

**Radford University  
School Psychology Training Program**

**Practicum Evaluation Form**

Date of Evaluation \_\_\_\_\_

Name of Practicum Student \_\_\_\_\_

Name of Supervisor and Title of Position \_\_\_\_\_  
\_\_\_\_\_

Directions: Please use the following scale to rate the practicum student on the characteristics listed below. Ratings are intended to assist in evaluating the student for readiness for internship as a school psychologist.

N/A - Not applicable (either not an appropriate goal for student in the setting, or no opportunity to practice in this setting)

0 - Not observed

1 - Unsatisfactory (insufficient mastery; additional course work and supervised practice necessary)

2 - Needs improvement (the student needs additional supervised practice in this area)

3 - Satisfactory (the student is competent and at the professional entry level for this skill)

4 - Outstanding (the student has exceptionally strong skills in this area)

**Ratings Related to Program Goals**

**1. Data-Based Decision-Making and Accountability**

The school psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. The school psychologist uses such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

0                      1                      2                      3                      4

**2. Consultation and Collaboration**

The school psychologist has knowledge of behavioral, mental health, collaborative, and /or other consultation models and methods and of their application to particular situations. The school psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system levels.

0                      1                      2                      3                      4

**3. Effective Instruction and Development of Cognitive Academic Skills**

The school psychologist has knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. The school psychologist, in collaboration with others, has developed appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implemented interventions to achieve

those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

0 1 2 3 4

#### **4. Socialization and Development of Life Skills**

The school psychologist has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

0 1 2 3 4

#### **5. School and Systems Organization, Policy Development, and Climate**

The school psychologist has knowledge of general education, special education, and other educational and related services. They understand schools and other educational and related services. They understand schools and other settings as systems. The school psychologist has worked with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

0 1 2 3 4

#### **6. Prevention, Crisis Intervention, and Mental Health**

The school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The school psychologist provided or contributed to prevention and intervention programs that promote the mental health and physical well-being of students.

0 1 2 3 4

#### **7. Home/School/Community Collaboration**

The school psychologist has knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

0 1 2 3 4

#### **8. Research and Program Evaluation**

The school psychologist has knowledge of research, statistics, and evaluation methods. The school psychologist evaluates research, translates research into practice, and understands research design and

statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

0 1 2 3 4

### 9. School Psychology Practice and Development

The school psychologist has knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

0 1 2 3 4

### 10. Information Technology

The school psychologist has knowledge of information sources and technology relevant to their work. The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

0 1 2 3 4

### **Ratings Related to School Psychology Skill Areas**

Please use the following scale to rate the student's performance in each of the school psychology skills listed below. Ratings are intended to assist in evaluating the student for readiness for internship in school psychology.

N/A - Not applicable (either not an appropriate goal for student in the setting, or no opportunity to practice in this setting)

0 - Not observed

1 - Unsatisfactory (insufficient mastery; additional course work and supervised practice necessary)

2 - Needs improvement (the student needs additional supervised practice in this area)

3 - Satisfactory (the student is competent and at the internship entry level for this skill)

4 - Outstanding (the student has exceptionally strong skills in this area)

### **Area I. Professionalism**

\_\_\_\_ 1. The student is aware of ethical considerations and practices ethical behavior.

\_\_\_\_ 2. The student completes assignments in a timely fashion.

\_\_\_\_ 3. The student is on time for appointments and meetings.

\_\_\_\_ 4. The student has a professional attitude in appearance and language.

\_\_\_\_ 5. The student shows sensitivity to the needs of students.

\_\_\_\_ 6. The student shows sensitivity to the needs of teachers.

\_\_\_\_ 7. The student shows sensitivity to the needs of school personnel.

\_\_\_\_ 8. The student shows sensitivity to the needs of student's families.

\_\_\_\_ 9. The student attends training or related educational opportunities.

\_\_\_\_ 10. The student practices in conformance to procedures and policies of the school district.

- \_\_\_\_\_11. The student communicates and listens effectively.
- \_\_\_\_\_12. The student is a team player.

**Area II. Consultation**

- \_\_\_\_\_13. The student establishes effective consultative relationships with teachers and other school personnel.
- \_\_\_\_\_14. The student conducts effective parent interviews and conferences.
- \_\_\_\_\_15. The student can evaluate the effectiveness of consultative strategies and interventions planned through the consultative process.
- \_\_\_\_\_16. The student is effective in maintaining an available and visible presence as a consultant in the schools.

**Area III. Assessment**

- \_\_\_\_\_17. The student clearly identifies the referral problem.
- \_\_\_\_\_18. The student selects the appropriate assessment instruments relative to the nature of the assessment referral.
- \_\_\_\_\_19. The student uses behavioral assessment techniques.
- \_\_\_\_\_20. The student relates assessment results to interventions and makes appropriate and useful recommendations in reports.
- \_\_\_\_\_21. The student writes clear and comprehensible reports.
- \_\_\_\_\_22. The student is accurate in administering and scoring tests.
- \_\_\_\_\_23. The student uses multiple sources of information during the assessment process.

**Area IV. Intervention**

- \_\_\_\_\_24. The student uses appropriate intervention strategies when doing individual counseling.
- \_\_\_\_\_25. The student uses appropriate intervention strategies when doing group counseling.
- \_\_\_\_\_26. The student is appropriately involved in crisis team activities.
- \_\_\_\_\_27. The student provides needed services for parents in the form of support or educational group interventions.
- \_\_\_\_\_28. The student evaluates the effectiveness of the interventions used.
- \_\_\_\_\_29. The student works as a team member in developing intervention programs as the need for these programs is identified.
- \_\_\_\_\_30. The student offers in-service workshops and training as requested or needed.

Professional Work Characteristics

11. Respect for Human Diversity	0	1	2	3	4
12. Written Communication Skills					
13. Oral Communication Skills					
14. Effective Interpersonal Relationships					
15. Ethical Responsibility					

16. Adaptability

17. Initiative

18. Dependability

If you were to give a letter grade to the student's performance this past semester, what would that grade be?

\_\_\_A \_\_\_B \_\_\_C \_\_\_D \_\_\_F

Additional Comments:

\_\_\_\_\_  
Field Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Student

\_\_\_\_\_  
Date