

	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	Not Observed
9. Uses effective small group implementation strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Connects curriculum to state/national student standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Assists students at educational transitions (home to school, elementary to high school, secondary to post-secondary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Assists families at educational transitions (home to school, elementary to high school, secondary to post-secondary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	Not Observed
13. Communicates effectively with staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Communicates effectively with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Contributes to interdisciplinary teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Applies knowledge of child development and school counseling research in daily practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Applies knowledge of counseling theories in daily practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Appropriately responds to student behavior/conduct with students in her/his caseload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	Not Observed
19. Appropriately responds to general student behavior/conduct issues with students outside of her/his caseload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Understands and supports school's goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Applies knowledge of cultural competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Pursues experiences to enhance cultural competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Advocates for individual students and for systemic change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Acts in accordance with professional ethical standards of the Council for Accreditation of Counselor and Related Educational Programs (CACREP) and American School Counselor Association (ASCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strengths:

Opportunities for Improvement:

Goals for Next Semester:

Additional Comments:

Please use the sliding scale below to rate the candidate's overall proficiency as a developing counselor at this time in his/her training. The rubric is provided to help you make this evaluation.

Beginning (0-2)	Developing (3-4)	Apprentice (5)
The candidate demonstrates understanding that is related to the clinical relationship/attending assessment, and professional skills of a counselor. The candidate demonstrates understanding of the key counseling competencies and professional behavior. He/she is able to restate and demonstrate the key elements of these areas.	The candidate demonstrates the ability to strictly apply clinical relationship/attending assessment, and professional skills of a counselor. The candidate demonstrates understanding of key counseling competencies and professional behavior when discussing actual counseling situations and working with diverse clients/students.	The candidate demonstrates the well-reasoned and flexible use of clinical relationship/attending, assessment, and professional skills of a counselor. The candidate invariably applies key counseling competencies and professional behavior when engaged in actual counseling situations with diverse clients/students. (S)he is ready to apply <u>professional</u> counseling skills

	0	1	2	3	4	5
Overall Rating						

Signature (to endorse the above responses, please type your name as representative of your signature)

The Following is a summary of your responses.

Please print a copy for your records and a copy to share with the student.

Then click on **Next** to Submit your responses to our database. The Assessment will not be complete until you press next at the bottom of the page.

Student Name: \${q://QID44/ChoiceTextEntryValue}
Semester and Year: \${q://QID45/ChoiceTextEntryValue}
Evaluator: \${q://QID46/ChoiceTextEntryValue}
Evaluation Type: \${q://QID47/ChoiceGroup/SelectedChoices}
Date: 5/29/2019

Please indicate the level of progress toward USD's Counseling Program Learning Outcomes within the Fieldwork Experience

1. Counseling graduates will have developed a strong professional identity as counselors.
\${q://QID3/ChoiceGroup/SelectedAnswers/1}
2. Counseling graduates will be competent in working and establishing helping relationships with diverse clients.
\${q://QID3/ChoiceGroup/SelectedAnswers/2}
3. Counseling graduates will demonstrate understanding of the research in the field and employ evidence-based practice in counseling interventions, assessment, and program evaluation.
\${q://QID3/ChoiceGroup/SelectedAnswers/3}
4. Counseling graduates will use theories and models to guide their professional practice.
\${q://QID3/ChoiceGroup/SelectedAnswers/4}
5. Counseling graduates practice will understand the relevant laws and standards of professional practice.
\${q://QID3/ChoiceGroup/SelectedAnswers/5}
6. Counseling graduates will demonstrate an understanding of leadership principles and how they apply to counseling practices. **\${q://QID3/ChoiceGroup/SelectedAnswers/6}**
7. Counseling graduates will demonstrate advocacy for clients and for the profession.
\${q://QID3/ChoiceGroup/SelectedAnswers/7}
8. Counseling graduates will incorporate the use of technology into their practice.
\${q://QID3/ChoiceGroup/SelectedAnswers/8}
9. Counseling graduates will experience and understand counseling practices worldwide.
\${q://QID3/ChoiceGroup/SelectedAnswers/9}

Please indicate the level of proficiency in counseling micro-skills.

1. Tuning in **\${q://QID4/ChoiceGroup/SelectedAnswers/1}**
2. Active Listening **\${q://QID4/ChoiceGroup/SelectedAnswers/2}**
3. Responding with Empathy **\${q://QID4/ChoiceGroup/SelectedAnswers/3}**
4. Checking for Understanding **\${q://QID4/ChoiceGroup/SelectedAnswers/4}**
5. Probing **\${q://QID4/ChoiceGroup/SelectedAnswers/5}**
6. Summarizing **\${q://QID4/ChoiceGroup/SelectedAnswers/6}**
7. Challenging **\${q://QID4/ChoiceGroup/SelectedAnswers/7}**
8. Negotiating **\${q://QID4/ChoiceGroup/SelectedAnswers/8}**
9. Creating Plans **\${q://QID4/ChoiceGroup/SelectedAnswers/9}**

Practicum Assessment Questions

1. Demonstrates effective interpersonal skills **\${q://QID29/ChoiceGroup/SelectedAnswers/1}**
2. Responds well to constructive feedback **\${q://QID29/ChoiceGroup/SelectedAnswers/2}**
3. Effectively collects and interprets student data **\${q://QID29/ChoiceGroup/SelectedAnswers/3}**
4. Monitors student progress **\${q://QID29/ChoiceGroup/SelectedAnswers/4}**
5. Establishes change-oriented relationships **\${q://QID29/ChoiceGroup/SelectedAnswers/5}**
6. Plans small groups with appropriate content and materials **\${q://QID29/ChoiceGroup/SelectedAnswers/6}**
7. Plans lessons with appropriate content and materials **\${q://QID29/ChoiceGroup/SelectedAnswers/7}**
8. Uses effective instructional strategies **\${q://QID29/ChoiceGroup/SelectedAnswers/8}**
9. Uses effective small group implementation strategies **\${q://QID29/ChoiceGroup/SelectedAnswers/9}**
10. Connects curriculum to state/national student standards **\${q://QID29/ChoiceGroup/SelectedAnswers/10}**
11. Assists students at educational transitions (home to school, elementary to high school, secondary to post-secondary) **\${q://QID29/ChoiceGroup/SelectedAnswers/11}**
12. Assists families at educational transitions (home to school, elementary to high school, secondary to post-secondary) **\${q://QID29/ChoiceGroup/SelectedAnswers/12}**
13. Communicates effectively with staff **\${q://QID29/ChoiceGroup/SelectedAnswers/13}**
14. Communicates effectively with families **\${q://QID29/ChoiceGroup/SelectedAnswers/14}**
15. Contributes to interdisciplinary teams **\${q://QID29/ChoiceGroup/SelectedAnswers/15}**

16. Applies knowledge of child development and school counseling research in daily practice
 \${q://QID29/ChoiceGroup/SelectedAnswers/16}
17. Applies knowledge of counseling theories in daily practice \${q://QID29/ChoiceGroup/SelectedAnswers/17}
18. Appropriately responds to student behavior/conduct with students in her/his caseload
 \${q://QID29/ChoiceGroup/SelectedAnswers/18}
19. Appropriately responds to general student behavior/conduct issues with students outside of her/his caseload
 \${q://QID29/ChoiceGroup/SelectedAnswers/19}
20. Understands and supports school's goals \${q://QID29/ChoiceGroup/SelectedAnswers/20}
21. Applies knowledge of cultural competence \${q://QID29/ChoiceGroup/SelectedAnswers/21}
22. Pursues experiences to enhance cultural competence \${q://QID29/ChoiceGroup/SelectedAnswers/22}
23. Advocates for individual students and for systemic change \${q://QID29/ChoiceGroup/SelectedAnswers/23}
24. Acts in accordance with professional ethical standards of the Council for Accreditation of Counselor and Related Educational Programs (CACREP) and American School Counselor Association (ASCA)
 \${q://QID29/ChoiceGroup/SelectedAnswers/24}

Strengths:

\${q://QID39/ChoiceTextEntryValue}

Opportunities for Improvement:

\${q://QID40/ChoiceTextEntryValue}

Goals for Next Semester:

\${q://QID41/ChoiceTextEntryValue}

Additional Comments:

\${q://QID26/ChoiceTextEntryValue}

Please use the sliding scale below to rate the candidate's overall proficiency as a developing counselor at this time in his/her training. The rubric is provided to help you make this evaluation.

Beginning (0-2)	Developing (3-4)	Apprentice (5)
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Overall Rating: \${q://QID42/ChoiceNumericEntryValue/1}

This summary page was created for you to print and share with your student or keep for your records.

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By clicking NEXT at the bottom of the page,
 you will submit this evaluation and will not be able to go back and print it.
 Please click YES to indicate you understand that
 you will not be able to print this information again after this page.

YES



