

SCHOOL PSYCHOLOGY PRACTICUM EVALUATION – YEAR 1  
CALIFORNIA STATE UNIVERSITY, FRESNO

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ District: \_\_\_\_\_

Please circle the number corresponding to the observed behaviors according to the following scale: 4=*Exemplary*; 3=*Average (Meets Program expectations)*; 2 = *Needs Improvement*; 1 = *Unacceptable*; NA=*Not applicable or Not observed*

PROFESSIONAL BEHAVIOR	
1.	4 – Practicum student quickly changed behaviors when given feedback. 3 - Practicum student responded to feedback after being reminded. 2 – Practicum student did not change behavior based on feedback. 1 – Practicum student was defensive when given feedback. NA (NASP Standard 2.10)
2.	4 – Practicum student was assertive and tactful in stating concerns. 3 – Practicum student was hesitant but polite in stating concerns. 2 – Practicum student avoided stating concerns. 1 – Practicum student was rude and confrontational when stating concerns. NA (NASP Standard 2.6, 2.10)
3.	4 – Practicum student was very pleasant, exceptionally cooperative, and extremely courteous. 3 – Practicum student was pleasant, cooperative, and courteous. 2 – Practicum student was sometimes pleasant, cooperative, and courteous. 1 – Practicum student was rude, uncooperative, and discourteous to anyone at <u>any</u> time during the semester. NA (NASP Standard 2.10)
4.	4 – Practicum student was always on time or early, always notified supervisor of changes in plans. Practicum student was always adaptable and agreeable to changes in schedules. 3 – Practicum student was usually on time, most often notified supervisor of change in plans. Practicum student was adaptable to changes in schedules. 2 – Practicum student was sometimes on time, sometimes notified supervisor of change in plans and sometimes adapted to changes in schedules. 1 – Practicum student was rarely on time, hardly ever notified supervisor of changes in plans, and adapted reluctantly to changes in schedules. NA (NASP Standard 2.10)
5.	4 – Practicum student is eager to work with other professionals. 3 – Practicum student was interested in working with other professionals. 2 – Practicum student rarely expressed interest in working with other professionals. 1 - Practicum student did not take advantage of opportunities to work with other professionals. NA (NASP Standard 2.2).
6.	4 - Practicum student sought out workshops and other professional opportunities to attend beyond program requirements. 3 – Practicum student attended workshops and other professional development activities when notified of opportunities. 2 – Practicum student attended workshops only to meet program requirements. 1 – Practicum student did not attend professional workshops.

	NA (NASP Standard 2.10)
7.	4 – Practicum student dresses very professionally. 3 – Practicum student is appropriately dressed. 2 – Practicum student is sometimes appropriately dressed. 1 – Practicum student is often dressed inappropriately (clothing too tight, too revealing, or otherwise unprofessional). (NASP Standard 2.10)
8.	4 – Work was always completed before deadlines and was accurate. 3 – Work was completed on time and was accurate. 2 – Work was sometimes completed on time with minimal errors. 1 – Work was rarely completed on time and often with errors. NA (NASP Standard 2.10)
9.	4 – Practicum student always respected student rights and confidentiality. 3 – Practicum student usually respected student rights and confidentiality. 2 – Practicum student sometimes respected student rights and confidentiality. 1 – Practicum student gossiped and did not maintain appropriate confidentiality. NA (NASP Standard 2.10)
10.	4 – Practicum student was extremely organized. He/she developed and obtained materials for planned activities. 3 – Practicum student was organized and always had necessary materials for planned activities. 2 – Practicum student was sometimes organized and usually had necessary materials for planned activities. 1 – Practicum student was disorganized and rarely had necessary materials for planned activities. NA (NASP Standard 2.10)
<b>COMMUNICATION</b>	
11.	4 – Practicum student was very sensitive to cultural and linguistic diversity. 3 – Practicum student demonstrated appropriate sensitivity. 2 – Practicum student demonstrated some sensitivity. 1 – Practicum student demonstrated bias and prejudice towards persons from other cultures. NA (NASP Standard 2.5)
12.	4 – Comments during meetings were well thought out and very appropriate. 3 – Comments during meetings were thought out and appropriate. 2 – Practicum student was sometimes unprepared for meetings and sometimes made inappropriate comments. 1 – Practicum student was unprepared for meetings and made inappropriate comments. (Meetings can refer to one-on-one with supervisor, IEPs, SSTs, etc.) NA (NASP Standard 2.2)
13.	4 – Information was presented with outstanding tact and extreme diplomacy. 3 – Information was presented with tact and diplomacy. 2 – Information was presented with minimal tact and diplomacy. 1 – Information was presented in an untactful and undiplomatic manner. (Presenting information can refer to one-on-one with supervisor, IEPs, SSTs, etc.) NA (NASP Standard 2.2)
14.	4 – Practicum student established excellent rapport with students. 3 – Practicum student established appropriate rapport with students. 2 – Practicum student established minimal rapport with students.

	1 – Practicum student did not establish rapport or established poor rapport with students. NA (NASP Standard 2.4)
<b>SKILLS</b>	
15.	4 – Discussion and observation comments indicated an extraordinary knowledge of the fields of school psychology and special education. (Practicum student is aware of CASP, NASP websites, materials, journals.) 3 – Discussion and observation comments indicated an appropriate knowledge of the fields of school psychology and special education. 2 – Discussion and observation comments indicated a basic knowledge of the fields of school psychology and special education. 1 – Discussion and observation comments indicated minimal knowledge of the fields of school psychology and special education. NA (NASP Standard 2.6, 2.9, 2.10)
16.	4 – Practicum student demonstrated exemplary skills in behavior observation. 3 – Practicum student demonstrated adequate skills in behavioral observation. 2 – Practicum student demonstrated minimal skills in behavioral observation. 1 – Practicum student does not have skills to complete a behavioral observation. NA (NASP Standard 2.1, 2.11)
17.	4 – Practicum student independently conducted groups. He/she demonstrated excellent behavior management skills. The content of the group sessions was well planned. 3 – Practicum student competently jointly conducted groups or conducted groups under supervision. He/she demonstrated good behavior management skills. The content of the sessions showed planning. 2 – Practicum student conducted groups jointly or under supervision. He/she had difficulty with managing the behaviors of the group. The content sometimes appeared constructed at the last minute. 1 – Practicum student conducted groups jointly or under supervision. He/she had virtually no control over the behavior of the group. There was no apparent planning of the curriculum. NA (NASP Standard 2.4)

What would you consider to be the practicum student's major strengths?

In what areas could the practicum student show most improvement?

In what area(s) has progress been most marked during the semester?

Other comments relevant to evaluation of this student's practicum experience.

\_\_\_\_\_  
(Supervisor)

\_\_\_\_\_  
(Date)

SCHOOL PSYCHOLOGY PRACTICUM EVALUATION – YEAR 2  
CALIFORNIA STATE UNIVERSITY, FRESNO

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ District: \_\_\_\_\_

Please circle the number corresponding to the observed behaviors according to the following scale: 4=Exemplary; 3=Average (Meets Program expectations); 2 = Needs Improvement; 1 = Unacceptable; NA=Not applicable or Not observed

<b>PROFESSIONAL BEHAVIOR</b>	
1.	4 – Practicum student quickly changed behaviors when given feedback. 3 - Practicum student responded to feedback after being reminded. 2 – Practicum student did not change behavior based on feedback. 1 – Practicum student was defensive when given feedback. NA (NASP Standard 2.10)
2.	4 – Practicum student was assertive and tactful in stating concerns. 3 – Practicum student was hesitant but polite in stating concerns. 2 – Practicum student avoided stating concerns. 1 – Practicum student was rude and confrontational when stating concerns. NA (NASP Standard 2.6, 2.10)
3.	4 – Practicum student was very pleasant, exceptionally cooperative, and extremely courteous. 3 – Practicum student was pleasant, cooperative, and courteous. 2 – Practicum student was sometimes pleasant, cooperative, and courteous. 1 – Practicum student was rude, uncooperative, and discourteous to anyone at <u>any</u> time during the semester. NA (NASP Standard 2.10)
4.	4 – Practicum student was always on time or early, always notified supervisor of changes in plans. Practicum student was always adaptable and agreeable to changes in schedules. 3 – Practicum student was usually on time, most often notified supervisor of change in plans. Practicum student was adaptable to changes in schedules. 2 – Practicum student was sometimes on time, sometimes notified supervisor of change in plans and sometimes adapted to changes in schedules. 1 – Practicum student was rarely on time, hardly ever notified supervisor of changes in plans, and adapted reluctantly to changes in schedules. NA (NASP Standard 2.10)
5.	4 – Practicum student is eager to work with other professionals. 3 – Practicum student was interested in working with other professionals. 2 – Practicum student rarely expressed interest in working with other professionals. 1 - Practicum student did not take advantage of opportunities to work with other professionals. NA (NASP Standard 2.2).
6.	4 - Practicum student sought out workshops and other professional opportunities to attend beyond program requirements. 3 – Practicum student attended workshops and other professional development activities when notified of opportunities. 2 – Practicum student attended workshops only to meet program requirements. 1 – Practicum student did not attend professional workshops. NA

	(NASP Standard 2.10)
7.	<p>4 – Practicum student dresses very professionally.  3 – Practicum student is appropriately dressed.  2 – Practicum student is sometimes appropriately dressed.  1 – Practicum student is often dressed inappropriately (clothing too tight, too revealing, or otherwise unprofessional).  (NASP Standard 2.10)</p>
8.	<p>4 – Work was always completed before deadlines and was accurate.  3 – Work was completed on time and was accurate.  2 – Work was sometimes completed on time with minimal errors.  1 – Work was rarely completed on time and often with errors.  NA  (NASP Standard 2.10)</p>
9.	<p>4 – Practicum student always respected student rights and confidentiality.  3 – Practicum student usually respected student rights and confidentiality.  2 – Practicum student sometimes respected student rights and confidentiality.  1 – Practicum student gossiped and did not maintain appropriate confidentiality.  NA  (NASP Standard 2.10)</p>
10.	<p>4 – Practicum student was extremely organized. He/she developed and obtained materials for planned activities.  3 – Practicum student was organized and always had necessary materials for planned activities.  2 – Practicum student was sometimes organized and usually had necessary materials for planned activities.  1 – Practicum student was disorganized and rarely had necessary materials for planned activities.  NA  (NASP Standard 2.10)</p>
<b>COMMUNICATION</b>	
11.	<p>4 – Practicum student was very sensitive to cultural and linguistic diversity. Practicum student showed initiative in learning about the student's home and community. The practicum student researched technical appropriateness of using measures with students of diversity. Practicum student considered cultural and linguistic diversity in interpretation of assessment results.  3 – Practicum student demonstrated appropriate sensitivity. Practicum student made sure appropriate translations and interpretation were offered. Practicum student talked to parent or student, not to the interpreter. Practicum student considered cultural and linguistic diversity in interpretation of assessment results.  2 – Practicum student demonstrated some sensitivity.  1 – Practicum student demonstrated bias and prejudice towards persons from other cultures.  NA  (NASP Standard 2.5)</p>
12.	<p>4 – Comments during meetings were well thought out and very appropriate.  3 – Comments during meetings were thought out and appropriate.  2 – Practicum student was sometimes unprepared for meetings and sometimes made inappropriate comments.  1 – Practicum student was unprepared for meetings and made inappropriate comments.  (Meetings can refer to one-on-one with supervisor, IEPs, SSTs, etc.)  NA  (NASP Standard 2.2)</p>
13.	<p>4 – Information was presented with outstanding tact and extreme diplomacy.  3 – Information was presented with tact and diplomacy.  2 – Information was presented with minimal tact and diplomacy.  1 – Information was presented in an untactful and undiplomatic manner.</p>

	(Presenting information can refer to one-on-one with supervisor, IEPs, SSTs, etc.) NA (NASP Standard 2.2)
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14.	4 – Practicum student established excellent rapport with students. 3 – Practicum student established appropriate rapport with students. 2 – Practicum student established minimal rapport with students. 1 – Practicum student did not establish rapport or established poor rapport with students. NA (NASP Standard 2.4)
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### SKILLS

15.	4 – Discussion and observation comments indicated an extraordinary knowledge of the fields of school psychology and special education. (Practicum student is aware of CASP, NASP websites, materials, journals.) 3 – Discussion and observation comments indicated an appropriate knowledge of the fields of school psychology and special education. 2 – Discussion and observation comments indicated a basic knowledge of the fields of school psychology and special education. 1 – Discussion and observation comments indicated minimal knowledge of the fields of school psychology and special education. NA (NASP Standard 2.6, 2.9, 2.10)
16.	4 – Practicum student demonstrate exemplary skills in behavior observation and functional behavior assessment. 3 – Practicum student demonstrated adequate skills in behavioral observation and functional behavior assessment. 2 – Practicum student demonstrated minimal skills in behavioral observation and functional behavior assessment. 1 – Practicum student does not have skills to complete a behavioral observation or functional behavior assessment. NA (NASP Standard 2.1, 2.11)
17.	4 – The practicum student conducted a PII and PAI, collected baseline data (e.g., CBM, DIBELS), developed, implemented, and monitored an intervention for a <i>learning</i> problem. 3. The practicum student demonstrated problem solving skills for <i>learning</i> problems by identifying a target behavior, collecting data, developing graphs, and monitoring the intervention. 2 – The practicum student demonstrated minimal problem solving skills for <i>learning</i> problems by developing an intervention (no structured data collection). 1 – The practicum student did not develop any <i>learning</i> interventions. NA (NASP Standards 2.1, 2.2., 2.3).
18.	4 – The practicum student conducted a PII and PAI, collected baseline data (e.g., CBM, DIBELS), developed, implemented, and monitored an intervention for a <i>behavior</i> problem. 3. The practicum student demonstrated problem solving skills for <i>behavior</i> problems by identifying a target behavior, collecting data, developing graphs, and monitoring the intervention. 2 – The practicum student demonstrated minimal problem solving skills for <i>behavior</i> problems by developing an intervention (no structured data collection). 1 – The practicum student did not develop any <i>behavior</i> interventions. NA (NASP Standards 2.1, 2.2., 2.4, 2.7).
19.	4 – Practicum student independently selected appropriate assessment tools. 3 – Practicum student selected appropriate assessment tools with minimal assistance. 2 – Practicum student was guided to appropriate assessment tools.

	1 – Practicum student selected inappropriate assessment tools. NA (NASP Standard 2.3)
20.	4 – Practicum student independently administered and properly scored assessment tools. 3 – Practicum student administered and scored assessment tools with minimal assistance. 2 – Practicum student administered and scored assessment tools only under supervision. 1 – Practicum student administered and scored assessment tools incorrectly. NA (NASP Standard 2.3)
21.	4 – Practicum student independently conducted groups. He/she demonstrated excellent behavior management skills. The content of the group sessions was well planned. 3 – Practicum student competently jointly conducted groups or conducted groups under supervision. He/she demonstrated good behavior management skills. The content of the sessions showed planning. 2 – Practicum student conducted groups jointly or under supervision. He/she had difficulty with managing the behaviors of the group. The content sometimes appeared constructed at the last minute. 1 – Practicum student conducted groups jointly or under supervision. He/she had virtually no control over the behavior of the group. There was no apparent planning of the curriculum. NA (NASP Standard 2.4)

What would you consider to be the practicum student's major strengths?

In what areas could the practicum student show most improvement?

In what area(s) has progress been most marked during the semester?

Other comments relevant to evaluation of this student's practicum experience.

\_\_\_\_\_  
(Supervisor)

\_\_\_\_\_  
(Date)