



UNIVERSITY OF
NORTHERN
COLORADO

APCE 779

School Psychology Practicum Evaluation, Ed.S.

Department of School Psychology
University of Northern Colorado
Greeley, CO 80639
(970) 351-2731

Check one: Initial Evaluation Midterm Evaluation Final Evaluation

Student: _____ Date: _____

Supervisor _____ Site: _____

Select all that apply: State Dept. of Ed. License/Certification (school psychologist)
 NCSP State DORA License (licensed psychologist)

Please use the following ratings to evaluate the practicum student at mid-year (Dec/Jan) and at the end of the placement (May). If the student has not yet had the opportunity to attempt a particular skill, note NA and a comment regarding how the student will address that competency. **It is expected that by the end of the practicum experience, the student will a level 3 in all areas.** In some cases, a student may not have an opportunity to demonstrate a competency (e.g., respond to a crisis). In those instances, the student and his/her supervisor should note the activities that have been substituted to approximate this skill (e.g., knowledge of crisis plan, workshop attendance).

1	2	3	4	5
Requires supervision for all aspects of task; heavy emphasis on skill acquisition; 'Novice'	Requires supervision for all aspects of task; from initiation to completion; 'Advanced Beginner'	Requires supervision initiating task and evaluating task completion; completes task independently; 'Competent'	Requires supervision on final aspect (evaluation) of task completion; completes task independently; 'Proficient'	Independent on all aspects of task completion, including initiation and evaluation; 'Independent'

Goal I: Academic, Social, and Life Skill Development (Standard IV, 4.1 and 4.2)-

School psychology practicum students have knowledge of direct and indirect services to support students' academic, behavioral, and social/emotional development.

A. Demonstrates knowledge of biological, developmental, cultural, and social influences on learning, behavior, and mental health.	1	2	3	4	5	NA
B. Understands behavioral and emotional impacts on learning and life.	1	2	3	4	5	NA
C. Uses assessment results to develop appropriate academic recommendations to enhance student learning, social, and behavioral outcomes.	1	2	3	4	5	NA
D. Participates in developing appropriate learning, behavioral, affective, or adaptive goals for students and helps monitor progress toward selected goals.	1	2	3	4	5	NA
E. Facilitates the implementation of appropriate and evidence-based interventions to help students meet their learning, social, and behavioral goals.	1	2	3	4	5	NA
F. Considers the attainment of standards when developing recommendations or individual learning/behavioral plans.	1	2	3	4	5	NA
G. Uses assessment and other data collection methods to evaluate skill development in these areas.	1	2	3	4	5	NA

Comments:

Goal II: Multi-tiered System-Level Services (Standard V, 5.1 and 5.2)-

School psychology practicum students help implement prevention and intervention programs that promote resilience and reduce sources of risk.

A. Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g., PBIS, discipline policies).	1	2	3	4	5	NA
B. Identifies risk and resiliency factors in students and their environments and uses this information in program development.	1	2	3	4	5	NA
C. Demonstrates knowledge of several evidence-based prevention and intervention programs that can be implemented across individual, group, classroom, or school settings.	1	2	3	4	5	NA
D. Adapts prevention and intervention strategies to meet student and system needs.	1	2	3	4	5	NA
E. Contributes to a positive school climate by supporting classroom-wide or school-wide prevention programs.	1	2	3	4	5	NA
F. Develops rapport with students, teachers, and families.	1	2	3	4	5	NA
G. Provides effective direct student-level interventions such as individual or group counseling.	1	2	3	4	5	NA
H. Implements and monitors focused behavioral interventions.	1	2	3	4	5	NA

Comments:

Goal III: Data-Based Decision Making (Standards II and VIII, 8.1)-

School psychology practicum students understand and are able to apply various models and methods of informal and formal assessment to identify students' strengths and needs, monitor progress, and determine program effectiveness.

A. Selects appropriate instruments based on the presenting concern(s).	1	2	3	4	5	NA
B. Administers and scores norm-referenced assessments correctly.	1	2	3	4	5	NA
C. Administers and scores curriculum based measures correctly.	1	2	3	4	5	NA
D. Conducts accurate observations of testing, classroom, and school environments.	1	2	3	4	5	NA
E. Conducts effective interviews with teachers, parents, and students.	1	2	3	4	5	NA
F. Integrates school records, observations, interviews, and developmental history into interpretation of assessment results.	1	2	3	4	5	NA
G. Organizes and conducts functional behavioral assessments.	1	2	3	4	5	NA
H. Interprets, integrates, and communicates information written and oral contexts in a manner that is clear, accurate, and concise.	1	2	3	4	5	NA
I. Uses assessment results to develop appropriate recommendations and/or intervention approaches.	1	2	3	4	5	NA
J. Demonstrates skills in evaluating and applying research to service delivery selection and implementation.	1	2	3	4	5	NA
K. Monitors 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

Comments:

Goal IV: Collaboration and Consultation (Standards III and VI)-

School psychology practicum students have knowledge of various consultation and collaboration methods and their application to individuals, families, groups, and systems. Problem-solving processes permeate all aspects of service design, implementation, and evaluation.

A. Demonstrates effective communication skills with school personnel, families, and students.	1	2	3	4	5	NA
B. Participates and/or co-facilitates effective team meetings.	1	2	3	4	5	NA
C. Demonstrates knowledge of different models and levels of consultation and participates at individual, group, and system levels.	1	2	3	4	5	NA

D. Participates actively in collaborative problem-solving processes.	1	2	3	4	5	N/A
E. Solicits and integrates the views of others when engaging in formal problem-solving processes.	1	2	3	4	5	N/A
F. Integrates principles and research related to family systems, strengths, needs, and culture as related to assessment and intervention planning.	1	2	3	4	5	N/A
G. Promotes family involvement through frequent communication, consultation, and/or parent training activities.	1	2	3	4	5	N/A
H. Works to create/strengthen ties to the community and its resources.	1	2	3	4	5	N/A
I. Conducts effective in-services or other programs that assist in professional development.	1	2	3	4	5	N/A
J. Evaluates the effectiveness of consultation efforts.	1	2	3	4	5	N/A

Comments:

Goal V: Individual Diversity in Development and Learning (Standard VII)-

School psychology practicum students have knowledge of individual differences, abilities, disabilities, and other diverse characteristics of students, families, and schools.

A. Understands principles and research related to diversity factors for students, families, schools, and communities.	1	2	3	4	5	NA
B. Uses culturally responsive approaches with diverse students and their families.	1	2	3	4	5	NA
C. Develops and implements evidence-based academic and behavioral interventions that reflect knowledge and understanding of a student's culture, language, and individual learning characteristics.	1	2	3	4	5	NA
D. Integrates principles of advocacy and social justice into service delivery.	1	2	3	4	5	NA

Comments:

Goal VI: Legal, Ethical, and Professional Practice (Standard VIII, 8.2)-

School psychology practicum students are able to apply legal, ethical, and professional standards to guide their work. They also have knowledge of information sources and technology relevant to the practice of school psychology.

A. Practices in accordance with state and federal laws as they relate to parent rights and educational practice.	1	2	3	4	5	NA
B. 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. Engages in responsive ethical and professional decision making.	1	2	3	4	5	NA
E. Demonstrates familiarity with computer scoring and IEP programs and uses them appropriately.	1	2	3	4	5	NA
F. Uses technology to enhance communication, collaboration, and service delivery.	1	2	3	4	5	NA

Comments:

Goal VII: Professional Work Characteristics (Standard VIII, 8.2)-

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 and consistent follow through.	1	2	3	4	5	NA
D. Accepts responsibility for own behaviors (learns from mistakes).	1	2	3	4	5	NA
E. Willingly accepts and carries out assignments.	1	2	3	4	5	NA
F. Demonstrates flexibility and adaptability.	1	2	3	4	5	NA
G. Accepts and response well to criticism/suggestions.	1	2	3	4	5	NA
H. Recognizes own limitations and seeks advice.	1	2	3	4	5	NA
I. Seeks opportunities to learn from supervisor.	1	2	3	4	5	NA
J. Demonstrates effective interpersonal skills.	1	2	3	4	5	NA
K. Adheres to district procedures (dress, hygiene, policies/forms for cases, employee procedures).	1	2	3	4	5	NA

Comments:

Trainee Strengths and Needs

1. Areas of greatest strengths or competencies:

2. Areas of growth (does not necessarily imply unacceptable or inadequate performance):

Recommended Grade from Setting (Circle One)

A
Above Average

B
Average

C
Below Average

I
Incomplete

I certify that I have read the evaluation.

Practicum Student's Signature

Date

Site Supervisor's Signature

Date

University Supervisor's Signature

Date