



PRACTICUM INSTRUCTOR EVALUATION FORM (PIEF)

Instructor's Name: _____

Listed below are several qualities which describe your *Field Practicum Instructor*. Please grade your practicum instructor on each of these items by circling the number that best represents your judgment. Leave an item blank *only* if it is not applicable or you cannot make an informed judgment. Please use the following key to mark each item.

F-----	-----	D-----	-----	C-----	-----	B-----	-----	A
1	2	3	4	5	6	7	8	9

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|--|---|---|---|---|---|---|---|---|---|
| 1. Ability to create interest in the field of practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2. Knowledge of the practice methods in this field of practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 3. Preparation of readings, handouts, assignments, etc. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 4. Ability to explain practice concepts, principles, and techniques. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 5. Apparent interest in training practicum students. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 6. Performance as a practicum teacher. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 7. Ability to make good use of intern's time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 8. Use of assignments that are relevant to my training needs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 9. Ability to stimulate/facilitate interest in this area of practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10. Ability to organize training assignments. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 11. Ability to stimulate critical thinking about interventive methods. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 12. Ability to give relevant training assignments. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 13. Ability to relate classroom content to the field of practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 14. Ability to answer questions related to the area of practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 15. Apparent preparation for training of practicum students. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 16. Ability to control student digressions from training objectives. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 17. Availability to students to help with complex assignments. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 18. Responsiveness to student learning problems. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 19. Gives clear evidence of treating students fairly. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 20. Use of relevant literature from other fields. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 21. Use of appropriate field training assignments. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 22. Use of clear evaluation standards. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 23. Use of relevant literature. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 24. Helps students maximize practicum learning objectives. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 25. Ability to stimulate the pursuit of excellence. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 26. Provides useful feedback about performance on assignments. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

SAMPLE

