



**USU Professional School Counselor Education Program
PRACTICUM STUDENT EVALUATION**

Intern Information	
Student Name	A#
Practicum Site	Date
Supervisor	School District
Number of years the supervisor has been a Level-II School Counselor	
Review Period Start Date	Review Period End Date
Total hours completed (from log) (REQUIRED)	

Instructions for the Reviewer: On the following pages, please check the box that best matches the practicum student’s demonstration of the disposition, ability, or skill listed. This evaluation form utilizes a “peer comparison rating system.” The comparison group is other students at a similar level of training. The most common rating will likely be ‘average’ or ‘3’ indicating that students are on par with their peers who are completing the practicum. You will find a detailed description of the rating system below. Please read the rating system thoroughly, and refer to it as you are evaluating your school counseling practicum student.

Rating System for the Evaluation:

- 1** = Practicum student’s performance is inadequate. Practicum student requires intense supervision of basic skills in this area. Marked improvement needed to pass the practicum.
- 2** = Practicum student’s performance is less than expected and in need of improvement. Practicum student requires more than the typical amount of supervision in this area.
- 3** = Practicum student’s performance is satisfactory and commensurate with that of other interns. Little supervision is required for routine tasks; on-going supervision is required for advanced skills in this area.
- 4** = Practicum student’s performance is above average/better than expected in this area. Practicum student continues to require supervision for advanced skills in this area.
- 5** = Practicum student’s performance is exceptional in this area. Skills, ability, or knowledge in this area are at a level where only periodic supervision for refinement in advanced skills is likely to be useful.
- N/A** There has not been an opportunity for the practicum student to engage in this behavior.

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N/A There has not been an opportunity for the practicum student to engage in this behavior.

1. PROFESSIONAL COUNSELING IDENTITY						
	1	2	3	4	5	N/A
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"/>
Advocates for all students to address institutional and social barriers that impede access, equity, and success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocates for the profession through participation in professional organizations (e.g. credentialing, licensure, accreditation practices, and standards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an awareness of the effects of legislation and public policy for student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practicum student demonstrates the highest standard of legal, moral, and ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates the capacity to use a wide range of technology (e.g. student management systems, career interest inventories, and online applications such as FASFA and college applications) in the systemic practice of school counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes strategies for personal and professional self-evaluation to address bias and transference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in self-care strategies appropriate to the counselor role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts and acts upon supervisor feedback in a non-defensive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

2. SOCIAL AND CULTURAL DIVERSITY						
	1	2	3	4	5	N/A
Demonstrates awareness of heritage, attitudes, spiritual beliefs and acculturative experiences on students’ and counselors’ worldviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge and application of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciates the differences in the help-seeking behaviors of diverse students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes the effects of power and privilege for counselors and clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

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N/A There has not been an opportunity for the practicum student to engage in this behavior.

3. HUMAN GROWTH AND DEVELOPMENT						
	1	2	3	4	5	N/A
Demonstrates an understanding that early childhood trauma affects human development across the lifespan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies theories of human development of individual and family systems within the school setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the complexity of factors that affect human development, functioning, and behavior (e.g. systemic, environmental, biological, neurological, and physiological factors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands students have varying capacities to benefit from a variety of interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an awareness of effective strategies for promoting resilience and optimum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

4. CAREER DEVELOPMENT AND LITERACY						
	1	2	3	4	5	N/A
Utilizes strategies for assessing factors that contribute to career development to apply to the PCCR process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies approaches for conceptualizing and assessing the conditions of the work environment on the students’ mental well-being, relationships, and other life roles and factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates the process for identifying and using assessment tools and resources such as career, educational, occupational, and labor market planning and decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes appropriate strategies for career development program planning, organization, implementation, administration, and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs strategies for advocating for diverse students’ career and educational developmental and employment opportunities in a global economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of strategies for facilitating student skill development for college and career readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Successfully facilitates post-secondary transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

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N/A There has not been an opportunity for the practicum student to engage in this behavior.

5. COUNSELING AND HELPING RELATIONSHIPS						
	1	2	3	4	5	N/A
Embodies positive characteristics and behaviors that influence the counseling process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes core counseling skills such as essential interviewing, counseling, intervention planning, case conceptualization and establishing measurable outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes wise decisions regarding what counseling efforts the practicum student should engage in and what is beyond the scope of a school counselor or practicum student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs evidence-based counseling approaches for prevention and intervention (e.g. suicide prevention, bullying, social emotional learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements crisis intervention, trauma-informed, and community-based strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes student understanding and access to a variety of community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

6. GROUP COUNSELING AND GROUP WORK						
	1	2	3	4	5	N/A
Facilitates group counseling processes (e.g. member recruitment, screening, and selection)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively manages group dynamics leading to positive outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes therapeutic factors and how they contribute to group effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

7. ASSESSMENT AND TESTING						
	1	2	3	4	5	N/A
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 awareness of procedures for assessing risk of aggression or danger to self-or others, including suicide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a knowledge of procedures for identifying trauma and abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes correct abuse reporting procedures, as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

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N/A There has not been an opportunity for the practicum student to engage in this behavior.

8. RESEARCH AND PROGRAM EVALUATION						
	1	2	3	4	5	N/A
Recognizes the importance of research in advancing the counseling profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collects and analyzes data to meet the needs of students and ensure program improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of how to critique research to inform counseling practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a knowledge of program evaluation and research (e.g. development of outcome measures, systemic assessment, and the evaluation of counseling interventions and programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

9. FOUNDATIONS OF SCHOOL COUNSELING						
	1	2	3	4	5	N/A
Incorporates knowledge of the history, development, and philosophy of school counseling in their conceptualization of student and systemic school issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs a global approach reflective of the ASCA and College and Career Readiness Program Model (new Utah model)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in school leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

10. CONTEXTUAL DIMENSIONS AND PRACTICE OF SCHOOL COUNSELING						
	1	2	3	4	5	N/A
Demonstrates skills and knowledge needed to engage in the program review process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates and delivers effective lesson plans that reflect school counseling curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs strategies for implementing and coordinating peer intervention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes mindsets and competencies to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

EVALUATION
SUPERVISORS: THE PRACTICUM STUDENT WILL RECEIVE A PASS/FAIL GRADE FOR THE PRACTICUM. 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. IF YOU WISH TO MAKE SUGGESTIONS FOR ADDRESSING THESE WEAKNESSES, PLEASE INCLUDE.

VERIFICATION OF REVIEW

Students: 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

For office use only: Evaluation reviewed by USU staff member

Evaluation reviewed by

Date

Note: Please contact Camille Odell, School Counselor Education Director, if you have questions or concerns about this form or the process of supervising and evaluating USU School Counseling Practicum Student. Thank you for supervising this pre-professional.

Contact Information:

Email: Camille.Odell@usu.edu

Phone: 435-797-5576

IMPORTANT – After your supervisor has filled out your evaluation and you have both signed the document, please submit this form via Canvas.