



School Psychology Practicum Evaluation

APCE 779
Programs in School Psychology
School of Applied Psychology and Counselor Education
University of Northern Colorado
Greeley, CO 80639
(970) 351-2731

Trainee Name: _____

Training Setting: _____

Setting Supervisor: _____

Total Number of Practicum Hours: _____

Date of Evaluation: _____

Please complete and return this evaluation form to the practicum supervisor at the end of the trainee's practicum experience. Please rate according to the following scale, with NA indicating that the practicum student has not had an opportunity to attempt the task.

- 1 – Requires supervision for all aspects of task; heavy emphasis on skill acquisition – **Novice**
- 2 – Requires supervision for all aspects of task; from initiation to completion – **Advanced Beginner**
- 3 – Requires supervision initiating task and evaluating task completion; completes task independently – **Competent**
- 4 – Requires supervision on final aspect (evaluation) of task completion, but initiates and carries out tasks on own – **Proficient**
- 5 – Independent on all aspects of task completion, including initiation and evaluation - **Expert**

Thank you in advance for your cooperation.

- I. **Human Learning and Effective Instruction** – School psychologist practicum students have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.

A. Participates in developing appropriate learning goals for students.	1	2	3	4	5
	NA				

B. Able to translate assessment results into appropriate academic recommendations to address student learning goals.	1 2 3 4 5 NA
C. Facilitates the implementation of appropriate and evidence-based academic interventions to help students meet learning goals.	1 2 3 4 5 NA
D. Considers the attainment of standards when planning recommendations or developing individual plans.	1 2 3 4 5 NA

Comments:

- II. **Formal and Informal Assessment** – School psychology practicum students understand and are able to apply various models and methods of informal and formal assessments to identify the strengths and needs of children and systems.

A. Selects appropriate instruments based on the presenting concern.	1 2 3 4 5 NA
B. Able to correctly administer and score norm-referenced assessments.	1 2 3 4 5 NA
C. Able to correctly administer and score curriculum based measures.	1 2 3 4 5 NA
D. Able to accurately observe school, classroom, and testing environment.	1 2 3 4 5 NA
E. Interviews teachers, parents, and children to gather additional information.	1 2 3 4 5 NA
F. Incorporates material from school records and developmental history into interpretation of assessment results.	1 2 3 4 5 NA
G. Able to organize and carry out a functional behavioral assessment.	1 2 3 4 5 NA
H. Able to interpret, integrate, and communicate information in written form that is clear, accurate, and concise.	1 2 3 4 5 NA
I. Able to communicate assessment results in a clear understandable manner, including measurement concepts.	1 2 3 4 5 NA
J. Uses assessment results to develop appropriate recommendations and/or intervention approaches.	1 2 3 4 5 NA
K. Able to monitor student progress through a variety of different techniques.	1 2 3 4 5 NA
L. Evaluates the outcomes of programs and services by using appropriate research design, including single subject.	1 2 3 4 5 NA
M. Student's work results in positive outcomes for children/students.	1 2 3 4 5 NA

Comments:

III. **Typical and Atypical Human Development** – School psychology practicum students understand typical and atypical human development, the techniques to assess this development, as well as direct and indirect services that facilitate the positive growth in the development of behavioral, affective, adaptive, and social skills.

A. Uses formal and informal assessment results to develop appropriate goals for students with differing abilities and needs.	1 2 3 4 5 NA
B. Assists with the implementation of appropriate, evidence-based interventions to support student goals.	1 2 3 4 5 NA
C. Capable of developing and implementing behavioral, affective, or adaptive goals for students and monitoring student progress toward selected goals.	1 2 3 4 5 NA
D. Demonstrates effective methods for documenting intervention effects.	1 2 3 4 5 NA

Comments:

IV. **Individual Diversity in Learning and Development** – School psychology practicum students have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

A. Able to identify risk and resiliency factors in children and their environment and use this information in program development.	1 2 3 4 5 NA
B. Able to work sensitively with diverse children and their parents.	1 2 3 4 5 NA
C. Capable of developing and implementing academic and behavioral interventions that reflect knowledge and understand of a student's culture, language, and individual learning characteristics.	1 2 3 4 5 NA

Comments:

V. **School and Systems Organization, Policy Development, and Climate** – School psychology practicum students have knowledge of general education, special education, and other educational and related services.

A. Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g., PBS, discipline policies).	1 2 3 4 5 NA
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B. Understands different group norms that allow for effective team meetings (e.g., time limits, agendas).	1 2 3 4 5 NA
C. Conducts effective inservices or other programs to that permit assist in professional development.	1 2 3 4 5 NA

Comments:

VI. **Evidence-based Interventions and Programs** – School psychology practicum students provide or contribute to prevention and intervention programs that promoted the mental health and physical well-being of students.

A. Demonstrates knowledge of a number of different prevention and intervention techniques that can be implemented across individual, group, classroom, or school settings.	1 2 3 4 5 NA
B. Able to adapt prevention and intervention strategies to meet unique student needs.	1 2 3 4 5 NA
C. Contributes to a positive school climate by supporting classroom-wide or school-wide prevention programs.	1 2 3 4 5 NA
D. Able to develop rapport with students, teachers, and families.	1 2 3 4 5 NA
E. Able to effectively provide targeted interventions such as individual or group counseling.	1 2 3 4 5 NA
F. Able to effectively implement and monitor focused behavioral interventions.	1 2 3 4 5 NA
G. Participates in risk assessments and crisis response planning to promote and maintain school safety.	1 2 3 4 5 NA

Comments:

VII. **Consultation and Collaboration** – School psychology practicum students have knowledge of various consultation methods and their application to particular situations. They collaborate effectively with others in planning and decision-making process at the individual, group, and system level.

A. Demonstrates effective communication skills with school personnel, families, and children.	1 2 3 4 5 NA
B. Displays good listening skills.	1 2 3 4 5 NA

C. Participates in group discussions, ask questions, and/or summarizes appropriately.	1 2 3 4 5 NA
D. Is knowledgeable of different models and levels of consultation and participates at individual, group, and system levels.	1 2 3 4 5 NA
E. Is able to ask for and integrate the views of others when discussing information or intervention options.	1 2 3 4 5 NA
F. Is able to consider parent/caregiver needs and characteristics in evaluation and intervention planning.	1 2 3 4 5 NA
G. Promotes family involvement through frequent communication, consultation, and/or parent training activities.	1 2 3 4 5 NA
H. Works to create/strengthen ties to the community and its resources.	1 2 3 4 5 NA
I. Evaluates the effectiveness of consultation efforts.	1 2 3 4 5 NA

Comments:

VIII. **Legal, Ethical, and Professional Practice** – School psychology practicum students have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to service for children and families; and of ethical, professional, and legal standards. They also have knowledge of information sources and technology relevant to their work.

A. Demonstrates understanding of and practices in accordance with law and ethics as they relate to parent rights and educational practice.	1 2 3 4 5 NA
B. Is familiar with and behaves in ways consistent with professional ethical codes.	1 2 3 4 5 NA
C. Participates in professional development activities.	1 2 3 4 5 NA
D. Is familiar with computer scoring and IEP programs and uses them appropriately.	1 2 3 4 5 NA
E. Uses internet resources to enhance psychological services provided.	1 2 3 4 5 NA
F. Uses technology to enhance communication when conducting inservices, presenting, or providing feedback to parents.	1 2 3 4 5 NA

Comments:

IX. **Professional Work Characteristics** – School psychology practicum students demonstrate personal and professional dispositions and characteristics that are consistent with effective practice.

A. Is responsible and dependable (on time, has good attendance, follows through).	1 2 3 4 5 NA
B. Demonstrates initiative and enthusiasm for school psychology practice.	1 2 3 4 5 NA
C. Demonstrates good organization skills through time management, presentations, and timely follow through.	1 2 3 4 5 NA
D. Accepts responsibility for own behavior (learns from mistakes).	1 2 3 4 5 NA
E. Willingly accepts and carries out assignments.	1 2 3 4 5 NA
F. Accepts and responds well to criticism/suggestions	1 2 3 4 5 NA
G. Recognizes own limitations and seeks advice.	1 2 3 4 5 NA
H. Seeks opportunities to learn from supervisor.	1 2 3 4 5 NA
I. Returns phone calls/emails promptly.	1 2 3 4 5 NA
J. Adheres to district procedures (dress, hygiene, policies/forms for cases, employee procedures)	1 2 3 4 5 NA

Comments:

X. Trainee Strengths and Needs

1. Areas of greatest strength or competency:

2. Areas of least strength or competency (does not necessarily imply unacceptable or inadequate performance).

XI. Recommended Grade from Setting (Circle One)

I
C
B
A
Incomplete
Inadequate
Satisfactory
Excellent

I certify that I have read the evaluation.

Practicum Student's Signature

Date

Site Supervisor's Signature

Date

University Supervisor's Signature

Date