

UWRF School Psychology Program  
Practicum Evaluation Form

Student: \_\_\_\_\_ Site: \_\_\_\_\_

Supervisor(s): \_\_\_\_\_ Year: \_\_\_\_\_

Please evaluate the student under your supervision using the following rating scale:

(2) Excellent	Satisfactory (1)	Unsatisfactory (0)	(NA) Not Applicable/Not Observed
Is excellent, exceeds expectations, and approaching independent functioning.	Is satisfactory, meets expectations, and requires the typical amount of supervision.	Is unsatisfactory, does not meet expectations, requires very close supervision, or needs substantial additional training.	Is not Applicable or is Not Observed.

Personal Characteristics	Evaluation 1 November	Evaluation 2 December	Evaluation 3 Spring	Evaluation 4 SUMMATIVE
1. Presents self in professional manner in interactions with caregivers, other educators, and administrators.				
2. Demonstrates professional poise & speech.				
3. Accepts responsibility for work; takes initiative for understanding information, policies or procedures.				
4. Demonstrates attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving through raising questions in an appropriate manner.				
5. Establishes and maintains rapport with children and adolescents.				
6. Establishes and maintains rapport with parents and caregivers.				
7. Establishes and maintains rapport with teachers and colleagues.				

<b>General Work Habits</b>	<b>Evaluation 1</b>	<b>Evaluation 2</b>	<b>Evaluation 3</b>	<b>Evaluation 4 SUMMATIVE</b>
1. Abides by expectations for clothing and grooming.				
2. Keeps appointments and arrives on time.				
3. Manages time effectively.				
4. Makes arrangements for planned absences.				
5. Completes tasks on time.				
6. Completes required number of days and hours at site.				

<b>Response to Supervision</b>	<b>Evaluation 1</b>	<b>Evaluation 2</b>	<b>Evaluation 3</b>	<b>Evaluation 4 SUMMATIVE</b>
1. Maintains communication with supervisor about activities and needs.				
2. Prepared to discuss cases or issues with necessary materials to facilitate review.				
3. Applies supervisor's recommendations to improve practice.				
4. Understands own strengths and weaknesses and targets areas needing improvement.				
5. Presents cases in a systematic and clear manner during supervision.				

<b>Data-based Decision Making</b>	<b>Evaluation 1</b>	<b>Evaluation 2</b>	<b>Evaluation 3</b>	<b>Evaluation 4</b>
1. Demonstrates understanding of psychometric measurement properties and applies appropriate standards of practice.				
2. Administers and scores assessment instruments accurately.				

3. Integrates information from multiple methods (e.g., tests, records review, interviews, and observations) and informants (e.g., parents and teachers) during interpretation.				
4. Writes reports that accurately describe assessment results in parent friendly or easily understood manner.				
5. Oral communication of assessment results is expressed effectively and with sufficient clarity to aid in decision-making.				

Consultation & Collaboration	Evaluation 1	Evaluation 2	Evaluation 3	Evaluation 4
1. Demonstrates effective communication and interpersonal skills for successful consultation with others.				
2. Consults with appropriate parties to define student needs in objective terms.				
3. Demonstrates skills (listening, collaboration, assertiveness) to be an effective team member.				

Interventions	Evaluation 1	Evaluation 2	Evaluation 3	Evaluation 4
1. Demonstrates a strengths-based approach by identifying and promoting learner strengths.				
2. Demonstrates knowledge of social interventions/behavioral interventions.				
3. Demonstrates knowledge of academic interventions.				
4. Demonstrates knowledge of interventions for mental health needs,				
5. Demonstrates knowledge of evidenced-based interventions.				
6. Considers client characteristics and environmental supports when designing				

and implementing interventions.				
7. Facilitates individualized interventions with positive outcomes.				
8. Co-facilitates group-based interventions for mental health or other support needs, (planning, rapport with students, meaningful activities).				
9. Systematically monitors and evaluates student response to interventions.				

Diversity	Evaluation 1	Evaluation 2	Evaluation 3	Evaluation 4
1. Demonstrates awareness of own culture, values, and experiences and their effects on professional and interpersonal interactions				
2. Considers the influence of race/ethnicity, culture, values, and experiences and other individual differences when conceptualizing cases.				
3. Demonstrates sensitivity to the effects of culture, values, and experiences during intervention design and implementation.				
4. Demonstrates ability to collaborate cross-culturally with students, caregivers, or others.				

Research and Program Evaluation	Evaluation 1	Evaluation 2	Evaluation 3	Evaluation 4
1. Demonstrates knowledge of research design, measurement, and data collection techniques used in educational settings.				

