CENTRAL WASHINGTON UNIVERSITY

SCHOOL PSYCHOLOGY

PROGRAM

(Ed.S. and Certification)

PRACTICUM HANDBOOK
2024-2025

SCHOOL PSYCHOLOGY PROGRAM COMMITTEE

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INTRODUCTION

Practicum experiences provide opportunities for candidates to begin using their knowledge and skills in applied settings under the supervision of practicing school psychologists and university faculty. The CWU School Psychology practicum experiences are designed to provide supervised experiences in core school psychology roles in the areas of assessment, consultation, and intervention.

Timing of practicum experiences are aligned based on the sequence of coursework and the developmental training process. Practicum experiences begin in the first year of the program with PSY591A Practicum: Academic Assessment and Intervention and PSY591B Practicum: Psychoeducational Assessment. In the second year, students complete PSY591C Practicum: School-Based Interventions in the Fall, then in Winter begin a 2-quarter sequence (PSY592A and PSY592B) where they are placed in a school district under the supervision of a practicing school psychologist in the host district. During the second year, students also complete the PSY594 Practicum in Child Counseling through the on-campus Counseling Clinic. Practicum placements in local school districts are arranged by the program.

The practicum experiences prepare candidates for the full-year, 1200-hour internship to be completed at the culmination of the program. The following table provides an overview of the practicums and various placements (Reading Intervention Center, Counseling Clinic, School Districts).

PRACTICUM COURSEWORK

Foundational Experiences	Course Units	Practicum Hours
Winter Year 1 **PSY581A Practicum: Academic Assessment and Intervention** Placement: Reading Intervention Center and local school districts **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Demonstrate competence administering various academic assessments. • Demonstrate competence administering universal screening and progress monitoring assessments for academic skills.	1	40
Spring Year 1 **PSY581B Practicum: Psychoeducational Assessment** Placement: Reading Intervention Center and local school districts **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Administer standardized psychoeducational assessments. • Write psychoeducational reports. • Provide feedback on assessment results.	1	40
Advanced Skill Development		

Fall Year 2 **PSY581C Practicum: School-Based Interventions** Placement: Reading Intervention Center (30 hours) and school district school psychology placement (10 hours) **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Demonstrate fluency in provision of chosen school-based intervention. • Evaluate the effectiveness of the intervention by analyzing data. • Apply changes to intervention procedures based on intervention effectiveness data to improve service delivery. • Communicate intervention data to stakeholders.	1	40
Winter Year 2 **PSY592A Practicum in School Psychology I** Placement: School district school psychology placement (125 hours) **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Describe the components of the K-12 public school district, including personnel, special education policies, learning standards, curriculum, and typical classroom teaching approaches at each grade level. • Describe various programs and classrooms designed for children with special needs. • Apply their knowledge of laws and regulations affecting the operation of special education and the role of the school psychologist to processes and situations observed in the school-based practicum site. • Demonstrate skills in case conceptualization of referrals, design of psychoeducational evaluations, assessment and test administration, test interpretation and eligibility determinations, psychological report writing, and providing feedback. • Evaluate current approaches to the assessment of culturally and linguistically diverse learners and apply best practices in their evaluation decisions.	3	125
Spring Year 2 **PSY592B Practicum in School Psychology II** Placement: School district school psychology placement (125 hours) **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Demonstrate knowledge of crisis intervention as it relates to the school system. • Employ collaboration techniques in team meetings. • Be able to synthesize assessment results. • Consult with parents and school staff to support evidence-based learning practices. • Problem-solve and collect data to evaluate the efficacy of interventions.	3	125
PSY594 Practicum in Child Counseling (Winter and Spring) **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Apply child and adolescent counseling skills. • Design evidence-based treatment plans for assigned clients. • Implement treatment plans with appropriate fidelity. • Evaluate progress towards treatment goals utilizing data-based decision making. • Prepare case studies for supervision. • Demonstrate the ability to understand and provide child counseling services within the context of both state and federal laws, such as the Washing Code Annotated, the Family Educational Rights and Privacy Acts (FERPA), Health Insurance Portability and Accountability Act (HIPAA)	5	80
TOTAL HOURS	14	450

CORE PRACTICUM ACTIVITIES

Listed below is an outline of various core activities that students engage in during the various practicum experiences. Completing these activities provides applied practice in developing competencies in each of the Domains in the NASP Practice Model. Students complete practicum activities in a variety of settings, including school districts, the Counseling Clinic, and the Reading Intervention Center.

Practicum Activities for Developing Competencies	Course	NASP 2020 Domains
Special Education Services and the Role of the School Psychologist • Shadow school psychologist, interview key sped personnel. • Learn and observe district special education procedures. • Observe classrooms at various grade levels. • Observe pre-referral/student assistance team, IEP, and eligibility meetings. • Observe special education classrooms and special programs. • Participate in various school-based teams. • Practice the role of the school psychologist under supervision	**581A/C, 592A, 592B**	**3, 4, 5**
Academic/Cognitive Assessment • Administer and interpret standardized achievement and cognitive tests • Administer and interpret curriculum-based measures and progress monitoring tools • Conduct interviews with teachers, parents, and students • Write up assessment activities for evaluation reports • Conduct classroom observations, file reviews, and developmental histories • Review and/or administer academic screening and progress monitoring data • Attend and participate in pre-referral/IEP/Eligibility meetings • Report results of assessment findings for parents/caregivers and school teams	**581A/B/C 592A, 592B**	**1, 3**
Behavioral and Social/Emotional Assessment and Intervention • Conduct behavioral and social-emotional evaluations • Administer standardized behavior rating scales, conduct interviews, and perform behavior observations • Observe PBIS and MTSS systems • Observe/assist in Functional Behavior Assessments (FBA) and development of Behavior Intervention Plans (BIP) • Assist in implementation of Social-Emotional Learning implementation, screening, and progress monitoring • Assist in behavior intervention planning and development • Observe manifestation determination meetings	**592A, 592B, 594**	**1, 4**
Comprehensive Evaluations for Disabilities • Conduct comprehensive psychoeducational evaluations and reevaluations • Write up psychological reports including assessment results and recommendations. • Provide feedback on assessment results to clients, families and school personnel • Develop family collaboration skills • Participate on special education eligibility evaluation teams in school district placements. • Conduct nonbiased assessments and consider linguistic and cultural factors in assessment and intervention recommendations	**592A, 592B**	**1, 2, 3, 4, 7, 8, 10**
Academic Interventions • Provide evidence-based intervention services to the community through the Reading Intervention Center. • Conduct reading assessments and develop targeted interventions in areas of need. • Conduct screening and progress monitoring for academic skills. • Provide academic assessment and intervention services in the school district setting. • Attend and participate in pre-referral/IEP/Eligibility meetings addressing academic concerns. • Collaborate and consult with teachers on various academic intervention issues. • Observe and evaluate Tier 1, II, and III services in school district setting.	**581A, 581C, 592A, 592B**	**1, 2, 3, 9**
Individual and Systems-Level Consultation and MTSS • Provide culturally responsive consultation services • Identity different prevention practices being used at the district and school level. • Identify team structure and roles at the district and school level.	**592A, 592B**	**2, 5, 6,**

• Participate in various building level teams surrounding intervention, pre-referral, and MTSS • Observe and/or participate in systems level discussions at the school and district level regarding MTSS • Identify data screening and monitoring practices at the district and school level. • Identify data-decision making process at the district and school level • Engage in formal and informal consultation experiences under supervision • Collaborate about academic and behavioral interventions in class and educational placements with staff and parents • Participate in IEP and Eligibility team meetings		
Counseling and Mental Health Services • Provide individual and/or group counseling services. • Develop behavior intervention techniques. • Develop BIP and collaborate with teachers, parents, and students. • Conduct FBA and collaborate with teachers, parents, and students. • Observe structure of counseling and mental health services in the school setting. • Consult and collaborate on school-wide prevention and intervention services. • Evaluate crisis response and prevention systems in the school setting. • Collaborate with school personnel on enhancing social-emotional learning and wellness	**592B, 594**	**2, 4, 6, 8, 10**

NASP 2020 PRACTICE MODEL DOMAINS

The design of the various practicum experiences is guided by the goal of preparing school psychologists for competency in each of the NASP 2020 Practice Model Domains. Each of the 10 domains are described below and practicum students and supervisors are encouraged to consider the domains when planning and reflecting on practicum experiences.

Domain 1: Data-Based Decision Making.
School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. (NASP, 2020a, p.3)

Domain 2: Consultation and Collaboration.
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. (NASP, 2020a, p.4)

Domain 3: Academic Interventions and Instructional Supports.
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. (NASP, 2020a, p.5)

Domain 4: Mental and Behavioral Health Services and Interventions.
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and

evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. (NAPS, 2020a, p.5)

Domain 5: School-Wide Practices to Promote Learning.
School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. (NASP, 2020a, p.6)

Domain 6: Services to Promote Safe and Supportive Schools.
School psychologists understand principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
(NASP, 2020a, p.7)

Domain 7: Family, School, and Community Collaboration.
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children. (NASP, 2020a, p.8)

Domain 8: Equitable Practices for Diverse Student Populations.
School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective function for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives that they need to benefit from these opportunities. (NASP, 2020a, p.8)

Domain 9: Research and Evidence-Based Practice.
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. (NASP, 2020a, p.9)

Domain 10: Legal, Ethical, and Professional Practice.
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.   (NASP, 2020a, p.10)

PRACTICUM GUIDELINES

It is the practicum student's responsibility to inform the University Supervisor if he or she is experiencing difficulties with the practicum experience. If situations arise that cannot be dealt with within the school district, then the University Supervisor must be informed.

It is expected that during all facets of the Program, including practicum experiences, students will conduct themselves in an ethical manner. Students should consult the ethical standards provided NASP and APA. Students will also follow all WAC Codes while completing practicum experiences.

PROGRAM POLICIES RELEVANT TO PRACTICUM

BACKGROUND CHECK
During the internship students need to have an updated background check through OSPI. The initial background check completed at CWU is good for two years, so many students will need to redo their background check prior to or during the internship year. This will meet district and future first employer requirements. In addition, a currently valid background check is needed in order for CWU to issue your ESA School Psychologist certificate upon graduation. Background checks can be completed at any ESD office in the state.

PROFESSIONAL LIABILITY INSURANCE
While in the Program, all students are required to purchase professional liability insurance. This can be obtained through the University or from other organizations. Information and materials may be obtained at the clinic desk.

INFORMATION FOR SUPERVISORS

Supervision is a critical component of effective practicum experiences. Students are supervised by both program faculty and field-based supervisors and evaluations of practicum student competence are made based on input from both field and university-based supervisors.

Supervision of psychological services in the schools has been defined as:

> **"an interpersonal interaction between two or more individuals for the purpose of sharing knowledge, assessing professional competencies, and providing objective feedback with the terminal goals of developing new competencies, facilitating effective delivery of psychological services, and maintaining professional competencies (McIntosh & Phelps, 2000, p. 33-34)."**

University supervisors are available to support field-based supervisors with resources, assistance, and feedback throughout all phases of the practicum experiences. Specific goals for practicum experiences will be outlined in the Syllabus for each practicum, and practicum students are expected to communicate practicum requirements to their supervisors throughout the experience.

To evaluate practicum student competence, an "Evaluation Rating form" will be completed at the end of each quarter of practicum. The forms are available at the end of this Practicum Handbook. In addition to the specific skills and qualities listed in the Evaluation Rating forms, supervisors are encouraged to evaluate the following critical qualities in practicum students (from Sullivan & Villareal (2023) Best Practices in University and Site-Based Supervision of Practicum and Internship, in *BP in School Psychology*, 7th Ed., p. 330)

- Level of competence: possesses knowledge and skills
- Professionalism: maintains a high standard with regard to timeliness, preparation, self-direction, and adherence to district procedures
- Multicultural competence: understands the needs of diverse clients, integrates principles of equity into practice, and completes nonbiased assessments
- Acceptance of supervision: responds well to feedback, follows through with supervision plans, and actively seeks out additional supervision when needed

RESPONSIBILITIES OF THE FIELD-BASED PRACTICUM SUPERVISOR

The Field-Based Practicum Supervisor will:
- Have at least one year of experience and hold a valid ESA School Psychologist certificate (or equivalent if placed out of the state of Washington).
- Arrange experiences for the practicum student in compliance with the Practicum Agreement (This Document) between the district and the CWU School Psychology Program.
- Provide direct supervision of the practicum student as necessary.
- Complete the Field-Based Practicum Supervisor Evaluation Form each quarter and review with the practicum student.
- Contact the University Supervisor if any significant problem occurs with the practicum student's assignment.
- Conduct supervision in a manner that is consistent with current legal/ethical standards of the profession.

RESPONSIBILITIES OF THE UNIVERSITY-BASED SUPERVISOR

The University-Based Internship Supervisor will:
- Ensure that the district has a commitment to the practicum as a training experience.
- Monitor and ensure that the practicum plan is consistent with Program goals and objectives.
- Be responsible for no more than 12 practicum students at any given time.
- Maintain an ongoing relationship with the practicum student and the field-based supervisor.
- Be available to provide mediation of difficulties, technical assistance, and any additional services deemed appropriate by the field-based supervisor and/or practicum student.
- Document that the practicum student is meeting University Program objectives in a manner that is consistent with current legal/ethical standards of the profession.
- Document to the University when the student has completed all requirements of the practicum.

STUDENT EVALUATION AND FEEDBACK

Feedback throughout the practicum experiences is provided by supervisors both orally and through the end of the quarter "Evaluation Rating forms." Concerns from field-based supervisors about practicum student progress towards practicum objectives should be raised early with both the practicum student and the university supervisor. Evaluation Rating forms for each practicum experience designate the expected competency rating that should be obtained by the end of the experience. For example, the Evaluation Rating form for the PSY592A/B School Psychology Practicum specifies that a rating of "2 (Intermediate – demonstrates knowledge or skill appropriate for basic practice)" should be attained for the majority of items in each domain on the instrument by the end of the experience. If ratings do not reach 2 for the majority of items by the end of the two-quarter practicum sequence, the field-based and university supervisor will consult to determine if the student has attained a competence level needed to successfully complete the practicum.

Throughout the practicum, any concerns about the progress of the practicum student should be discussed with both the student and the university supervisor as soon as possible so that improvement plans can be developed to focus on needed skill development.

PSY 592A, B

CENTRAL WASHINGTON UNIVERSITY
SCHOOL PSYCHOLOGY 592A/B PRACTICUM EVALUATION

Supervisor Rating Form

Rater (CHECK): Field-Based Supervisor ☐   University Supervisor ☐

Name of Student: _____ **Placement:** _____

Date: _____ **Quarter:** _____

Directions: Ratings are intended to guide the student and the program in evaluating readiness for internship. Please use the following rating scale to identify strengths and targets for growth. Ratings are made on a scale ranging from 0 (Unsatisfactory) to 4 (Expert). A rating of 2 indicates the knowledge or skill is satisfactory and at the expected level for practicum students. Practicum students are evaluated twice over the course of the school psychology practicum; at the end of PSY592A (March) and PSY592B (June). The June rating is considered the "Final Evaluation" for practicum skills. Students must have a rating for each item in their spring evaluation.

     NA- No Opportunity to Observe
    0- Unsatisfactory (Does not meet minimal competence): The student does not demonstrate minimal competence in this knowledge area or skill. Immediate attention is needed to address the deficiency.
    1- Emerging (Beginning to develop knowledge or skill): The student demonstrates emerging competency, but additional knowledge and/or skill development is needed.
    2- Intermediate (Demonstrates knowledge or skill appropriate for basic practice): The candidate's knowledge and/or skill development in this area is competent for a practicum student. The skill could be practiced at a basic level with minimal to no supervision. Additional supervision would enhance the effectiveness and efficiency of the skill. **It is expected that at the end of practicum (June), the student will attain a 2 in all areas.**
    3- Advanced (Demonstrates advanced competence at a level appropriate for an intern or a certified school psychologist): The student functions at an advanced level, demonstrating knowledge or skill above what is typical at the practicum level.
    4- Expert (Demonstrates expert level knowledge or skill): The candidate functions at an expert level with recognized expertise in the area. Demonstrates leadership and advanced ability to communicate expertise to others. This would be typical of a experienced school psychologist.

Professional Work Characteristics and Dispositions	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
	WINTER	**SPRING**
Reflective Practice: Student engages in reflective professional practice to improve skills as a practitioner, evaluate individual skills and abilities, and incorporate feedback to change or maintain performance.	0 1 2 3 4 NA	0 1 2 3 4
Accountability for Learning: Student is active participant in professional development and learning, seeks supervision and feedback to actively solve problems, and changes performance with feedback and support.	0 1 2 3 4 NA	0 1 2 3 4
Professionalism: Student presents self in a professional way (appearance, written and verbal communication, and interactions), is timely and responsive, and takes responsibility for own actions.	0 1 2 3 4 NA	0 1 2 3 4
Oral Communication: Student has effective oral communication with students, school personnel, parents, and others.	0 1 2 3 4 NA	0 1 2 3 4
Promptness: Student is on time to meetings and professional activities; submits work in a timely manner; communicates with others in a prompt manner.	0 1 2 3 4 NA	0 1 2 3 4
Flexibility: Student makes appropriate adjustments to his or her professional practice when expectations, roles, or responsibilities change or vary.	0 1 2 3 4 NA	0 1 2 3 4
Self-Awareness: Student has awareness of own skills and abilities and how these impact his or her work in the field.	0 1 2 3 4 NA	0 1 2 3 4
Responsiveness to Feedback: Student responds to feedback in a positive way and further integrates feedback into work.	0 1 2 3 4 NA	0 1 2 3 4
Rapport with Staff: Student has developed and maintained good working relationships with school personnel.	0 1 2 3 4 NA	0 1 2 3 4

Knowledge and Skills by NASP Domain

Domain 1: Data-Based Decision Making	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
	WINTER	**SPRING**
1. Demonstrates knowledge of various assessment methods.	0 1 2 3 4 NA	0 1 2 3 4
2. Identifies advantages and disadvantages of various assessment methods for comprehensive evaluations.	0 1 2 3 4 NA	0 1 2 3 4
3. Plans comprehensive evaluations based on referral questions.	0 1 2 3 4 NA	0 1 2 3 4
4. Identifies important information needed for record reviews.	0 1 2 3 4 NA	0 1 2 3 4
5. Competently administers standardized assessments.	0 1 2 3 4 NA	0 1 2 3 4
6. Displays effective interviewing skills.	0 1 2 3 4 NA	0 1 2 3 4
7. Displays effective observation skills.	0 1 2 3 4 NA	0 1 2 3 4
8. Integrates assessment information from various methods.	0 1 2 3 4 NA	0 1 2 3 4
9. Writes effective psychoeducational/eligibility reports.	0 1 2 3 4 NA	0 1 2 3 4
10. Effectively communicates assessment information to parents/caregivers	0 1 2 3 4 NA	0 1 2 3 4
11. Describes assessment instruments and constructs in parent – friendly language	0 1 2 3 4 NA	0 1 2 3 4
12. Summarizes assessment findings adequately for school teams/parents	0 1 2 3 4 NA	0 1 2 3 4
13. Effectively interprets progress monitoring data	0 1 2 3 4 NA	0 1 2 3 4
Comments:		

Domain 2: Consultation and Collaboration	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
	WINTER	**SPRING**
1. Establishes collaborative relationships with teachers and other school staff.	0 1 2 3 4 NA	0 1 2 3 4

Domain 2: Consultation and Collaboration	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
2. Establishes collaborative relationships with parents and/or caregivers.	0 1 2 3 4 NA	0 1 2 3 4
3. Interacts effectively with team members in IEP/Eligibility meetings.	0 1 2 3 4 NA	0 1 2 3 4
4. Engages in informal consultation with teachers on a regular basis.	0 1 2 3 4 NA	0 1 2 3 4
5. Engages in consultation with the principal or other administrators.	0 1 2 3 4 NA	0 1 2 3 4
6. Contributes to meetings and conferences with professional staff.	0 1 2 3 4 NA	0 1 2 3 4
7. Works effectively with teachers to identify target behaviors/skills.	0 1 2 3 4 NA	0 1 2 3 4
8. Demonstrates appropriate assertiveness and advocacy.	0 1 2 3 4 NA	0 1 2 3 4
9. Establishes rapport with children and adolescents.	0 1 2 3 4 NA	0 1 2 3 4
Comments:		

Domain 3: Academic Interventions and Instructional Supports	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
	WINTER	SPRING
1. Understands tiers of academic support within the school setting.	0 1 2 3 4 NA	0 1 2 3 4
2. Demonstrates knowledge of academic expectations (common core standards) in literacy/reading.	0 1 2 3 4 NA	0 1 2 3 4
3. Demonstrates knowledge of academic expectations (common core standards) in math.	0 1 2 3 4 NA	0 1 2 3 4
4. Demonstrates knowledge of academic expectations (common core standards) in writing.	0 1 2 3 4 NA	0 1 2 3 4
5. Designs evaluations to identify academic skills in need of intervention.	0 1 2 3 4 NA	0 1 2 3 4
6. Effectively interviews teachers regarding academic behavior of referred students.	0 1 2 3 4 NA	0 1 2 3 4

Domain 3: Academic Interventions and Instructional Supports	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
7. Effectively observes students during instruction.	0 1 2 3 4 NA	0 1 2 3 4
8. Identifies possible environmental factors impacting learning during instruction.	0 1 2 3 4 NA	0 1 2 3 4
9. Demonstrates knowledge of school-wide academic assessment data.	0 1 2 3 4 NA	0 1 2 3 4
10. Effectively communicates with teachers and staff about student academic performance.	0 1 2 3 4 NA	0 1 2 3 4
11. Identifies targets for academic interventions.	0 1 2 3 4 NA	0 1 2 3 4
12. Develops appropriate recommendations for intervention of academic skills.	0 1 2 3 4 NA	0 1 2 3 4
13. Displays knowledge of learning principles (e.g. reinforcement, practice) and how these can be used to support students.	0 1 2 3 4 NA	0 1 2 3 4
14. Demonstrates ability to assess and monitor intervention fidelity, progress, and outcomes.	0 1 2 3 4 NA	0 1 2 3 4
Comments:		

Domain 4: Mental and Behavioral Health Services and Interventions	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
	WINTER	SPRING
1. Displays effective individual counseling skills.	0 1 2 3 4 NA	0 1 2 3 4
2. Displays effective group counseling skills.	0 1 2 3 4 NA	0 1 2 3 4
3. Effectively develops, or contributes to the development of, behavior intervention plans (BIP).	0 1 2 3 4 NA	0 1 2 3 4
4. Effectively conducts Functional Behavior Assessment (FBA).	0 1 2 3 4 NA	0 1 2 3 4
5. Identifies children or adolescents who may need counseling or mental health support.	0 1 2 3 4 NA	0 1 2 3 4

Domain 4: Mental and Behavioral Health Services and Interventions	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
6. Demonstrates understanding of community-based supports for mental and behavioral health.	0 1 2 3 4 NA	0 1 2 3 4
7. Demonstrates knowledge of the influence of context and systems on a client's behavior.	0 1 2 3 4 NA	0 1 2 3 4
8. Effectively consults with teachers on behavior concerns.	0 1 2 3 4 NA	0 1 2 3 4
Comments:		

Domain 5: School-Wide Practices to Promote Learning	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
	WINTER	**SPRING**
1. Identifies essential elements of RTI/MTSS models.	0 1 2 3 4 NA	0 1 2 3 4
2. Promotes best practices in tiered levels of academic and behavioral/mental health support for students.	0 1 2 3 4 NA	0 1 2 3 4
3. Identifies system-level needs for behavioral and mental health support.	0 1 2 3 4 NA	0 1 2 3 4
4. Describes MTSS models for identifying Specific Learning Disability.	0 1 2 3 4 NA	0 1 2 3 4
5. Consults on best practices for Special Education eligibility practices.	0 1 2 3 4 NA	0 1 2 3 4
6. Communicates with staff about best practices in instruction and intervention.	0 1 2 3 4 NA	0 1 2 3 4
7. Identifies gaps in systems of support within assigned schools.	0 1 2 3 4 NA	0 1 2 3 4
8. Manages eligibility/IEP meetings effectively.	0 1 2 3 4 NA	0 1 2 3 4
Comments:		

Domain 5: School-Wide Practices to Promote Learning	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	

Domain 6: Services to Promote Safe and Supportive Schools	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
	WINTER	**SPRING**
1. Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g. PBIS, discipline policies).	0 1 2 3 4 NA	0 1 2 3 4
2. Contributes to positive school climate by supporting classroom-wide and school-wide prevention programs.	0 1 2 3 4 NA	0 1 2 3 4
3. Demonstrates knowledge of community resources providing services to children and youth.	0 1 2 3 4 NA	0 1 2 3 4
4. Describes evidence-based strategies and district protocols for responding to crises such as suicide, death, natural disaster, violence, etc.	0 1 2 3 4 NA	0 1 2 3 4
5. Demonstrates knowledge of several evidence-based prevention and intervention programs that can be implemented across individual, group, classroom, or school settings.	0 1 2 3 4 NA	0 1 2 3 4
Comments:		

Domain 7: Family, School, and Community Collaboration	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
	WINTER	**SPRING**
1. Communicates effectively with parents / caregivers.	0 1 2 3 4 NA	0 1 2 3 4
2. Is proactive in establishing helping relationships with parents/caregivers.	0 1 2 3 4 NA	0 1 2 3 4
3. Engages effectively with parents/caregivers in eligibility/IEP meetings.	0 1 2 3 4 NA	0 1 2 3 4

Domain 7: Family, School, and Community Collaboration	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
4. Is sensitive to home variables and integrates evidence-based strategies for the home that support child functioning.	0 1 2 3 4 NA	0 1 2 3 4
5. Demonstrates understanding of community resources for families.	0 1 2 3 4 NA	0 1 2 3 4
6. Promotes and seeks collaboration and participation between the home and school.	0 1 2 3 4 NA	0 1 2 3 4
Comments:		

Domain 8: Equitable Practices for Diverse Student Populations	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
	WINTER	**SPRING**
1. Demonstrates knowledge of best practices when evaluating diverse students.	0 1 2 3 4 NA	0 1 2 3 4
2. Documents consideration of cultural factors in evaluations.	0 1 2 3 4 NA	0 1 2 3 4
3. Demonstrates cultural responsiveness in interactions with diverse students and families.	0 1 2 3 4 NA	0 1 2 3 4
4. Advocates for the needs of individuals with diverse backgrounds.	0 1 2 3 4 NA	0 1 2 3 4
5. Considers cultural factors in the development of interventions.	0 1 2 3 4 NA	0 1 2 3 4
6. Interacts appropriately with students from diverse cultural backgrounds.	0 1 2 3 4 NA	0 1 2 3 4
7. Informs others of the impact of culture and diversity on the functioning of students.	0 1 2 3 4 NA	0 1 2 3 4
Comments:		

Domain 10: Legal, Ethical, and Professional Practice	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = No Opportunity to Observe	
	WINTER	**SPRING**
1. Demonstrates awareness of ethical concerns in practicum.	0 1 2 3 4 NA	0 1 2 3 4
2. Incorporates knowledge of WACs in report writing.	0 1 2 3 4 NA	0 1 2 3 4
3. Understands special education eligibility process.	0 1 2 3 4 NA	0 1 2 3 4
4. Understands special education law, including section 504.	0 1 2 3 4 NA	0 1 2 3 4
5. Writes evaluation/eligibility reports in accordance with Washington Administrative Code (WAC) requirements.	0 1 2 3 4 NA	0 1 2 3 4
6. Communicates effectively with staff regarding legal and ethical requirements.	0 1 2 3 4 NA	0 1 2 3 4
7. Demonstrates appropriate professional assertiveness related to ethical and legal issues.	0 1 2 3 4 NA	0 1 2 3 4
Comments:		

General Comments:

Student:_____Date:_____

Field Supervisor (592A/B):_____Date:_____

University Supervisor (592A/B):_____Date:_____

SCHOOL PSYCHOLOGY 581A/B/C PRACTICUM EVALUATION

> *University Supervisor Rating Form*

Name of Student: _____ **Placement:** _____

Date: _____ **Quarter:** _____

Directions: Ratings are intended to guide the student and the program in evaluating readiness for advanced practicums. Please use the following rating scale to identify strengths and targets for growth. Ratings are made on a scale ranging from 0 (Unsatisfactory) to 4 (Expert). A rating of 2 indicates the knowledge or skill is satisfactory and at the expected level for entry-level practicum students. Practicum students are evaluated three times over the course of the entry-level school psychology practicums; at the end of PSY581A, PSY581B, and PSY581C. The 581C rating is considered the "Final Evaluation" for this practicum course sequence.

- **NA = No Opportunity to Observe**
- **0 = Unsatisfactory (Does not meet minimal competence):** The student does not demonstrate minimal competence in this knowledge area or skill. Immediate attention is needed to the deficiency is needed.
- **1 = Emerging (Beginning to develop knowledge or skill):** The student demonstrates emerging competency, but additional knowledge and/or skill development is needed.
- **2 = Intermediate (Demonstrates knowledge or skill appropriate for basic practice):** The candidate's knowledge and/or skill development in this area is competent for a practicum student. The skill could be practiced at a basic level with minimal to no supervision. Additional supervision would enhance the effectiveness and efficiency of the skill. **It is expected that at the end of entry-level practicum (581C), the student will attain a 2 in all areas.**
- **3 = Advanced (Demonstrates advanced competence at a level appropriate for a certified school psychologist):** The student functions at an advanced level, demonstrating knowledge or skill above what is typical at the practicum level.
- **4 = Expert (Demonstrates expert level knowledge or skill):** The candidate functions at an expert level with recognized expertise in the area. Demonstrates leadership and advanced ability to communicate expertise to others.

Professional Work Characteristics and Dispositions (PWC) (For this level of practicum (entry-level), it is expected that students will achieve a rating of 2 by the end of PSY581C for satisfactory performance)	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
Reflective Practice (RF): Student engages in reflective professional practice to improve skills as a practitioner, evaluate individual skills and abilities, and incorporate feedback to change or maintain performance	0 1 2 3 4 NA
Accountability for Learning (AL): Student is an active participant in professional development and learning, seeks supervision and feedback to actively solve problems, and changes performance with feedback and support.	0 1 2 3 4 NA
Professionalism (PR): Student presents self in professional way (appearance, written and verbal communication, and interactions), is timely and responsive, and takes responsibility for own actions.	0 1 2 3 4 NA
Oral Communication (OC): Student has effective oral communication with students, school personnel, parents, and others.	0 1 2 3 4 NA
Promptness (PRM): Student is on time for meetings and professional activities; submits work in a timely manner; communicates with others in a prompt manner.	0 1 2 3 4 NA
Flexibility (FL): Student is able to make appropriate adjustments to his or her professional practice when expectations, roles, or responsibilities change or vary.	0 1 2 3 4 NA
Self-Awareness (SA): Student has awareness of own skills and abilities and how these impact his or her work in the field.	0 1 2 3 4 NA
Responsiveness to Feedback (RF): Student responds to feedback in a positive way and further integrates feedback into work.	0 1 2 3 4 NA
Rapport with Clients (RC): Student has developed and maintained good working relationships with reading center clients.	0 1 2 3 4 NA

Professional Work Characteristics and Dispositions (PWC) (For this level of practicum (entry-level), it is expected that students will achieve a rating of 2 by the end of PSY581C for satisfactory performance)	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable

Knowledge and Skills by NASP Standard
(At the conclusion of 581C ratings for all skills are needed)

Data-Based Decision Making *(For this level of practicum (entry-level), it is expected that students will achieve a rating of 2 by the end of PSY581C for satisfactory performance)*	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
(1) Selected appropriate assessments for progress monitoring	0 1 2 3 4 NA
(2) Competently administered curriculum-based assessments	0 1 2 3 4 NA
(3) Made data-based modifications to interventions when/if necessary, after consulting with university-based supervisor	0 1 2 3 4 NA
(4) Creates accurate and easy to understand graphs of data	0 1 2 3 4 NA
(5) Fluent in describing intervention data and progress	0 1 2 3 4 NA
(6) Writes effectively for parents and/or teachers in RIC documents (case notes, summative reports, etc.)	0 1 2 3 4 NA

Academic Interventions and Instructional Supports *(For this level of practicum (entry-level), it is expected that students will achieve a rating of 2 by the end of PSY581C for satisfactory performance)*	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
(7) Effectively implemented selected reading intervention(s) with fidelity	0 1 2 3 4 NA
(8) Provided appropriate recommendations for continued academic support once intervention ends or once a new interventionist takes over providing services	0 1 2 3 4 NA
(9) Made data-based intervention modifications	0 1 2 3 4 NA
(10) Integrates knowledge of early reading skills in communication during RIC activities	0 1 2 3 4 NA

Family, School, and Community Collaboration *(For this level of practicum (entry-level), it is expected that students will achieve a rating of 2 by the end of PSY581C for satisfactory performance)*	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
(11) Demonstrates effective interaction and communication with reading clinic clients	0 1 2 3 4 NA
(12) Demonstrates effective interaction and communication with parents/caregivers	0 1 2 3 4 NA
(13) Demonstrates effective collaboration in team supervision	0 1 2 3 4 NA
(14) Provided appropriate post-intervention recommendations for family-clinic collaboration for reading clinic clients	0 1 2 3 4 NA

Equitable Practices for Diverse Student Populations *(For this level of practicum (entry-level), it is expected that students will achieve a rating of 2 by the end of PSY581C for satisfactory performance)*	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
(18) Incorporates the influence of culture, background, and individual learner characteristics when providing intervention	0 1 2 3 4 NA
(16) Use a strengths-based approach to address all aspects of service delivery when working with English learners and CLD students	0 1 2 3 4 NA
(17) Uses inclusive language and provides culturally responsive and equitable practices when working with RIC clients and families.	0 1 2 3 4 NA

Legal, Ethical, and Professional Practice *(For this level of practicum (entry-level), it is expected that students will achieve a rating of 2 by the end of PSY581C for satisfactory performance)*	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
(18) Provided intervention services consistent with ethical and professional standards.	0 1 2 3 4 NA
THIS RATING IS FOR PSY581C ONLY: (19) Supported the growth of fellow school psychology graduate students by providing supervision, peer consultation, and mentoring to those seeking such support	0 1 2 3 4 NA

Strengths:

Area(s) for improvement:

Student: _____   Date: _____

University Supervisor: _____   Date: _____

Student_____   Quarter/Year_____

Supervisor(s)_____

Date of Report_____   Midterm ❑   Final ❑

Number of Counseling Sessions Conducted_____   No Shows_____   Cancellations_____

The following sections of this form were developed to reflect important aspects of a student's performance in the PSY 594 Practicum in Child Counseling. Ratings compare the student with supervisory staff members' expectations regarding "what is appropriate training at this point in the training sequence." Thus, *these ratings should be interpreted in a developmental context;* expectations for acceptable performance depend upon the stage of training. Students must score 2 or above across all pertinent criteria on their FINAL evaluation to pass any practicum.

PART I Primary Counseling Skills – For all levels of Clinical Practice

Primary Counseling Skill(s)	Specific Counseling Descriptors	Score	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Insufficient / Unacceptable (1)
Intentionality	**Making conscious choices in skills and strategies applied, i.e., purposeful counseling**		Student consistently chooses among a range of available responses, recognizes and uses opportunities to establish focus and deepen exploration.	Student demonstrates ability to choose appropriate responses, generally recognizes opportunities to establish focus and deepen exploration.	Student is adequate in ability to choose appropriate responses; may be somewhat limited in range of responses or ability to establish focus and deepen exploration.	Student provides responses are often undirected, limited in range, are often off-topic, or don't follow the client's story. Inadequate ability to deepen exploration.
Attending/ Nonverbal Skills	**Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.**		Student demonstrates effective nonverbal communication skills, conveying connectiveness & empathy.	Student demonstrates effective nonverbal communication skills for the majority of counseling sessions	Student demonstrates inconsistency in his/her nonverbal communication skills.	Student demonstrates limited nonverbal communication skills.
Encouragers	**Includes Minimal Encouragers & Door Openers such as "Tell me more about..."**		Student demonstrates appropriate use of encourages, which supports the development of a therapeutic relationship	Student demonstrates appropriate use of encourages for the majority of counseling sessions	Student demonstrates inconsistency in his/her use of appropriate encouragers.	Student demonstrates limited ability to use appropriate encouragers.
Questions	**Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)**		Student demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question	Student demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods.	Student uses open-ended questions sparingly & with limited effectiveness.

Restatements	**Basic Reflection of Content – Paraphrasing, Summarizing, etc.**		Student demonstrates appropriate use of paraphrasing & summarizing as the primary therapeutic approach	Student demonstrates appropriate use of paraphrasing & summarizing, appropriately & consistently	Student demonstrates paraphrasing, & summarizing inconsistently & inaccurately.	Student demonstrated limited proficiency in paraphrasing & summarizing
Reflection of Feelings	**Reflection of Feelings**		Student demonstrates appropriate use of reflection of feelings as the primary therapeutic approach	Student demonstrates appropriate use of reflection of feelings appropriately & consistently	Student demonstrates reflection of feelings inconsistently & inaccurately.	Student demonstrated limited proficiency in reflecting feelings

		Score				
Providing Structure	**Providing direction as needed; useful transitions; smooth opening/closing**		Student attends to client comfort and wellbeing by providing direction or explanation of counseling format or procedures as needed.	Student generally provides clients with adequate direction or explanation of counseling format or procedures.	Student is less consistent in providing clients with adequate direction or explanation of counseling format or procedures.	Student does not provide clients with adequate direction or explanation of counseling format or procedures.
Information & Psychoeducation	**Presenting new information and ideas to clients; taking on a teaching role.**		Student consistently recognizes and uses opportunities to share specific information with the client with involvement of clients as co-participants.	Student frequently provides useful information to clients.	Student adequately provides useful information to clients.	Student rarely provides new information to clients.
Directives	**Counselor suggestions, directives, or advice for the client.**		Student consistently recognizes appropriate opportunities to provide and explore suggestions while avoiding direct advice giving.	Student generally recognizes appropriate opportunities to provide and explore suggestions while avoiding direct advice giving.	Student demonstrates adequate skill in providing useful suggestions.	Student is unable to provide useful suggestions when needed or provides inappropriate advice without clear intention
Immediacy	**Disclosing immediate feelings about the client, her- or himself in relation to the client, or the therapeutic relationship**		Student consistently provides reflections in the present tense, talks in the "here and now" and make inquiries about the relationship with sensitivity to client reactions.	Student generally provides reflections in the present tense, talks in the "here and now" and make inquiries about the relationship with sensitivity to client reactions.	Student adequately provides reflections in the present tense; may be somewhat hesitant to talk in the "here and now" or make inquiries about the relationship.	Student avoids or misses opportunities to provide reflections in the present tense, talk in the "here and now" or make inquiries about the relationship.
Interpretation/ Reframing	**Going beyond what the client has overtly stated; Presenting a new meaning, reason, or explanation for behaviors; presenting more solvable perspectives**		Student shows consistent ability to provide clients with new explanations for experiences; able to go beyond clients' overt statements.	Student generally shows ability to provide clients with new explanations for experiences; generally able to go beyond clients' overt statements.	Student demonstrates adequate skill in providing new explanations for experiences; demonstrates minimal ability to go beyond clients' overt statements.	Student responds only to obvious content; does not address implied content; does not provide new perspectives on an issue.
Theme Recognition	**Identifying and responding to repeated patterns of content, feelings, or meanings.**		Student shows consistent ability to recognize and respond to dominant themes in clients' expressions.	Student generally shows ability to recognize and respond to dominant themes in clients' expressions.	Student demonstrates adequate ability to recognize and respond to dominant themes in clients' expressions.	Student avoids or misses opportunities to address dominant themes in clients' expressions.
Empathy	**Comprehension of the subjective experience of clients; Appropriate use of basic and additive empathy**		Student consistently communicates understanding of the facts, emotions, and special meanings of the client's story; able to help clients explore themes and emotions new to their experience.	Student generally communicates understanding of the facts, emotions, and special meanings of the client's story; limited ability to help clients explore themes and emotions new to their experience.	Student shows some limited ability to communicate understanding of the facts, emotions, and special meanings of the client's story; responses are generally limited to making contact with apparent themes or material.	Student demonstrates limited ability to understand client emotions and feelings from the client's frame of reference; provides agreement or sympathy rather than true empathy.

Reflection of Meaning	**Reflection of Values, Meanings, Core Beliefs**		Student demonstrates consistent ability to elicit and restate the personal impact and significance of an issue or concern.	Student generally demonstrates ability to elicit and restate the personal impact and significance of an issue or concern.	Student occasionally elicits or reflects the personal impact and significance of an issue or concern; responses are limited to noting what is important to the client.	Student is unable to or rarely elicits or reflects the personal impact and significance of an issue or concern.
Facilitate Therapeutic Environment	**Counselor expresses appropriate respect & unconditional positive regard**		Student demonstrates consistent ability to be respectful, accepting, & caring with clients.	Student demonstrates general ability to be respectful, accepting, & caring with clients.	Student demonstrates adequate ability to be respectful, accepting, & caring.	Student demonstrates limited ability to be respectful, accepting, & caring.
Challenges/ Confrontation	**Counselor challenges client to recognize & evaluate inconsistencies and maladaptive beliefs and thoughts**		Student consistently demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion.	Student generally demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion.	Student demonstrates adequate ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions; may be more hesitant or less supportive in presenting challenges.	Student demonstrates limited ability or willingness to challenge clients through verbalizing discrepancies in the client's words or actions. Confrontation is lacking.

Silence	**Intentional pauses in responding to support, draw out, or challenge the client.**	Score	Student consistently and effectively uses silence to convey empathy, warmth, and respect and to allow clients time to reflect and respond.	Student is generally effective in using silence to convey empathy, warmth, and respect and to allow clients time to reflect and respond.	Student demonstrates some minimal control using silence, but some silence may remain unintentional or awkward.	Student rarely uses silence or silences are awkward; client does not understand the purpose of the silence.
Self-Disclosure	**Counselor sharing of related personal life experience, here-and-now observations or feelings toward the client, or opinions.**		Student consistently uses effective self-disclosures that are brief, relevant, genuine and keep the focus on the client.	Student uses self-disclosures that are generally brief, relevant, genuine and keep the focus on the client.	Student occasionally uses self-disclosure; some disclosures take the focus away from clients.	Student demonstrates limited ability to use self-disclosure; Self-disclosures are inappropriate, too extensive, or take the focus away from the client.
Feedback	**Present client with information about his or her behaviors or impact on others.**		Student consistently provides effective feedback that is specific, nonjudgmental, and often focuses on strengths or an issue the client can do something about.	Student generally provides effective feedback that is specific, nonjudgmental, and often focuses on strengths or an issue the client can do something about.	Student demonstrates some minimal control in presenting feedback that is specific, nonjudgmental, and often focuses on strengths or an issue the client can do something about.	Student avoids feedback or provides critical feedback without attention to the therapeutic relationship.
Counseling based on stages	**Strategies and intentions are based on stages of a helping relationship**		Student consistently considers stages of the empathic relationship and session in his/her use of skills and strategies.	Student demonstrates generally good consideration of stages of the empathic relationship and session.	Student demonstrates adequate consideration of stages of the empathic relationship and session.	Student often uses skills and strategies without consideration of stages of the empathic relationship or session.
Client Observation Skills	**Attending to the verbal and nonverbal behavior of the counselor and client.**		Student consistently uses observations to provide guidance for the use of skills and strategies.	Student generally uses observations to provide guidance for the use of skills and strategies.	Student adequately uses observations to provide guidance for the use of skills and strategies.	Student is inconsistent in noting and considering nonverbal behavior of the counselor and client.

PART II Professional Dispositions – For all levels of Clinical Practice

Primary Professional Dispositions	Specific Professional Disposition Descriptors	Score	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Insufficient / Unacceptable (1)
Professional Ethics	**The student adheres to the ethical guidelines of the ACA, ASCA, & IAMFC.**		Student demonstrates consistent & advanced (*i.e., exploration & deliberation*) ethical behavior & judgments.	Student demonstrates consistent ethical behavior & judgments.	Student demonstrates ethical behavior & judgments, but on a concrete level with a basic decision-making process.	Student demonstrates limited ethical behavior & judgment, and a limited decision-making process.
Professionalism	**Student behaves in a professional manner towards supervisors, peers, & clients (includes appropriates of dress & attitudes)**		Student is consistently respectful, thoughtful, & appropriate within all professional interactions.	Student is respectful, thoughtful, & appropriate within all professional interactions.	Student is inconsistently respectful, thoughtful, & appropriate within professional interactions.	Student is limitedly respectful, thoughtful, & appropriate within professional interactions.
Self-awareness & Self-understanding	**Student demonstrates an awareness of his/her own belief systems, values, needs & limitations (herein called "beliefs") and the effect of "self" on his/her work with clients.**		Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Student demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.

Primary Professional Dispositions	Specific Professional Disposition Descriptors	Score	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Insufficient / Unacceptable (1)
Emotional stability & Self-control	**Student demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.**		Student demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions.	Student demonstrates emotional stability & appropriateness in interpersonal interactions.	Student demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions.	Student demonstrates limited emotional stability & appropriateness in interpersonal interactions.
Motivated to Learn & Grow / Initiative	**Student is engaged in the learning & development of his/her counseling competencies.**		Student demonstrates consistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates enthusiasm for his/her professional and personal growth & development.	Student demonstrates inconsistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates limited enthusiasm for his/her professional and personal growth & development.
Multicultural Competencies	**Student demonstrated awareness, appreciation, & respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.)**		Student demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).
Openness to Feedback	**Student responds non-defensively & alters behavior in accordance with supervisory feedback**		Student demonstrates consistent openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback, but does <u>not</u> implement suggested changes.	Student is not open to supervisory feedback & does not implement suggested changes.
Professional & Personal Boundaries	**Student recognizes the boundaries of her/his competencies & maintains appropriate boundaries with supervisors, peers, & clients**		Student demonstrates consistently strong & appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries, but has limited appreciation of his/her limitations.	Student demonstrates inappropriate boundaries & has limited appreciation of his/her limitations.

Flexibility & Adaptability	Student demonstrates ability to flex to changing circumstance, unexpected events, & new situations		Student demonstrates consistently strong ability to adapt & "reads-&-flexes" appropriately.	Student demonstrates ability to adapt & "reads-&-flexes" appropriately.	Student demonstrated an inconsistent ability to adapt & flex to his/her clients.	Student demonstrates a limited ability to adapt & flex to his/her clients.
Congruence & Genuineness	Student demonstrates self-acceptance ("comfortable in one's own skin") & appropriate self-confidence.		Student demonstrates consistent ability to be genuine & accepting of self & others	Student demonstrates ability to be genuine & accepting of self & others	Student demonstrates inconsistent ability to be genuine & accepting of self & others.	Student demonstrates a limited ability to be genuine & accepting of self & others (incongruent).

PART III Professional Behaviors – For all levels of Clinical Practice

Primary Professional Behavior(s)	Specific Professional Behavior Descriptors	Score	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Insufficient / Unacceptable (1)
Knowledge & Adherence to Site Policies	Student demonstrates an understanding & appreciation for all counseling site policies & procedures		Student demonstrates consistent adherence to all counseling site policies & procedures.	Student demonstrates adherence to all counseling site policies & procedures.	Student demonstrates inconsistent adherence to all counseling site policies & procedures.	Student demonstrates limited adherence to all counseling site policies & procedures.
Record Keeping	Student completes all weekly record keeping activities correctly & promptly (e.g., case notes, psychological reports, TX plan).		Student completes all required record keeping & documentation in a through & comprehensive fashion.	Student completes all required record keeping & documentation in a competent fashion.	Student completes all required record keeping & documentation in an inconsistent & in a questionable fashion.	Student completes required record keeping & documentation inconsistently & in a poor fashion.
Seeks Consultation	Student seeks consultation & supervision in appropriate service delivery		Student consistently seeks appropriate consultation & supervision to support the delivery of counseling services.	Student seeks appropriate consultation & supervision to support the delivery of counseling services.	Student inconsistently seeks consultation & supervision to support the delivery of counseling services.	Student seeks limited consultation & supervision to support the delivery of counseling services.
Task Completion	Student completes all assigned tasks in an ethical & effective fashion (e.g., individual & group counseling, supervision, reports)		Student consistently completes all assigned tasks in a comprehensive & through fashion.	Student completes all assigned tasks in a comprehensive fashion.	Student completes assigned tasks in an inconsistent fashion.	Student does not complete all assigned tasks & those tasks that are completed are not done in a competent fashions.
Risk Assessment	Effective assessment of client risk factors for suicide, self-inflicted harm, or danger to others		Student consistently and effectively assesses for risks and takes appropriate action based on the results.	Student is generally effective in assessment for risks and taking appropriate action based on the results.	Student adequately assesses for risks and generally takes appropriate action based on the results.	Student has not demonstrated adequate ability to assess for risks or has not taken appropriate action based on the results.
Assessment of trauma and abuse	Student effectively assesses client history of trauma and abuse and takes appropriate steps based on assessment results.		Student consistently assesses client history of abuse and trauma, is knowledgeable of reportable situations, and takes appropriate steps based on assessment results.	Student generally assesses client history of abuse and trauma, is knowledgeable of reportable situations, and takes appropriate steps based on assessment results.	Student assessment of client history of abuse and trauma is adequate, but greater precision or attention to details obtained or steps taken is needed at times.	Student is hesitant or unable to obtain adequate client history of abuse and trauma; steps taken based on assessment may be unsatisfactory.

Referrals	Student demonstrates knowledge of various services available and uses effective referral procedures.		Student is consistently knowledgeable about various specialized services, discusses possible referrals, and uses effective referral procedures.	Student is generally effective in referrals: good knowledge of available services, discusses possible referrals, and uses effective referral procedures.	Student is adequate, but less consistent in their knowledge about various specialized services and discussion and use of possible referrals.	Student misses opportunities for needed referrals or provides referrals with inadequate discussion with clients or ineffective referral procedures.

PART IV

Assessment and Treatment Planning Skills	Specific Counseling Descriptors	Score	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Insufficient / Unacceptable (1)
Psychosocial Assessment & Treatment Planning	Student demonstrates ability to construct a comprehensive & appropriate psychosocial report & treatment plan.		Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan (e.g., goals are relevant, attainable, & measureable)	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates an inconsistent ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates a limited ability to construct a comprehensive & appropriate psychosocial report & treatment plan.
Goal Setting	Counselor collaborates with client to establish realistic, appropriate, & attainable therapeutic goals		Student demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates limited ability to establish collaborative & appropriate therapeutic goals with client.
Client appropriate treatment, referral and termination	Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.		Student demonstrated consistent ability to make treatment decisions, referrals, and utilize appropriate treatment interventions based on results of the diagnostic assessment.	Student demonstrated ability to make treatment decisions, referrals, and utilize appropriate treatment interventions based on results of the diagnostic assessment.	Student demonstrated inconsistent ability to make treatment decisions, referrals, and utilize appropriate treatment interventions based on results of the diagnostic assessment.	Student demonstrated limited ability to make treatment decisions, referrals, and utilize appropriate treatment interventions based on results of the diagnostic assessment.

PART IV

Professional skills	Specific Counseling Descriptors	Score	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Insufficient / Unacceptable

			(4)	(3)	(2)	(1)
Focus of Counseling	**Counselor focuses (or refocuses) client on his/her therapeutic goals – i.e. purposeful counseling**		Student demonstrates consistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.	Student demonstrates ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.	Student demonstrates inconsistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.	Student demonstrates limited ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.
Case Conceptualizatio n	**Student is able to effectively present & summarize client history & demonstrates an appreciation of the multiple influences on a client's level of functioning**		Student demonstrates a strong & comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates an comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates basic case conceptualization; appreciating only the influences a client presents in session on his/her level of functioning.	Student demonstrates a limited case conceptualization & does not appreciate the influence of systemic factors on the client's level of functioning.
Knowledge of professional literature	**Student researches therapeutic intervention strategies that have been supported in the literature & research.**		Student demonstrates strong knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates inconsistent knowledge of supported therapeutic approaches grounded in the counseling literature/research.	Student demonstrates limited knowledge of supported therapeutic approaches grounded in the counseling literature & research.
Application of Theory to Practice	**Student demonstrates knowledge of counseling theory & its application in his/her practice.**		Student demonstrates a strong understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates an understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work.	Student demonstrates limited understanding of counseling theory & its role in his/her therapeutic work with clients.

Narrative Feedback from Supervising Instructor

Please note the counseling student's areas of strength, which you have observed:

Please note the counseling student's areas that warrant improvement, which you have observed:

Please comment on the counseling student's general performance during his/her clinical experience to this point:

_____   _____
Counseling/School Psychology Student's Signature   *Date*

_____   _____
Supervising Instructor's Signature   *Date*

REQUIRED DOCUMENTS TO BE SUBMITTED TO UNIVERSITY SUPERVISOR DURING PRACTICUM
(Additional documents may be required by practicum instructor –
these will be noted on the syllabus)

PRACTICUM LOG

QUARTERLY FIELD-BASED SUPERVISOR EVALUATIONS

Each quarter the Field-Based Supervisor will complete an evaluation form. This form should be reviewed with the practicum student and then sent to the University Supervisor.

Appendix A: Test Scoring Software

The following instruments are available either on the test scoring computer or online through various online assessment manager systems. See Program Coordinator for Passwords

Assessment	Instructions for Accessing
Woodcock-Johnson IV Tests of Achievement Tests of Cognitive Ability Woodcock-Munoz Language Survey - III	Scored online at https://www.wjscore.com/
Piers-Harris Self-Concept Scale - 3	Administered and scored through Western Psychological Systems Online Evaluation Systems https://platform.wpspublish.com/
K-TEA – 3 K-ABC II NU WIAT – IV BASC-3 Vineland-3	Available through Q-Global system