



California State University, Sacramento  
 College of Education • Graduate and Professional Studies • School Psychology Program  
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### School Psychology Program Fieldwork Evaluation Form

Fieldworker Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Supervisors:** Please use the following form to evaluate the status of your CSUS fieldworker sometime during November and/or April. Your ratings of the fieldworker are an essential element of determining readiness to begin the school psychology internship. Your ratings should be determined in the context of their readiness to engage in the stated activities as a supervised intern. As the fieldworker is still in the process of developing basic school psychology competencies, they are not expected to be rated at the highest level in any area, but we do expect ratings of 3 (which indicates readiness to begin an internship) by the end of the second year in our program. For students in their first fieldwork placement ratings of 2 are acceptable; however, **by the end of the second semester of fieldwork ratings below 3 would signal lack of readiness to begin the internship.** If you have not observed the fieldworker in a given activity, rate it as N/A. **In a given semester, we do not expect that you will have had the opportunity to observe everything listed on this evaluation form.** However, over the course of their training we hope that at some point supervisors will have had the opportunity to rate fieldworkers in all competencies. **Please rate your Fieldworker using the following 5-point rating Scale.**

#### School Psychology Fieldworker Rating Scale

Please rate the Fieldworker on the questionnaire provided below. Use the following scale.

<b>N/A Not applicable or not observed.</b> This rating should be used when the activity in question is not part of placement expectations or the rater has not had the opportunity to observe or rate the fieldworker on this item.
<b>1 Poor.</b> Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the fieldworker's suitability for this field of work should be evaluated. Bottom 5%.
<b>2 Below Standard.</b> Performance is below average. A fieldworker whose performance consistently falls in this range requires improvement to function effectively in a professional environment. Bottom 15%.
<b>3 Standard.</b> Most fieldworkers will possess skills and judgment sufficient to meet professional demands in this area and a large proportion will remain in this range. The performance of fieldworkers in this range meets normal expectations. Mid 50%.
<b>4 Above Standard.</b> Performance and judgment of fieldworkers in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers. Upper 15%.
<b>5 Outstanding.</b> Performance is recognizably and decidedly better than a large proportion of other fieldworkers. Upper 5%.

A.	Personal Characteristics	Rating					
		N/A	1	2	3	4	5
1	Presents a professional appearance						
2	Demonstrates dependability						
3	Professional in difficult situations						
4	Demonstrates good judgment and common sense						
5	Works well with staff and parents						
6	Works well with children						
7	Accepts and makes use of constructive criticism						
8	Respectful and inclusive of others' values and view points						
9	Demonstrates initiative and resourcefulness						
10	Engages in continued self-evaluation						
11	Interacts well with culturally different persons						
12	Presents/exchanges information for/with diverse audiences						
13	Actions reduce alienation/foster dignity within schools						
14	Models wellness and personal resilience						
15	Demonstrates leadership						
16	Responds well in crisis situations						

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17. Recommendations for the further development of personal characteristics important to interactions with pupils, parents, school staff, and other professionals. \_\_\_\_\_

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B.	Professional Responsibilities	Rating					
		N/A	1	2	3	4	5
18	Observes scheduled work hours and keeps appointments						
19	Responds to referrals punctually						
20	Completes written reports in a timely fashion						
21	Written reports are thorough and accurate						
22	Demonstrates understanding of human development/learning						
23	Demonstrates knowledge of behavioral difficulties						
24	Demonstrates knowledge of academic difficulties						
25	Demonstrates knowledge of social-emotional difficulties						
26	Recognizes professional and personal limits						
27	Only accepts responsibilities within current skill level						
28	Provides follow-up actions when required						
29	Is visible and accessible within assigned schools						
30	Considers alternatives/implications in program planning						
31	Locates/uses research data in making planning decisions						
32	Able to interpret research data for staff, pupils, and parents						
33	Able to present information to diverse audiences						
34	Uses the internet to locate services/information for families						
35	Promotes family/school partnerships that promote child devel.						
36	Promotes prevention/wellness programs for pupils						
37	Familiar with a wide range of instructional settings						
38	Understand programs designed for diverse needs/abilities						
39	Uses assessment data to plan/evaluate educational intervention						
40	Designs, conducts, reports program evaluations						

41. Recommendations for the further development of professional responsibilities important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_

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C.	Collaboration and Consultation Skills	Rating					
		N/A	1	2	3	4	5
43	Establishes effective collaborative relationships with staff						
44	Conducts effective parent conferences						
45	Acts as an effective liaison between school and home						
46	Facilitates home – school collaboration						
47	Shows knowledge of different consultation strategies						
48	Understands how cultural issues effect collaboration						

49. Recommendations for the further development of collaboration and consultation skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_

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D.	Team Skills	Rating					
		N/A	1	2	3	4	5
50	Presents assessment data in a clear manner						
51	Presents assessment data in a concise manner						
52	Presents clinical information to parents in a sensitive way						
53	Summarizes key issues in a clear/concise manner						
54	Demonstrates leadership potential						
55	Demonstrates IEP Team process knowledge and skills						
56	Demonstrates SST process knowledge and skills						

57. Recommendations for the further development of team management skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_

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E.	Counseling Skills	Rating					
		N/A	1	2	3	4	5
58	Establishes effective rapport with pupils						
59	Able to identify core problems or issues						
60	Able to use a variety of techniques appropriately						
61	Able to evaluate the effectiveness of interventions						
62	Keeps appropriate progress notes						
63	Able to write useful case reports						
64	Recognizes limits of training						
65	Maintains confidentiality						
66	Recognizes situations where privilege does not apply						
67	Able to provide crisis intervention						
68	Able to assess risk of self-injurious behavior						
69	Understands how culture may influence counseling						
70	Knows when to make referrals to community agencies						

71. Recommendations for the further development of counseling skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_

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		Rating					
F.	Legal and Ethical Issues	N/A	1	2	3	4	5
72	Understands special education laws/procedures						
73	Adheres to the CASP/NASP code of ethics						

74. Recommendations for the further development of understanding of legal issues and ethical practices important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_

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**Other Comments**

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Use separate sheet if necessary

\_\_\_\_\_  
 Supervisor Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date