

**University of Delaware
School Psychology Field Experience Checklist:
Planning and Evaluation Form for Practica and Internship**

Student:
School:
Site Supervisor:

Semester and year:
School District:
University supervisor:

Field experience: (circle one)

First Practicum Second Practicum Third Practicum Internship

In the left hand column please either check if the activity is planned for the semester or record the approximate time when you expect the activity will occur. This is to be completed jointly by the student and his or her site supervisor. In the far right hand columns, the site supervisor is to complete the evaluation component.

For practica: Complete all 3 columns each semester.

For internship: Complete the planning column at the beginning of the year, the 'mid-term evaluation' at the end of the fall semester and the 'final evaluation' at the end of the year. A separate form is to be completed for each site.

NOTE THAT THE FINAL FORM TURNED IN AT THE END OF EACH SEMESTER TO YOUR UNIVERSITY SUPERVISOR IS TO HAVE ALL COMPONENTS COMPLETED [i.e., the planning column and the evaluation column(s)].

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.

For activities in the following section, please rate each activity using the following scale:

NA = Not appropriate or available for this placement.

1 = Activity was appropriate, but was not completed adequately.

2 = Activity was completed adequately.

Knowledge of School Organization, Policies, and Procedure

Activity	Planned	Mid-term Evaluation			Final Evaluation		
Reviews with supervisor the organization and administration of general education services in the assigned school(s) and district		NA	1	2	NA	1	2
Reviews with supervisor the various school-based and community programs and services for children with diverse needs		NA	1	2	NA	1	2
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
Reviews the philosophy and goals of the school and district		NA	1	2	NA	1	2
Reviews the disciplinary policies, prevention programs, and crisis response plans of the school and district		NA	1	2	NA	1	2
Reviews the school curricula, including the scope and sequence of the reading curriculum in the elementary school		NA	1	2	NA	1	2
Demonstrates understanding of, and adherence to, the district's special education regulations, guidelines, and procedures		NA	1	2	NA	1	2
Reviews IEP requirements and forms and observes an IEP meeting that includes the child's parent		NA	1	2	NA	1	2
Observes child study team (i.e., intervention assistance team, START team, etc.) and reviews its responsibilities, policies, and procedures		NA	1	2	NA	1	2
Observes school psychologist performing various services, including assessment linked to direct and indirect intervention		NA	1	2	NA	1	2
<p>Observes and interviews staff of various school-based programs that serve students with diverse needs (check those that apply; 3 or more should be checked for each semester):</p> <p>_____ resource or TAM classrooms</p> <p>_____ classes or schools for children with low incidence disabilities (e.g., programs for children with autism, deafness, blindness, severe MR, etc.).</p> <p>Programs observed: _____</p>		NA	1	2	NA	1	2
Drawing from the above sources, and other							

sources, demonstrates an understanding and appreciation of a systems perspective toward schooling		NA	1	2	NA	1	2
Drawing from the above sources, and other sources, demonstrates an understanding and appreciation of human diversity, including knowledge of the importance of differences in families, cultures, and the individual backgrounds and learning characteristics of children		NA	1	2	NA	1	2

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

1 = Unsatisfactory: does not meet expectations for level of training; 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 (i.e., 1st, 2nd, or 3rd year) 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.

Use of Multiple Methods to Gather Data

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

Observes the student and the classroom environment and gathers information that addresses the referral question. Employs methods of recording that are appropriate for targeted behavior (e.g., narrative, interval, frequency, duration, momentary time sampling)		1	2	3	4	1	2	3	4
Where appropriate, conducts functional behavior assessments, as required in IDEA		1	2	3	4	1	2	3	4
Selects and uses a variety of assessment methods that addresses the referral question, are psychometrically sound, and provide an accurate and useful profile of the student's strengths and weaknesses		1	2	3	4	1	2	3	4
Adheres to standardized directions and procedures when administering standardized tests of intellectual ability. List measures administered this semester:		1	2	3	4	1	2	3	4
Conducts curriculum-based assessments in specific areas of achievement to obtain practical, authentic information that addresses the referral question		1	2	3	4	1	2	3	4
Scores all tests with accuracy		1	2	3	4	1	2	3	4
Follows a response to intervention (RTI) approach to assessment linked to intervention, where appropriate		1	2	3	4	1	2	3	4

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

Interpreting and Reporting Data

Activity	Planned	Mid-term Evaluation				Final Evaluation			
Written report presents data clearly and accurately		1	2	3	4	1	2	3	4
Written report presents a clear, accurate, and useful interpretation of results of the assessment of intellectual ability		1	2	3	4	1	2	3	4
Written report presents a clear, accurate, and useful interpretation of academic achievement		1	2	3	4	1	2	3	4

effectiveness of interventions		1 2 3 4	1 2 3 4
Makes every effort to involve families in interventions		1 2 3 4	1 2 3 4
Below are a variety of direct and indirect interventions. Please check those for which the above skills have been applied and rate the student's competency for each intervention implemented			
Direct Interventions:			
Individual counseling		1 2 3 4	1 2 3 4
Group counseling		1 2 3 4	1 2 3 4
Applied behavior analysis and intervention		1 2 3 4	1 2 3 4
Social skills and social problem solving training		1 2 3 4	1 2 3 4
Indirect Interventions:			
Collaborative consultation with individual teachers/support staff		1 2 3 4	1 2 3 4
Collaborative consultation with parents		1 2 3 4	1 2 3 4
Collaborative consultation with pre-referral or intervention assistance teams		1 2 3 4	1 2 3 4
Collaborative consultation with others (other than those listed above. Please list:		1 2 3 4	1 2 3 4
In-service presentations to teachers, parents, and/or others		1 2 3 4	1 2 3 4

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- 4 = Competent**

Use of technology and information sources

Uses technology and information sources in a variety of assessment and intervention tasks in a manner that improves the quality of services. Rate each of the following used this semester:

Activity	Planned	Mid-term Evaluation	Final Evaluation
Word processing		1 2 3 4	1 2 3 4
E-mail		1 2 3 4	1 2 3 4
Test scoring and interpretation		1 2 3 4	1 2 3 4
Information retrieval via various websites		1 2 3 4	1 2 3 4
PowerPoint and visual presentations of data		1 2 3 4	1 2 3 4
Other (please describe):		1 2 3 4	1 2 3 4

For each of the following professional behaviors, please rate the student’s skill level using the following scale:

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

Professional Behaviors:

Activity	Planned	Mid-term Evaluation	Final Evaluation
Reliable, responsible, and dependable		1 2 3 4	1 2 3 4
Performs functions with confidence and appropriate assertiveness		1 2 3 4	1 2 3 4
Assumes initiative (e.g., doesn’t wait to be told what needs to be done).		1 2 3 4	1 2 3 4
Is prepared for supervision		1 2 3 4	1 2 3 4
Accepts and makes effective use of feedback			

from supervisor		1	2	3	4	1	2	3	4
Establishes and maintains positive and appropriate relations with children		1	2	3	4	1	2	3	4
Establishes and maintains positive and collaborative relations with teachers and school staff		1	2	3	4	1	2	3	4
Establishes and maintains positive and collaborative relations with parents, families, and members of the community		1	2	3	4	1	2	3	4
Demonstrates awareness and responsive to human and cultural diversity		1	2	3	4	1	2	3	4
Consistently demonstrates sensitivity and interpersonal skills necessary to work with students, parents, teachers, and others of diverse characteristics		1	2	3	4	1	2	3	4
Understands and adheres to professional, ethical, and legal standards in school psychology and education		1	2	3	4	1	2	3	4

- 1 = Unsatisfactory**
- 2 = Adequate Emerging Competence**
- 3 = Advanced Emerging Competence**
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ADDITIONAL ACTIVITIES THAT ARE MORE SPECIFIC TO THE INTERNSHIP
(However, please complete this section for practicum if any of these activities apply)

Activity	Planned	Mid-term Evaluation				Final Evaluation			
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 facilitate the emotional, social, and academic development of all children. Please describe activities:		1	2	3	4	1	2	3	4

Engages in research and program evaluation. Please describe activities:		1 2 3 4	1 2 3 4
Stay abreast of current research and translates it into practice		1 2 3 4	1 2 3 4
Evaluates the effectiveness of interventions and consultation		1 2 3 4	1 2 3 4
Demonstrates commitment to continuous learning and professional development activities (e.g., is a member of state and/or national organization of school psychologists; attends meetings of professional organizations; attends local, state, or national workshops and in-service presentations; engages in self-study in areas of interest and need; subscribes to list-serves in school psychology). List activities below (and record them in your log)		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: