

SCHOOL PSYCHOLOGY
ED.S. PRACTICUM
HANDBOOK

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I. Introduction

General Introduction and Requirements

Over the course of your time in the University of Kentucky School Psychology program, you will be in practicum the spring and fall of your first two years. Upon entering the program, you will be placed with a local school psychologist in a school district for your first semester. This experience will allow you to gain valuable understanding of school system and practices, as well as children and families. Starting in your second year, you will be placed in a school setting again for the school year. This will be a more applied placement, where you will engage in interventions, assessment, consultation, trainings, and other related activities with children, teachers, and families. These experiences will allow you to build your competencies and be more fully prepared for internship.

Practicum Philosophy

The University of Kentucky School Psychology program believes strongly in the practicum sequence to provide its students with a solid foundational base of practical experiences. Without real world experiences, the theories and research learned through the program will have less meaning for our students. Further, the practicum provides students their first opportunities to investigate how the UK SP Social Justice perspective and whole child philosophy are either upheld or put into question within the larger school and community systems.

As observed in our training model (Handbook Appendix A), practicum is aligned with four domains:

- Domain I: Students Demonstrate Professional Conduct
- Domain II: Students Demonstrate Interpersonal Competence
- Domain III: Students Demonstrate Evidence-Based Practice Competencies
- Domain V: Students Demonstrate Research Competencies

Moreover, the practicum also allows students to build critical school psychology skills across the ten NASP domains including assessment, consultation, intervention, and family-school collaboration. Direct and on-going supervision, both within the site and through didactic training allows continued learning and problem-solving. Embedded throughout the training is ethical decision making—real world problems assist in the critical nature of applying NASP professional principles and standards.

The developmental sequence of our practicum is crucial as our students increase their knowledge and skills incrementally over the course of their training program. This sequence is described below.

Developmental Sequence of Practicum

To prepare students for internship, successful completion of foundational coursework and practicum is required. Yet, there is a developmental sequence of practicum that allows students to increase their knowledge base and build their competencies across the various areas of School psychology. Within this sequence, students increase their level of responsibility, independence, and work load. The sequence below provides a brief outline of each practicum requirement. Course syllabi provide thorough details of requirements. Within the various levels of practicum outlined in the table, students will note required hours, supervision levels, and potential activities:

1st Year School Practicum - embedded in EDP 570

40-60 hours (Fall)

Supervised by Certified School
psychologist

Activities include: Observing case conference
meetings; Observing test administration



2nd Year School Practicum - FALL EDP 674: 3 Credit Hours

Around 200 in the Fall

Supervised by Certified School
Psychologist

Activities include: Assessment, Problem-
solving, Intervention, Functional Behavior
Assessment, Professional Development



2nd Year School Practicum - SPRING EDP 674: 3 Credit Hours

Around 200 hours
Spring equaling Total
400 hours (Fall, Spring)

Supervised by Certified School
Psychologist

Activities include: Assessment, Teacher
Consultation, Intervention, Functional Behavior
Assessment, Professional Development

II. Practicum Guidelines

Goals of Practicum

In accordance with the program goals, objectives, and competencies as described in the *School Psychology Ed.S. Program Handbook*, the goals of practicum relate to the following Domains and include:

DOMAIN I:

- A. Students' behavior reflects the professional values and attitudes of school psychology.
- B. Students use a social justice lens and develop awareness, sensitivity, and skills in working with diverse individuals, broadly defined.
- C. Students comply with ethical and legal standards of professional codes of conduct.
- D. Students exhibit appropriate and professional work behavior.

DOMAIN II:

- A. Students demonstrate appropriate interpersonal relationships and collaboration with others.
- B. Students communicate psychological concepts in a clear and an effective manner
- C. Students demonstrate awareness of and commitment to interpersonal competence.

DOMAIN III:

- A. Students' assessment practice adheres to evidence-based assessment guidelines, standards, and best practices.
- B. Students' intervention practice reflects evidence-based intervention standards.
- C. Students engage in evidence-based consultation practice.
- D. Students' engage in best practices for systems-level preventative, consultative, and intervention work.
- E. Students use best practices in preventative and responsive-based services.

DOMAIN V:

- A. Students adopt a scientific, problem-solving approach to knowledge generation.
- B. Students have knowledge of and apply evidence-based research to practice.
- C. Students write and orally present research findings effectively to stakeholders and clientele

In addition to program goals, students will develop individual goals during their second year of practicum. Students will work at the beginning of the fall semester to develop a minimum of four goals. These goals should be developed in conjunction with site supervisors and they should be devised from NASP domains (E.g., 2.1. data based decision making). Personal goals will be analyzed and summarized at the end of the first semester, and then revised and updated for the spring semester (see p. 8).

Practicum Placements

First year: Students will be automatically placed with a school psychologist in a local school district as part of the course, EDP 570 (Introduction to Psychological Services in the Schools). Students will work to complete directed activities targeting increasing their knowledge of the school system, its structures, and children/families.

Second year: During the spring of the first year, the university supervisor will meet with students to assist in determining the second-year school-based placement. Specifically, students will be able to provide input on preferred age range, special populations, supervision styles, and location. The university supervisor makes every effort to utilize this information when determining the placement. Typically, students will be with one primary supervisor for the year, although students are encouraged to engage in activities as appropriate with other school psychologists to gain experiences in other settings (e.g., counseling case at a high school).

As noted in the developmental sequence, doing practicum in the school setting allows for development over the first and second year placements. The first practicum is much shorter in duration and does not involve direct work with children; however, it does provide the student with an in-depth understanding of the school system through attending case conferences, teacher consultation meetings, classroom observations and intervention meetings. The school-based practicum is essential for increasing skills and competencies as outlined in the Master's Reflection (see Program Handbook, p. 13), and for students to apply knowledge they have learned through coursework. Finally, the second year practicum provides opportunities to work directly with students, families, and teachers and allows students to increase their confidence, abilities, and readiness for internship. For the 2nd year practicum, students will complete a School Agreement Form (see p. 10), which outlines responsibilities for the student, site supervisor, and university supervisor. This will be signed within the first four weeks of the fall semester, and will help all parties understand roles and responsibilities of the practicum.

Supervision

Supervision during practicum is a crucial aspect of clinical growth. Through direct supervision, students are able to observe their supervisor across various situations. Modeling of problem solving and ethical decision making is demonstrated to students. Direct supervision allows students to ask both logistical and more in-depth, applied questions. In turn, supervisors will directly observe students' clinical and interpersonal skills across the practica settings. This will allow for evaluation of student skills, which is detailed in the following section.

Evaluation

Evaluation of Practica:

First year practicum students do not have formal evaluations of their clinical skills; however, site supervisors are asked to complete an evaluation of their professionalism (see p. 9). Information gathered from this evaluation will help students be prepared for their second year practica, as well as inform faculty for the annual review process conducted for each student.

During the second year, the close working relationship between program faculty and students in field practica is maintained primarily through the weekly supervision seminar, where students are responsible for presenting cases and relevant literature relevant to topics germane to school psychology, describing daily functioning, and raising issues of appropriate professional practice as well as questions related to legal and ethical issues, conflicts with field supervisors or other district personnel, etc.. In addition,

school administrators and a representative sample of professional staff who have had contact with the student may contribute to the evaluation of the student's performance through formal and informal contact with the university supervisor.

Evaluation of students in practicum is accomplished through a combination of supervisory reports (further described below), presentations, portfolio, seminar performance, and site visits. The University supervisor has two site visits through the year (fall, spring) to assist in evaluation of the practicum performance and assuring that students are supported and receiving a good variety of training opportunities. Site visits are scheduled at a time that is convenient for the student and the field supervisor, typically a day that the student attends practicum. The site visit usually starts with the supervisors meeting first to review the student's progress and performance across various NASP domains. Professional behaviors are also discussed (e.g., timeliness, communication with supervisor). The field supervisor identifies areas of strength and areas to target for improvement. Then, the field supervisor, university supervisor and the student meet and review the information discussed, specifically the student performance, strengths, and areas for growth.

Each practicum student must submit a comprehensive portfolio of their school-based clinical work at the end of each semester, maintain and periodically submit for review a daily log and, finally, submit a self-evaluation report based on goals related to NASP domains describing their analysis of the goals they have accomplished. Students also complete an anecdotal reporting of their second-year experience in the schools through a self-evaluation in the fall (see p. 13).

In addition, each field supervisor submits a mid-year and end of year evaluation report for their practicum student, evaluating the student's progress across NASP domains and specific objectives. This is a fillable form, available on program website, as well as below "Practicum Supervisor's Evaluation Form" (see p. 14).

Students must receive practicum evaluations that meet or exceed a mean level of 3 ("acceptable") in all domains of competence (i.e., 3 or higher for each domain) from the school-based supervisor (see "Practicum Supervisor's Evaluation Form" at http://education.uky.edu/EDP/content/student-forms#sp_forms). If students do not receive a mean level of 3 across domains, a remediation plan is developed between the student, the student's internship supervisor, and the on-site supervisor for improvement. If improvement is not made within an agreed-upon time frame, all faculty will convene to discuss the most appropriate, individualized plan of action for the student. Students must also demonstrate acceptable professional behaviors (e.g., arriving on time). If students do not adhere to professional behaviors, the faculty and supervisor will outline a plan for improvement. If improvement is not made within an agreed-upon time frame, all faculty will convene to discuss the most appropriate, individualized plan of action for the student.

In order to assist the faculty in planning for future practicum placements, students will complete practicum site evaluations toward the end of their second semester (see p. 24).

III. FORMS

GOAL DEVELOPMENT AND ANALYSIS/SUMMARY

Goal Development:

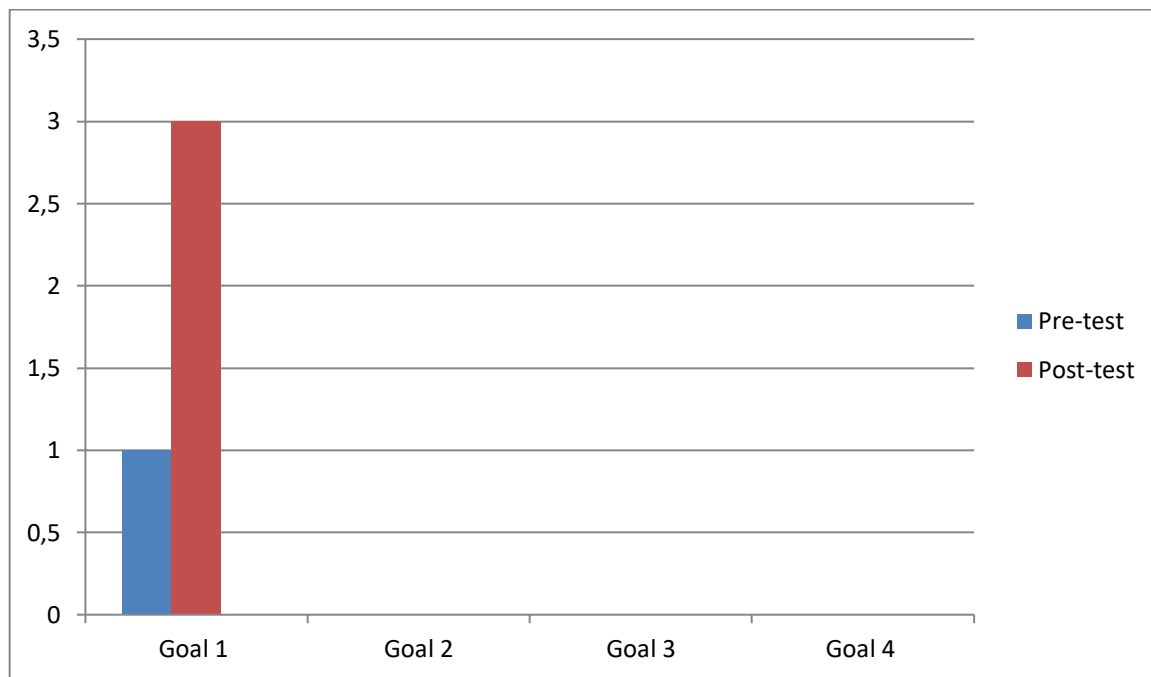
All students will develop at a minimum, four specific goals and objectives for the Fall. These goals should have an associated objective with a rating scale, so that students can assess their progress. Further, goals should be individualized, and ultimately relate to various levels of NASP DOMAINS for training (e.g., 2.1 data-based decision making)

Analysis and Summary (to be turned in December/May):

Students should provide a **brief written summary of progress** on each goal developed at the beginning of the fall semester. This will assist in goal development for the spring.

As applicable, students should also include a visual representation of their pre and post-ratings (and mid-semester if completed) across their goals.

For example, Goal 1: I will increase my comfort level in presenting results (Scale 1 = not comfortable; 5 = Very comfortable)



PROFESSIONALISM EVALUATION
University of Kentucky School Psychology Program
First Year Practicum Evaluation: Professionalism

The rating form is organized around the training Goals, Objectives, and Competencies articulated by the University of Kentucky’s Specialist and Doctoral Programs in School Psychology. The information provided will be used to support our student’s development as a future practitioner.

Student Name: _____

Supervisor Name: _____

School Placement: _____

Please rate items in the appropriate column by using the scale:

How well does each behavior describe the student?

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
1	2	3	4	5

PROFESSIONALISM

Arrives on time consistently	N/A	1	2	3	4	5
Uses time effectively	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
Completes 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
Demonstrates initiative in working with others and finding information/resources	N/A	1	2	3	4	5
Independently keeps track of assignments	N/A	1	2	3	4	5
Accepts and utilizes feedback from supervision in a productive manner	N/A	1	2	3	4	5
Tact and discretion in relationships with others	N/A	1	2	3	4	5

Comments on strengths and areas for growth in Professionalism:

Thank you for your time and effort in supervising. We sincerely appreciate your feedback!

AGREEMENT FORM

University of Kentucky School Psychology Program

SCHOOL PRACTICUM (EDP 674) CONTRACT 2nd Year Students

The purpose of this agreement is to provide the School Psychology student and supervisor with an understanding of the second-year practicum experience. The Ed.S. student must complete a minimum of 400 hours over the course of the year engaging in activities at or related to the school practicum site; the Ph.D. student should complete a minimum of 400 hours over the course of the year engaging in activities related to the school practicum site. Specifically, students will spend about 1.5 days a week in the school engaging in direct and indirect services. Students will attend University classes and engage in various learning activities per the course syllabus. The following are included:

- 1) School services: students engage in direct and indirect services with students, teachers, parents, and school-based teams meeting the semester and year-long requirements. These include classroom observations, psychoeducational testing, curriculum-based measurement, interventions at all three Tiers (whole class, group, or individual), counseling, functional behavior assessment, and professional development (see syllabus for outline). Students can count external hours spent working on research, report writing, and other indirect activities supporting school practicum, however the majority of time should be spent engaging in activities at the school setting.
- 2) On-Site School Supervision: students will have interaction with their supervisor every day when they are on-site. Students are expected to, based on their progress, be able to increase in their independence with planning and initiating activities across the year.

The University KY Program Agrees:

- 1) To assign a University Faculty Practicum Supervisor to facilitate communication between the University (School of Psychology) and the school site
- 2) To provide orientation, assistance, consultation, and professional development opportunities to the site supervisors if desired
- 3) To have the faculty practicum supervisor make a site visit, during which the faculty supervisor will meet with the site supervisor and practicum student. The Faculty Supervisor should be immediately contacted should any problem or change in relation to student, site, or University occur
- 4) To ensure that the faculty practicum supervisor is responsible for assigning a grade upon the student's successful completion of the practicum, including both on-site requirements and class didactic learning experiences

The School Practicum Site/Supervisor Agrees:

- 1) To provide daily supervision of the practicum student; if the supervisor must be off-site, the supervisor has made arrangements for contacting the supervisor and the availability of an on-site school personnel member. The supervisor and student structure activities and agendas toward the student obtaining an increased independence level over the course of the year

- 2) To provide opportunities for the student to engage in a variety of training activities under supervision and to evaluate the student's performance. Beyond practicum requirements, the supervisor should look for additional activities to increase the student's awareness of school climate and culture, as well as increase his/her professional skills
- 3) To provide necessary and appropriate technology that assists with learning
- 4) To provide one-to-one supervision, which involves some examination of student work via observation, review of work product, and/or live supervision
- 5) To sign all psychoeducational reports, review counseling/intervention notes and progress monitoring, and to facilitate appropriate termination of consultation and intervention follow-up as necessary
- 6) To complete the evaluation forms and review the results of such evaluations with the practicum student in a timely manner

The Practicum Student Agrees:

- 1) To submit any necessary documentation to the site supervisor
- 2) To adhere to the administrative policies, rules, standards, schedules, and practices of the site, including decorum, dress, and communication
- 3) To be punctual and present at the scheduled times of the student's practicum, and to inform the supervisor of any absences or tardies
- 4) To be respectful of the supervisor's time and own job requirements by submitting psychoeducational reports and other materials needing to be reviewed within a timely manner
- 5) To complete the necessary evaluations, including a final site evaluation for each semester of practicum to be discussed with the site supervisor and a self-evaluation at the end of each semester
- 6) To adhere to the University of Kentucky School Psychology program guidelines of professional behavior, ethical standards of practice, and commitment to social justice and diversity, as well as NASP (Ed.S. students) and APA (doctoral students) guidelines and ethical codes

This agreement is made on _____ by and between

(Date)
Name)

(Please print - Practicum Site

and the University of Kentucky School Psychology Program. This agreement will be effective

from _____(Mo.) _____(Day) _____(Yr.) to _____(Mo.) _____(Day) _____(Yr.)
for

_____ hours per week for _____ credit hours for
_____.

(Please print - Practicum Student)

Signatures

(Practicum Site Supervisor) **Date:**

(Faculty Practicum Supervisor) **Date:**

(Practicum Student) **Date:**

Self-Evaluation

1. What were you most **surprised** by in regard to being in the schools? Why?
2. How did you handle the **stress/demands** of being in the schools? What can you do to make the spring semester better (if applicable)?
3. What do you feel are your **strengths** based on the fall semester? What do you feel you can **improve** upon?
4. How would you rate your **overall performance** as a practicum student (e.g., scale 1-5)? There is no right or wrong ...
5. Based on the fall semester, what on-site practicum experiences do you hope to gain this semester? How are you going to accomplish these?
6. What can you do to **gain more** out of the face to face **weekly class**?

**** EXAMPLE – Download the FILLABLE FORM ON SP WEBSITE******

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	

	A						
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	N/A	1	2	3	4	5	

(children, parents, teachers)	A						
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	N/ A	1	2	3	4	5	

meet their needs							
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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):

Site Evaluation Form

Name:

District/Supervisor:

****These forms will be kept confidential, for use by Practicum University Supervisors only. Please return them to me in an envelope or by email on March 5th. ****

Rating Scale:

1 = Well Below Expectations

2 = Below Expectations

3 = Sufficiently Meets Expectations

4 = Exceeds Expectations

5 = Greatly Exceeds Expectations

1. How would you rate your practicum site? Provide comments if desired.
2. How would you rate your supervision? Provide comments if desired.
3. Would you recommend this site to others for their practicum? Why?
4. Describe any obstacles you faced in carrying out your practicum requirements that might be a reflection of the practicum site (e.g., limited referrals, difficult access to teachers)
5. Other comments: