

**Illinois State University  
School Psychology Program  
Supervisor Evaluation of Practicum Student**

\_\_\_\_\_  
School Psychology Practicum Student

\_\_\_\_\_  
Course Number & Title Related to the Practicum Experience

\_\_\_\_\_  
Site

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Directions:** Please evaluate the trainee’s knowledge/skill/disposition regarding each item using the rating system below. **After you consider each item, provide a rating relative to other school psychology students of the same stage of training.** Although the University supervisor will provide feedback to the student, the site supervisor is encouraged to review this evaluation with the student.

| <b>Rating</b>  | <b>Description</b>   |
|--|--|
| <b>1 = Below Expectations for Stage of Training</b>      | Rule bound, simplistic understanding, dependent on others, skill acquisition is required, requires much more supervision than one might expect for this stage of training, requires supervision with a great deal of structure, needs substantial improvement. |
| <b>2 = Approaches Expectations for Stage of Training</b> | Possesses only basic knowledge or skills, requires somewhat more supervision on tasks than one would expect for stage of training, needs some improvement to meet expectations.  |
| <b>3 = Meets Expectations for Stage of Training</b>      | Possesses knowledge, skills, and dispositions that meet minimal training standards, requires supervision commensurate with stage of training.  |
| <b>4 = Exceeds Expectations for Stage of Training</b>    | Skillfully works through complex cases, has remarkably insight into one’s performance, requires less supervision than one would expect for the stage of training.  |
| <b>N/O = No Opportunity</b>                              | Not observed due to the nature of the site or requirements of the course.  |

**(please check) I verify that direct observation of performance was a method of information gathering used to complete the following evaluation.**

### 1. Research Competencies

|   |   |   |   |   |     |
|---|---|---|---|---|-----|
| Critically evaluates and uses existing scientific knowledge within the practice of health service psychology. | 1 | 2 | 3 | 4 | N/O |
| Comments about research competencies (required for rating above/below 3, optional for rating of 3):           |   |   |   |   |     |

### 2. Ethical and Legal Standards Competencies

|   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 1. Is knowledgeable of and acts in accordance with the current version of APA's Ethical Principles of Psychologists and Code of Conduct, and the NASP Principles of Professional Ethics.                  | 1 | 2 | 3 | 4 | N/O |
| 2. Is knowledgeable of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels. | 1 | 2 | 3 | 4 | N/O |
| 3. Demonstrates knowledge of current professional issues and roles in the field of school psychology.   | 1 | 2 | 3 | 4 | N/O |
| 4. Is knowledgeable of and acts in accordance with relevant professional standards and guidelines.  | 1 | 2 | 3 | 4 | N/O |
| 5. Demonstrates knowledge of legal issues including eligibility criteria for special education services based on federal, state, and district policies.   | 1 | 2 | 3 | 4 | N/O |
| 6. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.   | 1 | 2 | 3 | 4 | N/O |
| 7. Conducts self in an ethical manner in all professional activities.   | 1 | 2 | 3 | 4 | N/O |
| Comments about legal/ethical competencies (required for items rated above/below 3, optional for ratings of 3):  |   |   |   |   |     |

### 3. Individual and Cultural Diversity Competencies

|   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 1. Demonstrates a requisite knowledge base, is able to articulate an approach to working effectively with diverse individuals and groups, and applies this approach effectively in their professional work. | 1 | 2 | 3 | 4 | N/O |
| 2. Is knowledgeable of the current theoretical and empirical knowledge base as it relates to diversity in all professional activities.  | 1 | 2 | 3 | 4 | N/O |
| 3. Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles.  | 1 | 2 | 3 | 4 | N/O |
| 4. Works effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.  | 1 | 2 | 3 | 4 | N/O |
| 5. Understands how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.  | 1 | 2 | 3 | 4 | N/O |

Comments about diversity competencies (required for items rated above/below 3, optional for ratings of 3):

*4. Professional Values, Attitudes, and Behavior Competencies*

|   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. | 1 | 2 | 3 | 4 | N/O |
| 2. Engages in self-reflection regarding one’s personal and professional functioning.  | 1 | 2 | 3 | 4 | N/O |
| 3. Demonstrates effective stress management, including handling frustration and ambiguity.  | 1 | 2 | 3 | 4 | N/O |
| 4. Demonstrates effective time management.  | 1 | 2 | 3 | 4 | N/O |
| 5. Demonstrates attention to professional appearance.   | 1 | 2 | 3 | 4 | N/O |
| 6. Demonstrates flexibility and adaptability to novel/unexpected situations.  | 1 | 2 | 3 | 4 | N/O |
| 7. Demonstrates initiative.   | 1 | 2 | 3 | 4 | N/O |
| 8. Demonstrates maturity and good professional judgment.  | 1 | 2 | 3 | 4 | N/O |
| 9. Responds professionally in increasingly complex situations with a greater degree of independence as he/she progresses across levels of training.   | 1 | 2 | 3 | 4 | N/O |
| 10. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.  | 1 | 2 | 3 | 4 | N/O |
| Comments about professionalism (required for items rated above/below 3, optional for ratings of 3):   |   |   |   |   |     |

*5. Communication and Interpersonal Skills Competencies*

|  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 1. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, teachers and other school personnel, supervisors, supervisees, and those receiving professional services and their families. | 1 | 2 | 3 | 4 | N/O |
| 2. Produces and comprehends oral, nonverbal, and written communications.   | 1 | 2 | 3 | 4 | N/O |
| 3. Demonstrates effective interpersonal skills and the ability to manage difficult communication/situations well.  | 1 | 2 | 3 | 4 | N/O |
| 4. Collaborates effectively with other professionals; participates effectively in collaborative problem-solving meetings such as MDC, IEP, data meetings, etc.; fully participates in the referral-to-placement process for special education.                     | 1 | 2 | 3 | 4 | N/O |

|   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 5. Demonstrates knowledge of and adherence to the model, philosophy, and guidelines of the agency/school setting in which practicum is being conducted. | 1 | 2 | 3 | 4 | N/O |
| Comments about interpersonal competencies (required for items rated above/below 3, optional for ratings of 3):  |   |   |   |   |     |

### 6. Assessment Competencies

|   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 1. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.  | 1 | 2 | 3 | 4 | N/O |
| 2. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).   | 1 | 2 | 3 | 4 | N/O |
| 3. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.   | 1 | 2 | 3 | 4 | N/O |
| 4. Selects and applies assessment methods that draw from the best available empirical literature; demonstrates accuracy in administration and scoring when applying these methods.  | 1 | 2 | 3 | 4 | N/O |
| 5. Collects relevant data using multiple sources and methods (e.g., systematic observations, interviewing techniques, direct assessment of skills) appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client. | 1 | 2 | 3 | 4 | N/O |
| 6. Interprets assessment results to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.                                  | 1 | 2 | 3 | 4 | N/O |
| 7. Effectively communicates orally, and in written documents, the findings and implications of assessments in an accurate and effective manner sensitive to a range of audiences.   | 1 | 2 | 3 | 4 | N/O |
| 8. Appropriately uses technology within the practice of psychology (e.g., web-based data systems, word processing, computerized administration and scoring, etc.).  | 1 | 2 | 3 | 4 | N/O |
| 9. Plans assessments around referral concerns.  | 1 | 2 | 3 | 4 | N/O |
| Comments about assessment competencies (required for items rated above/below 3, optional for ratings of 3):   |   |   |   |   |     |

*7. Intervention Competencies*

|  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 1. Establishes and maintains effective relationships with the recipients of psychological services.  | 1 | 2 | 3 | 4 | N/O |
| 2. Develops evidence-based instructional/academic skills intervention plans specific to the service delivery goals.                                  | 1 | 2 | 3 | 4 | N/O |
| 3. Develops evidence-based mental health/social/life skills intervention plans specific to the service delivery goals.                               | 1 | 2 | 3 | 4 | N/O |
| 4. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. | 1 | 2 | 3 | 4 | N/O |
| 5. Demonstrates the ability to apply the relevant research literature to clinical decision making.   | 1 | 2 | 3 | 4 | N/O |
| 6. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.  | 1 | 2 | 3 | 4 | N/O |
| 7. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.                               | 1 | 2 | 3 | 4 | N/O |
| 8. Demonstrates knowledge and skills related to prevention models and practices, including multitiered intervention models.                          | 1 | 2 | 3 | 4 | N/O |
| Comments about intervention competencies (required for items rated above/below 3, optional for ratings of 3):  |   |   |   |   |     |

*8. Supervision competencies*

|  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 1. Demonstrates knowledge of supervision models and practices.   | 1 | 2 | 3 | 4 | N/O |
| 2. Establishes effective culturally responsive supervisory relationships.  | 1 | 2 | 3 | 4 | N/O |
| 3. Develops a personal philosophy and model of supervision that can guide future administrative and clinical supervision activities. | 1 | 2 | 3 | 4 | N/O |
| 4. Implements effective supervisory methods.   | 1 | 2 | 3 | 4 | N/O |
| Comments about supervision competencies (required for items rated above/below 3, optional for ratings of 3):                         |   |   |   |   |     |

*9. Consultation and Interprofessional/Interdisciplinary Skills Competencies*

|  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 1. Demonstrates knowledge of and respect for the roles and perspectives of other professions.  | 1 | 2 | 3 | 4 | N/O |
| 2. Demonstrates knowledge of consultation models and applies appropriate model-specific techniques to the referral concern.                          | 1 | 2 | 3 | 4 | N/O |
| 3. Establishes effective, collaborative relationships with consultees including teachers, parents, and administrators consistent with best practice. | 1 | 2 | 3 | 4 | N/O |

|   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 4. Plans and evaluates evidence-based indirect-service interventions based on the consultation plan developed with teachers, administrators, parents, or systems. | 1 | 2 | 3 | 4 | N/O |
| 5. Communicates (orally and in writing) consultation results to concerned parties, such as children, parents, and teachers.                                       | 1 | 2 | 3 | 4 | N/O |
| Comments about legal/ethical competencies (required for items rated above/below 3, optional for ratings of 3):  |   |   |   |   |     |

*10. Impact*

|   |   |   |   |   |     |
|---|---|---|---|---|-----|
| Overall, what is your evaluation of the trainee's impact on clients?<br>1 = low impact, below expectations for stage of training<br>2 = modest impact, approaches expectations for stage of training<br>3 = average impact, meets expectations for stage of training<br>4 = high impact, exceeds expectations for stage of training | 1 | 2 | 3 | 4 | N/O |
| Comments about impact (required for rating above/below 3, optional for rating of 3):  |   |   |   |   |     |
| General Comments (optional):  |   |   |   |   |     |