

RIT SCHOOL PSYCHOLOGY
MS/AGC PROGRAM
FIELD EXPERIENCE II EVALUATION

Name: _____

Practicum Site: _____

Grade Range: _____

Check: Rural Suburban Urban

Special Population _____

School Psychologist/Student Ratio: _____

Supervisor: _____

FIELD EXPERIENCE 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 in 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					
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. Approaches others in a warm, outgoing manner					

10. Displays initiative and resourcefulness					
11. Is receptive to constructive feedback					
12. Articulates own strengths and weaknesses					
13. Initiates changes when appropriate					
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 an understanding of working with interpreters					
5. Demonstrates an awareness of own worldviews and biases					
6. Shows sensitivity to sources of bias when selecting and administering assessments					
Professional, Legal, Ethical, and 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 matters in their school(s)					
6. Uses information from supervisor in an appropriate manner					
7. Demonstrates an awareness of own competency level, and does not accept responsibilities beyond this level					
8. Follows standardized procedures when administering assessments					
9. Maintains confidentiality when appropriate					
10. Understands and follows district policies					
11. Adheres to the NASP Standards for Professional Ethics					
12. Makes up time missed due to illness or other conflicts					
Technology	N/A	1	2	3	4

1. Uses computer scoring programs effectively					
2. Uses assistive devices and appropriate systems in communicating with students and families (when necessary)					
3. Uses Internet resources effectively					
Assessment	N/A	1	2	3	4
1. Identifies the nature of a referral and the purpose for assessment					
2. Accurately completes record reviews and pre-consultation interviews					
3. Identifies a variety of appropriate assessment tools and/or strategies for use with particular cases (tests, observations, interviews, rating scales, curriculum-based procedures, etc.)					
4. Uses an ecological approach to assessment					
5. Discusses student performance in a meaningful and thorough manner, reflecting understanding of the student within the context of the setting or situation of concern					
6. Discusses appropriate intervention strategies that follow from assessment results					
Intervention (Academic, Social/Emotional)	N/A	1	2	3	4
1. Clearly describes goals of interventions					
2. Selects interventions based on child needs and known efficacy					
3. When co-leading groups, demonstrates skill in utilizing group counseling techniques					
4. Demonstrates skill in utilizing individual counseling techniques					
5. Uses effective instructional techniques when tutoring or providing skill development (academic or social)					
6. Uses effective instructional techniques in facilitating small group lessons					
7. Uses appropriate assessment techniques to monitor intervention effectiveness and adjusts the interventions accordingly					
8. Participates in crisis interventions appropriately					

Please provide comments regarding the student's strengths and weaknesses, and descriptions of how to strengthen the areas where there are weaknesses:

Other comments:

The signature of the field supervisor below attests to the fact that the student has completed all assigned cases as appropriate and has completed the practicum according to all guidelines and requirements at this point.

Practicum Student Signature

Field Supervisor Signature

University Supervisor Signature