

**SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM EVALUATION
FALL 2014**

Context

This survey is administered to practicum supervisors as an evaluation of progress to students in the school psychology program. This survey was administered to 19 supervisors for the Fall 2014 semester. This includes masters-level students in the first and second years of the program and doctoral level students.

Survey Content

- Information about the practicum placement
- Professional characteristics
- General comments/feedback on the student's performance

Methodology

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to the placement supervisors of all of the students participating in internships. The data collection period was November 10 to November 28, 2014 (3 weeks). A total of 18 surveys were completed (response rate = $18/20 = 90.00\%$). All references to individuals have been omitted to maintain anonymity.

The data are used for two types of reports:

- **Individual-level report.** This report was distributed to the individual student and the practicum advisor.
- **Program-level report.** This report, which contains aggregate data, was delivered to the academic program.

Key Findings

- Students were consistently rated highly for professional work characteristics
- Most supervisors indicated that their students were doing well in their placements, however many students need continuing experience to bring up some of their skills
- Many students were rated as "developing competence" for many of the domains

Practicum Site:

Site	Response
Ashford School	1
Center for Students with Disabilities	1
EASTCONN Clinical Day Treatment Program	4
Ellington Public Schools	2
Hartford Public Schools	1
Ledyard Public Schools	1
Mansfield Public Schools	3
New Britain Public Schools	1
Tolland Public Schools	1
UConn Health Center	1
Vernon Public Schools	1
Wallingford Public Schools	1
West Hartford Public Schools	1

Supervisor's Position

Position/Title	Years of Experience
Associate Director	18
Prof/psychologist/SLP	26
School Psychologist	3
School Psychologist	6
School Psychologist	7
School Psychologist	9
School Psychologist	13
School Psychologist	13
School Psychologist	17
School Psychologist	18
School Psychologist	19
School Psychologist	25
School Psychologist	28
School Psychologist / Behavioral Consultant	5
School Psychologist / Behavioral Consultant	5
School Psychologist / Behavioral Consultant	5
School Psychologist / Behavioral Consultant	5
School Psychologist/Autism Specialist	31

Supervisor's Education:

#	Answer	Response	%
1	Master's/Specialist	13	72.22%
2	Psy.D.	0	0%
3	Ph.D.	4	22.22%
4	Other	1	5.56%
	Total	18	100%

Other

ABD

Supervisor Certification/Licensure:

Answer	Response
CT educator certificate in school psychology: Initial	1
CT educator certificate in school psychology: Provisional	6
CT educator certificate in school psychology: Professional	10
Educator certificate in school psychology outside of CT (enter state below)	2
NCSP	10
BCBA	0
Psychology License (enter state below)	1

Educator certificate in school psychology outside of CT (enter state below)	Psychology License (enter state below)
New York	
NY	CT, NY

Part I. Skill Development

Using the attached scale, please evaluate the performance and progress of the practicum student you are currently supervising. Specifically, please evaluate his/her skill development and professional characteristics *at this time*. The ratings should be based on your observation of the student.

1	Inadequate Competence	Student demonstrates no skill in this area, or the student demonstrates the skill at a level that is ineffective, despite supervision
2	Minimal Competence	Student demonstrates aspects of the skill at a very basic level, and is effective in this area with a significant level of close, direct supervised assistance (i.e., supervisor observing and providing supervision during activity)
3	Developing Competence	Student demonstrates all aspects of the skill, and is effective in this area with frequent close, supervision; direct supervised assistance occasionally needed
4	Adequate Competence	Student demonstrates all aspects of the skill, and is effective in this area with on-going supervision to affirm the student's skill or to provide suggestions to increase the effectiveness of the skill. Direct supervised assistance rarely needed.
5	Pre-internship Competence	Student demonstrates all aspects of the skill and is effective in this area with regular, on-going supervision, but no direct supervised assistance.
NO	Not Observed	Skill not observed/insufficient data to make ratings at this time.

The items are based on the 2010 NASP standards for graduate education of school psychologists (see: http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf for additional details) and the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology (see <http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf>).

Goal 1

Objective 1: Assessment and Data-based decision making

Question	1	2	3	4	5	NO	Total Responses
A. Student demonstrates knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	5 (27.78%)	5 (27.78%)	4 (22.22%)	4 (22.22%)	18
B. Student demonstrates knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)	0 (0.00%)	1 (5.56%)	4 (22.22%)	3 (16.67%)	6 (33.33%)	4 (22.22%)	18
C. Student demonstrates the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.	0 (0.00%)	1 (5.56%)	3 (16.67%)	6 (33.33%)	3 (16.67%)	5 (27.78%)	18
D. Student demonstrates competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	0 (0.00%)	0 (0.00%)	4 (22.22%)	5 (27.78%)	4 (22.22%)	5 (27.78%)	18
E. Student demonstrates competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.	0 (0.00%)	0 (0.00%)	3 (16.67%)	2 (11.11%)	2 (11.11%)	11 (61.11%)	18
F. Student demonstrates competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.	0 (0.00%)	0 (0.00%)	2 (11.11%)	5 (27.78%)	4 (22.22%)	7 (38.89%)	18
G. Student demonstrates competence in the administration	0 (0.00%)	0 (0.00%)	4 (22.22%)	1 (5.56%)	3 (16.67%)	10 (55.55%)	18

and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.							
H. Student demonstrates competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	0 (0.00%)	1 (5.56%)	1 (5.56%)	5 (27.78%)	4 (22.22%)	7 (38.89%)	18
I. Student demonstrates the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	0 (0.00%)	1 (5.56%)	1 (5.56%)	8 (44.44%)	4 (22.22%)	4 (22.22%)	18
J. Student demonstrates the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.	0 (0.00%)	1 (5.56%)	3 (16.67%)	5 (27.78%)	4 (22.22%)	5 (27.78%)	18

Objective 2: Consultation and Collaboration

Question	1	2	3	4	5	NO	Total Responses
A. Student demonstrates knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.	0 (0.00%)	0 (0.00%)	6 (33.33%)	4 (22.22%)	3 (16.67%)	5 (27.78%)	18
B. Student demonstrates knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	0 (0.00%)	1 (5.56%)	4 (22.22%)	6 (33.33%)	2 (11.11%)	5 (27.78%)	18
C. Student demonstrates effective consultation and collaboration skills in planning processes at the student, educator, family, and systems level to design, implement, and evaluate services.	0 (0.00%)	1 (5.56%)	4 (22.22%)	3 (16.67%)	4 (22.22%)	6 (33.33%)	18
D. Student demonstrates effective consultation and collaboration skills in problem-solving processes at the student, educator, family, community, and systems level to design, implement, and evaluate services.	0 (0.00%)	0 (0.00%)	4 (22.22%)	5 (27.78%)	2 (11.11%)	7 (38.89%)	18
E. Student demonstrates effective consultation and collaboration skills in decision-making processes at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	0 (0.00%)	0 (0.00%)	5 (27.78%)	4 (22.22%)	2 (11.11%)	7 (38.89%)	18
F. Student facilitates collaboration and communication among diverse school personnel, families, community professionals, and others.	0 (0.00%)	1 (5.56%)	4 (22.22%)	1 (5.56%)	4 (22.22%)	8 (44.44%)	18
G. Student effectively communicates information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders).	0 (0.00%)	0 (0.00%)	5 (27.78%)	3 (16.67%)	2 (11.11%)	8 (44.44%)	18

Objective 3: Interventions and Instructional Support to Develop Academic Skills

Question	1	2	3	4	5	NO	Total Responses
A. Student demonstrates knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	4 (23.53%)	3 (17.65%)	1 (5.56%)	9 (52.94%)	17
B. Student uses data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	4 (23.53%)	0 (0.00%)	2 (11.76%)	11 (64.06%)	17
C. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	4 (23.53%)	0 (0.00%)	2 (11.76%)	11 (64.06%)	17

Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills

Question	1	2	3	4	5	NO	Total Responses
A. Student demonstrates knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	0 (0.00%)	0 (0.00%)	6 (33.33%)	2 (11.11%)	7 (38.89%)	3 (16.67%)	18
B. Student demonstrates knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	0 (0.00%)	1 (5.56%)	5 (27.78%)	2 (11.11%)	6 (33.33%)	4 (22.22%)	18
C. Student uses assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	0 (0.00%)	1 (5.56%)	4 (22.22%)	3 (16.67%)	4 (22.22%)	6 (33.33%)	18
D. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	0 (0.00%)	1 (5.56%)	4 (22.22%)	4 (22.22%)	4 (22.22%)	5 (27.78%)	18

Objective 5: School-wide Practices to Promote Learning

Question	1	2	3	4	5	NO	Total Responses
A. Student demonstrates an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.	0 (0.00%)	0 (0.00%)	5 (27.78%)	7 (38.89%)	5 (27.78%)	1 (5.56%)	18
B. Student demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.	0 (0.00%)	0 (0.00%)	6 (33.33%)	4 (22.22%)	7 (38.89%)	1 (5.56%)	18
C. Student demonstrates knowledge of evidence-based systems-wide (.e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.	0 (0.00%)	1 (5.56%)	5 (27.78%)	4 (22.22%)	5 (27.78%)	3 (16.67%)	18
D. Student is a contributing, effective member on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology).	0 (0.00%)	1 (5.56%)	3 (16.67%)	4 (22.22%)	2 (11.11%)	8 (44.44%)	18
E. Student designs and implements evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery.	0 (0.00%)	1 (5.56%)	3 (16.67%)	3 (16.67%)	2 (11.11%)	9 (50.00%)	18
F. Student utilizes data-based decision making and evaluation methods for systems-wide (.e.g., district, school) issues, initiatives, and accountability responsibilities.	0 (0.00%)	1 (5.56%)	4 (22.22%)	2 (11.11%)	2 (11.11%)	9 (50.00%)	18

Objective 6: Preventive and Responsive Services

Question	1	2	3	4	5	NO	Total Responses
A. Student demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	0 (0.00%)	1 (5.56%)	4 (22.22%)	2 (11.11%)	5 (27.78%)	6 (33.33%)	18
B. Student demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	0 (0.00%)	1 (5.56%)	3 (16.67%)	4 (22.22%)	5 (27.78%)	5 (27.78%)	18
C. Student demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	6 (33.33%)	1 (5.56%)	2 (11.11%)	9 (50.00%)	18
D. Student contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	5 (27.78%)	1 (5.56%)	1 (5.56%)	11 (61.11%)	18
E. Student engages in data-based decision making through direct and indirect delivery to promote preventive and responsive services.	0 (0.00%)	0 (0.00%)	2 (11.11%)	3 (16.67%)	3 (16.67%)	10 (55.55%)	18

Objective 7: Family-School Collaboration Services

Question	1	2	3	4	5	NO	Total Responses
A. Student demonstrates knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children's development.	0 (0.00%)	0 (0.00%)	5 (27.78%)	6 (33.33%)	4 (22.22%)	3 (16.67%)	18
B. Student demonstrates knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).	0 (0.00%)	1 (5.56%)	4 (22.22%)	3 (16.67%)	4 (22.22%)	6 (33.33%)	18
C. Student demonstrates knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	0 (0.00%)	1 (5.56%)	3 (16.67%)	4 (22.22%)	4 (22.22%)	6 (33.33%)	18
D. Student demonstrates skills to design, implement, and evaluate services that respond to family culture and context.	0 (0.00%)	1 (5.56%)	4 (22.22%)	3 (16.67%)	3 (16.67%)	7 (38.89%)	18
E. Student facilitates family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.	0 (0.00%)	0 (0.00%)	5 (27.78%)	1 (5.56%)	0 (0.00%)	12 (66.67%)	18
F. Student designs, implements, and evaluates education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being.	0 (0.00%)	1 (5.56%)	4 (22.22%)	1 (5.56%)	1 (5.56%)	11 (61.11%)	18

Objective 8: Supervision

Question	1	2	3	4	5	NO	Total Responses
A. Student demonstrates knowledge of the theory and research associated with supervision.	0 (0.00%)	0 (0.00%)	1 (5.56%)	0 (0.00%)	4 (22.22%)	13 (72.22%)	18
B. Student demonstrates knowledge of methods to assess and evaluate the effectiveness of supervision.	0 (0.00%)	0 (0.00%)	1 (5.56%)	1 (5.56%)	3 (16.67%)	13 (72.22%)	18
C. Student is able to effectively provide written and oral feedback to a supervisee.	0 (0.00%)	0 (0.00%)	1 (5.56%)	0 (0.00%)	2 (11.11%)	15 (83.33%)	18
D. Student is able to model skills to a supervisee.	0 (0.00%)	0 (0.00%)	1 (5.56%)	0 (0.00%)	3 (16.67%)	14 (77.78%)	18
E. Student demonstrates self-reflection and evaluation of competence as a supervisor.	0 (0.00%)	0 (0.00%)	1 (5.56%)	0 (0.00%)	2 (11.11%)	15 (83.33%)	18

Goal 2

Objective 1: Diversity in Development and Learning

Question	1	2	3	4	5	NO	Total Responses
A. student demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.	0 (0.00%)	0 (0.00%)	7 (38.89%)	2 (11.11%)	8 (44.44%)	1 (5.56%)	18
B. Student demonstrates knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.	0 (0.00%)	1 (5.56%)	5 (27.78%)	3 (16.67%)	6 (33.33%)	3 (16.67%)	18
C. Student demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.	0 (0.00%)	1 (5.56%)	3 (16.67%)	2 (11.11%)	7 (38.89%)	5 (27.78%)	18
D. Student provides effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts.	0 (0.00%)	2 (11.11%)	3 (16.67%)	1 (5.56%)	3 (16.67%)	9 (50.00%)	18
E. Student addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.	0 (0.00%)	1 (5.56%)	3 (16.67%)	3 (16.67%)	6 (33.33%)	5 (27.78%)	18
F. Student applies principles of social justice and a respect for diversity in development and learning when providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics across multiple contexts.	0 (0.00%)	0 (0.00%)	3 (16.67%)	3 (16.67%)	5 (27.78%)	7 (38.89%)	18

Objective 2: Research and Program Evaluation

Question	1	2	3	4	5	NO	Total Responses
A. Student demonstrates knowledge of group and single-case research designs. (APA Domain B.3.a)	0 (0.00%)	0 (0.00%)	3 (16.67%)	3 (16.67%)	3 (16.67%)	9 (50.00%)	18
B. Student demonstrates knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (16.67%)	6 (33.33%)	9 (50.00%)	18
C. Student demonstrates knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)	0 (0.00%)	0 (0.00%)	4 (22.22%)	2 (11.11%)	4 (22.22%)	8 (44.44%)	18
D. Student completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	0 (0.00%)	0 (0.00%)	2 (11.11%)	2 (11.11%)	0 (0.00%)	14 (77.78%)	18
E. Student evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	0 (0.00%)	0 (0.00%)	3 (16.67%)	1 (5.56%)	0 (0.00%)	14 (77.78%)	18
F. Student uses varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.	0 (0.00%)	0 (0.00%)	1 (5.56%)	4 (22.22%)	2 (11.11%)	11 (61.11%)	18

Objective 3: Legal, Ethical, and Professional Practice

Question	1	2	3	4	5	NO	Total Responses
A. Student demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	0 (0.00%)	0 (0.00%)	6 (33.33%)	2 (11.11%)	4 (22.22%)	6 (33.33%)	18
B. Student demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	0 (0.00%)	1 (5.56%)	3 (16.67%)	4 (22.22%)	7 (38.89%)	3 (16.67%)	18
C. Student demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	0 (0.00%)	1 (5.88%)	4 (23.53%)	4 (23.53%)	2 (11.76%)	6 (33.33%)	17
D. Student provides services consistent with ethical and professional standards in professional psychology.	0 (0.00%)	0 (0.00%)	2 (11.76%)	5 (27.78%)	6 (33.33%)	4 (23.53%)	17
E. Student provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	0 (0.00%)	0 (0.00%)	1 (5.88%)	5 (29.41%)	6 (33.29%)	5 (29.41%)	17
F. Student engages in responsive, systematic, ethical, and professional decision-making.	0 (0.00%)	0 (0.00%)	1 (5.88%)	6 (33.29%)	6 (33.29%)	4 (23.53%)	17

Part II: Professional Work Characteristics

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate the student's professional work characteristics using the following scale:

1	Never	Characteristic is not evident
2	Rarely	Characteristic is evident and demonstrated with little to no consistency
3	Sometimes	Characteristic is evident and demonstrated at times
4	Often	Characteristic is evident and demonstrated the majority of opportunities
5	Always	Characteristic is evident and consistently demonstrated
NO	Not Observed	There were no opportunities for the characteristic to be demonstrated

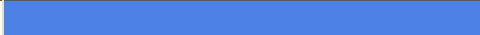





These items align with the UConn School Psychology Program Competencies under Objective 2.3

Question	1	2	3	4	5	NO	Total Response s
1. Punctuality and attendance <ul style="list-style-type: none"> Arrives at specified times, makes arrangements for scheduling conflicts, demonstrates dependability 	0 (0.00%)	0 (0.00%)	1 (5.56%)	3 (16.67%)	14 (77.78%)	0 (0.00%)	18
2. Professional appearance and demeanor <ul style="list-style-type: none"> Follows school norms and adheres to district/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions 	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (16.67%)	15 (83.33%)	0 (0.00%)	18
3. Initiative, motivation, consistency, and perseverance <ul style="list-style-type: none"> Follows school norms and adheres to districts/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately, accepts responsibility for own actions 	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (11.11%)	15 (83.33%)	1 (5.56%)	18
4. Flexibility, adaptability to novel/unexpected situations <ul style="list-style-type: none"> Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inferences with service delivery 	0 (0.00%)	0 (0.00%)	1 (5.56%)	4 (22.22%)	12 (66.67%)	1 (5.56%)	18
5. Poise, tactfulness, and rapport with staff and others <ul style="list-style-type: none"> Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (16.67%)	14 (77.78%)	1 (5.56%)	18
6. Preparation and organization <ul style="list-style-type: none"> Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records 	0 (0.00%)	0 (0.00%)	1 (5.56%)	2 (11.11%)	15 (83.33%)	0 (0.00%)	18

<p>7. Ability to handle professionally constructive criticism and positively use feedback</p> <ul style="list-style-type: none"> Accepts criticism and feedback, utilizes self-monitoring; displays reflectively regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action 	0 (0.00%)	0 (0.00%)	1 (5.56%)	5 (27.78%)	10 (55.56%)	2 (11.11%)	18
<p>8. Ability to accurately self-evaluate areas of practice</p> <ul style="list-style-type: none"> Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action 	0 (0.00%)	0 (0.00%)	0 (0.00%)	6 (33.33%)	7 (38.89%)	5 (27.78%)	18
<p>9. Respect for cultural and individual diversity</p> <ul style="list-style-type: none"> Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation 	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (16.67%)	13 (72.22%)	2 (11.11%)	18
<p>10. Engaging in continuing education, including participation in professional associations for school psychologists</p> <ul style="list-style-type: none"> Seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development 	0 (0.00%)	0 (0.00%)	1 (5.56%)	4 (22.22%)	7 (38.89%)	6 (33.33%)	18
<p>11. Development of professional identity and integrity</p> <ul style="list-style-type: none"> Seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development 	0 (0.00%)	0 (0.00%)	1 (5.56%)	5 (27.78%)	9 (50.00%)	3 (16.67%)	18

12. Self-care								
<ul style="list-style-type: none">Monitors issues related to self-care with instructor/supervisors/faculty/advisor; understands the central role of self-care to effective practice	0 (0.00%)	0 (0.00%)	1 (5.56%)	5 (27.78%)	8 (44.44%)	4 (22.22%)	18	
13. Effective communication skills								
<ul style="list-style-type: none">Communicates clearly using verbal, nonverbal, and written skills in professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively	0 (0.00%)	0 (0.00%)	2 (11.11%)	5 (27.78%)	11 (61.11%)	0 (0.00%)	18	
14. Knowledge and application of evidence-based practice								
<ul style="list-style-type: none">Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	0 (0.00%)	0 (0.00%)	1 (5.56%)	5 (27.78%)	7 (38.89%)	5 (27.78%)	18	

17. The basis for your evaluation of the student's professional work characteristics is: (check all that apply)

#	Answer		Response	%
1	Direct observation		18	100%
2	Supervision hours		11	61%
3	Professional outcomes/permanent products (e.g., reports, presentations, etc.)		11	61%
4	Comments of colleagues		13	72%
5	Comments of parents		1	6%
6	Comments of teachers		10	56%
7	Other (please specify)		0	0%

Other (please specify)

Statistic	Value
Min Value	1
Max Value	6
Total Responses	18

Please comment on any ratings of 1 or 2:

___ has only just started with us here at ___, but already we have benefitted from her participation, flexibility, and professionalism. She has joined a number of student groups and has been in classrooms to observe students and report back needed information. ___ has helped gather data and conferred on student assessments. We look forward to her continuing her practicum experience this year.

Student is very outgoing and inquisitive. She takes a passionate interest in all facets of school psychology. She listens well and is empathetic to both students and colleagues. She is also assertive enough to ask questions that will result in improved practices and a greater knowledge base. Her critical thinking skills are a strength. This student engages in intense self-reflection and is eager to gain new knowledge and skills.

What are this student's strengths?

___ is doing a fine job of developing rapport with students. She is attentive to details and provides thoughtful observations. She is willing to learn. She has a positive attitude and presents in a professional manner. She is a professional in that she has worked as a teacher before for many years and has a firm grasp of education and psychology.

___ is very willing to try new things and takes on challenges without hesitation. She handles challenging students and situations with competence and grace. I am very happy with ___'s willingness to go outside of her comfort zone!

Supporting school staff with deadlines, professionalism, demeanor, establishing rapport with students.

___ always presents professionally. She is punctual with responsibilities, helpful with unexpected duties, able to take on responsibilities independently with little supervision or instruction. She is articulate with student, staff, and at meetings. She is extremely strong in the area of technology and how to use it to streamline responsibilities and for collection of data.

___ is extremely knowledgeable and very perceptive. He is willing to take on any task and he is easy to work with. He is confident in his abilities.

___ is an outstanding practicum student, who is dedicated to learning and practicing the skills needed to be an effective school psychologist. She is skilled in the areas data-collection, observation of student behavior, assessment, and tiered intervention practices.

Effective and frequent use of data-based decision making and evidence-based interventions at the student level

Professional and positive demeanor and interaction with students, staff and parents Self-reflection and self-monitoring

Strong intellectual curiosity and willingness to work hard.

___ maintains a high level of professionalism and competency with day-to-day practice of school psychology. Her skill strengths are in the areas of consultation, collaboration, and data-based decision making. She continually seeks clarification and support with challenging cases/issues and maintains a high level of interest in learning additional skills.

She is punctual, motivated, and professional in appearance and demeanor. ___ is comfortable being independent and taking on tasks by herself. She seems able to join many different groups of students with various needs. ___ seems to be able to adjust and be flexible with changes in the day.

___ demonstrates well-developed verbal communication and presentation skills, she communicates warmly, professionally, and effectively even in challenging situations with large audiences. ___ demonstrates strong commitment and dedication to her work and practice of school psychology as evident in many instances when she has gone above and beyond expectations (obtaining additional materials, compiling additional data, constructing material to accompany her presentations, etc).

This student, (as commented above in response to Parts I & II survey questions), possesses strong analytical and critical thinking skills. She is very capable in mastering the required knowledge base and mindful of the practical aspects of being a school psychologist. She is a good listener and empathetic, which will serve her well in working with students and adults. She is flexible and highly responsive to unexpected changes in routine. She is quite motivated to learn and improve her practice through experience.

___ demonstrates a strong foundation in her written communication and report writing skills. She actively contributes to behavioral data team meetings, demonstrates skill with data-based decision making and selection of evidence-based interventions. She demonstrates flexibility with consultation and intervention while simultaneously responding to parent/family concerns throughout the process.

___ is friendly, approachable, and willing to tackle any assignment! He is a scholar and enjoys conversations about theory and practice. He is clearly extremely bright. His observation and assessment skills are above those of a first year grad student. He is quickly gaining confidence as he spends more time with me and in the classrooms.

___ asks insightful questions about the practice of school psychology. He expressed a willingness to come into my schools on days that he was not scheduled if there were interesting activities that he could observe.

___ has a very professional demeanor and has been a very reliable employee. She took on her role as an exam coordinator with minimal training and performed the job admirably despite little training.

___ is a bright, competent, and professionally responsible supervisee.

In what areas does this student need to grow?

___ has not had enough experience to be rated with this evaluation form. I don't feel that this rating system is fair for her level of education and experience.

The varied data collection methods used by SPs.

___ is only in the early stages of her program, but I am excited for her to engage in more observations of assessment and eventually be able to do her own evaluations.

At this time, I do not have any concerns regarding ___. I have yet to observe her handle herself with a difficult parent (on her own) and look forward to that. I predict that she will be excellent.

___ continues to gain advanced skills in the areas of functional behavior analysis, intervention recommendations, system-wide practices, and PBIS.

Participation in consultation / committees / teams (PBIS/Behavior/PPT) at the school/systems level

Continue to have school based experiences.

participation in committees/team meetings (PBIS, clinical/crisis teams, psych dept., etc)

She does not know what she may need to as she goes along, so it is difficult for her to ask questions. ___ may need to picture herself in a similar role to know what she may need to ask about.

participation in committees/teams (PBIS, behavior teams, clinical/crisis teams, psych dept. etc) psychological report writing in both content/style (still developing)

This student needs to experience an internship in order to have more prolonged and varied experiences then provided within practicum.

Participation in committees/teams (PBIS, clinical teams, psych dept., etc)

He needs experience! He is very direct and sometimes that is a bonus and sometimes parents/teachers (even kids) are put off by that. ___ has a lot of enthusiasm for what he is doing, and a lot of energy, and I think sometimes that can come off as demanding to staff.

I suspect stress management is an area of weakness (somatic complaints) and communication with a supervisor.

She needs to have more experience, which, of course, I am sure that she will seek.

What is your overall rating of this practicum student?

#	Answer		Response	%
1	1		0	0%
2	2		0	0%
3	3		5	27.77%
4	4		5	27.77%
5	5		8	44.44%
6	NO		0	0%
	Total		18	100%