
Final Self-Assessment of School Psychology Practicum Experiences

Student Name:

Home Phone:

Site Supervisors Name:

Phone:

Email:

Fax:

District:

Site(s):

Beginning Date:

Use the scale below to assess yourself in both general and specific professional skills. For specific professional skills please rate the practica experiences and opportunities that were available to you (or rate yourself N/O for No Opportunity). Include additional comments as necessary.

1- Needs Improvement- Not ready to function as an intern in this area; Individual needs constant direct supervision or more training in this area.

2- Effective or adequate competence – Ready to function as an intern in this area; Individual is capable of functioning with independence or requires only occasional supervision in this area.

3 – Very effective or superior competence- Ready to function at an outstanding or exceptional skill level for an intern in this area; Individual is capable of functioning with little or no supervision in this area.

0 – No data – insufficient data, or no opportunity to engage in these types of activities at this time

Assessment of Specific Professional Skills: Please rate yourself on a scale of 1 (Needs Improvement), 2 (Effective or Adequate Competence), 3 (Very Effective or Superior Competence) or 0 (No data or No Opportunity) for each practice area described below.

Domain 1: Data Based Decision Making

1.1. Administration and interpretation of cognitive, social-emotional, or other types of standardized testing instruments.

1.2. Application of data to develop effective academic or behavioral goals or interventions.

1.3. Skill in effectively communicating assessment results in psychoeducational reports.

Additional comments regarding skills in the Data Based Decision Making domain (optional)

Domain 2: Consultation and Collaboration

2.1. Knowledge and application of behavioral, mental health, collaborative, and/or other consultation models and methods.

2.2. Skill in collaborating effectively with others in planning and decision-making processes at the individual, group, and system levels.

Additional comments regarding skills in the Consultation and Collaboration domain (optional):

Domain 3: Interventions and Instructional Support to Develop Academic Skills

3.1. Skills in developing academic goals and interventions (may be collaborative).

3.2. Skills in evaluation of effectiveness of interventions.

3.3. Ability to implement academic interventions.

Additional comments regarding skills in the Academic Skills domain (optional):

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

4.1. Skills in development of behavioral, affective, adaptive, and social-emotional goals on IEP or 504 plans.

4.2. Ability to conduct effective short or long-term goal-based individual counseling.

4.3. Ability to conduct effective group-based counseling or guidance services.

4.4. Ability to develop and evaluate behavior support plans.

Additional comments regarding skills in the Social and Life Skills domain (optional):

Domain 5: School-wide Practice to Promote Learning

5.1. Knowledge of school and district-level policies and procedures.

5.2. Knowledge of school site-based resources, programs and structures.

5.3. Participation in SST, 504, IEP, parent and team-level meetings.

5.4. Understanding of schools as system-based entities, including principles of systems change.

Additional comments regarding skills in the School-wide Practice domain (optional):

Domain 6: Preventive and Responsive Services

6.1. Knowledge of school and district crisis plans (preparedness to participate in crisis protocol).

6.2. Ability to conduct crisis or threat assessments.

6.3. Knowledge of evidence-based prevention and intervention programs for school-aged youth.

Additional comments regarding skills in the Preventive and Responsive Services domain (optional):

Domain 7: Family-School Collaboration Services

7.1. Skill in communication and collaboration with parents and families.

7.2. Knowledge of family systems, including family strengths and influences on student development, learning, and behavior.

7.3. Knowledge of methods to involve families in education and service delivery.

Additional comments regarding skills in the Family-School Collaboration Services domain (optional):

Domain 8: Student Diversity in Development and Learning.

8.1. Skill in working with staff, students, and families representing diverse backgrounds.

8.2. Ability to select or adapt skills or strategies to best meet the needs and utilize the strengths of diverse individuals.

8.3. Demonstration of respect for individual differences.

Additional comments regarding skills in the Diversity in the Development and Learning domain (optional):

Domain 9: Research and Program Evaluation

9.1. Ability to evaluate the outcome of an individualized academic intervention

9.2. Ability to evaluate the outcomes of an individualized or group-based counseling intervention.

9.3. Skill in accessing and using school or district outcome data for the purpose of evaluating programs.

Additional comments regarding skills in the Research and Program Evaluation domain (optional)

Domain 10: Legal, Ethical, and Professional Practice

10.1. Demonstrates involvement in the profession by attendance at staff meetings, district meetings, and other professional activities.

10.2. Practices in ways that are consistent with state and national ethical and practice standards.

10.3. Knowledge and skills needed to acquire career-long professional development.

10.4. Ability to work through ethical dilemmas.

Additional comments regarding skills in the Legal and Professional Practice domain (optional)

General Professional Skills and Chapman Program “Big Ideas” Please rate yourself on a scale of 1 (Needs Improvement), 2 (Effective or Adequate Competence), 3 (Very Effective or Superior Competence) or 0 (No data or No Opportunity) for each practice area described below.

- ❑ **Collaboration:**

- ❑ **Cultural competence:**

- ❑ **Oral communication:** Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).

- ❑ **Self-Reflection and Tolerance for Ambiguity:** Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback. Is flexible and patient, and uses professional judgment in cases of ambiguity.

- ❑ **Written communication:** Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.).

- ❑ **Commitment to Service and Advocacy:** Promotes interests and well-being of students and families.

- ❑ **Building Solutions for Children through an Appreciation of their Strengths and Resources:** Utilizes a strengths-based approach to assessment and evaluation of students. Applies student strengths and resources to the development of goals and intervention plans.

- ❑ **Understanding children as individuals and as participants in systems:**

- ❑ **Time management and organization:**

Final or Summary Comments:

For the School District

Supervising School Psychologist

Name (Print):

Signature:

Date:

For Chapman University

Student

Name (Print):

Signature:

Date:

University Supervisor

Name (Print):

Signature:

Date:



**Final Supervisor Assessment of School Psychology Practicum
Experiences**

Student Name:

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Site Supervisors Name:

Phone:

Email:

Fax:

District:

Site(s):

Beginning Date:

Use the scale below to assess your supervisee in both general and specific professional skills. For specific professional skills please rate the practica experiences and opportunities that were available to your student (or rate 0 for No Data or No Opportunity). Include additional comments as necessary.

1- Needs Improvement- Not ready to function as an intern in this area; Individual needs constant direct supervision or more training in this area.

2- Effective or adequate competence – Ready to function as an intern in this area; Individual is capable of functioning with independence or requires only occasional supervision in this area.

3 – Very effective or superior competence- Ready to function at an outstanding or exceptional skill level for an intern in this area; Individual is capable of functioning with little or no supervision in this area.

0 – No data – insufficient data, or no opportunity to engage in these types of activities at this time

Assessment of Specific Professional Skills. Please rate your student on a scale of 1 (Needs Improvement), 2 (Effective or Adequate Competence), 3 (Very Effective or Superior Competence) or 0 (No data or No Opportunity) for each practice area described below.

Domain 1: Data Based Decision Making

1.1. Administration and interpretation of cognitive, social-emotional, or other types of standardized testing instruments.

1.2. Application of data to develop effective academic or behavioral goals or interventions.

1.3. Skill in effectively communicating assessment results in psychoeducational reports.

Additional comments regarding skills in the Data Based Decision Making domain (optional)

Domain 2: Consultation and Collaboration

2.1. Knowledge and application of behavioral, mental health, collaborative, and/or other consultation models and methods.

2.2. Skill in collaborating effectively with others in planning and decision-making processes at the individual, group, and system levels.

Additional comments regarding skills in the Consultation and Collaboration domain (optional):

Domain 3: Interventions and Instructional Support to Develop Academic Skills

3.1. Skills in developing academic goals and interventions (may be collaborative).

3.2. Skills in evaluation of effectiveness of interventions.

3.3. Ability to implement academic interventions.

Additional comments regarding skills in the Academic Skills domain (optional):

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

4.1. Skills in development of behavioral, affective, adaptive, and social-emotional goals on IEP or 504 plans.

4.2. Ability to conduct effective short or long-term goal-based individual counseling.

4.3. Ability to conduct effective group-based counseling or guidance services.

4.4. Ability to develop and evaluate behavior support plans.

Additional comments regarding skills in the Social and Life Skills domain (optional):

Domain 5: School-wide Practice to Promote Learning

- 5.1. Knowledge of school and district-level policies and procedures.

- 5.2. Knowledge of school site-based resources, programs and structures.

- 5.3. Participation in SST, 504, IEP, parent and team-level meetings.

- 5.4. Understanding of schools as system-based entities, including principles of systems change.

Additional comments regarding skills in the School-wide Practice domain (optional):

Domain 6: Preventive and Responsive Services

- 6.1. Knowledge of school and district crisis plans (preparedness to participate in crisis protocol).

- 6.2. Ability to conduct crisis or threat assessments.

- 6.3. Knowledge of evidence-based prevention and intervention programs for school-aged youth.

Additional comments regarding skills in the Preventive and Responsive Services domain (optional):

Domain 7: Family-School Collaboration Services

7.1. Skill in communication and collaboration with parents and families.

7.2. Knowledge of family systems, including family strengths and influences on student development, learning, and behavior.

7.3. Knowledge of methods to involve families in education and service delivery.

Additional comments regarding skills in the Family-School Collaboration Services domain (optional):

Domain 8: Student Diversity in Development and Learning.

8.1. Skill in working with staff, students, and families representing diverse backgrounds.

8.2. Ability to select or adapt skills or strategies to best meet the needs and utilize the strengths of diverse individuals.

8.3. Demonstration of respect for individual differences.

Additional comments regarding skills in the Diversity in the Development and Learning domain (optional):

Domain 9: Research and Program Evaluation

9.1. Ability to evaluate the outcome of an individualized academic intervention

9.2. Ability to evaluate the outcomes of an individualized or group-based counseling intervention.

9.3. Skill in accessing and using school or district outcome data for the purpose of evaluating programs.

Additional comments regarding skills in the Research and Program Evaluation domain (optional)

Domain 10: Legal, Ethical, and Professional Practice

10.1. Demonstrates involvement in the profession by attendance at staff meetings, district meetings, and other professional activities.

10.2. Practices in ways that are consistent with state and national ethical and practice standards.

10.3. Knowledge and skills needed to acquire career-long professional development.

10.4. Ability to work through ethical dilemmas.

Additional comments regarding skills in the Legal and Professional Practice domain (optional)

General Professional Skills and Chapman Program “Big Ideas” Please rate your student on a scale of 1 (Needs Improvement), 2 (Effective or Adequate Competence), 3 (Very Effective or Superior Competence) or 0 (No data or No Opportunity) for each practice area described below.

- ❑ **Collaboration:**

- ❑ **Cultural competence:**

- ❑ **Oral communication:** Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).

- ❑ **Self-Reflection and Tolerance for Ambiguity:** Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback. Is flexible and patient, and uses professional judgment in cases of ambiguity.

- ❑ **Written communication:** Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.).

- ❑ **Commitment to Service and Advocacy:** Promotes interests and well-being of students and families.

- ❑ **Building Solutions for Children through an Appreciation of their Strengths and Resources:** Utilizes a strengths-based approach to assessment and evaluation of students. Applies student strengths and resources to the development of goals and intervention plans.

- ❑ **Understanding children as individuals and as participants in systems:**

- ❑ **Time management and organization:**

Final or Summary Comments:

For the School District

Supervising School Psychologist

Name (Print):

Signature:

Date:

For Chapman University

Student

Name (Print):

Signature:

Date:

University Supervisor

Name (Print):

Signature:

Date:



Final Self Assessment of School Psychology Internship Experiences

Student Name:

Home Phone:

Site Supervisors Name:

Phone:

Email:

Fax:

District:

Site(s):

Beginning Date:

Use the scale below to assess yourself in both general and specific professional skills. For specific professional skills please rate the internship experiences and opportunities that were available to you (or rate yourself N/O for No Opportunity). Include additional comments as necessary.

4 – Ready to begin enter field as a professional - Superior or very confident

3 – Ready to enter field as a professional - Very good or confident and functions independently with little or no supervision.

2 – Ready to enter field as a professional - Adequate or somewhat confident or able to perform competently with moderate supervision.

1 – Needs additional experiences before entering field as a professional. (Please attach Plan for Improvement of Professional Competencies)

N/O – No opportunity to develop this skill

Assessment of Specific Professional Skills. Please rate yourself on a scale of 1 (not ready for entering the field without further support) to 4 (superior compared to other students ready to enter the field), or N/O (if no opportunity to develop this skill)

Domain 1: Data Based Decision Making

1.1. Administration and interpretation of cognitive, social-emotional, or other types of standardized testing instruments.

1.2. Application of data to develop effective academic or behavioral goals or interventions.

1.3. Skill in effectively communicating assessment results in psychoeducational reports.

Additional comments regarding skills in the Data Based Decision Making domain (optional)

Domain 2: Consultation and Collaboration

2.1. Knowledge and application of behavioral, mental health, collaborative, and/or other consultation models and methods.

2.2. Skill in collaborating effectively with others in planning and decision-making processes at the individual, group, and system levels.

Additional comments regarding skills in the Consultation and Collaboration domain (optional):

Domain 3: Interventions and Instructional Support to Develop Academic Skills

3.1. Skills in developing academic goals and interventions (may be collaborative).

3.2. Skills in evaluation of effectiveness of interventions.

3.3. Ability to implement academic interventions.

Additional comments regarding skills in the Academic Skills domain (optional):

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

4.1. Skills in development of behavioral, affective, adaptive, and social-emotional goals on IEP or 504 plans.

4.2. Ability to conduct effective short or long-term goal-based individual counseling.

4.3. Ability to conduct effective group-based counseling or guidance services.

4.4. Ability to develop and evaluate behavior support plans.

Additional comments regarding skills in the Social and Life Skills domain (optional):

Domain 5: School-wide Practice to Promote Learning

5.1. Knowledge of school and district-level policies and procedures.

5.2. Knowledge of school site-based resources, programs and structures.

5.3. Participation in SST, 504, IEP, parent and team-level meetings.

5.4. Understanding of schools as system-based entities, including principles of systems change.

Additional comments regarding skills in the School-wide Practice domain (optional):

Domain 6: Preventive and Responsive Services

6.1. Knowledge of school and district crisis plans (preparedness to participate in crisis protocol).

6.2. Ability to conduct crisis or threat assessments.

6.3. Knowledge of evidence-based prevention and intervention programs for school-aged youth.

Additional comments regarding skills in the Preventive and Responsive Services domain (optional):

Domain 7: Family-School Collaboration Services

7.1. Skill in communication and collaboration with parents and families.

7.2. Knowledge of family systems, including family strengths and influences on student development, learning, and behavior.

7.3. Knowledge of methods to involve families in education and service delivery.

Additional comments regarding skills in the Family-School Collaboration Services domain (optional):

Domain 8: Student Diversity in Development and Learning.

8.1. Skill in working with staff, students, and families representing diverse backgrounds.

8.2. Ability to select or adapt skills or strategies to best meet the needs and utilize the strengths of diverse individuals.

8.3. Demonstration of respect for individual differences.

Additional comments regarding skills in the Diversity in the Development and Learning domain (optional):

Domain 9: Research and Program Evaluation

9.1. Ability to evaluate the outcome of an individualized academic intervention

9.2. Ability to evaluate the outcomes of an individualized or group-based counseling intervention.

9.3. Skill in accessing and using school or district outcome data for the purpose of evaluating programs.

Additional comments regarding skills in the Research and Program Evaluation domain (optional)

Domain 10: Legal, Ethical, and Professional Practice

10.1. Demonstrates involvement in the profession by attendance at staff meetings, district meetings, and other professional activities.

10.2. Practices in ways that are consistent with state and national ethical and practice standards.

10.3. Knowledge and skills needed to acquire career-long professional development.

10.4. Ability to work through ethical dilemmas.

Additional comments regarding skills in the Legal and Professional Practice domain (optional)

General Professional Skills and Chapman Program “Big Ideas” (Please rate yourself on a scale of 1-4, or N/O if no opportunity to develop or use this skill)

- ❑ **Collaboration:**

- ❑ **Cultural competence:**

- ❑ **Oral communication:** Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).

- ❑ **Self-Reflection and Tolerance for Ambiguity:** Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback. Is flexible and patient, and uses professional judgment in cases of ambiguity.

- ❑ **Written communication:** Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.).

- ❑ **Commitment to Service and Advocacy:** Promotes interests and well-being of students and families.

- ❑ **Building Solutions for Children through an Appreciation of their Strengths and Resources:** Utilizes a strengths-based approach to assessment and evaluation of students. Applies student strengths and resources to the development of goals and intervention plans.

- ❑ **Understanding children as individuals and as participants in systems:**

- ❑ **Time management and organization:**

Final or Summary Comments:

For the School District

Supervising School Psychologist

Name (Print):

Signature:

Date:

For Chapman University

Student

Name (Print):

Signature:

Date:

University Supervisor

Name (Print):

Signature:

Date:



**Final Supervisor Assessment of School Psychology Internship
Experiences**

Student Name:

Home Phone:

Site Supervisors Name:

Phone:

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Fax:

District:

Site(s):

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Part 1. Global Impact of Intern on your Site(s)

Please use the scale below to evaluate the fieldwork student's positive impact on student's achievement and mental health:

4 – Intern made a dramatic positive difference in the lives of students he or she worked with.

3 – Intern made a significant positive difference in the lives of students he or she worked with.

2 – Student made some positive difference with the students he or she worked with

1 – Student made little or no positive difference with the students he or she worked with.

At the intern student's fieldwork sites, what was his or her global positive impact on students' academic achievement or mental health in the areas of (please rate each 1-4):

1. Using data to facilitate decisions about service delivery and educational placements to improve academic achievement.

2. Using data to facilitate decisions about service delivery and educational placements to improve mental health.

3. Developing, implementing, and monitoring individual and/or group interventions to improve academic achievement.

4. Developing, implementing, and monitoring individual and/or group interventions to improve **mental health**.

Part 2. Assessment of Skills Across NASP Domains

Please use the scale below to assess your supervisee in both general and specific professional skills. For specific professional skills please check the internship experiences and opportunities that were available to your student, or rate “N/O” for “no opportunity to develop this skill”. Include additional comments as necessary.

4 – Ready to begin enter field as a professional - Superior or very confident

3 – Ready to enter field as a professional - Very good or confident and functions independently with little or no supervision.

2 – Ready to enter field as a professional - Adequate or somewhat confident or able to perform competently with moderate supervision.

1 – Needs additional experiences before entering field as a professional. (Please attach Plan for Improvement of Professional Competencies)

N/O – No opportunity to develop this skill

Please rate your intern according to the scale above for each of the skills listed.

Domain 1: Data Based Decision Making

1.1. Administration and interpretation of cognitive, social-emotional, or other types of standardized testing instruments.

1.2. Application of data to develop effective academic or behavioral goals or interventions.

1.3. Skill in effectively communicating assessment results in psychoeducational reports.

Additional comments regarding skills in the Data Based Decision Making domain (optional)

Domain 2: Consultation and Collaboration

2.1. Knowledge and application of behavioral, mental health, collaborative, and/or other consultation models and methods.

2.2. Skill in collaborating effectively with others in planning and decision-making processes at the individual, group, and system levels.

Additional comments regarding skills in the Consultation and Collaboration domain (optional):

Domain 3: Interventions and Instructional Support to Develop Academic Skills

3.1. Skills in developing academic goals and interventions (may be collaborative).

3.2. Skills in evaluation of effectiveness of interventions.

3.3. Ability to implement academic interventions.

Additional comments regarding skills in the Academic Skills domain (optional):

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

4.1. Skills in development of behavioral, affective, adaptive, and social-emotional goals on IEP or 504 plans.

4.2. Ability to conduct effective short or long-term goal-based individual counseling.

4.3. Ability to conduct effective group-based counseling or guidance services.

4.4. Ability to develop and evaluate behavior support plans.

Additional comments regarding skills in the Social and Life Skills domain (optional):

Domain 5: School-wide Practice to Promote Learning

5.1. Knowledge of school and district-level policies and procedures.

5.2. Knowledge of school site-based resources, programs and structures.

5.3. Participation in SST, 504, IEP, parent and team-level meetings.

5.4. Understanding of schools as system-based entities, including principles of systems change.

Additional comments regarding skills in the School-wide Practice domain (optional):

Domain 6: Preventive and Responsive Services

6.1. Knowledge of school and district crisis plans (preparedness to participate in crisis protocol).

6.2. Ability to conduct crisis or threat assessments.

6.3. Knowledge of evidence-based prevention and intervention programs for school-aged youth.

Additional comments regarding skills in the Preventive and Responsive Services domain (optional):

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7.1. Skill in communication and collaboration with parents and families.

7.2. Knowledge of family systems, including family strengths and influences on student development, learning, and behavior.

7.3. Knowledge of methods to involve families in education and service delivery.

Additional comments regarding skills in the Family-School Collaboration Services domain (optional):

Domain 8: Student Diversity in Development and Learning.

8.1. Skill in working with staff, students, and families representing diverse backgrounds.

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8.3. Demonstration of respect for individual differences.

Additional comments regarding skills in the Diversity in the Development and Learning domain (optional):

Domain 9: Research and Program Evaluation

9.1. Ability to evaluate the outcome of an individualized academic intervention

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9.3. Skill in accessing and using school or district outcome data for the purpose of evaluating programs.

Additional comments regarding skills in the Research and Program Evaluation domain (optional)

Domain 10: Legal, Ethical, and Professional Practice

10.1. Demonstrates involvement in the profession by attendance at staff meetings, district meetings, and other professional activities.

10.2. Practices in ways that are consistent with state and national ethical and practice standards.

10.3. Knowledge and skills needed to acquire career-long professional development.

10.4. Ability to work through ethical dilemmas.

Additional comments regarding skills in the Legal and Professional Practice domain (optional)

Part 3: General Professional Skills

General Professional Skills and Chapman Program “Big Ideas” (Please rate your student on a scale of 1-4, or N/O if not observed)

- ❑ **Collaboration:**

- ❑ **Cultural competence:**

- ❑ **Oral communication:** Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).

- ❑ **Self-Reflection and Tolerance for Ambiguity:** Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback. Is flexible and patient, and uses professional judgment in cases of ambiguity.

- ❑ **Written communication:** Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.).

- ❑ **Commitment to Service and Advocacy:** Promotes interests and well-being of students and families.

- ❑ **Building Solutions for Children through an Appreciation of their Strengths and Resources:** Utilizes a strengths-based approach to assessment and evaluation of students. Applies student strengths and resources to the development of goals and intervention plans.

- ❑ **Understanding children as individuals and as participants in systems:**

- ❑ **Time management and organization:**

Final or Summary Comments:

For the School District

Supervising School Psychologist

Name (Print):

Signature:

Date:

For Chapman University

Student

Name (Print):

Signature:

Date:

University Supervisor

Name (Print):

Signature:

Date:
