SCHOOL PSYCHOLOGY PROGRAM

SCHOOL-BASED PRACTICUM

UNIVERSITY OF MANITOBA

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School-Based Practicum

The school-based practicum is a core component of the School Psychology Program. It enables students to demonstrate the knowledge and professional expertise necessary to collaborate with families and school and community based professionals. Placements begin in the first term of the first year of study and continue throughout the program. This model allows students to integrate classroom acquired knowledge and skills with workplace experience from the outset. The first-year junior practicum (PSYC 7050) is a 3 credit course, while the second-year senior practicum is a 6 credit course. In general, students are placed in school divisions within Winnipeg. Placements in the Division Scolaire Franco-Manitobaine and rural divisions also are possible. Placements are arranged by program faculty. On-campus practicum experiences are available at times to supplement, but not replace, the school-based practicum. Additionally, clinic and agency based opportunities are sometimes available to students as an additional learning opportunity.

The practica focus on applied activities, primarily working intensively with a school psychologist or a program supervisor in a school- setting. The aim is to encourage the development of team-building and team-activity skills, including meeting with, exchanging information with, and working with teachers, principals, other health- and child-care professionals and parents.

The practicum normally begins in mid-September and continues through the end of April. Students are expected to make the best use of available time to meet practicum and course work requirements. This means that they are strongly advised to take advantage of periods when classes are out, such as the December and April exam periods and Reading Week to obtain practicum hours and see children and families. Students are expected to complete the practicum requirements, including the required number of hours, by the end of April, unless a course extension has been granted prior to the end of classes (approximately the first week of April).
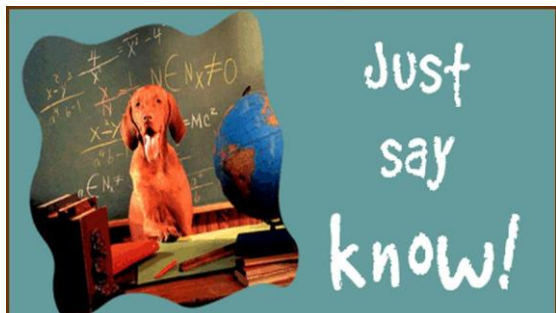
Students having completed the formal requirements of the practicum, may, with the permission of their School-Based Supervisor, choose to continue attending their practicum placement beyond April.

First Year Practicum

The first year practicum is a three-credit course, requiring 150 hours of practicum-related work. First year students typically work closely with supervisors, who retain responsibility for all cases and assessments. The first year practicum is intended to focus primarily on assessment activities and on increasing experience and understanding of the school context. Discussion and planning of interventions with School-Based Supervisors is strongly supported. Other activities, including observing interventions and threat assessments, shadowing school personnel, and the like are also welcomed. Other legitimate student involvement time may include reviewing cumulative files or other records,

consulting with school personnel, learning a new test instrument, researching a differential diagnosis, and writing up a report. In addition, it is desirable for students to gain familiarity with the work of allied professionals and the ability to collaborate in the provision of services. To meet the practicum time requirements, the majority of students' time in schools count toward the practicum. In some cases, time credited for practicum activity also will count toward other class requirements.

The minimum requirements of the first year practicum are as follows:

- ❖ 150 hours of involvement by the student, including:
  1. At least 50 hours of face-to-face work with children, school staff and families. This may include both direct and indirect activities and range from observing in the classroom, watching a resource or reading evaluation being completed, to observing or conducting or interpreting an assessment.
  2. 25 hours of supervision. This may include time spent with the School-Based or University-Based Supervisor in clinical team meetings, sitting in on parent meetings, or any other relevant time spent with the student's Supervisors.
- ❖ Exposure to a "day in the life of a school psychologist." This involves the student shadowing the School-Based Supervisor for at least one full day.
- ❖ Completion of a minimum of three psycho-educational assessments. These assessments should include:
  1. Pre-referral consultations with school-based personnel and families
  2. History-taking
  3. Relevant ability and achievement testing
  4. A draft report completed by the student, reviewed by the University-Based Supervisor and provided to the School-Based Supervisor
  5. Participation or observation of the interpretation of assessment results to families and school personnel.

The Wechsler Intelligence Scales are the primary formal test instruments students are trained with in year one. Students are expected to administer these tests as part of their participation in an assessment for which they write a report. Not all of the testing needs to be completed by the student, but students are expected to complete at least a portion of the ability testing. Students, upon the advice of a Supervisor may elect to use ancillary tests to address questions that arise.

Assessment cases will be selected by School-Based Supervisors (or in some cases University-Based Supervisors). They ensure that parents have provided informed consent for the involvement of the students. Typically, the first report is due in mid-February, the second in early March, and the third by the end of March.

Note: To complete these requirements, students should aim to have obtained approximately 40-50 practicum hours by the end of first term (end of December). As well, the quick pace of practicum requires that students and Supervisors plan and organize their assessments by the end of December to ensure students will be able to meet these timelines.

Second Year Practicum

The second year practicum is a six-credit course, requiring 300 hours of practicum-related work. Second year students typically have more independence than first year students, but Supervisors still retain responsibility for all cases. The second year practicum focuses on intervention and advanced assessment skills. Practicum activities include consultation, planning, and implementation for assessment and intervention plans. Students are expected to be involved in designing, implementing, and evaluating interventions that respond to the educational and mental health needs of children and youth and result in measurable positive change. Practicum experiences can encompass a wide range of activities, including, but not limited to: (a) consultation with a teacher concerning the behaviour and/or education of an individual learner; (b) consultations with a teacher regarding a whole-class problem; (c) school wide or division wide consultations; (d) psycho-educational interventions with an individual or group; (d) psycho-educational assessments; and (e) consulting around an organizational problem such as a poorly functioning pre-referral team or crisis team. Second year students also act as a mentor to a student in the first year practicum.

The program allows some overlap of hours related to course assignments that are practicum-based, however, the writing time for course assignments generally is not counted in your practicum hours for second year students. In general, activities that "add" to the course requirements can be counted as practicum hours. For example, if the assignment is to "conduct a functional behaviour assessment, and develop a behaviour intervention plan for an individual or group" and this is done during practicum, the time spent writing this section of the report is coursework time. Time spent writing up additional observations of social or test-taking behaviour and associated recommendations count as practicum hours. Students should consult with instructors for specific guidance on this.

Normally, students may count in their practicum hours time spent:
* on location in schools
* scoring protocols or writing reports for schools (if these reports are not also course assignments)
* researching literature or tests directly related to practica
* attending professional development workshops or conferences (particularly those approved or suggested by the program)
* in practica or supervision meetings

Considerable flexibility is allowed in the combination of cases seen during the practicum, based on approval from a student's Supervisors and the Program Coordinator. The minimum requirements for activities are to see one case involving cognitive/learning issues, one involving behavioural/emotional issues, and one "other" case. The "other" case might be an activity such as a systemic intervention, program design, or in-service presentation. In such experiences the student does not have to participate in the entire program but must take a leadership role in some aspect of the implementation and must provide at least the outline of a plan for assessing outcome. Students are encouraged to incorporate other course requirements such as program evaluation planning into the practicum even where course credit will be given for overlapping (but not equivalent) activities. These activities, including how to credit these hours, should be planned in consultation with course instructors. Some opportunities for practicum experiences have been arranged outside of school placements. Expectations for students choosing these options will be adjusted accordingly and discussed with School-Based

Supervisors. The mix of experiences and timeframe must be discussed with and approved in writing by the University-Based Supervisor before the second week of February.

The minimum requirements of the second year practicum are as follows:

❖ 300 hours of involvement by the student, including:
1. At least 100 hours of face-to-face work with children and/or parents, teachers, and principals.
2. 50 hours of supervision. This may include time spent in clinical team meetings, joint activities with a Supervisor, or any other appropriate time spent with the student's School or University-Based Supervisor.
3. A minimum of 10 hours mentorship and support to a first year practicum student (to be negotiated depending on students).
4. Design and execution of three integrated assessment/intervention plans, preparation of complete assessment and intervention reports, and presentation to team members in accordance with the following rubrics. (Note: one "systemic" activity can substitute for one "formal assessment" activity as indicated above.)

Sample Second Year Practicum Activities:

Students should keep in mind that this is just one combination of activities that fulfill the requirements of the second-year practicum. Most students' activities will look quite different from these examples.

1. A child refusing to go to school previously received a cognitive assessment. The practicum student completes the assessment by adding information relating to home life and medical status as well as collecting baseline data in relation to attendance or frequency or intensity of refusal. The practicum student then designs an appropriate intervention strategy grounded in systematic desensitization. The practicum student completes the initial structuring of the hierarchy and presentation of the imagery and the remaining in vivo components are completed by school personnel and parents after receiving direction from the practicum student. The practicum student designs a strategy to assist others to measure outcomes.

2. A child is found to be decoding quickly, but without adequate comprehension. The practicum student chooses strategies to address this difficulty. Two of the strategies involve in-class group activities and the practicum student agrees to implement those. Others involve individual tutoring by the resource teacher and specific assignments by the classroom teacher. Data is collected by the practicum student using, for example, a curriculum-based measurement approach.

3. The School Social Worker is running an evening parenting group using the Systematic Training for Effective Parenting (STEP) program. This eight session program is in its second session. The practicum student joins the third session having become familiar with the materials and the goals of the program. The practicum student acts as the facilitator for the sixth session. The student is unable to attend the remaining sessions which extend beyond the end of term. The practicum student prepares an evaluation questionnaire based on the program's goals and arranges for the School Social Worker to provide it to the classroom teachers of students whose parents participated, as well as the parents who completed the program. The practicum student writes up an overview of the rationale for this intervention, including the literature base, and the design of the evaluation strategy. This activity may also overlap with the assignment given in PSYC 7130 (Program Evaluation).

4. The practicum student is placed with an agency outside of the regular school setting (e.g., MATC, MYS, New Directions, CDC). In the case where the student is able to observe and participate in discussions with staff but is unable to participate directly in assessment activities the student's work product will be a paper outlining the learning objectives relevant to the practicum, the activities undertaken and the relationship of the observed practices to those guidelines presented in the program with an emphasis on intervention planning and implementation and outcome measurement. Should the student be able to participate more actively the work product could be in the form of a clinical report.

It is important to keep in mind that the intention of these experiences is to allow students to engage in or at least contemplate "best practices" with the understanding that the student is not subject to the same number of commitments and time limitations as a working school psychologist.

Record-Keeping and Other Practicum Details

In order to establish that they have met the requirements of the practicum, students are responsible for keeping track of their hours and activities undertaken.

Appendix A contains the electronic practicum log form students will use to track all relevant activities. Students are free to add activity categories as needed. Students need to respect the guidelines for hours spent in key activities presented earlier to provide an appropriate balance of activities to ensure skill development.

Students are responsible for having the form initialled by their School-Based and University-Based Supervisors the last week of October, the first week of classes in January, the last week of February, and the Friday of the first week of April. Forms may be printed out and signed in hard-copy or may be initialled electronically and forwarded via email.

The program will provide any assessment materials we have in stock and other support requirements as they become evident. The University-Based Supervisor is also available to meet with Clinical Staff or Units for consultation or to present on requested topics related to their expertise.

Students are responsible for ensuring their School-Based Supervisors have a copy of this manual.

Students wishing to have extensions must: 1) have permission from their University-Based Supervisor, 2) secure agreement from their School-Based Supervisor 3) complete and submit appropriate extension paperwork; and, 4) submit a plan to their Supervisors for completing outstanding hours. Students must arrange to have written documentation establishing that they have fulfilled each of these requirements.

Assessment Reports

Report-writing strategies are taught as part of the first-year assessment course. For any assessments completed as part of a practicum placement, students are expected to write an assessment report using the criteria set out below. **Students are not required to develop reports conforming to school division standards**. School-Based Supervisors will be provided with copies of all students' reports. These reports may or may not meet their needs, but where they do, School-Based Supervisors are welcome to use the report or any portions of it they may find helpful. Students are not required to rewrite reports for school use.

Students should submit their draft reports to their University-Based Supervisor by the dates listed (in the case of first-year practicum students). First year students should also have their second year mentor review their report before submitting it to their University-Based Supervisor. University-Based Supervisors are responsible for reading and reviewing

student reports. Most students will complete multiple drafts of a report before it is deemed ready to be submitted to the School-Based Supervisor.

Students are expected to write reports in person-first behaviourally-oriented language. Reports should be easily comprehensible to readers unfamiliar with psychology jargon.

Supervision

A number of levels of supervision are provided to students to support their learning. Within the school division, students are assigned one or more "School-Based Supervisor(s)." This person is typically a full-time permanent member of the school division's staff. He or she is the student's primary contact within the school division. In general, this individual is responsible for locating cases for the student, live supervision, introducing the student to the responsibilities of a school psychologist, guiding student growth and development by providing appropriate experiences, taking responsibility for any unfinished work with a case when the student leaves, reading student reports, and evaluating the student along with the University-Based Supervisor. Some School-Based Supervisors choose to take on a much larger role with their assigned supervisee.

The program also assigns each student a "University-Based Supervisor." This person is typically a program faculty or staff member. This individual is responsible for supporting a student in negotiating the school experience and conceptualizing cases and editing reports. He or she also provides ongoing feedback to students regarding areas of strength and areas for development and assigns the final practicum grade. University-Based Supervisors are also responsible for supervising the supervision provided by second year students to first year students. This supervision is not expected to be live. University-Based Supervisors rather provide second year students a setting for reflecting on the supervision they provide. University-Based Supervisor also coordinate practicum contracts, mid-year and final evaluations for their students, host the practicum seminar series, host the School-Based Supervisor orientation, and facilitate and supervise Case Conceptualization presentations (see Appendix B for a checklist of student-specific University-Based Supervisor tasks).

Program faculty and staff are available to students as a third source of supervision. A number of times each year all students and the faculty assigned to the practicum course meet to discuss case conceptualization, assessment measures, and other topics as needed. These sessions are designed to emphasize programmatic and instructional aspects of practice deemed essential for the instructional aspects of the practicum. Faculty members may also consult on cases, read over reports, or support students in their work when School-Based and University-Based Supervisors are unavailable.

Note: Students should remember that University-Based Supervisors and School-Based

Supervisors, each supervise many students. As such, students need to be mindful of time requirements when asking for support. For example, when submitting various iterations of reports, students should use the track changes feature in Microsoft Word and ensure all previous comments have been addressed before resubmitting draft reports. Students should allow a *minimum* of 1-2 weeks turnaround time for report reading.

Second-year students also provide mentorship and support to first-year students. In the first term, second-year students should make themselves

available to first year students as a resource for basic questions. Second-year students should contact their first-year students by the first week of October. In the first term, second-year students meet with first-year students so that first-year students can administer three subtests of a Wechsler Intelligence Scale test to them. Second-year students then provide feedback and guidance to the first-year student based on what they observed. Second-year students will also be asked to score some of the first-year students' protocols. In the second term they are available to review reports before submission to the University-Based Supervisor and provide advice. Some second-year students may choose to provide consultation support and other mentorship. Typically, each second-year student should is assigned a first-year student who is placed in the same division as they are.

Within the first month of practicum, students and their School-Based and University-Based Supervisors meet to develop a Supervision Contract detailing timelines, goals (of the student and of the supervisors), and styles of supervision. A form is provided for this purpose (see Appendix C), but students and supervisors should feel free to create an original document that reflects their own needs.

Practicum Case Conceptualization Meetings

Each year Practicum Case Conceptualization Meetings are scheduled. At these meetings students are provided with opportunities to present and learn from one another about issues relevant to the practica in a safe and comfortable environment. These meetings also provide students with the opportunity to develop and demonstrate collegial approaches to problem-solving. **Attendance is mandatory** for all students enrolled in a first or second year practicum. School-Based Supervisors are invited to some of these meetings and some program instructors and faculty may also be present at each meeting to facilitate discussion. The primary goals of these meetings are: 1) program and instructional input on practicum activities; and 2) for students to develop advanced case conceptualization skills (e.g., hypothesis development) via a grand rounds format.

At each meeting, the following activities may occur:

- ❖ Students present cases they are working on and are assisted in developing the thinking processes involved in case conceptualization. This occurs through collaborative questioning and consultation with peers and supervisors.
- ❖ Students present referral information and are assisted in planning for the assessment based on the referral questions.
- ❖ Students present assessment results and work together to develop interpretations.
- ❖ Students present novel assessment measures they have used and present information about them.
- ❖ Students provide intervention plans and/or are assisted in generating assessment plans.
- ❖ Students participate in demonstrations by external consultants.
- ❖ Students discuss supervision and any concerns.
- ❖ Students request information regarding unknown assessment techniques or measures.

All students should come prepared with a case or question to discuss for these sessions. However, coverage will be determined by Instructional Staff and as time permits.

Grading and Evaluations

Grading:

The practica are graded on a Pass/Fail basis. To pass the practicum, students must fulfill all requirements of the practicum as detailed above (e.g., hours, reports, types of activities) and receive an acceptable end of year evaluation.

Evaluations:

Evaluations help identify goals for students, supervisors, and the program through the provision of feedback. They also provide the means by which the program is assured that all students have achieved an acceptable level of competency before passing the practicum.

There are a number of levels of evaluation. Students are first encouraged to evaluate themselves using the official program evaluation form. Students are not required to submit this self-evaluation to supervisors, but may do so if they wish. Students should evaluate themselves at the outset of the practicum, as well as at each of the evaluation points. This will ensure they are able to monitor their own progress and provides a comparison point between the evaluations of supervisors and how students see their own development and learning needs.

University-Based Supervisors are responsible for ensuring students have two evaluation meetings each year. The program's formal evaluation form (see Appendix D) should be completed at each meeting. It is recommended that the supervision team meet in December or January to review progress, strengths, and goals for further development. **The mid-term evaluation must be completed by the beginning of February**, with the expectation that each student will have completed one assessment by then. The mid-term evaluation ensures that students and supervisors are alert to any gaps in the student's learning, progress toward self-directed goals, or progress toward meeting the level of competency required for passing the practicum. The supervision team should meet again at the end of term two (end of April) to complete the final evaluation. Students should receive a written copy of any relevant notes and evaluation forms. The final student evaluation and grade is determined by the University-Based Supervisor, in collaboration and consultation with the School-Based Supervisor. Ideally, the University and School-Based Supervisors meet together with the student to discuss strengths and goals for further development. A written report is then provided to the program and to the student. These evaluations must be discussed in person with students.

Practicum Assignments and Expectations

Please note: Not all assignment expectations are detailed in this document. It only lists those which directly impact upon the practicum. Please see relevant course syllabi for more information.

First Year Practicum
October to December
❖ Shadow a school psychologist for at least one full day
January to April

❖ Using the BASC-3 as part of an assessment develop hypotheses, assessment plan, score instrument (PSYC 7070)
❖ Complete 3 psycho-educational assessments. These assessments should include:
    a. pre-referral consultations with school-based personnel and families
    b. history-taking
    c. relevant ability and achievement testing
    d. a draft report completed by the student, reviewed by the University-Based Supervisor and provided to the School-Based Supervisor
    e. participation or observation of the interpretation of assessment results to families and school personnel

Second Year Practicum
October to December
❖ Conduct a functional behaviour assessment and behaviour intervention plan (PSYC 7090)
January to April

❖ Complete three integrated assessment/intervention plans
    • 1 cognitive/learning case
    • 1 behavioural/emotional case
    • 1 "other"
❖ Evaluate an intervention that student is carrying out (PSYC 7130)

Course Assignments with Links to Practicum

This list is offered as a guideline to students, as to the type of practicum-related course assignments. Actual assignments and expectations may vary year-to-year. Students should consult course syllabi for the most up-to-date and accurate listing of course assignments. Instructors are ultimately responsible for approving any course assignments, so students must ensure that clear communication occurs.

First Year Courses:

PSYC 7040: Teaching Strategies, Learning Styles, and Academic Remediation

Assignment Description: Critique two teaching strategies outlined in "Success for All", discussing their theoretical bases, and explaining how and why the strategies are likely to be effective for both typically developing students and for students with cognitive impairment. As part of this assignment, you will use your knowledge of a student experiencing a learning difficulty that either you or your School-Based Supervisor has assessed as a case study. You will be asked to demonstrate how the

teaching strategies could be used in connection to recommendations for instructional accommodation and/or modification based on the information on the student, using class readings and clinical literature. We will have an informal class round table to discuss each of the case studies and your ideas for recommendations.

PSYC 7070: Social, Emotional, and Personality Assessment of Children/Youth

Assignment Description: Using the BASC-3 as part of an assessment, generate hypotheses about referral issues develop an assessment plan, formulate diagnostic impressions, score the assessment instruments, interpret assessment information, make preliminary recommendations for potential interventions, and summarize this information in written format.

Second Year Courses:

PSYC 7090: Behavioural Assessment and Intervention in School Settings

Assignment Description: Conduct a functional behaviour assessment and develop a behaviour intervention plan for an individual or group in the context of your practicum experiences and carry out the assessment and development of an intervention plan following course guidelines and information. The exercise will involve both a "short report" as well as a detailed "long report" that includes rationale (evidence-bases in both the data you collected in the FBA and the clinical literature) for the decisions you made in your interpretation of the FBA results and in establishing the links between the results and the Behaviour Intervention Plan.

PSYC 7130: School Psychology Research Design and Program Evaluation

Assignment Description: Options for this assignment include evaluating an intervention that you are carrying out with one of your practicum cases, evaluating a large-scale program, conducting a needs assessment, or planning a program evaluation. In each case, you will be expected to develop a plan for the program evaluation, including a comprehensive literature review of the area of interest (which would provide a rational for the program evaluation), identify the most appropriate measures and evaluation design (providing evidence-based rationale for the choices that you make), and develop a plan for data analysis. A final report (with real or mock "expected" data) will be written, and a presentation of your case will also be part of this assignment.

Report Rubric

1. Provide background and context of the situation.

	Excellent	Satisfactory	Needs Improvement
Background information	Sensitively written, relevant, and adequate background information	Adequate background information including pertinent family, developmental, medical, and educational history	Incomplete or irrelevant background information
Behaviour description	Detailed behavioural descriptions	Clear behavioural descriptions	Missing or unclear descriptions
Question identification	Identified question(s) in observable, measurable terms	Clearly state question(s)	Question unidentified or unclear
Present level of performance	Present level of performance described and contrasted with expected level of performance in measurable terms	Present level of performance described and contrasted with expected level of performance	Incomplete or inadequate level of performance described

2. Provide description and analysis of the situation.

	Excellent	Satisfactory	Needs Improvement
Description of assessment methods	Assessment methods described clearly for non-psychologists	Assessment methods described	Assessment methods inadequately described
Baseline data	Baseline data is provided for all aspects of problem identified	Some baseline data is provided	Incomplete or inadequate baseline data
Data collected	Systematic, multi-source multi-method, and appropriate data collection	Appropriate data collection	Incomplete or inappropriate data collection
Interpretation and integration	Well-developed, consistent case formulation	Coherent case formulation	Absent or inconsistent case formulation
Case formulation	Accurate interpretations and integration of results	Accurate interpretations of results	Inaccurate interpretations and lack integration of results
Strength based, positive psychology, resiliency is evident	Assessment information about strengths and competencies is clearly used in designing interventions	Some evidence of attention to strengths is evident, but not applied consistently or unclear how it links	No mention of strengths or competencies

3. Link situation analysis data with goals for intervention.			
	Excellent	**Satisfactory**	**Needs Improvement**
Hypotheses integrated	Eminently appropriate hypotheses and theoretical orientation discussed	Several hypotheses generated and discussed adequately	Only 1 hypothesis generated or several hypotheses discussed inadequately
Goals	Eminently realistic, supported, and attainable	Realistic, supported, attainable	Unrealistic, unsupported, unattainable
4. Provide specific description of the intervention (individual, group, organizational) and steps for implementation.			
	Excellent	**Satisfactory**	**Needs Improvement**
Intervention descriptions	Intervention(s) practical and acceptable to specific setting	Intervention practical	Intervention too simple or complex
Reasonability and feasibility of recommendations	Recommendations are reasonable in number, allow options for trial and error, and are easily implemented with direction	Recommendations are unreasonable or sparse	Recommendations are numerous or sparce, with little allowance for variety or adaptation in different environments
Assessment linked interventions	Intervention individualized and specifically linked to assessment	Intervention individualized and linked to assessment data	Intervention not linked to assessment data
Evidence-based interventions	Strategies based on sound theory and research	Strategies based on theory or research	Strategies not based on theory or research
Implementation steps	Specific evidence-based recommendations linked to assessment data	Recommendations linked to assessment data	Recommendations not specific or not based on assessment data
Description of collaboration	Comprehensive description of collaborative efforts with family, school, community	Description of collaborative efforts with family, school, community	Inadequate description of collaborative efforts
Rationale for collaboration	Comprehensive rationale for collaborative efforts with family, school, community	Rationale for collaborative efforts with family, school, community	Missing or inadequate rationale for collaborative
Interventions for different settings or individuals	Includes recommendations for home and school, parents, teacher, child (etc)	Includes recommendations for different settings, but not different individuals	Recommendations are limited to the school context
SMART goals are integrated	Recommendations are specific, measurable, attainable, relevant, timely	Some aspects of SMART goals is demonstrated, but further clarity is required	SMART goals are not evident
MECY documents: Success for all Learners, Foundation & Implementation materials are incorporated	Specific references to MECY curriculum materials are present and linked to findings and recommendations.	General Learning outcomes are acknowledged but few specific materials are referenced	No use of MECY materials

5. Provide outcome data and a discussion of the results of the intervention.			
	Excellent	**Satisfactory**	**Needs Improvement**
Outcome results evaluation	Outcomes regarding behaviour and skills change evaluated systematically	Outcomes regarding changes in behaviour and skills evaluated	None
Outcome results documentation	Comprehensive and coherent documentation included	Some documentation included	Missing
Monitoring plan	Includes plan for systematic monitoring	General plan for monitoring included	No plan

6. Presented appropriately			
	Excellent	**Satisfactory**	**Needs Improvement**
Professional appearance	Professional appearance: neat, APA style, figures promote understanding	Grammar and spelling accurate; minimal jargon; all required components included	Inaccurate grammar or spelling; poor proofreading; missing components
Readability	Clearly written: content thoughtful and persuasive and appropriate to audience	Adequately written: readable by audience, minimal jargon, terms explained	Not logical or readable by audience: excessive jargon, informal usage
Organization	Results well-organized, arguments build logically	Results clearly presented, logical	Disorganized, confusing
Overall impression	Leaves the reader with a comprehensive understanding of the child and situation and a range of systematic strategies for improvement and evaluation	Leaves the reader with a limited understanding of the child and situation and a few systematic strategies for improvement and evaluation	Leaves the reader with a little improved understanding of the child and situation and few or no systematic strategies for improvement and evaluation
Language is behaviourally based, child-centered	People-first language is used consistently. Describes behaviour, rather than evaluates implication.	Language incorporates people first or behavioural descriptors, but is not consistent	Language is deficit based

Appendix A: Practicum Log Sheet

(Double click to use spreadsheet)

PRACTICUM LOGSHEET SCHOOL PSYCHOLOGY U of M

Activities are only samples of possible entries. Insert new rows and activity lables as required
Be certain only to insert rows between existing activites or the totals will not work.

STUDENT						Term ONE							
week/activity	1	2	3	4	5	6	7	8	9	10	11	12	13
classroom observation													
IEP meeting													
time w Resource													
time w Counsellor													
time w Classroom Teacher													
time w Admin													
direct time w Psychologist													
Clinical Team Meeting													
file review													
review of test materials													
test administration													
writing up results													
Parent meeting													
prepare presentation													
give inservice													
TOTAL													
													Term ONE TOTAL
TERM ONE DEC 6th													
DEC TOTALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School-Based Supervisor's initials													
University-Based Supervisor' initials													

Term TWO

week/activity	1	2	3	4	5	6	7	8	9	10	11	12	13
classroom observation													
IEP meeting													
time w Resource													
time w Counsellor													
time w Classroom Teacher													
time w Admin													
direct time w Psychologist													
Clinical Team Meeting													
file review													
review of test materials													
test administration													
writing up results													
Parent meeting													
prepare presentation													
give inservice													
													1-5 week TOTAL
TERM TWO FEB 6th													
FEB TOTALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School-Based Supervisor's initials													Cum TOTAL
University-Based Supervisor' initials													0
													6-10 week TOTAL
TERM TWO MAR 6th													
MAR TOTALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School-Based Supervisor's initials													Cum TOTAL

Appendix B: University-Based Supervisor Checklist

University-Based Supervisor: _____

Student: _____

Responsibilities:
- ❖ Support students in conceptualizing cases
- ❖ Edit student reports (with one to two-week turnaround)
- ❖ Participate in practicum case conceptualization meetings
- ❖ Provide feedback to students on strengths and areas for development
- ❖ Supervise second-year student's mentorship to first-year student.
- ❖ Coordinate mid-term and final evaluations
- ❖ Assign final practicum grade
- ❖ Other support as requested by the student and/or division

Task	Check or N/A
Sept/Oct: First and second year student have connected	
Oct: Contract completed-2nd week Oct.	
Oct: Practicum hours log sheet initialled—last week of Oct.	
Nov: First year-student has shadowed school psychologist	
Dec: Plans made for student fulfilling all requirements (case selection)	
Dec: 1st year student completed 40-50 hours 2nd year completed 100 hours	
Dec: 1st year student starting to see first case	
Jan/Feb: Mid-term evaluation	
Jan: 1st year finished seeing first case by end of month	
Jan: 1st year started seeing second case	
Jan: 1st year started seeing third case	
Jan: Initial practicum hours log sheet by first week of classes	
Feb: 1st year hand-in first report	
Feb: initial log sheet by end of month	
March: 1st year hand-in second report	
March: 1st year hand-in third report	
March: 2nd year has submitted all assessment reports	
April: all practicum requirements and hours completed	
April: Final evaluation completed	
Conceptualized first case with student	
Conceptualized second case with student	
Conceptualized third case with student	
First report fully edited	
Second report fully edited	
Third report fully edited	
Checked in with student re: mentorship	
April: Entered student's grade	

Appendix C: Supervision Contract
UNIVERSITY OF MANITOBA
School Psychology Practicum Student Contract Form

Student's name:_____ Email:_____

Practicum Period_____ to_____

School-Based Supervisor 1:_____Site: _____

Phone: _____ Email:_____

School-Based Supervisor 2:_____Site: _____

Phone: _____ Email:_____

University-Based Supervisor:_____

Phone: _____ Email:_____

Circle one: first year practicum or second year practicum

Practicum Requirements:

First Year Practicum:

1) 150 hours of involvement by the student, including:
   i) At least 50 hours of face-to-face work with children. This may include both direct and indirect activities and range from observing in the classroom, watching a resource or reading evaluation being completed, to observing or conducting an assessment.
   ii) 25 hours of supervision. This may include time spent with the School-Based Supervisor or University-Based Supervisor in clinical team meetings, sitting in on parent meetings, or any other relevant time spent with the student's University-Based or School-Based Supervisor.
2) Exposure to a "day in the life of a school psychologist." This involves the student shadowing the School-Based Supervisor for at least one full day.
3) Completion of a minimum of three psycho-educational assessments. These assessments should include:
   i) pre-referral consultations with school-based personnel and families
   ii) history-taking
   iii) relevant ability and achievement testing
   iv) a draft report completed by the student, reviewed by the University-Based Supervisor and provided to the School-Based Supervisor
   v) Participation or observation of the interpretation of assessment results to families and school personnel.

Second Year Practicum:
1) 300 hours of involvement by the student, including:
    i)   At least 100 hours of face-to-face work with children and/or parents, teachers, and principals.
    ii) 50 hours of supervision. This may include time spent in clinical team meetings, joint activities with a supervisor, or any other appropriate time spent with the student's University-Based or School-Based Supervisor.
2) A minimum of 10 hours mentorship and support to a first year practicum student (to be negotiated depending on students).
3) Design and execution of three integrated assessment/intervention plans, preparation of complete assessment and intervention reports, and presentation to team members in accordance with the following rubrics. (Note: one "systemic" activity can substitute for one "formal assessment" activity as indicated above.)

Section 1: Student's Goals for the Practicum:
_____
_____
_____
_____

Section 2: Supervision Styles and Preferences (e.g., frequency of meetings, model of supervision used, direct or indirect)
School-Based Supervisor:
_____
_____
_____
_____

University-Based Supervisor:
_____
_____
_____
_____

Section 3: Timelines
Include in this section any availability issues and discuss how the team plans to support the student in meeting all requirements of the practicum.
_____
_____
_____
_____
_____

Each team member (Student, School-Based Supervisor, and University-Based Supervisor) should initial below indicating they have reviewed and discussed the specified documents:

	Student	School-Based Supervisor	University-Based Supervisor
Evaluation Form			
Practicum Handbook			
Practicum Requirements table			
List of course assignments impacting practicum			

Comments:

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Please Sign and Date this Form. It must be returned to the program by the end of the second week of October.

_____   _____
Student   Date

_____   _____
School-Based Supervisor 1   Date

_____   _____
School-Based Supervisor 2   Date

_____   _____
University-Based Supervisor   Date

University of Manitoba

School Psychology Program

Practicum Evaluation

Version: April 2019

Student Name**:** _____   Placement: _____

School-Based Supervisor: _____   Date of Evaluation: _____

Circle one: Junior Practicum (7050)   Senior Practicum (7060)   Circle one: Mid-term   or   End-of-year

Total practicum hours: _____

    Direct hours:_____

    Supervision:_____

    Mentorship provided (senior practicum only): _____

Directions: Review this form at the beginning of the evaluation period with the supervisee and collaborate in developing a work plan at that time. The form is then completed twice each evaluation period, once at the midpoint, and once at the end. The evaluation of the student is based upon actual observation and/or reports from teachers, students, parents, and staff. Circle or highlight the rubric item that best describes the student's competence. Please note that this evaluation tool examines the developmental growth of students from the beginning of the first practicum to the end of the second. It is essential that supervisors read each rubric item to carefully determine the student's current level of competence at this point in their training. ***To be successful, it expected that students will obtain an overall average score of "3: Competent" by the end of second practicum, with no ratings of 1: Novice.*** Items not able to be rated, should be marked "Not Applicable" or "N/A." Not applicable ratings are often common in the first practicum, but it is expected that there will be very few N/A ratings at the end of the second practicum. Evaluations will be used to identify areas of student strengths and training needs, with the goal of preparing highly competent school psychologists. Once complete, a copy of the form

should be shared with all relevant parties (School-Based Supervisor(s), University-Based Supervisor, and Student). The original should be returned to the School Psychology Program Assistant.

Supervisors may wish to include a specific example of the area addressed in each category. A column has been included for this purpose. Supervisors may also opt to have students pre-fill this section.

Students should also complete the rating form independently as a self-assessment tool at the following timepoints: beginning of each practicum, and before each formal evaluation (mid-term and end-of year). Students must fill in the "Specific Examples" section before each practicum. Completing this form independently helps students develop self-assessment skills, be prepared with examples for informing their formal evaluations, and set goals. Supervisors may opt to have students share their own self-assessments.

Student skill levels are described broadly in the following categories, with specific descriptions provided in the rubric for each item:

1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert
Student is completely new to the field and/or requires continuous and extensive supervision.	Student has emerging knowledge of the field. Continues to require regular supervision and practice.	Minimum level of performance that is expected by end of second practicum	Level of performance that is expected of early career school psychologists	Expected level of performance for an independently practicing, highly competent school psychologist.

Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	Specific Example:
Student **evaluates and synthesizes** a cumulative body of **research** findings as a foundation for effective service delivery to support student academic skill development (e.g., reading, writing, math, and executive functioning skills). *Research & Program Evaluation*	Student **ineffectively** evaluates and synthesizes research. Does not use research as a foundation for effective service delivery.	Student has **emerging skills** in the evaluation and synthesis of research. **Sometimes** uses research as a foundation for effective service delivery.	Student demonstrates **competency** in the evaluation and synthesis of research. **Frequently** uses research as a foundation for effective service delivery.	Student demonstrates **strong skills** in the evaluation and synthesis of research. **Consistently and thoughtfully** uses research as a foundation for effective service delivery.	Student demonstrates **exceptional skills** in the evaluation and synthesis of research. **Shares advanced knowledge** of research with school staff to promote effective service delivery.	
Student demonstrates knowledge of multicultural variables in academic assessment, instruction, intervention, and supports for students, including best practices for **students who are culturally and/or linguistically diverse.** *Diversity in Development & Learning*	Student has a **limited** understanding of multicultural variables in academic decision-making.	Student has **emerging** understanding of multicultural variables in academic decision-making.	Student has a **solid conceptual understanding** of multicultural variables in academic decision-making.	Student **consistently uses knowledge** of multicultural variables to select academic assessment, instruction, intervention, and supports.	Student **models and leads others** in the use of multicultural variables to select academic assessment, instruction, intervention, and supports.	

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	Specific Example:
Student **selects and collects** valid, reliable and appropriate **assessments** from a variety of methods (interview, observation, record review, screening and benchmark data, and standardized tests) and from a variety of sources (parents, teachers, outside service providers) to assess student academic strengths and needs. *Data-Based Decision Making*	Student has a **limited** understanding of assessment methods, and is not able to select and collect appropriate assessment data.	Student has **emerging** understanding of assessment methods. Needs **routine supervision** to select and collect appropriate assessment data.	Student has **solid conceptual understanding** of assessment methods. Needs **occasional supervision** to select and collect appropriate assessment data.	Student **uses knowledge** to **independently** select and collect appropriate assessment data.	Student **uses advanced knowledge to model best practices** in selecting and collecting assessment data.	
Student accurately **analyzes assessment data** to identify and develop evidence-based instruction, interventions, and supports to improve academic skills. *Data-Based Decision Making*	Student **inaccurately analyzes** data to identify and develop instruction, interventions, and supports.	Student has **emerging** understanding of data analysis. Needs **routine supervision** to accurately analyze data.	Student has **solid conceptual understanding** of data analysis methods. Needs **occasional supervision** to accurately analyze data.	Student **uses knowledge** to **independently** and accurately analyze data.	Student **uses advanced knowledge to model best practices** in data analysis.	

Skill	1: Novice	2: Advanced Beginner	3: Student Competent	4: Proficient	5: Expert	6: Specific Example
Student effectively **communicates assessment findings in a written report** that includes background information, behavioral/testing observations, assessment, results, interpretation, and appropriate recommendations. *Data-Based Decision Making*	Student demonstrates **limited skills** in report writing. Reports lack clarity, professionalism, and include **many** grammatical or technical errors.	Student demonstrates **emerging skills** in report writing. Reports include **some** grammatical or technical errors.	Student demonstrates **competency** in report writing. Reports are **professional** and include **very few** grammatical errors and **no** technical errors.	Student demonstrates **strong** report writing skills. Reports are **professional, clear**, and free from grammatical and technical errors.	Student **consistently** demonstrates **exceptional** report writing skills. Reports are **professional, clear, and skillfully communicate assessment findings.**	
Student **effectively communicates assessment results** to a problem solving team or an evaluation team (e.g., a team including caregivers, teachers, specialists, and administrators). *Consultation & Collaboration*	Student **rarely, ineffectively,** or **inappropriately** communicates assessment results. **Regular, intensive supervision** and practice is needed.	Student demonstrates **emerging skills** in sharing assessment results. Sometimes has difficulty summarizing information and instead reads directly from the report. **Supervisor regularly assists** the Student in communicating results.	Student demonstrates **competency** in sharing assessment results. Is able to accurately summarize information from the report without reading directly from it. **Supervisor occasionally assists** with challenging cases or questions.	Student demonstrates **strong** communication skills when sharing assessment results. Is able to clearly and accurately summarize report information, and is able to respond to questions **independently and appropriately.**	Student demonstrates **exceptional** communication skills when sharing assessment results. Is able to skillfully summarize complex information, and answers questions **independently, appropriately, and thoughtfully.**	

Skill	1: Novice	2: Advanced Beginner	3: Student Competent	4: Proficient	5: Expert	6: Specific Example
Student **effectively implements** evidence-based individual or small group academic interventions (e.g., reading, writing, math, or executive functioning skills such as planning, organization, self-management, etc.). *Data-Based Decision Making*	Student **does not** effectively implement individual or small group academic interventions.	Student **observes** the implementation of individual or small group academic interventions, and **occasionally participates with routine supervision.**	With **occasional supervision,** Student **effectively implements** individual or small group academic interventions.	Student **independently and effectively implements** individual or small group academic interventions.	Student **models best practices** in the implementation of individual or small group academic interventions.	
Student **systematically evaluates the effectiveness** of academic instruction, interventions, and supports using appropriate methods to monitor academic skill growth (e.g., progress monitoring, academic outcome measures, etc.). *Data-Based Decision Making*	Student **inappropriately or inaccurately** evaluates the effectiveness of academic instruction, interventions and supports.	With **routine supervision**, Student effectively and appropriately evaluates the effectiveness of academic instruction, interventions and supports.	With **occasional supervision**, Student effectively and appropriately evaluates the effectiveness of academic instruction, interventions and supports.	**Systematically and independently** evaluates the effectiveness of academic instruction, interventions and supports.	Student **models best practices** in the systematic evaluation of academic instruction, interventions and supports.	

Comments:

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Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.

Skill	1: Novice	2: Advanced Beginner	3: Student Competent	4: Proficient	5: Expert	6: Specific Example
Student **evaluates and synthesizes** a cumulative body of **research** findings as a foundation for effective service delivery to support student mental health, behavior, social emotional, and life skills. *Research & Program Evaluation*	Student **ineffectively** evaluates and synthesizes research. Does not use research as a foundation for effective service delivery.	Student has **emerging skills** in the evaluation and synthesis of research. **Sometimes** uses research as a foundation for effective service delivery.	Student demonstrates **competency** in the evaluation and synthesis of research. **Frequently** uses research as a foundation for effective service delivery.	Student demonstrates **strong skills** in the evaluation and synthesis of research. **Consistently and thoughtfully** uses research as a foundation for effective service delivery.	Student demonstrates **exceptional skills** in the evaluation and synthesis of research. **Shares advanced knowledge** of research with school staff to promote effective service delivery.	
Student demonstrates awareness of the **impact of cultural, biological, and environmental factors** on behavioral presentation, social emotional skills, and life skills. *Diversity in Development & Learning*	Student is **rarely sensitive** to the impact of cultural, biological, and environmental factors on behavioral presentation, social emotional skills, and life skills.	Student demonstrates **emerging sensitivity** to the impact of cultural, biological, and environmental factors on behavioral presentation, social emotional skills, and life skills.	Student **demonstrates sensitivity** to the impact of cultural, biological, and environmental factors on behavioral presentation, social emotional skills, and life skills.	Student **practices in a manner that is sensitive** to the impact of cultural, biological, and environmental factors on behavioral presentation, social emotional skills, and life skills.	Student **consistently and skillfully** practices in a manner that is sensitive to the impact of cultural, biological, and environmental factors on behavioral presentation, social emotional skills, and life skills.	

Student Skills	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Student **selects, collects**, and **analyzes behavioral assessment data** to effectively conduct behavioural assessments. *Data-Based Decision Making*	Student has a **limited** understanding of behavioural assessment methods, and is not able to select, collect, and analyze behavioural assessment data.	Student has **emerging** understanding of behavioural assessment methods. Needs **routine supervision** to select, collect, and analyze behavioural assessment data.	Student has **solid conceptual understanding** of behavioural assessment methods. Needs **occasional supervision** to select, collect, and analyze behavioural assessment data.	Student **uses knowledge** to **independently** select, collect, and appropriately analyze behavioural assessment data.	Student **uses advanced knowledge to model best practices** in selecting, collecting, and analyzing behavioural assessment data.	
Student **effectively implements interventions** linked to behavioural assessment data. *Data-Based Decision Making*	Student **does not** effectively implement behavioural interventions.	Student **observes** the implementation of behavioural interventions, and **occasionally participates with routine supervision.**	With **occasional supervision,** Student **effectively implements** behavioural interventions.	Student **independently and effectively implements** behavioural interventions.	Student **models best practices** in the implementation of behavioural interventions.	
Student **selects, collects**, and **analyzes assessment data** (e.g., needs assessment and case conceptualization) to assess mental health, social, and life skills. *Data-Based Decision Making*	Student has a **limited** understanding of appropriate methods to assess and analyze mental health, social, and life skills.	Student has **emerging** understanding of mental health, social, and life skill assessment methods. Needs **routine supervision** to select, collect, and analyze data.	Student has **solid conceptual understanding** of mental health, social, and life skill assessment methods. Needs **occasional supervision** to select, collect, and analyze data.	Student **uses knowledge** to **independently** select, collect, and appropriately analyze mental health, social, and life skill assessment data.	Student **uses advanced knowledge to model best practices** in selecting, collecting, and appropriately analyzing mental health, social, and life skill assessment data.	

Student Skills	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5:Expert	6: Specific Example
Student **effectively implements** evidence-based individual or small group counseling or social skills interventions. *Data-Based Decision Making*	Student **does not** effectively implement individual or small group counseling or social skills interventions.	Student **observes** the implementation of individual or small group counseling or social skills interventions, and **occasionally participates with routine supervision.**	With **occasional supervision,** Student **effectively implements** individual or small group counseling or social skills interventions.	Student **independently and effectively implements** individual or small group counseling or social skills interventions.	Student **models best practices** in the implementation of individual or small group counseling or social skills interventions.	
Student **effectively collaborates** with school staff to support student mental health, social emotional functioning, and life skills. **Appropriately communicates** with school staff within limits of confidentiality to best support students. *Consultation & Collaboration*	Student **rarely**, **ineffectively,** or **inappropriately** collaborates and communicates with school staff to support student needs.	Student demonstrates **emerging skills** in collaborating and communicating with school staff to support student needs.	Student demonstrates **competency** in collaborating and communicating with school staff to support student needs.	Student **consistently and effectively** collaborates and communicates with school staff to support student needs.	Student **models best practices** and demonstrates **exceptional** communication and collaboration skills when working with school staff to support student needs.	

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Student **systematically evaluates the effectiveness** of interventions, and supports using appropriate methods to monitor student mental health, social emotional functioning, behavior, and life skills**.** *Data-Based Decision Making*	Student **inappropriately or inaccurately** evaluates the effectiveness of interventions and supports.	With **routine supervision**, Student effectively and appropriately evaluates the effectiveness of interventions and supports.	With **occasional supervision**, Student effectively and appropriately evaluates the effectiveness of interventions and supports.	**Systematically and independently** evaluates the effectiveness of interventions and supports.	Student **models best practices** in the systematic evaluation of interventions and supports.	

COMMENTS:

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School-wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources and evidence-based school practices that promote learning and mental health.

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Student **demonstrates knowledge** of **organizational development and systems-change theory** to promote learning and mental health *Consultation & Collaboration*	Student has **limited** understanding of organizational development and systems-change theory	Student has **emerging** understanding of organizational development and systems-change theory	Student has **solid conceptual understanding** of organizational development and systems-change theory	Student **uses knowledge** of organizational development and systems-change theory to promote learning and mental health	Student **uses advanced knowledge** of organizational development and systems-change theory to promote learning and mental health	
Student **demonstrates knowledge of legislation and regulations** relevant to education *Legal, Ethical, Professional*	Student has **limited** understanding of legislation and regulations relevant to education	Student has **emerging understanding** of legislation and regulations relevant to education	Student has **solid conceptual understanding** of legislation and regulations relevant to education	Student **uses knowledge** to assist school personnel and families adhere to education regulations	Student **uses advanced knowledge** to assist school personnel and families adhere to r education regulations	
Student **systematically assesses** the **quality of research** using their knowledge of research design, measurement, and methodology to **critically evaluate the evidence base** related to promoting school-wide learning and mental health. *Research & Program Evaluation*	Student has **limited** understanding of evidence-based practices that promote **school-wide** learning and mental health	Student has **emerging understanding** of evidence-based practices that promote **school-wide** learning and mental health	Student has **solid conceptual understanding** of evidence-based practices that promote **school-wide** learning and mental health	Student **uses knowledge** of research findings as the foundation for developing **school-wide** practices and policies	Student **uses advanced knowledge** of research findings as the foundation for developing **school-wide** practices and policies	

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Student **systematically reviews and analyzes** systems-level data (e.g., universal screening, attendance, discipline) to develop and implement **school-wide** policies and practices related to discipline, instruction, social-emotional health. *Data-Based Decision Making*	Student has **limited** skill in analyzing data to develop and implement **school-wide** policies and practices.	Student has **emerging** skill in analyzing data to develop and implement **school-wide** policies and practices.	Student is **competent** in analyzing data to develop and implement **school-wide** policies and practices	Student is **proficient in** analyzing data to develop and implement **school-wide** policies and practices	Student is **highly skilled** is analyzing data to develop and implement **school-wide** policies and practices. Performance is comparable with autonomous practice.	
Student **systematically evaluates** the effectiveness of **school-wide** policies and practices related to discipline, instruction, social-emotional health *Data-Based Decision Making*	Student has **limited** skill in evaluating the effectiveness of school-**wide** policies and practices.	Student has **emerging** skill in evaluating the effectiveness of school-**wide** policies and practices.	Student is **competent** in evaluating the effectiveness of school-**wide** policies and practices.	Student is **proficient** in evaluating the effectiveness of school-**wide** policies and practices.	Student is **highly skilled** in evaluating the effectiveness of school-**wide** policies/ practices. Performance is comparable with autonomous practice.	

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Student **facilitates systems-level problem solving** (e.g., MTSS team) with colleagues to plan, implement, and evaluate **school-wide** practices that promote learning and mental health *Consultation & Collaboration*	Student **rarely engages** in **systems-level** problem-solving with key stakeholders	Student **observes systems-level** problem solving to develop **school-wide** practices	Student **participates** in **systems-level** problem solving process to develop **school-wide** practices	Student **facilitates** a **systems-level** problem-solving process to develop **school-wide** practices	Student is able to **model** a **systems-level** problem-solving process that collaborates with key stakeholders through shared planning, implementation, and evaluation of **school-wide** practices.	
Student is **sensitive** to diverse characteristics, learning needs, and culture when developing school-wide programs and policies *Diversity in Development & Learning*	Student is **rarely sensitive** to diverse characteristics, learning needs, and cultures when developing **school-wide** practices/policies	Student demonstrates **emerging sensitivity** of diverse characteristics, learning needs and cultures when developing **school-wide** practices/policies	Student **demonstrates sensitivity** to diverse characteristics, learning needs and cultures when developing **school-wide** practices/policies	Student **practices** in a manner that is sensitive to diverse characteristics, learning needs, and cultures when developing **school-wide** practices/policies	Student **consistently practices** in a manner that is sensitive to diverse characteristics, learning needs, and cultures when developing **school-wide** practices/policies	
Student **promotes fairness** and social justice in school policies and programs *Diversity in Development & Learning*	Student has **limited** knowledge of how to promote fairness and social justice in school policies and programs	Student has **emerging** knowledge of how to promote fairness and social justice in school policies and programs	Student has **solid conceptual understanding** of how to promote fairness and social justice in school policies and programs	Student **uses knowledge** to promote fairness and social justice in school policies and programs	Student **is a leader and change agent** in promoting fairness and social justice in school policies and programs	

Comments:

Preventive and Responsive Services: Description: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Student **systematically reviews the quality of research** using their knowledge of research design, measurement, and methodology to critically **evaluate the evidence base** related to risk factors to address systemic problems such as truancy, dropout, bullying, suicide, or school violence. *Research & Program Evaluation*	Student has a **limited** understanding of risk factors contributing to systemic problems.	Student has **emerging** understanding of risk factors contributing to systemic problems	Student has **solid conceptual understanding** of risk factors contributing to systemic problems	Student **uses knowledge** of risk factors in collaborating to address risk factors contributing to systemic problems	Student uses **advanced knowledge** to lead collaboration to address risk factors contributing to systemic problems	
Student **systematically reviews the quality of research** using their knowledge of research design, measurement, and methodology to critically **evaluate the evidence base** of resources and practices to promote wellness and resilience for all students. *Research & Program Evaluation*	Student has a **limited** understanding of resources and practices to promote wellness and resilience for all students	Student has **emerging** understanding of resources and practices to promote wellness and resilience for all students	Student has **solid conceptual understanding** of resources and practices to promote wellness and resilience for all students	Student **uses knowledge** of resources and practices to promote wellness and resilience for all students	Student uses **advanced knowledge** to lead collaboration to resources and practices to promote wellness and resilience for all students	

Student Skills	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Student **demonstrates knowledge of legal and ethical and professional standards** and regulations in crisis and prevention work. *Legal, Ethical, & Professional Practice*	Student has a **limited** understanding of legal and ethical and professional standards and regulations in crisis and prevention work.	Student has **emerging** understanding of legal and ethical and professional standards and regulations in crisis and prevention work.	Student has **solid conceptual understanding** of legal and ethical and professional standards and regulations in crisis and prevention work.	Student **uses knowledge of** legal and ethical and professional standards and regulations in crisis and prevention work.	Student **models use** of legal and ethical and professional standards and regulations in crisis and prevention work.	
Student **demonstrates awareness** of the role of **culture and context** in risk and prevention system wide. *Diversity in Development & Learning*	Student has a **limited awareness** of the role of culture and context in risk and prevention system wide	Student has **emerging awareness** of the role of culture and context in risk and prevention system wide	Student has **clear awareness** of the role of culture and context in risk and prevention system wide	Student **uses awareness** of the role of culture and context in risk and prevention system wide **to inform practice**	Student **uses awareness** of the role of culture and context in risk and prevention system wide **to inform practice and improve system.**	
Student **develops** and/or **implements** existing crisis prevention and intervention services *Data-Based Decision Making*	Student has **limited knowledge** of school crisis prevention plans and protocol.	Student has **knowledge** of school crisis prevention plans and protocols	Student **displays supervised implementation** of school crisis prevention plans and protocols	Student **actively participates** on crisis team and contributes knowledge of best practice (PREP<u>A</u>RE curriculum).	Student **provides leadership o**n crisis team and/or supports and develops best practices (PREPARE curriculum) in crisis prevention and intervention services.	

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Student **understands the use of data** in a systematic approach to crisis response. *Data-Based Decision Making*	Student **inappropriately analyzes** or uses data to develop and implement interventions and supports.	With **routine** supervision, Student effectively and appropriately analyzes data to develop and implement interventions and supports.	With **occasional** supervision, Student effectively and appropriately analyzes data to develop and implement interventions and supports.	**Systematically analyzes** data to develop and implement interventions and supports. **May request input** on challenging cases.	**Systematically and independently** analyzes data to develop and implement interventions and supports.	
Student **collaborates** with school based teams in the implementation of prevention-based programs (such as PBIS, MTSS, school climate improvement, bully prevention, truancy prevention, youth suicide prevention) **to reduce risk and increase protective factors.** *Consultation & Collaboration*	Student **rarely collaborates** with school based teams in the implementation of prevention-based programs.	Student **observes** school based team collaboration in the implementation of prevention-based programs.	Student **collaborates** with school based teams in the implementation of prevention-based programs.	Student **facilitates** school based team collaboration in the implementation of prevention-based programs.	Student is a **leader and models best practices** when collaborating with school based teams in the implementation of prevention-based programs.	
During and after a crisis, Student **engages in culturally responsive communication** with key stakeholders (teachers, parents, school personnel) *Consultation & Collaboration*	Student **rarely or ineffectively** communicates throughout or after crisis. Lack of cultural sensitivity or awareness.	Student **primarily engages in one-directional communication** in response to crisis. Awareness of role of culture in communication.	Student **engages in bi-directional communication** in response to crisis. Demonstrates culturally responsive communication.	Student **engages in ongoing bi-directional communication** in response to crisis. Demonstrates **positive, culturally responsive communication.**	**Leads and models ongoing and culturally responsive bi-directional communication** during and after the crisis	

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Student **collaborates** with school staff, families and community **to promote wellness and resilience** within tiered service delivery. *Consultation & Collaboration*	Student displays **limited or no collaboration** to promote wellness and resilience. Lacks awareness of supports, interventions and available programs.	Student **observes collaboration** to promote wellness and resilience Student **displays knowledge** of supports, interventions and available programs.	Student displays **beginning collaboration** with school staff, families or community to promote wellness and resilience consistent with knowledge of best practices.	Student displays **systematic collaboration** with school staff **AND** families and community to promote wellness and resilience consistent with knowledge of best practices.	Student **leads and further develops systematic collaboration** with school staff **AND** families and community to promote wellness and resilience consistent with knowledge of best practices.	

Comments:

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Family-School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Student **evaluates and synthesizes** a cumulative body of **research** findings as a foundation for effective service delivery to promote family-school collaboration practices. *Research & Program Evaluation*	Student has **limited** understanding of evidence-based practices that promote family-school collaboration practices	Student has **emerging understanding** of evidence-based practices that promote family-school collaboration practices	Student has **solid conceptual understanding** of evidence-based practices that promote family-school collaboration practices	Student **uses knowledge** of research findings as the foundation for developing family-school collaboration practices	Student **uses advanced knowledge** of research findings as the foundation for developing family-school collaboration practices	
Student **demonstrates knowledge of PHIA and FIPPA legislation** and regulations to advocate for the rights of families. *Legal, Ethical, & Professional*	Student has **limited** understanding of PHIA and FIPPA legislation and regulations relevant to the rights of families	Student has **emerging understanding** of PHIA and FIPPA legislation and regulations relevant to the rights of families	Student has **solid conceptual understanding** of PHIA and FIPPA legislation and regulations relevant to the rights of families	Student **uses knowledge** to advocate for families and to assist school personnel to adhere to PHIA and FIPPA legislation and regulations relevant to the rights of families	Student **uses advanced knowledge** to advocate for families and to assist school personnel to adhere to PHIA and FIPPA legislation and regulations relevant to the rights of families	
Student **facilitates change** by **collaborating with key stakeholders** (families, educators, administrators, policy makers) to develop family-school collaboration practices that promote learning, positive behavior, and social-emotional health *Consultation & Collaboration*	**Rarely or ineffectively** collaborates with key stakeholders; conversations often lack focus on student performance and/or development.	Demonstrates **emerging skills** when collaborating with key stakeholders regarding family-school collaboration practices.	**Consistently and effectively** collaborates with key stakeholders regarding family-school collaboration practices.	**Facilitates systems-level change** through effective collaboration with and among colleagues through shared discussion and joint decision making.	Is able to **model systems-level change** through effective collaboration with and among colleagues through shared discussion and joint decision making.	

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Systematically collects/reviews multi-method and multi-source data (parents, teachers, focus groups, interviews, surveys) across settings to identify family-school collaboration supports that enhance learning, positive behavior, and social-emotional health. *Data-Based Decision Making*	Student has **limited** skill in using interview, survey, and focus group data to identify family-school collaboration needs.	Student has **emerging** skill in using interview, survey, and focus group data to identify family-school collaboration needs.	Student is **competent** in using interview, survey, and focus group data to identify family-school collaboration needs.	Student is **proficient** in using interview, survey, and focus group data to identify family-school collaboration needs. needs.	Student is **highly skilled** in using interview, survey, and focus group data to identify family-school collaboration needs.	
Student **systematically evaluates** the effectiveness of practices related to family-school collaboration *Data-Based Decision Making*	Student has **limited** skill in evaluating the effectiveness of family-school collaboration practices.	Student has **emerging** skill in evaluating the effectiveness of family-school collaboration practices.	Student is **competent** in evaluating the effectiveness of family-school collaboration practices.	Student is **proficient** in evaluating the effectiveness of family-school collaboration practices.	Student is **highly skilled** in evaluating the effectiveness of family-school collaboration practices.	

Student Skill	1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert	6: Specific Example
Student is **sensitive** to diverse characteristics, learning needs, and culture when developing family-school collaboration practices *Diversity in Development & Learning*	Student is **rarely sensitive** to diverse characteristics, learning needs, and cultures when developing family-school collaboration practices.	Student demonstrates **emerging sensitivity** of diverse characteristics, learning needs and cultures when developing family-school collaboration practices.	Student **demonstrates sensitivity** to diverse characteristics, learning needs and cultures when developing family-school collaboration practices.	Student **practices** in a manner that is sensitive to diverse characteristics, learning needs, and cultures when developing family-school collaboration practices.	Student **consistently practices** in a manner that is sensitive to diverse characteristics, learning needs, and cultures when developing family-school collaboration practices.	
Advocates for access to supports within the school and community for all families. *Diversity in Development & Learning*	Student has **limited** skill in promoting fairness and social justice in family-school collaboration practices.	Student has **emerging** skill in promoting fairness and social justice in family-school collaboration practices.	Student is **competent** in promoting fairness and social justice in family-school collaboration practices.	Student is **proficient** in promoting fairness and social justice in family-school collaboration practices.	Student is **highly skilled** in promoting fairness and social justice in family-school collaboration practices.	

Comments:

_____

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_____

Work-Related Dispositions

	Never		Sometimes		Always
			Rating		
	Never		Sometimes		Always
1. Demonstrates openness for others' values and viewpoints.	1	2	3	4	5
2. Communicates and listens effectively orally.	1	2	3	4	5
3. Communicates and listens effectively in writing.	1	2	3	4	5
4. Shows concern, respect, and sensitivity for the needs of students, parents, and staff.	1	2	3	4	5
5. Manifests good judgment and common sense.	1	2	3	4	5
6. Provides services in manner consistent with ethical standards and guidelines.	1	2	3	4	5
7. Accepts constructive criticism.	1	2	3	4	5
8. Meets difficult situations with self-control.	1	2	3	4	5
9. Displays initiative and resourcefulness.	1	2	3	4	5
10. Demonstrates dependability.	1	2	3	4	5
11. Demonstrates awareness of areas of strength and areas in need of support.	1	2	3	4	5

Culturally Responsive Practice

	Never		Sometimes		Always
			Rating		
	Never		Sometimes		Always
1. Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics that influence their work with children families, and schools.	1	2	3	4	5
2. Considers factors related to culture, context, and individual and role differences within all levels of service delivery.	1	2	3	4	5

3. Recognize personal biases that may influence their work
    with children, families, and schools.   1   2   3   4   5

4. Uses research and evidence to inform knowledge and awareness
    of individual and role differences to enhance services.   1   2   3   4   5

5. Promotes fairness and social justice in educational programs
    and services.   1   2   3   4   5

Professional Responsibilities and Behaviours

1. Observes scheduled hours and appointments
   at assigned school(s) in a punctual manner.   1   2   3   4   5

2. Meets deadlines in responding to referrals
   and in submitting written reports.   1   2   3   4   5

3. Maintains confidentiality when handling information
   and in keeping records.   1   2   3   4   5

4. Seeks supervision on a regular and appropriate basis.   1   2   3   4   5

5. Consistently follows through when additional action is needed.   1   2   3   4   5

6. Demonstrates professionalism consistent with a school environment.   1   2   3   4   5

7. Presentation, including dress, is appropriate for school or placement 1   2   3   4   5
   Environment

Comments:

_____

_____

Outcome:

The student has successfully completed the practicum requirements. ☐

The student has not successfully completed the practicum requirements. ☐

Please note if remedial plan attached/created: _____

We have reviewed this evaluation together: _____

University-Based Supervisor: _____

Date: _____

School-Based
Supervisor_____

Date: _____

School-Based Supervisor 2: _____

Date: _____

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

Student: _____

Date: _____

Student Comments/Responses to Evaluation (optional). Please feel free to append additional pages.

*Please note this document was adapted, with permission, from that used by Rhode Island College's School Psychology Program.