

COUNSELOR EDUCATION PROGRAM

Department of Leadership, Policy, and Lifelong Learning

Doctoral Student Internship Manual

2025-2026

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INTRODUCTION

The Internship manual provides an overview of the internship courses and outlines the requirements and expectations to be followed by the students enrolled in the doctoral program. An overview of each internship type with associated activities is provided, as well as procedures for both on-site and off-site supervisors based on the 2024 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards of the doctoral program in counselor education and supervision at the University of South Florida. All forms and documents needed as part of the Internship can be found in Box link to box

PROGRAM AND PEOPLE

The following table shows the program's core and non-core faculty, as well as LPLL administration and staff.

Name	Title	Email
Dr. Haley Ault	Assistant Professor	hrault@usf.edu
Dr. Eric Davis	Associate Professor	esdavis1@usf.edu
Dr. Chloe Lancaster	Associate Professor Doctoral	Clancaster2@usf.edu
	Program Coordinator	
Dr. Cynthia Topdemir	Professor of Instruction,	ctopdemi@usf.edu
	Program Coordinator, &	
	Clinical Coordinator	

Non-Core Faculty

Name	Title	Email
Dr. Gwen Pearlstein	Adjunct Professor	ggold@usf.edu
Dr. Aaron Norton	Adjunct Professor	alnorto2@usf.edu
Dr. Deirdra Sanders-Burnett	Adjunct Professor	deirdras@usf.edu

Administrators and Staff

Name	Title	Email
Dr. Vonzell Agosto	LPLL Department Chair	vagosto@usf.edu
Kadife Koyuncu	Academic Program	koyuncu@usf.edu
	Specialist	

INTERNSHIP DESCRIPTION & DEADLINES

MHS 7830 Internships I & II include supervised experiences in at least three of the five doctoral areas of Counseling, Teaching, and Supervision, with the doctoral student choosing additional core areas to focus on (e.g., Leadership & Advocacy & Research) in collaboration with their advisor. During each internship (I&II), students should expect to work approximately 20 hours per week, including group and individual supervision. During internships, students receive an average of

one hour per week of individual and/or triadic supervision and 1½ hours per week of group supervision provided by a core or non-core Counselor Education Program (CEP) faculty member. Students must apply for an internship the semester before, as setting up an internship requires considerable planning and staffing allocations. The deadline for Fall internships is April 1, and the deadline for Spring Internships is Nov 1. Students must carry liability insurance as described below.

REQUIREMENTS FOR DOCTORAL INTERNSHIPS

Students must earn a total of 600 clock hours over the course of Internships I & II (300 hours in each internship). All students must complete a minimum of 100 hours in the areas of counseling, teaching, and supervision for a total of 300 hours. The components of 100 internship hours in these areas, in addition to leadership and advocacy, and research are described below. Notably, a Ph.D. Internship in counselor education is flexible, allowing students to choose how they meet the 600-hours as long as they meet the minimum thresholds in counseling, teaching, and supervision and take no more than 300 hours in a single area. Further, students can dedicate up to 200 hours in a single area in one semester and then repeat that area of focus in the next internships, as long as they do not exceed 300 hours in one area over internships I & II.

In summary, the CEP doctoral program requires doctoral students to earn a minimum of:

- 100 hours in Counseling
- 100 internship hours in Teaching
- 100 internship hours in Supervision
- The remaining 300 Internship hours can be met in any doctoral area of the student's choosing (counseling, teaching, supervision, research, leadership and advocacy).

Counseling

Students <u>must</u> complete 100 Internship hours focused on developing advanced counseling skills. The Internship in Counseling is designed to develop and refine advanced counseling skills. Current practitioners <u>can utilize</u> their employment site if they have access to a qualified site supervisor with at least two years of professional counseling experience, relevant certifications and/or licenses in their geographic location required for practice, and training in supervision.

While there is no minimum number of direct counseling hours required, the doctoral counseling internship must include secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types. In addition, students will have weekly individual or triadic supervision by a licensed program supervisor with a doctorate in counselor education, as well as regularly scheduled group supervision with peers and the internship instructor via TEAMS conferencing. The nature of the doctoral-level Internship in counseling will be determined in consultation with the student's faculty advisor and internship instructor. Doctoral students must be covered by individual student/professional counseling liability insurance policies while enrolled in any internship course and providing

counseling or supervision as part of their doctoral program.

Students applying to complete their internship at an off-campus site, and or outside of the area of school districts will need to have their site approved by the practicum and internship coordinator and a memorandum of understanding completed. See the "Approval of Internships" section below.

Teaching

During either Internship I (Fall) or Internship II (Spring), Ph.D. students <u>must</u> co-teach one course with program faculty. Students will work with their faculty advisor the semester before the internship commences to identify a course or courses to co-teach that meets their career goals; it is strongly encouraged that students obtain teaching or co-teaching experience in both online and brick-and-mortar delivery formats. Depending on the student's teaching experience, interests, skills, and staffing patterns, students can serve as the instructor of record for one of the program's two undergraduate classes that are offered each semester and paid at an adjunct rate. Because teaching or coteaching requires considerable planning and may affect staffing patterns, it is important students observe the semester internship application deadlines. Teaching or co-teaching a single class counts as a minimum of 100 internship hours

Supervision

Students <u>must</u> complete 100 Internship hours focused on supervision. Supervision hours are typically conducted in the Spring when the program has multiple sections of masters level practicum. Internship supervision hours are focused on developing doctoral students' experience as a university group supervisor or as co-group supervisors in a section of the Masters level practicum or internship class. Doctoral students in a supervision internship will receive 1 hour per week of individual/triadic supervision from the faculty member assigned as the teacher of record for the practicum/internship class. Serving as the group leader or co-group leader for one section of practicum or internship counts as 100 clock internship hours

Students who cannot lead or co-lead a supervision group due to their remote location can fulfill the supervision internship requirement by serving as individual or triadic supervisor for practicum students. For students meeting the supervision requirement through individual/triadic supervision, the student's faculty advisor, in conjunction with the practicum/internship coordinator, will determine the internship hour allocation based on the number of masters-level supervisees to whom the doctoral student is providing supervision.

Since supervision internships require considerable planning and may affect staffing patterns, it is important for students to observe the semester internship application deadlines.

Internship -Leadership & Advocacy

Students have the option to complete a minimum of 100 supervised internship hours in leadership and advocacy. The nature of the doctoral-level internship hours in leadership &

advocacy will be determined in consultation with the student's faculty advisor and internship instructor. Students with a strong interest in leadership & advocacy can do up to 200 hours in this domain in a single semester.

Research. Students have the option to complete a minimum of 100 supervised internship hours in research. The nature of the doctoral-level internship hours in research will be determined in consultation with the student's faculty advisor and internship instructor. However, it is expected that a research internship with culminate in a scholarly outcome such as conference presentations, a manuscript, or other scholarly product. Students with a strong interest in research can do up to 200 hours in this domain in a single semester

Examples of a 600-hour internship

Example 1

- In the Fall, during Internship I, student A takes 200 hours in counseling and 100 hours in teaching.
- In the spring, during Internship II, student A will spend 100 hours in supervision, 100 hours teaching and 100 hours researching.

Example 2

- In the Fall, during Internship I, student B takes 100 hours in Counseling and 200 hours in Teaching.
- In the Spring, during Internship II, student B takes 100 hours in Supervision and 200 hours in Research.

Example 3

- In the Fall, during Internship I, student C takes 100 hours in counseling, 100 hours in Teaching, and 100 hours in Advocacy & Leadership.
- In the Spring, during Internship II, student C takes 100 hours in Supervision, 100 hours in Teaching, & 100 hours in Research.

Example 4

- In the Fall, during Internship I, student D takes 100 hours in counseling and 200 hours in Teaching.
- In the Spring, during Internship II, student D takes 100 hours in Supervision and, 100 hours in Leadership & Advocacy, & 100 hours in Research.

SELECTION OF INTERNSHIP EXPERIENCES

Students are encouraged to select internship experiences that suit their educational and professional goals in accordance with doctoral program requirements. When choosing an internship activity, students should **PLAN AHEAD** and communicate with his or her doctoral advisor and practicum and internshipl coordinator.

Applying for, Enrolling in, and Obtaining Internship Placement Prerequisites:

Doctoral-level students must consult with their faculty advisor concerning the type of internship experiences appropriate for their study program. For all types of Internships, Students must complete the Internship application form See <u>Appendix A</u> by the internship deadline. For teaching internships, students must obtain permission from a faculty member to co-teach their course before the internship deadline. For Counseling internships, students must obtain permission from their target site to conduct their internship before the internship deadline. See the "Procedures for applying for a Counseling Internship."

Selecting a Teaching or Co-Teaching Opportunity:

The student must consider which faculty they may want to work with, or which courses they are interested in co-teaching. The student must approach the faculty they are interested in working with before the internship application deadline in consultation with their faculty advisor. As available, students may also gain teaching hours by being listed as the instructor of record for one of the CEP's undergraduate classes.

Procedures for applying for a Counseling Internship:

Select a counseling site. The CEP's clinical coordinator must approve the site, and they reserve the right to determine if a site is suitable. For doctoral students at school sites, most area school districts are approved sites. However, students must verify that their school site has a qualified supervisor. While the intern may select an internship at their current place of employment, their counseling internship should be qualitatively different from their everyday duties; often, this means working with a population or issue they have not previously worked with or working on a counseling project or skill that further their professional goals and expertise.

Required paperwork for a clinical site

In addition to completing a Doctoral Student Internship application (Appendix A) by the deadline, the following forms must be completed and submitted before beginning internship:

Memorandum of Understanding

- a) For sites that have not been previously approved, a memorandum of understanding (MOU) between the internship site and the CEP must have been approved by the practicum/internship coordinator prior to commencing one's clinical internship. At the agency level, a site manager must complete the MOU and not the site supervisor unless they serve in this role.
- b) Placement Agreement (Appendix B). Placement Agreement indicates that the counseling program faculty and the site administrators approve the student's application to complete internship at the site. The site manager, the site supervisor, the student, and CEPs Clinical Coordinator must sign the placement agreement.

c) Proof of **Professional Liability Insurance** must be turned in to CEPs clinical coordinator prior to beginning the internship.

All Field placement may not begin until all of the above documentation is complete and submitted to the practicum and internship coordinator. Failure to complete documentation is sufficient reason to withdraw the intern from the placement site.

STUDENT LIABILITY INSURANCE

Students are expected to carry liability ("malpractice") insurance for Counseling and Supervision internship experiences. At the doctoral level, students must obtain liability insurance independent of professional counseling associations that provide free coverage for master's-level students. Students are required to provide proof of coverage prior to initiating a counseling or supervision internship and provide proof of coverage with their supervision contracts. Please note that student liability insurance only covers work within the scope of professional practice experiences. Also, note that employee insurance does not cover these professional practice experiences.

ACA partners with <u>HPSO</u> to provide discounted liability insurance. Students cannot conduct counseling or supervision sessions or accumulate internship site hours unless they have professional liability insurance coverage and are enrolled in an internship course. Students will repeat the internship course if they fail to fulfill this requirement.

GRADING

For internships, students must earn a *Satisfactory* (S) grade. Failure to earn an *S* will result in the student repeating the class. See the Appeals section of the Student Handbook for information on appealing grades.

ON-SITE AND OFF-SITE INTERNSHIP EXPERIENCES

Doctoral students may choose to participate in internship activities (particularly teaching and research) with a faculty member at USF. These internship experiences will be considered onsite even if the student is not working at the physical site. Students may also choose to work with a supervisor who is not a faculty member at USF. In these internships, students will be engaged in an off-site experience. The Clinical Coordinator of the CEP program will need to approve all off-site internships. Students will need to complete a site placement agreement for all on and off-site internships (Appendix B).

EXPECTATIONS OF INTERNSHIP STUDENTS

Skill Development

Internship reflects the comprehensive work experience of a professional counselor educator and supervisor. As such, students will engage in various duties appropriate to their site and program area. Internship hours allow students to extend their knowledge base of the

counseling profession in a climate of scholarly inquiry, inform professional practice by generating new knowledge for the profession, and assume positions of leadership in the profession and/or their area(s) of specialization.

Professional Development

In addition to maintaining high academic standards, students enrolled in the doctoral program must develop professional behaviors and characteristics necessary to work effectively with people with diverse needs and backgrounds. Emerging counselor educators and supervisors should participate in professional counseling organizations and seminars, workshops, and other activities that contribute to personal and professional growth. Students are required to adhere to the American Counseling Association (ACA) Code of Ethics and Standards of Practice. Students are expected to adhere to their specialty area Code of Ethics and/or Codes of Conduct. Further, students must adhere to the requirements of regulatory boards overseeing licensure in the State of Florida or the student's state of residence.

Personal Development

The CEP faculty believes personal development is a crucial component in the growth of the doctoral student. Instructors emphasize the importance of self-evaluation and self-exploration in an effort to understand and acknowledge the issues that may hinder work as a counselor, educator, and supervisor.

The CEP faculty has the following expectations of emerging counselor educators and supervisors:

- The student is aware of her/his own belief systems, values, and limitations and how they
 might
 adversely affect the student's work with clients/students or peers.
- The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies.
- The student participates in classes in an appropriate manner (e.g., demonstrates awareness of personal boundaries and avoids inappropriate self-disclosure). In meeting the standards above, students exhibit overall suitability for the field of counselor education and supervision. Faculty, in conjunction with supervisors, possess the professional judgment necessary to determine whether a student is suitable for the field of counselor education and supervision, for example making progress toward self-awareness and serving his or her future students ethically and professionally.

SUPERVISOR ELIGIBILITY AND REQUIREMENTS

Supervisors with a doctorate in counselor education or a closely related field are preferred. However, students may work with supervisors with a related graduate degree in the helping professions and or specialized expertise, such as in counseling, research, or leadership and advocacy. Both on-site and off-site supervisors are required to:

• Demonstrate knowledge of the doctoral program expectations, requirements, and

- evaluation methods
- Offer a minimum of one (1) hour per week of individual or triadic supervision for the intern.
- Provide the opportunity for the student to become familiar with a variety of professional activities other than direct service.
- Offer formative and summative evaluations of the student's performance in the internship

APPROVAL FOR INTERNSHIPS

The clinical coordinator and designated faculty advisor in the CEP will need to approve all offsite internships in collaboration with the designated faculty advisor. Doctoral students must have approval **BEFORE** actually beginning the internship. Site Placement Agreement (<u>Appendix B</u>) must be approved by the end of the semester prior to enrollment in the Internship Class.

EVALUATION OF THE STUDENT

Feedback from the on-site or off-site supervisor is essential for evaluating student performance. The faculty in the Department of Counselor Education has developed a standardized evaluation form for all clinical experiences. Students are required to provide a copy of the evaluation form Appendices \underline{C} , \underline{D} , \underline{E} , \underline{F} , or \underline{G}) to both on-site and off-site supervisors.

The form allows supervisors to rate performance as satisfactory, unsatisfactory, or not applicable. Forms will include a space to log accumulated hours.

If a student receives an evaluation that documents unsatisfactory performance, the program faculty will discuss a course of action. The student may be required to do additional internship hours, repeat the internship experience, have progression in the program delayed, or other requirements deemed necessary.

DOCTORAL STUDENT EVALUATION OF SITES

Feedback from doctoral students regarding their internship site is required to ensure alignment with ACA 2024 standards and to promote high-quality training experiences. The faculty in the Department of Counselor Education has developed a standardized evaluation form for students to assess their site placements. These evaluations serve as a tool to monitor site effectiveness, student support, and adherence to ethical and professional standards. Students are required to complete the site evaluation form, for each domain of internship they participated in (Appendices H, I, J, K, or L) at the conclusion of their internship experience. The form allows students to rate the site as satisfactory, unsatisfactory, or not applicable across various domains, including supervision quality, learning opportunities, and overall site climate.

Completed forms should be submitted to the program faculty to document site quality. If a site receives unsatisfactory evaluations from students, program faculty will review the site placement and determine whether adjustments are necessary to improve future training

experiences or if the site should continue to host interns.

STUDENT NEGOTIATED INTERNSHIP CONTRACT

At the beginning of internship, all doctoral students in the Counselor Education program must complete an internship contract. This is different than the site agreement form as the internship contract outlines the expectations, responsibilities, and evaluation criteria for the internship experience, aligning with program and accreditation standards. The contract must include clearly defined objectives, required hours, and methods of evaluation for each area of focus (e.g. counseling, supervision, teaching, research, and leadership and advocacy). Students, site supervisors, and faculty supervisors must review and sign the contract before the internship begins. Please refer to the internship syllabus for specific requirements related to internship contracts.

APPENDICES



Counselor Education PhD Internship Application
Department of Leadership, Policy & Lifelong Learning
College of Education
University of South Florida
Appendix A

INTERNSHIP APPLICATION

Applicant Information

Student Information:			
Applying for Internship: Student Name:	Yes □ No □	Semester: U#:	Year:
Street Address:			
City:	State:	Zip:	
Home Phone:	Cell Phone:	Email:	
Type of Internship (check Counseling ☐ Supervise Advocacy ☐		more than three areas): ☐ Research & Scholarship ☐	Leadership &
Identify the division of 30	00 hours across the f	ollowing domains (minimum 100):
Counseling:	Teaching:	Leadership & A	Advocacy:
Supervision:		Research & Scholarship:	
	POTENTIAL SI	TE SUPERVISORS	
Please Note: For counseling internships, minimum Site Supervisor Qualifications include a) a master's degree, preferably in counseling or a related profession, b) active certifications and/or licenses, a minimum of two years professional experience, c) relevant training for in-person and/or distance counseling supervision. Below, please list the qualified Site Supervisors who will work with University of South Florida counselor education students. Please attach a resume or curriculum vita for any off-site supervisor (e.g., a supervisor outside the counselor education program).			
	COUNSELIN	IG INTERNSHIP	
Site Name:			
Site Address:			
City:		State:	
Supervisor Name:		Email:	
Phone:		-	
		Fax:	
	aduate Experience i	Fax: n Counseling or Related Field:	
	aduate Experience is		

Have you you?	a obtained prior approval from the site supervisor, and have they agreed to supervisor	e
Yes □	No □	
Public/So	Type (check all that apply): chool □ Local □ City □ State □ Private □ County □ Federal □ Regional □ it □ For-profit □	
and/or liv	ion of the doctoral counseling internship includes secure audio or video recordings we supervision of students' interactions with clients that are in compliance with le institutional, state, federal, and international privacy requirements for all progran types.	1
=	s site allow students to record for the purpose of supervision? Yes \square N	O
SITE SE	RVICES:	
1. Briefly	y provide an overall description of the site (function, purpose, etc.):	
2. Briefly	y describe the types of clients seen (if applicable), and services provided:	
	y describe the treatment modalities available (individuals, groups, couples, families ortunities for administrative or research experience):	;

	TEACHING INTERNSHIP
Site Name (e.g. U	USF):
Course Name:	
Semester offered	Modality (online/in person):
Supervisor Name	: Email:
you?	ed prior approval from the site supervisor, and have they agreed to supervise
Yes □ No □	
Briefly provide a	n overview of what you will accomplish through the internship:
Briefly describe y	your goals and objectives:

RESEARCH INTERNSHIP

Site Name (e.g., USF):		
Site Address (complete if different from USF): City: Supervisor Name:	State:	Zip:
Supervisor's Credentials (e.g., PhD):		
Supervisor's email:		
Supervisor's area of expertise:		
Have you obtained prior approval from the site you? Yes \square No \square	supervisor, and have they agreed	d to supervise
Briefly provide an overview of what you will a	ecomplish through the internship):
Briefly describe the type/ purpose of the research	ch project:	

LEADERSHIP & ADV	OCACY INTERNSHIP	
Site Name (e.g., USF):		
Site Address (If different from USF):		
City:	State:	Zip:
Supervisor Name:	Email:	
Phone:	Fax:	
Website:		
Supervisor's Position		
Professional License(s):		
Have you obtained prior approval from the site you?	supervisor, and have they agree	ed to supervise
Yes □ No □		
Briefly provide an overview of what you will a	ecomplish through the internshi	p:
Dairfly describe seems and although		
Briefly describe your goals and objectives:		

SUPERVISI	ION INTERNS	SHIP	
Site Name:			
Site Address:			
City:	State:	Z	Zip:
Supervisor Name:		Email:	
Phone:	Fax:		
Website:			
Number of Years Post-Graduate Experience	e in Counseling	or Related Field:	
Professional License(s):			
Have you obtained prior approval from the syou?	site supervisor,	and have they agreed t	to supervise
Yes □ No □			
Briefly provide an overview of what you ho provide triadic/ individual supervision):	pe to accomplis	sh (e.g., lead a supervis	sion group, or
Briefly describe your goals and objectives:			

SIGNATURE PAGE

Instructions for obtaining Signatures for Students: Upload this entire document to DocuSign and assign the appropriate supervisor as a signer to their corresponding role in the rows below. Before you send it out for signing, please upload a resume or curriculum vita alongside this document for any off-site supervisor (e.g., a supervisor outside the counselor education program). Next, send out the form for signing. Please ensure your Advisor and USF's Practicum and Internship Coordinator are added as signers and recipients of this document. Please note this form must be submitted by April 1 for Internship I and November 1 for Internship II.

Supervisor Approval: if you approve this internship, please sign along the line corresponding to your role	e below
Student Signature:	Date:
Site Supervisor(s) Signature (counseling):	Date:
Site Supervisor(s) Signature (teaching):	Date:
Site Supervisor(s) Signature (research):	Date:
Site Supervisor(s) Signature (Leadership):	Date:
Site Supervisor(s) Signature (Leadership):	Date:
Faculty Advisor Signature: (Chloe Lancaster) signer and recipients of this document	Date
Practicum and Internship Coordinator (Cindy Topdemir) signer and recipients of this document	Date

Counselor Education PhD Internship Application Department of Leadership, Policy & Lifelong Learning College of Education Appendix B

Site Placement Agreement

This form documents the fact that	(intern)
is approved to work as a counseling intern at	(site)
for the period	(term of internship – semester/year)
Each signature below indicates concurrence with the placement and acknowledges the need to promptly inform the other signers if an early termination seems warranted.	
Approved	
Name of Site Supervisor:	
Site Address:	Site Phone:
Supervisor's Email:	
Signatures	
Intern's Site Supervisor:	Date
University Internship Coordinator:	Date
Student Intern:	Date

Counselor Education PhD Internship Application
Department of Leadership, Policy & Lifelong Learning
College of Education
Appendix C

Supervisor Evaluation of Student: Counseling Internship

Please enter your information in the appropriate fields, check boxes, or item lists. Please indicate your level of agreement with each of the following statements regarding the student counselor's capabilities and performance by circling one of the following numbers:

- 1-2 (poor or marginal performance)
- 3-4 (average or moderate performance)
- 5-6 (good to excellent performance)

NA/NO (not applicable or not observed)

S	STUDENT INFO	RMAT	ION						
Student Name:				U#:					
Placement Level: Doctoral □			Evalu	ation P	eriod:	Midte	rm 🗆	Fin	al 🗆
	SITE INFORM	ΛΑΤΙΟΙ	N						
Site Name:									
Street Address:									
City:			State	•			Zip:		
Phone:	Fax:			Speci	alizatio	n:			
Website Address:									
SU	PERVISOR INF	ORMA	TION						
Supervisor Name:				Docto	oral/Ur	iversit	у 🗆	Site [
Phone:									
Email:									
GENER	RAL SUPERVISI	ON CO	MMEN	NTS					
Evaluation Statement		Po	or	Ave	rage	Go	od	NA	NO
1. Demonstrates a personal commitment t	o developing	1	2	3	4	(5)	6	NA	NO
professional competencies		4)	(2)	9	4)	9	•	INA	NO
2. Invests time and energy in becoming a c	counselor	1	2	3	4	(5)	6	NA	NO
3. Accepts and applies constructive feedba	ick to	1	2	3	4	(5)	6	NA	NO
enhance counseling skills.		4)	(2)	9	•	9	•	INA	110
4. Engages in open, comfortable, and clear		1	2	3	4	(5)	6	NA	NO
communication with peers and supervisors)	0			0			
5. Demonstrates knowledge of counseling	theories and	1	2	3	4	(5)	6	NA	NO
techniques.									
6. Recognizes their own teaching strengths	s and areas	1	2	3	4	(5)	6	NA	NO
for improvement.									N. O
7. Practices within ethical and professional		1	2	3	4	<u>(5)</u>	6	NA	NO
8. Is dependable and efficient in time man	agement	1	2	3	4	(5)	6	NA	NO

9. Maintains appropriate case documentation.	1	2	3	4	(5)	6	NA	NO
10. Collaborates effectively with supervisors and site	1	2	3	4	(5)	6	NA	NO
teams.)				
11. Shows cultural awareness and integrates multicultural perspectives.	1	2	3	4	(5)	6	NA	NO
12. Engages in professional development activities.	1	2	3	4	(5)	(6)	NA	NO
13. Demonstrates effective time management skills.	(1)	(2)	3	4)	(5)	6	NA	NO
Counseling Pe	_)			l	<u>I</u>
14. Demonstrates effective attending skills.	1	2	3	4	(5)	(6)	NA	NO
15. Establishes and maintains effective therapeutic relationships.	1	2	3	4	(5)	6	NA	NO
16. Reads the referral prior to the first interview	1	2	3	4	(5)	6	NA	NO
17. Keeps appointments on time	1	2	3	4	(5)	6	NA	NO
18. Explains the nature and objectives of counseling when appropriate	1	2	3	4	(5)	6	NA	NO
19. Facilitates client expression of concerns and feelings	1	2	3	4	(5)	6	NA	NO
20. Focuses on the content of the client's problem	1	2	3	4	(5)	6	NA	NO
21. Uses silence effectively in session	1	2	3	4	(5)	6	NA	NO
22. Is aware of own feelings in the counseling session	1	2	3	4	(5)	6	NA	NO
23. Communicates own feelings to the client when appropriate	1	2	3	4	(5)	6	NA	NO
24. Facilitates realistic goal setting with the client	1	2	3	4	(5)	6	NA	NO
25. Encourages appropriate action-step training with the client	1	2	3	4	(5)	6	NA	NO
26. Uses appropriate interventions based on client needs.	1	2	3	4	(5)	6	NA	NO
27. Demonstrates flexibility in adapting counseling strategies.	1	2	3	4	(5)	6	NA	NO
28. Integrates multicultural and inclusive perspectives into sessions.	1	2	3	4	(5)	6	NA	NO
29. Facilitates group counseling effectively.	1	2	3	4	(5)	6	NA	NO
30. Provides crisis intervention when needed.	1	2	3	4	(5)	6	NA	NO
31. Recognizes and addresses the affect of the client.	1	2	3	4	(5)	6	NA	NO
32. Explains, administers, and interprets assessments correctly	1	2	3	4	(5)	6	NA	NO
33. Closes the session smoothly	1	2	3	4	(5)	6	NA	NO
34. Assists clients with personal problems in individual sessions	1	2	3	4	(5)	6	NA	NO
35. Consults with other professionals and makes effective use of referral sources to help clients	1	2	3	4	(5)	6	NA	NO

00 = 1	16 6		Т					T	
36. Engages in improvement	n self-reflection and seeks ongoing t.	1	2	3	4	(5)	6	NA	NO
37. Demonstr	rates an understanding of diverse client	1	2	3	4	(5)	6	NA	NO
	Counseling Evaluation	and D	evelop	ment		l	J		
38. Reflects o	on sessions to identify areas of	1	2	3	4	(5)	6	NA	NO
39. Implemer	nts feedback to enhance performance.	1	2	3	4	(5)	6	NA	NO
40. Assesses client progress and adjusts interventions accordingly.								NO	
41. Uses relevant case data in planning immediate and									NO
42. Bases decisions on theoretically sound and									NO
41. Maintains	s professionalism and ethical integrity.	1	2	3	4	(5)	6	NA	NO
42. Effectively	y balances multiple responsibilities.	1	2	3	4	(5)	6	NA	NO
	Subtotals:								
	TOTAL Score:								
Steps to trans	sform total score to percentage:						Answe	r	
1. Count	how many questions you answered, exclud	ling 'N	Α'.						
2. Multip	oly that number by 6 (the highest score per	questi	on).						
3. Divide	your "Total Score" from above by the ansv	ver to :	Step 2.						
4. Multip	oly Step 3's answer by 100 to get your perce	entage.							
	EVALUATION/INT	ERPRE	TATION	٧					
0% – 18%	Very poor performance in target areas rec professional characteristics review meeting		seriou	ıs, imm	ediate	attent	ion; ini	tiation	of a
19% – 35%	Poor to marginal performance in target an initiation of a professional characteristics			•	ıs, imm	ediate	attent	ion;	
	Poor/marginal to adequate/average perfo				eas red	quiring	immed	diate	
36%– 52%	attention and remediation; may require in meeting	nitiatio	n of a _l	profess	sional c	haract	eristics	reviev	٧
53% – 70%	Adequate or average performance in targ score within this range)		as (i.e.	most st	tudents	s initial	lly expe	ected to	0
71%– 87%	Average to good performance in target ar	eas							
88% – 100% Good to excellent performance in target areas									
	ADDITIONAL COMMEN	ITS/SU	IGGEST	IONS					

SIGNATURES	
Student Counselor Signature:	Date:
Supervisor Signature:	Date:

Counselor Education PhD Internship Application
Department of Leadership, Policy & Lifelong Learning
College of Education
Appendix D

Supervisor Evaluation of Student: Teaching Internship

Please enter your information in the appropriate fields, check boxes, or item lists. Please indicate your level of agreement with each of the following statements regarding the student counselor's capabilities and performance by circling one of the following numbers:

- 1-2 (poor or marginal performance)
- 3-4 (average or moderate performance)
- 5-6 (good to excellent performance)

NA/NO (not applicable or not observed)

S	TUDENT INFO	RMAT	ION						
Student Name:				U#:					
Placement Level: Doctoral □			Evalu	ation P	eriod:	Midte	rm 🗆	Fin	al 🗆
	SITE INFORM	ΙΟΙΤΑΙ	V						
Site Name:									
Street Address:									
City:			State	:			Zip:		
Phone:	Fax:			Speci	alizatio	n:			
Website Address:									
SU	PERVISOR INF	ORMA	TION						
Supervisor Name:				Docto	oral/Un	iversit	у 🗆	Site [
Phone:									
Email:									
GENER	AL SUPERVISION	ON CO	MMEN	ITS					
Evaluation Statement		Po	or	Ave	rage	Go	od	NA/	NO
1. Demonstrates a personal commitment t	o developing	1	(2)	(2)		Œ		NIA	NO
professional competencies.		1	2	3	4	(5)	6	NA	NO
2. Demonstrates a personal commitment t	o developing	1	2	3	4	(5)	6	NA	NO
teaching competencies.		1)	(2)	9	4	9	9	INA	NO
3. Invests time and energy in preparing and	d delivering	1	2	3	(4)	(5)	6	NA	NO
course content.)			•	0)	9	147 (
4. Accepts and uses constructive feedback	to enhance	1	2	3	4	(5)	6	NA	NO
teaching skills.)							
5. Communicates effectively and clearly wi	th students,	1	2	3	4	(5)	6	NA	NO
peers, and supervisors.									
6. Recognizes their own teaching strengths	and areas	1	2	3	4	(5)	6	NA	NO
for improvement.	al babayiar			_	_	_			
7. Demonstrates professionalism and ethic in interactions and instruction.	ai penavior	1	2	3	4	(5)	6	NA	NO
ווו ווונפומכנוטווג מווע וווגנו עכנוטוו.									

O to decrease the control of the con		(2)	(3)		(F)		N. A	NO
8. Is dependable and efficient in time management	1	2	3	4	(5)	6	NA	NO
9. Shows effective time management in planning	1	2	3	4	(5)	6	NA	NO
lessons and grading.								
10. Collaborates effectively with supervisors and	1	2	3	4	(5)	6	NA	NO
course teams.								
Teaching Perf	orman	ice						
11. Prepares lesson plans and materials aligned with	1	2	3	4	(5)	6	NA	NO
course objectives.	4)	(2)	9	P	9	•	IVA	NO
12. Engages students through active and inclusive	1	2	3	4	(5)	6	NA	NO
teaching methods.	4)	٠	•	0	•	•	14/1	110
13. Demonstrates flexibility and adaptability in	1	2	3	4	(5)	(6)	NA	NO
responding to student needs.	•)	•	•	0	•		1471	
14. Creates a positive and respectful classroom	1	2	3	4	(5)	(6)	NA	NO
environment.)	0	0)				
15. Facilitates meaningful classroom discussions and	1	2	3	4	(5)	6	NA	NO
student participation.		0						
16. Provides timely and constructive feedback on	1	2	3	4	(5)	6	NA	NO
assignments.								
17. Demonstrates knowledge of course content and	1	2	3	4	(5)	6	NA	NO
teaching strategies.))				
18. Uses diverse instructional methods to address	1	2	3	4	(5)	6	NA	NO
different learning styles.								
19. Integrates multicultural and inclusive perspectives	1	2	3	4	(5)	6	NA	NO
into teaching.								
20. Effectively manages classroom dynamics and	1	2	3	4	(5)	6	NA	NO
student behavior.							210	NO
21. Demonstrates knowledge of teaching theories.	1	2	3	4	(5)	6	NA	NO
22. Incorporates technology to enhance teaching and	1	2	3	4	(5)	6	NA	NO
student learning.								
23. Maintains consistency in meeting course deadlines	1	2	3	4	(5)	6	NA	NO
and objectives.								
Teaching Evaluation a	nd De	velopn	nent					
24. Reflects on teaching experiences to identify growth	1	2	3	4	(5)	6	NA	NO
areas.	(1)	(2)	9	P	9	•	IVA	NO
25. Incorporates feedback from evaluations into future	1	2	3	4	(5)	6	NA	NO
teaching.	4)	(2)	9	•	9	•	INA	NO
26. Assesses student progress and adjusts instruction	1	2	3	4	(5)	6	NA	NO
accordingly.	•	<i>E</i>		•			1 1/7	110
27. Collaborates with faculty to align teaching practices	1	2	3	4	(5)	6	NA	NO
with program goals.	•							
28. Demonstrates an understanding of ethical	1	2	3	4	(5)	6	NA	NO
considerations in teaching and evaluation.				•				
Subtotals:								
TOTAL Score:		l	<u>I</u>	1	<u>I</u>	l	l	l

Steps to trans	form total score to percentage:	Answer
1. Count	how many questions you answered, excluding 'NA'.	
2. Multip	ly that number by 6 (the highest score per question).	
3. Divide	your "Total Score" from above by the answer to Step 2.	
4. Multip	ly Step 3's answer by 100 to get your percentage.	
	EVALUATION/INTERPRETATION	
0% – 18%	Very poor performance in target areas requiring serious, imm professional characteristics review meeting	ediate attention; initiation of a
19% – 35%	Poor to marginal performance in target areas requiring seriou initiation of a professional characteristics review meeting	s, immediate attention;
36%– 52%	Poor/marginal to adequate/average performance in target are attention and remediation; may require initiation of a profess meeting	. •
53% – 70%	Adequate or average performance in target areas (i.e. most st score within this range)	udents initially expected to
71%– 87%	Average to good performance in target areas	
88% – 100%	Good to excellent performance in target areas	
	ADDITIONAL COMMENTS/SUGGESTIONS	
	SIGNATURES	
Student Coun	selor Signature:	Date:
Supervisor Sig	nature:	Date:

Appendix E



Counselor Education PhD Internship Application
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Appendix E

Supervisor Evaluation of Student: Research Internship

Please enter your information in the appropriate fields, check boxes, or item lists. Please indicate your level of agreement with each of the following statements regarding the student counselor's capabilities and performance by circling one of the following numbers:

- 1-2 (poor or marginal performance)
- 3-4 (average or moderate performance)
- 5-6 (good to excellent performance)

NA/NO (not applicable or not observed)

	TUDENT INFO	RMAT	ION	Г					
Student Name:				U#:					
Placement Level: Doctoral □			Evalu	ation P	eriod:	Midte	rm 🗆	Fin	al 🗆
	SITE INFORM	ΙΟΙΤΑΙ	V						
Site Name:									
Street Address:									
City:			State				Zip:		
Phone:	Fax:			Speci	alizatio	n:			
Website Address:									
SU	PERVISOR INF	ORMA	TION						
Supervisor Name:				Docto	ral/Un	iversit	у 🗆	Site [
Phone:				I.	-		•		
Email:									
GENER	AL SUPERVISI	ON CO	MMEN	ITS					
Evaluation Statement		Po	or	Ave	rage	Go	od	NA	/NO
1. Demonstrates a personal commitment t	o developing	1	2	3	4	(5)	6	NA	NO
professional competencies		(1)	(1)	9	•	9	9	INA	NO
2. Demonstrates a personal commitment t	o developing	1	2	3	4	(5)	6	NA	NO
research competencies.		1)	1)	9)	0	9)	9)	11/7	110
3. Demonstrates knowledge of research m	ethodologies	1	2	3	4	(5)	6	NA	NO
and techniques.		4)	<u>u</u>	9	•	9)	9)	INA	110
4. Accepts and uses constructive feedback	to enhance	1	2	3	4	(5)	6	NA	NO
research skills.		4)	(E)	9	•	9)	0	INA	110
5. Communicates effectively and clearly wi	ith peers and	1	2	3	4	(5)	6	NA	NO
supervisors.		•	<u>u</u>	•	· ·	•	•	14/ \	.,,
6. Practices within ethical and professional	research	1	2	3	4	(5)	6	NA	NO
guidelines.									

7. Maintains accurate and organized research								
documentation.	1	2	3	4	(5)	6	NA	NO
8. Is dependable and efficient in time management	1	2	3	4	(5)	6	NA	NO
9. Shows cultural awareness and integrates diverse	1	2	3	4	(5)	6	NA	NO
perspectives into research.		0)		0		
10. Engages in professional development activities	1	2	3	4	(5)	6	NA	NO
related to research.								
Research Per	tormar	ice	1		Т	1	Т	
11. Provides clear and constructive feedback on	1	2	3	4	(5)	6	NA	NO
research activities.								
12. Demonstrates expertise in research methodologies	1	2	3	4	(5)	(6)	NA	NO
relevant to the project.								
13. Demonstrates flexibility and adaptability in	1	2	3	4	(5)	6	NA	NO
responding to research needs.								
14. Encourages the development of independent and critical thinking skills.	1	2	3	4	(5)	6	NA	NO
15. Guides the formulation of research questions and			_	_	_	_		
hypotheses effectively.	1	2	3	4	(5)	6	NA	NO
16. Supports the development of effective data								
collection and analysis techniques.	1	2	3	4	(5)	6	NA	NO
17. Encourages collaboration and teamwork in								
research projects. Provides resources and tools for	1	2	3	4	(5)	(6)	NA	NO
advancing research proficiency.								
18. Promotes ethical research practices and		<u> </u>	(3)		Œ	6		
compliance with institutional guidelines.	1	2	3	4	(5)	6	NA	NO
19. Engages in opportunities for presenting and	1	(2)	(2)		(E)	(c)	NIA	NO
publishing research findings.	1	2	3	4	(5)	6	NA	NO
20. Facilitates discussions on research theories and	1	2	3	4	(5)	6	NA	NO
their practical applications.						_	IVA	NO
21. Attends regular and timely supervision sessions.	1	2	3	4	(5)	6	NA	NO
22. Develops research proposals and grant-writing	1	2	3	4	(5)	6	NA	NO
skills.	•		9	0	9	•	IVA	110
23. Maintains consistency in meeting deadlines and	1	2	3	4	(5)	6	NA	NO
objectives.								
Research Evaluation a	and De	velopn	nent					
24. Reflects on research experiences to identify growth	1	2	(2)		(E)	6	NA	NO
areas.	1	(2)	3	4	(5)	0	IVA	NO
25. Incorporates feedback from evaluations into future	1	2	3	4	(5)	6	NA	NO
research.	4	(2)	3	4	9	U	INA	INO
26. Advocates for professional growth through	1	2	3	4	(5)	6	NA	NO
networking and conference opportunities.	<u> </u>	<i>E</i>		•			117	1,0
27. Collaborates with faculty to align research practices	1	2	3	4	(5)	6	NA	NO
with program goals.								
28. Demonstrates an understanding of ethical	1	2	3	4	(5)	6	NA	NO
considerations in research and evaluation.				·				

	Subtotals:								
	TOTAL Scores:								
Steps to trans	form total score to percentage:					,	Answei		
1. Count	how many questions you answered, exclud	ing 'NA	۸'.						
2. Multip	ly that number by 6 (the highest score per	questic	on).						
3. Divide	your "Total Score" from above by the answ	ver to S	Step 2.						
4. Multip	ly Step 3's answer by 100 to get your perce	ntage.							
	EVALUATION/INTE	RPRET	ATION	J					
0% – 18%	Very poor performance in target areas rec professional characteristics review meeting		seriou	s, imm	ediate	attenti	ion; init	iation	of a
19% – 35%	Poor to marginal performance in target ar initiation of a professional characteristics				ıs, imm	ediate	attenti	on;	
36%– 52%	Poor/marginal to adequate/average performattention and remediation; may require in meeting			_					V
53% – 70%	Adequate or average performance in targe score within this range)	et area	s (i.e. ı	most s	tudents	s initial	ly expe	cted to)
71%– 87%	Average to good performance in target ar	eas							
88% – 100%	Good to excellent performance in target a	ireas							
	ADDITIONAL COMMEN	ITS/SU	GGEST	IONS					
	SIGNATU	IRES							
Student Coun	selor Signature:						Date:		
Supervisor Sig	nature:						Date:		

Counselor Education PhD Internship Application
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College of Education
Appendix F

Supervisor Evaluation of Student: Supervision Internship

Please enter your information in the appropriate fields, check boxes, or item lists. Please indicate your level of agreement with each of the following statements regarding the student counselor's capabilities and performance by circling one of the following numbers:

- 1-2 (poor or marginal performance)
- 3-4 (average or moderate performance)
- 5-6 (good to excellent performance)

NA/NO (not applicable or not observed)

S	TUDENT INFO	RMAT	ION						
Student Name:				U#:					
Placement Level: Doctoral □			Evalu	ation P	eriod:	Midte	rm 🗆	Fin	al 🗆
	SITE INFORM	ΙΟΙΤΑΝ	N						
Site Name:									
Street Address:									
City:			State	:			Zip:		
Phone:	Fax:			Speci	alizatio	n:			
Website Address:									
SU	PERVISOR INF	ORMA	TION						
Supervisor Name:				Docto	oral/Un	iversit	у 🗆	Site [
Phone:									
Email:									
GENER	AL SUPERVISION	ON CO	MMEN	ITS					
Evaluation Statement		Po	or	Ave	rage	Go	od	NA/	/NO
1. Demonstrates a personal commitment t	o developing	1	(2)	(2)		(E)	(c)	NIA	NO
professional competencies.		1	2	3	4	(5)	6	NA	NO
2. Allows an adequate amount of time for	supervision,	1	2	3	4	(5)	6	NA	NO
is on time and organized.		4)	(2)	9	4	9	U	INA	NO
3. Establishes appropriate crisis intervention	on	1	2	3	(4)	(5)	6	NA	NO
procedures.)	9		•	0)			110
4. Accepts and uses constructive feedback	to enhance	1	2	3	4	(5)	6	NA	NO
supervision skills.									
5. Communicates effectively and clearly wi	th	1	2	3	4	(5)	6	NA	NO
supervisees, peers, and supervisors.))			
6. Recognizes their own supervision streng	ths and	1	2	3	4	(5)	6	NA	NO
areas for improvement.									
7. Demonstrates professionalism and ethic	ai behavior	1	2	3	4	(5)	6	NA	NO
in interactions with supervisees.									

8. Is dependable and efficient in time management.	1	2	3	4	(5)	6	NA	NO
9. Shows effective time management in planning lessons and grading.	1	2	3	4	(5)	6	NA	NO
10. Collaborates effectively with supervisors and course teams.	1	2	3	4	(5)	6	NA	NO
Supervision Pe	rforma	nce				l .		
11. Is flexible should supervisee need additional		_						
supervision time.	1	2	3	4	(5)	6	NA	NO
12. Adheres and clarifies ethical issues, such as	1	2	3	4	(5)	6	NA	NO
confidentiality and security.	•		9	•	9	•	IVA	110
13. Demonstrates flexibility and adaptability in	1	2	3	4	(5)	6	NA	NO
responding to supervisees' needs. 14. Creates a positive and respectful supervision								
environment.	1	2	3	4	(5)	6	NA	NO
15. Helps set developmentally appropriate goals for	1	(2)	(2)		Œ		NI A	NO
supervisee.	1	2	3	4	(5)	6	NA	NO
16. Promotes a learning environment that is	1	2	3	4	(5)	(6)	NA	NO
supportive.)			
17. Promotes a learning environment that is appropriately challenging.	1	2	3	4	(5)	6	NA	NO
18. Provides guidance and information about								
administrative tasks (e,g., note writing. phone calls).	1	2	3	4	(5)	6	NA	NO
19. Integrates multicultural and inclusive perspectives	1	2	3	4	(5)	6)	NA	NO
into supervision.	•		9		9	•	IVA	110
20. Accurately assesses the supervisee's strengths and	1	2	3	4	(5)	6	NA	NO
areas for growth 21. Demonstrates knowledge of supervision theories.	1	2	3	4	(5)	6	NA	NO
22. Models effective interventions during supervision.	1	2	3	4	<u> </u>	6	NA	NO
	(I)	(2)	9	4)	9	U U	IVA	NO
23. Explores trainee's personal reactions to clients or group dynamics	1	2	3	4	(5)	6	NA	NO
24. Helps develop self-confidence in the supervisee	1	2	3	4	(5)	6	NA	NO
25. Challenges and supports the supervisee to	<u>.</u>	(2)		4	9	0	IVA	NO
experiment with new skills/behavior.	1	2	3	4	(5)	6	NA	NO
26. Provides conceptualizations and rationale for								
interventions based on theory, research, and clinical	1	2	3	4	(5)	6	NA	NO
practice.								
27. Demonstrates sensitivity and skill in responding to	1	2	3	4	(5)	6	NA	NO
individual and cultural differences in clients.	\vdash							
28. Provides guidance in identifying and dealing effectively with ethical or legal issues.	1	2	3	4	(5)	6	NA	NO
29. Facilitates trainee development in groups as well as					<u></u>		N	NO
individual therapy.	1	2	3	4	(5)	6	NA	NO
Supervision Evaluation	and D	evelop	ment					
30. Reflects on supervision experiences to identify	<u>(1)</u>	(2)	(2)		Œ	(E)	NI A	NO
growth areas.	1	2	3	4	(5)	6	NA	NO

	31. Invites and receives feedback about supervisee's axperience and needs.							NO			
32. Attends to power, status, and cultural differences. 1 2 3 4 5						6	NA	NO			
	y provides a balance of support and		2	3		(F)					
challenging feedback in supervision to enhance supervisee's personal and professional growth.					4	(5)	6	NA	NO		
	s and works through any disagreements or	1	(2)	(2)		Œ	6	NIA	NO		
conflicts that	occur in supervision.	1	2	3	3) (4) (5) (6) NA						
Subtotals											
TOTAL											
_	sform total score to percentage:	l: la.					Answe	r			
	how many questions you answered, exclude										
2. Multip	ply that number by 6 (the highest score per	questi	on).								
3. Divide	your "Total Score" from above by the answ	ver to S	Step 2.								
4. Multip	oly Step 3's answer by 100 to get your perce	entage.									
	EVALUATION/INTERPRETATION										
0% – 18% Very poor performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting											
19% – 35%	Poor to marginal performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting										
36%– 52%	Poor/marginal to adequate/average performance in target areas requiring immediate attention and remediation; may require initiation of a professional characteristics review meeting								V		
53% – 70%	Adequate or average performance in targ score within this range)	et area	as (i.e. I	most st	tudents	s initial	lly expe	ected t	0		
71%– 87%	Average to good performance in target ar	eas									
88% – 100%	Good to excellent performance in target a	areas									
	ADDITIONAL COMMEN	ITS/SU	GGEST	IONS							
SIGNATURES											

Student Counselor Signature:	Date:
Supervisor Signature:	Date:

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Department of Leadership, Policy & Lifelong Learning
College of Education
Appendix G

Supervisor Evaluation of Student: Leadership & Advocacy Internship

Please enter your information in the appropriate fields, check boxes, or item lists. Please indicate your level of agreement with each of the following statements regarding the student counselor's capabilities and performance by circling one of the following numbers:

- 1-2 (poor or marginal performance)
- 3-4 (average or moderate performance)
- 5-6 (good to excellent performance)

NA/NO (not applicable or not observed)

STUDENT INFORMATION											
Student Name:				U#:							
Placement Level: Doctoral □			Evaluation Period: Midterm Final								
SITE INFORMATION											
Site Name:											
Street Address:											
City:			State:				Zip:				
Phone:	Fax:			Speci	alizatio	n:					
Website Address:											
SUPERVISOR INFORMATION											
Supervisor Name:				Doctoral/University ☐ Site ☐							
Phone:											
Email:											
GENERAL SUPERVISION COMMENTS											
Evaluation Statement Po				Ave	rage	Good		NA/NO			
1. Demonstrates willingness to accept feed	lback,	1	2	3	4	(5)	6	NA	NO		
critique, and suggestions)))						
2. Indicates a desire to develop advanced pakills	professional	1	2	3	4	(5)	6	NA	NO		
3. Accepts and applies constructive feedback to enhance counseling skills		1	2	3	4	(5)	6	NA	NO		
4. Demonstrates openness to change		1	2	3	4	(5)	6	NA	NO		
5. Demonstrates knowledge of counseling techniques	theories and	1	2	3	4	5	6	NA	NO		
6. Shows evidence of advanced counseling/professional competence		1	2	3	4	(5)	6	NA	NO		
7. Practices within ethical and professional	guidelines	1	2	(3)	4	(5)	6	NA	NO		

8. Is dependable and efficient in time management	1	2	3	4	(5)	6	NA	NO		
9. Demonstrates ability to establish and maintain productive relationships with individuals, clients or students	1	2	3	4	(5)	6	NA	NO		
10. Demonstrates effective time management skills	1	2	3	4	(5)	6	NA	NO		
11. Demonstrates advanced ability to explore concerns of individuals, clients, or students	1	2	3	4	(5)	6	NA	NO		
12. Engages in professional development activities	1	2	3	4	(5)	6	NA	NO		
13. Demonstrates flexibility in working with challenging situations.	1	2	3	4	(5)	6	NA	NO		
Leadership Performance										
14. Practices professional and ethical behavior	1	2	3	4	(5)	6	NA	NO		
15. Abides by university/institution/agency policies	1	2	3	4	(5)	6	NA	NO		
16. Demonstrates an ability to handle stressful situations constructively	1	2	3	4	(5)	6	NA	NO		
17. Indicates enthusiastic commitment to the counseling profession	1	2	3	4	(5)	6	NA	NO		
18. Explains the nature and objectives of supervision with supervisees	1	2	3	4	(5)	6	NA	NO		
19. Displays professional self–confidence	1	2	3	4	(5)	6	NA	NO		
20. Demonstrates ability to use effective interpersonal communication skills with colleagues, supervisors, clients, and/or students	1	2	3	4	5	6	NA	NO		
21. Demonstrates ability to professionally and effectively convey information orally as well as in writing	1	2	3	4	5	6	NA	NO		
22. Develops collaborative relationships with program faculty in (circle) teaching, supervision, research, professional writing, or service to the profession	1	2	3	4	5	6	NA	NO		
23. Demonstrates understanding of the major roles, responsibilities, and activities of counselor educators	1	2	3	4	(5)	6	NA	NO		
24. Demonstrates a personal theoretical leadership orientation that is based on a critical review of existing leadership theories	1	2	3	4	(5)	6	NA	NO		
Leadership Evaluation and Development										
25. Engages in self-reflection and seeks ongoing improvement.	1	2	3	4	(5)	6	NA	NO		
26. Implements feedback to enhance performance.	1	2	3	4	(5)	6	NA	NO		
27. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs	1	2	3	4	5	6	NA	NO		
28. Demonstrates the ability to advocate for the profession and its clientele	1	2	3	4	(5)	6	NA	NO		

29. Effectively	balances multiple responsibilities.	1	2	3	4	(5)	6	NA	NO
30. Maintains	professionalism and ethical integrity	1	2	3	4	(5)	6	NA	NO
	Subtotals:								
	TOTAL Score:								
Steps to transform total score to percentage:						ı	Answe	r	
1. Count	how many questions you answered, exclud	ling 'N	; 'NA'.						
2. Multip	ly that number by 6 (the highest score per	questi	on).						
3. Divide	your "Total Score" from above by the answ	ver to S	Step 2.						
4. Multip	ly Step 3's answer by 100 to get your perce	ntage.							
EVALUATION/INTERPRETATION									
0% – 18%	Very poor performance in target areas rec professional characteristics review meeting		seriou	s, imm	ediate	attent	ion; ini	tiation	of a
19% – 35%	Poor to marginal performance in target ar initiation of a professional characteristics	eas re			s, imm	ediate	attent	ion;	
Poor/marginal to adequate/average performance in target areas requiring immediate attention and remediation; may require initiation of a professional characteristics review meeting								v	
53% – 70%	Adequate or average performance in targ score within this range)	et area	ıs (i.e. ı	most st	udents	s initial	ly expe	ected to	0
71%– 87%	Average to good performance in target ar	eas							
88% – 100%	Good to excellent performance in target a	reas							
	ADDITIONAL COMMEN	ITS/SU	GGEST	IONS					
SIGNATURES									
Student Coun	selor Signature:						Date:		
							1		

Supervisor Signature:	Date:
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Counselor Education PhD Internship Application Department of Leadership, Policy & Lifelong Learning College of Education Appendix H

Student Evaluation of Site Supervisor: Counseling

Student Information

Student Name:		U#:		
Placement Level: Doctoral \square	Placement Period	d (semester/	year):	
	Site Information			
Site Name:				
Street Address:				
City:	S	State:	Zip:	
Phone:	Fax:			
Website Address:				
Sit	te Supervisor Information	1		
Supervisor Name:	ı	Phone:		
Email:				
Types of Supervision Received (from this s	upervisor): Individual 🗆	Triadic \square	Group □	

Evaluation Statement	Ро	or	Go	od	Avei	rage	NA	/NO
1. Gives time and energy in observing, tape processing, and case conferences.	1	2	3	4	5	6	NA	NO
2. Accepts and respects me as a person.	1	2	3	4	(5)	6	NA	NO
3. Recognizes and encourages further development of my strengths and capabilities.	1	2	3	4	(5)	6	NA	NO
4. Gives me useful feedback when I do something well	1	2	3	4	5	6	NA	NO
5.Provides me the freedom to develop flexible and effective counseling styles	1	2	3	4	(5)	6	NA	NO
6. Encourages and listens to my ideas and suggestions for developing my counseling skills	1	2	3	4	5	6	NA	NO
7. Provides suggestions for developing my counseling skills	1	2	3	4	5	6	NA	NO
8. Helps me understand the implications and dynamics of the counseling approaches I use	1	2	3	4	5	6	NA	NO
9. Encourages me to use new and different techniques when appropriate	1	2	3	4	5	6	NA	NO
10. Is spontaneous and flexible in the supervisory sessions	1	2	3	4	5	6	NA	NO
11. Helps me define and achieve specific	1	2	3	4	(5)	6	NA	NO

EVALUATION/INTERPRETATION								
4. Multiply Step 3's answer by 100 to get you	r percen	tage.						
3. Divide your "Total Score" from above by th	e answe	er to Ste	p 2.					
2. Multiply that number by 6 (the highest sco	re per q	uestion)						
Count how many questions you answered,	excludir	ng 'NA'.						
Steps to transform total score to percentage:					A	nswer		
Total Score:								
Subtotals:								
supervision appointment	1	2	3	4	(5)	6	NA	NO
27. Evaluates my counseling performance fairly28. Kept our regularly scheduled weekly	1	2	3	4)	5	6	NA	NO
behavioral terms								
26. Explains criteria for evaluation clearly and in	1	2	3	4	(5)	6	NA	NO
myself	1	2	3	4	(5)	6	NA	NO
25. Allows and encourages me to evaluate								
24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes	1	2	3	4	(5)	6	NA	NO
or need it	•						. 4/3	.,,
23. Offers resource information when I request	1	2	3	4	(5)	6	NA	NO
rationale of human behavior	1	2	3	4	(5)	6	NA	NO
22. Helps me formulate a theoretically sound					(F)	6		
21. Helps me organize relevant case data in planning goals and strategies with my client	1	2	3	4	(5)	6	NA	NO
counseling and supervision								
20. Focuses on the implications, consequences, and contingencies of specific behaviors in	1	2	3	4	(5)	6	NA	NO
19. Deals with both content and process when supervising	1	2	3	4	5	6	NA	NO
discussed in supervisory sessions	1	2	3	4	5	6	NA	NO
behavior 18. Maintains confidentiality in material								
17. Encourages me to engage in professional	1	2	3	4	(5)	6	NA	NO
16. Helps me define and maintain ethical behavior in counseling and case management	1	2	3	4	(5)	6	NA	NO
behavior in me and in my clients	1	2	3	4	(5)	6	NA	NO
and my clients 15. Focuses on both verbal and nonverbal								
14. Pays equal amount of attention to both me	1	2	3	4	(5)	6	NA	NO
internship setting	1	2	3	4	(5)	6	NA	NO
something wrong 13. Allows me to discuss problems I encounter in								
12. Gives me useful feedback when I do	1	2	3	4	(5)	6	NA	NO
experience								
concrete goals for myself during my internship								

SIGIVATURE				
	SIGNATURE			
88% – 100%	Good to excellent performance in target areas	5		
71%– 87%	Average to good performance in target areas			
33/0 - 70%	expected to score within this range)			
53% – 70%	Adequate or average performance in target ar	eas (i.e. most students initially		
	characteristics review meeting	quite initiation of a professional		
36%– 52%	Poor/marginal to adequate/average performa immediate attention and remediation; may re-			
	attention; initiation of a professional character			
19% – 35%	Poor to marginal performance in target areas i	' '		
	initiation of a professional characteristics revie			
0% – 18%	Very poor performance in target areas requirir	-		

Counselor Education PhD Internship Application Department of Leadership, Policy & Lifelong Learning College of Education Appendix I

Student Evaluation of Site Supervisor: Teaching

Student Information

Student Name:	U#:					
Placement Level: Doctoral □	Placement Perioc	d (semester/	year):			
	Site Information					
Site Name:						
Street Address:						
City:	S	State:	Zip:			
Phone:	Fax:					
Website Address:						
S	ite Supervisor Information					
Supervisor Name:	F	hone:				
Email:						
Types of Supervision Received (from this	supervisor): Individual 🗆	Triadic 🗆	Group □			

Evaluation Statement	Poor Good Average NA		Average		/ NO			
1. Provides clear and constructive feedback on teaching practices.	1	2	3	4	5	6	NA	NO
2. Demonstrates expertise in pedagogical methods relevant to the course content.	1	2	3	4	5	6	NA	NO
3. Encourages the development of innovative and effective teaching strategies.	1	2	3	4	5	6	NA	NO
4. Supports the development of classroom management skills.	1	2	3	4	5	6	NA	NO
5. Respects and values my contributions to the learning environment.	1	2	3	4	5	6	NA	NO
6. Encourages the integration of diverse and inclusive teaching practices.	1	2	3	4	(5)	6	NA	NO
7. Provides opportunities for professional growth and reflection on teaching.	1	2	3	4	5	6	NA	NO
8. Facilitates discussions on educational theories and their practical applications.	1	2	3	4	5	6	NA	NO
9. Helps in understanding institutional policies and procedures relevant to teaching.	1	2	3	4	5	6	NA	NO
10. Creates a supportive and collaborative supervisory relationship.	1	2	3	4	5	6	NA	NO

11. Maintains regular and timely supervision sessions. 1 2 3 4 5 6 NA NO							NO		
12. Provides feedback	on self-evaluation and	1	2	3	4	(5)	6	NA	NO
improvement efforts. 13. Promotes ethical a	nd professional conduct in	1	2	3	4	(5)	6	NA	NO
teaching practices.		<u>(I)</u>	(2)	9	4)	9	U	IVA	NO
14. Encourages engage research in education		1	2	3	4	(5)	6	NA	NO
15. Offers resources at teaching effectiveness		1	2	3	4	(5)	6	NA	NO
16. Exposure to and copolicies/regulations/p		1	2	3	4	(5)	6	NA	NO
17. Exposure to and co	ommunication of site goals	1	2	3	4	(5)	6	NA	NO
18. Appropriate super working conditions	rvisee office space and	1	2	3	4	5	6	NA	NO
19. Amount of on-site	supervision	1	2	3	4	(5)	6	NA	NO
20. I wholeheartedly refuture students	ecommend this site for	1	2	3	4	(5)	6	NA	NO
	Subtotals:								
	Total Score:								
Steps to transform total score to percentage: Answer									
Steps to transform to	tal score to percentage:						Ans	wer	
•	tal score to percentage: ny questions you answered,	excludii	ng 'NA'.				Ans	wer	
1. Count how ma).			Ans	wer	
Count how ma Multiply that r	ny questions you answered,	re per q	uestion				Ans	wer	
 Count how ma Multiply that r Divide your "To 	ny questions you answered,	re per q	uestion) er to Ste				Ans	wer	
 Count how ma Multiply that r Divide your "To 	ny questions you answered, number by 6 (the highest sco	re per q ne answe	uestion er to Ste	p 2.			Ans	wer	
 Count how ma Multiply that r Divide your "To 	iny questions you answered, number by 6 (the highest sco otal Score" from above by th 3's answer by 100 to get you	re per q ne answe r percen N/INTER n target	uestion) er to Ste tage. PRETAT	p 2.					n;
 Count how ma Multiply that r Divide your "To Multiply Step 3 	ny questions you answered, number by 6 (the highest sco otal Score" from above by th B's answer by 100 to get you EVALUATION Very poor performance i	re per q r percen N/INTER n target al charace nance in	uestion er to Steutage. PRETAT areas resteristics target a	p 2. FION equiring s review areas re	meetin quiring s	g serious,	diate at	ttentio	n;
 Count how ma Multiply that r Divide your "To Multiply Step 3 0% – 18% 	number by 6 (the highest sco otal Score" from above by the 3's answer by 100 to get you EVALUATION Very poor performance in initiation of a professional Poor to marginal perform	re per q r percen n target al charac nance in profession ate/avera	uestion transfer to Stee transfer transf	p 2. equiring review areas recterisformance	meetin quiring s tics revi e in tar	g serious, ew mee get area	diate at imme eting as requ	ttentio diate iring	
 Count how ma Multiply that r Divide your "To Multiply Step 3 Multiply Step 3 19% – 35% 	otal Score" from above by the B's answer by 100 to get you EVALUATION Very poor performance initiation of a professional performattention; initiation and immediate attention and answer by 100 to a professional performattention and professional performance in professional performattention and professional performance in professi	re per q re answe r percen N/INTER n target al charac nance in profession te/avera l remedia eeting formance	uestion er to Steutage. PRETAT areas resteristics target a conal charage perfation; material er target areas resteristics target according to the constant of the constant o	p 2. Property of the property	meeting stics revine in targ	g serious, ew mee get area ation of	imme eting as requ	ttentio diate iring essiona	al
 Count how ma Multiply that r Divide your "To Multiply Step 3 Multiply Step 3 9% – 18% 19% – 35% 36% – 52% 	number by 6 (the highest scototal Score" from above by the standard of the highest scototal Score" from above by the standard of the standard	re per q re answe r percen N/INTER n target al charac nance in profession te/avera l remedia eeting formano this ran	uestion) er to Ste tage. PRETAT areas re teristics target a onal cha age perf ation; m te in targe)	p 2. FION equiring review reas recterisformance required require	meeting stics revine in targ	g serious, ew mee get area ation of	imme eting as requ	ttentio diate iring essiona	al
1. Count how ma 2. Multiply that r 3. Divide your "To 4. Multiply Step 3 0% – 18% 19% – 35% 36%– 52% 53% – 70%	rumber by 6 (the highest scototal Score" from above by the B's answer by 100 to get you EVALUATION Very poor performance in initiation of a professional performattention; initiation of a Poor/marginal to adequate immediate attention and characteristics review means and expected to score within	re per q re answe r percen N/INTER n target al charace nance in profession tecting formance this rangenance in	uestion er to Steutage. PRETAT areas resteristics target appendiction; manage performation; manage performation; manage) target appendiction at target appendiction arget arget arget appendiction arget a	p 2. FION equiring review reas recteris formance required reas reas areas	meeting stics revine in targ	g serious, ew mee get area ation of	imme eting as requ	ttentio diate iring essiona	al

	SIGNATURE	
Student Counselor Signature:		Date:

Counselor Education PhD Internship Application Department of Leadership, Policy & Lifelong Learning College of Education Appendix J

Student Evaluation of Site Supervisor: Research

Student Information

Student Name:		U#:		
Placement Level: Doctoral □	Placement Perio	d (semester/y	/ear):	
	Site Information			
Site Name:				
Street Address:				
City:		State:	Zip:	
Phone:	Fax:			
Website Address:				
Site	e Supervisor Information	ı		
Supervisor Name:		Phone:		
Email:				
Types of Supervision Received (from this su	pervisor): Individual 🗆	Triadic 🗆	Group □	

Evaluation Statement	Ро	or	Go	od	Avei	rage	NA /	NO
1. Provides clear and constructive feedback on teaching practices.	1	2	3	4	(5)	6	NA	NO
2. Demonstrates expertise in research methodologies relevant to the project.	1	2	3	4	5	6	NA	NO
3. Encourages the development of independent and critical thinking skills.	1	2	3	4	(5)	6	NA	NO
4. Guides the formulation of research questions and hypotheses effectively.	1	2	3	4	5	6	NA	NO
5. Supports the development of effective data collection and analysis techniques.	1	2	3	4	5	6	NA	NO
6. Encourages collaboration and teamwork in research projects.	1	2	3	4	5	6	NA	NO
7. Provides resources and tools for advancing research proficiency.	1	2	3	4	5	6	NA	NO
8. Promotes ethical research practices and compliance with institutional guidelines.	1	2	3	4	5	6	NA	NO
9. Provides opportunities for presenting and publishing research findings.	1	2	3	4	5	6	NA	NO
10. Facilitates discussions on research theories and their practical applications.	1	2	3	4	5	6	NA	NO
11. Maintains regular and timely supervision	1	2	3	4	(5)	6	NA	NO

sessions. 12. Encourages engagement with current literature and advancements in the field. 13. Guides the development of research proposals and grant-writing skills. 14. Supports professional growth through activiting and conference opportunities. 15. Creates a supportive and collaborative supervisory relationship. 16. Provides constructive feedback on writing and manuscript preparation. 17. Supports the development of research growth skills, including conference presentations skills, including conference presentations skills, including conference presentations and public engagement. 18. Encourages interdisciplinary approaches and integration of diverse perspectives in research. 19. Offers mentorship on career development and academic job market preparation. 20. Assists in developing time management and organizational skills for research productivity. 21. Assists in developing time management and organizational skills for research productivity. Subtotals: Total Score: Steps to transform total score to percentage: EVALUATION/INTERPRETATION 0%—18% Very poor performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 19%—35% Poor to marginal performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 19%—35% Poor to marginal performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 19%—35% Poor to marginal performance in target areas requiring serious, immediate attention, initiation of a professional characteristics review meeting 19%—37% Adequate or average performance in target areas requiring serious, immediate attention in a transpet areas requiring serious, immediate attention, initiation of a professional characteristics review meeting 10%—18% Adequate or average performance in target areas (i.e. most students initially expected to score within this range) Adequate or average pe										
literature and advancements in the field. 13. Guides the development of research proposals and grant-writing skills. 14. Supports professional growth through networking and conference opportunities. 15. Creates a supportive and collaborative supervisory relationship. 16. Provides constructive feedback on writing and manuscript preparation. 17. Supports the development of research dissemination skills, including conference 10. 20. 30. 40. 50. 60. NA. NO. NO. NO. NO. NO. NO. NO. NO. NO. NO										
Interlative and advocatements in the lielu. 3. Guides the development of research proposals and grant-writing skills. 14. Supports professional growth through networking and conference opportunities. 15. Creates a supportive and collaborative supervisory relationship. 16. Provides constructive feedback on writing and manuscript preparation. 17. Supports the development of research dissemination skills, including conference presentations skills, including conference 10. 20. 30. 40. 50. 60. NA. NO expressional public engagement. 18. Encourages interdisciplinary approaches and integration of diverse perspectives in research. 19. Offers mentorship on career development and academic job market preparation. 19. Offers mentorship on career development and academic job market preparation. 20. Assists in developing time management and organizational skills for research productivity. 21. Assists in developing time management and organizational skills for research productivity. Subtotals: Total Score: Steps to transform total score to percentage: 1. Count how many questions you answered, excluding 'NA'. 2. Multiply that number by 6 (the highest score per question). 3. Divide your "Total Score" from above by the answer to Step 2. 4. Multiply Step 3's answer by 100 to get your percentage. EVALUATION/INTERPRETATION 0%—18% Very poor performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 19%—35% Poor to marginal performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 36%—52% Poor/marginal to adequate/average performance in target areas requiring serious, immediate attention; immediate attention and remediation; may require initiation of a professional characteristics review meeting 36%—52% Poor to marginal performance in target areas (i.e. most students initially expected to score within this range) 71%—87% Average to good performance in target areas			(1)	(2)	(3)	(4)	(5)	(6)	NA	NO
proposals and grant-writing skills. 14. Supports professional growth through networking and conference opportunities. 15. Creates a supportive and collaborative supervisory relationship. 16. Provides constructive feedback on writing and manuscript preparation. 17. Supports the development of research dissemination skills, including conference 17. Supports the development of research dissemination skills, including conference 18. Encourages interdisciplinary approaches and integration of diverse perspectives in research. 19. Offers mentorship on career development 20. Assists in developing time management and organizational skills for research productivity. 21. Assists in developing time management and organizational skills for research productivity. 22. Multiply that number by 6 (the highest score per question). 3. Divide your "Total Score" from above by the answer to Step 2. 4. Multiply Step 3's answer by 100 to get your percentage. EVALUATION/INTERPRETATION 70% — 18% Very poor performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 19% — 35% Poor / marginal to adequate/average performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 19% — 35% Poor / marginal to adequate/average performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 19% — 35% Poor / marginal to adequate/average performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 36% — 52% Poor / marginal to adequate/average performance in target areas requiring serious, immediate attention; intimation and remediation; may require initiation of a professional characteristics review meeting 36% — 52% Adequate or average performance in target areas (i.e. most students initially expected to score within this range) 71% — 87% Adequate or average perfor										
14. Supports professional growth through 1	-		1	2	(3)	4	(5)	6	NA	NO
networking and conference opportunities. 15. Creates a supportive and collaborative supervisory relationship. 16. Provides constructive feedback on writing and manuscript preparation. 17. Supports the development of research dissemination skills, including conference (1) (2) (3) (4) (5) (6) NA NO NO Presentations and public engagement. 18. Encourages interdisciplinary approaches and integration of diverse perspectives in research. 19. Offers mentorship on career development and academic job market preparation. 19. Offers mentorship on career development and academic job market preparation. 19. Assists in developing time management and organizational skills for research productivity. 21. Assists in developing time management and organizational skills for research productivity. 21. Count how many questions you answered, excluding 'NA'. 22. Multiply that number by 6 (the highest score per question). 33. Divide your "Total Score" from above by the answer to Step 2. 44. Multiply Step 3's answer by 100 to get your percentage. EVALUATION/INTERPRETATION 0% — 18% Very poor performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 19% — 35% Poor to marginal performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 36%— 52% Poor/marginal to adequate/average performance in target areas requiring serious, immediate attention and remediation; may require initiation of a professional characteristics review meeting 53% — 70% Adequate or average performance in target areas (i.e. most students initially expected to score within this range) 71%— 87% Average to good performance in target areas 88%—100% Good to excellent performance in target areas	· · · · · · · · · · · · · · · · · · ·									
15. Creates a supportive and collaborative supervisory relationship. 16. Provides constructive feedback on writing and manuscript preparation. 17. Supports the development of research dissemination skills, including conference presentations and public engagement. 18. Encourages interdisciplinary approaches and integration of diverse perspectives in research. 19. Offers mentorship on career development and academic job market preparation. 20. Assists in developing time management and organizational skills for research productivity. 21. Assists in developing time management and organizational skills for research productivity. Subtotals: Total Score: Steps to transform total score to percentage: 1. Count how many questions you answered, excluding 'NA'. 2. Multiply that number by 6 (the highest score per question). 3. Divide your "Total Score" from above by the answer to Step 2. 4. Multiply Step 3's answer by 100 to get your percentage. EVALUATION/INTERPRETATION Wery poor performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 19% – 35% Poor to marginal performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 36% – 52% Poor/marginal to adequate/average performance in target areas requiring immediate attention and remediation; may require initiation of a professional characteristics review meeting 36% – 70% Adequate or average performance in target areas (i.e. most students initially expected to score within this range) 71% – 87% Adequate or average performance in target areas 88% – 100% Good to excellent performance in target areas			1	2	3	4	(5)	6	NA	NO
supervisory relationship. 16. Provides constructive feedback on writing and manuscript preparation. 17. Supports the development of research dissemination skills, including conference presentations and public engagement. 18. Encourages interdisciplinary approaches and integration of diverse perspectives in research. 19. Offers mentorship on career development and cadedmic job market preparation. 20. Assists in developing time management and organizational skills for research productivity. 21. Assists in developing time management and organizational skills for research productivity. Subtotals: Total Score: Total Score: Steps to transform total score to percentage: 1. Count how many questions you answered, excluding 'NA'. 2. Multiply that number by 6 (the highest score per question). 3. Divide your "Total Score" from above by the answer to Step 2. 4. Multiply Step 3's answer by 100 to get your percentage. EVALUATION/INTERPRETATION 0% – 18% Very poor performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 19% – 35% Poor to marginal performance in target areas requiring serious, immediate attention; initiation of a professional characteristics review meeting 36% – 52% Poor/marginal to adequate/average performance in target areas requiring immediate attention and remediation; may require initiation of a professional characteristics review meeting 53% – 70% Adequate or average performance in target areas (i.e. most students initially expected to score within this range) 488 – 100% Good to excellent performance in target areas										
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88% – 100% Good to excellent performance in target areas	71%– 87%	·			ireas					

	SIGNATURE
Student Counselor:	Date:

Counselor Education PhD Internship Application Department of Leadership, Policy & Lifelong Learning College of Education Appendix K

Student Evaluation of Site Supervisor: Supervision

Student Information

Student Name:		U#:	
Placement Level: Doctoral □	Placement Pe	eriod (semeste	r/year):
	Site Information		
Site Name:			
Street Address:			
City:		State:	Zip:
Phone:	Fax:		
Website Address:			
	Site Supervisor Informa	tion	
Supervisor Name:		Phone:	
Email:			
Types of Supervision Received (from th	is supervisor): Individual	□ Triadic □	l Group □

Evaluation Statement	Ро	or	Ave	rage	Go	od	NA,	/NO
1. Structures supervision appropriately.	1	2	3	4	(5)	6	NA	NO
2. Helps me feel at ease with the supervision process.	1	2	3	4	(5)	6	NA	NO
3. Recognizes and encourages further development of my strengths and capabilities.	1	2	3	4	5	6	NA	NO
4. Provides me with specific help in areas I need to work on.	1	2	3	4	5	6	NA	NO
5. Makes supervision a constructive learning process.	1	2	3	4	5	6	NA	NO
6. Addresses issues relevant to my current concerns as a counselor.	1	2	3	4	(5)	6	NA	NO
7. Provides suggestions for developing my counseling skills.	1	2	3	4	(5)	6	NA	NO
8. Helps me focus on new alternative counseling strategies that I can use with my client.	1	2	3	4	5	6	NA	NO
9. Helps me focus on how my counseling behavior influences the client.	1	2	3	4	5	6	NA	NO
10. Adequately emphasizes the development of my strengths and capabilities.	1	2	3	4	5	6	NA	NO

1	2	3	4	(5)	6	NA	NO
(1)	(2)	(3)	(4)	(5)	6	NA	NO
(1)	(2)	(3)	(4)	(5)	(6)	NA	NO
1	2	3	4	(5)	6	NA	NO
(1)	(2)	(3)	(4)	(5)	(6)	NA	NO
1	(2)	(2)		(E)	6	NIA	NO
<u>(1)</u>	(2)	(S)	4)	(3)	0	INA	NO
(1)	(2)	(3)	(4)	(5)	6	NA	NO
1	2	3	4	(5)	6	NA	NO
(1)	(2)	(3)	(4)	(5)	(6)	NA	NO
(1)	(2)	(3)	(4)	(5)	(6)	NA	NO
(T)	(2)	(3)	4)	(3)	6	NA	NO
1	(2)	(2)		(E)	(c)	NIA	NO
<u>(T)</u>	(2)	(3)	4)	(3)	(0)	INA	NO
(1)	(2)	(3)	(4)	(5)	6	NA	NO
_		_	_	_			
1	2	3	4	(5)	6	NA	NO
1	2	3	4	(5)	6	NA	NO
(1)	(2)	(3)	<u>(4)</u>	(5)	6	NΔ	NO
Ī		_					
(1)	(2)	(3)	(4)	(5)	6	NA	NO
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excludir	ng 'NA'.						
re per q	uestion)						
e answe	r to Ste	p 2.					
percen	tage.						
N/INTER	PRETAT	ION	<u>I</u>				
n target	areas re	equiring	serious	, immed	diate at	ttentio	n;
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88% – 100%	Good to excellent performance in target areas
71%-87%	Average to good performance in target areas
33% - 70%	expected to score within this range)
53% – 70%	Adequate or average performance in target areas (i.e. most students initially
36%– 52%	immediate attention and remediation; may require initiation of a professional characteristics review meeting
250/ 520/	Poor/marginal to adequate/average performance in target areas requiring
19% – 35%	attention; initiation of a professional characteristics review meeting
	initiation of a professional characteristics review meeting Poor to marginal performance in target areas requiring serious, immediate

Counselor Education PhD Internship Application Department of Leadership, Policy & Lifelong Learning College of Education Appendix L

Student Evaluation of Site Supervisor: Leadership & Advocacy

Student Information

Student Name:		U#:		
Placement Level: Doctoral \square	Placement Perio	d (semester/	year):	
	Site Information			
Site Name:				
Street Address:				
City:		State:	Zip:	
Phone:	Fax:			
Website Address:				
	Site Supervisor Information	า		
Supervisor Name:		Phone:		
Email:				
Types of Supervision Received (from the	nis supervisor): Individual 🗆	Triadic 🗆	Group □	

Evaluation Statement	Ро	or	Go	od	Avei	age	NA	/NO
1. Structures supervision effectively to support leadership development.	1	2	3	4	(5)	6	NA	NO
2. Helps me feel at ease within the leadership internship process.	1	2	3	4	5	6	NA	NO
3. Provides clear expectations and objectives for the internship.	1	2	3	4	5	6	NA	NO
4. Maintains regular and timely supervision meetings.	1	2	3	4	5	6	NA	NO
5. Makes supervision a constructive learning process.	1	2	3	4	5	6	NA	NO
6. Offers constructive feedback to enhance my leadership skills.	1	2	3	4	5	6	NA	NO
7. Helps me establish concrete professional and leadership goals.	1	2	3	4	5	6	NA	NO
8. Encourages self-reflection and leadership development.	1	2	3	4	5	6	NA	NO
9. Encourages the development of independent decision-making skills.	1	2	3	4	(5)	6	NA	NO
10. Adequately emphasizes the development of my strengths and capabilities.	1	2	3	4	5	6	NA	NO

11. Provides opportunities to engage in real-	1	(3)	(3)		(F)	6	NI A	NO
world leadership tasks.	1)	2	3	4	(5)	6	NA	NO
12. Supports the development of effective	1	2	3	4	(5)	6	NA	NO
problem-solving and conflict-resolution skills.	•	9		· ·		•	147 (110
13. Helps me apply leadership theories in	1	2	3	4	(5)	6	NA	NO
practical settings.								
14. Encourages engagement with current	1	2	3	4	(5)	6	NA	NO
research on leadership in education. 15. Promotes ethical leadership and decision-								
making.	1	2	3	4	(5)	6	NA	NO
16. Ensures adherence to								
university/institution/agency policies.	1	2	3	4	(5)	6	NA	NO
17. Models professionalism in leadership and								
supervision.	1	2	3	4	(5)	6	NA	NO
18. Provides guidance on navigating institutional		<u> </u>	(a)		Œ	6		NO
or organizational structures.	1	2	3	4	(5)	6	NA	NO
19. Fosters a collaborative and supportive	1	2	3	4	(5)	6	NA	NO
learning environment.	<u>(T)</u>	(2)	(3)	4)	(3)	0	IVA	NO
20. Encourages effective communication and	1	2	3	4	(5)	6	NA	NO
interpersonal skills.	4)	٧	9	•	9	•	IVA	140
21. Supports my ability to work with diverse	1	2	3	4	(5)	6	NA	NO
teams and stakeholders.						•		
22. Helps me refine my ability to convey	1	2	3	4	(5)	6	NA	NO
leadership ideas clearly and professionally.								
23. Encourages my involvement in professional	1	2	3	4	(5)	6	NA	NO
organizations and leadership roles. 24. Provides opportunities for networking and								
professional growth.	1	2	3	4	(5)	6	NA	NO
25. Supports leadership initiatives that promote								
equity and inclusion.	1	2	3	4	(5)	6	NA	NO
26. Encourages involvement in professional								
organizations and leadership roles.	1	2	3	4	(5)	6	NA	NO
27. Supports participation in networking events		(a)	(a)		Œ	6		NO
and leadership workshops.	1	2	3	4	(5)	6	NA	NO
28. Provides guidance on submitting proposals	1	2	3	4	(5)	6	NA	NO
for professional presentations and publications.	<u>(I)</u>	(2)	9	4	9	U	IVA	INO
29. Encourages advocacy efforts within the	1	2	3	4	(5)	6	NA	NO
profession and community.	•	٧	9	· ·	9	•	IVA	110
Subtotals:								
Total Score:								
Steps to transform total score to percentage:					A	nswer		
1. Count how many questions you answered,	excludir	ng 'NA'.						
2. Multiply that number by 6 (the highest sco	re per q	uestion)						
3. Divide your "Total Score" from above by th	ne answe	r to Ste	p 2.					
4. Multiply Step 3's answer by 100 to get you	r percen	tage.						
EVALUATIO	N/INTER	PRETAT	ION					

	SIGNATURE			
88% – 100%	Good to excellent performance in target areas			
71%– 87%	Average to good performance in target areas			
expected to score within this range)				
53% – 70%	Adequate or average performance in target areas (i.e. most students initially			
	characteristics review meeting			
36%– 52%	immediate attention and remediation; may require initiation of a professional			
	Poor/marginal to adequate/average performance in target areas requiring			
19% – 35%	attention; initiation of a professional characteristics review meeting			
	Poor to marginal performance in target areas requiring serious, immediate			
0% – 18%				
0% – 18%	Very poor performance in target areas requiring serious, immediate attention of a professional characteristics review meeting Poor to marginal performance in target areas requiring serious, immediate			