

Augusta State University  
 Department of Educational Leadership, Counseling, and Special Education  
 Counselor Education Program

**FIELD SUPERVISOR EVALUATION OF SCHOOL COUNSELING CANDIDATE**

Candidate: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 School: \_\_\_\_\_ Semester: \_\_\_\_\_

Course: School Counseling Practicum   
 School Counseling Internship

The following form should be used to evaluate the school counseling candidate at a level of competence expected of a proficient beginning counselor. If this is submitted as a hard copy, please simply circle your selected answers.

**Rating Scale**

- 4 = exemplary level - level of excellence/mastery
- 3 = proficient level - level of competence
- NA = Not observed/applicable
- 2 = in progress level - approaching competence
- 1 = unsatisfactory level - not competent at this time

Component	NA	Unsatisfactory 1	In Progress 2	Proficient 3	Exemplary 4
<b>I. Professional Practice, Advocacy, and Collaboration</b>					
I.A. Advocates for school policies, programs and services that are equitable and responsive to cultural differences among students [BoR II.A.1; CACREP I.F.3, III.F.3, III.H.5; CF P4, R3; NCATE I.G.2]		Candidate displays a lack of initiative in implementing the advocacy competencies in the counseling profession or awareness of social issues affecting clients or groups.	Candidate displays basic initiative in implementing advocacy competencies and growing awareness of issues affecting individuals, groups, or the counseling profession.	Candidate demonstrates strong advocacy skills and processes needed to address institutional and social barriers that impede access, equity, and success for clients, groups, and/or the counseling profession.	Candidate demonstrates exemplary advocacy skills and passionate commitment to advocate for processes needed to address institutional and social barriers that impede access, equity, and success for clients, groups, and/or the counseling profession.
I.B. Advocates for rigorous		Candidate demonstrates a	Candidate demonstrates	Candidate demonstrates	Candidate demonstrates

<b>Component</b>	<b>NA</b>	<b>Unsatisfactory 1</b>	<b>In Progress 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
academic preparation of all students to close the achievement gap among demographic groups [BoR II.A.2; CACREP III.H.5; CF P4, R3; NCATE I.E.5, I.F.3, I.G.2]		lack of advocacy skills in closing the academic achievement gap for all students.	basic advocacy skills in closing the academic achievement gap for all students.	strong advocacy skills in closing the academic achievement gap for all students.	exemplary advocacy skills in closing the academic achievement gap for all students.
I.C. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program [CACREP III.B.2; CF P1, P4, P6, R2, R6]		Candidate lacks an awareness of or ability to articulate appropriately the role and identity of school counselors within the school and importance of a comprehensive school counseling program.	Candidate demonstrates a basic awareness or an ability to articulate appropriately the role and identity of school counselors within the school and importance of a comprehensive school counseling program.	Candidate demonstrates strong awareness of or an ability to articulate appropriately the role and identity of school counselors within the school and importance of a comprehensive school counseling program.	Candidate demonstrates a keen awareness of and exemplary ability to articulate appropriately the role and identity of school counselors within the school and importance of a comprehensive school counseling program.
I.D. Locates resources in the community that can be used in the school to improve student achievement and success [CACREP III.H.4, III.N.3; CF P6, R5; NCATE I.E.2, I.E.5]		Candidate displays a lack of understanding of community, environmental, and institutional factors that positively affect client development.	Candidate displays basic understanding of community, environmental, and institutional factors that positively affect client development.	Candidate displays in-depth understanding of community, environmental, and institutional factors that positively affect client development.	Candidate displays a refined understanding of community, environmental, and institutional factors that positively affect client development.
I.E. Plans and presents school counseling-related educational programs for use with parents, teachers and community agencies [CACREP III.P.2; CF P6, R5; NCATE I.E.2, I.E.5, I.F.1]		Candidate lacks the ability to recognize the need for or ability to implement appropriate and necessary counseling-related educational programs for educational stakeholders including parents, teachers, and community agencies.	Candidate displays a basic ability to recognize the need for and ability to implement appropriate and necessary counseling-related educational programs for educational stakeholders including parents, teachers, and community agencies.	Candidate displays a strong ability to recognize the need for and ability to implement appropriate and necessary counseling-related educational programs for educational stakeholders including parents, teachers, and community agencies.	Candidate displays exceptional ability to recognize the need for and refined ability to implement appropriate and necessary counseling-related educational programs for educational stakeholders including parents, teachers, and community agencies.
I.F. Provides leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes		Candidate demonstrates a lack of basic leadership abilities in developing, implementing, evaluating, and revising a	Candidate demonstrates basic leadership abilities in developing, implementing, evaluating, and revising a comprehensive school	Candidate demonstrates strong leadership abilities in developing, implementing, evaluating, and revising a comprehensive school	Candidate demonstrates exemplary leadership abilities in developing, implementing, evaluating, and revising a comprehensive

<b>Component</b>	<b>NA</b>	<b>Unsatisfactory 1</b>	<b>In Progress 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students [BoR II.A.4; CACREP III.P.1; CF P4, P5, P6, A1, R4; NCATE , I.E.5]		comprehensive school counseling program that supports or displays limited awareness of how such a program would enhance school reform activities while promoting academic success, career preparedness, and social/emotion development for all students.	counseling program that supports and enhances school reform activities while promoting academic success, career preparedness, and social/emotion development for all students.	counseling program that supports and enhances school reform activities while promoting academic success, career preparedness, and social/emotion development for all students.	school counseling program that supports and enhances school reform activities while promoting academic success, career preparedness, and social/emotion development for all students.
I.F.1. Assesses and promotes student improvement utilizing state and national standards. [CF P2, A4, R4; NCATE I.E.1, I.E.5]		Candidate lacks an awareness of or ability to implement state and national standards when assessing student improvement.	Candidate demonstrates a basic awareness of and ability to implement state and national standards when assessing and promoting student improvement.	Candidate demonstrates strong awareness of and ability to implement state and national standards when assessing and promoting student improvement.	Candidate demonstrates an exceptional awareness and understanding of and keen ability to implement state and national standards when assessing and promoting student improvement.
I.G Demonstrates professional dispositions in counseling practice [NCATE I.G.1, I.G.3]		Candidate rarely displays professional dispositions expected in the school counseling practice.	Candidate intermittently displays professional dispositions expected in the school counseling practice.	Candidate consistently and effectively displays professional dispositions expected in the school counseling practice.	Candidate consistently and in an exemplarily manner displays professional dispositions expected in the school counseling practice.
<b>II. Assessment, Research, and Evaluation</b>					
II.A. Assesses and interprets students' strengths, needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities; and makes appropriate referrals to school and/or community resources					
II.A.1. Uses data to assess and facilitate student academic success [BoR II.A.5, II.A.8; CACREP III.H.1; CF P2, P3, P4, P6, A1, A3, A4, R1, R2,		Based on students needs, candidate demonstrates limited ability to implement programs to improve academic achievement of	Based on students needs, candidate sporadically implements programs to improve academic achievement of individual	Based on students needs, candidate regularly implements programs to improve academic achievement of individual	With creativity and minimal supervision, candidate initiates and implements programs to improve academic achievement of

<b>Component</b>	<b>NA</b>	<b>Unsatisfactory 1</b>	<b>In Progress 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
R3, R4, R5; NCATE I.E.2, I.E.3, I.F.2]		individual students, small groups and school population as a whole.	students, small groups and school population as a whole.	students, small groups and school population as a whole.	individual students, small groups and school population as a whole.
II.A.2. Assesses student social/emotional needs [BoR II.A.5, II.A.8; CACREP III.H.1; CF P2, P3, P4, P6, A1, A3, A4, R1, R2, R3, R4, R5; NCATE I.E.2, I.E.3, I.F.2]		Candidate demonstrates limited ability to assess and implement programs to improve the social/emotional development of individual students, small groups and school population as a whole.	Candidate sporadically assesses and implements programs to improve the social/emotional development of individual students, small groups and school population as a whole.	Candidate regularly assesses and implements programs to improve the social/emotional development of individual students, small groups and school population as a whole.	With creativity and minimal supervision, candidate initiates and implements programs to improve the social/emotional development of individual students, small groups and school population as a whole.
II.A.3. Assessments student career needs [BoR II.A.5, II.A.8; CACREP III.H.1; CF P2, P3, P4, P6, A1, A3, A4, R1, R2, R3, R4, R5; NCATE I.E.2, I.E.3, I.F.2]		Candidate demonstrates limited ability to assess and implement programs to enhance the career development of individual students, small groups and school population as a whole.	Candidate sporadically assesses and implements programs to enhance the career development of individual students, small groups and school population as a whole.	Candidate regularly assesses and implements programs to enhance the career development of individual students, small groups and school population as a whole.	With creativity and minimal supervision, candidate initiates assessment and implementation of programs to enhance the career development of individual students, small groups and school population as a whole.
II.A.4. Refers students to appropriate resources as needed [BoR II.A.5, II.A.8; CACREP III.H.1, III.H.4; CF P2, P3, P4, P6, A1, A3, A4, R1, R2, R3, R4, R5; NCATE I.E.2, I.E.3, I.F.2]		Candidate displays a lack of knowledge of or does not display initiative to utilize appropriate community resources to further assist with student development.	Candidate displays basic knowledge of and initiative to utilize appropriate community resources to further assist with student development.	Candidate displays in-depth knowledge of and initiative to utilize appropriate community resources to further assist with student development.	Candidate displays a refined knowledge of and initiative to utilize appropriate community resources to further assist with student development.
II.A.5. Assists students with special needs, including gifted/talented and ESL. [BoR II.A.5, II.A.8; CACREP III.H.1, III.H.4; CF P2, P3, P4, P6, A1, A3, A4, R1, R2, R3, R4, R5; NCATE I.E.2, I.E.3, I.F.2]		Candidate fails to demonstrate understanding of, appreciation for, or ability to facilitate positive interaction with students with varying special needs.	Candidate demonstrates a basic understanding of, appreciation for, and ability to facilitate positive interaction with students with varying special needs.	Candidate demonstrates an in-depth understanding of, appreciation for, and ability to facilitate positive interaction with students with varying special needs.	Candidate demonstrates a refined understanding of, appreciation for, and ability to facilitate positive interaction with students with varying special needs.

<b>Component</b>	<b>NA</b>	<b>Unsatisfactory 1</b>	<b>In Progress 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
II.A.6. Analyses assessment information in a manner that produces valid inferences when evaluating the needs of individual students. [BoR II.A.5, II.A.8; CACREP III.H.1, III.H.3; CF P2, P3, P4, P6, A1, A3, A4, R1, R2, R3, R4, R5; NCATE I.E.2, I.E.3, I.F.2]		Candidate demonstrates limited ability to correctly aggregate and disaggregate student achievement and achievement-related data to make informed educational decisions for positive student development.	Candidate sporadically demonstrates ability to correctly aggregate and disaggregate student achievement and achievement-related data to make informed educational decisions for positive student development.	Candidate consistently demonstrates ability to correctly aggregate and disaggregate student achievement and achievement-related data to make informed educational decisions for positive student development.	Candidate consistently demonstrates ability to correctly aggregate and disaggregate student achievement and achievement-related data to make informed educational decisions for positive student development and systemic change.
II.A.7. Assesses barriers that impede students' academic, career, and personal/social development. [BoR II.A.5, II.A.8; CACREP III.H.1, III.H.5; CF P2, P3, P4, P6, A1, A3, A4, R1, R2, R3, R4, R5; NCATE I.E.2, I.E.3, I.F.2]		Candidate fails to scrutinize programs, services, and policies as to fairness/appropriateness of content, or to monitor courses for equal access, or to design programs to close the achievement gap.	Candidate sometimes scrutinizes all programs, services, and policies as to fairness/appropriateness of content, monitor courses for equal access, and designs programs to close the achievement gap.	Candidate regularly scrutinizes all programs, services, and policies as to fairness/appropriateness of content, monitor courses for equal access, and designs programs to close the achievement gap.	Candidate regularly and inventively scrutinizes all programs, services, and policies as to fairness/appropriateness of content, monitor courses for equal access, and designs programs to close the achievement gap.
II.B. Analyzes and uses data to enhance school counseling programs [BoR II.A.5; CACREP III.I.4; III.J.3; CF P2, P3, P4, P6, A1, A3, A4, R1, R2, R3, R4, R5; NCATE I.E.2, I.E.3]		Candidate fails to demonstrate ability to regularly collect, analyze, or utilize assessment data from students, parents, school personnel, and community stakeholders to continuously improve and create a viable and influential comprehensive school counseling program for all students.	Candidate sporadically demonstrates ability to regularly collect, analyze, and utilize assessment data from students, parents, school personnel, and community stakeholders to continuously improve and create a viable and influential comprehensive school counseling program for all students.	Candidate consistently demonstrates ability to regularly collect, analyze, and utilize assessment data from students, parents, school personnel, and community stakeholders to continuously improve and create a viable and influential comprehensive school counseling program for all students.	Candidate demonstrates strong leadership to regularly collect, analyze, and utilize assessment data from students, parents, school personnel, and community stakeholders to continuously improve and create a viable and influential comprehensive school counseling program for all students.
<b>III. Counseling, Prevention, Intervention</b>					
III.A. Provides individual and group counseling, and classroom					

<b>Component</b>	<b>NA</b>	<b>Unsatisfactory 1</b>	<b>In Progress 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
guidance that promotes academic success, social/emotional development, and career preparedness for all students					
III.A.1. Individual counseling					
III.A.1.a. Academic success [BoR II.A.6; CACREP III.F.2, III.L.1; CF P1, P4, A1, A2, A3, A4, A5, R1, R2, R3, R4; NCATE I.E.1, I.E.5, I.F.2]		Candidate is unable to demonstrate reliable ability to provide effective individual counseling services that promote academic success.	Candidate is able to demonstrate basic ability to occasionally provide effective individual counseling services that promote academic success.	Candidate is able to reliably demonstrate purposeful ability to provide effective individual counseling services that promote academic success.	Candidate is able to repeatedly demonstrate extraordinary ability to provide effective individual counseling services that pro-actively promote academic success.
III.A.1.b. Social/emotional development [BoR II.A.6; CACREP III.F.2; CF P1, P4, A1, A2, A3, A4, A5, R1, R2, R3, R4; NCATE I.E.1, I.E.5, I.F.2]		Candidate is unable to demonstrate ability to provide effective individual counseling services that promote social/emotional development.	Candidate is able to demonstrate basic ability to occasionally provide effective individual counseling services that promote social/emotional development.	Candidate is able to reliably demonstrate purposeful ability to provide effective individual counseling services that promote social/emotional development.	Candidate is able to repeatedly demonstrate extraordinary ability to provide effective individual counseling services that pro-actively promote social/emotional development.
III.A.1.c. Career development [BoR II.A.6; CACREP III.F.2; CF P1, P4, A1, A2, A3, A4, A5, R1, R2, R3, R4; NCATE I.E.1, I.E.5, I.F.2]		Candidate is unable to demonstrate ability to provide effective individual counseling services that promote career development.	Candidate is able to demonstrate basic ability to occasionally provide effective individual counseling services that promote career development.	Candidate is able to reliably demonstrate purposeful ability to provide effective individual counseling services that promote career development.	Candidate is able to repeatedly demonstrate extraordinary ability to provide effective individual counseling services that pro-actively promote career development.
III.A.2. Group counseling					
III.A.2.a. Academic success [BoR II.A.6; CACREP III.F.2, III.L.1; CF P1, P4, A1, A2, A3, A4,		Candidate is unable to demonstrate reliable ability to provide ability to provide	Candidate is able to demonstrate basic ability to occasionally ability to	Candidate is able to reliably demonstrate purposeful ability to provide ability to	Candidate is able to repeatedly demonstrate extraordinary ability to

<b>Component</b>	<b>NA</b>	<b>Unsatisfactory 1</b>	<b>In Progress 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
A5, R1, R2, R3, R4; NCATE I.E.1, I.E.5, I.F.1, I.F.2]		effective group counseling services that promote academic success.	provide effective group counseling services that promote academic success.	provide effective group counseling services that promote academic success.	provide effective group counseling services that proactively promote academic success.
III.A.2.b. Social/emotional development [BoR II.A.6; CACREP III.F.2; CF P1, P4, A1, A2, A3, A4, A5, R1, R2, R3, R4; NCATE I.E.1, I.E.5, I.F.1, I.F.2]		Candidate is unable to demonstrate reliable ability to provide ability to provide effective group counseling services that promote social/emotional development.	Candidate is able to demonstrate basic ability to occasionally provide ability to provide effective group counseling services that promote social/emotional development.	Candidate is able to reliably demonstrate purposeful ability to provide ability to provide effective group counseling services that promote social/emotional development.	Candidate is able to repeatedly demonstrate extraordinary ability to provide ability to provide effective group counseling services that proactively promote social/emotional development.
III.A.2.c. Career development [BoR II.A.6; CACREP III.F.2; CF P1, P4, A1, A2, A3, A4, A5, R1, R2, R3, R4; NCATE I.E.1, I.E.5, I.F.1, I.F.2]		Candidate is unable to demonstrate reliable ability to provide ability to provide effective group counseling services that promote career development.	Candidate is able to demonstrate basic ability to occasionally provide ability to provide effective group counseling services that promote career development.	Candidate is able to reliably demonstrate purposeful ability to provide ability to provide effective group counseling services that promote career development.	Candidate is able to repeatedly demonstrate extraordinary ability to provide ability to provide effective group counseling services that proactively promote career development.
III.A.3. Classroom guidance. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement					
III.A.3.a. Academic success [BoR II.A.6; CACREP III.F.2, III.L.1; CF P1, P4, A1, A2, A3, A4, A5, R1, R2, R3, R4; NCATE I.E.1, I.E.5, I.F.1, I.F.2]		Candidate fails to effectively incorporate visual, auditory, tactile or experiential instructional methods to	To meet the varying needs of learners, candidate sometimes incorporates visual, auditory, tactile	To meet the varying needs of learners, candidate regularly and effectively incorporates visual, auditory, tactile	To meet the varying needs of learners, candidate creatively and effectively incorporates visual, auditory, tactile

<b>Component</b>	<b>NA</b>	<b>Unsatisfactory 1</b>	<b>In Progress 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
		teach lessons based on state guidance curriculum standards that promote academic success and meet the varying needs of learners.	and/or experiential instructional methods to teach lessons based on state guidance curriculum standards that promote academic success.	and/or experiential instructional methods to teach lessons based on state guidance curriculum standards that promote academic success.	and/or experiential instructional methods to teach lessons based on state guidance curriculum standards that promote academic success.
III.A.3.b. Social/emotional development [BoR II.A.6; CACREP III.F.2; CF P1, P4, A1, A2, A3, A4, A5, R1, R2, R3, R4; NCATE I.E.1, I.E.5, I.F.1, I.F.2]		Candidate fails to effectively incorporate visual, auditory, tactile or experiential instructional methods to teach lessons based on state guidance curriculum standards that promote social/emotional development and meet the varying needs of learners.	To meet the varying needs of learners, candidate sometimes incorporates visual, auditory, tactile and/or experiential instructional methods to teach lessons based on state guidance curriculum standards that promote social/emotional development.	To meet the varying needs of learners, candidate regularly and effectively incorporates visual, auditory, tactile and/or experiential instructional methods to teach lessons based on state guidance curriculum standards that promote social/emotional development.	To meet the varying needs of learners, candidate creatively and effectively incorporates visual, auditory, tactile and/or experiential instructional methods to teach lessons based on state guidance curriculum standards that promote social/emotional development.
III.A.3.c. Career development [BoR II.A.6; CACREP III.F.2; CF P1, P4, A1, A2, A3, A4, A5, R1, R2, R3, R4; NCATE I.E.1, I.E.5, I.F.1, I.F.2]		Candidate fails to effectively incorporate visual, auditory, tactile or experiential instructional methods to teach lessons based on state guidance curriculum standards that promote career development and meet the varying needs of learners.	To meet the varying needs of learners, candidate sometimes incorporates visual, auditory, tactile and/or experiential instructional methods to teach lessons based on state guidance curriculum standards that promote career development.	To meet the varying needs of learners, candidate regularly and effectively incorporates visual, auditory, tactile and/or experiential instructional methods to teach lessons based on state guidance curriculum standards that promote career development.	To meet the varying needs of learners, candidate creatively and effectively incorporates visual, auditory, tactile and/or experiential instructional methods to teach lessons based on state guidance curriculum standards that promote career development.
III.B. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning		Candidate is unable or often times struggles to reasonably design or implement appropriate prevention and intervention plans while considering factors such as (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (3) multicultural	At times, candidate is able to design and/or implement appropriate prevention and intervention plans while considering factors such as (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of	Candidate consistently displays ability to design and purposefully implement appropriate prevention and intervention plans while considering factors such as (a) atypical growth and development, (b) health and wellness, (c) language, (e) ability level, (3) multicultural	Candidate consistently displays extraordinary ability to design and strategically implement appropriate prevention and intervention plans while considering factors such as (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e)

<b>Component</b>	<b>NA</b>	<b>Unsatisfactory 1</b>	<b>In Progress 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
and development. [BoR II.A.6; CACREP III.D. 3, III.F.2; CF P1, P3, P4, P5, P6, A1, A2, A3, A4, A5, R1, R2, R3; NCATE I.E.1, I.E.5, I.F.2]		issues, and (f) factors of resiliency on student learning and development.	resiliency on student learning and development.	issues, and (f) factors of resiliency on student learning and development.	multicultural issues, and (f) factors of resiliency on student learning and development.
III.C. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer students when appropriate. [CACREP III.D.5; CF P2, P3, P4, P5, P6, A1, A4, R1, R2, R3, R4, R5]		Candidate lacks basic awareness regarding own limitations as a school counselor and avoids supervision and referring students when appropriate.	Candidate displays basic awareness regarding own limitations as a school counselor and seeks supervision at times and/or may delay in referring students at times.	Candidate displays consistent awareness and introspective ability to monitor own limitations as a school counselor and is reliably responsible in terms of seeking supervision and referral sources when appropriate.	Candidate displays heightened awareness and introspective ability to monitor own limitations as a school counselor and is reliably proactive in terms of seeking supervision and referral sources when appropriate.
<b>IV. Diversity and Advocacy</b>					
IV.A. Multicultural					
IV.A.1. Demonstrates a commitment to developing multicultural competencies; acknowledges personal biases and works to reduce them. [CACREP III.F.1; CF P1, P2, P3, P4, P5, P6, A1, A2, A3, A4, A5, R1, R2, R3, R4; NCATE ; NCATE I.E.1, I.F.3, I.G.2]		Candidate displays little to no commitment to developing multicultural competencies or lacks willingness to acknowledge and reduce personal biases.	Candidate is developing a commitment to developing multicultural competencies while intermittently acknowledging and reducing personal biases.	Candidate consistently demonstrates a commitment to developing multicultural competencies while reliably acknowledging and reducing personal biases.	Candidate displays exceptional commitment to developing multicultural competencies while actively acknowledging and reducing personal biases.
IV.A.2. Demonstrates awareness, valuing, and knowledge of diverse worldviews [CACREP III.F.1; CF P1, P2, P3, P4, P5, P6, A1, A2, A3, A4, A5, R1, R2, R3, R4, R5; NCATE I.E.2, I.F.3, I.G.2 ]		Candidate consistently demonstrates closed-mindedness or is unable or unwilling to value or attain knowledge of diverse worldviews.	Candidate occasionally demonstrates open-mindedness, intermittently or selectively values differences, or possesses rudimentary knowledge of diverse worldviews.	Candidate consistently demonstrates open-mindedness, a willingness to respect different points of view and reliably values differences.	Candidate displays extraordinary open-mindedness by routinely honoring and valuing differences while actively seeking to attain substantial knowledge of diverse worldviews.

<b>Component</b>	<b>NA</b>	<b>Unsatisfactory 1</b>	<b>In Progress 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
IV.A.3. Effectively applies skills in a multicultural context to promote student learning and development [CACREP III.F.1; CF P1, P2, P3, P4, P5, P6, A1, A2, A3, A4, A5, R1, R2, R3, R4, R5; NCATE I.E.1, I.F.3, I.G.2]		Candidate has difficulty applying skills in a multicultural context.	Candidate sporadically applies effective skills in a multicultural context.	Candidate intentionally applies effective skills in a multicultural context.	Candidate proactively applies effective skills in a multicultural context.
IV.B. Recognizing the uniqueness of each student, engages and consults with school personnel, parents, guardians, family, and stakeholders to promote and advocate for the academic, career, and personal/social development of all students [CACREP III.F.4, III.N.1, III.N.3, III.N.5; CF P1, P2, P3, P4, P5, P6, A1, A2, A3, A4, A5, R1, R2, R3, R4, R5; NCATE I.E.2, I.F.3, I.G.2]		Candidate fails to recognize student's uniqueness, or rarely engages and consults with related professionals and family members for student's academic, career, and personal/social development.	Candidate occasionally recognize student's uniqueness, or intermittently engages and consults with related professionals and family members for student's academic, career, and personal/social development.	Candidate consistently recognizes student's uniqueness and regularly engages and consults with related professionals and family members for student's academic, career, and personal/social development.	Candidate proactively recognizes student's uniqueness, regularly engages and consults with related professionals and family members for student's academic, career, and social/personal development.
<b>V. Career and Life Transitions</b>					
V.A. Implements strategies and activities to prepare students for a full range of post-secondary options and opportunities					
V. A.1. Utilizes best practices for career awareness and planning to school personnel, students, parents/guardians [CACREP II.G.4; CF P1, P2, P3, P4, P5, P6, A1, A2, A3, A4, A5, R1, R2, R3, R4, R5; NCATE I.E.1, I.E.2, I.E.3]		Candidate provides insufficient information or lacks understanding of career awareness and planning to school personnel, students, and parents/guardians.	Candidate provides satisfactory information for career awareness and planning to school personnel, students, and parents/guardians.	Candidate consistently provides valuable current information for career awareness and planning to school personnel, students, and parents/guardians.	Candidate demonstrates exemplary career awareness and exceptional ability to provide valuable current information for career awareness and planning to school personnel, students, and parents/guardians.

<b>Component</b>	<b>NA</b>	<b>Unsatisfactory 1</b>	<b>In Progress 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
V. A.2. Meets with student/parents/guardians to plan career path (with recognition that the path leads to plausible career choices) [CACREP II.G.4, III.L.2; CF P1, P2, P3, P4, P5, P6, A1, A2, A3, A4, A5, R1, R2, R3, R4, R5; NCATE I.E.1, I.E.2, I.F.2]		Candidate rarely meets with students, parents, and guardians to develop possible career plans that reflect student's interest, abilities, and skills.	Candidate intermittently meet with students, parents, and guardians to develop possible career plans that reflect student's interest, abilities, and skills.	Candidate routinely meets with students, parents, and guardians to develop possible career plans that reflect student's interest, abilities, and skills.	With exceptional awareness of career options, candidate routinely meets with students, parents, and guardians to develop possible career plans that reflect student's interest, abilities, and skills.
V. A.3. Coordinates a school-to-career transition plan for each student [CACREP II.G.4, III.C.4, III.L.2; BoR II.A.3; CF P1, P2, P3, P4, P5, P6, A1, A2, A3, A4, A5, R1, R2, R3, R4, R5; NCATE I.E.1, I.F.2]		Candidate has difficulty coordinating school-to-career transition plan for each student as appropriate to educational and developmental level.	Candidate intermittently coordinates a school-to-career transition plan for each student as appropriate to each education and developmental level.	Candidate purposefully coordinates an effective school-to-career transition plan for each student as appropriate to each education and developmental level.	Candidate displays exceptional awareness of various post-secondary opportunities and coordinates an effective comprehensive school-to-career transition plan for each student as appropriate to each education and developmental level.
V.B. Attends to other transition processes such as :					
V.B.1. school entrance/exit (beginning, middle school, high school) [CACREP III.C.4; CF P1, P2, P3, P4, P5, P6, A1, A2, A3, A4, A5, R1, R2, R3, R4, R5; NCATE I.E.1, I.F.2]		Candidate rarely or fail to attend to issues related to school entrance/exit transitions.	Candidate moderately attends to issues related to school entrance/exit transitions based on students' developmental levels.	Candidate fully attends to issues related to school entrance/exit transitions based on students' developmental levels.	Candidate proactively attends to issues related to school entrance/exit transitions based on students' developmental levels.
V.B.2. development across the life span (birth, death, divorce, etc.) [CACREP III.C.3; CF P1, P2, P3, P4, P5, P6, A1, A2, A3, A4, A5, R1, R2, R3, R4, R5; NCATE I.E.1, I.F.2]		Candidate demonstrates insufficient knowledge of or ability to incorporate appropriate life span transition strategies to enhance student development	Candidate demonstrates a basic knowledge of or ability to incorporate appropriate life span transition strategies to enhance student development.	Candidate demonstrates a wide knowledge of and ability to incorporate appropriate life span transition strategies to enhance student	Candidate demonstrates exceptional knowledge of and ability to incorporate appropriate life span transition strategies to enhance student

<b>Component</b>	<b>NA</b>	<b>Unsatisfactory 1</b>	<b>In Progress 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
				development.	development.
<b>VI. Technology</b>					
Uses technology in their practices [NCATE I.e.4; CF P5, A5 ]		Candidate fails to understand or utilize appropriate and effective technology to enhance student achievement and improve counseling practice and program.	Candidate intermittently utilizes a variety of appropriate and effective technology to enhance student achievement and improve counseling practice and program.	Candidate regularly utilizes a variety of appropriate and effective technology to enhance student achievement and improve counseling practice and program.	Candidate regularly demonstrates refined skills in utilizing an advanced variety of appropriate and effective technology to enhance student achievement and improve counseling practice and program.