



PROVIDENCE COLLEGE

Graduate School Counseling Program Handbook for Clinical Educators and Interns 2025 -2026

**Providence College
One Cunningham Square
Providence, RI 02918**

Dr. Yune Tran, Dean, School of Education and Social Work
Dr. Patricia Nailor, Director, Graduate School Counseling Program

401-865-2922

pnailor@providence.edu

Table of Contents

Welcome On Site Supervisor	2
Message from the Program Director	2
School Counseling Program Curriculum.....	2
Two Categories of Interns... ..	3
A General To Do List at the Start.....	3
Responsibilities of the Clinical Educator	5
Common Requirements	5
CACREP Standards Introduction	9
CACREP Standards (2016)	9
Rhode Island State Initiatives.....	10
Role of the Clinical Supervisor	10
Supervision and the Evaluation of the School Counseling Intern	12
Importance of Feedback	12
Practices that Assist in Providing Feedback	12
Evaluative Assessment... ..	12
Honorary.....	14
Final School Counseling Intern Evaluation for Internship I... ..	15
Final School Counseling Intern Evaluation for Internship II	19
References.....	23
Acknowledgements.....	24

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Welcome to the Clinical Educators

To: Clinical Educators

I want to thank you for accepting the responsibility of serving as the supervisor of a Providence College school counseling intern. Your professional experience in developing and guiding the candidate through 300 hours of internship hours is deemed invaluable and is viewed as the capstone of the program. Over the years, the Providence College School Counseling Program faculty has been very fortunate to have worked with skilled and experienced counselors at all levels of education. Without the dedication and commitment of the clinical educators, the candidate would be denied the opportunity to gain the necessary, positive experience within a clinical environment, essential for the candidate to perform at expected standards and levels of competency. The program faculty believes strongly that school counselors make a significant difference in the lives of students. During this time when students experience the stress associated with bullying, divorce, depression, anxiety, suicide, pregnancy and drug and alcohol abuse, it becomes an inherent obligation of today's school counselors to instruct and supervise the school counselors of tomorrow. By signing on, you have accepted this challenge (in accordance with the ASCA Ethical Standards for School counselors, 2022).

Prior to the start of the internship, candidates have completed or are in the process of completing the following courses within the School Counseling Program:

EDU 540	Principles of Guidance
EDU 541	Theories of Counseling
EDU 501	Fundamentals of Research
EDU 542	Career Information
EDU 538	Developmental and Cross-Cultural Theories in Counseling
EDU 558	Ethical and Legal Issues in Counseling
EDU 562	Assessment, Measurement and Data in Counseling
EDU 546	Group Counseling
EDU 645	Families in Crisis
EDU 829	Designing a School-based SEL Program
EDU 544	Pre-Practicum Training
EDU 548	Counseling Practicum

Although each of these courses has an abbreviated clinical component, they remain fundamentally theoretical in nature. The knowledge acquired within each course becomes actualized and achieves practical applicability only within the context of the clinical setting supervised by professionals like you.

Thank you again for your willingness to serve as a Clinical Educator

Dr. Patricia Nailor, Director, Graduate School Counseling Program

Two Categories of Intern

Prior to 2012, there existed within the School Counseling Program but one category of candidate, one comprised of teachers only. A precondition that had to be met was the successful completion of a minimum of two years as a classroom teacher. Hence, members of this sole category shared the following commonality: each majored in Education as an undergraduate; completed student teaching; spent years in the classroom; and approached their internship with an understanding of the culture of the school building.

Then in 2012 major revisions were adopted relating to State of Rhode Island certification requirements. No longer was it mandatory for prospective candidates to have served satisfactorily for at least two years as a classroom teacher. Nor was it any longer necessary to have majored in Education as an undergraduate. Rhode Island now joined other states in liberalizing the requirements making them less exclusionary toward those who majored in other fields of study. This change essentially created a second category of candidates, one comprised of non-educators, some of whom serve as Graduate Assistants concurrently with being enrolled in the School Counseling Program.

Understanding the differences which exist between these two categories is essential for the clinical educator. Taking these differences into account provides the clinical educator with the opportunity to modify the model of supervision chosen for working with interns with such varying backgrounds and starting positions.

A General “To Do” List at the Start

This list of suggested items should be modified in formality according to the status of the candidate. If the candidate who is about to begin his/her internship is an experienced classroom teacher-an educator and a member of the school’s faculty-less formality may be required. However, if the status of the candidate can be best categorized as a “non-educator” then more formality and stricter adherence to these suggestions may be in order.

1. Introduce the school counseling intern to the principal and other members of the administrative team. Insure to include all members of the student support team such as the nurse, school psychologist and social worker. Also introduce the intern to the guidance and school secretaries, school librarian, reading consultants, resource teacher and custodian. Most importantly, have the intern meet the other school counselors of the department.

Over the span of the 300-hour internship, it is expected that suitable amounts of time will be dedicated to allowing the intern to work with these other school counselors. The intent of delegating this supervisory responsibility is to promote the exposition to varying counseling styles from which the intern may learn.

2. Orient the intern to the school building.
3. Explain school procedures regarding sign in/sign out protocol. Discuss what is expected relative to dress, parking, security, coffee/water, smoking, cell phone use, lunch and faculty room demeanor.
4. Inform intern how to contact the clinical educator if he/she is unable to be present on a day when expected.
5. If space allows, establish a work area for the intern. This might be as simple as adding another desk, table or shelf.
6. Verify that the Bureau of Criminal Identification ("BCI") check has been completed and is current.
7. Develop a schedule with the intern for internship hours, including **time every week** to meet with the clinical educator for feedback and discussion.
8. Discuss intern's goals for the internship. Within the first month develop an internship contract with the intern identifying mutually agreed upon goals, the requirements of the intern and how the intern will be evaluated.
9. Explain your style of supervision, expectations and hopes for your intern. (Two excellent resources: "Making Supervision Work" by Taqueena S. Quintana, Ed.D. and Sonia Gooden-Alexis, Ed.D., An ASCA National Model Publication (2025); "Supervising the School Counselor Trainee - Guidelines for Practice" by Jeannine R. Studer (2006)
10. Explain how counselors are currently utilizing their time (registering/welcoming new students, adjusting schedules, etc.). Allow interns to observe counselors in action.
11. When the opportunities exist, introduce your intern to your students and explain to them the role of the intern and that they should expect times when there will be student-intern interaction.
12. Make the intern feel as though he/she is part of the department. Although the intern is there primarily to learn and develop, the intern is expected to assist and make a meaningful contribution particularly with the Legacy Project required during the second semester of internship. In the past, in schools where the counselor: student ratio is unusually large, interns have been frequently cited as having developed into valuable assets.

13. Reinforce the significance of maintaining confidentiality now that work in the clinical setting is about to begin. This conversation should also include examples of ruined careers due to lack of strict adherence, especially through the abuse of social media.
14. Accompany the intern to the area where students utilize technology such as when working on career exploration, the common application, etc.
15. Initiate a discussion identifying three students that might be assigned, in time, to work with the intern. These students may or may not have been found eligible for special education services due to identified behavioral issues or learning deficits. Ultimately, each will be made a subject for a required assignment: the case study. At least one of these students should be from a multi-cultural background.

RESPONSIBILITIES OF THE CLINICAL EDUCATOR

Clinical Educators have mentored many Providence College school counseling interns throughout their careers. At each opportunity, they are faithful to ensure that interns will be exposed to any and every learning experience possible. This level of professional commitment coupled with the challenges found in today's school environment might be adequate alone in guaranteeing a successful internship. However, specific intern tasks must be made available to the supervisor to ensure comprehensive oversight throughout the internship. These tasks which take the form of learning objectives are grouped into three categories: Common Requirements, CACREP Standards and State Initiatives. The clinical educator should assist the intern in developing the skills within these areas in order to intervene with students more effectively.

Common Requirements

1. **Technology in the workplace.** All schools use software programs such as ASPEN, NAVIANCE and SKYWARD as management tools. The graduate school counseling intern is generally considered to be highly technologically proficient. Needed is the opportunity to become familiar with the applicable software program being used in the district.
2. **Group counseling.** Schools provide ample opportunities for interns to interact with groups. The advisory period serves as a common forum. Interns in the past have gained valuable experience in leading groups whose members share mutual concerns such as feeling the loss of a family member or holding the status of an international student.
3. **School Counseling Core Curriculum.** In accordance with the ASCA National Model, "school counselors provide direct instruction, team teach or assist in teaching the

school counseling core curriculum, learning activities or units in classrooms or other school facilities.” Interns benefit from opportunities within the school to observe, then team teach or conduct classroom or large group lessons to promote academic achievement, career development or personal/social growth.

4. **Individual counseling.** Interns should be allowed to work closely with at least three students who are experiencing either learning disabilities and/or behavioral issues. One of these students should be from a multicultural background and will be the subject for a case study assignment.
5. **Career information.** In past years, interns at all three levels have acquired knowledge of this topic to intervene more effectively with students through participation in career day activities and by introducing or reinforcing online Career Exploration programs with students.
6. **College and Career Readiness.** Exposure to the different pathways available for all students to become college and career ready is crucial for developing interns. RIDE expects a college and career ready student to have the language arts and math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship, or significant on-the-job training). Interns benefit from exposure to school programs and processes and participation in counseling students to graduate from high school with a plan.
7. **Policies and Procedures.** Interns need to become completely familiar, at a minimum, with the district’s policy relative to crisis intervention, the release of student information, anti-bullying, Transgender and/or other gender related policy.
8. **Knowledge of the school referral process.** A general grasp of the referral process should include a specific understanding of why some tested students are found eligible for services while others are not. Interns should also become acquainted with the more commonly proposed modifications and strategies that are effective when working with students with differently-abled and multilingual learners.
9. **Cultural Competence.** Understanding and sensitivity to the needs of students and families from diverse socioeconomic, ethnic and racial backgrounds and the impact of poverty on learning needs to be experienced. Interns need to develop and demonstrate cultural competence and culturally responsive skills that are effective for working with students and families in diverse communities.
10. **Attendance at IEP and 504 meetings.** By attending multiple meetings interns will develop an understanding of the referral process, the evaluation process and see firsthand the roles of the various team members. If schedules prevent attendance,

individual discussions with team members about their roles and responsibilities will increase intern awareness.

11. **FAFSA and SATs.** Interns should take advantage of opportunities to assist the supervising counselor in the administration of the SAT/ACT and in the preparation for Financial Aid Night.
12. **The College Application Process.** Interns benefit from exposure to the college application process through observation, attendance at college presentations, and participation in group presentations to parents and students and in individual sessions assisting students with the common application.
13. **School Counselor Consultation.** Interns need opportunities to observe school counselors consult with parents, teachers, support staff, administrators and outside agencies before having opportunities to practice consulting with other professionals and parents on their own.
14. **Impact upon Student Learning.** To better grasp the learning needs of students and the pitfalls students experience in various courses, interns grow from knowledge of course content and strategies to overcome obstacles to academic success. Whether through department meetings or individual discussions with academic department chairs, exposure to closing the gap strategies increases intern ability to impact student learning.
15. **Community Partners and Resources.** A working knowledge of the school's external network of support services is essential for outside referrals to agencies, Department of Children and Families (DCYF), Bradley Hospital, etc.
16. **Elementary, Middle School and High School Counseling Program Exposure.** All interns are required to perform 50 of the 300 hours away from the primary site yet within the same district when possible. As an example: If the district's high school is the primary placement site, approximately 250 performance hours should be performed there. The remaining 50 hours should be evenly allocated among an elementary school and a middle school within the same district when possible and the vocational/technical/career facility which supports the district. The purpose of these hours is to increase the intern's knowledge of the developmental issues of students and the role of the school counselor in addressing the academic, career and personal/social behaviors which promote school success at each level. Intern participation in school counseling activities at these additional levels enhances their knowledge and skills in delivering PK-12 school counseling programs.
17. **The Legacy Project.** This project should be mutually agreed upon by the clinical educator and the intern. This project, to be completed during Internship II, should be designed, so that when completed, it will address a needs assessment and provide a

measurable benefit for future students. Examples of past projects will be furnished to the intern by the college clinical supervisor.

- 18. The Use of Data and the Intern:** Clinical Educators are requested to emphasize the use of data throughout the internship. Areas of importance include data as a driver of decision making, as an aid to designing intervention and as a tool for career planning. Data can help identify areas wherein there is a recognizable gap such as achievement and behavior. Research has shown that data “can lead to increased student performance, contribute to closing the achievement gap and demonstrate program effectiveness” (House and Hays, 2002).

Examples of Achievement data that interns should be exposed to:

- Grades/grade-point averages
- At or above grade/achievement level in reading
- Passing or failing classes
- Promotion and retention rates
- Graduation rates
- Dropout rates
- Standardized test data

Examples of Behavioral data in need of intern awareness:

- Discipline referrals
- Suspension rates
- Alcohol and drug violations
- Attendance rates
- Course enrollment patterns
- Parent or guardian involvement
- Participation in extracurricular activities
- Homework completion rates

Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Students performing their internships during the 2025-2026 academic year will comply with the 2016 CACREP Standards. Clinical Educators need to be aware of these standards and are encouraged to provide every opportunity for interns to deepen their understanding of the Standards while performing their internship hours.

The 2016 Standards/Indicators for students enrolled in both Counseling Internship I and Counseling Internship II are:

Standard 1.g. Studies that provide an understanding of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

Standard 1.m. Studies that provide an understanding of the role of counseling supervision in the profession.

Rhode Island State Initiatives

Clinical educators are strongly encouraged to provide opportunities for the intern to experience the implementation of key Rhode Island Initiatives within the clinical setting. Among these are:

Attendance Matters <https://ride.ri.gov/students-families/attendance-matters-ri>

Career Pathways

College and Career Readiness

Comprehensive Assessment System 2022 <https://ride.ri.gov/instruction-assessment/assessment/comprehensive-assessment-system-cas>

Early Warning Systems (EWS) <https://ride.ri.gov/students-families/education-programs/early-warning-system>

HQIM (Evidence-based Practice) <https://ride.ri.gov/instruction-assessment/curriculum>

Individual Learning Plans (ILP)

Multi-tiered System of Supports (MTSS)

RI Basic Education Plan (BEP) <https://ride.ri.gov/information-accountability/accountability/basic-education-program>

RI Right to READ Act <https://ride.ri.gov/instruction-assessment/literacy/rhode-island-right-read-act>

RI Core Standards for content areas: Student Standards

RI Framework for Comprehensive K-12 School Counseling Programs <https://ride.ri.gov/students-families/education-programs/school-counseling/rhode-island-school-counseling-frameworks>

RI Integration Technology Matrix <https://fcit.usf.edu/matrix/matrix/>

RI Multilingual Learners (MLL) <https://ride.ri.gov/students-families/multilingual-learners-mls>

SEL <https://ride.ri.gov/students-families/health-safety/social-emotional-learning>

Role of the Clinical Supervisor

The clinical supervisor is that Providence College School Counseling Program faculty member with primary responsibility for ensuring that internship sites at all levels-elementary, middle school, secondary school and vocational/technical/career schools-meet Providence College and Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. The clinical supervisor serves as the liaison between the clinical educator and the Providence College School Counseling Program Director. Duties include:

1. Serves as the primary point of contact between the student, program faculty, the

program director and the clinical educator on matters such as adherence to contract, documentation, CACREP requirements, number of hours performed and certification requirements.

2. Meets with Clinical Educators routinely throughout both semesters either actually and/or virtually.
3. Conducts orientation in conjunction with the program director with each student/future intern for all students planning on performing the internship at the start of the fall semester. This orientation is ideally conducted during February/March to provide time to receive appropriate permission of key school personnel: supervising counselors, principals and superintendents, before the start of the summer recess.
4. Acts as a mediator for the purpose of resolving conflicts which might arise between any of the parties involved in the internship process.
5. Works closely with students who are in need of locating appropriate internship sites.
6. Remains on call as an advisor to all interns and supervising counselors on all issues including policies and procedures relative to the internship.
7. Assures that appropriate ethical codes and legal statutes are adhered to by all involved in the internship experience.
8. Conducts course seminars each semester and coordinates scheduled workshops for all students serving their respective internships.
9. Issues internship course grade after careful consideration of clinical educator's final written evaluation.

Supervision and the Evaluation of the School Counseling Intern

Importance of Feedback

Providing **evaluative feedback** is one of the most important duties of the clinical educator according to Neufeldt, in Michaelson, Estrada-Hernandez, & Wadsworth, 2003, (as cited in Studer, J.R., 2006). This feedback needs to be based upon a series of informal assessments as well as a formal evaluation at the end of the semester. Interns long to know how they are doing in the eyes of their supervisor. Not receiving feedback is quite anxiety producing for interns. Because the relationship is so important between a clinical educator and intern, many clinical educators do not want to hurt the feelings of their intern by providing negative feedback. Interns need not only positive feedback (encouragement) but also need support to identify problematic areas and strategies to improve their professional growth. If interns are aware that assessment will be ongoing with regular feedback and opportunities for improvement, their anxiety may be lessened according to Michaelson et al, 2003 (as cited in Studer, J.R., 2006, and Quintana & Gooden-Alexis, 2025).

Practices that Assist in Providing Feedback

- Provide constructive feedback about the positive attributes of the intern before addressing areas which need improvement.
- Communicate concrete, behavioral feedback versus abstract or vague messages.
- Provide time for the intern to self-reflect. In Roberts & Morotti 2001 study (as cited in Studer, J.R. 2006), high levels of professional reflection are a product of supportive work environments that allow an atmosphere in which cognitive, affective, and behavioral growth can be processed collaboratively.
- Discuss concerns and issues in weekly sessions in which ample time is available for addressing problematic areas as emphasized in Association for Counselor Education and Supervision, 1993 (as cited in Studer, J.R. 2006). A trusting relationship is paramount for individuals to raise concerns without fear of reprisal.
- Engage in continual communication with the clinical supervisor so that both supervisors are aware of the intern's strengths and weaknesses and that there is enough time for improvement to be made before the end of the Internship.

Evaluative Assessment

1. Self-Assessment

Encourage interns to engage in self-reflection as they progress through their internship as this process may not occur automatically. Interns are mainly focused on themselves during the first part of internship as they have many doubts about their abilities. Gains in personal growth occur as interns become more comfortable with their role as a counselor and improve their skills.

2. Critical Incidents

Each problem encountered by an intern can be used as a teaching moment. Clinical educators can use these incidents to encourage interns to think about what transpired, how they felt, what they did, how the student (parent, teacher or administrator) reacted and what they could do differently the next time they encounter a similar problem/situation. Negative events can serve as catalysts for growth and further development of counseling skills.

3. Intern logs

Interns are required to document their internship experiences in internship logs which are to be reviewed and signed by the clinical educator and passed onto the clinical supervisor by the intern in a timely manner. Interns are to describe the objective(s) of their internship work, the actual activity, the results of the activity and a personal reflection of their experience. Both clinical educator and the clinical supervisor can provide feedback on these internship logs to reinforce positive thoughts and actions, ask questions, and provide alternative insight or direction.

4. Portfolio

Students enrolled in the School Counseling Graduate Program are required to demonstrate their proficiency in meeting the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards by developing a portfolio with evidence of assignments where they have met the CACREP standards throughout their coursework.

5. Administrative and Clinical Assessment

Clinical Educators are requested to provide evaluative data to the clinical supervisor on a digital Internship Evaluation form at the end of Internship I and at the end of Internship II. The forms are designed to provide an administrative and clinical assessment of the intern's development throughout the internship process. A Likert Scale is used to gather data on the intern's development over the course of two semesters. A brief narrative is also requested to identify the intern's strengths and weaknesses, as well as an assessment of their Legacy Project. The administrative component of the evaluation assesses the intern's performance in basic work requirements, ethical awareness and conduct, work products, knowledge of the student population, the school setting and technology. The clinical component assesses the intern's knowledge of counseling approaches, ability to apply learning to the counseling and school setting, their response to supervision, and their interactions with students, coworkers, school staff and parents. Clinical educators are requested to discuss the assessments with the intern prior to submitting the evaluation to the clinical supervisor. Results can be used to target areas for further growth and development. Evaluations require the signatures of the intern, clinical educator and clinical supervisor.

6. Summary

Providing quality supervision for school counseling interns is critical to the development of the school counseling profession, challenging, time consuming, and rewarding! Research tells us that it is not enough for the clinical educator to simply provide interns with the experiences of a school counselor. It is a professional obligation for clinical educators to also provide interns with meaningful feedback to facilitate growth and to improve their practice. Establishing a trusting environment where the supervisor - intern relationship can grow and flourish will facilitate reflection, and opportunities for professional growth.

Honorarium

The School Counseling Department fully realizes the enormously important role played by the clinical educator throughout the 300-hour internship experience. Thus, an honorarium is paid each semester as a gesture of the College's appreciation. The primary clinical educator-i.e., the one on record will be the person to receive the honorarium. The honorarium is reported to the Internal Revenue Service with supervising counselors accepting Providence College interns for the first time being required to complete a W-9 form.

FINAL SCHOOL COUNSELING INTERN EVALUATION FOR INTERNSHIP I

Providence College School Counseling Program

School Counseling Intern: _____

Date of Evaluation: _____

Clinical Educator: _____

Internship Site: _____

Clinical Supervisor: _____

Instructions: This form is designed to help supervisors provide feedback about the performance of interns. Your answers and comments will be greatly appreciated and will be used to drive program improvement and internship development. The form will become part of the intern's record for this course and will be considered in the final college evaluation of this student's internship experience. Please answer each item using the scale provided. Space is provided at the end of this form for general comments and for specific comments if Likert ratings warrant substantial improvement.

Answer Code for evaluation items

NA Not applicable or not enough information to form a judgement

1. Far below expectations – needs much improvement, a concern
2. Below expectations – needs some improvement to meet standards
3. Acceptable – meets standards at average level for interns
4. Above expectations – performs above average level for interns
5. Far above expectations – a definite strength, performs well beyond average level for interns.

Basic Work Requirements

_____ Arrives on time consistently.

_____ Uses time effectively.

_____ Informs supervisor and makes arrangements for absences.

_____ Reliably completes requested assigned tasks on time.

_____ Completes required total number of hours or days on site.

_____ Is responsive to norms about language, relationship with other staff, etc...

Ethical Awareness and Conduct

- _____ Knowledge of ASCA (American School Counselor Association) Code of Ethics.
- _____ Knowledge of ethical guidelines of internship placement.
- _____ Knowledge of district policies.
- _____ Demonstrates awareness and sensitivity to ethical issues.
- _____ Personal behavior is consistent with ethical guidelines.
- _____ Consults with supervisor about ethical issues if necessary.

Knowledge and Learning

- **Knowledge of student client population.**

- _____ Knowledge level of student client population at beginning of internship.
- _____ Knowledge level of student client population at end of internship.

- **Knowledge of Counseling Approaches**

- _____ Knowledge of appropriate counseling approaches for student population at beginning of Internship I.
- _____ Knowledge of appropriate counseling approaches for student population at end of Internship I.
- _____ Knowledge of appropriate group counseling approaches for student population at beginning of Internship I.
- _____ Knowledge of appropriate group counseling approaches for student population at end of Internship I.
- _____ Knowledge of appropriate classroom guidance approaches for student population at beginning of Internship I.
- _____ Knowledge of appropriate classroom guidance approaches for student population at end of Internship I.
- _____ Knowledge of appropriate counseling approaches for special populations at beginning of Internship I.
- _____ Knowledge of appropriate counseling approaches for special populations at end of Internship I.

- **Knowledge of School Setting**

- _____ Knowledge of school setting at beginning of Internship I.
- _____ Knowledge of school setting at end of Internship I.

- **Learning**

- _____ Receptive to learning when new information is offered.
- _____ Actively seeks new information from staff or supervisor.
- _____ Ability to learn and understand new information.
- _____ Understanding of concepts, theory to practice, and information.
- _____ Ability to apply new information in a counseling setting.
- _____ Ability to apply new information appropriately within the school system.
- _____ Ability to respond to student crises issues.

Responses to Supervision

- _____ Actively seeks supervision when necessary.
- _____ Receptive to feedback and suggestions from supervisor.
- _____ Understands information communicated in supervision.
- _____ Successfully implements suggestions from supervisor.
- _____ Aware of areas that need improvement.
- _____ Willingness to explore personal strengths and weaknesses.

Interactions with Students

- _____ Initiates interactions with students.
- _____ Communicates effectively with students.
- _____ Builds rapport and respect with students.
- _____ Is sensitive and responsive to students' needs.
- _____ Is sensitive to cultural differences.
- _____ Is sensitive to issues of gender differences.

Interactions with Coworkers and School Staff

- _____ Appears comfortable interacting with staff members (e.g., faculty and administrators).
- _____ Initiates appropriate interactions with staff.
- _____ Communicates effectively with staff.
- _____ Effectively conveys information and expresses own opinion.
- _____ Effectively receives information and opinions from others.

Interaction with Parents

- _____ Appears comfortable interacting with parents/ guardians.
- _____ Communicates effectively with parents/ guardians.
- _____ Effectively receives information and opinions from parents/ guardians.
- _____ Is sensitive to cultural differences.

Work Products

- _____ Reliably and accurately keeps records following District/ASCA Ethical guidelines.
- _____ Professional independence/autonomy is evident.
- _____ Initiative is shown in work habits and daily interactions.
- _____ Written or verbal reports are presented in a professional manner

Technology

- _____ Knowledge of district technology guidelines for counselors.
- _____ Knowledge of school and district software data bases.
- _____ Knowledge of the College Board data base.
- _____ Knowledge of USDOE Financial Aid data bases.
- _____ Knowledge of college application data bases.
- _____ Knowledge of Career Exploration software/online sites.

Overall, what would you identify as this intern's areas of strength?

What would you identify as areas in which this intern warrants further development?

What recommendations do you have for improvement?

As a Supervisor of this intern, I recommend

_____without reservation;

_____with reservation;

_____do not recommend

this student to continue into the second half (150 hours) of Internship II.

Please explain your rating.

Signatures:

Clinical Educator's Signature

Date

School Counseling Intern's Signature

Date

Clinical Supervisor's Signature

Date

With appreciation and permission of The University of Scranton School Counseling Program for content used in this assessment instrument.

FINAL SCHOOL COUNSELING INTERN EVALUATION

FOR INTERNSHIP II

Providence College School Counseling Program

School Counseling Intern: _____

Date of Evaluation: _____

Clinical Educator: _____

Internship Site: _____

Clinical Supervisor: _____

Instructions: This form is designed to help supervisors provide feedback about the performance of interns. Your answers and comments will be greatly appreciated and will be used to drive program improvement and internship development. The form will become part of the intern's record for this course and will be considered in the final college evaluation of this student's internship experience. Please answer each item using the scale provided. Space is provided at the end of this form for general comments and for specific comments if Likert ratings warrant substantial improvement.

Answer Code for evaluation items

- NA Not applicable or not enough information to form a judgement
1. Far below expectations – needs much improvement, a concern
 2. Below expectations – needs some improvement to meet standards
 3. Acceptable – meets standards at average level for interns
 4. Above expectations – performs above average level for interns
 5. Far above expectations – a definite strength, performs well beyond average level for interns.

Basic Work Requirements

- _____ Arrives on time consistently.
- _____ Uses time effectively.
- _____ Informs supervisor and makes arrangements for absences.
- _____ Reliably completes requested assigned tasks on time.
- _____ Completes required total number of hours or days on site.
- _____ Is responsive to norms about language, relationship with other staff, etc.

Ethical Awareness and Conduct

- _____ Knowledge of ASCA (American School Counselor Association) Code of Ethics.
- _____ Knowledge of ethical guidelines of internship placement.
- _____ Knowledge of district policies.
- _____ Demonstrates awareness and sensitivity to ethical issues.
- _____ Personal behavior is consistent with ethical guidelines.
- _____ Consults with supervisor about ethical issues if necessary.

Knowledge and Learning

- **Knowledge of student client population.**

- _____ Knowledge level of student client population at beginning of Internship II.
- _____ Knowledge level of student client population at end of Internship II.

- **Knowledge of Counseling Approaches**

- _____ Knowledge of appropriate counseling approaches for student population at beginning of Internship II.
- _____ Knowledge of appropriate counseling approaches for student population at end of Internship II.
- _____ Knowledge of appropriate group counseling approaches for student population at beginning of Internship II.
- _____ Knowledge of appropriate group counseling approaches for student population at end of Internship II.
- _____ Knowledge of appropriate classroom guidance approaches for student population at beginning of Internship II.
- _____ Knowledge of appropriate classroom guidance approaches for student population at end of Internship II.
- _____ Knowledge of appropriate counseling approaches for special populations at beginning of Internship II.
- _____ Knowledge of appropriate counseling approaches for special populations at end of Internship II.

- **Knowledge of School Setting**

- _____ Knowledge of school setting at beginning of Internship II.
- _____ Knowledge of school setting at end of Internship II.

Learning

- _____ Receptive to learning when new information is offered.
- _____ Actively seeks new information from staff or supervisor.
- _____ Ability to learn and understand new information.
- _____ Understanding of concepts, theory to practice, and information.
- _____ Ability to apply new information in a counseling setting.
- _____ Ability to apply new information appropriately within the school system.
- _____ Ability to respond to student crises issues.

Responses to Supervision

- _____ Actively seeks supervision when necessary.
- _____ Receptive to feedback and suggestions from supervisor.
- _____ Understands information communicated in supervision.
- _____ Successfully implements suggestions from supervisor.
- _____ Aware of areas that need improvement.
- _____ Willingness to explore personal strengths and weaknesses.

Interactions with Students

- _____ Initiates interactions with students.
- _____ Communicates effectively with students.
- _____ Builds rapport and respect with students.
- _____ Is sensitive and responsive to students' needs.
- _____ Is sensitive to cultural differences.
- _____ Is sensitive to issues of gender differences.

Interactions with Coworkers and School Staff

- _____ Appears comfortable interacting with staff members (e.g., faculty and administrators).
- _____ Initiates appropriate interactions with staff.
- _____ Communicates effectively with staff.
- _____ Effectively conveys information and expresses own opinion.
- _____ Effectively receives information and opinions from others.

Interaction with Parents

- _____ Appears comfortable interacting with parents/ guardians.
- _____ Communicates effectively with parents/ guardians.
- _____ Effectively receives information and opinions from parents/ guardians.
- _____ Is sensitive to cultural differences.

Work Products

- _____ Reliably and accurately keeps records following district/ASCA Ethical guidelines.
- _____ Professional independence/autonomy are evident.
- _____ Initiative is shown in work habits and daily interactions.
- _____ Written or verbal reports are presented in a professional manner.

Technology

- _____ Knowledge of district technology guidelines for counselors.
- _____ Knowledge of school and district software data bases.
- _____ Knowledge of the College Board data base.
- _____ Knowledge of USDOE Financial Aid data bases.
- _____ Knowledge of college application data bases.
- _____ Knowledge of Career Exploration software/online sites.

Overall, how has the intern demonstrated growth during Internship II?

Please describe the impact of the intern's Legacy Project upon the school site.

Are there any areas of grave concern needing continued attention or warranting further development or improvement?

As a Supervisor of this intern, I recommend this student for employment at his or her present level:

☐ **without reservation;**

☐ **with reservation;**

☐ **do not recommend**

Please explain your rating.

Thank you!

Signatures:

Clinical Educator's Signature

Date

School Counseling Intern's Signature

Date

Clinical Supervisor's Signature

Date

With appreciation and permission of The University of Scranton School Counseling Program for content used in this assessment instrument.

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We acknowledge the remarkable work that is being done by counselor educators at colleges and universities across the country to prepare school counseling interns to effectively guide students of the 21st century to be their best selves.

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Finally, we express our appreciation to Chuck Gaffney and Jean Greco for their research and dedication to documenting the procedures included within this Handbook for Supervising Counselors and Interns.

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