

SCED 517: Practicum in Classroom Instruction

INTERN EVALUATION by MENTOR and Intern

Student Name: _____ **LC ID#:** _____

Term: _____ **Year:** _____ **Instructor:** _____

Mentor Name: _____ **Grade:** _____ **School:** _____

Evaluation Dates: **Self Eval. 1:** _____ **Self Eval. 2:** _____ **Instructor Eval.:** _____

Directions: Place a mark in the box that best describes the level of achievement at the time of evaluation. (Evaluations may not fall on the line/halfway between two levels.) Use the School Counselor Performance Levels for Initial License as a guide to determine the appropriate category to check.

Students: Please complete the upper portion of this form. Then set up a time *early in the first weeks* of the semester to perform a self evaluation. Evaluate yourself by placing an **S1** (Self Eval. 1) in the box that best describes your level of achievement using the School Counselor Performance Levels for Initial License as a guide. At the *end of the term*, again do a self evaluation, this time mark it by using **S2** (Self Eval. 2). Please follow the example shown below.

Instructor: Please mark your evaluation of the student at the *end of the term* with an **M**. Please follow the example shown below.

Upon course completion, the student will be able to:	Unsatisfactory	Progressing	Proficient	Distinguished
Criteria 1		S1		S2 M
Criteria 2	S1	M	S2	
OVERALL		S1	S2 M	

The practicum student:	Unsatisfactory	Progressing	Proficient	Distinguished
Demonstrates responsibility by regular and prompt attendance re: the agreed schedule or communicates adjustments in a timely manner.				
Demonstrates effective interpersonal communication skills when working with others:				
Demonstrates respect for differences and diversity:				
Demonstrates willingness to participate appropriately in the classroom per mentor suggestion or direction: observation, assistance with small groups or individual students, participating with mentor in duties and meetings (as indicated by scheduled times at the school site:)				
Demonstrates understanding of the role of the classroom teacher:				
Demonstrates willingness to understand the needs of all students:				
OVERALL RATING				

Comments: (Optional—Please use reverse)

(Student's Signature)

(Date)

(Mentor's Signature)

(Date)

SCHOOL COUNSELOR PERFORMANCE LEVELS FOR INITIAL LICENSE

Continuum of Performance that meets TSPC Licensure Requirements

Unsatisfactory	Progressing	Proficient	Distinguished
<p>The student does not appear to understand the concepts underlying the standards or is not able to demonstrate an advanced proficiency in the actions or behaviors required in the course objective. The student is unable to perform effectively in the work environment and does not seek assistance or resources to enhance his or her knowledge or skill.</p>	<p>The student appears to understand the concepts underlying the course objectives. Behaviors, actions or evidence that is used to demonstrate mastery is adequate to perform the position of school counselor. The student seeks additional resources, knowledge or assistance but does not consistently use this support. The student will benefit from additional experience, education or mentoring in order to meet the course objective.</p>	<p>The student clearly understands the concepts underlying the course objective. The candidate is able to apply knowledge, skills and leadership action that promote efficient implementation of the course objective. The student learns from his or her own experience and utilizes the skills and talents of others.</p>	<p>The student is considered to be a high performing school counselor and leader. The candidate routinely demonstrates advanced competence in meeting school, district, state, federal and professional educational priorities. The student contributes to the school counseling program and is recognized by staff for this contribution. The candidate is able to synthesize information, integrate concepts and resources that allow them to productively complete the course objective.</p>