

**RIT SCHOOL PSYCHOLOGY
MS/AGC PROGRAM**

ADVANCED PRACTICUM II EVALUATION

Name: _____

Practicum Site: _____

Grade Range: _____

Check: Rural Suburban Urban

Special Population _____

School Psychologist/Student Ratio: _____

Highest Degree: (Check One)

Masters

Masters/Advanced Certificate

Ed.S

Ph.D

Psy.D

Supervisor: _____

ADVANCED PRACTICUM II STUDENT EVALUATION

Please use the following rating scale in evaluating the student at a novice level on characteristics listed below.

N/A – Not applicable or not observed: Not an appropriate item for a practicum student at this setting.

1 – *Unsatisfactory:* Student’s skill reflects insufficient mastery in this area. Student needs additional development of this skill.

2 – *Needs Improvement:* Plans should be made to assure student gains extra practice in this area.

3 – *Satisfactory:* Student’s skill in this area is adequate at a novice level. Student should continue to practice this skill under professional supervision.

4 – *Competent at a novice level:* Student is relatively independent in this skill.

Interpersonal and Collaborative Skills	N/A	1	2	3	4
1. Presents with a professional appearance					
2. Meets difficult situations with self-control					
3. Demonstrates good judgment and common sense					
4. Communicates and listens effectively					
5. Disseminates information clearly to stakeholders					
6. Relates well to students					

7. Establishes effective collaborative relationships and communicates well with parents					
8. Establishes effective collaborative relationships with teachers and other school personnel					
9. Shows respect for all school professionals, parents, and students					
10. Demonstrates enthusiasm					
11. Approaches others in a warm, outgoing manner					
12. Displays initiative and resourcefulness					
13. Is receptive to constructive feedback					
14. Articulates own strengths and weaknesses					
15. Actively engages in professional discourse					
16. Concerned with quality of work					
17. Is adaptive and flexible					
18. Shows evidence of continued self-evaluation					
Diversity Awareness and Sensitive Service Delivery	N/A	1	2	3	4
1. Achieves comfortable interactions with students, families, staff, and other professionals of differing cultural backgrounds					
2. Seeks culturally relevant information when working with students and families					
3. Demonstrates active learning about different cultures					
4. Demonstrates acceptance for others' values and viewpoints					
5. Shows concern, respect, and sensitivity for individual differences					
6. Demonstrates an understanding of working with interpreters					
7. Demonstrates an awareness of own world views and biases					
8. Shows sensitivity to sources of bias when selecting and administering assessment measures					

Professional, Legal, Ethical, & Social Responsibility	N/A	1	2	3	4
1. Observes scheduled hours and appointments in a punctual manner					
2. Is prompt in meeting requests, and follows through when additional action is needed					
3. Completes work in a neat, thorough, and accurate way					
4. Manages time efficiently					
5. Keeps supervisors informed of unusual events and activities, as well as routine matter in their school(s)					
6. Uses information from supervisor in an appropriate manner					
7. Demonstrates an awareness of competency level, and does not accept responsibilities beyond this level					
8. Follows standardized procedures when administering assessment measures					
9. Maintains confidentiality when appropriate					
10. Understands and follows district policies					
11. Adheres to the NASP Standards for Professional Ethics					
12. Makes up missed time due to illness or other conflicts					
Technology	N/A	1	2	3	4
1. Uses computer scoring programs effectively					
2. Uses AIMSweb or other programs to participate in progress-monitoring					
3. Uses assistive devices and appropriate systems in order to communicate with students and families					
4. Uses internet resources effectively					
5.					
Assessment (Formal, CBM, FBA/BIP)	N/A	1	2	3	4
1. Identifies the nature of a referral and the purpose for assessment					
2. Identifies appropriate assessment tools for use with particular cases					
3. Uses an ecological approach toward assessment					

4. Discusses student performance in a meaningful and thorough manner – reflecting understanding					
5. Discusses appropriate recommendations and intervention strategies that follow from assessment results					
Intervention (Academic, Social, & Emotional)	N/A	1	2	3	4
1. Clearly describes the goals of interventions					
2. Uses strengths and evidence-based interventions					
3. When co-leading groups, demonstrates skill in utilizing group counseling techniques					
4. Demonstrates skill in utilizing individual counseling techniques					
5. Tutors students in effective, appropriate manner					
6. Demonstrates skill in facilitating small group lessons					
7. Follows the PBIS model					
8. Uses progress monitoring for interventions					
9. Participates in crisis interventions appropriately					
10. Demonstrates a theoretical orientation that incorporates an ecological, solution-focused, and CBT orientation.					
	N/A	1	2	3	4
Inservice Topic: _____					
1. Presentation Style					
2. Presentation Format					
3. Presentation Content					
The ultimate goal of the practicum experience is to (a) prepare the student for the realities of practice in school psychology, and (b) prepare the student for the internship experience. The student is currently making progress towards these goals.					

