

**Arkansas State University**  
**School Psychology Practicum Competency Evaluation**  
**Field Supervisor Form**

Instructions

Field supervisors should complete this rating on their assigned practicum student. Field supervisor should base their ratings on observation and/or written reports received from school staff, parents, students, etc. regarding the intern’s performance. Please take the time to read each item and rate it independently by checking the box (i.e., 0, 1, 2, 3) that best describes the intern’s competencies *at this time*.

- 0. Does **Not Demonstrate Competence**.
- 1. Demonstrates **Minimal Competence**.
- 2. Demonstrates **Emerging Competence**.
- 3. Demonstrate **Pre-Internship Competence**.

**LEAVE BLANK IF NOT OBSERVED**

<b>Data-Based Decision-Making &amp; Accountability (NASP Standard 2.1)</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Systematically collects information to identify the problem and analyzes the problem including determining strengths & needs				
2	Utilizes assessment information to plan & implement services & make decisions				
3	Utilizes data to evaluate the outcomes of services				
4	Demonstrates fluency in the problem-solving process				
5	Demonstrates competency in using norm-referenced cognitive tests				
6	Demonstrates competency in using norm-referenced achievement tests				
7	Demonstrates competency in using norm-referenced language tests				
8	Demonstrates competency in using norm-referenced visual-motor tests				
9	Demonstrates competency in using norm-referenced auditory discrimination tests				
10	Demonstrates competency in using norm-referenced behavior rating scales				
11	Demonstrates competency in using direct academic assessment procedures (e.g., CBM, DIBELS)				
12	Demonstrates competency conducting interviews with teachers				
13	Demonstrates competency conducting interviews with parents				
14	Demonstrates competency conducting interviews with students				
15	Demonstrates competency in direct behavioral assessment (observations, self-monitoring)				
16	Demonstrates competency in functional behavior assessment				
17	Demonstrates competency in obtaining, organizing, integrating, & utilizing all student case data including linking assessment results to intervention				

COMMENTS:

<b>Student Diversity in Development &amp; Learning (NASP Standard 2.5)</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
18	Knowledgeable of individual differences, abilities, & disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socio-economic, gender-related, & linguistic factors in development and learning				
19	Demonstrates sensitivity & skills needed to work with individuals from diverse backgrounds				
20	Demonstrates a commitment to child advocacy for all students				
21	Keeps students and families' cultures & backgrounds in mind when developing interventions				
22	Keeps students' individual learning characteristics in mind when developing interventions				
23	Keeps students' culture, background, & language in mind when evaluating learning and behavioral data				
24	Avoids group or class attributions				
COMMENTS:					
<b>Consultation and Collaboration (NASP Standards 2.2) and Home/School/Community Collaboration (NASP Standard 2.8)</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
25	Establishes collaborative team relationships				
26	Communicates effectively with school personnel				
27	Has knowledge of family systems & how the family influences the student's development and academic performance				
28	Communicates effectively with families				
29	Involves families, educators, & others in the community to provide comprehensive services to students				
30	Communicates effectively with students				
31	Knowledgeable of school & community resources				
32	Knowledgeable of methods for promoting home-school partnership to improve student outcomes				
33	Collaborates effectively with other professionals				
34	Shows concern, respect, & sensitivity to others				
35	Facilitates home-school communication & collaboration				
COMMENTS:					
<b>Effective Instruction and Development of Cognitive/Academic Skills (NASP Standard 2.3)</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
36	Utilizes appropriate cognitive/academic assessment strategies to assess learning difficulties				
37	Properly administered cognitive/academic assessment strategies				

38	Appropriately analyzes & interprets cognitive/academic assessment data				
39	Links cognitive/academic assessment data to development of instructional interventions				
40	Collaborates with others to develop appropriate cognitive & academic goals for students				
41	Utilizes empirically-demonstrated instructional methods/interventions to meet goals				
42	Assesses acceptability of cognitive/academic interventions				
43	Appropriately evaluates outcomes of cognitive/academic intervention				
44	Utilizes intervention data to guide cognitive/academic instructional decisions				
45	Assesses treatment integrity of cognitive/academic interventions				
COMMENTS:					
<b>Socialization &amp; Development of Life Skills (NASP Standard 2.4)</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
46	Properly administers behavioral, social, affective, & adaptive assessment				
47	Appropriately analyzes & interprets behavioral, social, affective, & adapt assessment data				
48	Links behavioral, social, affective, & adaptive assessment data to the development of interventions				
49	Utilizes ecological & behavioral approaches when developing behavior change programs				
50	Uses appropriate strategies when developing interventions to facilitate the successful transition of student across environments				
51	Assesses acceptability of behavioral, social, affective, & adaptive interventions				
52	Appropriately evaluates outcomes of behavioral, social, affective, & adaptive interventions				
53	Utilizes behavioral, social, affective, & adaptive intervention data to guide decision-making				
54	Assesses treatment integrity of behavioral, social, affective, & adaptive interventions				
COMMENTS:					
<b>Written Communication &amp; Information Technology (NASP Standard 2.11)</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
55	Develops & maintains thorough, organized case notes				
56	Presents written information in a clear & useful manner for the intended audience				
57	Presents adequate writing skills in written reports, letters, & other correspondence				

58	Offers relevant individualized recommendations in written reports				
59	Incorporates supervisor feedback into written reports				
60	Effectively uses various information & technology resources (e.g., digital, media, software, www, fax, word processing, spread sheets)				
61	Ensures confidentiality when utilizing technology				
COMMENTS:					
<b>Personal Behaviors, Professional Responsibilities, &amp; School Psychology Practice &amp; Development (NASP Standard 2.10)</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
62	Adheres to NASP ethical standards for service delivery				
63	Adheres to appropriate laws and policies				
64	Uses knowledge of profession & legal standards to advocate for the rights & welfare of children and families				
65	Recognizes limitations & biases as well as areas of training & expertise				
66	Presents appropriate personal demeanor				
67	Presents appropriate personal appearance				
68	Demonstrates punctuality				
69	Follows through on tasks & commitments				
70	Interacts with others in a professional manner				
71	Presents information to stakeholders in a clear manner				
72	Responds appropriately to feedback from others				
73	Is flexible and open to suggestions				
74	Exhibits a level of comfort & ease with others				
75	Is sensitive to nonverbal communication				
76	Listens, reframes, & clarifies communication				
77	Elicits & utilizes feedback				
78	Avoids divisive statements or actions				
79	Demonstrates adequate time management skills				
80	Actively engages in professional discourse				
81	Accepts new challenges				
COMMENTS:					

