



**Graduate Program in Counseling  
Interview Guide: Field Site Evaluations**

Graduate Student: \_\_\_\_\_ Student ID @ \_\_\_\_\_

Program:  MHC     SGC Primary License     SGC Add-On License  
 CAGS – MHC     CAGS - SGC

Field Site: \_\_\_\_\_

Field Site Supervising Practitioner: \_\_\_\_\_

University Program Supervisor: \_\_\_\_\_

Intermediate Evaluation Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

1. Areas of increased responsibility:
  
2. Ability to recognize site needs and use supervision effectively:
  
3. Ability to integrate into the internship/practicum site:
  
4. Emerging strengths in competencies:
  
5. Competency areas needing development:
  
6. Progress toward mastery of previously identified challenges and/or goals from Visit 1:
  
7. Goals for remainder of the internship/practicum:

Fitchburg State University Grade System		GRADE to DATE: _____
95 – 100 = A = 4.0	80 – 82 = B- = 2.7	
92 – 94 = A- = 3.7	77 – 79 = B-/C+ = 2.5	
89 – 91 = A-/B+ = 3.5	74 – 76 = C+ = 2.3	
86 – 88 = B+ = 3.3	71 – 73 = C = 2.0	
83 – 85 = B = 3.0		

Fitchburg State University Program Supervisor Signature

Date

For SGC students:  
 \_\_\_\_ Review PPA and DESE licensure competencies  
 \_\_\_\_ Review CW Sand MARC Jr.

For MHC:  
 \_\_\_\_ Review site-specific areas of competencies  
 \_\_\_\_ Review CWS  
 \_\_\_\_ Review structure and focus of supervision



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**B. SGC Intermediate Evaluation:** \_\_\_/\_\_\_/\_\_\_ (optional pg. 2)  
*Practicum students need to consistently demonstrate achievement of competencies for DESE licensure. Please document on-going feedback in identified areas.*

Person completing form:

- Field Site Supervisor
- University Supervising Professor
- Graduate Student

Graduate Student: \_\_\_\_\_

Field Site: \_\_\_\_\_

**DESE Licensure Competencies for School Counselors: Subject Matter Knowledge**

Rating Scale: 3=Comprehensively meets standard; 2=Acceptably meets standard; 1=Does not meet standard; N/O=Not able to observe

<b>Standard (DESE licensure requirements)</b>	<b>Evidence</b>	<b>Rating</b>
a. Familiarity with Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor.		
b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic tests results to students, teachers, and parents. Includes data literacy and analysis.		
c. Psychology of learning.		
d. Understanding of the diagnosis and treatment of learning and behavior disorders.		
e. Theories of normal and abnormal intellectual, social, and emotional development.		
f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illness, and violence in PreK-12 students.		
g. Philosophy, principles and practices in school guidance counseling.		
h. Federal, state, municipal, and school laws and regulations.		
i. Career counseling		
j. Resources within the school system or the community for referral.		
k. Knowledge of statistics, research design, and research in guidance counseling.		
l. Group counseling and group leadership.		
m. Development of skills for consultation with parents, teachers, and administrators.		
n. College counseling and use of college and other post-secondary resource materials (grades 5-12).		
<b>Additional Fitchburg State COMPETENCIES</b>		
o. MA Model for Comprehensive School Counseling Programs (implementation)		
p. Use of data and data analysis		
q. College and Career Advising		
r. SPED Law/Assessment Services		
s. 504 Legislation/Assessment/Writing Plan		

**Evaluator Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

- University Supervisor       Field Site Supervisor