

UNIVERSITY of KENTUCKY
DEPARTMENT OF SCHOOL, COUNSELING AND EDUCATIONAL PSYCHOLOGY
SCHOOL PSYCHOLOGY PRACTICUM EVALUATION

Student Name _____

Semester & Year _____

Practicum Site _____

On-site Supervisor _____

RATING SCALE

- N/A = Not applicable or not enough information to formulate a judgment
1. = Far below expectations for school psychology practicum level of training and/or skill; needs much improvement to be prepared for internship in that competency
 2. = Below expectations for school psychology practicum level of training and/or skill; needs some improvements to be prepared for internship in that competency
 3. = Acceptable level of training and/or skill for school psychology practicum expectations; at expected level for preparedness of internship in that competency
 4. = Above expectations for school psychology practicum level of training and/or skill; performs above average as required for internship preparedness in that competency
 5. = Far above expectations for school psychology practicum level of training and/or skill; performs well beyond average for internship preparedness in that competency

DIRECTIONS: This form is used to assess the practicum student’s progress and performance. It will be used in conjunction with other assessments for the practicum course. Please answer each item utilizing the 5-point rating scale to compare your practicum student to the expected level of performance based on point in training (mid-year; end of the year). For example, a “3” indicates that the practicum student is performing at an acceptable level as compared to other school psychology practicum students and in preparation for internship in that specific competency.

Data-Based Decision-Making and Accountability (2.1)
Assessment and intervention related to academic and learning (2.3) and
behavioral and mental health (2.4) concerns

							Rating
Identify <i>academic</i> referral concerns	N/A	1	2	3	4	5	
Objectivity in addressing academic data	N/A	1	2	3	4	5	
Weighing of evidence before making judgments	N/A	1	2	3	4	5	
Select and use appropriate assessment instruments/procedures	N/A	1	2	3	4	5	
Knowledge of traditional/standardized assessment instruments	N/A	1	2	3	4	5	
Knowledge of nontraditional assessments (e.g., CBM, FBA)	N/A	1	2	3	4	5	
Communicate results effectively to concerned parties (children, parents, teachers)	N/A	1	2	3	4	5	
Ability to integrate data from different sources into a clear and coherent report	N/A	1	2	3	4	5	
Communicates effectively with students, parents, teachers, administrators	N/A	1	2	3	4	5	
Understand eligibility criteria for special education services (federal, state, district)	N/A	1	2	3	4	5	
Knowledge of categorical/diagnostic issues	N/A	1	2	3	4	5	
Plan academic interventions based on data	N/A	1	2	3	4	5	
Knowledge of academic intervention approaches	N/A	1	2	3	4	5	

Identify social/emotional/behavioral referral concerns	N/A	1	2	3	4	5	
Objectivity in addressing social/emotional/behavioral problems	N/A	1	2	3	4	5	
Weighing of evidence before making judgments	N/A	1	2	3	4	5	
Select and use appropriate social/emotional/behavioral assessment instruments/procedures	N/A	1	2	3	4	5	

							Rating
Communicate results effectively to concerned parties (children, parents, teachers)	N/A	1	2	3	4	5	
Ability to integrate data from different sources into a clear and coherent report	N/A	1	2	3	4	5	
Tact and discretion in relationships with others	N/A	1	2	3	4	5	
Understand eligibility criteria for social/emotional/ behavioral disabilities	N/A	1	2	3	4	5	
Plan social/emotional/behavioral interventions based on data	N/A	1	2	3	4	5	
Ability to generate hypotheses regarding student's behavior and environment	N/A	1	2	3	4	5	
Knowledge of theoretical model(s) for social/emotional/behavioral interventions	N/A	1	2	3	4	5	
Knowledge of therapy/ intervention approaches	N/A	1	2	3	4	5	
Recommends empirically validated interventions that result in positive outcomes for students, teachers, families, & schools	N/A	1	2	3	4	5	

Comments:

Interpersonal Communication, Collaboration, and Consultation (2.2, 2.7)

Understand major problem solving models, demonstrates skills in listening, discussing, and conveying information on individual, group, and systems levels, demonstrates skills in conducting collaborative problem solving, fosters a commitment to quality, effective services for all children, youth, families, teachers, and other school staff and administrators

							Rating
Engages in collaborative problem solving or other forms of consultation with parents that result in a positive outcome for the student(s)	N/A	1	2	3	4	5	
Engages in collaborative problem solving or other forms of consultation with teachers that result in a positive outcome for the student(s)	N/A	1	2	3	4	5	
Builds rapport and respect with students	N/A	1	2	3	4	5	
Knowledge of basic interviewing skills	N/A	1	2	3	4	5	
Effectively conveys information and expresses own opinions	N/A	1	2	3	4	5	
Effectively receives information and opinions from others	N/A	1	2	3	4	5	
Engages in appropriate goal-setting with teachers/students that results in positive student outcomes	N/A	1	2	3	4	5	
Appears comfortable interacting with students	N/A	1	2	3	4	5	
Initiates interactions with students	N/A	1	2	3	4	5	
Appears comfortable interacting with parents	N/A	1	2	3	4	5	
Appears comfortable interacting with teachers and other staff members	N/A	1	2	3	4	5	
Initiates interactions with teachers and other staff members	N/A	1	2	3	4	5	

Demonstrates the skills needed to provide workshops/training to family members that effectively meet their needs	N/A	1	2	3	4	5	
							Rating
Demonstrates the skills needed to provide workshops/training to teachers and other school faculty and staff that effectively meet their needs	N/A	1	2	3	4	5	

Comments:

Demonstration of Knowledge and Skills Related to the School and Systems Organization, School Policy Development, and School Climate (2.5)
Demonstrates an understanding that schools operate as a system, demonstrates the ability to identify the climate/culture of specific schools

							Rating
Demonstrates knowledge regarding program evaluation	N/A	1	2	3	4	5	
Demonstrates the ability to see the dynamics of a school as a system and considers these various dynamics when making recommendations regarding school policy	N/A	1	2	3	4	5	
Demonstrates knowledge regarding school policy development and the possible affects policy change can have on the school as a whole	N/A	1	2	3	4	5	
Navigates the school system well and considers both school climate and culture	N/A	1	2	3	4	5	
Demonstrates awareness of school climate/culture and considers this climate/culture when making individual and school wide recommendations	N/A	1	2	3	4	5	
Demonstrates awareness of school climate/culture and considers this climate when participating in a program evaluation	N/A	1	2	3	4	5	

Comments:

Crisis Intervention and Prevention (2.6)
Demonstrates knowledge and skills related to crisis intervention and prevention

							Rating
Demonstrates an understanding regarding the importance of crisis prevention and intervention techniques	N/A	1	2	3	4	5	
Demonstrates a working knowledge of crisis prevention/intervention program(s) in your district	N/A	1	2	3	4	5	
Demonstrates the necessary skills needed to be an effective member of a crisis intervention team	N/A	1	2	3	4	5	

Comments:

Knowledge and Appreciation of Individual Difference, Diversity & Social Justice (2.8)

Develop awareness, sensitivity, and appreciation of cultural diversity and individual differences, work effectively with individuals and groups with a variety of racial, cultural, experiential and linguistic backgrounds

	Rating						
Is an advocate for social justice in the school and community	N/A	1	2	3	4	5	
Is sensitive to issues of gender differences	N/A	1	2	3	4	5	
Is sensitive and responsive to culturally diverse parents' needs	N/A	1	2	3	4	5	
Is sensitive to cultural and economical differences	N/A	1	2	3	4	5	
Is sensitive to issues of non-traditional families	N/A	1	2	3	4	5	
Intervenes on the behalf of individuals with diverse backgrounds using non-biased techniques and procedures	N/A	1	2	3	4	5	
Works effectively with and is responsive to students' with gender differences	N/A	1	2	3	4	5	
Works effectively with and is responsive to students and families with cultural and economical differences	N/A	1	2	3	4	5	
Works effectively with and is responsive non-traditional families	N/A	1	2	3	4	5	

Comments:

Ability to translate research into practice (2.9)

	Rating						
Demonstrates a scientist-practitioner orientation	N/A	1	2	3	4	5	
Has a general understanding of various research methodologies including program evaluation	N/A	1	2	3	4	5	
Demonstrates skills of an informed consumer of professional research literature and a life-long learner	N/A	1	2	3	4	5	
Translates research into practice that result in positive outcomes for students, teachers, schools, and families	N/A	1	2	3	4	5	

Comments:

Legal and Ethical Practice and Professional Development (2.10)

Understand ethical principles and legal standards, conduct all practice in ways that meet all appropriate ethical, professional, and legal standards

	Rating						
Knowledge of general ethical guidelines	N/A	1	2	3	4	5	
Demonstrates appropriate ethical practices that result in positive outcomes for students, teachers, schools, and families	N/A	1	2	3	4	5	
Personal behavior is consistent with ethical guidelines	N/A	1	2	3	4	5	
Willingness to assume responsibility for actions	N/A	1	2	3	4	5	
Consults with others about ethical issues if necessary	N/A	1	2	3	4	5	
Actively seeks supervision when necessary	N/A	1	2	3	4	5	
Receptive to feedback and suggestions from supervisor	N/A	1	2	3	4	5	

Comments:

Technology

Demonstrates knowledge of information sources and technology relevant to work

								Rating
Demonstrates knowledge of information sources and technology	N/A	1	2	3	4	5		

BASIC WORK REQUIREMENTS

								Rating
Arrives on time consistently	N/A	1	2	3	4	5		
Uses time effectively	N/A	1	2	3	4	5		
Reliably and accurately keeps records	N/A	1	2	3	4	5		
Informs supervisor and makes arrangements for absences	N/A	1	2	3	4	5		
Reliably completes requested or assigned tasks on time	N/A	1	2	3	4	5		
Complete required total number of hours/days on site	N/A	1	2	3	4	5		
Is responsive to norms about clothing, language, etc., on site	N/A	1	2	3	4	5		

Overall Comments:

Practicum Student Date

Site Supervisor Date

University Supervisor Date

By signing the form, the practicum student and site supervisor are indicating they have reviewed the information within.

Data used in completing this form (check all that apply):

___ Direct Observation of Practicum student.

___ Input from other staff

___ Review of practicum student materials (e.g., protocols, reports)

___ Direct Supervision

___ Other (please list):