APPENDIX G

PRACTICA AND INTERNSHIP EVALUATIONS

###### PRACTICUM STUDENT EVALUATION

CEP 672

School Psychology Program

New Mexico State University

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

Site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NMSU Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation: (Check appropriate choice) \_\_\_\_\_\_\_ Mid-semester \_\_\_\_\_\_\_Final

Rating of student performance (completed by supervisor): In each of the following areas, for which you have information, indicate the student's performance in practicum. (In the summary evaluation you may wish to elaborate on these ratings.) Circle the number that indicates your evaluation of the student's skills. Use the following scale to rate students on the 5-point Likert.

|  |  |  |
| --- | --- | --- |
| NA | Not Applicable | Skill either not observed or there is insufficient data to make a rating at this time. |
| 1 | Unsatisfactory | Student’s competence in this area is below that expected of a student at his/her level of training. |
| 2 | Needs Improvement | Student’s skills are developing in this area. Plans should be made to ensure student gains extra practice in this skill before leaving the program. |
| 3 | Satisfactory | Student’s performance in this area reflects sufficient mastery for practice at the pre-professional level, with appropriate supervision. |
| 4 | Highly Competent | Students’ skills in this area are very well developed and performed at an above average level. Student demonstrates an ability to function with only occasional supervision. |
| 5 | Exceptional | Student’s skills in this area are exceptionally strong. Student is well prepared for independent practice in this area. |

Dispositions and Professionalism

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Shows interest and enthusiasm in the work | NA | 1 | 2 | 3 | 4 | 5 |
| Is willing to put in essential time and effort | NA | 1 | 2 | 3 | 4 | 5 |
| Is punctual | NA | 1 | 2 | 3 | 4 | 5 |
| Attends as scheduled | NA | 1 | 2 | 3 | 4 | 5 |
| Willingly accepts and carries out assignments | NA | 1 | 2 | 3 | 4 | 5 |
| Completes assigned tasks and duties in a thorough, accurate and timely manner | NA | 1 | 2 | 3 | 4 | 5 |
| Accepts guidance and suggestions from others | NA | 1 | 2 | 3 | 4 | 5 |
| Is a cooperative team member | NA | 1 | 2 | 3 | 4 | 5 |
| Establishes basic rapport and effective working relationships | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD II - DATA-BASED DECISION MAKING & ACCOUNTABILITY

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Demonstrates proficiency in administering, scoring, and interpreting measures of cognitive functioning with diverse populations by using the following procedures: |  |  |  |  |  |  |
| Interview with parents | NA | 1 | 2 | 3 | 4 | 5 |
| Interviews with teachers | NA | 1 | 2 | 3 | 4 | 5 |
| Interviews with children | NA | 1 | 2 | 3 | 4 | 5 |
| Observations | NA | 1 | 2 | 3 | 4 | 5 |
| Sensitivity to relevant environmental variables | NA | 1 | 2 | 3 | 4 | 5 |
| Formal tests | NA | 1 | 2 | 3 | 4 | 5 |
| Informal tests | NA | 1 | 2 | 3 | 4 | 5 |
| Uses technology-based productivity tools to function more effectively and efficiently (e.g., scoring software/programs, progress monitoring software/programs, word processing, spread sheets, test scoring programs, etc.) | NA | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Demonstrates proficiency in administering, scoring, and interpreting measures of academic functioning with diverse populations by using the following procedures: |  |  |  |  |  |  |
| Interview with parents | NA | 1 | 2 | 3 | 4 | 5 |
| Interviews with teachers | NA | 1 | 2 | 3 | 4 | 5 |
| Interviews with children | NA | 1 | 2 | 3 | 4 | 5 |
| Observations | NA | 1 | 2 | 3 | 4 | 5 |
| Sensitivity to relevant environmental variables | NA | 1 | 2 | 3 | 4 | 5 |
| Formal tests | NA | 1 | 2 | 3 | 4 | 5 |
| Informal tests | NA | 1 | 2 | 3 | 4 | 5 |
| Uses technology-based productivity tools to function more effectively and efficiently (e.g., scoring software/programs, progress monitoring software/programs, word processing, spread sheets, test scoring programs, etc.) | NA | 1 | 2 | 3 | 4 | 5 |

A. Case Conceptualization

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Can identify and synthesize children’s strengths and weaknesses | NA | 1 | 2 | 3 | 4 | 5 |
| Can provide culturally, linguistically and developmentally appropriate recommendations based on assessment results | NA | 1 | 2 | 3 | 4 | 5 |
| Can conduct a review of historical data, gathering and interpreting relevant background information from multiple sources | NA | 1 | 2 | 3 | 4 | 5 |
| Selects appropriate assessment instruments based on linguistic, psychometric and cultural soundness | NA | 1 | 2 | 3 | 4 | 5 |
| Evaluates psychometric properties when selecting assessment methods (i.e., reliability and validity) | NA | 1 | 2 | 3 | 4 | 5 |

B. Dissemination of Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Demonstrates skills in writing psychological reports that are concise, organized, meaningful, appropriate to the referral problem and consistent with assessment results | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates skills in presenting assessment and intervention results orally, in a clear, concise, organized manner; sensitive to educational, personal, cultural and linguistic characteristics of intended recipients (parents, students, teachers, other professionals) | NA | 1 | 2 | 3 | 4 | 5 |
| Practices ethical, legal, and socially responsible behavior when using technology, computer software, and when accessing and using information from various technologies to disseminate information to appropriate parties | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD IV – ELEMENT 4.1 INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| In collaboration with others, provides recommendations on academic intervention strategies related to assessment results and consistent with student present levels of cognitive functioning | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrate knowledge and skills in outlining goals and intervention techniques based on assessment results | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrate knowledge of empirically-based interventions to address a wide variety of academic needs as well as progress monitoring strategies | NA | 1 | 2 | 3 | 4 | 5 |
| Integrates cultural, social, and developmental factors, along with other relevant background information when recommending culturally responsive interventions | NA | 1 | 2 | 3 | 4 | 5 |
| Engages in responsible, professional and ethical practices in using technology to develop, monitor or implement academic interventions | NA | 1 | 2 | 3 | 4 | 5 |
| Understands the use of technology in assisting students with special needs who are exhibiting academic challenges | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD VI –FAMILY-SCHOOL COLLABORATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Collaborates with parents to gather assessment information regarding academic, behavioral-social-emotional problems | NA | 1 | 2 | 3 | 4 | 5 |
| Promotes home-school collaboration through effective communication with parents/caregivers when presenting information on assessment results | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge of facilitating collaboration between schools and parents/guardians when recommending educational interventions | NA | 1 | 2 | 3 | 4 | 5 |
| Understands how family characteristics and practices affect individuals’ attitudes, feelings and behavior | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge of community resources and facilitation of communication between schools, families/guardians, and community agencies | NA | 1 | 2 | 3 | 4 | 5 |
| Takes into consideration parent/caregiver needs, preferences, values, and cultural characteristics when presenting information and providing recommendations to parents/caregivers | NA | 1 | 2 | 3 | 4 | 5 |
| Uses technology to acquire information and current evidence based practices (e.g., internet, email, distance learning, CD/DVD ROM, PsychInfo, etc.) for use with parents, educators, and students | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge of family interactions, dynamics, and systems in the context of case conceptualization, assessment, or intervention | NA | 1 | 2 | 3 | 4 | 5 |
| Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians | NA | 1 | 2 | 3 | 4 | 5 |
| Participates in decision-making that promotes effective services for students and their families/guardians | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD VII –DIVERSITY IN DEVELOPMENT AND LEARNING

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Understands principles and research related to individual differences in children, families and schools according to age, gender, ethnicity, culture, religion, and sexual preference | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates skill and sensitivity in working with individuals with varying abilities and disabilities to include personal biases, beliefs and cultural background | NA | 1 | 2 | 3 | 4 | 5 |
| Applies multicultural understanding to family issues in the context of case conceptualization, assessment, or intervention. | NA | 1 | 2 | 3 | 4 | 5 |
| When appropriate, addresses concerns with social discrimination (racial, gender, socio-economic, political, cultural, linguistic, etc.) in daily practice | NA | 1 | 2 | 3 | 4 | 5 |
| Employs assessment, intervention and consultation strategies based on individual characteristics, strengths and needs in relation to culture, context, and individual and role differences. | NA | 1 | 2 | 3 | 4 | 5 |
| Takes into account cultural context of the child and family when conducting assessments and interventions | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD VIII - ELEMENT 8.2: LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Behaves in accordance with APA/NASP ethical principles and prevailing norms for professional and collegial contact | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge of relevant state, federal and local laws governing the practice of school psychology and education and uses these laws in daily practice | NA | 1 | 2 | 3 | 4 | 5 |
| Is ethical in the delivery of school psychological services, accepting and carrying out tasks in an ethical manner, with respect for human diversity | NA | 1 | 2 | 3 | 4 | 5 |
| Seeks supervision and consultation in delivering services to a broad range of clients with sensitivity to ethnicity, language, development and other forms of diversity | NA | 1 | 2 | 3 | 4 | 5 |
| Applies methods (ethical decision models) to routinely evaluate her/his own knowledge and outcomes of services provided | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates skill in sharing information with students, parents, teachers and school staff in ways that indicate professional concern for the confidentiality and integrity of all participants | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

I certify that I have read the evaluation.

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

Site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Return to University/Practicum Supervisor, Department of Counseling & Educational Psychology, College of Education, MSC 3CEP, New Mexico State University, P.O. Box 30001, Las Cruces, New Mexico 88003-8001

SUPERVISOR'S SUMMARY EVALUATION

(Completed by the Supervisor)

Summarize what you consider to be the student's strong areas of functioning as a school psychologist, as well as areas requiring further attention in subsequent training. Please provide a grade for the school psychology’s trainee’s overall performance (A+. A, A-, B+, B, B- etc.).

Overall Performance Grade: \_\_\_\_\_\_\_\_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Record: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

|  |  |
| --- | --- |
|  |  |

###### STUDENT'S REACTION

(Completed by the Student)

Comment on the evaluation provided by the supervisor, indicating points of agreement and disagreement with this assessment of your performance.

|  |
| --- |
|  |

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

###### PRACTICUM EVALUATION FORM

CEP 675

School Psychology Program

New Mexico State University

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

Site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NMSU Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation: (Check appropriate choice) \_\_\_\_\_\_\_ Mid-semester \_\_\_\_\_\_\_Final

Rating of student performance (completed by supervisor): In each of the following areas, for which you have information, indicate the student's performance in internship. Circle the number that indicates your evaluation of the student's skills. Use the following scale to rate students on the 5-point Likert.

|  |  |  |
| --- | --- | --- |
| NA | Not Applicable | Skill either not observed or there is insufficient data to make a rating at this time. |
| 1 | Unsatisfactory | Student’s competence in this area is below that expected of a student at his/her level of training. |
| 2 | Needs Improvement | Student’s skills are developing in this area. Plans should be made to ensure student gains extra practice in this skill before leaving the program. |
| 3 | Satisfactory | Student’s performance in this area reflects sufficient mastery for practice at the pre-professional level, with appropriate supervision. |
| 4 | Highly Competent | Students’ skills in this area are very well developed and performed at an above average level. Student demonstrates an ability to function with only occasional supervision. |
| 5 | Exceptional | Student’s skills in this area are exceptionally strong. Student is well prepared for independent practice in this area. |

DISPOSITIONS AND PROFESSIONALISM

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Shows interest and enthusiasm in the work | NA | 1 | 2 | 3 | 4 | 5 |
| Is willing to put in essential time and effort | NA | 1 | 2 | 3 | 4 | 5 |
| Is punctual | NA | 1 | 2 | 3 | 4 | 5 |
| Attends as scheduled | NA | 1 | 2 | 3 | 4 | 5 |
| Willingly accepts and carries out assignments | NA | 1 | 2 | 3 | 4 | 5 |
| Completes assigned tasks and duties in a thorough, accurate and timely manner | NA | 1 | 2 | 3 | 4 | 5 |
| Accepts guidance and suggestions from others | NA | 1 | 2 | 3 | 4 | 5 |
| Is a cooperative team member | NA | 1 | 2 | 3 | 4 | 5 |
| Establishes basic rapport and effective working relationships | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD II - DATA-BASED DECISION MAKING & ACCOUNTABILITY

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Demonstrates proficiency in administering, scoring, and interpreting measures of behavioral-social-emotional and psychological functioning with diverse populations by using the following procedures: |  |  |  |  |  |  |
| Interview with parents | NA | 1 | 2 | 3 | 4 | 5 |
| Interviews with teachers | NA | 1 | 2 | 3 | 4 | 5 |
| Interviews with children | NA | 1 | 2 | 3 | 4 | 5 |
| Observations | NA | 1 | 2 | 3 | 4 | 5 |
| Sensitivity to relevant environmental variables | NA | 1 | 2 | 3 | 4 | 5 |
| Formal tests | NA | 1 | 2 | 3 | 4 | 5 |
| Informal tests | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A. Case Conceptualization | | | | | | |
| Can identify and synthesize children’s strengths and weaknesses | NA | 1 | 2 | 3 | 4 | 5 |
| Can provide culturally, linguistically and developmentally appropriate recommendations based on assessment results | NA | 1 | 2 | 3 | 4 | 5 |
| Can conduct a review of historical data, gathering and interpreting relevant background information from multiple sources | NA | 1 | 2 | 3 | 4 | 5 |
| Selects appropriate assessment instruments based on linguistic, psychometric and cultural soundness | NA | 1 | 2 | 3 | 4 | 5 |
| Evaluates psychometric properties when selecting assessment methods (i.e., reliability and validity) | NA | 1 | 2 | 3 | 4 | 5 |
| B. Dissemination of Information | | | | | | |
| Demonstrates skills in writing psychological reports that are concise, organized, meaningful, appropriate to the referral problem and consistent with assessment results | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates skills in presenting assessment and intervention results orally, in a clear, concise, organized manner; sensitive to educational, personal, cultural and linguistic characteristics of intended recipients (parents, students, teachers, other professionals) | NA | 1 | 2 | 3 | 4 | 5 |
| Practices ethical, legal, and socially responsible behavior when using technology, computer software, and when accessing and using information from various technologies to disseminate information to appropriate parties | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD III - PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: CONSULTATION AND COLLABORATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Is able to serve as a consultant by offering pertinent consulting services to school/agency personnel | NA | 1 | 2 | 3 | 4 | 5 |
| Is an effective contributor to the function of the multidisciplinary team as part of the Response to Intervention process | NA | 1 | 2 | 3 | 4 | 5 |
| Communicates effectively with school personnel, parents, and students in the consultation/collaboration process | NA | 1 | 2 | 3 | 4 | 5 |
| Serves to enhance the general educational environment of the school/agency | NA | 1 | 2 | 3 | 4 | 5 |
| Understands conceptual models, techniques, procedures, and resources to provide effective consultation services for individuals, small groups and/or for systems | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates core consultation skills by using the following skills: |  |  |  |  |  |  |
| Identification | NA | 1 | 2 | 3 | 4 | 5 |
| Data collection | NA | 1 | 2 | 3 | 4 | 5 |
| Analysis | NA | 1 | 2 | 3 | 4 | 5 |
| Intervention development | NA | 1 | 2 | 3 | 4 | 5 |
| Progress monitoring | NA | 1 | 2 | 3 | 4 | 5 |
| Evaluation | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD IV – ELEMENT 4.2 INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Demonstrates effective individual and/or group counseling skills with diverse populations | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge of empirically-based interventions to address a wide variety of behavioral concerns as well as progress monitoring strategies | NA | 1 | 2 | 3 | 4 | 5 |
| Integrates cultural, social and developmental factors and other relevant background information when recommending culturally responsive interventions | NA | 1 | 2 | 3 | 4 | 5 |
| When applicable, engages in responsible, professional and ethical practices in using technology to develop, monitor and implement behavioral interventions | NA | 1 | 2 | 3 | 4 | 5 |
| Knows when and how to use empirically validated behavioral, affective, adaptive, and social skill intervention strategies to achieve learning goals for students from diverse backgrounds | NA | 1 | 2 | 3 | 4 | 5 |
| Has knowledge of human developmental processes and applies techniques to assess these processes when working towards the development of behavioral, affective, adaptive and social skills of diverse students | NA | 1 | 2 | 3 | 4 | 5 |
| Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES- SCHOOLS: ELEMENT 5.1 SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Contributes to the development of practices that provide beneficial programs and services for students and their family | NA | 1 | 2 | 3 | 4 | 5 |
| Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians | NA | 1 | 2 | 3 | 4 | 5 |
| Participates in decision-making that promotes effective services for students and their families/guardians | NA | 1 | 2 | 3 | 4 | 5 |
| Understands general and special education and the range of service delivery options | NA | 1 | 2 | 3 | 4 | 5 |
| Follows appropriate procedures for operating within the school buildings | NA | 1 | 2 | 3 | 4 | 5 |
| Knows components of effective problem-solving team structure and operation (e.g., RTI) | NA | 1 | 2 | 3 | 4 | 5 |
| Facilitates the development of attitudes and practices that foster a positive school climate (i.e., knowledge of effective disciplinary polices and practices; knowledge of institutional practices that foster positive school climate; and participates, when feasible, in activities/programs to foster positive school climate) | NA | 1 | 2 | 3 | 4 | 5 |
| Takes into consideration parent/caregiver needs, preferences, values, and cultural characteristics when presenting information and providing recommendations to parents/caregivers | NA | 1 | 2 | 3 | 4 | 5 |
| Understands how family characteristics and practices affect patterns of attitudes, feelings, and behavior | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge of community resources and facilitation of communication between schools, families/guardians, and community agencies | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES- SCHOOLS: ELEMENT 5.2 PREVENTIVE AND RESPONSIVE SERVICES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Identifies and recognizes behaviors and personal risk factors that are precursors to academic, behavioral, and/or personal difficulties (i.e., threats to wellness) | NA | 1 | 2 | 3 | 4 | 5 |
| Promotes mental health in the schools and other agencies | NA | 1 | 2 | 3 | 4 | 5 |
| Is familiar with prevention, intervention and risk-reduction programs and activities within the school and community | NA | 1 | 2 | 3 | 4 | 5 |
| Provides or contributes to prevention, intervention and risk-reduction programs that promote the mental health and physical well being of diverse students | NA | 1 | 2 | 3 | 4 | 5 |
| Empowers students, their families/guardians, educators and others to gain access to and effectively use school and community resources | NA | 1 | 2 | 3 | 4 | 5 |
| Knows and is able to apply principles for responding to crises (e.g., suicide, death, natural disaster, violence) when applicable | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD VI –DIRECT AND INDIRECT SERVICES: FAMILY-SCHOOL COLLABORATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Collaborates with parents to gather assessment information regarding academic, behavioral-social-emotional problems | NA | 1 | 2 | 3 | 4 | 5 |
| Promotes home-school collaboration through effective communication with parents/caregivers when presenting information on assessment results | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge of facilitating collaboration between schools and parents/guardians when recommending educational interventions | NA | 1 | 2 | 3 | 4 | 5 |
| Understands how family characteristics and practices affect individuals’ attitudes, feelings and behavior | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge of community resources and facilitation of communication between schools, families/guardians, and community agencies | NA | 1 | 2 | 3 | 4 | 5 |
| Takes into consideration parent/caregiver needs, preferences, values, and cultural characteristics when presenting information and providing recommendations to parents/caregivers | NA | 1 | 2 | 3 | 4 | 5 |
| Uses technology to acquire information and current evidence based practices (e.g., internet, email, distance learning, CD/DVD ROM, PsychInfo, etc.) for use with parents, educators, and students | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge of family interactions, dynamics, and systems in the context of case conceptualization, assessment, or intervention | NA | 1 | 2 | 3 | 4 | 5 |
| Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians | NA | 1 | 2 | 3 | 4 | 5 |
| Participates in decision-making that promotes effective services for students and their families/guardians | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD VII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: DIVERSITY IN DEVELOPMENT AND LEARNING

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Understands principles and research related to individual differences in children, families and schools according to age, gender, ethnicity, culture, religion, and sexual preference | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates skill and sensitivity in working with individuals with varying abilities and disabilities to include personal biases, beliefs and cultural background | NA | 1 | 2 | 3 | 4 | 5 |
| Applies multicultural understanding to family issues in the context of case conceptualization, assessment, or intervention | NA | 1 | 2 | 3 | 4 | 5 |
| When appropriate, addresses concerns with social discrimination (racial, gender, socio-economic, political, cultural, linguistic, etc.) in daily practice | NA | 1 | 2 | 3 | 4 | 5 |
| Employs assessment, intervention and consultation strategies based on individual characteristics, strengths and needs in relation to culture, context, and individual and role differences | NA | 1 | 2 | 3 | 4 | 5 |
| Takes into account cultural context of the child and family when conducting assessments and interventions | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: ELEMENT 8.1: RESEARCH AND PROGRAM EVALUATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements | NA | 1 | 2 | 3 | 4 | 5 |
| Evaluates psychometric properties when selecting assessment methods (e.g., reliability, validity, norming) | NA | 1 | 2 | 3 | 4 | 5 |
| Provides suggestions for evidence-based assessment and intervention based on current research | NA | 1 | 2 | 3 | 4 | 5 |
| Applies knowledge of intervention research in recommending and/or designing psycho-educational and mental health programs for diverse students | NA | 1 | 2 | 3 | 4 | 5 |
| Provides recommendations based on relevant research findings to school personnel, parents/guardians, and others as appropriate | NA | 1 | 2 | 3 | 4 | 5 |
| Understands program evaluation principles and outcomes to be able to recommend and explain them to others (i.e., multidisciplinary team and parents/guardians) | NA | 1 | 2 | 3 | 4 | 5 |
| Applies program evaluation principles and strategies to support students, families and schools | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: ELEMENT 8.2: LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Behaves in accordance with APA/NASP ethical principles and prevailing norms for professional and collegial contact | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge of relevant state, federal and local laws governing the practice of school psychology and education and uses these laws in daily practice | NA | 1 | 2 | 3 | 4 | 5 |
| Is ethical in the delivery of school psychological services, accepting and carrying out tasks in an ethical manner, with respect for human diversity | NA | 1 | 2 | 3 | 4 | 5 |
| Seeks supervision and consultation in delivering services to a broad range of clients with sensitivity to ethnicity, language, development and other forms of diversity | NA | 1 | 2 | 3 | 4 | 5 |
| Applies methods (ethical decision models) to routinely evaluate her/his own knowledge and outcomes of services provided | NA | 1 | 2 | 3 | 4 | 5 |
| Demonstrates skill in sharing information with students, parents, teachers and school staff in ways that indicate professional concern for the confidentiality and integrity of all participants | NA | 1 | 2 | 3 | 4 | 5 |
| Provides services that have a positive and measurable impact on student learning, and development | NA | 1 | 2 | 3 | 4 | 5 |
| Maintains accepted standards in assessment, consultation, intervention and general professional practice | NA | 1 | 2 | 3 | 4 | 5 |
| Practices ethical, legal, and socially responsible behavior when using technology, computer software, and when accessing and using information from various technologies | NA | 1 | 2 | 3 | 4 | 5 |

Comments:

Summary Comments:

I certify that I have read the evaluation.

|  |  |  |  |
| --- | --- | --- | --- |
| Student Signature |  | Date |  |
| Site Supervisor |  | Date |  |
| University Supervisor |  | Date |  |

Return to the University/Practicum Supervisor in the Department of Counseling & Educational Psychology, College of Education, MSC 3CEP, New Mexico State University, P.O. Box 30001, Las Cruces, New Mexico 88003-8001

SUPERVISOR'S SUMMARY EVALUATION

(Completed by the Supervisor)

Summarize what you consider to be the student's strong areas of functioning as a school psychologist, as well as areas requiring further attention in subsequent training. Please provide a grade for the school psychology’s trainee’s overall performance (A+. A, A-, B+, B, B- etc.).

Overall Performance Grade: \_\_\_\_\_\_\_\_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Record: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

###### STUDENT'S REACTION

(Completed by the Student)

Comment on the evaluation provided by the supervisor, indicating points of agreement and disagreement with this assessment of your performance.

|  |
| --- |
|  |

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

###### Advanced Practicum EVALUATION FORM

CEP 677

**School Psychology Program**

**New Mexico State University**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student:** |  | | | | **Site:** |  | |
| **Site Supervisor:** | |  | | | | | |
| **NMSU Supervisor:** | |  | | | | | |
| **Evaluation (check appropriate choice):** | | |  | **Midterm** | | **Date** |  |
|  | | |  | **Final** | | **Date** |  |

Rating of student performance (completed by supervisor): In each of the following areas, for which you have information, indicate the student's performance in advanced practicum. Circle the number that indicates your evaluation of the student's skills. Use the following scale to rate students on the 5-point Likert. Compare to entry level school psychologists.

|  |  |  |
| --- | --- | --- |
| NA | Not Applicable | Skill either not observed or there is insufficient data to make a rating at this time. |
| 1 | Unsatisfactory | Student’s competence in this area is below that expected of a student at his/her level of training. |
| 2 | Needs Improvement | Student’s skills are developing in this area. Plans should be made to ensure student gains extra practice in this skill before leaving the program. |
| 3 | Satisfactory | Student’s performance in this area reflects sufficient mastery for practice at the pre-professional level, with appropriate supervision. |
| 4 | Highly Competent | Students’ skills in this area are very well developed and performed at an above average level. Student demonstrates an ability to function with only occasional supervision. |
| 5 | Exceptional | Student’s skills in this area are exceptionally strong. Student is well prepared for independent practice in this area. |

DISPOSITIONS AND PROFESSIONALISM

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Shows interest and enthusiasm in the work** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is willing to put in essential time and effort** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is punctual** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Attends as scheduled** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Willingly accepts and carries out assignments** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Completes assigned tasks and duties in a thorough, accurate and timely manner** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Accepts guidance and suggestions from others** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is a cooperative team member** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Establishes basic rapport and effective working relationships** | **NA** | **1** | **2** | **3** | **4** | **5** |

**Comments:**

STANDARD II - DATA-BASED DECISION MAKING & ACCOUNTABILITY

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrates proficiency in administering, scoring, and interpreting measures of** cognitive functioning **with diverse populations by using the following procedures:** |  |  |  |  |  |  |
| **Interview with parents** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with teachers** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with children** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Observations** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Sensitivity to relevant environmental variables** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Formal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Informal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Uses technology-based productivity tools to function more effectively and efficiently (e.g., scoring software/programs, progress monitoring software/programs, word processing, spread sheets, test scoring programs, etc.)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates proficiency in administering, scoring, and interpreting measures of** academic functioning **with diverse populations by using the following procedures:** |  |  |  |  |  |  |
| **Interview with parents** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with teachers** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with children** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Observations** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Sensitivity to relevant environmental variables** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Formal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Informal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Uses technology-based productivity tools to function more effectively and efficiently (e.g., scoring software/programs, progress monitoring software/programs, word processing, spread sheets, test scoring programs, etc.)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates proficiency in administering, scoring, and interpreting measures of** behavioral-social-emotional and psychological functioning **with diverse populations by using the following procedures:** |  |  |  |  |  |  |
| **Interview with parents** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with teachers** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with children** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Observations** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Sensitivity to relevant environmental variables** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Formal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Informal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A. Case Conceptualization | | | | | | |
| **Can identify and synthesize children’s strengths and weaknesses** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Can provide culturally, linguistically and developmentally appropriate recommendations based on assessment results** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Can conduct a review of historical data, gathering and interpreting relevant background information from multiple sources** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Selects appropriate assessment instruments based on linguistic, psychometric and cultural soundness** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Evaluates psychometric properties when selecting assessment methods (i.e., reliability and validity)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| B. Dissemination of Information | | | | | | |
| **Demonstrates skills in writing psychological reports that are concise, organized, meaningful, appropriate to the referral problem and consistent with assessment results** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates skills in presenting assessment and intervention results orally, in a clear, concise, organized manner; sensitive to educational, personal, cultural and linguistic characteristics of intended recipients (parents, students, teachers, other professionals)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Practices ethical, legal, and socially responsible behavior when using technology, computer software, and when accessing and using information from various technologies to disseminate information to appropriate parties** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD III - PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: CONSULTATION AND COLLABORATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Is able to serve as a consultant by offering pertinent consulting services to school/agency personnel** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is an effective contributor to the function of the multidisciplinary team as part of the Response to Intervention process** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Communicates effectively with school personnel, parents, and students in the consultation/collaboration process** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Serves to enhance the general educational environment of the school/agency** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands conceptual models, techniques, procedures, and resources to provide effective consultation services for individuals, small groups and/or for systems** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates core consultation skills by using the following skills:** |  |  |  |  |  |  |
| **Identification** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Data collection** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Analysis** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Intervention development** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Progress monitoring** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Evaluation** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD IV – ELEMENT 4.1 INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **In collaboration with others, provides recommendations on academic intervention strategies related to assessment results and consistent with student present levels of cognitive functioning** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrate knowledge and skills in outlining goals and intervention techniques based on assessment results** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrate knowledge of empirically-based interventions to address a wide variety of academic needs as well as progress monitoring strategies** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Integrates cultural, social, and developmental factors, along with other relevant background information when recommending culturally responsive interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Engages in responsible, professional and ethical practices in using technology to develop, monitor or implement academic interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands the use of technology in assisting students with special needs who are exhibiting academic challenges** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD IV – ELEMENT 4.2 INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrates effective individual and/or group counseling skills with diverse populations** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of empirically-based interventions to address a wide variety of behavioral concerns as well as progress monitoring strategies** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Integrates cultural, social and developmental factors and other relevant background information when recommending culturally responsive interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **When applicable, engages in responsible, professional and ethical practices in using technology to develop, monitor and implement behavioral interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Knows when and how to use empirically validated behavioral, affective, adaptive, and social skill intervention strategies to achieve learning goals for students from diverse backgrounds** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Has knowledge of human developmental processes and applies techniques to assess these processes when working towards the development of behavioral, affective, adaptive and social skills of diverse students** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES- SCHOOLS: ELEMENT 5.1 SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Contributes to the development of practices that provide beneficial programs and services for students and their family** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Participates in decision-making that promotes effective services for students and their families/guardians** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands general and special education and the range of service delivery options** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Follows appropriate procedures for operating within the school buildings** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Knows components of effective problem-solving team structure and operation (e.g., RTI)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Facilitates the development of attitudes and practices that foster a positive school climate (i.e., knowledge of effective disciplinary polices and practices; knowledge of institutional practices that foster positive school climate; and participates, when feasible, in activities/programs to foster positive school climate)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Takes into consideration parent/caregiver needs, preferences, values, and cultural characteristics when presenting information and providing recommendations to parents/caregivers** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands how family characteristics and practices affect patterns of attitudes, feelings, and behavior** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of community resources and facilitation of communication between schools, families/guardians, and community agencies** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES- SCHOOLS: ELEMENT 5.2 PREVENTIVE AND RESPONSIVE SERVICES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Identifies and recognizes behaviors and personal risk factors that are precursors to academic, behavioral, and/or personal difficulties (i.e., threats to wellness)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Promotes mental health in the schools and other agencies** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is familiar with prevention, intervention and risk-reduction programs and activities within the school and community** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Provides or contributes to prevention, intervention and risk-reduction programs that promote the mental health and physical well being of diverse students** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Empowers students, their families/guardians, educators and others to gain access to and effectively use school and community resources** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Knows and is able to apply principles for responding to crises (e.g., suicide, death, natural disaster, violence) when applicable** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD VI –DIRECT AND INDIRECT SERVICES: FAMILY-SCHOOL COLLABORATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Collaborates with parents to gather assessment information regarding academic, behavioral-social-emotional problems** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Promotes home-school collaboration through effective communication with parents/caregivers when presenting information on assessment results** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of facilitating collaboration between schools and parents/guardians when recommending educational interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands how family characteristics and practices affect individuals’ attitudes, feelings and behavior** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of community resources and facilitation of communication between schools, families/guardians, and community agencies** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Takes into consideration parent/caregiver needs, preferences, values, and cultural characteristics when presenting information and providing recommendations to parents/caregivers** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Uses technology to acquire information and current evidence based practices (e.g., internet, email, distance learning, CD/DVD ROM, PsychInfo, etc.) for use with parents, educators, and students** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of family interactions, dynamics, and systems in the context of case conceptualization, assessment, or intervention** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Participates in decision-making that promotes effective services for students and their families/guardians** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD VII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: DIVERSITY IN DEVELOPMENT AND LEARNING

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Understands principles and research related to individual differences in children, families and schools according to age, gender, ethnicity, culture, religion, and sexual preference** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates skill and sensitivity in working with individuals with varying abilities and disabilities to include personal biases, beliefs and cultural background** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Applies multicultural understanding to family issues in the context of case conceptualization, assessment, or intervention** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **When appropriate, addresses concerns with social discrimination (racial, gender, socio-economic, political, cultural, linguistic, etc.) in daily practice** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Employs assessment, intervention and consultation strategies based on individual characteristics, strengths and needs in relation to culture, context, and individual and role differences** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Takes into account cultural context of the child and family when conducting assessments and interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: ELEMENT 8.1: RESEARCH AND PROGRAM EVALUATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Evaluates psychometric properties when selecting assessment methods (e.g., reliability, validity, norming)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Provides suggestions for evidence-based assessment and intervention based on current research** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Applies knowledge of intervention research in recommending and/or designing psycho-educational and mental health programs for diverse students** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Provides recommendations based on relevant research findings to school personnel, parents/guardians, and others as appropriate** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands program evaluation principles and outcomes to be able to recommend and explain them to others (i.e., multidisciplinary team and parents/guardians)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Applies program evaluation principles and strategies to support students, families and schools** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: ELEMENT 8.2: LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Behaves in accordance with APA/NASP ethical principles and prevailing norms for professional and collegial contact** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of relevant state, federal and local laws governing the practice of school psychology and education and uses these laws in daily practice** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is ethical in the delivery of school psychological services, accepting and carrying out tasks in an ethical manner, with respect for human diversity** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Seeks supervision and consultation in delivering services to a broad range of clients with sensitivity to ethnicity, language, development and other forms of diversity** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Applies methods (ethical decision models) to routinely evaluate her/his own knowledge and outcomes of services provided** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates skill in sharing information with students, parents, teachers and school staff in ways that indicate professional concern for the confidentiality and integrity of all participants** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Provides services that have a positive and measurable impact on student learning, and development** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Maintains accepted standards in assessment, consultation, intervention and general professional practice** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Practices ethical, legal, and socially responsible behavior when using technology, computer software, and when accessing and using information from various technologies** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

Summary Comments:

**I certify that I have read the evaluation.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Signature** |  | **Date** |  |
| **Site Supervisor** |  | **Date** |  |
| **University Supervisor** |  | **Date** |  |

Return to the University Internship Supervisor in the Department of Counseling & Educational Psychology, College of Education, MSC 3CEP, New Mexico State University, P.O. Box 30001, Las Cruces, New Mexico 88003-8001

###### INTERNSHIP EVALUATION FORM

**CEP 690**

**School Psychology Program**

**New Mexico State University**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student:** |  | | | | **Site:** |  | |
| **Site Supervisor:** | |  | | | | | |
| **NMSU Supervisor:** | |  | | | | | |
| **Evaluation (check appropriate choice):** | | |  | **Midterm** | | **Date** |  |
|  | | |  | **Final** | | **Date** |  |

Rating of student performance (completed by supervisor): In each of the following areas, for which you have information, indicate the student's performance in internship. Circle the number that indicates your evaluation of the student's skills. Use the following scale to rate students on the 5-point Likert.

|  |  |  |
| --- | --- | --- |
| NA | Not Applicable | Skill either not observed or there is insufficient data to make a rating at this time. |
| 1 | Unsatisfactory | Student’s competence in this area is below that expected of a student at his/her level of training. |
| 2 | Needs Improvement | Student’s skills are developing in this area. Plans should be made to ensure student gains extra practice in this skill before leaving the program. |
| 3 | Satisfactory | Student’s performance in this area reflects sufficient mastery for practice at the pre-professional level, with appropriate supervision. |
| 4 | Highly Competent | Students’ skills in this area are very well developed and performed at an above average level. Student demonstrates an ability to function with only occasional supervision. |
| 5 | Exceptional | Student’s skills in this area are exceptionally strong. Student is well prepared for independent practice in this area. |

DISPOSITIONS AND PROFESSIONALISM

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Shows interest and enthusiasm in the work** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is willing to put in essential time and effort** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is punctual** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Attends as scheduled** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Willingly accepts and carries out assignments** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Completes assigned tasks and duties in a thorough, accurate and timely manner** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Accepts guidance and suggestions from others** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is a cooperative team member** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Establishes basic rapport and effective working relationships** | **NA** | **1** | **2** | **3** | **4** | **5** |

**Comments:**

STANDARD II - DATA-BASED DECISION MAKING & ACCOUNTABILITY

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrates proficiency in administering, scoring, and interpreting measures of** cognitive functioning **with diverse populations by using the following procedures:** |  |  |  |  |  |  |
| **Interview with parents** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with teachers** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with children** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Observations** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Sensitivity to relevant environmental variables** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Formal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Informal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Uses technology-based productivity tools to function more effectively and efficiently (e.g., scoring software/programs, progress monitoring software/programs, word processing, spread sheets, test scoring programs, etc.)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates proficiency in administering, scoring, and interpreting measures of** academic functioning **with diverse populations by using the following procedures:** |  |  |  |  |  |  |
| **Interview with parents** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with teachers** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with children** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Observations** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Sensitivity to relevant environmental variables** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Formal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Informal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Uses technology-based productivity tools to function more effectively and efficiently (e.g., scoring software/programs, progress monitoring software/programs, word processing, spread sheets, test scoring programs, etc.)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates proficiency in administering, scoring, and interpreting measures of** behavioral-social-emotional and psychological functioning **with diverse populations by using the following procedures:** |  |  |  |  |  |  |
| **Interview with parents** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with teachers** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Interviews with children** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Observations** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Sensitivity to relevant environmental variables** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Formal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Informal tests** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A. Case Conceptualization | | | | | | |
| **Can identify and synthesize children’s strengths and weaknesses** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Can provide culturally, linguistically and developmentally appropriate recommendations based on assessment results** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Can conduct a review of historical data, gathering and interpreting relevant background information from multiple sources** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Selects appropriate assessment instruments based on linguistic, psychometric and cultural soundness** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Evaluates psychometric properties when selecting assessment methods (i.e., reliability and validity)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| B. Dissemination of Information | | | | | | |
| **Demonstrates skills in writing psychological reports that are concise, organized, meaningful, appropriate to the referral problem and consistent with assessment results** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates skills in presenting assessment and intervention results orally, in a clear, concise, organized manner; sensitive to educational, personal, cultural and linguistic characteristics of intended recipients (parents, students, teachers, other professionals)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Practices ethical, legal, and socially responsible behavior when using technology, computer software, and when accessing and using information from various technologies to disseminate information to appropriate parties** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD III - PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: CONSULTATION AND COLLABORATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Is able to serve as a consultant by offering pertinent consulting services to school/agency personnel** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is an effective contributor to the function of the multidisciplinary team as part of the Response to Intervention process** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Communicates effectively with school personnel, parents, and students in the consultation/collaboration process** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Serves to enhance the general educational environment of the school/agency** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands conceptual models, techniques, procedures, and resources to provide effective consultation services for individuals, small groups and/or for systems** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates core consultation skills by using the following skills:** |  |  |  |  |  |  |
| **Identification** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Data collection** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Analysis** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Intervention development** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Progress monitoring** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Evaluation** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD IV – ELEMENT 4.1 INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **In collaboration with others, provides recommendations on academic intervention strategies related to assessment results and consistent with student present levels of cognitive functioning** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrate knowledge and skills in outlining goals and intervention techniques based on assessment results** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrate knowledge of empirically-based interventions to address a wide variety of academic needs as well as progress monitoring strategies** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Integrates cultural, social, and developmental factors, along with other relevant background information when recommending culturally responsive interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Engages in responsible, professional and ethical practices in using technology to develop, monitor or implement academic interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands the use of technology in assisting students with special needs who are exhibiting academic challenges** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD IV – ELEMENT 4.2 INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Demonstrates effective individual and/or group counseling skills with diverse populations** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of empirically-based interventions to address a wide variety of behavioral concerns as well as progress monitoring strategies** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Integrates cultural, social and developmental factors and other relevant background information when recommending culturally responsive interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **When applicable, engages in responsible, professional and ethical practices in using technology to develop, monitor and implement behavioral interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Knows when and how to use empirically validated behavioral, affective, adaptive, and social skill intervention strategies to achieve learning goals for students from diverse backgrounds** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Has knowledge of human developmental processes and applies techniques to assess these processes when working towards the development of behavioral, affective, adaptive and social skills of diverse students** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES- SCHOOLS: ELEMENT 5.1 SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Contributes to the development of practices that provide beneficial programs and services for students and their family** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Participates in decision-making that promotes effective services for students and their families/guardians** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands general and special education and the range of service delivery options** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Follows appropriate procedures for operating within the school buildings** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Knows components of effective problem-solving team structure and operation (e.g., RTI)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Facilitates the development of attitudes and practices that foster a positive school climate (i.e., knowledge of effective disciplinary polices and practices; knowledge of institutional practices that foster positive school climate; and participates, when feasible, in activities/programs to foster positive school climate)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Takes into consideration parent/caregiver needs, preferences, values, and cultural characteristics when presenting information and providing recommendations to parents/caregivers** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands how family characteristics and practices affect patterns of attitudes, feelings, and behavior** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of community resources and facilitation of communication between schools, families/guardians, and community agencies** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES- SCHOOLS: ELEMENT 5.2 PREVENTIVE AND RESPONSIVE SERVICES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Identifies and recognizes behaviors and personal risk factors that are precursors to academic, behavioral, and/or personal difficulties (i.e., threats to wellness)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Promotes mental health in the schools and other agencies** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is familiar with prevention, intervention and risk-reduction programs and activities within the school and community** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Provides or contributes to prevention, intervention and risk-reduction programs that promote the mental health and physical well being of diverse students** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Empowers students, their families/guardians, educators and others to gain access to and effectively use school and community resources** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Knows and is able to apply principles for responding to crises (e.g., suicide, death, natural disaster, violence) when applicable** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD VI –DIRECT AND INDIRECT SERVICES: FAMILY-SCHOOL COLLABORATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Collaborates with parents to gather assessment information regarding academic, behavioral-social-emotional problems** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Promotes home-school collaboration through effective communication with parents/caregivers when presenting information on assessment results** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of facilitating collaboration between schools and parents/guardians when recommending educational interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands how family characteristics and practices affect individuals’ attitudes, feelings and behavior** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of community resources and facilitation of communication between schools, families/guardians, and community agencies** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Takes into consideration parent/caregiver needs, preferences, values, and cultural characteristics when presenting information and providing recommendations to parents/caregivers** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Uses technology to acquire information and current evidence based practices (e.g., internet, email, distance learning, CD/DVD ROM, PsychInfo, etc.) for use with parents, educators, and students** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of family interactions, dynamics, and systems in the context of case conceptualization, assessment, or intervention** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Participates in decision-making that promotes effective services for students and their families/guardians** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD VII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: DIVERSITY IN DEVELOPMENT AND LEARNING

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Understands principles and research related to individual differences in children, families and schools according to age, gender, ethnicity, culture, religion, and sexual preference** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates skill and sensitivity in working with individuals with varying abilities and disabilities to include personal biases, beliefs and cultural background** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Applies multicultural understanding to family issues in the context of case conceptualization, assessment, or intervention** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **When appropriate, addresses concerns with social discrimination (racial, gender, socio-economic, political, cultural, linguistic, etc.) in daily practice** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Employs assessment, intervention and consultation strategies based on individual characteristics, strengths and needs in relation to culture, context, and individual and role differences** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Takes into account cultural context of the child and family when conducting assessments and interventions** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: ELEMENT 8.1: RESEARCH AND PROGRAM EVALUATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Evaluates psychometric properties when selecting assessment methods (e.g., reliability, validity, norming)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Provides suggestions for evidence-based assessment and intervention based on current research** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Applies knowledge of intervention research in recommending and/or designing psycho-educational and mental health programs for diverse students** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Provides recommendations based on relevant research findings to school personnel, parents/guardians, and others as appropriate** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Understands program evaluation principles and outcomes to be able to recommend and explain them to others (i.e., multidisciplinary team and parents/guardians)** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Applies program evaluation principles and strategies to support students, families and schools** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: ELEMENT 8.2: LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Behaves in accordance with APA/NASP ethical principles and prevailing norms for professional and collegial contact** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates knowledge of relevant state, federal and local laws governing the practice of school psychology and education and uses these laws in daily practice** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Is ethical in the delivery of school psychological services, accepting and carrying out tasks in an ethical manner, with respect for human diversity** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Seeks supervision and consultation in delivering services to a broad range of clients with sensitivity to ethnicity, language, development and other forms of diversity** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Applies methods (ethical decision models) to routinely evaluate her/his own knowledge and outcomes of services provided** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Demonstrates skill in sharing information with students, parents, teachers and school staff in ways that indicate professional concern for the confidentiality and integrity of all participants** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Provides services that have a positive and measurable impact on student learning, and development** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Maintains accepted standards in assessment, consultation, intervention and general professional practice** | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Practices ethical, legal, and socially responsible behavior when using technology, computer software, and when accessing and using information from various technologies** | **NA** | **1** | **2** | **3** | **4** | **5** |

Comments:

Summary Comments:

**I certify that I have read the evaluation.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Signature** |  | **Date** |  |
| **Site Supervisor** |  | **Date** |  |
| **University Supervisor** |  | **Date** |  |

Return to the University Internship Supervisor in the Department of Counseling & Educational Psychology, College of Education, MSC 3CEP, New Mexico State University, P.O. Box 30001, Las Cruces, New Mexico 88003-8001