

**Rowan University**  
**School Psychology Program**  
**Appendix A:**  
**Practica Guide**

**Revised August 2018**

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## **Introduction**

Practica experiences are designed to provide students with opportunities to practice skills in all areas of school psychology services while under the direct supervision of a credentialed school psychologist. Integration and application of the full range of competencies and domains of training are expected to occur during practica and continue into internship.

The Rowan School Psychology Program emphasizes the integration of didactic training and field experience under close supervision. During the final semester of the MA portion of the program, students complete a 20-hour “shadowing” experience of a school psychologist in the public schools. During the second year, students practice their skills in areas of psychoeducational assessment, behavioral assessment and intervention, counseling, and consultation while enrolled in Educational Specialist-level courses. Finally, during the second semester of the Educational Specialist program, students complete a 300-hour practicum experience under the close supervision of a school psychologist.

## **Description**

Students in the Rowan University School Psychology Program complete a practicum experience as follows:

A 300-hour practicum during *SPSY 22630 Practicum in School Psychology* for 3 semester credits during the final semester prior to internship.

### **300-Hour Practicum during *SPSY 22630 Practicum in School Psychology***

During the Practicum experience, school psychology students must:

1. Maintain a log of activities
2. Be evaluated by their field-based supervisor using the Rowan University Practicum Evaluation form that includes evaluation on professional work characteristics.
3. Complete Practicum requirements listed below and be evaluated by their Rowan University practicum supervisor in each area:
  - a. Psychological Evaluation
  - b. Psychoeducational Evaluation
  - c. Consultation Case Study
  - d. Academic Assessment for Intervention
  - e. Social/Behavioral Assessment for Intervention
  - f. Systems-Wide (Universal Level) Intervention or Inservice
  - g. Counseling Case

These products listed above are completed during *SPSY 22630 Practicum in School Psychology* and compiled into a practicum portfolio to show efforts, progress and achievement in these specified areas. The practicum portfolio provides opportunities to connect field and graduate classroom experiences. In addition, students’ knowledge,

skills, and professional work characteristics are evaluated by their field supervisor using the practicum/internship evaluation instrument that assesses all ten of the NASP Domains of Practice. The university supervisor also evaluates the student progress during the 300-hour practicum.

<b>Documents to be Included in Practicum Portfolio</b>	
1. Practicum Log 2. Practicum Evaluation completed by Field-Based Supervision 3a. Psychological and Psychoeducational Eval 3b. Consultation Case Study	3c. Academic Assessment for Intervention 3d. Social/Behavioral Assessment for Intervention 3e. Systems Wide (Universal Level) Intervention or Inservice 3f. Counseling Case 3g. Practicum Contract

**Summary of Practicum Assignments Related to NASP Domains**

	<b>Assignments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>3a</b>	Psych/Psychoed Evaluation	X	X	X	X		X		X		X
<b>3b</b>	Consultation Case Study	X	X	X	X	X	X	X	X		X
<b>3c</b>	Academic Assessment for Intervention	X	X	X					X		<b>X</b>
<b>3d</b>	Social/Behavioral Assessment for Intervention	X	X		X	X		X	X		X
<b>3e</b>	System Wide Intervention or Inservice	X	X	X	X	X	X	X		X	X
<b>3f</b>	Counseling Case				X				X		X
<b>1</b>	Practicum Log										
<b>2</b>	Practicum Evaluation by Field Supervisor	X	X	X	X	X	X	X	X	X	X

## **ROWAN UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM PRACTICUM CONTRACT**

The Rowan University School Psychology Program hereby enters into an agreement with \_\_\_\_\_ (a practicum student in school psychology), and \_\_\_\_\_ (the local education unit), pursuant to a school psychology practicum. The period of appointment is from \_\_\_\_\_ to \_\_\_\_\_ (dates).

### **The Practicum in School Psychology:**

- Is distinct from, precedes and prepares the school psychology graduate student for the school psychology internship,
- Consists of a minimum of 300 hours,
- Fosters the candidate skill and competency development,
- Requires activities and systematic development and evaluation of skills that are consistent with the goals of the Rowan University School Psychology Program and emphasizes human diversity.

The purpose of this agreement is to set forth the conditions of the practicum and to clarify the responsibilities of the parties to this agreement.

### **Practicum Student in School Psychology**

1. The Practicum in School Psychology is completed for academic credit through enrollment in SPSY 22630 Practicum in School Psychology at Rowan University.
2. The practicum student is responsible for notifying the university supervisor of any concerns regarding the practicum that cannot be resolved in the placement setting.
3. The practicum student keeps a daily log of activities, totaling a minimum of 300 hours. The practicum field supervisor signs the log to verify the number of completed hours.
4. The practicum student works with the psychological services staff, school personnel, students and families in activities that are consistent with school and district policies and consistent with practicum requirements.
5. The practicum student will attend regularly-scheduled, on-campus, practicum seminars conducted by university faculty.

### **Field Supervisor**

1. The supervisor must be an appropriately credentialed school psychologist in the state in which the training experience is offered.
2. The supervisor must have appropriate experience as a school psychologist
3. The field supervisor will sign the practicum student's log to verify the number of completed hours.
4. No more than two supervisors will provide supervision for the practicum student at any given time.
5. The supervisor will meet with the practicum student during school time. A schedule for these meetings will be developed by the supervisor and practicum.
6. The supervisor has the responsibility of expeditiously notifying the university supervisor of any concerns about the practicum student's performance that cannot be resolved in the placement setting.
7. The supervisor will submit a final evaluation of the school psychology's practicum student's performance to Rowan University, School Psychology Program.

### **School District**

1. The school district will provide a schedule of appointments, a safe and secure work environment, adequate office space that ensures confidentiality for consultation and assessment, and support services consistent with that afforded agency school psychologists.
2. The school district will provide a lockable cabinet or other secure place for keeping confidential information.
3. The school district will provide all necessary assessment and intervention materials, including test scoring and report preparation resources comparable to those provided for certified school psychologists in the district.
4. The school district will enable the practicum student to meet practicum-training requirements including completion of portfolio requirements, release time for practicum supervision, attendance at out-of-district meetings and participation in appropriate continuing professional development activities.
6. The school district will commit to providing the practicum with a diversified training experience.

## Rowan University

1. The Rowan University faculty supervisor will provide direct oversight of the practicum to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors.
2. The Rowan University faculty supervisor will provide close supervision of candidates and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.
3. The Rowan University faculty supervisor will make periodic on-site visits during the practicum experience. Visits will be scheduled on a routine basis with additional visits upon request from the practicum student or field supervisor.
4. The Rowan University faculty supervisor will assist the practicum student and the field supervisor in problem solving when the practicum student or the field supervisor reports an unresolved issue.
5. The Rowan University faculty supervisor is responsible for assigning *Practicum in School Psychology* grades.

It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the field experience by written amendment upon mutual agreement to such amendments.

This agreement shall be effective when executed by all parties.

\_\_\_\_\_  
By: School Psychology Program University Supervisor

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

\_\_\_\_\_  
By: Field- Based Supervisor

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

\_\_\_\_\_  
By: School Psychology Practicum Student

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

## Guidelines for Practicum Logs

Practicum logs are completed to demonstrate the amount and diversity of the school psychology student’s practicum experience. Logs should be completed for each day of the practicum experience and record professional activities that occur during each day. Time spent at home writing reports can be included in the logs, within reason. Practicum students should consult with their university supervisor if time spent outside the school day exceeds normal expectations. The objective of the practicum experience is for the school psychology student to engage in diverse roles during the school day.

Logs should total a minimum of 300 hours and are to be signed by the practicum student prior to including them in the practicum portfolio. Students are encouraged to maintain their logs as a word processing or spread sheet document. A sample Excel file is available as an example. See basic information required below, but use of an Excel file to record this information is required.

### School Psychology Practicum Log

#### Sample Practicum Log

Date:	Intervention (Specify counseling, consultations, IR&S meetings)	Evaluation (Specify observation, interviews, assessment, report writing, feedback, etc)	Supervision (Hours, specify group or individual)	Meetings or professional development (hours and description)	Other (please specify type of activity)
Summary of Activities:					
Contact Hours:					

Rowan University School Psychology Program Coordinator will provide practicum students with a sample **Microsoft Excel** file to help organize and summarize their daily/weekly/total number of hours. Record all activities to the nearest quarter hour using decimals, e.g., 15 min. = .25; 45 min. = .75. Identify student by first name only. Use a one or two-word description of activity (e.g., cognitive assessment, observation, record review, parent interview, etc.).

A summary page of the total number of hours is required in the **Excel file**. This summary will be transformed into a graphic representation (pie graph) to represent the breakdown of the total 300 hours into various categories.

## Rubrics and Criteria Used to Evaluate Activities during Practicum

On the following pages are the rubrics and criteria used to evaluate activities during Practicum.

### EVALUATION RUBRIC FOR PSYCHOLOGICAL AND PSYCHOEDUCATIONAL REPORT LINKED TO INTERVENTION

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

Examinee: \_\_\_\_\_ Rater: \_\_\_\_\_

	<b>Area Assessed:</b>	<b>Level of Competence:</b>
1.	Reason for referral presents a clear guide for the evaluation. Referral questions offered.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
2.	Background information presents a thorough picture of the student and sets up a foundation for understanding his or her strengths and needs.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
3.	Observations are written clearly and in observable terms.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
4.	Interpretations of test scores are reasonable and accurate, and explain the individual's functioning on a given instrument.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
5.	Interpretation of tests scores include discussion of normative performance (e.g., Scaled Scores, Standard Scores, t-Scores, Percentile Ranks), as well as task and process analysis.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
6.	Interpretations of test scores are reasonable and accurate, and explain the individual's functioning and behaviors on a given task.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
7.	Interpretations of test scores are free of psychometric inaccuracies and/or conceptual misunderstandings.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
8.	Scores from standardized tests are tabled appropriately and located in a single table for easy reference.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	

9.	Conclusions provide the essential information regarding the student, avoids introducing new data, and offers a summary of strengths and needs.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
10.	Conclusion answers the referral questions or addresses the reason for referral and guides interventions offered.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
10.	Report functions as a problem-solving assessment linking recommendations to interventions.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
11.	Recommendations are realistic and consistent with evaluation findings, and can be understood by the reader.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
12.	Report is readable, absent of jargon, consistent, and easy to understand.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
13.	Report is organized, logical, meaningful, and appropriate in length.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
14.	Content is free of typographical errors and misspellings.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
15.	Grammar and sentence structure are appropriate.	<input type="checkbox"/> Beginning 1 <input type="checkbox"/> Adequate 2 <input type="checkbox"/> Advanced 3
	<i>Comments:</i>	
16.	Report is signed and dated.	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Overall Rating of the Report:**

	Beginning = 1	Adequate = 2	Advanced = 3
	<input type="checkbox"/> Sections are only rated Beginning	<input type="checkbox"/> The majority of sections of the case study are rated Adequate	<input type="checkbox"/> All components in the Adequate and Advanced categories are checked

\_\_\_\_\_  
Rater's Signature

\_\_\_\_\_  
Date

## Social/Behavioral Assessment for Intervention Evaluation Rubric

Name: \_\_\_\_\_

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

### Section 1: Problem Identification

	Needs Improvement = 1	Effective = 2	Very Effective = 3
1.1	<input type="checkbox"/> The student's demographic information is provided.	<input type="checkbox"/> The student's relevant demographic information and background history are provided.	<input type="checkbox"/> The student's relevant demographic and background information are provided utilizing multiple sources (record review, teacher/ parent/ student interviews, direct observations, and assessment tools).
1.2	<input type="checkbox"/> The target behavior is not collaboratively defined.	<input type="checkbox"/> The target behavior is collaboratively defined.	<input type="checkbox"/> The target behavior is collaboratively defined and includes the student's relevant skills and deficits related to the target behavior.
1.3	<input type="checkbox"/> The student's target behavior is identified but not operationally defined	<input type="checkbox"/> The student's target behavior is operationally defined	<input type="checkbox"/> The student's target behavior is operationally defined in the context of appropriate grade and/or peer expectations, e.g., local norms

### Rating for Section 1: Problem Identification

<input type="checkbox"/> <b>Needs Improvement:</b> Some components in the Needs Improvement category are checked	<input type="checkbox"/> <b>Effective:</b> The majority of components in the Effective category are checked	<input type="checkbox"/> <b>Very Effective:</b> All components in the Very Effective and Effective categories are checked
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**Section 2: Problem Analysis:**

	<b>Needs Improvement = 1</b>	<b>Effective = 2</b>	<b>Very Effective = 3</b>
<b>2.1</b>	<input type="checkbox"/> Previous interventions for the target behavior and existing class-wide and/or school-wide behavioral intervention strategies are not provided.	<input type="checkbox"/> Behavioral intervention strategies previously used to address the target behavior are provided.	<input type="checkbox"/> Previous interventions and class-wide intervention strategies are assessed including: - student collaboration on class rules - student understanding of class rules - teacher expectations of student conduct - efficacy of current classroom management strategies for addressing the target behavior.
<b>2.2</b>	<input type="checkbox"/> A baseline for the student behavior is not established nor has insufficient data.	<input type="checkbox"/> A baseline for the student behavior is established.	<input type="checkbox"/> A baseline for the student behavior is established using multiple sources of data collection. Baseline includes peer/grade norms and expectations.
<b>2.3</b>	<input type="checkbox"/> A hypothesis is not proposed as to the function of the target behavior.	<input type="checkbox"/> A hypothesis is proposed as to the function of the target behavior.	<input type="checkbox"/> A hypothesis is proposed as to the function of the target behavior based on a functional behavioral assessment that includes direct observation, student/teacher/parent interviews, and objective assessment tool.

**Rating for Section 2: Problem Analysis**

<input type="checkbox"/> <b>Needs Improvement:</b> Some components in the Needs Improvement category are checked	<input type="checkbox"/> <b>Effective:</b> The majority of components in the Effective category are checked	<input type="checkbox"/> <b>Very Effective:</b> All components in the Very Effective and Effective categories are checked
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**Section 3: Intervention / Implementation:**

	<b>Needs Improvement = 1</b>	<b>Effective = 2</b>	<b>Very Effective = 3</b>
<b>3.1</b>	<input type="checkbox"/> Intervention strategies to address the target behavior are provided.	<input type="checkbox"/> Intervention strategies to address the target behavior are operationally defined and described in relation to the functional behavioral assessment.	<input type="checkbox"/> Interventions are operationally defined, linked to the functional behavioral assessment, and developed collaboratively with teachers, parents and others to ensure sensitivity to individual differences, resources, classroom practices, and other system issues.
<b>3.2</b>	<input type="checkbox"/> Intervention strategies are not evidence-based.	<input type="checkbox"/> Intervention strategies are evidence-based and supported by current research.	<input type="checkbox"/> Appropriate research is cited to support intervention strategy selections.
<b>3.3</b>	<input type="checkbox"/> Behavioral goals and progress monitoring strategies are not provided.	<input type="checkbox"/> Behavioral goals and basis progress monitoring strategies are provided.	<input type="checkbox"/> Behavioral goals are logically linked to the referral question and written in observable, measurable terms. Progress monitoring data collection procedures include: - who collects the data - how the data is collected - how often the data is collected
<b>3.4</b>	<input type="checkbox"/> A plan for the implementation of intervention strategies is not provided.	<input type="checkbox"/> Implementation plan includes at least two of the following: - who implements strategies - where are strategies implemented - frequency of implementation - conditions for not implementing strategies - plans to monitor, review and revise implementation	<input type="checkbox"/> Implementation plan includes all of the following: - who implements strategies - where are strategies implemented - frequency of implementation - conditions for not implementing strategies - plans to monitor, review and revise implementation

**Rating for Section 3: Intervention Implementation**

<input type="checkbox"/> <b>Needs Improvement:</b> Some components in the Needs Improvement category are checked	<input type="checkbox"/> <b>Effective:</b> The majority of components in the Effective category are checked	<input type="checkbox"/> <b>Very Effective:</b> All components in the Very Effective and Effective categories are checked
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**Section 4: Evaluation:**

	<b>Needs Improvement = 1</b>	<b>Effective = 2</b>	<b>Very Effective = 3</b>
<b>4.1</b>	<input type="checkbox"/> Progress monitoring data are not demonstrated on a chart.	<input type="checkbox"/> Progress monitoring data are demonstrated on a chart.	<input type="checkbox"/> Charting includes student performance trend lines, and/or goal lines. Current technologies were used to present data.
<b>4.2</b>	<input type="checkbox"/> Intervention is not demonstrated to be effective through data comparison.	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to baseline data.	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings.
<b>4.3</b>	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are not addressed.	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are addressed.	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are documented as effective.
<b>4.4</b>	<input type="checkbox"/> Effectiveness of intervention is not shared or communicated.	<input type="checkbox"/> Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel.	<input type="checkbox"/> Modifications for future interventions are considered based upon collaborative examination of effectiveness data.
<b>4.5</b>	<input type="checkbox"/> Suggestions for follow-up are not developed.	<input type="checkbox"/> Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning).	<input type="checkbox"/> Strategies for follow-up are developed and implemented.

**Rating for 4: Evaluation**

<input type="checkbox"/> <b><u>Needs Improvement:</u></b> Some components in the Needs Improvement category are checked	<input type="checkbox"/> <b><u>Effective:</u></b> The majority of components in the Effective category are checked	<input type="checkbox"/> <b><u>Very Effective:</u></b> All components in the Very Effective and Effective categories are checked
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### Overall Rating of Social/Behavioral Assessment for Intervention

Needs Improvement = 1	Effective = 2	Very Effective = 3
<input type="checkbox"/> Sections are only rated Needs Improvement	<input type="checkbox"/> The majority of sections of the case study are rated Effective	<input type="checkbox"/> All components in the Very Effective and Effective categories are checked

Comments:

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Case study reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Problem-Solving Consultation Evaluation

**Consultant:** \_\_\_\_\_ **Consultee:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **School:** \_\_\_\_\_

Consultation Components		Comments <small>(Include a comment for each component indicating a reason for rating of C, B, or N)</small>	Ratings <small>(circle one) C: Competent B: Basic N: Novice</small>
<b>I. Introduction</b>			
School and classroom setting are described.	Yes No		C B N
The consultee introduced and described the problem.	Yes No		
<b>II. Problem identification</b>			
Objectives are established	Yes No		C B N
Performance measures are selected.	Yes No		
Data are collected and reported.	Yes No		
The discrepancy between current and desired performance are determined.	Yes No		
<b>III. Intervention</b>			
Intervention plan is developed.	Yes No		C B N
Intervention is implemented.	Yes No		
Procedures to monitor and evaluate intervention success are described.	Yes No		
<b>IV. Implications for teaching strategies</b>			
Implications are discussed.	Yes No		
<b>V. Evaluation of Consultation Process</b>			
Objective measures of consultation process are used.	Yes No		C B N
Evaluation of process is discussed.	Yes No		
<b>Overall Rating of Consultation</b>			C B N

### Communication Skills

<b>I. Communication Skills</b>			
The consultant listened more than talked.	Yes No		C B N
Questioning was effective.	Yes No		
The consultant kept track of the comments made by the consultee, and efficiently integrated, paraphrased, and summarized the consultee's thoughts and concerns.	Yes No		
Appropriate affect was displayed by the consultant through empathy and validation.	Yes No		
<b>Overall Rating of Communication Skills</b>			C B N

## EVALUATION RUBRIC FOR BRIEF EXPERIMENTAL ANALYSIS (BEA)

Examiner:		Date:	
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	<i>Area Assessed:</i>	<i>Level of Competence:</i>
1.	Background includes information on the student, setting, and reason for assessment in the specific academic area.	<input type="checkbox"/> Needs Development 1 <input type="checkbox"/> Effective 2
	<i>Comments:</i>	
2.	Experimental conditions explained.	<input type="checkbox"/> Needs Development 1 <input type="checkbox"/> Effective 2
	<i>Comments:</i>	
3.	Baseline measures completed.	<input type="checkbox"/> Needs Development 1 <input type="checkbox"/> Effective 2
	<i>Comments:</i>	
4.	Hypothesis 1 is stated and procedure for assessing is clearly described.	<input type="checkbox"/> Needs Development 1 <input type="checkbox"/> Effective 2
	<i>Comments:</i>	
5.	Hypothesis 2 is stated and procedure for assessing is clearly described.	<input type="checkbox"/> Needs Development 1 <input type="checkbox"/> Effective 2
	<i>Comments:</i>	
6.	Hypothesis 3 is stated and procedure for assessing is clearly described.	<input type="checkbox"/> Needs Development 1 <input type="checkbox"/> Effective 2
	<i>Comments:</i>	
7.	Hypothesis 4 is stated and procedure for assessing is clearly described.	<input type="checkbox"/> Needs Development 1 <input type="checkbox"/> Effective 2
	<i>Comments:</i>	
8.	Clear explanation of conclusions	<input type="checkbox"/> Needs Development 1 <input type="checkbox"/> Effective 2
	<i>Comments:</i>	

9.	Data are graphed.	<input type="checkbox"/> Needs Development 1 <input type="checkbox"/> Effective 2
	<i>Comments:</i>	

**Overall Rating of the Report:**

Needs Development                       Effective

Rater's Signature	Date
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**Rowan University**  
School Psychology Program

**Evaluation of Systems Wide Intervention or Professional Development/In-service  
Presentation**

**Intern's Name:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Topic:** \_\_\_\_\_

**Date Presented:** \_\_\_\_\_

	Needs Improvement	Effective	Very Effective
Collaborates in brainstorming possible needs for intervention/inservice	<b>1</b>	<b>2</b>	<b>3</b>
Designs needs assessment	<b>1</b>	<b>2</b>	<b>3</b>
Conducts needs assessment	<b>1</b>	<b>2</b>	<b>3</b>
Plans intervention/inservice	<b>1</b>	<b>2</b>	<b>3</b>
Prepares intervention/inservice	<b>1</b>	<b>2</b>	<b>3</b>
Prepares evaluation tool	<b>1</b>	<b>2</b>	<b>3</b>
Delivers inservice using Power Point (technology).	<b>1</b>	<b>2</b>	<b>3</b>
Conducts evaluation of intervention/inservice	<b>1</b>	<b>2</b>	<b>3</b>
Summarizes results of evaluation	<b>1</b>	<b>2</b>	<b>3</b>

**Rowan University**  
School Psychology Program

**Evaluation of Counseling Case**

**Intern's Name:** \_\_\_\_\_

**Pupil:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Age:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

	<b>Needs Improvement</b>	<b>Effective</b>	<b>Very Effective</b>
Summary includes background and history that enables faculty to understand the case.	<b>1</b>	<b>2</b>	<b>3</b>
Referral concerns are redefined in specific and measurable terms.	<b>1</b>	<b>2</b>	<b>3</b>
Multi-modal analysis is used for assessment and goal setting.	<b>1</b>	<b>2</b>	<b>3</b>
Multi-modal interventions are utilized.	<b>1</b>	<b>2</b>	<b>3</b>
Progress notes/case summary are included.	<b>1</b>	<b>2</b>	<b>3</b>
Impact of counseling intervention on functioning of the student or group in school and/or at home is documented.	<b>1</b>	<b>2</b>	<b>3</b>

Comments:

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

**Rowan University  
School Psychology Practicum Evaluation\***

Intern Name: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Supervisor: \_\_\_\_\_

District: \_\_\_\_\_

Dates covered by this evaluation: From \_\_\_\_\_

To: \_\_\_\_\_

Please rate the practicum student on each of the following items:

**Performance Area**

**Performance Rating**

*Practices That Permeate All Aspects of Service Delivery*

<b>Domain 1: Data-Based Decision-Making and Accountability</b>				
1.1.) Demonstrates knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems and in measuring progress and accomplishments.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
1.2.) Demonstrates effective development and implementation of academic and behavioral interventions that are based on data gathered from the team problem-solving (decision-making) and assessment process(es) and linked to goals and outcomes.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
1.3.) Demonstrates an emerging knowledge base of problem-solving (decision-making) processes that are related to educational research and systems-level and/or building level concerns.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

1.4.) Demonstrates an emerging knowledge base of problem-solving (decision-making) processes that are related to educational research and systems-level and/or building level concerns.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
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Comments: \_\_\_\_\_

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<b>Domain 2: Consultation and Collaboration</b>				
2.1) Demonstrates knowledge of behavioral, mental health, collaborative and/or other consultation models and methods.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
2.2) Collaborates effectively with others in planning and decision-making processes at the individual, group and systems level.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
2.3) Communicates and collaborates effectively with school personnel.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
2.4) Communicates and collaborates effectively with students and families.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

2.5) Collaborates effectively with others throughout the problem-solving and assessment process.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: \_\_\_\_\_

*Direct and Indirect Services for Children, Families and Schools*  
*Student-Level Services*

<b>Domain 3: Interventions and Instructional Support to Develop Academic Skills</b>				
3.1) Demonstrates knowledge of human learning processes, techniques to assess these processes and direct and indirect services applicable to the development of cognitive and academic skills.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.2) Demonstrates knowledge of and skills in developing effective instructional strategies/intervention to promote learning of students at individual, group or systems levels.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.3) Properly administers and interprets assessment strategies to measure cognitive abilities and academic achievement.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

3.4) Demonstrates skills in linking assessment data to development of instructional interventions.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.5) Demonstrates in collaboration and consultation with others the ability to develop appropriate curricular or intervention strategies that are evidenced-based.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.6) Assesses treatment integrity of intervention implementation.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.7) Demonstrates ability to conduct curriculum-based, progress monitoring or other authentic methods of assessments of academic skills.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: \_\_\_\_\_

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<b>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</b>				
4.1) Properly administers, analyzes and interprets assessment strategies to measure behavioral, affective, adaptive and social domains.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

4.2) Demonstrates skills in linking assessment data to development of behavioral interventions, including functional behavioral assessment.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
4.3) Utilizes ecological and behavioral approaches when developing behavior change programs and other evidence-based interventions.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
4.4) Appropriately evaluates outcomes of interventions and assesses treatment integrity of intervention implementation.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
4.5) Utilizes intervention and progress monitoring data to guide instructional decisions.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
4.6) Demonstrates skills in providing direct interventions, i.e., individual counseling, group counseling, applied behavior analysis, social problem solving skills.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
4.7) Demonstrates skills in providing indirect intervention, i.e., collaborative consultation with teachers/support staff/parents.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: \_\_\_\_\_

***Direct and Indirect Services for Children, Families and Schools Systems- Level Services***

<b>Domain 5: School-wide Practices to Promote Learning</b>				
5.1) Demonstrates knowledge of general education, special education and other educational and related services.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.2) Demonstrates an emerging knowledge of evidence-based strategies in the implementation of effective policies and practice in the areas of, e.g.; discipline, instructional improvement activities, program evaluation, student transitions, grading and home-school partnership.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.3) Has opportunities to review other district policies and procedures, e.g., prevention, crisis intervention, suicide prevention/intervention, etc.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.4) Observes building-level intervention assistance team (e.g., I&RS team) and reviews its procedures.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.5) Works collaboratively with others to create and maintain a multi-tiered continuum of services to support all students' attainment of academic, social, emotional and behavioral goals.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

5.6) Has knowledge and skills to apply the problem-solving process.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
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Comments: \_\_\_\_\_  
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<b>Domain 6: Preventive and Responsive Services</b>				
6.1) Has knowledge and promotes recognition of risk and protective factors vital to understanding and addressing systematic problems, such as school failure, truancy, dropout, bullying, youth suicide and school violence.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
6.2) Demonstrates knowledge regarding crisis policies and procedures including collaboration with school personnel, parents and community in the aftermath of a crisis.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
6.3) Demonstrates skills in providing direct interventions, i.e., individual counseling, group counseling, social problem solving skills and other: _____. (Indicate those that apply.)	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
6.4) Demonstrates skills in providing indirect intervention, i.e., collaborative consultation with teachers/support staff/parents.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: \_\_\_\_\_

<b>Domain 7: Family-School Collaboration Services</b>				
7.1) Has knowledge of evidence-based strategies to design, implement and evaluate effective policies and practices that promote family, school, and community partnerships to enhance students' learning and mental health outcomes.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
7.2) Identifies diverse cultural issues, contexts and other factors that have an impact on family-school partnerships and interactions with community providers.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
7.3) Understands the importance of establishing and maintaining collaborative relationships with families, educators, and others in the community to promote and provide comprehensive services to children and families.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
7.4) Advocates for families and support parents/care givers in their involvement in school activities, for both addressing individual students' needs and participating in classroom and school events.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: \_\_\_\_\_

***Foundations of School Psychological Service Delivery***

<b>Domain 8: Diversity in Development and Learning</b>				
8.1) Demonstrates knowledge of individual differences, abilities and disabilities and of the potential influence of human diversity, e.g., biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
8.2) Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths and needs.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
8.3) Demonstrates an awareness of and works to eliminate biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic biases to ensure equal outcomes.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
8.4) Demonstrates an awareness of school-based and community services for students with diverse needs.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

**Comments:** \_\_\_\_\_

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<b>Domain 9: Research and Program Evaluation</b>				
9.1) Demonstrates knowledge of and is able to translate evidence – based research, statistics, and evaluation methods into practice for improvement of services.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
9.2) Applies principles of research design (quantitative and qualitative techniques) and single-case design.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
9.3) Demonstrates knowledge of how to evaluate the fidelity and effectiveness of school-based intervention plans.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
9.4) Understands how to incorporate various techniques for data collection including use of technology.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

**Comments:** \_\_\_\_\_

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<b>Domain 10: Legal, Ethical and Professional Practice</b>				
10.1) Practices in ways that are consistent with ethical, professional and legal standards and regulations.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.2) Engages in effective, collaborative and ethical professional relationships.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.3) Demonstrates reliable, responsible and dependable behaviors.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.4) Interacts with others in a professional manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.5) Presents information in writing and orally in a clear and professional manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.6) Responds appropriately to feedback from others and is flexible and open to suggestions.	Very Effective	Effective	Needs Improvement	No Opportunity

	(3)	(2)	t (1)	to Observe (NO)
10.7) Appropriately prepares and utilizes supervision, including making effective use of feedback.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.8) Demonstrates a commitment to continued professional development and learning, self- improvement and self-evaluation.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.9) Accesses and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

\*Based on National Association of School Psychologists'2010 Model for Comprehensive and Integrated School Psychological Services

Comments: \_\_\_\_\_

<b>Professional Work Characteristics</b>				
<b>Demonstrates respect for human diversity</b> – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
<b>Demonstrates effective oral communication skills</b> – speaks orally in an organized and clear manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
<b>Demonstrates effective written communication skills</b> – writes in an organized and clear manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
<b>Demonstrates professional identity and ethical responsibility</b> – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
<b>Demonstrates attending/listening skills</b> – attends to important communications and listens effectively.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

<b>Demonstrates adaptability and flexibility</b> – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
<b>Demonstrates initiative and dependability</b> – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
<b>Demonstrates time management and organization</b> – organizes work and manages time effectively.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
<b>Demonstrates effective interpersonal relations</b> – relates effectively with colleagues, faculty, supervisor, and clients.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
<b>Responsiveness to supervision/feedback</b> – is open to supervision/feedback and responds to such appropriately.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
<b>Demonstrates skills in data-based case conceptualization</b> – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

<b>Demonstrates systems orientation</b> – understands that schools, families and organizations are systems; recognizes and effectively utilizes rules, policies and other characteristics of the system.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
<b>Demonstrates problem solving/critical thinking</b> – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

\*Based on National Association of School Psychologists' 2010 Model for Comprehensive and Integrated School Psychological Services

**Overall Rating**

<b>Very Effective = 3</b>	<b>Effective = 2</b>	<b>Needs Improvement = 1</b>
<input type="checkbox"/> Majority of components in the Very Effective and Effective categories are checked	<input type="checkbox"/> The majority of sections of the case study are rated Effective	<input type="checkbox"/> Sections are only rated Needs Improvement

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Supervisor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum student's signature

\_\_\_\_\_  
Date

## Evaluation of Professional Work Characteristics by Rowan University Faculty

<b>Professional Work Characteristics</b>				
<b>Demonstrates respect for human diversity</b> – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe
<b>Demonstrates effective oral communication skills</b> – speaks orally in an organized and clear manner.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe
<b>Demonstrates effective written communication skills</b> – writes in an organized and clear manner.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe
<b>Demonstrates professional identity and ethical responsibility</b> – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe
<b>Demonstrates attending/listening skills</b> – attends to important communications and listens effectively.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe
<b>Demonstrates adaptability and flexibility</b> – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe
<b>Demonstrates initiative and dependability</b> – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe
<b>Demonstrates time management and organization</b> – organizes work and manages time effectively.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe
<b>Demonstrates effective interpersonal relations</b> – relates effectively with colleagues, faculty, supervisor, and clients.	Needs Improvement 1	Effective 1	Very Effective 3	No opportunity to observe

<b>Responsiveness to supervision/feedback</b> – is open to supervision/feedback and responds to such appropriately.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe
<b>Demonstrates skills in data-based case conceptualization</b> – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe
<b>Demonstrates systems orientation</b> – understands that schools, families and organizations are systems; recognizes and effectively utilizes rules, policies and other characteristics of the system.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe
<b>Demonstrates problem solving/critical thinking</b> – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	Needs Improvement 1	Effective 2	Very Effective 3	No opportunity to observe

Comments: \_\_\_\_\_

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University supervisor's signature

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Date

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Intern's signature

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Date