

THE COLLEGE OF NEW JERSEY
DEPARTMENT OF COUNSELOR EDUCATION

STUDENT ASSISTANCE COORDINATOR IN THE SCHOOLS

SUPERVISOR'S EVALUATION OF SAC STUDENT

Directions: This evaluation form is to be completed by the Site Supervisor of the Student Assistance Coordinator. In your evaluation, assess the student's performance relative to a Masters level student counselor. When the evaluation form has been completed, please forward to the Clinical Placement Coordinator at the following address:

The College of New Jersey
Department of Counselor Education
PO Box 7718
Ewing, NJ 08628-0718

Name of Student Assistance Coordinator student _____

School grade levels or kinds of clients with whom counselor worked _____

Name of Individual Supervisor _____

Period covered by this evaluation _____

Directions: Circle the number which best describes the level of performance of your student counselor in the following areas:

1 = unsatisfactory, 2 = adequate, 3 = does well, 4 = outstanding, NA = not applicable
Please comment regarding the appropriateness of the clinical setting for meeting course objective.

A. The Counselor's Personal Characteristics

- | | | | | | |
|--|---|---|---|---|----|
| 1. A perceptive person | 1 | 2 | 3 | 4 | NA |
| 2. Degree of acceptance of other's values | 1 | 2 | 3 | 4 | NA |
| 3. Awareness of own strengths and weaknesses | 1 | 2 | 3 | 4 | NA |
| 4. Openness to growth and learning | 1 | 2 | 3 | 4 | NA |
| 5. Conducts self in a professional manner | 1 | 2 | 3 | 4 | NA |

B. The Counselor's Skills in Counseling

- | | | | | | |
|--|---|---|---|---|----|
| 1. Acceptance of the student | 1 | 2 | 3 | 4 | NA |
| 2. Gains the confidence of the student | 1 | 2 | 3 | 4 | NA |
| 3. Demonstrates good listening skills | 1 | 2 | 3 | 4 | NA |

4. Perceptive in handling student's cues	1	2	3	4	NA
5. Understands the situation the student is trying to present	1	2	3	4	NA
6. Assists the student in formulating concrete counseling goals	1	2	3	4	NA
7. Develops appropriate treatment/counseling plan	1	2	3	4	NA
8. Communicates empathy to the student	1	2	3	4	NA
9. Facilitates the student's resolution of concerns	1	2	3	4	NA
10. Ability to provide a theoretical rationale for use of known counseling strategies	1	2	3	4	NA
11. Adherence to ethical standards and confidentiality	1	2	3	4	NA
12. Self in relation to, and awareness of the student's culture and related counseling implications	1	2	3	4	NA
13. Selects and utilizes counseling strategies that consider culture of individuals, student groups, and/or school community	1	2	3	4	NA
14. Understands student concerns, strengths, and needs by considering individual uniqueness and backgrounds	1	2	3	4	NA
15. Promotes optimal academic, social, career, and/or personal development of students through counseling and classroom-based SAC programming	1	2	3	4	NA
16. Aware of barriers that impede student academic, career and personal/social development	1	2	3	4	NA
17. Demonstrates appropriate and effective consultation skills (with teachers, mental health professionals, parents/legal guardians, etc.) that contribute to optimal student development	1	2	3	4	NA
18. Supports appropriate family members (e.g., parent/guardian) to act on behalf of their children and seek proper educational and other relevant services	1	2	3	4	NA
19. Works effectively with students in individual counseling	1	2	3	4	NA
20. Works effectively with students in groups	1	2	3	4	NA
21. Effectively terminates counseling relationship with students	1	2	3	4	NA

C. The Counselor's Referral Skills

1. Knowledgeable of available referral sources	1	2	3	4	NA
2. Able to make reasonable and effective referrals to help assist students and/or their families	1	2	3	4	NA
3. Identifies and utilizes community resources in promoting Student development	1	2	3	4	NA

D. The Counselor's Skills Associated with Working Effectively with the Organization, Administration and Culture of the School

1. Knowledgeable about the relationship between the academic mission of the school and the role of the student assistance coordinator in the schools	1	2	3	4	NA
2. Knowledgeable about the school's curriculum	1	2	3	4	NA
3. Able to use technology at the school	1	2	3	4	NA
4. Able to collaborate with other educational professionals at the school	1	2	3	4	NA
5. Able to address student advocacy issues with the school to foster student academic, career, personal/ social development	1	2	3	4	NA
6. Advocates for creating culturally responsive school climate and counseling programs	1	2	3	4	NA
7. Culturally sensitive awareness about the culturally diverse students enrolled at the school	1	2	3	4	NA
8. Awareness of services and policies pertaining to special needs students at the school	1	2	3	4	NA
9. Demonstrates competencies in promoting equity and opportunities in student development and learning	1	2	3	4	NA
10. Able to use, manage and present data related to student outcomes	1	2	3	4	NA
11. Knowledgeable about academic and activity calendars at the school	1	2	3	4	NA
12. Knowledgeable about organizational policy and procedures of the school, including pertinent ethical and legal considerations	1	2	3	4	NA
13. Knowledgeable about the school's crisis intervention policies and procedures	1	2	3	4	NA
14. Knowledgeable about the school's peer helping, tutoring and remediation programs	1	2	3	4	NA
15. Able to design, implement and evaluate culturally relevant substance awareness programs and developmental counseling services and programs with measurable outcomes	1	2	3	4	NA

SUMMARY NOTES:

SAC Student's strong points:

SAC Student's needs for improvement:

Signature of Individual Supervisor _____ Date _____

*Signature of Student _____ Date _____

*Signature indicates review of the evaluation rather than agreement with it.

Revised 5/15