In the Spring of 2014, EDCO surveyed internship supervisors to evaluate their perceptions of the program, readiness of student interns, and professional characteristics. This report provides a summary of the School site supervisors. Thirty-one ($n = 31$) site supervisors responded from the two campuses (i.e., Roanoke ($n = 16$), and Falls Church ($n = 15$). This represents a 65% response rate as 48 site supervisors were invited to participate. All site supervisors hosted VT interns during the 2013-2014 school year.

The site supervisors were asked to describe their perceptions of the quality of the program in 15 core areas. For example, “The intern understood and applied legal and ethical principles, including ACA and ASCA guidelines.” Respondents used the ratings Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, and Unable to Observe to evaluate each area. Nearly all of the areas were rated Strongly Agree or Agree by respondents (see Figure 1). The lowest rated question, “Presented the guidance and counseling program to various school constituencies,” may have been unclear. Almost one third of respondents indicated they were neutral or had no opportunity to observe this competency in their intern.

Respondents were also asked to describe the adequacy of the intern’s organizational skills, communication skills, professional judgment, self-awareness, receptiveness to supervision, leadership potential, and overall preparation. Their responses highlighted strengths
in all areas (see Figure 2). It appeared that communication and organizational skills were a problem for two interns.

Supervisors were also asked to share their satisfaction with different aspects of the university involvement in the internship. They rated their satisfaction with their knowledge of the university needs, accessibility of university faculty, and support from university faculty. With regard to knowledge of university needs, 21 of the 31 respondents were completely satisfied and ten were mostly satisfied. Similarly, 19 of the 31 respondents were completely satisfied with the accessibility of university faculty and nine found faculty accessibility mostly adequate. Two respondents were dissatisfied. One rated university accessibility as completely inadequate and one described it as mostly inadequate. Finally, with regard to support from university faculty, 21 found it completely adequate, 8 found it mostly adequate, one found it mostly inadequate, and one found it completely inadequate. One respondent omitted this item.

In addition to sharing their perceptions of the program, respondents were asked to describe their current professional work, credentials, and involvement. The vast majority of school counselor supervisors held a master’s degree in counseling (93.5%). One held a master’s degree in social work and one held a master’s degree in Administration and Supervision. About half of the site supervisors worked at the elementary level, ten percent at the middle school level, and forty percent at the high school level. The site supervisors reported having 4 – 26 years of professional counseling experience and 0 – 20 years of experience providing supervision. Ten reported having no training in supervision, fourteen reported having 1 – 10 hours of training in supervision, three reported having 11 – 20 hours of training in supervision, and three reported
having more than 20 hours of training in supervision. One respondent omitted this item. There were 27 female respondents and three male respondents. One described his/her ethnicity as Hispanic or Latino/a and 29 described their ethnicity as non-Hispanic, one respondent omitted this item. Twenty-seven of the 31 respondents described their race as white/Caucasian, one Black/African American, one American Indian/Native Alaskan, and one Other.

Finally, site supervisors were provided an open space to report additional comments. Fourteen respondents shared comments. Nine added positive comments about the strong preparation of interns, their desire to hire graduates from the program, and their satisfaction with all aspects of being a site supervisor. The other five comments provided constructive criticism with regard to communication, student administrative preparation for work in the schools, or intern-specific concerns.