University of Texas at San Antonio
Department of Counseling: School Counseling Program

School Counseling Internship Student Performance Evaluation

The performance evaluation of UTSA School Counseling interns is a necessary and critical point in their development. Your feedback about their work within The Texas Model for Comprehensive School Counseling Programs, including the school counselor's domains within the model provides information about continued professional growth. To help them be prepared for real world job performance evaluation using the Texas Evaluation Model for Professional School Counselors, Third Edition, UTSA has developed this intern assessment tool for your use. Please check the column (proficient, developing, absent) that best describes your intern's current performance in each of the ten domains. It is necessary to their emerging development as school counselors that you provide them with written comments that address your assessment of each domain. Thank you for commitment to this student.

Student Name: _____ School: _____: District: _____

Site Supervisor Name: _____ Site Supervisor Electronic Signature: _____ Date: _____

SCHOOL COUNSELOR DOMAINS	PROFICIENT	DEVELOPING	ABSENT	NON APPLICABLE	SITE SUPERVISOR COMMENTS
Program Management	___Has participated in planning and implementing a comprehensive school counseling program based on assessed campus needs and inclusive of the four service delivery components of The Texas Model (TEA, 2018).	___Has had limited opportunity to plan and implement a comprehensive school counseling program based on assessed campus needs and inclusive of the four service delivery components of The Texas Model (TEA, 2018).	___Has not participated in planning or implementing a comprehensive program that includes the four services delivery components of The Texas Model (TEA, 2018).	___No opportunity to observe.	
Guidance (a)	___Has planned and conducted structured group lessons based on the students 'developmental needs and in alignment with The Texas Model Guidance Curriculum.	___ Has had limited opportunity to plan and conduct group lessons and/or assisted students in their goal-setting based on the students 'developmental needs and in alignment with The Texas Model Guidance Curriculum.	___ Has not planned and conducted group lessons and/or assisted students in their goal-setting based on the students 'developmental needs and in alignment with The Texas Model Guidance Curriculum.	___No opportunity to observe.	
Guidance (b)	___Has guided individual or groups of students in planning, monitoring, and managing their educational, personal, social, or career development.	___Has had limited opportunity to guide individual or groups of students in planning, monitoring, and managing their educational, personal, social, or career development.	___Has not participated in guiding individual or groups of students in planning, monitoring, and managing their educational, personal, social, or career development.	___No opportunity to observe.	
Counseling	___Has provided individual and group developmental, remedial, preventive, or crisis counseling in alignment with accepted theories and techniques that are culturally appropriate.	___Has had limited opportunity to provide individual and group developmental, remedial, preventive, or crisis counseling in alignment with accepted theories and techniques that are culturally appropriate.	___Has not provided individual and/or group developmental, remedial, preventive, or crisis counseling in alignment with accepted theories and techniques that are culturally appropriate.	___No opportunity to observe.	
Consultation	___Has consulted with parents, school staff, or other community members to increase student success, to promote understanding of student development, and/or in consideration of the unique and diverse needs of students.	___Has had limited opportunity to consult with parents, school staff, or other community members to increase student success, to promote understanding of student development, and/or in consideration of the unique and diverse needs of students.	___Has not consulted with parents, school staff, or other community members to increase student success, to promote understanding of student development, and/or in consideration of the unique and diverse needs of students	___No opportunity to observe.	

Coordination	___Has coordinated people and/or resources in the school, home, or community to promote student success, including referral to special need programs and services.	___Has had limited opportunity to coordinate people and/or resources in the school, home, or community to promote student success, including referral to special need programs and services.	___Has not coordinated people and/or resources in the school, home, or community to promote student success, including referral to special need programs and services.	___No opportunity to observe.	
Student Assessment	___Has used formal and/or informal assessments to guide students, or to enhance the work of school staff and parents in students' goal-setting and planning in alignment with legal, ethical, and culturally appropriate standards.	___Has had limited opportunity to use formal and/or informal assessments to guide students, or to enhance the work of school staff and parents in students' goal-setting and planning in alignment with legal, ethical, and culturally appropriate standards.	___Has not used formal and/or informal assessments to guide students or to enhance the work of school staff and parents in students' goal-setting and planning in alignment with legal, ethical, and culturally appropriate standards.	___No opportunity to observe.____	
Leadership	___Has demonstrated leadership in implementation of The Texas Model, responsiveness to student concerns, and in enhancing the school environment to address students' diverse needs.	___Has had limited opportunity to demonstrate leadership in implementation of The Texas Model, responsiveness to student concerns, and/or in enhancing the school environment to address students' diverse needs.	___Has not demonstrated leadership in implementation of The Texas Model, responsiveness to student concerns, and/or in enhancing the school environment to address students' diverse needs.	___No opportunity to observe.	
Advocacy	___ Has advocated for individual and specific groups of students, policies and practices that support student diversity and success, a positive school climate, and The Texas Model.	___ Has had limited opportunity to advocate for individual and specific groups of students, policies and practices that support student diversity and success, and/or a positive school climate, and The Texas Model.	___ Has not advocated for individual and specific groups of students, policies and practices that support student diversity and success, and/or a positive school climate, and The Texas Model.	___No opportunity to observe.	
Professional Behavior	___Has demonstrated professional behavior by engaging in reflection and professional development opportunities; forming/keeping professional relationships with home/school/community members; and using available time to deliver the school counseling program.	___Has partially shown professional behavior by engaging in reflection and professional development opportunities; forming/keeping professional relationships with home/school/community members; and/or using available time to deliver the school counseling program.	___Has not shown professional behavior by engaging in reflection and professional development opportunities; forming/keeping professional relationships with home/school/community members; and/or using available time to deliver the school counseling program.	___No opportunity to observe.	
Professional Standards	___Has demonstrated professional work habits, adhered to district, state, and federal legal standards, as well as to counseling ethical standards.	___Has demonstrated emerging professional work habits, adherence to district, state, and federal legal standards, as well as to counseling ethical standards.	___Has not demonstrated consistent professional work habits, adherence to district, state, and federal legal standards, as well as to counseling ethical standards.	___No opportunity to observe.	

This tool adapted from:

Texas Counseling Association. (2020). *Texas Evaluation Model for Professional School Counselors, Third Edition*. Austin, TX: Author.