



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

<b>Practicum Information</b>	
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) <b>(REQUIRED)</b>	

**Instructions for Reviewer:** On the following pages check the box that best matches the practicum student’s demonstration of the skill or task listed. Please choose your rankings based on either of the following:

1. Review USU’s Professional School Counselor Education expectations for practicum students **(below)**, and compare the performance of the practicum student to practicum students you have worked with in the past.

**OR**

2. If you have never supervised a practicum student please review USU’s expectations for practicum students which are listed below to inform your rankings.

USU’s Professional School Counselor Education Program expectations for practicum students:

- **Initiative and responsibility.** Practicum students should be looking for opportunities to enhance the school’s Comprehensive Guidance program and be willing to share in the work of doing so. With minimal prompting, practicum students should show a willingness to expend effort necessary to assess students’ needs and execute activities and programs that meet those needs.
- **Responsiveness to feedback.** We are also interested in the degree to which students are *open and willing to listen to constructive* criticism about their work and expect them to follow through on such criticism without excuses and/or defensive explanation.
- **Professional Identity.** Students are expected to write, speak and perform in ways that establish a firm foundation of professionalism. Our students’ everyday behavior in the role of school counselor should establish a reputation of competence and professionalism with teachers, administrators, parents and students.
- **Ethical Behavior.** We expect that our students to *base all decisions on strong ethical principles* and engage in empirically-based best practices for school counselors.

TURN PAGE TO BEGIN

<b>1. PROFESSIONAL SCHOOL COUNSELOR IDENTITY</b>										
	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Proper attire, professional appearance										
Arrives on time										
Completes assignments on time										
Communication skills – uses tact and diplomacy with other professionals, teachers, parents and students										
Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards										
Comments										

<b>2. SOCIAL AND CULTURAL DIVERSITY</b>										
	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Awareness of own culture and its impact on counseling activities										
Knowledge and application of theories of multi-cultural counseling										
Engages in social justice, advocacy, and conflict resolution										
Engages in activities to remedy bias, prejudices, oppression, and discrimination										
Comments										

PLEASE CONTINUE ON TO THE FOLLOWING PAGES OF THIS EVALUATION

<b>3. HUMAN GROWTH AND DEVELOPMENT</b>										
	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates understanding of the nature and needs of individuals and families across the lifespan										
Demonstrates skills in assisting in successful transitions for students										
Recognizes different learning styles and is familiar with associated strategies for student success										
Demonstrates strategies for facilitating optimal personal, career, and academic development										
Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, addictive behavior, and psychopathology										
Comments										

<b>4. CAREER DEVELOPMENT</b>										
	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP (Plan for CCR) process										
Demonstrates ability to use electronic career information systems effectively										
Demonstrates the ability to identify and interpret student academic, career, and personal/social competencies and effectively implements processes and activities in achieving these competencies										
Demonstrates an understanding of the relationship between economic and labor market factors and career development										
Comments										

5. HELPING RELATIONSHIPS										
	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates an understanding of essential interviewing and counseling skills										
Demonstrates knowledge of counseling theories that effectively conceptualizes client presentation and selects and implements appropriate counseling interventions										
Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions										
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										
Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries)										
Comments										

6. ASSESSMENT										
	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates an understanding of individual and group approaches to assessment and evaluation										
Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques										
Demonstrates appropriate use of strategies for selecting, interpreting and explaining assessment instruments and results										
Ability to conduct assessments that consider multiple sources of information										
Comments										

<b>7. COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM MANAGEMENT</b>										
	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance										
Ability to develop and implement individual planning that supports the SEOP (Plan for CCR) process at the secondary level										
Ability to plan and present guidance curriculum to students										
Ability to present guidance curriculum to school personnel and parents										
Demonstrates the ability to design and implement preventive, developmental and organized systems for delivering responsive services										
Comments										

<b>8. FOUNDATIONS OF SCHOOL COUNSELING</b>										
	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates an understanding of the relationship between guidance counseling and student service programs										
Applies leadership strategies designed to enhance the learning environment, organization, and administration of the school										
Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling										
Demonstrates knowledge of current and emerging technology in school guidance counseling, and implements appropriate new technologies										
Comments										

9. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING										
	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Advocates for all students										
Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school-wide settings										
Comments										

10. ADDITIONAL KNOWLEDGE AND SKILL REQUIREMENTS										
	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates ability to prepare and implement an action plan and/or school counseling calendar										
Demonstrates an awareness of the need for seeking and securing enhancement funding for program expansion										
Demonstrates knowledge of strategies for identifying and utilizing corporate, individual and community resources to provide support for student achievement (i.e., grants)										
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										
Comments										

EVALUATION
SUPERVISORS: THE PRACTICUM STUDENT WILL RECEIVE A PASS/FAIL GRADE FOR THE PRACTICUM. WHICH GRADE SHOULD THE STUDENT RECEIVE? PASS _____ FAIL _____

PLEASE CONTINUE ON TO THE FINAL PAGES OF THIS EVALUATION

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**

*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.*

Student Signature (Required)

Supervisor Signature (Required)

Date

Supervisor preferred telephone number

Supervisor preferred e-mail address

Evaluation reviewed by (Office Use Only)

Date (Office Use Only)

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 students. Thank you for supervising this pre-professional.

Contact Information:

Email: [Camille.Odell@usu.edu](mailto: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.