Counselor Education Department
Professional School Counseling Practicum and Internship
Clinical Evaluation

Name of Practicum/Internship Student: ________________
Date: ________________
Practicum Experience: _______ Internship Experience: _______
Name of Site Supervisor: __________________________
Email address: ________________________________
Phone number: ________________________________

Directions: For each of the performance sections, evaluate the student using the following scale. Shaded items indicate advanced counseling and leadership skills. If the number 3 is shaded for an item, this indicates an advanced level of performance and should generally be considered for internship students only.

Scale Explanations:

0 = Unsatisfactory: Attribute/skill/behavior is not evident, implemented, or is used inappropriately.

1 = Basic (Acceptable): Attribute/skill/behavior is demonstrated but may still need refining.

2 = Effective: Attribute/skill/behavior is used appropriately and consistently.

3 = Proficient: Attribute/skill/behavior is highly developed and consistently performed.

NA = Not able to observe
For example, the first disposition is “Demonstrates a positive attitude.” You might use a ranking of “0” if the student does not demonstrate a positive attitude, a ranking of “1” if the student usually demonstrates a positive attitude, a ranking of “2” if the student demonstrates a positive attitude even in challenging situations, and a ranking of “3” if the student operates from a positive asset and strengths-based perspective.

**Section I Dispositions**

1. Demonstrates optimism and a positive attitude
   - NA  0  1  2  3
2. Seeks out, responds appropriately, and integrates feedback
   - NA  0  1  2  3
3. Adheres to professional codes of ethics
   - NA  0  1  2  3
4. Demonstrates honesty and integrity
   - NA  0  1  2  3
5. Accepts responsibility
   - NA  0  1  2  3
6. Demonstrates initiative
   - NA  0  1  2  3
7. Practices wellness
   - NA  0  1  2  3
8. Exhibits flexibility
   - NA  0  1  2  3
9. Advocates for self and others
   - NA  0  1  2  3
10. Exhibits professionalism
    - NA  0  1  2  3
11. Demonstrates empathy, a nonjudgmental attitude and a sincere interest in the welfare of others
    - NA  0  1  2  3
12. Exhibits authenticity, warmth, and appropriate interpersonal skills
    - NA  0  1  2  3
13. Exhibits humor, when appropriate  
   NA 0 1 2 3
14. Maintains appropriate boundaries  
   NA 0 1 2 3
15. Manages conflict effectively  
   NA 0 1 2 3
16. Exhibits maturity  
   NA 0 1 2 3
17. Open to self-examination  
   NA 0 1 2 3
18. Capable of handling stress  
   NA 0 1 2 3

**Section II Counseling Skills**

19. Demonstrates *basic* counseling skills appropriately  
   (e.g., active listening, reflecting, summarizing,  
   paraphrasing, appropriate use of open/closed questions)  
   NA 0 1 2 3
20. Demonstrates *advanced* skills appropriately (e.g., humor,  
    self-disclosure, confrontation, interpretation)  
   NA 0 1 2 3
21. Explains the rationale for specific interventions  
    (including use of theory)  
   NA 0 1 2 3
22. Develops rapport by communicating interest in and  
    acceptance clients  
   NA 0 1 2 3
23. Demonstrates awareness of own personal issues and their  
    potential impact on the counseling relationship  
    (defensiveness/counter-transference)  
   NA 0 1 2 3
24. Recognizes own skills, competencies,  
    and need for growth  
   NA 0 1 2 3
25. Reflects on one’s impact on others

26. Selects and uses a variety of interventions to facilitate academic, career, and social/emotional growth and/or success

27. Demonstrates an understanding of diversity issues (e.g., race, ethnicity, class, gender, sexual orientation, religion, language, and disability)

28. Addresses and challenges personal biases

Section III Program Organization, Implementation, Delivery and Assessment

29. Participates in planning, organizing, and delivery of the school counseling program

30. Collects and analyzes data to guide program decision making

31. Facilitates the career development of students (assists students in self-awareness and exploration and is able to use career assessments and educational plans)

32. Demonstrates effective group leadership skills and techniques

33. Provides crisis counseling (prevention, intervention, and follow up counseling)

34. Facilitates effective classroom guidance sessions and manages the classroom appropriately

35. Demonstrates the ability to assess student needs
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<tr>
<td>36.</td>
<td>Interprets assessment data and student information (i.e. cumulative folder information)</td>
<td>NA</td>
<td>0</td>
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<td>37.</td>
<td>Expresses self in a clear, concise and appropriate manner in oral, written, and electronic communication</td>
<td>NA</td>
<td>0</td>
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<td>38.</td>
<td>Initiates and maintains open and accurate communication with site supervisor, students, parents, and staff</td>
<td>NA</td>
<td>0</td>
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<td>39.</td>
<td>Effectively uses appropriate technology as a management, evaluation, and counseling tool</td>
<td>NA</td>
<td>0</td>
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<td>40.</td>
<td>Monitors assigned students on a regular basis and intervenes appropriately and in a timely manner as they progress</td>
<td>NA</td>
<td>0</td>
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<td>41.</td>
<td>Conducts a program audit</td>
<td>NA</td>
<td>0</td>
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<td>42.</td>
<td>Screens/interviews, plans, arranges, implements, and facilitates groups</td>
<td>NA</td>
<td>0</td>
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<td>43.</td>
<td>Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.)</td>
<td>NA</td>
<td>0</td>
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<td>44.</td>
<td>Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events</td>
<td>NA</td>
<td>0</td>
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<td>45.</td>
<td>Demonstrates knowledge of testing and interpretation of general student information</td>
<td>NA</td>
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46. Consults with other professionals in the development of staff training, family support, and community initiatives that address student needs

47. Understands an effective referral process and knowledge of community resources

48. Understands and/or participates in the child study/eligibility process

Section IV Professional Development

49. Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents

50. Models and supports the school division’s code of conduct at all times

51. Joins at least one professional organization

52. Attends and/or participates in professional development opportunities such as conferences, workshops, etc

53. Uses current literature in counseling activities
Section V Demographic Data of Students

Please check “yes” or “no”.

During this clinical experience, has the graduate student worked with or observed pk-12 students:

1. With limited English proficiency? Yes____  No____
2. With disabilities? Yes____  No____
3. Who are enrolled in Headstart, Title 1, free or reduced lunch? Yes____  No____
4. Who are racially diverse? Yes____  No____
II. **Narrative Section**: Share several strengths and any concerns you may have about the practicum/intern student.

III. **Additional comments**: 

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

The Intern has been involved in an evaluation process and this assessment has been shared with him/her. The student’s signature below indicates this document has been read and reviewed. It does not necessarily reflect agreement.

Practicum/Intern Signature __________________________  School or University Supervisor Signature __________________________

Date ________________  Date ________________