

USU Professional School Guidance Counselor Education Program

PRACTICUM STUDENT EVALUATION

| Student Information | |
|--|-----------------------------------|
| Name | A# |
| Practicum Site | Date |
| Supervisor | School District |
| Review Period | Start date: _____ End date: _____ |
| Total hours completed (from log) (REQUIRED) | |

| 1. PROFESSIONAL SCHOOL COUNSELOR IDENTITY | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 = Poor | 2 = Fair | 3 = Satisfactory | 4 = Good | 5 = Excellent | NA |
| Proper attire, professional appearance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arrives on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Completes assignments on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communication skills – uses tact and diplomacy with other professionals, teachers, parents and students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments</i> | | | | | | |

| 2. SOCIAL AND CULTURAL DIVERSITY | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 = Poor | 2 = Fair | 3 = Satisfactory | 4 = Good | 5 = Excellent | NA |
| Awareness of own culture and its impact on counseling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge and application of theories of multi-cultural counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Engages in social justice, advocacy, and conflict resolution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Engages in activities to remedy bias, prejudices, oppression, and discrimination | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments</i> | | | | | | |

| 3. HUMAN GROWTH AND DEVELOPMENT | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 = Poor | 2 = Fair | 3 = Satisfactory | 4 = Good | 5 = Excellent | NA |
| Demonstrates understanding of the nature and needs of individuals and families across the lifespan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates skills in assisting in successful transitions for students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognizes different learning styles and is familiar with associated strategies for student success | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates strategies for facilitating optimal personal and academic development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, and psychopathology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments</i> | | | | | | |

| 4. CAREER DEVELOPMENT | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 = Poor | 2 = Fair | 3 = Satisfactory | 4 = Good | 5 = Excellent | NA |
| Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates ability to use electronic career information systems effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates the ability to identify student academic, career, and personal/social competencies and effectively implements processes and activities in achieving these competencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates an understanding of the relationship between economic and labor market factors and career development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments</i> | | | | | | |

| 5. HELPING RELATIONSHIPS | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 = Poor | 2 = Fair | 3 = Satisfactory | 4 = Good | 5 = Excellent | NA |
| Demonstrates an understanding of essential interviewing and counseling skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates knowledge of counseling theories that effectively conceptualizes client presentation and selects and implements appropriate counseling interventions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes wise decisions regarding counseling the practicum student should engage in and what is beyond the scope of a school guidance counselor or practicum student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments</i> | | | | | | |

| 6. ASSESSMENT | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 = Poor | 2 = Fair | 3 = Satisfactory | 4 = Good | 5 = Excellent | NA |
| Demonstrates an understanding of individual and group approaches to assessment and evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates appropriate use of strategies for selecting, administering and interpreting assessment instruments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability to conduct assessments that consider multiple sources of information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments</i> | | | | | | |

| 7. COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM MANAGEMENT | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 = Poor | 2 = Fair | 3 = Satisfactory | 4 = Good | 5 = Excellent | NA |
| Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability to develop and implement individual planning that supports the SEOP process at the secondary level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability to plan and present guidance curriculum to students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability to present guidance curriculum to school personnel and parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates the ability to design and implement preventative, developmental and organized systems for delivering responsive services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments</i> | | | | | | |

| 8. FOUNDATIONS OF SCHOOL COUNSELING | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 = Poor | 2 = Fair | 3 = Satisfactory | 4 = Good | 5 = Excellent | NA |
| Demonstrates an understanding of the relationship between guidance counseling to academic and student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Applies leadership strategies designed to enhance the learning environment, organization, and administration of the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates knowledge of current and emerging technology in school guidance counseling, and implements appropriate new technologies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments</i> | | | | | | |

| 9. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 = Poor | 2 = Fair | 3 = Satisfactory | 4 = Good | 5 = Excellent | NA |
| Advocates for all students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school-wide settings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments</i> | | | | | | |

10. ADDITIONAL KNOWLEDGE AND SKILL REQUIREMENTS

| | 1 = Poor | 2 = Fair | 3 = Satisfactory | 4 = Good | 5 = Excellent | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Demonstrates ability to prepare and implement an action plan/and or school counseling calendar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates an awareness of the need for seeking and securing enhancement funding for program expansion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates knowledge of strategies for identifying and utilizing corporate, individual and community resources to provide support for student achievement (i.e., grants) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates the ability to recognize and assist children and adolescents who may use alcohol or other drugs or who may reside in homes where substance abuse occurs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments</i> | | | | | | |

EVALUATION

SUPERVISORS: THE PRACTICUM STUDENT WILL RECEIVE A PASS/FAIL GRADE FOR THE INTERNSHIP. WHICH GRADE SHOULD THE STUDENT RECEIVE? PASS_____ FAIL_____

PLEASE IDENTIFY THE STRENGTHS OF THE PRACTICUM STUDENT. PLEASE PROVIDE AS MUCH DETAIL AS POSSIBLE.

PLEASE IDENTIFY THE WEAKNESSES OF THE PRACTICUM STUDENT. PLEASE PROVIDE AS MUCH DETAIL AS POSSIBLE AND SUGGESTIONS FOR ADDRESSING THE WEAKNESSES.

VERIFICATION OF REVIEW

By signing this form, you confirm that you have discussed this review in detail with your supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

Practicum Student Signature

Supervisor Signature

Date

Supervisor preferred
telephone number

Supervisor preferred
e-mail address

Evaluation reviewed by

Date