Psychology 6370, Utah State University

School Counseling Practicum

Spring 2016

Classroom Supervisor's Student Evaluation

Instructions – Please circle your respon	nse to each of the following statements about the behavior of
each Practicum student in your group.	Your candor and thoroughness will be most appreciated here.

Name of Student	Site of Class	

The following statements have to do with how this Practicum student interacted in the classroom setting in general.

		Not Observed	Poor	Fair	Average	Good	Excellent
1.	Diplomacy, tact in interactions with peers and supervisor during class	0	1	2	3	4	5
2.	Understanding, implementation of ethical standards	0	1	2	3	4	5
3.	Weekly preparation for class (completion of tasks and assignments)	0	1	2	3	4	5
4.	Flexibility in approaching problems	0	1	2	3	4	5
5.	Respect earned from peers and supervisor	0	1	2	3	4	5
6.	Initiative, ability to work without prompting	0	1	2	3	4	5
7.	Eagerness to learn new skills	0	1	2	3	4	5
8.	Openness to feedback, constructive criticism from peers	0	1	2	3	4	5
9.	Openness to feedback, constructive criticism from supervisor	0	1	2	3	4	5
10.	Follow-through on recommendations and feedback	0	1	2	3	4	5
11.	Ability to develop insight and solve problems facing school counselors	0	1	2	3	4	5

The following statements have to do with what you have observed about the Practicum student during his/her case presentations. Although you have not directly witnessed the student at the school, you will, in most cases, be able to assess how he/she is integrating into the school culture and is using his/her counseling skills and knowledge in the school setting.

Offic	e Use Only: Number of points assigned	Gra	de Assigne	ed:	Pass	ì	Fail
Nam	e of Classroom Supervisor (please print)						
General Comments about this Practicum student:							
20.		0	1	2	3	4	5 or more
Pleas	se circle the number of classes the student missed d	luring this	semester	·.			
19.	Demonstration of being a team player at school site	0	1	2	3	4	5
18.	Level of understanding of implementation of school's Comprehensive Guidance program	0	1	2	3	4	5
17.	Respect accorded to school administration	0	1	2	3	4	5
16.	Respect accorded to school faculty	0	1	2	3	4	5
15.	Ability to establish rapport/empathy for students in the school	0	1	2	3	4	5
14.	Ability to balance administrative needs with needs of the student/child	0	1	2	3	4	5
13.	Maintenance of child/student advocacy role in the school	0	1	2	3	4	5
12.	Case presentations in terms of organization, succinctness, delivery, good questioning strategies	0	1	2	3	4	5