

APPENDIX A
University of Delaware
School Psychology Program
Field Experience Checklist and Evaluation Form:
Practica and Internship
REVISED Fall 2014

Student:		Semester and Year:		
School:		District:		
Site Supervisor:		University Supervisor		
Field Experience (mark one):				
Practicum I	Practicum II	Practicum III	Practicum IV (PhD only)	Internship

This document serves as both a planning tool and an evaluation tool.

Planning should be conducted jointly between the student and site supervisor, early in each field experience. **Please see Practicum and Internship Guidelines in the Handbook and the course syllabus for additional evaluative components and for the dates on which each component is due.** Planned activities should be marked in the first column and an approximate date for completion should be included as appropriate.

The final form turned in at the end of each experience must have all columns completed and must be signed by the site supervisor and the student.

Section A: School-Wide Practices to Promote Learning – Knowledge of School Organization, Policies, and Procedures.

For activities in Section A, please use the following scale:

NA	Activity not appropriate or not available for this placement.
1	Activity was appropriate but was not completed adequately.
2	Activity was completed adequately.

Activity		Planned	Midpoint Evaluation			Final Evaluation		
A1	Reviews with supervisor the organization and administration of general education and special education services in the assigned school(s) and district.		NA	1	2	NA	1	2
A2	Reviews with supervisor the various school-based and community programs and services for children with diverse needs.		NA	1	2	NA	1	2
A3	Learns roles and responsibilities of school personnel, including the school psychologist, school counselor, speech clinician, reading specialist, special education teacher, general education teacher, and administrators.		NA	1	2	NA	1	2
A4	Reviews the philosophy and goals of the school and district.		NA	1	2	NA	1	2
A5	Reviews the disciplinary policies, school climate/prevention programs, and crisis response plans of the school and district.		NA	1	2	NA	1	2
A6	Reviews the school's curricula, including the scope and sequence of the reading and math curricula in the elementary school.		NA	1	2	NA	1	2
A7	Demonstrates understanding of, and adherence to, the district's special education regulations, guidelines, and procedures.		NA	1	2	NA	1	2
A8	Reviews IEP forms and procedures.		NA	1	2	NA	1	2
A9	Observes and, as appropriate, participates in IEP meetings.		NA	1	2	NA	1	2
A10	Observes problem solving teams across multi-tiered systems of support (e.g., schoolwide/universal, targeted/ intensive), and reviews their responsibilities, policies, and procedures.		NA	1	2	NA	1	2
A11	Observes and interviews staff of various		NA	1	2	NA	1	2

school-based programs that serve students with diverse needs.				
Programs observed (list):				

Section B: Data Based Decision Making and Accountability – Data Gathering.

For activities in the remaining sections, please rate the student’s skill level using the following scale:

1 = Unsatisfactory: does not meet expectations for level of training (i.e., 1st, 2nd, 3rd practicum, PhD practicum, internship); the candidate needs much more practice and supervision than the majority of candidates at this same level of training.

2 = Adequate Emerging Competence: meets expectations for level of training and it is understood that continued practice and on-going supervision are recommended.

3 = Advanced Emerging Competence: competence beyond that expected for a candidate at current level of training and it is understood that continued practice and on-going supervision are recommended.

4 = Competent: student demonstrates level of mastery expected of a beginning certified school psychologist and minimal or no supervision for the given skill is required. (**Please note:** ratings of 4 should be very uncommon for practicum students or beginning interns.)

Activity		Planned	Midpoint Evaluation				Final Evaluation			
B1	Reviews student records and obtains background information on the student's developmental and educational history. Accurately summarizes background information, including results of previous evaluations, where appropriate.		1	2	3	4	1	2	3	4
B2	Interviews teachers and support staff and effectively gathers information that addresses the referral question.		1	2	3	4	1	2	3	4
B3	Interviews parents (in person or by phone, if necessary) and effectively gathers information that addresses the referral question.		1	2	3	4	1	2	3	4
B4	Interviews the student and effectively		1	2	3	4	1	2	3	4

	gathers information that addresses the referral question.			
B5	Observes the student and the classroom environment and effectively gathers information that addresses the referral question. Employs methods of recording that are appropriate for the targeted behavior (e.g., narrative, interval, frequency, duration, momentary time sampling).		1 2 3 4	1 2 3 4
B6	Where appropriate, conducts functional behavioral assessments, as required by regulations.		1 2 3 4	1 2 3 4
B7	Selects and uses a variety of assessment methods that address the referral question, are psychometrically sound, and provide an accurate and useful profile of the student's strengths and needs.		1 2 3 4	1 2 3 4
B8	Selects and uses assessment methods that are appropriate for the student's cultural and language background.		1 2 3 4	1 2 3 4
B9	Adheres to standardized directions and procedures when administering standardized tests of intellectual ability. List measures administered:		1 2 3 4	1 2 3 4
B10	Adheres to standardized directions and procedures when administering standardized tests of academic achievement. List measures administered:		1 2 3 4	1 2 3 4
B11	Adheres to standardized directions and procedures when administering standardized measures of social and emotional functioning and adaptive behavior. List measures administered:		1 2 3 4	1 2 3 4
B12	Conducts curriculum-based assessments in specific areas of achievement to obtain		1 2 3 4	1 2 3 4

	practical, authentic information that addresses the referral question.			
B13	As appropriate, analyzes and interprets progress monitoring data in order to assess response to intervention.		1 2 3 4	1 2 3 4
B14	Scores all tests with accuracy, using technology correctly, as appropriate.		1 2 3 4	1 2 3 4

Section C: Data Based Decision Making and Accountability – Interpreting and Reporting Data.

- 1 = Unsatisfactory**
- 2 = Adequate Emerging Competence**
- 3 = Advanced Emerging Competence**
- 4 = Competent**

Activity		Planned	Midpoint Evaluation	Final Evaluation
C1	Written reports present data clearly and accurately, using error-free grammar and mechanics.		1 2 3 4	1 2 3 4
C2	Written reports present a clear, accurate, and useful interpretation of results of the assessment of intellectual ability, integrated across sources as appropriate.		1 2 3 4	1 2 3 4
C3	Written reports present a clear, accurate, and useful interpretation of results of the assessment of academic achievement, integrated across multiple methods sources.		1 2 3 4	1 2 3 4
C4	Written reports present a clear, accurate, and useful interpretation of results of the assessment of social, emotional, and adaptive functioning, integrated across multiple methods and sources.		1 2 3 4	1 2 3 4
C5	Written reports address the referral question(s).		1 2 3 4	1 2 3 4
C6	Written reports offer a variety of evidence-based, practical interventions that address the referral question and assessment results.		1 2 3 4	1 2 3 4
C7	Reports are completed in a timely manner.		1 2 3 4	1 2 3 4
C8	In oral reports to teachers, parents, and others, data are presented clearly and accurately, using understandable		1 2 3 4	1 2 3 4

	language.			
C9	In oral reports to teachers, parents, and others, a variety of evidence-based, practical interventions are discussed in a collaborative, problem-solving manner.		1 2 3 4	1 2 3 4
C10	In oral reports to teachers, parents, and others referral questions are well addressed.		1 2 3 4	1 2 3 4
C11	Uses electronic communications (e.g., email, social media) appropriately with recognition of their limitations for communicating effectively and with appropriate safeguards for confidentiality.		1 2 3 4	1 2 3 4
C12	Effectively uses technology to analyze and visually represent assessment data, as appropriate, to communicate effectively with others.		1 2 3 4	1 2 3 4

Section D: *Direct and Indirect Services* – Student Level Services to Support Development of Academic, Social, and Life Skills

- 1 = Unsatisfactory**
- 2 = Adequate Emerging Competence**
- 3 = Advanced Emerging Competence**
- 4 = Competent**

Activity		Planned	Midpoint Evaluation	Final Evaluation
D1	Selects and/or develops interventions that are evidence-based (i.e., supported by theory and research).		1 2 3 4	1 2 3 4
D2	Collects and analyzes data to evaluate the fidelity of implementation and effectiveness of interventions.		1 2 3 4	1 2 3 4
D3	Collaborates effectively with others throughout the assessment to intervention process.		1 2 3 4	1 2 3 4
D4	Effectively uses technology to analyze and visually represent intervention data, as appropriate, to communicate with others.		1 2 3 4	1 2 3 4
D5	Demonstrates skills in accessing, evaluating, and utilizing information resources and technology in ways that support the implementation of evidence-		1 2 3 4	1 2 3 4

	based practices.			
D6	Effectively engages families in interventions as appropriate.		1 2 3 4	1 2 3 4
D7	Maintains appropriate records of services provided, maintaining confidentiality.		1 2 3 4	1 2 3 4
Direct Services: indicate student's competency in utilizing the above skills through the intervention types below.				
D8	Individual counseling (including skills in establishing effective relationships with clients, promoting goal development, implementing behavior change activities, evaluating outcomes, ending services appropriately).		1 2 3 4	1 2 3 4
D9	Group counseling (including skills in member selection, establishing group norms and relationships, promoting goal development, implementing behavior change activities, evaluating outcomes, ending services appropriately).		1 2 3 4	1 2 3 4
D10	Social skills and social problem solving interventions (including skills in selecting, implementing, and evaluating specific interventions).		1 2 3 4	1 2 3 4
D11	Other direct interventions (please list):		1 2 3 4	1 2 3 4
Indirect Services: indicate student's competency in utilizing the above skills through the intervention types below.				
D12	Collaborative consultation with individual teacher/support staff to support students' cognitive and academic skills.		1 2 3 4	1 2 3 4
D13	Collaborative consultation with individual teacher/support staff to support students' socialization, learning, and mental health.		1 2 3 4	1 2 3 4
D14	Collaborative consultation with parents to support students' cognitive, academic skills socialization, learning, or mental health.		1 2 3 4	1 2 3 4
D15	Collaborative consultation with problem-solving teams to support students' cognitive and academic skills.		1 2 3 4	1 2 3 4
D16	Collaborative consultation with problem-solving teams to support students' socialization, learning and mental health.		1 2 3 4	1 2 3 4
D17	Other indirect interventions (please list):		1 2 3 4	1 2 3 4

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Section E: *Direct and Indirect Services* – Systems Level Services to Support Development of Academic, Social, and Life Skills

- 1 = Unsatisfactory**
- 2 = Adequate Emerging Competence**
- 3 = Advanced Emerging Competence**
- 4 = Competent**

*(NOTE: Most of these activities should be addressed during **internship**, but may or may not apply in practica. Please complete items in this section whenever they apply.)*

Activity		Planned	Midpoint Evaluation	Final Evaluation
E1	Participates in risk assessments as needed for students threatening harm to self or others, consistent with level of training and with appropriate supervision.		1 2 3 4	1 2 3 4
E2	Participates in problem solving teams across multi-tiered systems of support (e.g., schoolwide/universal, targeted/intensive), providing leadership as appropriate.		1 2 3 4	1 2 3 4
E3	Provides inservice programs to teachers, families, and/or community to promote effective schooling. Appropriate technology is used to facilitate learning.		1 2 3 4	1 2 3 4
E4	Collaborates with others in the development and/or implementation of school-wide interventions and supports to promote learning (e.g., school-wide PBIS, social-emotional learning, school climate initiatives, crisis preparation and response). Please describe activities:		1 2 3 4	1 2 3 4
E5	Works collaboratively with others at the systems level in developing and implementing prevention and intervention programs that promote learning environments that are positive, safe, and		1 2 3 4	1 2 3 4

	facilitate the emotional, social, and academic development of all children. Please describe activities:			
E6	Engages in research and program evaluation activities. Please describe activities:		1 2 3 4	1 2 3 4
E7	Demonstrates commitment to continuous learning and professional development activities (e.g., is a member of state and/or national organizations of school psychologists; attends meetings of professional organizations; attends local, state, or national workshops and inservice presentations; engages in self study in areas of interest and need; subscribes to listservs in school psychology). List activities below (and record them in your log).		1 2 3 4	1 2 3 4

Section F: Foundations of School Psychological Service Delivery – Legal, Ethical, and Professional Practice

- 1 = Unsatisfactory**
- 2 = Adequate Emerging Competence**
- 3 = Advanced Emerging Competence**
- 4 = Competent**

Please note: this section MUST be completed for every student in practicum and internship.

Activity		Planned	Midpoint Evaluation				Final Evaluation			
F1	Reliable, responsible, and dependable.		1	2	3	4	1	2	3	4
F2	Performs functions with confidence and		1	2	3	4	1	2	3	4

	appropriate assertiveness.				
F3	Assumes initiative (e.g., doesn't wait to be told what needs to be done).		1 2 3 4	1 2 3 4	
F4	Is prepared for supervision.		1 2 3 4	1 2 3 4	
F5	Accepts and makes effective use of feedback from supervisor.		1 2 3 4	1 2 3 4	
F6	Establishes and maintains positive and appropriate relations with children in culturally appropriate ways.		1 2 3 4	1 2 3 4	
F7	Establishes and maintains positive and collaborative relations with teachers and school staff in culturally appropriate ways.		1 2 3 4	1 2 3 4	
F8	Establishes and maintains positive and collaborative relations with parents, families, and members of the community in culturally appropriate ways.		1 2 3 4	1 2 3 4	
F9	Demonstrates an understanding and appreciation of human diversity, including knowledge of the importance of individual and cultural differences.		1 2 3 4	1 2 3 4	
F10	Consistently demonstrates sensitivity and interpersonal skills necessary to work with student, parents, teachers, and others of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.		1 2 3 4	1 2 3 4	
F11	Conveys respect for all persons in avoiding stereotypes and group attributions.		1 2 3 4	1 2 3 4	
F12	Recognizes that an understanding and respect for diversity and advocacy for social justice are foundations of all aspects of service delivery.		1 2 3 4	1 2 3 4	
F13	Understands and adheres to all professional, ethical, and legal standards in school psychology and education.		1 2 3 4	1 2 3 4	

Please sign and date when each component is completed:

Planning Component

Date:

Signature of student:

Signature of site supervisor:

Supervisor's Comments:

Student's Comments:

Mid-term Evaluation (practicum only)

Date:

Signature of student:

Signature of site supervisor:

Supervisor's Comments:

Student's Comments:

Final Evaluation

Date:

Signature of student:

Signature of site supervisor:

Supervisor's Comments:

Student's Comments: