

SUPERVISOR EVALUATION And PROFESSIONAL WORK CHARACTERISTICS PRACTICUM

of our Program. Please circle each appropriate rating. We very much appreciate your assistance! The purpose of this brief survey is to ascertain your perception of the performance of the UCF school psychology praticum student you supervised during this semester. Results from this evaluation will be used as one part of the process in helping determine the student's semester grade. The results will also be analyzed in an effort to enhance the quality

Practicum Supervisor (sigh) Spring (summative) Spring (summative) Rating Scale

Excellent: Student demonstrates all aspects of the skill and supervision is not needed to ensure skill effectiveness.

Good: Student demonstrates all aspects of the skill. The skill would be effective at a minimal level without supervision. Supervision is required to affirm that student's skill or to provide suggestions to increase the effectiveness of the skill.

Fair: Student demonstrates the skill at a very basic level, but a significant level of supervision is necessary in order for the skill to be effective.

Poor: Student does not demonstrate the basic behaviors or steps associated with the skill or the student demonstrates the skill at a level that is ineffective for the client/condition

| Student's Name Here: Stephanie Courson | Excellent | Good | Fair | Poor | Poor No Data |
|--|-------------------|------|------|------|--------------|
| SUPERVISOR EVALUE | EVALUATION | ON | | | |
| 1. Engages in effective ongoing comprehensive consultation. NASP: 3 Consultation and Collaboration | 4 | 0 | 2 | _ | 1 |
| 2. Demonstrates all steps in a data-based, decision-making model. NASP: 2 Data-Based Decision Making and Accountability | 4 | @ | 2 | _ | ı |
| 3. Selects and uses appropriate data collection methods (e.g., functional assessment, CBA/CBM, observation, interview, etc.). NASP: 2 Data-Based Decision Making and Accountability | 4 | @ | 2 | 1 | - 1 |
| 4. Applies evidence-based prevention steps. NASP: 5.2 Preventive and Responsive Services | 4 | ω | 2 | 1 | 0 |
| 5. Selects appropriate evidence-based interventions aligned with assessment. NASP: 4.1 Interventions and Instructional Support to Develop Academic Skills | 4 | 0 | 2 | 1 | 1 |

| | Excellent | Good | Fair | Poor | No Data |
|---|-------------|--------------|------|------|---------|
| 7. Applies appropriate counseling techniques NASP. 4.7 Interventions & Mantal Health Services to Develop Sector & Tife Stills | 4 | 3 | 2 | 1 | 0 |
| 8. Demonstrates ability to apply mental health services to advance PK-12 students' wellbeing. | 4 | es. | 2 | _ | 1 |
| NASP: 4.2 Interventions & Mental Health Services to Develop Social & Life Skills | | | • | | 0 |
| 9. Demonstrates ability to apply school-wide practices to promote learning (e.g., PBIS) | 4 | ట | 2 | 1 | 0 |
| 10. Connects Family and School Services | 4 | w | 2 | 4 | |
| NASP: 6 Family-School Collaboration Services | | | | | (|
| 11. Demonstrates respect for human diversity. | 3 | w | 2 | 1 | - |
| NASP: 7. Diversity in Development and Learning | | 3 | 3 | | |
| NASP: 8.1 Research and Program Evaluation | | | , | | 0 |
| 13. Performs ethically in all situations | 4 | w | 2 | _ | |
| NASP: 8.2 Legal, Ethical, and Professional Practice | (| | | | |
| PROFESSIONAL WORK | CHARAC | RACTERISTICS | ICS | | |
| 14. Initiative : Initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task | (| ಎ | 2 | 1 | 1 |
| 15. Dependability : Can be counted on to follow through on tasks; reliably completes assignments in a timely manner | (| u | 2 | _ | - |
| 16. Diligence: Consistently works hard and demonstrates a strong work ethic | 0 | w | 2 | 1 | ***** |
| 17. Time Management/Work Organization: Organizes work and manages time effectively | (4) | 3 | 2 | 1 | |
| 18. Problem-Solving/Critical Thinking: Thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches/solutions | 4 | (i) | 2 | 1 | 1 |
| 19. Respect for Human Diversity : Respects all aspects of human differences; demonstrates the sensitivity and skills needed to work with diverse populations. | 4 | <u></u> | 2 | 1 | ı |
| 20. Oral Communication: Expresses self orally in an organized and clear fashion | (| ယ | 2 | 1 | 1 |
| 21. Written Communication: Writes in an organized and clear manner | (4) | 3 | 2 | _ | - |
| 22. Effective Interpersonal Relations : Relates effectively to colleagues, faculty, supervisors, and clients, collaborates effectively with others on assignments/projects | (| ω | 2 | 1 | ı |
| 23. Adaptability/Flexibility: Adapts effectively to the demands of a situation; is sufficiently flexible to deal with change | 4 | 0 | 2 | _ | 1 |
| 24. Responsiveness to Supervision/Feedback: Is open to supervision/feedback and responds to such appropriately | (-) | ဒ | 2 | _ | 1 |
| 25. Self-Awareness: Shows realistic awareness of strengths and weaknesses and impact this has on professional functioning and relationships with others | 4 | (a) | 2 | _ | 1 |
| 26. Professional and Ethical Behavior : Follows ethical guidelines; conducts oneself as a professional; concerned with own professional growth | (4) | ပ | 2 | _ | - |
| 27. Independent Functioning: Functions with minimal supervision or independently, where appropriate | 4 | 6 | 2 | _ | 1 |