**

❑ SP 604A Practicum 1 (50 hours)

❑ SP 604B Practicum 2 (75 hours)

❑ SP 604C Practicum 3

❑ SP 604D Practicum 4 (150 hours)

❑ SP 604E Practicum 5 (175 hours)

❑ SP 604F Practicum 6

*Revised January 2014*

School Psychology Program

**FIELD PLACEMENT EVALUATION FORM**

(To be completed by School Based Field Placement Supervisor)

Candidate

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School District

Site Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A. CUMULATIVE EXPERIENCE**

1. Date candidate began placement:
2. Total hours of supervision received:
3. Total hours of direct services provided by candidate

**B. PROFESSIONAL DEVELOPMENT**

Please rate the quality of the student’s performance in each of the following areas.

***Rater: Please see explanation of ratings on p. 3.***

**(5 – Excellent) (4 – Good) (3 – Satisfactory) (2 – Needing Improvement) (1 – Poor) (0 – No opportunity to Observe)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Demonstrated a professional work ethic, including following school procedures and accepting responsibility for actions. | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Accepted and utilized supervisor’s directions and suggestions. | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Exhibited understanding of appropriate behavioral classroom interventions. | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Demonstrated knowledge of legal and ethical issues related to educational settings and applied them to situations encountered in the school setting. | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Demonstrated understanding of typical and atypical growth and development and how physical, emotional, cognitive, social, cultural and environmental factors influence overall development. | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Displayed understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual sensory processes, motivation, gender, and cultural and linguistic differences to order to plan effective instructional strategies that promote student learning. | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Displayed ability to establish rapport in interactions with students of various age levels, gender and cultural background. | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Exhibited collaborative skills when working with school staff. | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Exhibited an understanding federal and state laws related to assessment and report writing | 5 | 4 | 3 | 2 | 1 | 0 |
| 10) Demonstrated knowledge of both formal and informal methods of assessment as well a  as assessment methodologies and was able to apply results in suggesting effective  instruction for students. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11) Understood and applied developmental theories in planning interventions and  consulting with other professionals. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12) Evidenced sensitivity to cultural differences when working with other educators,  parents, students and community. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13) Demonstrated the ability to work collaboratively when consulting with other  professionals. | 5 | 4 | 3 | 2 | 1 | 0 |
| 14) Exhibited knowledge and skill in the use of technology. | 5 | 4 | 3 | 2 | 1 | 0 |
| 15) Evidenced the ability to critically use research and new knowledge to apply to the  practice of school psychology, including group and individual counseling,  assessment and consultation. | 5 | 4 | 3 | 2 | 1 | 0 |
| 16) Understood and communicated research findings in educational practices to address  school and individual pupil needs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 17) Understood that schools may use a process that determines if a student  responds to research-based intervention as part of the evaluation procedures when  identifying pupils for special education placement..  (Individuals with Disabilities Education Improvement Act, 2004, P.L. 108-446) | 5 | 4 | 3 | 2 | 1 | 0 |

**C. PERSONAL QUALITIES**

Please rate the quality of the student’s performance in each of the following areas.

***Rater: Please see explanation of ratings on p. 3.***

**(5 – Excellent) (4 – Good) (3 – Satisfactory) (2 – Needing Improvement) (1 – Poor) (0 – No opportunity to Observe)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Integrity | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Sensitivity | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Flexibility | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Insight | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Professional Appearance | 5 | 4 | 3 | 2 | 1 | 0 |

**D. CALIFORNIA COMMISSION ON TEACHER CREDENTAILING COMPETENCIES**

Below are listed the 11 competencies established by the Commission on Teacher Credentialing for School Psychologists. Descriptions of these competencies can be found on pp. 5–6 of this form.

***Rater: Please see explanation of ratings on p. 3.***

**(5 – Excellent) (4 – Good) (3 – Satisfactory) (2 – Needing Improvement) (1 – Poor) (0 – No opportunity to Observe)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Individual Counseling\* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Group Counseling\* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Community Resources | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. In-Service Training Provided by Candidate to Stakeholder Groups | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Consultation | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Individual Evaluation. Assessments and Report Writing | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Legal and Ethical Standards | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Effects of Cultural Diversity on Learning Characteristics | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Prevention/Intervention Programs | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Professional Development | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. School Culture and Observations | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Technology | 5 | 4 | 3 | 2 | 1 | 0 |

***\*The CTC lists individual counseling and group counseling as one competency***

**EXPLANATION OF RATING SCALE**

**EXCELLENT (5)**

**Demonstrates this competency to a high or substantial degree; this characteristic is generally or always displayed**

**GOOD (4)**

**Demonstrates this competency to a somewhat higher than moderate degree; this characteristic is often displayed.**

**SATISFACTORY (3)**

**Demonstrates this competency to a moderate degree; this characteristic is sometimes displayed**

**NEEDING IMPROVEMENT (2)**

**Demonstrates this competency to a somewhat less than moderate degree; this competency is not often displayed.**

**POOR (1)**

**This competency is demonstrated to a low or insufficient degree; this competency is rarely or never displayed.**

**NO OPPORTUNITY TO OBSERVE (0)**

**There has not been an opportunity to observe this competency.**

**E. SCHOOL PSYCHOLOGIST PERFORMANCE**

1. **Describe the student’s professional strengths and/or areas that need improvement.**

**2. Comments regarding readiness for profession.**

**Site Supervisor’s Signature: Date:**

**Faculty Supervisor’s Signature: Date:**

**Reviewed by Student: Date:**

**FIELD PLACEMENT COMPETENCIES**

Fulfilling the guidelines established by the Commission on Teacher Credentialing will require the candidate to obtain hours in 11 competencies during their year of internship. Candidates will maintain a log on how they meet each of these competencies during their internship and the hours spent on fulfilling each competency.

The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school/junior high, and (d) high school. It is required that candidates will have completed 450 clock hours of practica and will continue their 1,200 clock hours of culminating internship.

1. **Individual/Group Counseling:** Candidates will need to demonstrate this competency by working with a minimum of ten students in individual or group counseling. This will ensure that they will acquire knowledge of cross-cultural counseling techniques. These experiences could include crisis intervention.
2. **Community Resources:** Candidates will need to demonstrate knowledge of the different community resources that serve as a referral base for school children and their parent. These resources may include mental health services, drug and alcohol treatment, parenting education programs, recreation programs and academic support programs.
3. **In-Service Training:** Candidates will participate in at least one in-service training program (if possible).
4. **Consultation:**  Candidates will consult with staff, teachers, parents, and other appropriate service providers. They will need to demonstrate an ability to work collaboratively with other professionals, plan and suggest intervention strategies, and communicate with parents effectively. Consultation can include working with special education and at risk students and their families. They will participate in multi-disciplinary team assessment ad attend an Individual Education Plan (IEP) meeting and Student Success Team (SST).
5. **Individual Evaluation and Assessment:** Candidates will demonstrate their knowledge of both informal and formal methods of assessment, including individual assessments of ability and achievement as well as standardized test batteries that determine eligibility for special education. Candidates need to be able to analyze assessment results which include the influences of gender, culture and language and use the information to communicate findings and provide support to teachers, parents and students. Candidates will understand and implement the state and Federal laws relating to individual evaluations and assessment, including those relevant to the identification of students for special education under IDEIA (Individuals with Disabilities Improvement Education Act).
6. **Legal and Ethical Standards:** Candidates will demonstrate an understanding of ethical behavior in the school setting. They will gain a clear understanding of child abuse reporting responsibilities and confidentiality as well as the relevant education codes (i.e. attendance, record keeping, and eligibility criteria). They will comply with administrative regulations and follow school procedures.
7. **Prevention/Intervention Program:**  Candidates will gain knowledge of prevention and intervention programs for students having academic or behavioral issues, which can be part of the recommendations for the Student Success Team (SST). They will conduct a needs assessment and develop and present an intervention plan.
8. **Diversity:** Candidates will understand the effects of emotional, intellectual, physical and social characteristics on the learning performance of a diverse population of students and be knowledgeable of the factors of age, sex, and life-style, socioeconomic and cultural diversity when analyzing assessment results. They will continue to develop sensitivity and awareness to persons from different cultures and understand the contribution diversity provides to the classroom setting.
9. **Professional Development:** Candidates will demonstrate commitment to a professional development by attending workshops and conferences, joining and attending professional organizations, and reading professional journals. They will provide evidence of attendance to supervisor and School Psychology Department.
10. **School Culture:** Candidates will gain an understanding of school culture and atmosphere by attending a sport or social function, a student study team (SST) meeting, and a Student Attendance Review Board meeting (SARB). They can also attend either a Parent Teacher Student Association (PTA) meeting or a school improvement plan meeting (SIP).
11. **Technology:** Candidates will gain knowledge and skill in the use of technological support for pupil services in school psychology such as programming, program development and research.