

**James Madison University**  
**Department of Graduate Psychology**  
**School Psychology Practicum Evaluation**  
**END of Semester**

**Student:** \_\_\_\_\_

**Field-based Supervisor:** \_\_\_\_\_

**Practicum Placement Site:** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_

**Period of Evaluation: (Circle)      Fall                  Spring                  Year**\_\_\_\_\_

**Supervisors:** Please provide your feedback regarding your student's level of performance, with respect to provision of psychological services. Your ratings should be based on observation **and/or** reports of performance received from other school personnel, parents and other individuals that are directly associated with the student's practice.

**Students:** Please rate yourself with respect to your provision of school psychological services. In order to guide your ratings, please use the following descriptions:

- \* 1. = The student's performance is below the level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth. (See action plan outline attached)
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
- \* 5. = The student's performance is highly developed and he/she displays professional skills in this area.

N/A This area of competency was NOT APPLICABLE. (An extensive number of items checked with N/A indicates that the student may not be receiving a full spectrum of experiences.)

\* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of each category.

## I. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

- \* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
- 2. = The student's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. A remediation plan may be necessary.
- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
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<b>I.</b>	<b>End of semester Evaluation</b>	
	Student	Supervisor
1. Demonstrates competent cognitive assessment (administration, scoring and interpretation).		
2. Demonstrates competent achievement assessment (administration, scoring and interpretation).		
3. Uses curriculum-based measures of educational performance.		
4. Completes thorough assessment of personality, including objective and projective techniques.		
5. Uses models and methods of assessment that are useful in identifying strengths and weaknesses and understanding problems.		
5. Writes reports that are comprehensive, accurate, and clear.		
6. Conducts a functional behavior assessment.		
7. Demonstrates competent preschool assessment.		
8. Uses models and methods of assessment to collect data to translate into decisions about service delivery.		
9. Conducts observations of the instructional environment(s) that impact a student's functioning.		
10. Demonstrates knowledge of diagnostic criteria when making service recommendations.		

**Comments (Student):**

**Supervisor's Comments** (including rationale for any "1" or "5" ratings in this category):

## II. INTERPERSONAL SKILLS AND COMMUNICATION, COLLABORATION AND CONSULTATION

- \* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
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II.	End of semester Evaluation	
	Student	Supervisor
1. Maintains appropriate lines of communication with educational personnel and parents.		
2. Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately).		
3. Establishes rapport with children and/or adolescents.		
4. Works well with school personnel and community/agency professionals.		
5. Uses interpersonal skills effectively during team meetings.		
6. Speaks clearly and effectively.		
7. Solicits and considers others' points of view.		
8. Displays knowledge and skill in consultative problem solving.		
9. Demonstrates appropriate assertiveness and advocacy.		

**Comments (Student):**

**Supervisor's Comments** (including rationale for any "1" or "5" ratings in this category):

### III. EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS

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III.	End of semester Evaluation	
	Student	Supervisor
1. Demonstrates knowledge of effective teaching techniques.		
2. In collaboration with others, sets appropriate academic goals for students.		
3. In collaboration with others, evaluates the effectiveness of academic interventions.		

**Comments (Student):**

**Supervisor's Comments** (including rationale for any "1" or "5" ratings in this category):

### IV. SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS

IV.	End of semester Evaluation	
	Student	Supervisor
1. Develops appropriate behavioral, affective, adaptive, and social skills goals.		
2. Implements strategies to improve behavioral, affective, adaptive and social skills of students.		
3. Demonstrates knowledge of various counseling/intervention strategies useful in working with school-age children.		
4. Applies counseling/intervention techniques that are appropriate to the presenting problem in individual counseling.		

**Comments (Student):**

**Supervisor's Comments** (including rationale for any "1" or "5" ratings in this category):

<b>V. SCHOOL and SYSTEMS ORGANIZATION, POLICY DEVELOPMENT, and CLIMATE</b>
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V.	End of semester Evaluation	
	Student	Supervisor
1. Understands regular education, special education, and other educational and related services.		
2. Demonstrates knowledge of effective disciplinary policies and practices (classroom and school wide)		
3. Understands the school as a system and works with others to facilitate a safe, supportive and effective learning community.		
4. Demonstrates effective process skills in team activities.		
5. Knows components of effective problem solving team structure and operation		

**Comments (Student):**

**Supervisor's Comments** (including rationale for any "1" or "5" ratings in this category):

## VI. PREVENTION, CRISIS INTERVENTION, and MENTAL HEALTH

- \* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
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<b>VI.</b>	<b>End of semester Evaluation</b>	
	Student	Supervisor
1. Demonstrates skill in the application of group counseling techniques.		
2. Familiar with prevention and risk reduction programs and activities for school implementation.		
3. Provides or contributes to prevention and intervention programs that promote mental health and physical well-being of students.		
4. Knows and is able to apply principles for responding to crises .		

**Comments (Student):**

**Supervisor's Comments** (including rationale for any "1" or "5" ratings in this category):

## VII. HOME/SCHOOL/COMMUNITY COLLABORATION

<b>VII.</b>	<b>End of semester Evaluation</b>	
	Student	Supervisor
1. Participates, when feasible, in activities and programs to foster positive school climate.		
2. Knows how family characteristics and practices affect patterns of attitudes, feelings and behavior.		
3. Promotes home-school collaboration through effective communication with parents/caregivers.		

**Comments (Student):**

**Supervisor's Comments** (including rationale for any "1" or "5" ratings in this category):

## VIII. SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

- \* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
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<b>VIII.</b>	<b>End of semester Evaluation</b>	
	Student	Supervisor
1. Has knowledge of various service delivery models		
2. Has knowledge of ethical, professional and legal standards.		
3. Practices in ways that are consistent with standards. Demonstrates ethical, legal, & professional behavior.		
4. Keeps supervisors informed of events and activities.		
5. Is prompt in meeting deadlines, appointments, and requests for assistance.		
6. Is involved professionally (organizations, task forces, etc.)		
6. Establishes appropriate work priorities and manages time efficiently.		
7. Accepts responsibility for own behavior (acknowledges errors, works toward improvement)		
8. Accepts and responds constructively to feedback and suggestions from supervisor(s).		

**Comments (Student):**

**Supervisor's Comments** (including rationale for any "1" or "5" ratings in this category):

## IX. STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING

- \* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
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IX.	End of semester Evaluation	
	Student	Supervisor
1. Understands influence of his/her own culture, value, and belief systems		
2. Recognizes limits of own cultural knowledge, awareness and skills.		
3. Demonstrates knowledge of individual differences, abilities, and disabilities.		
3. Understands potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning.		
4. Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics.		

**Comments (Student):**

**Supervisor's Comments** (including rationale for any "1" or "5" ratings in this category):

## X. RESEARCH and PROGRAM EVALUATION

- \* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.

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- 3. = The student's performance meets expectations for their level of training.
- 4. = The student's performance is above average and he/she can function well independently.
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X.	End of semester Evaluation	
	Student	Supervisor
1. Understands research, statistics, and program evaluation methods		
2. Plans and conducts investigations and program evaluations for improvement of services		

**Comments (Student):**

**Supervisor’s Comments** (including rationale for any “1” or “5” ratings in this category):

## XI. INFORMATION TECHNOLOGY

- \* 1. = The student's performance is at the marginal level of skill expected for a student at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is required.
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XI.	End of semester Evaluation	
	Student	Supervisor
1. Demonstrates knowledge of information sources and technology relevant to their work.		
2. Is able to access, evaluate, and utilize information sources and technology that safeguard or enhance the quality of services		
3. Utilizes appropriate technology-based resources (e.g., computer		

scoring, communication, adaptive supports) to assist in assessment and other decision making processes.		

**Comments (Student):**

**Supervisor's Comments** (including rationale for any "1" or "5" ratings in this category):

**Supervisor:** Please indicate your recommendation for this student's next phase of experience:

Fall Semester [for Spring]

Spring Semester [for Next Year]

\_\_\_ remediate current level of practicum experience

\_\_\_ remain at current level of practicum

\_\_\_ progress in practicum as planned

\_\_\_ ready to progress to internship

\_\_\_ OTHER: Please contact university supervisor

Date of semester end evaluation: \_\_\_\_\_

Field-Based Supervisor's Signature \_\_\_\_\_

Student's Signature: Semester end: \_\_\_\_\_

University Supervisor's Signature: Semester end \_\_\_\_\_

**ACTION PLAN (To be completed for Skill areas receiving a “1” rating):**

<b>Student Self-Evaluation</b>	<b>Supervisor’s Evaluation</b>
<b>Areas of Strength</b>	<b>Areas of Strength</b>
<b>Areas to Target for Growth and Goals</b>	<b>Areas to Target for Growth and Goals</b>

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

Field-based Supervisor's Signature: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

University Supervisor’s Signature: \_\_\_\_\_