

**SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM SELF-EVALUATION
FALL 2014**

Context

This survey is administered as a self-evaluation to students in the school psychology program. This survey was administered to 19 school psychology students in practicum placements 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
- A self-evaluation of professional characteristics
- General comments/feedback about the practicum supervisor and placement setting

Methodology

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to all of the students participating in internships. The data collection period was November 10 to November 28, 2014 (3 weeks). A total of 19 surveys were completed (response rate = 19/19 = 100.00%). 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

- Most students feel that they are developing competencies or have adequate competencies throughout the first eight objectives
- The majority of students evaluated themselves as always demonstrating professionalism in their placements
- Overall, students rate their practicum placements highly and would recommend their placements to future students

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

Part I: Self-Evaluation of Skill Development

Using the attached scale, please evaluate your performance and progress as a practicum student. Specifically, please rate your skill development, using the rating key below, *at this time*. The purpose of these ratings is to encourage critical self-reflection.

1	Inadequate Competence	I demonstrate no skill in this area, or I demonstrate the skill at a level that is ineffective, despite supervision.
2	Minimal Competence	I demonstrate aspects of the skill at a very basic level, and am 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	I demonstrate all aspects of the skill, and am effective in this area with frequent, close supervision; direct supervised assistance occasionally needed.
4	Adequate Competence	I demonstrate all aspects of the skill, and am effective in this area with on-going supervision to affirm my skill or to provide suggestions to increase the effectiveness of the skill; direct supervised assistance rarely needed.
5	Pre-internship Competence	I demonstrate all aspects of the skill, and am effective in this area with regular, on-going supervision, but no direct supervised assistance.
NA	Not Applicable	Skill not utilized/insufficient data to make rating 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 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	Total Responses
A. 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%)	3 (15.79%)	6 (31.57%)	9 (47.37%)	1 (5.26%)	19
B. 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%)	2 (11.11%)	5 (27.78%)	9 (50.00%)	2 (11.11%)	18
C. Evaluating and selecting 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%)	0 (0.00%)	7 (43.75%)	7 (43.75%)	2 (1.25%)	16
D. Conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data	1 (5.88%)	2 (11.76%)	4 (23.53%)	6 (35.29%)	4 (23.53%)	17
E. 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%)	5 (31.25%)	6 (37.50%)	3 (18.75%)	2 (12.50%)	16
F. The administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data	0 (0.00%)	2 (12.50%)	3 (18.75%)	8 (50.00%)	3 (18.75%)	16
G. The administration 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	0 (0.00%)	3 (20.00%)	5 (33.33%)	2 (13.33%)	5 (33.33%)	15
H. The administration and scoring of cognitive assessment tools and the interpretation of the data	0 (0.00%)	2 (14.29%)	2 (14.29%)	6 (42.86%)	4 (28.57%)	14
I. Evaluating components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data	0 (0.00%)	3 (20.00%)	4 (26.67%)	7 (46.67%)	1 (6.67%)	15
J. Synthesizing 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,	1 (6.67%)	1 (6.67%)	2 (13.33%)	10 (66.67%)	1 (6.67%)	15

meaningful, organized, and relevant report including recommendations

Objective 2: Consultation and Collaboration

Question	1	2	3	4	5	Total Responses
A. Knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems	1 (6.25%)	2 (12.50%)	4 (25.00%)	8 (50.00%)	1 (6.25%)	16
B. Knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others	1 (6.25%)	3 (18.75%)	4 (25.00%)	7 (43.75%)	1 (6.25%)	16
C. The demonstration of effective consultation and collaboration skills in planning processes at the student, educator, family, community, and systems levels to design, implement, and evaluate services	1 (7.14%)	1 (7.14%)	3 (21.43%)	9 (64.29%)	0 (0.00%)	14
D. The demonstration of effective consultation and collaboration skills in problem-solving processes at the student, educator, family, community, and systems levels to design, implement, and evaluate services	0 (0.00%)	2 (15.38%)	3 (23.08%)	8 (61.54%)	0 (0.00%)	13
E. The demonstration of effective consultation and collaboration skills in decision-making processes at the student, educator, family, community, and systems level to design, implement, and evaluate services	0 (0.00%)	2 (16.67%)	2 (16.67%)	7 (58.33%)	1 (8.33%)	12
F. Facilitating collaboration and communication among diverse school personnel, families, community professionals, and others	1 (8.33%)	1 (8.33%)	4 (33.33%)	4 (33.33%)	2 (16.67%)	12
G. Effectively communicating information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders)	1 (7.14%)	0 (0.00%)	3 (21.43%)	9 (64.29%)	1 (7.14%)	14

Objective 3: Interventions and Instructional Support to Develop Academic Skills

Question	1	2	3	4	5	Total Responses
A. 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)	1 (5.88%)	3 (17.65%)	6 (35.29%)	5 (29.41%)	2 (11.76%)	17
B. The use of data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs (APA Domain B.3.c)	1 (8.33%)	2 (16.67%)	4 (33.33%)	4 (33.33%)	1 (8.33%)	12
C. Implementing and evaluating 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%)	3 (23.08%)	4 (30.77%)	6 (46.15%)	0 (0.00%)	13

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

Question	1	2	3	4	5	NA	Total Responses
A. Knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior (APA Domain B.3.b)	0 (0.00%)	4 (21.05%)	5 (26.32%)	5 (26.32%)	5 (26.32%)	0 (0.00%)	19
B. 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%)	2 (10.53%)	4 (21.05%)	9 (47.37%)	2 (10.53%)	2 (10.53%)	19
C. The use of 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%)	2 (10.53%)	1 (5.26%)	11 (57.89%)	1 (5.26%)	4 (21.05%)	19
D. Implementing and evaluating 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)	1 (5.26%)	2 (10.53%)	1 (5.26%)	7 (36.84%)	3 (15.79%)	5 (26.32%)	19

Objective 5: School-wide Practices to Promote Learning

Question	1	2	3	4	5	NA	Total Responses
A. Understanding 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%)	5 (26.32%)	2 (10.53%)	4 (21.05%)	8 (42.11%)	0 (0.00%)	19
B. Knowledge of school and system structure, school organization, general education, special education, and alternative education services across diverse settings	0 (0.00%)	4 (21.05%)	4 (21.05%)	7 (36.84%)	4 (21.05%)	0 (0.00%)	19
C. 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%)	5 (26.32%)	4 (21.05%)	7 (36.84%)	2 (10.53%)	1 (5.26%)	19
D. Contributing as an effective member on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology)	0 (0.00%)	4 (21.05%)	4 (21.05%)	6 (31.58%)	1 (5.26%)	4 (21.05%)	19
E. Designing and implementing 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%)	2 (10.53%)	4 (21.05%)	7 (36.84%)	1 (5.26%)	5 (26.32%)	19
F. Utilizing data-based decision making and evaluation methods for system-wide (e.g., district, school) issues, initiatives, and accountability responsibilities	1 (5.26%)	1 (5.26%)	3 (15.79%)	6 (31.58%)	2 (10.53%)	6 (31.58%)	19

Objective 6: Preventive and Responsive Services

Question	1	2	3	4	5	NA	Total Responses
A. Knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being	1 (5.26%)	2 (10.53%)	7 (36.84%)	6 (31.58%)	3 (15.79%)	0 (0.00%)	19
B. 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%)	3 (15.79%)	3 (15.79%)	11 (57.89%)	2 (10.53%)	0 (0.00%)	19
C. Knowledge of evidence-based strategies for effective crisis prevention, preparation, and response (APA Domain B.3.c)	0 (0.00%)	6 (31.58%)	7 (36.84%)	3 (15.79%)	2 (10.53%)	1 (5.26%)	19
D. Contributing to, implementing, and/or evaluating 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%)	4 (21.05%)	5 (26.32%)	1 (5.26%)	1 (5.26%)	8 (42.11%)	19
E. Engaging in data-based decision making through direct and indirect delivery to promote preventive and responsive services	1 (5.26%)	0 (0.00%)	8 (42.11%)	5 (26.32%)	0 (0.00%)	5 (26.32%)	19

Objective 7: Family-School Collaboration Services

Question	1	2	3	4	5	NA	Total Responses
A. Knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children's development	0 (0.00%)	4 (21.05%)	5 (26.32%)	5 (26.32%)	4 (21.05%)	1 (5.26%)	19
B. 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%)	5 (26.32%)	4 (21.05%)	7 (36.84%)	2 (10.53%)	1 (5.26%)	19
C. Knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children	2 (10.53%)	4 (21.05%)	5 (26.32%)	5 (26.32%)	2 (10.53%)	1 (5.26%)	19
D. The demonstration of skills to design, implement, and evaluate services that respond to family culture and context	1 (5.26%)	1 (5.26%)	4 (21.05%)	5 (26.32%)	1 (5.26%)	7 (36.84%)	19
E. The facilitation of family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children	2 (10.53%)	1 (5.26%)	2 (10.53%)	5 (26.32%)	1 (5.26%)	8 (42.11%)	19
F. Designing, implementing, and evaluating education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being	1 (5.26%)	2 (10.53%)	3 (15.79%)	3 (15.79%)	1 (5.26%)	9 (47.37%)	19

Objective 8: Supervision

Question	1	2	3	4	5	NA	Total Responses
A. Knowledge of the theory and research associated with supervision	0 (0.00%)	3 (15.79%)	3 (15.79%)	2 (10.53%)	3 (15.79%)	8 (42.11%)	19
B. Knowledge of methods to assess and evaluate the effectiveness of supervision	1 (5.26%)	2 (10.53%)	2 (10.53%)	4 (21.05%)	1 (5.26%)	9 (47.37%)	19
C. The ability to effectively provide written and oral feedback to a supervisee	1 (5.26%)	2 (10.53%)	3 (15.79%)	1 (5.26%)	1 (5.26%)	11 (57.89%)	19
D. The ability to model skills to a supervisee	1 (5.26%)	1 (5.26%)	4 (21.05%)	1 (5.26%)	1 (5.26%)	11 (57.89%)	19
E. Demonstrating self-reflection and evaluation of competence as a supervisor	1 (5.26%)	1 (5.26%)	4 (21.05%)	2 (10.53%)	0 (0.00%)	11 (57.89%)	19

Goal 2

Objective 1: Diversity in Development and Learning

Question	1	2	3	4	5	NA	Total Responses
A. Knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals in their potential influence on learning and social, emotional, and behavioral health and well-being	0 (0.00%)	3 (15.79%)	3 (15.79%)	6 (31.58%)	7 (36.84%)	0 (0.00%)	19
B. Knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice	1 (5.26%)	3 (15.79%)	4 (21.05%)	11 (57.89%)	0 (0.00%)	0 (0.00%)	19
C. Knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context	0 (0.00%)	3 (15.79%)	7 (36.84%)	6 (31.58%)	3 (15.79%)	0 (0.00%)	19
D. The provision of 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 (10.53%)	5 (26.32%)	7 (36.84%)	0 (0.00%)	5 (26.32%)	19
E. Addressing individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services	1 (5.26%)	3 (15.79%)	2 (10.53%)	9 (47.37%)	2 (10.53%)	2 (10.53%)	19
F. The application of 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 and across multiple contexts	1 (5.26%)	2 (10.53%)	2 (10.53%)	7 (36.84%)	5 (26.32%)	2 (10.53%)	19

Objective 2: Research and Program Evaluation

Question	1	2	3	4	5	NA	Total Responses
A. Knowledge of group and single-case research designs (APA Domain B.3.a)	11 (5.26%)	2 (10.53%)	2 (10.53%)	9 (47.37%)	5 (26.32%)	0 (0.00%)	19
B. Knowledge of educational and psychological measurement, evaluation, and assessment methods (APA Domain B.3.a)	0 (0.00%)	4 (21.05%)	2 (10.53%)	6 (31.58%)	6 (31.58%)	1 (5.26%)	19
C. The completion of a research or evaluation project related to an area of interest related to the discipline of school psychology	1 (5.26%)	2 (10.53%)	2 (10.53%)	7 (36.84%)	4 (21.05%)	3 (15.79%)	19
D. The completion of a research or evaluation project related to an area of interest related to the discipline of school psychology	1 (5.26%)	2 (10.53%)	2 (10.53%)	5 (26.32%)	5 (26.32%)	3 (15.79%)	18
E. Evaluating and synthesizing a body of research as a foundation for effective service delivery and/or research	1 (5.26%)	2 (10.53%)	3 (15.79%)	5 (26.32%)	7 (36.84%)	1 (5.26%)	19
F. The use of 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%)	2 (10.53%)	3 (15.79%)	6 (31.58%)	5 (26.32%)	3 (15.79%)	19

Objective 3: Legal, Ethical, and Professional Practice

Question	1	2	3	4	5	NA	Total Responses
A. Knowledge of the history and systems of psychology (APA Domain B.3.a)	0 (0.00%)	2 (10.53%)	7 (36.84%)	4 (21.05%)	5 (26.32%)	1 (5.26%)	19
B. Knowledge of the ethical, legal, and professional standards in psychology (APA Domain B.3.b)	0 (0.00%)	2 (10.53%)	5 (26.32%)	8 (42.11%)	3 (15.79%)	1 (5.26%)	19
C. Knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas (APA Domain B.3.b)	0 (0.00%)	4 (21.05%)	3 (15.79%)	8 (42.11%)	3 (15.79%)	1 (5.26%)	19
D. The provision of services consistent with ethical and professional standards in professional psychology	0 (0.00%)	3 (15.79%)	3 (15.79%)	5 (26.32%)	4 (21.05%)	4 (21.05%)	19
E. The provision of services consistent with legal standards and regulations relevant to practice in the settings in which you work	1 (5.26%)	2 (10.53%)	3 (15.79%)	5 (26.32%)	4 (21.05%)	4 (21.05%)	19
F. Engaging in responsive, systematic, ethical, and professional decision-making	0 (0.00%)	3 (15.79%)	2 (10.53%)	7 (36.84%)	3 (15.79%)	4 (21.05%)	19

Goal 3**Objective 1: Biological Aspects of Behavior**

Question	1	2	3	4	5	NA	Total Responses
A. The use of basic biological principles to understand and explain human behavior	0 (0.00%)	5 (26.32%)	3 (15.79%)	5 (26.32%)	4 (21.05%)	2 (10.53%)	19

Objective 2: Cognitive-affective Aspects of Behavior

Question	1	2	3	4	5	NA	Total Responses
A. The use of basic principles related to the cognitive aspects of behavior to understand and explain human behavior	0 (0.00%)	5 (26.32%)	2 (10.53%)	8 (42.11%)	4 (21.05%)	0 (0.00%)	19

Objective 3: Affective Aspects of Behavior

Question	1	2	3	4	5	NA	Total Responses
A. The use of basic principles related to the affective aspects of behavior to understand and explain human behavior	0 (0.00%)	5 (26.32%)	3 (15.79%)	9 (47.37%)	2 (10.53%)	0 (0.00%)	19

Objective 4: Social Aspects of Behavior

Question	1	2	3	4	5	NA	Total Responses
A. The use of basic principles of the social aspects of behavior to understand and explain human behavior	0 (0.00%)	4 (21.05%)	3 (15.79%)	9 (47.37%)	2 (10.53%)	1 (5.26%)	19

Objective 5: Human Development

Question	1	2	3	4	5	NA	Total Responses
A. The use of basic principles of human development to understand and explain human behavior	0 (0.00%)	5 (26.32%)	3 (15.79%)	6 (31.58%)	5 (26.32%)	0 (0.00%)	19

Comments:

I think a lot of the areas that I responded "NA" to are because I haven't learned those skills in class just yet. I feel that I have a lot of knowledge about various practices in school psychology, but that I am lacking in the skills to effectively use my knowledge. Hopefully this will come as time goes on in my practicum experience!

I answered several of these based on my general education & special education background not just practicum & classes thus far at UConn.

I had a great time at my practicum in Hartford! I learned a lot about ASD. It would be very interesting to work in a traditional school psychology setting next semester.

Part II: Professional Work Characteristics

The questions in this section are intended to encourage critical self-reflection on the development of your professional work characteristics needed for effective practice as a professional psychologist.

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate your 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 Responses
<p>1. Punctuality and attendance:</p> <ul style="list-style-type: none"> arrive at specified time, make arrangements for scheduling conflicts, demonstrate dependability 	0 (0.00%)	0 (0.00%)	1 (5.26%)	2 (10.53%)	15 (78.94%)	1 (5.26%)	19
<p>2. Professional appearance and demeanor:</p> <ul style="list-style-type: none"> follow school norms and adhere to district/school policies; model behavior appropriate to the role; respect the authority of staff, administration, etc.; use technology appropriately; accept responsibility for own actions 	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (5.26%)	17 (89.47%)	1 (5.26%)	19
<p>3. Initiative, motivation, consistency, and perseverance:</p> <ul style="list-style-type: none"> take initiative in assuming and accomplishing work; do not wait to be asked or told when to begin anticipated tasks; articulate ideas in a clear, collaborative, and professional manner 	0 (0.00%)	0 (0.00%)	2 (10.53%)	7 (36.84%)	10 (52.63%)	0 (0.00%)	19
<p>4. Flexibility, adaptability to novel/unexpected situations:</p> <ul style="list-style-type: none"> adapt effectively to the demands of a situation, demonstrate sufficient flexibility to handle change, manage stress to prevent inference with service delivery 	0 (0.00%)	0 (0.00%)	1 (5.26%)	4 (21.05%)	14 (73.68%)	0 (0.00%)	19
<p>5. Pose, tactfulness, and rapport with staff and others:</p> <ul style="list-style-type: none"> form and maintain productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 	0 (0.00%)	0 (0.00%)	2 (10.53%)	2 (10.53%)	15 (78.94%)	0 (0.00%)	19
<p>6. Preparation and organization:</p> <ul style="list-style-type: none"> demonstrate time management skills, meet deadlines, arrive prepared, maintain confidential records 	0 (0.00%)	0 (0.00%)	1 (5.26%)	4 (21.05%)	14 (73.68%)	0 (0.00%)	19
<p>7. Ability to handle professionally constructive criticism and positively use feedback:</p> <ul style="list-style-type: none"> accept criticism and feedback, use supervision productively, make corrections to address legitimate concerns from supervisors 	0 (0.00%)	1 (5.26%)	0 (0.00%)	7 (36.84%)	9 (47.37%)	2 (10.53%)	19

<p>8. Ability to accurately self-evaluate areas of practice:</p> <ul style="list-style-type: none"> display broadened self-awareness; utilize self-monitoring; display reflectivity regarding professional practice (reflection on action); use resources to enhance reflectivity; demonstrate elements of reflection-on-action 	0 (0.00%)	0 (0.00%)	2 (10.53%)	6 (31.58%)	10 (52.63%)	1 (5.26%)	19
<p>9. Respect for cultural and individual diversity:</p> <ul style="list-style-type: none"> use person-first language when speaking and writing; demonstrate skills to work effectively with individuals of diverse backgrounds; monitor and apply knowledge of self and others as cultural beings in assessment, treatment, and consultation 	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (26.32%)	13 (68.42%)	0 (0.00%)	18
<p>10. Engaging in continuing education, including participation in professional associations for school psychologists:</p> <ul style="list-style-type: none"> seek learning experiences, including opportunities to observe provision of services outside of current competencies, participate in formal professional development sessions, use resources (supervision, literature) for professional development 	0 (0.00%)	2 (10.53%)	2 (10.53%)	3 (15.79%)	9 (47.37%)	3 (15.79%)	19
<p>11. Development of professional identity and integrity: display engaging professional identity as psychology;</p> <ul style="list-style-type: none"> demonstrate adherence to professional values; infuses work as a psychologist-in-training; recognize situations that challenge adherence to professional values; act to safeguard the welfare of others 	0 (0.00%)	0 (0.00%)	0 (0.00%)	8 (42.11%)	10 (52.63%)	1 (5.26%)	19
<p>12. Self-care:</p> <ul style="list-style-type: none"> monitor issues related to self-care with instructor/supervisor/faculty advisor; understand the role of self-care to effective practice 	0 (0.00%)	0 (0.00%)	4 (21.05%)	3 (15.79%)	9 (47.37%)	3 (15.79%)	19
<p>13. Effective communication skills:</p> <ul style="list-style-type: none"> communicate clearly using verbal, nonverbal, and written skills in a professional context; demonstrate clear understanding and use of professional language; negotiate 	0 (0.00%)	1 (5.26%)	2 (10.53%)	5 (26.32%)	10 (52.63%)	1 (5.26%)	19

differences and handles conflict satisfactorily; provide effective feedback to others and receives feedback non-defensively							
14. Knowledge and application of evidence-based practice: <ul style="list-style-type: none"> apply 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%)	2 (10.53%)	6 (31.58%)	10 (52.63%)	1 (5.26%)	19

21. Would you recommend that practicum students from UConn work with this supervisor in the future?

#	Answer	Response	%
1	Yes	18	94.73%
2	No	1	5.26%
	Total	19	100%

22. Comments:

Text Response

___ has provided me with a really meaningful experience at ___

My experience in practicum has been self-guided in the sense that I work with students based on course assignments. Otherwise my role in the school is not defined. This is likely because I am the first practicum student my supervisor has had.

I Think it is important to be direct with the supervisor from the beginning what is manageable or not. Gives good positive feedback. Although sometimes I wonder if there are areas where I need improvement, although she says I am doing great. She good at giving support when I have a question. She likes to hear what I have to say before she tells me what she thinks. She wants to hear my perspective about an evaluation, and if it makes sense or I can explain it well she goes with it. I think she may expect too much of us. Not in the sense that we can't do the work, but I don't think she realizes how much work we have for school considering we are practicum students and not interns. This may be more of a result of not realizing how long it takes me to do an evaluation compared to herself. I really like her, and I think once she knows about our time limitations it would be a better fit. One more concern I have though, is the lack of supervision, we speak at least once a week or more if need be about cases, but depending on the day or site we are all alone and may feel unprepared. This was more of an issue at the beginning, however, I don't see it as a problem anymore, now that I know the ropes

___ is very knowledgeable in the field of school psychology and is willing to provide the opportunities/experiences her practicum students ask for. She is great at delegating tasks, trusts in student's abilities, consistently provides thanks and positive feedback, and is accessible/approachable for help and assistance. She is a pleasure to work with!

___ was a great supervisor!

1	Strongly disagree	4	Slightly agree
2	Slightly disagree	5	Strongly agree
3	Neither agree nor disagree	NO	Not observed

Practicum Site Characteristics

Question	1	2	3	4	5	NO	Total Responses
School psychologist's role is clearly defined	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (21.05%)	11 (57.89%)	4 (21.05%)	19
Positive climate is demonstrated through actions and communications of administration, supervisor, and other professionals	0 (0.00%)	0 (0.00%)	0 (0.00%)	7 (36.84%)	11 (57.89%)	1 (5.26%)	19
Collaboration and teamwork are valued and encouraged	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (15.78%)	11 (57.89%)	1 (5.26%)	19

Would you recommend this practicum site to students from UConn in the future?

#	Answer	Response	%
1	Yes	19	100%
2	No	0	0%
	Total	19	100%

Comments

Yes, IF they modify the role out, instead of throwing you in to it. Student would definitely need to take Intellectual assessment and pupil behavior. The student would need to be willing to work on their own and be able to manage their own time. It is a great unique experience. You learn so much in such a short time. Although I need more skills, I feel way more prepared to go into internship after this practicum.

___ is a beautiful school with dedicated staff that make the climate of the school positive and engaging. There are many little things that make this a great location, to name a few: 1) friendly front office, 2) effective use of PBIS, very present throughout the school and classrooms, 3) appreciation of staff, 4) continuous, weekly professional development for all teachers, staff, and paraprofessionals (every Wednesday), 5) great supervision from the school psychologist, etc.

___ is a very diverse and interesting district!

What was the age/grade-range of students you interacted with most frequently at this practicum site? (check all that apply)

#	Answer	Response	%
1	Birth - Age 5	1	5%
2	Grades K - 2	7	37%
3	Grades 3 - 5	12	63%
4	Grades 6 - 8	9	47%
5	Grades 9 - 12	7	37%
6	Age 18+	1	5%

Please rank order the three primary areas of practice that represent the majority of your experiences at this practicum site (i.e., 1= most amount of time, 2= second most amount of time, 3= third most amount of time)

Answer	1	2	3	4	5	6	7	Total Responses
assessment, use of data in assessment and evaluation to develop effective services and programs, and measurement of response to services and programs	8 (57.14%)	4 (28.57%)	2 (14.29%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	14
consultation, collaboration, and communication to promote effective services delivery	5 (41.67%)	6 (50.00%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	12
developing, implementing, and evaluating direct and indirect services that support students' cognitive and academic skills	2 (28.57%)	1 (14.29%)	3 (42.86%)	1 (14.29%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	7
developing, implementing, and evaluating direct and indirect services that promote students' social, emotional, and behavioral health and well-being	4 (26.67%)	6 (40.00%)	5 (33.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	15
school-wide practices to promote learning, including preventive and responsive services	1 (20.00%)	0 (0.00%)	4 (80.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	5
multi-tiered systems of support in schools that support prevention and evidence-based strategies for effective crisis response	0 (0.00%)	2 (100.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2
family-school collaboration	0 (0.00%)	1 (33.33%)	2 (66.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3