

UW-RF School Psychology Program

Practicum Assessment: Performance-Based Rubric (TEAMING & COLLABORATION)

Candidate name & observation site: _____

Description of activity observed: _____

Observer name and date: _____

Category	4	3	2	1	Level
Interpersonal skills and communication	Routinely demonstrated effective interpersonal skills (e.g., strong listening, patience, and respect). Communicated information very clearly and enthusiastically. Showed dedicated interest in audience understanding.	Usually demonstrated effective interpersonal skills (e.g., strong listening, patience, and respect). Information usually explained and followed up upon effectively.	Sometimes demonstrated effective interpersonal skills (e.g., listening, patience, and respect). Was able to communicate information adequately, but at a basic level.	Rarely demonstrated effective interpersonal skills (e.g., strong listening, patience, and respect). Struggled to communicate information effectively.	
General problem-solving collaboration	Routinely solicited and helped synthesize information from others. Interjected own ideas assertively without being domineering. Demonstrated clear preference for win-win strategies and positive approaches to problem solving.	Usually demonstrated ability to interject own ideas and synthesize information from others. Not yet viewed as a clear problem-solving leader, but shows strong foundational skills.	Sometimes used information provided by others in team. Was sometimes able to collaborate effectively, but sometimes too passive or aggressive with own ideas.	Rarely utilized information from other group members during decision making. Was excessively passive or aggressive with own ideas.	
Intervention enhancement	A clear leader in helping develop appropriate goals and interventions. Demonstrated excellent awareness of varied interventions or instructional methodologies.	Demonstrated helpful awareness and effort in assisting development of goals and interventions.	Provided some help in developing goals and interventions. Ideas were somewhat helpful, but viewed as basic.	Rarely or did not help develop goals or interventions. Did not recognize the need to link data to interventions or modifications.	
Diversity values and dispositions	Routinely was respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Adapted practice effectively and appropriately as necessary to meet the needs of others.	Often was respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Adapted practice adequately as necessary to meet the needs of others.	Sometimes was respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Showed some effort to adapt practice to meet the needs of others.	Did not present as being respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Did not adapt practice to meet the needs of others.	
Data-based decision-making	Collected valuable data for understanding problems. Utilized multiple tools and techniques (as needed) in gathering the data. Recognized as a clear leader in data collection, interpretation, and data-based decision making.	Collected acceptable data for understanding problems. Chosen tools and techniques were sufficient, and data provided to team was valuable in decision making.	Collected adequate data for understanding problems, with room for improved variability. Showed some effort to connect data to interventions.	Collected data were incomplete or inappropriate for the presenting problem. Did not effectively connect data to interventions or goals.	
Professional, legal, and ethical responsibility	Clear and effective adherence to due process guidelines in all decisions affecting students. Maintained high ethical standards.	Adhered to due process guidelines in most decisions affecting students. Maintained acceptable ethical standards.	Adhered to due process guidelines in most decisions affecting students. Ethical standards were adequate.	Neglected or failed to recognize some due process guidelines. And/or did not address ethical issues appropriately.	
TOTAL					

Additional observation notes:

Strengths:
Areas for growth:

The completed rubric was reviewed and discussed with me and I had an opportunity to have my questions answered about the evaluation of my performance through this observation.

Practicum candidate signature

Date

Supervisor signature

Date

Rubric total guide:

22 – 24	Outstanding skill, knowledge, and effort observed. The candidate is emerging as an independent, well-respected, and highly-motivated school psychologist.
18 – 21	Adequate skill, knowledge, and effort observed. Strong foundational skills in place. The candidate is moving in the direction of becoming an effective and independent practicum-level school psychologist.
15 – 17	Average skill, knowledge, and/or effort observed. Some strengths noted. Some areas will require significant development to ensure the candidate develops as an effective school psychologist.