

University of La Verne

School Psychology Program

University Supervisor of Field Experience Evaluation Form

This form is to be completed by the School Psychology Trainee and returned confidentially to Program Chair or Program.

Level: Practicum A-I A-II B-III B-IV Supervised Fieldwork-I Supervised Fieldwork –II

University Supervisor Name: _____ Date: _____

Directions: Circle the number which best describes your opinion:

Statement	Poor Excellent				
The ULV Supervisor was accessible to me	1	2	3	4	5
The ULV Supervisor was supportive in the supervision process	1	2	3	4	5
The ULV Supervisor gave me useful suggestions for improvement	1	2	3	4	5
The ULV Supervisor enabled me to express opinions, asked questions, and state concerns about my school psychology work	1	2	3	4	5
The ULV Supervisor was helpful in critiquing my paperwork	1	2	3	4	5
The ULV Supervisor motivated and encouraged me	1	2	3	4	5
The required class meetings were helpful	1	2	3	4	5
The overall performance of the ULV Supervisor was	1	2	3	4	5

Additional Comments:

PRACTICUM CHECKOUT A-I and A-II
FALL SEMESTER

To show (Student keeps original)

Document	See Page	Date Completed
Field Experience Planning Document	41-43	
Community Resource Guide	19	
Proof of CASP or NASP Membership	13	
Proof of Insurance (From NASP or CASP)	11	
Professional Development Summary (List of Assessment Tools)	18	

To turn in (Student makes copy for records)

Document	See Page	Date Completed
Evaluation of Research Article	13	
Evaluation of Site Supervisor	51	
Evaluation of ULV Supervisor	52	

Original turned in (Student keeps copy for records)

Document	See Page	Date Completed
Verification of Hours	73	
Certificate of Clearance (One time only)	12	
Verification of Placement	43	
Proof of CBEST (One time only)	12	
Weekly Logs	48-49	
Log Summary Form	50	
Demonstrated Skills Evaluation (Supervisors' evaluation of student)	59-69	

PRACTICUM CHECKOUT A-I and A-II
SPRING SEMESTER

To show (Student keeps original)

Document	See Page	Date Completed
Field Experience Planning Document	44-46	
ELO's (ULV supervisor to sign)	8 & 74	
NASP Position Statement Power Point	-	
Proof of CASP or NASP Membership	13	
Professional Development Summary (List of Assessment Tools Table)	18	

To turn in (Student makes copy for records)

Document	See Page	Date Completed
Self-Reflection paper (2-4 pages)	21	
Evaluation of Site Supervisor	51	
Evaluation of ULV Supervisor	52	
Summary of Symposium (2 – 3 pages)	-	

Original turned in (Student keeps copy for records)

Document	See Page	Date Completed
Verification of Hours	73	
Certificate of Clearance (One time only)	12	
Verification of Placement	43	
Proof of CBEST (One time only)	12	
Weekly Logs	48-49	
Log Summary Form	50	
Demonstrated Skills Evaluation (Supervisors' evaluation of student)	59-69	

PRACTICUM CHECKOUT B-III and B-IV

FALL SEMESTER

To show (Student keeps original)

Document	See Page	Date Completed
Field Experience Planning Document	44-46	
Professional Development. Summary (List of Assessment Tools)	18	
Proof of CASP or NASP Membership	13	
Proof of Insurance	11	

To turn in (Student makes copy for records)

Document	See Page	Date Completed
Self-Reflection Paper	21	
Evaluation of Site Supervisor	51	
Evaluation of ULV Supervisor	52	
Attend a CASP or NASP Workshop and write summary (2-3 pages)	-	

Original turned in (Student makes copy for records)

Document	See Page	Date Completed
Certificate of Clearance (One time only)	12	
Verification of Hours	73	
Verification of Placement	43	
Proof of CBEST (One time only)	12	
Weekly Logs	48-49	
Log Summary Form	50	
Demonstrated Skills Evaluation (Supervisors evaluation of student)	59-69	

PRACTICUM CHECKOUT B-III and B-IV

SPRING SEMESTER

To show (Student keeps original)

Document	See Page	Date Completed
Field Experience Planning Document	44-46	
Professional Development. Summary (List of Assessment Tools)	18	
Proof of CASP or NASP Membership	13	
Proof of Insurance	11	

To turn in (Student makes copy for records)

Document	See Page	Date Completed
Case Study Power Point Presentation	See professor for specific info	
Evaluation of Site Supervisor	51	
Evaluation of ULV Supervisor	52	
Summary of Symposium (2-3 pages)	-	
Self-Reflection Paper	21	

Original turned in (Student makes copy for records)

Document	See Page	Date Completed
Verification of Hours	73	
Certificate of Clearance (One time only)	12	
Verification of Placement	43	
Proof of CBEST (One time only)	12	
Weekly Logs	48-49	
Log Summary Form	50	
Demonstrated Skills Evaluation (Supervisors evaluation of student)	59-69	

University of La Verne
School Psychology Program
Demonstrated Skills Evaluation Form

Evaluation for Practicum A-I/A-II/B-III/B-IV

The attached Demonstrated Skills Evaluation (DSE) form is an evaluation tool which the ULV School Psychology program utilizes at each level of your Practicum and Fieldwork experience in order to ensure that you are making appropriate progress in attaining required school psychology skills.

The following provides information and directions regarding the completion of the Demonstrated Skills Evaluation form (DSE):

1. The DSE **MUST** be completed by your Site Supervisor (supervising school psychologist) **EACH** semester (fall & spring)
2. Give a copy of this form to your supervisor and discuss it when you are completing the Field Experience Planning document.
 - a. Note that the domains on the Field Experience planning document are the same as the domains on the DSE upon which you will be evaluated.
 - b. Use the DSE to assist you in planning the types of activities that you will engage in at your site. This way you will be able to demonstrate your skills/abilities to your supervisor and they will be able to evaluate you accordingly.
3. Ensure that your supervisor completes this form close to or at the conclusion of your hours at the school site.
 - a. If you are acquiring hours at 2 different sites, give the DSE to the supervisor where you collect the majority of your hours.
 - b. You **MUST** meet with your supervisor to discuss their evaluation of your skills once they have completed the form.
4. You **MUST** return the original completed DSE form to your University Supervisor (Practicum Instructor) by or before the final meeting of the class dependent upon completion of the required practicum hours (100 hours Fall semester, 125 hours Spring semester).
 - a. Your University Supervisor will review and discuss the completed DSE with you as well as any questions, concerns, and thoughts you may have moving forward in Practicum.
 - b. If you have not completed the requisite number of hours during the semester, you are **REQUIRED** to attend make-up sessions and return your completed DSE form at that time. (Make-up Sessions Provided in Winter Term and Summer Session)
 - c. Maintain a copy of the DSE for your records.

**DEMONSTRATED SKILLS EVALUATION
DOCUMENTS**

**PRACTICUM A-I/II
PRACTICUM B-III/IV**

University of La Verne

School Psychology Program

Evaluation for Practicum A

School Psychology Trainee: [Click here to enter]

Signature of Site Supervisor

Date

Please rate this school psychology trainee's level of competency in each of the following skill areas. A rating of Competent or higher indicates that in each area the school psychology trainee is fully capable of performing as a beginning school psychologist in the public schools or in an agency. This evaluation is based on the NASP Model 10 Domains of Practice ALL AREAS MUST BE ASSESSED DURING PRACTICUM EXPERIENCE. *An N/O may be used in the Not present column to indicate that there was No Opportunity for the school psychology trainee to be observed demonstrating the skill during the placement.*

Data Based Decision-Making & Accountability	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
1. Knowledge of various methods & models of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ability to gather pertinent information for evaluation, assessment, & placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ability to integrate collected information for appropriate assessment purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Collaboration & Consultation	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
4. Knowledge of observation, interview, collaboration, & communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ability to make effective student observations and interviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic & Behavior Interventions/Interventions & Instructional Support to Develop Academic Skills	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
6. Knowledge of biological, cultural, & social influences on academic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Maintains objectivity in assessment of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ability to make appropriate academic recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interventions & Mental Health Services to Develop Social & Life Skills	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
9. Knowledge of biological, cultural, developmental, & social influences on behavior & mental health, behavioral & emotional impacts on learning & life skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Knowledge of child psychopathologic disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Knowledge of how to use the DSM-V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Individual Assessment/School Wide Practices to Promote Learning	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
12. Knowledge of legal and ethical procedures pertinent to assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Develop skills in individual cognitive assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Ability to interpret assessment results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Counseling & Crisis Intervention/Preventive & Responsive Services	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
15. Knowledge of counseling theories and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Knowledge and understanding of group dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Demonstrates empathy/is empathic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Demonstrates creativity/ is creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Possess a sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Exercises self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Has a high tolerance for stress & frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Home/School/Community Communication-Family-School Collaboration Services	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
22. Communicates effectively with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Ability to communicate with community agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Knowledge of supportive service agencies within the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diversity & Individual Differences/Diversity in Development & Learning	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
25. Is committed to the welfare of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Respects individuality and freedom of choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Believes in the positive potential of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technology, Research & Program Evaluation	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
28. Develops skills in using school system data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Develops skills for becoming an informed consumer of educational & psychological research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal, Ethical, & Professional Practice	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
30. Knowledge of legal & ethical procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Is committed to & upholds professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Understands the role of the school psychologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Identifies with the profession of school psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal & Professional Growth & Development	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
34. Attends required class meetings on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Completes assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Participates actively in class discussions & projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Is self-aware & self-accepting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Recognizes & responds appropriately to his/her personal & professional abilities & limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Is committed to professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For any area marked **Not present or Emerging**, please specify school psychology trainee's weaknesses and suggestions for improvement.

Comments regarding school psychology trainee's overall competence and readiness for PRACTICUM B.

PLEASE DISCUSS YOUR EVALUATION WITH THE SCHOOL PSYCHOLOGY TRAINEE. Revised 05/2014

University of La Verne

School Psychology Program

Evaluation for Practicum B

School Psychology Trainee: [Click here to enter]

Signature of Site Supervisor

Date

Please rate this school psychology trainee's level of competency in each of the following skill areas. A rating of Competent or higher indicates that in each area the school psychology trainee is fully capable of performing as a beginning school psychologist in the public schools or in an agency. This evaluation is based on the NASP Model 10 Domains of Practice ALL AREAS MUST BE ASSESSED DURING PRACTICUM EXPERIENCE. *An N/O may be used in the Not Present column to indicate that there was No Opportunity for the school psychology trainee to be observed demonstrating the skill during the placement.*

Data Based Decision Making & Accountability	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
1. Application of assessment methods & models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ability to integrate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Collects & uses baseline data for intervention evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develops IEP goals, interventions & monitoring strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Collaboration & Consultation	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
5. Knowledge of varied models & methods & strategies of consultation, collaboration & communication applicable to individuals, families, groups & systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Application of methods to promote effective implementation of services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is pleasant cooperative, & courteous with staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Works cooperatively with others in groups or teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Contributes appropriately to staffing conferences & IEP meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Ability to make professional observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic & Behavior Interventions/Interventions & Instructional Support to Develop Academic Skills	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
11. Knowledge and use of ecological and curriculum-based assessment & instructional strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Knowledge of human learning, cognitive & developmental processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Develop evidenced based academic & behavior interventions for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Works to develop intervention plans, monitors progress, & modifies as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Intervention & Mental Health Services to Develop Social & Life Skills	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
15. Ability to conduct effective interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Skills in assessment of social & emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Ability to make appropriate recommendations & referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Has a good working relationship with staff & other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Individual Assessment/School Wide Practices to Promote Learning	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
19. Ability to make effective student observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Appropriately assess & interpret results of verbal & nonverbal assessment instruments for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Skills in cognitive, processing, & achievement assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Skills in assessing learning disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Ability to interpret assessment results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Counseling & Crisis Intervention/Preventive & Responsive Services	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
24. Application of counseling theories & Techniques, including crisis intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Ability to establish rapport with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Ability to reflect client's comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Utilization of group work skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Displays rapport & respect with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Counsel diverse students using appropriate approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Home/School/Community Communication –Family-School Collaboration Services	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
30. Knowledge of the dynamics of culturally sensitive strategies for involving parents & families in their children's education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Demonstrates cultural competence & communication skills to work with diverse students, safe, parents, & community populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Ability to establish clear communication with parents & teachers about referral & assessment process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Advocate high levels of educational equity, social justice, & fairness while addressing issues of diversity in school settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Communicates effectively with parents, teachers, staff & community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diversity & Individual Difference/Diversity in Development & Learning	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
35. Knowledge of the concepts and theories of cultural development & the dynamics of culturally sensitive strategies underlying the delivery of psychological services to diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Knowledge & understanding of how our personal values & biases influence our ability to work effectively with diverse student populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Identify, develop, & implement specific intervention strategies to meet the learning needs of specified diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Demonstrates cultural competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technology, Research, & Program Evaluation	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
39. Score achievement & behavioral assessment instruments using computer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Demonstrates use of school based data systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal, Ethical, & Professional Practice	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
41. Knowledge of legal and ethical procedures & appropriate use of forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Demonstrates confidentiality & ethical behavior in counseling & school psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal & Professional Growth & Development	Not Present (1)	Emerging (2)	Competent (3)	Exceptional (4)
43. Assignments are organized, thorough, and completed promptly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Demonstrates good time management and organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Open and responsive to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Demonstrates effective written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Is thoughtful & can self-evaluate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Membership in a professional association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For any area marked **Not Present or Emerging**, please specify school psychology trainee's weaknesses and suggestions for improvement.

Comments regarding school psychology trainee's overall competence as a school psychologist and readiness for **SUPERVISED FIELD WORK/INTERNSHIP**:

PLEASE DISCUSS YOUR EVALUATION WITH THE SCHOOL PSYCHOLOGY TRAINEE. Revised 05/2014

**APPENDIX A
ADDITIONAL COURSE
DOCUMENTS**

University of La Verne

ULV EDUCATIONAL COUNSELING & SCHOOL PSYCHOLOGY PROGRAM PROFESSIONAL ABSENCE NOTIFICATION FORM (PANF)

The ULV Educational Counseling & School Psychology program faculty view attendance and participation in classes, meetings, and trainings as vital to the development of professionals in training. Program courses are sequenced to introduce, reinforce, and assess ethical professional competence.

All professionals-in-training must complete a Professional Absence Notification Form; (1) when a class session is missed or (2) if they are planning to be absent from a required class, meeting, or training.

- For a class absence (1-2 days), complete the form and return to course instructor
- For an extended absence, (over 2 days), this form must be submitted at least **two weeks** prior to the date of your absence. *
 - Complete the form & submit a copy of this form to both the faculty member and program director for notification of your absence.

Missing classes, meetings, or training can impact your course grade and ability to fulfill program requirements. The Professional Absence Notification Form (PANF) will be placed in your program file and reviewed upon any request for letters of recommendation.

Professional in training _____ Date _____

Course/meeting/training _____ Requested Absence Date(s) _____

Reason for Absence: _____

Plan for makeup: _____

Student Signature _____ Date _____

Faculty Member Signature: _____ Date _____

*For medical issues, attach documentation

*Vacations do not constitute an excused absence

Copy: Program Director Veronica Escoffery-Runnels vrunnels@laverne.edu Program file
Student, maintain copy for your records

SAMPLE LETTER OF PRACTICUM VERIFICATION

**This letter can be emailed to your supervisor/prospective supervisor
upon request**

University of La Verne

Month Day, Year

Dear Practicum Supervisor Mrs./Mr. XYZ

This letter is to verify that Ms./Mr. First Name Last Name is a fully admitted graduate student to the University of La Verne, School Psychology program. As a first/ second year graduate student, she/ he is required to have a field experience placement (Practicum) at a school site.

The Practicum experience generally consists of the school psychology trainee shadowing/ observing a professional school psychologist, as they engage in daily duties. This experience also allows the graduate student to understand the various components of school sites as well as the climate and culture of schools and school districts. To that end, Ms./Mr. Last Name is expected to secure a Practicum placement site and adhere to the following:

1. Receive professional supervision from a school psychologist who possesses three (3) years of full-time experience (in Pre-K to 12th grade settings).
 - a. The supervising school psychologist must be an experienced school psychologist who has background, training, and credentials appropriate to the school psychology field.
2. Complete 225 hours of supervised field experience (1-2 days/week).
 - a. Fall Semester = 100 hours
 - b. Spring Semester = 125 hours
3. Complete the Verification of Placement document to confirm district provision of a field placement site and appropriate supervision.

Further, the trainee is expected to engage in (but not limited to) the following:

1. Demonstrate the ability to understand and apply core knowledge learned in coursework regarding psychological foundations, and legal, ethical, and professional foundations in schools.
2. Practice field-based activities and observe the Site Supervisor demonstrate applicable school psychologist skills (e.g., classroom observation, interviewing of teachers and pupils, observation of Student Study and IEP Team meetings, crisis intervention, educational planning and evaluation, consultation and collaboration, intervention planning with parents and school staff, wellness promotion, research and measurement, etc.).
3. Observe individual pupil differences in cognitive, social, emotional, and physical development in different settings from early childhood through late adolescence.
4. Become familiar with a wide range of classroom instructional settings designed for pupils from diverse backgrounds and with different abilities from preschool through high school.
5. Develop effective interpersonal skills to communicate with parents, school staff, and other professionals to improve student instruction and achievement.
6. Participate in regular evaluations regarding their field- based skills from both site and university-based supervisors.
 - a. All practica experiences are evaluated. The evaluation process is twofold and involves evaluation of the candidate's progress and the suitability of the school-based experience.

- b. School psychology candidates are given written formative and summative assessments during practica by the university supervisor and the site supervisor (each semester). In addition, students will be given a “credit” or “no credit” at the completion of their practicum.
 - c. University supervisors of Fieldwork Experience interact with institution representatives and local school districts to ensure that a student’s field experiences are effectively coordinated (either face to face meetings, via teleconference, or phone as applicable).
7. Regularly log field experience hours and self-evaluate progress.

If you have additional questions or require further clarification, please do not hesitate to contact me. I can be reached via phone at (000) 000-0000 or at the following e-mail address:

zzzzzzz@laverne.edu. Thank you.

Respectfully,

First and last name
Title, Fieldwork Supervisor
School Psychology Program
LaFetra College of Education

SAMPLE VERIFICATION OF HOURS LETTER

This letter should be placed on School Letterhead and signed by your supervisor.

Date

This letter is to verify that (trainee name) of the School Psychology Program at University of La Verne, has completed 80 practicum hours under my supervision at XXXX School.

If you have any questions or concerns please feel free to call me at (XXX) XXX-XXXX.
Sincerely,

School Psychologist

Title
School Psychology Program
College of Education and Organizational Leadership

University of La Verne

La Fetra College of Education - School Psychology Program EVIDENCE OF MEETING LEARNING OUTCOMES

Student Name _____ Course Number: SPSY Course Name: _____

Specific Learning Outcome from Course Syllabus	Evidence of How and to What Extent Knowledge, Experiences and/or Skills Were Met	Statement of Self-Reflection on Expectations/Needs for Future Growth
<p>The Learning outcomes are listed in the course syllabus. Place each one in this column.</p>	<p>How did you gain the knowledge described in the course learning outcome? Consider the following;</p> <ul style="list-style-type: none"> • Through course lectures • Interaction with a site supervisor • Independent reading/research • Reading course text(s) • Direct experience or observation at your Practicum/Fieldwork site • Completed course assignments 	<p>Write a succinct self-reflection of your learning relative to the course learning outcome. Do you need to learn more in this area? Do you feel as though you've gained a level of competency? What will you do to learn more/gain competency in this area? Concerns? Ideas, etc.....</p>

Student Signature

Date

Instructor's Signature

Date

