

**James Madison University**  
**Department of Graduate Psychology**  
**School Psychology Practicum Evaluation**  
**MID-SEMESTER**

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

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

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

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

**Period of Evaluation: (Circle)      Fall                  Spring**

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

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

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

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

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

## I. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

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

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

<b>I.</b>	<b>Mid-semester Evaluation</b>	
	Student	Supervisor
1. Demonstrates competent cognitive assessment (administration, scoring and interpretation).		
2. Demonstrates competent achievement assessment (administration, scoring and interpretation).		
3. Writes reports that are comprehensive, accurate, and clear.		
4. Conducts behavioral observations of students.		
5. Conducts observations of the instructional environment(s) that impact a student's functioning.		

**Comments (Student):**

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

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

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

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II.	Mid-semester Evaluation	
	Student	Supervisor
1. Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately).		
2. Speaks clearly and effectively		
3. Establishes rapport with children and/or adolescents.		
4. Demonstrates appropriate assertiveness		
5. Uses interpersonal skills effectively during team meetings.		

**Comments (Student):**

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

### III. SCHOOL STRUCTURE, ORGANIZATION, AND CLIMATE

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

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

III.	Mid-semester Evaluation	
	Student	Supervisor
1. Understands the organization and administrative structure of the school division (e.g., role of SPED Director, school board).		
2. Demonstrates knowledge of effective disciplinary policies and practices (class and school wide)		

**Comments (Student):**

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

### IV. HOME/SCHOOL/COMMUNITY COLLABORATION

IV.	Mid-semester Evaluation	
	Student	Supervisor
1. Maintains visibility and accessibility in the school.		
2. Promotes home-school collaboration through effective communication with parents/caregivers.		

**Student's Comments:**

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

## V. SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

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

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

V.	Mid-semester Evaluation	
	Student	Supervisor
1. Has knowledge of ethical, professional and legal standards.		
2. Has knowledge of various service delivery models.		
3. Practices in ways that are consistent with standards. Demonstrates ethical, legal, & professional behavior.		
4. Keeps supervisors informed of events and activities.		
5. Is prompt in meeting deadlines, appointments, and requests for assistance.		
6. Is involved professionally (organizations, task forces, etc.)		
6. Establishes appropriate work priorities and manages time efficiently.		
7. Accepts responsibility for own behavior (acknowledges errors, works toward improvement)		
8. Accepts and responds constructively to feedback and suggestions from supervisor(s).		

**Comments (Student):**

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

Fall Semester:

- \_\_\_ remediate current level of practicum experience
- \_\_\_ progress in practicum as planned

\_\_\_ OTHER: Please call, phone number(s) \_\_\_\_\_

Date of mid-year evaluation: \_\_\_\_\_

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

Student's Signature: Mid-year: \_\_\_\_\_

University Supervisor's Signature: Mid-year \_\_\_\_\_

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

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

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

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

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

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