What do you see as the student’s strengths?

10. List areas where continued growth is needed.

11. Additional Comments

*Thank you for all you do to help our students develop into professional school counselors.*
University of Virginia
Counselor Education Program
Practicum Site Supervisor Survey

The purpose of this survey is twofold: 1. To gather information from our site supervisors about our individual student's professional growth and development 2. To receive feedback about the Counselor Education Program's preparation of school counselors

Student ____________________________________________

Site Supervisor ____________________________________

Name of School _________________________________

**Evaluation of Your Practicum Student**

Please rate the student as fairly and objectively as possible, taking into account the student's developmental level (e.g. practicum). This evaluation will be reviewed by the university supervisor. We encourage you to include any information that you believe would help the student grow.

Below is the scale we ask that you consider as you respond to the following items:

- **Highly unprepared**- does not demonstrate mastery of the competency to a degree appropriate for their level even with supervision and guidance

- **Unprepared**- does not consistently demonstrate mastery of the competency to a degree appropriate for their level independently, but is able to do so with direct supervision and guidance

- **Prepared**- can independently complete the task or demonstrates mastery of the competency to a degree appropriate for their level (e.g., practicum, internship, new professional)

- **Highly prepared** - can independently complete the task of demonstrate mastery of the competency to a degree above that of their current level (e.g., practicum, internship, new professional)
Rate the student's delivery of services as a student-in-training based on your observations for each of the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Highly Unprepared</th>
<th>Unprepared</th>
<th>Prepared</th>
<th>Highly Prepared</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Core Curriculum Classroom</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Consultation</td>
<td>○</td>
<td>○</td>
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</tr>
</tbody>
</table>

Please expand on your rating of the student above.

Please rate how prepared you perceive the practicum student is related to each of the following items.
<table>
<thead>
<tr>
<th>The Role of the School Counselor</th>
<th>Highly Unprepared</th>
<th>Unprepared</th>
<th>Prepared</th>
<th>Highly Prepared</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the current roles and functions of a school counselor</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Knowledge school counselor role on multidisciplinary teams (e.g. grade level, SPED, school improvement)</td>
<td>○</td>
<td>○</td>
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<td>○</td>
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</tr>
<tr>
<td>Utilize an ethical decision making process (e.g. define issue, align issue with ethical standard, determine action, consult, &amp; implement)</td>
<td>○</td>
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<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Understand the nature and limits of confidentiality in a PK-12 setting</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>

Please expand on your rating of the student above.
## Working with PreK-12 Students

<table>
<thead>
<tr>
<th>Highly Prepared</th>
<th>Unprepared</th>
<th>Prepared</th>
<th>Highly Prepared</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and implements culturally responsive interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptualize student cases and provide direct counseling related to students’ mental health, social-emotional, and educational needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply developmentally appropriate counseling interventions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Guide students’ college and career readiness at the PK-12 level.</td>
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</tr>
<tr>
<td>Apply career development strategies and interventions in PK-12 settings (e.g. individual, small group, classroom lessons)</td>
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</tr>
<tr>
<td>Utilizes strategies to facilitate school level and/or post-secondary transitions</td>
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<tr>
<td>Demonstrates the intentional and effective use of counseling skills</td>
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</tbody>
</table>

Please expand on your rating of the student above.
**Practicum Student Dispositions**

Please rate your practicum student on the following dispositions

- **A clear deficit**: Behaviors do not reflect disposition. It is possible that the student is unaware and it is has not been previously addressed
- **Needs improvement**: Student is aware of disposition and is beginning to reflect and improve upon it. However, implementation is not consistent and/or successful and continued improvement is recommended
- **Meets expectations**: Behavior is consistently acceptable and reflects the disposition. It is expected that the student will continue to master this KPD with typical mentoring and supervision
- **Exceeds expectations**: A clear strength. Behaviors frequently go above and beyond expectations and demonstrate effective leadership or the ability to be proactive

<table>
<thead>
<tr>
<th>A Clear Deficit</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of how their own culture, belief systems, values, needs and limitations impacts their views of and work with students, teachers, parents, etc.</td>
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</tr>
<tr>
<td>Behaves in a professional manner towards supervisors, colleagues, and students; including appropriate dress, conduct attitudes, and boundaries</td>
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<tr>
<td>Demonstrates the ability to receive, integrate and utilize feedback</td>
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</tr>
<tr>
<td>Attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.</td>
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</tr>
<tr>
<td>Completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (e.g., individual and group counseling, supervision, and assignments)</td>
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<tr>
<td>Recognizes the importance of self-awareness/reflection</td>
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</tbody>
</table>
Please expand on your rating of the student above.

________________________________________________________________

Based on your experience as a school counselor, how prepared do you feel your practicum student is to transition to internship in the fall semester?

☐ Highly unprepared

☐ Unprepared

☐ Prepared

☐ Highly Prepared

Please describe the student's strengths.

________________________________________________________________

________________________________________________________________

Please list areas that the student should continue to address and work on during internship

________________________________________________________________

Evaluation of Counselor Education Program

Please provide the program with feedback regarding our current preparation of school counselors.

What is the University of Virginia's Counselor Education program doing well to prepare school counseling professionals?

________________________________________________________________

What suggestions do you have for improving University of Virginia's Counselor Education program?

________________________________________________________________

Thank you for all that you do to facilitate the professional growth of our students.
University of Virginia
Counselor Education Program
Internship Site Supervisor Survey

The purpose of this survey is twofold: 1. To gather information from our site supervisors about our individual student's professional growth and development 2. To receive feedback about the Counselor Education Program's preparation of school counselors

Student ________________________________
Site Supervisor __________________________
Name of School __________________________

Evaluation of Your Intern

Please rate the student as fairly and objectively as possible, taking into account the student's developmental level (e.g. semester 1 vs. semester 2). This evaluation will be reviewed by the university supervisor. We encourage you to include any information that you believe would help the student grow.

Below is the scale we ask that you consider as you respond to the following items:

- **Highly unprepared**- does not demonstrate mastery of the competency to a degree appropriate for their level even with supervision and guidance
- **Unprepared**- does not consistently demonstrate mastery of the competency to a degree appropriate for their level independently, but is able to do so with direct supervision and guidance
- **Prepared**- can independently complete the task or demonstrates mastery of the competency to a degree appropriate for their level (e.g., practicum, internship, new professional)
- **Highly prepared** - can independently complete the task of demonstrate mastery of the competency to a degree above that of their current level (e.g., practicum, internship, new professional)

Rate the student's delivery of services as a student-in-training based on your observations for each of the following areas:
<table>
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</tr>
<tr>
<td>Core Curriculum Classroom Lessons</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>

Please expand on your rating of the student above.

________________________________________________________________________________________________________________________________________________________________________
Please rate how prepared you perceive the intern is related to each of the following items.

### The Role of the School Counselor

<table>
<thead>
<tr>
<th></th>
<th>Highly Prepared</th>
<th>Unprepared</th>
<th>Prepared</th>
<th>Highly Prepared</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize areas in which advocacy is needed at the system level, specifically in relation to mitigating barriers to equity</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>Potential to serve as a leader in a school setting</td>
<td>○</td>
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</tr>
<tr>
<td>Understand the current roles and functions of a school counselor</td>
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<td>○</td>
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</tr>
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<td>Knowledge of the school counselor role on multidisciplinary teams (e.g. grade level, SPED, school improvement, mental health professionals)</td>
<td>○</td>
<td>○</td>
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<td>○</td>
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</tr>
<tr>
<td>Possesses the ability to design, implement, and evaluate a comprehensive school counseling services (e.g. data-based decisions making related to individual/small group counseling &amp; classroom lessons)</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Utilize an ethical decision making process (e.g. define issue, align issue with ethical standard, determine action, consult, implement)</td>
<td>○</td>
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<td>Understand the nature and limits of confidentiality in a PK-12 setting</td>
<td>○</td>
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<tr>
<td>Knowledge of the basics of special education (e.g. IEP, 504, SBIT) needed for the school counselor role</td>
<td>○</td>
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</table>

Please expand on your rating of the student above.
<table>
<thead>
<tr>
<th>Working with PreK-12 Students</th>
<th>Highly Unprepared</th>
<th>Unprepared</th>
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<tr>
<td>Design and implement culturally responsive interventions</td>
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<tr>
<td>Independently conduct suicide and/or threat assessments (with consultation) following division policy</td>
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<tr>
<td>Apply developmentally appropriate counseling interventions</td>
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<tr>
<td>Guide students’ college and career readiness at the PK-12 level.</td>
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<td>Apply career development strategies and interventions in PK-12 settings (e.g. individual, small group, classroom lessons)</td>
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<td>Utilize strategies to facilitate school level and/or post-secondary transitions</td>
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</tr>
</tbody>
</table>

Please expand on your rating of the student above.
**Intern Student Dispositions**

Please rate your intern on the following dispositions

- **A clear deficit**: Behaviors do not reflect disposition. It is possible that the student is unaware and it is has not been previously addressed
- **Needs improvement**: Student is aware of disposition and is beginning to reflect and improve upon it. However, implementation is not consistent and/or successful and continued improvement is recommended
- **Meets expectations**: Behavior is consistently acceptable and reflects the disposition. It is expected that the student will continue to master this KPD with typical mentoring and supervision
- **Exceeds expectations**: A clear strength. Behaviors frequently go above and beyond expectations and demonstrate effective leadership or the ability to be proactive

<table>
<thead>
<tr>
<th>A Clear Deficit</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of how their own culture, belief systems, values, needs and limitations impacts their views of and work with students, teachers, parents, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaves in a professional manner towards supervisors, colleagues, and students; including appropriate dress, conduct attitudes, and boundaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates the ability to receive, integrate and utilize feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (e.g., individual and group counseling, supervision, and assignments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes the importance of self-awareness/reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please expand on your rating of the student above.
Based on your experience as a school counselor, in general how prepared are University of Virginia Counselor Education's students to perform the responsibilities of a full time school counselor?

- Highly unprepared
- Unprepared
- Prepared
- Highly Prepared

Please describe the student's strengths.

_________________________________________________________________
_________________________________________________________________

Please list areas that the student should continue to address and work on as they move into the profession.

_________________________________________________________________

Evaluation of Counselor Education Program

Please provide the program with feedback regarding our current preparation of school counselors.

What is the University of Virginia's Counselor Education program doing well to prepare school counseling professionals?

_________________________________________________________________
_________________________________________________________________

What suggestions do you have for improving University of Virginia's Counselor Education program?

_________________________________________________________________

Thank you for all that you do to facilitate the professional growth of our students.
**UNIVERSITY OF VIRGINIA**  
**Counselor Education**  
**Evaluation of Site and Supervisor by Student**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructive</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Fair, honest</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Concrete</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Strength-based</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Relevant/helpful</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Comments:
### Supervisor Characteristics

**My supervisor:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was supportive</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
</tr>
<tr>
<td>Appeared invested in my professional growth</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
</tr>
<tr>
<td>Spent adequate time observing my skills</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
</tr>
<tr>
<td>Provided an adequate amount of feedback</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
</tr>
<tr>
<td>Communicated effectively and openly</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
</tr>
<tr>
<td>Provided an environment that facilitated my learning experience</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
<td>🅱️</td>
</tr>
</tbody>
</table>

**Comments:**
Supervisor Opportunities

My supervisor facilitated opportunities for me to:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain permission from parents</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Counsel students individually</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Facilitate group work</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Perform classroom lessons</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Meet the taping requirement (assisted)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Learn about the school setting and community</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Communicate with parents</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Meet with teachers, administrators, and staff</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Observe and/or participate in other aspects of his/her role beyond counseling</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Comments:
### School Site

<table>
<thead>
<tr>
<th>Provided adequate space to perform my counseling duties</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators were supportive of the role of the school counselor</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Provided sufficient access to students for participating in counseling related activities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Comments:**

Overall, I would give my site supervisor a grade of:

- ○ A
- ○ B
- ○ C
- ○ D
- ○ E

Please describe the features/aspects of the site that were challenging.

Please describe the features/aspects of the site that positively contributed to your internship experience.

*Thanks for your cooperation and feedback.*
Example Template for Informed Consent

Date

I give permission for counseling services for my child, ____________________, (child’s name) at _______________________ (name of school). I understand that these counseling services are confidential, and that any written or verbal report of these services will be released only to agencies or individuals specifically designated by me in writing. I also understand that in circumstances concerning threat or danger to my child or others, the counselor may need to share information with other professionals.

I give permission to record part or all of the counseling sessions. I understand that the recording is done to improve the quality of counseling that my child receives, and that this material will be used only for the purposes of professional training, professional consultation, or improving services. In other words, the use of these digital recordings is for the training and education of the counseling students in terms of their counseling skills. Recordings are erased after supervision has been provided to the student, unless the recording is needed for on-going training. In any case, all digitally recorded material are erased or destroyed by May ______ (Year).

I understand that my child’s school is a school counseling training site for this year and that counseling services may be with University of Virginia graduate students who are supervised by faculty members of the Curry School of Education Counseling Program. I understand that recordings and any conference, evaluation or relevant information about my child’s counseling services may be observed and/or discussed with the faculty supervisor (List Name) and graduate students for the purpose of education only as part of the counselor training program.

____________________________________________  __________________
Child/Adolescent Signature                      Date

____________________________________________  __________________
Parent/Guardian Signature                      Date

This permission form is valid until May _____ (Year) unless the parent/guardian requests in writing that counseling services stop. All recordings will be destroyed by May _____ (Year).