



HUFSTEDLER SCHOOL OF EDUCATION
ALLIANT INTERNATIONAL UNIVERSITY

**SCHOOL COUNSELING PROGRAM
FIELDWORK/INTERN EVALUATION FORM**

Training Level: PPS 7210

Student: Ricardo [redacted] Date: 2-13-17

Placement School(s) and grade levels: 1st - 5th

Evaluation Period: Beginning Date: 8-29-16 Ending Date: 5-14-17

Hours per week: 40 Number of weeks: 27 weeks

THIS EVALUATION TOTAL # OF HOURS: 600+

Supervision received:
Individual hours/week: 1 per week Group hours/week: —

The primary supervisor and the student discussed this evaluation: Yes No

Please use the following evaluation scale for these items:

- 7 = Highly Competent;
- 6 = Very Competent
- 5 = Competent (Could Improve);
- 4 = Generally Competent (Should Improve);
- 3 = Poor Skills or Emerging Skills (Must Improve);
- 2 = Very Poor (Well Below Standard);
- 1 = Major Concerns Noted (Significantly Below (Standard)).

The site supervisor's overall rating of the intern's performance to date is: 7 6 5 4 3 2 1

Ame Vigil 2/13/17
Supervisor's Signature Date

Ame Vigil _____
Supervisor's Printed Name Other Supervisor contributing to this evaluation

All students are required to read their evaluations and to certify the following:
I have read the evaluation and I am aware that I have the right to respond to it in writing and have my response attached to the evaluation and placed in my permanent file:

[redacted] 2-13-17
Signature Date

PLEASE COMPLETE THE FOLLOWING SECTIONS: I
PROFESSIONALISM:

1. The student conducts himself/herself in accordance with ethics and professional standards (5) 4 3 2 1 NA
2. The students respect the laws and standards on confidentiality, reporting etc. (5) 4 3 2 1 NA
3. The student recognizes his/her own limitations, seeks supervision and refers appropriately (5) 4 3 2 1 NA
4. The student is responsible with deadlines, schedules, training obligations, appointments, etc. (5) 4 3 2 1 NA
5. The student actively participates in and contributes to staff meetings, IEPs, training seminars, etc. (5) 4 3 2 1 NA
6. The student works effectively with other staff (5) 4 3 2 1 NA
7. The student shows sensitivity to others from different cultures and Backgrounds (5) 4 3 2 1 NA

OVERALL RATINGS AND COMMENTS ON PROFESSIONALISM: RATING: 5

Comments:

Richard is the consummate professional who actively participates in our IEP meetings and team discussions; providing a wealth of knowledge and expertise. He seeks supervision and advice when needed and works well with other staff members in assisting them with appropriate strategies.

II. PROFESSIONAL COMPETENCIES:

A. Domains of School Counseling and Guidance

1. Skills in promoting the academic development of pupils (5) 4 3 2 1 NA
2. Knowledge and skills in career development (5) 4 3 2 1 NA
3. Ability to promote the personal and social development of Pupils (5) 4 3 2 1 NA

B.

C. Themes of School Counselor Preparation

4. Possesses leadership skills (5) 4 3 2 1 NA
5. Skills and attitudes for advocating for the learning and academic success of all pupils (5) 4 3 2 1 NA
6. Knowledge of classroom management strategies and techniques for assisting teachers with classroom organization (5) 4 3 2 1 NA

D. Functions of School Counselors

7. Individual Counseling: Ability to help pupils cope with personal in interpersonal problems as well as skills in crisis intervention (5) 4 3 2 1 NA
8. Understanding of group dynamics and skills in group work (5) 4 3 2 1 NA
9. Effective in promoting collaboration and coordination among school staff, parents, family and community members (5) 4 3 2 1 NA
10. Ability to understand a comprehensive school counseling and guidance program (5) 4 3 2 1 NA
11. Skills in planning, organizing and implementing educational programs designed to promote pupil learning and high achievement (5) 4 3 2 1 NA
12. Skills in conducting needs assessments, program evaluations, and utilizing technology (5) 4 3 2 1 NA

OVERALL RATINGS AND COMMENTS ON PROFESSIONAL COMPETENCIES RATING: 5

Comments: Richard is able to provide quality individual counseling across multiple sites in our district. He is very knowledgeable in understanding the functions of various negative behaviors and is very confident in

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Sharing his expertise with our teams during IEP meetings, which helps to instill confidence with parents.

III. INTERVENTIONS:

1. The student forms appropriate working relationships with families, staff, teachers and students (5) 4 3 2 1 NA
2. The student has a theoretical rationale for actions (5) 4 3 2 1 NA
3. The student demonstrates empathy, positive regard and genuineness with families, students, staff and teachers (5) 4 3 2 1 NA
4. The student is able to maintain appropriate therapeutic boundaries (5) 4 3 2 1 NA
5. The student is responsive to a client's verbal and nonverbal, concrete and metaphorical communications (5) 4 3 2 1 NA
6. The student is aware of his/her own feelings and countertransference (5) 4 3 2 1 NA
7. The student is aware of his/her impact on the client and on the formulation of the case (5) 4 3 2 1 NA
8. The student uses appropriate therapeutic techniques that are in accordance with the standards of school site (5) 4 3 2 1 NA
9. The student uses appropriate crisis interventions and group intervention techniques (5) 4 3 2 1 NA
10. The student makes appropriate consultation intervention (5) 4 3 2 1 NA
11. Please rate the student's performance on the facilitation of the following activities:

	(how many)						
Staff/teacher meetings:	# _____	5	4	3	2	1	NA
Student groups:	# _____	(5)	4	3	2	1	NA
Parent groups:	# _____	5	4	3	2	1	NA
Individual Family:	# _____	5	4	3	2	1	NA
Individual Counseling session:	# _____	(5)	4	3	2	1	NA
Resource Teams:	# _____	5	4	3	2	1	NA
In-services:	# _____	5	4	3	2	1	NA
Functional Analysis:	# _____	5	4	3	2	1	NA
Other:	# _____	5	4	3	2	1	NA

OVERALL RATINGS AND COMMENTS ON INTERVENTIONS RATING: 5

Comments: Richard establishes positive and trusting relationships with our students and their families. He is very sensitive and has a keen awareness to their emotional needs. He is always willing to step in during crisis intervention and will follow through to ensure the safety of our students.

IV. SUPERVISION:

1. The student is reliable with regard to supervision appointments (5) 4 3 2 1 NA
2. The student takes initiative in supervision, such as coming prepared, questioning, challenging, and taking an active role (5) 4 3 2 1 NA
3. The student is non-defensive in receiving feedback and is able to make good use of supervision (5) 4 3 2 1 NA
4. The student is realistic about strengths and weaknesses (5) 4 3 2 1 NA
5. The student is able to incorporate and use new ideas and skills (5) 4 3 2 1 NA
6. The student's case presentation skills are appropriate (5) 4 3 2 1 NA
7. The student's expectations of the supervisor are appropriate and realistic (5) 4 3 2 1 NA

OVERALL RATING AND COMMENTS ON SUPERVISION: Rating: 5

Comments: (use reverse side if necessary)

Richard is always willing to learn more and to do more for our students. He is very open to hearing how he can be better in his position and will ask for clarification to make sure he is following correct procedures.

V. SUMMARY OF STRENGTHS AND WEAKNESSES: (use reverse side if necessary)

Richard's strengths are that he is very caring, has a calming presence, is always willing to support our students and school teams, establishes good rapport with our students and families, and is able to articulate his thoughts clearly during our IEP meetings. Now that he is integrated more in our district, I encourage Richard to attend more trainings that focus on strategies and techniques that our teachers can implement on a daily basis; in order to decrease target behaviors.



ALLIANT INTERNATIONAL UNIVERSITY

HUFSTEDLER SCHOOL OF EDUCATION
PUPIL SERVICES CREDENTIAL PROGRAM IN SCHOOL PSYCHOLOGY

INTERNSHIP EVALUATION

For University only: TRAINING LEVEL: PPS 7001 PPS 7002

SEMESTER (circle one): FALL SPRING Date 2/2/17

STUDENT NAME: Blanca [redacted]

PLACEMENT SITE (district and/or school): Garden Grove Unified

EVALUATION PERIOD (dates): From 8/22/16 to 1/27/17

TOTAL NUMBER OF HOURS (this evaluation period only): 748

Dear Supervisor:

We are indebted to you for your time and guidance in the training of our students. We appreciate the opportunity you have given them to learn from you, as well as provided them with opportunities to fulfill their program requirements, which include this list of performance-based outcomes (pages 2-3).

Provide your impression of the School Psychology Intern using the following scale:

- | | |
|--|---|
| 7 = Highly Competent | 3 = Poor Skills or "Emerging" Skills (Must Improve) |
| 6 = Very Competent | 2 = Very Poor (Well Below Standard) |
| 5 = Competent (Could Improve) | 1 = Major Concerns Noted (Significantly Below Standard) |
| 4 = Generally Competent (Should Improve) | |

Site Supervisor's overall rating of the school psychology intern to-date is: 6

The primary site supervisor and the school psychology intern discussed this evaluation: YES NO

JOSE JARAMILLO
Supervisor's Printed Name

2/2/2017
Date

[Signature]
Supervisor's Signature / Director of PPS/Special Education

All students are required to read their evaluations and to certify the following: I have read the evaluation and I am aware that I have the right to respond to it in writing and have my response attached to the evaluation and placed in my permanent file.

[Signature]
School Psychology Intern Signature

2/2/17
Date

Please provide your current impression of the School Psychology Intern using the following scale:

- | | |
|--|---|
| 7 = Highly Competent | 3 = Poor Skills or "Emerging" Skills (Must Improve) |
| 6 = Very Competent | 2 = Very Poor (Well Below Standard) |
| 5 = Competent (Could Improve) | 1 = Major Concerns Noted (Significantly Below Standard) |
| 4 = Generally Competent (Should Improve) | |

I. Professionalism:

- | | |
|--|--------------------|
| a. Conducts himself/herself in a responsible and professional manner | (7) 6 5 4 3 2 1 NA |
| b. Is punctual for meetings | (7) 6 5 4 3 2 1 NA |
| c. Completes reports in a timely manner | (7) 6 5 4 3 2 1 NA |
| d. Participates in a community of school psychologists (staff meetings, workshops, seminars, etc.)
BLANKA HAS TAKEN ADVANTAGE OF THE OPPORTUNITIES THE DISTRICT OFFERS. | (7) 6 5 4 3 2 1 NA |
| e. Collaborates effectively with educational and auxiliary staff | 7 (6) 5 4 3 2 1 NA |
| f. Possesses effective communication skills | 7 (6) 5 4 3 2 1 NA |
| g. Possesses effective interpersonal skills | 7 (6) 5 4 3 2 1 NA |
| h. Demonstrates sensitivity toward others from different cultures and backgrounds | (7) 6 5 4 3 2 1 NA |

Overall Rating for Professionalism (use same 7-1 scale):

7

Comments:

II. Diagnostic/Assessment Skills:

- | | |
|--|------------------------------|
| a. Demonstrates knowledge about learning difficulties and disabilities | 7 (6) 5 4 3 2 1 NA |
| b. Understands psychometric properties of tests | 7 (6) 5 4 3 2 1 NA |
| c. Completes Assessment Plans with little or no assistance | (7) 6 5 4 3 2 1 NA |
| d. Completes assessment battery with students with adequate rapport | 7 (6) 5 4 3 2 1 NA |
| e. Interprets assessments effectively | 7 (6) 5 4 3 2 1 NA |
| f. Writing skills are effective and free from error | (7) 6 5 4 3 2 1 NA |
| g. Please indicate the number of test batteries performed by the intern: | 0 1-5 (6-10) 11-15 16-20 21+ |

h. Please indicate the number of reports written by the intern:

0 1-5 6-10 11-15 16-20 21+

Overall Rating for Diagnostic/Assessment Skills (use same 7-1 scale):

Comments:

6

III. Intervention Skills

- a. Plans, recommends, implements and evaluates interventions effectively 7 6 5 4 3 2 1 NA
- b. Forms appropriate working relationships with students, families and staff 7 6 5 4 3 2 1 NA
- c. Is knowledgeable about a range of academic interventions 7 6 5 4 3 2 1 NA
- d. Is knowledgeable about a range of socio-emotional interventions 7 6 5 4 3 2 1 NA
- e. The intern demonstrates knowledge about behavioral interventions 7 6 5 4 3 2 1 NA
- f. Demonstrates knowledge of requirements and procedures for functional analysis assessments, behavior support plans and/or manifestation determination reviews 7 6 5 4 3 2 1 NA
- g. Helps plan and implement appropriate classroom management procedures with other educational staff 7 6 5 4 3 2 1 NA
- h. Possesses effective counseling skills (and/or is knowledgeable about counseling services within the community) 7 6 5 4 3 2 1 NA

Overall Rating for Intervention Skills (use same 7-1 scale):

Comments:

6

IV. Supervision

- a. Recognizes his/her own limitations and seeks supervision as needed 7 6 5 4 3 2 1 NA
- b. The intern is reliable with regard to supervision appointments 7 6 5 4 3 2 1 NA
- c. The intern takes initiative in supervision such as coming prepared, questioning, challenging, and taking an active role 7 6 5 4 3 2 1 NA

- d. The intern is realistic about his/her own strengths and weaknesses (7) 6 5 4 3 2 1 NA
- e. The intern's expectations of the supervisor are appropriate and realistic (7) 6 5 4 3 2 1 NA

Overall Rating for Supervision (use same 7-1 scale):
Comments:

7

Additional Comments / Summary of strengths and weaknesses of this school psychology intern:



FIELDWORK EVALUATION OF COMPETENCY DEVELOPMENT
SCHOOL PSYCHOLOGY PROGRAM

This form requires both the self-evaluation of the trainee and evaluation by the field-based supervisor.

Trainee Instructions:

1. Provide a brief summary of this semester's activities in each of the program areas.
2. Provide a self-evaluation of your competency development in each area, with commentary.
3. Discuss your self-evaluation with your field supervisor; obtain field supervisor's evaluation.
4. **Make copies for yourself, your field supervisor, and your university supervisor; Submit original to your university supervisor.**

Field Supervisor Instructions

- Review the trainee/intern self-evaluation and discuss with her/him.
- Provide your evaluation of the trainee/intern's competency development.
- Please provide comments in support of your evaluation, especially if you have concerns or commendations, or if your evaluation differs from the trainee/intern's self-evaluation.

We recognize that professional competencies are developed over time and across multiple settings. Therefore, we ask you to provide two types of ratings for each competency area:

Degree of Competency Development

<u>Rating</u>	<u>Descriptor</u>	<u>Definition</u>
0	Not seen	No opportunity or not yet demonstrated/observed in this setting
1	Emerging	Beginning to show this knowledge/skill
2	Established	Basic knowledge/skills attained and demonstrated routinely
3	Integrated	Uses knowledge/skills flexibly as part of an overall repertoire (not expected prior to the culminating internship)

Evaluation of Competency Development for Stage in the Program

<u>Rating</u>	<u>Descriptor</u>	<u>Definition</u>
1	Concern	Stronger development expected; Focus for further development
2	Satisfactory	Development consistent with expectations at this stage
3	Commendable	Above and beyond expectations at this stage

Completed evaluations are due to the University Supervisor by the 14th session of class.



EVALUATION OF COMPETENCY DEVELOPMENT

SCHOOL PSYCHOLOGY PROGRAM

Trainee/Intern Geraldine [redacted] a Semester Fall Year 2016

Field Experience: Fieldwork Practicum Internship

Field Placement: District Corona Norco Unified School District School(s) Dr. Augustine Ramirez Intermediate School

Field Supervisor: Anthony D. Haller, Psy.D. University Supervisor: _____



Area I. PROFESSIONAL SCHOOL PSYCHOLOGY

Brief Summary of Field Placement Activities:

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

I. PROFESSIONAL SCHOOL PSYCHOLOGY Competencies	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Professional awareness & identity	2	2	2	2
Critically analyzes service delivery models for diverse schools	1	2	2	2
Practices consistent with standards, laws, & ethics	1	2	1	2
Personal & interpersonal effectiveness	1	2	2	2

Comments (Trainee/Intern):

Making the decision to come to Alliant for my Master's degree in school psychology, was a choice I do not regret. I have learned so much from all of my professors and enjoy their teaching methods.

Supervisor's Comments:



Area II. RESEARCH & PROGRAM EVALUATION

Brief Summary of Field Placement Activities: So far, I have enjoyed the masters program at Alliant very much. I am learning so much from class and at my practicum site as well. I have not once had an issue.

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

II. RESEARCH & PROGRAM EVALUATION	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Competencies				
Uses systematic hypotheses-generation-testing to approach practice	1	2	1	2
Uses research to guide/inform service delivery & case studies	1	2	1	2
Reads & shares current research	1	2	1	2
Conducts program evaluation &/or applied research in school setting	1	2	0	2

Comments (Trainee/Intern):

I very much enjoy my Masters program at Alliant and hope to keep emerging with lots of exciting knowledge.

Supervisor's Comments:



Area III. SOCIAL & CULTURAL FOUNDATIONS

Brief Summary of Field Placement Activities: Last year during my first semester (Fall 2016) I was enrolled in PPS 6010 - Multicultural Children, Adolescents, and Their Families. I took so much from the class with me and value the differences between many cultures.

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

III. SOCIAL & CULTURAL FOUNDATIONS	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Competencies				
Understands influence of own culture, values, belief systems	2	2	2	2
Has breadth of knowledge of ethnic group cultural themes	1	2	2	2
Has depth of knowledge in at least one culture different from own	1	2	2	2
Recognizes limits of own cultural and linguistic competencies	1	2	2	2
Understands ecosystemic influence of social, cultural, & societal factors	1	2	2	2

Comments (Trainee/Intern):

As I progress throughout my program and practical position, about social and cultural foundations.

Supervisor's Comments:



Area IV. EDUCATIONAL FOUNDATIONS

Brief Summary of Field Placement Activities: I appreciate how much professionalism there is within the Master's program at Alliant. Each class has been well organized and the topics we have touched on are always discussed with much detail.

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated
Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

IV. EDUCATIONAL FOUNDATIONS	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Understands the school as a system & culture	2	2	2	2
Knows legal & educational bases for special education programs	1	2	1	2
Knows legal & educational bases for bilingual education programs	1	2	1	2
Aware of curricular match with student needs	1	2	1	2
Aware of elements of effective teaching	1	2	1	2
Aware of elements of effective schools	1	2	1	2

Comments (Trainee/Intern): I have no complaints and have been completely satisfied with my experiences so far. I am thrilled to learn more into becoming a
Supervisor's Comments: school Psychologist.



Area V. PSYCHOLOGICAL FOUNDATIONS

Brief Summary of Field Placement Activities: Most of the psychological foundations that have been addressed during my classes, have been well expressed.

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

V. PSYCHOLOGICAL FOUNDATIONS Competencies	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Applies principles of human development in service delivery	2	2	2	2
Applies biological bases of behavior to service delivery	2	2	2	2
Applies principles of learning & cognition to service delivery	2	2	2	2
Applies knowledge of individual differences (human exceptionalities)	2	2	2	2

Comments (Trainee/Intern): AS I begin to emerge with knowledge I hope to become more established and integrated in the foundations of school psychology.

Supervisor's Comments:



Area VI. ASSESSMENT-FOR-INTERVENTION

Brief Summary of Field Placement Activities: Within the time I have spent at my practicum site, my school psychologist (Dr. Anthony Phuller) has provided me with so much wonderful instruction.

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

VI. ASSESSMENT-FOR-INTERVENTION Competencies	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Assesses situations to inform interventions	1	2	1	2
Knowledge/skills to select/apply <i>appropriate</i> tools	1	2	1	2
Knowledge/skills in ecological assessment	1	2	1	2
Knowledge/skills in authentic assessment	1	2	1	2
Knowledge/skills in behavioral assessment	1	2	1	2
Knowledge/skills in developmental assessment	1	2	1	2
Knowledge/skills in dynamic assessment of cognitive functions	1	2	1	2
Knowledge/skills in psychoeducational special education evaluations	1	2	1	2
Effective oral communication of assessment/evaluation results	1	2	1	2
Effective written communication of assessment/evaluation results	1	2	1	2
Uses results to collaborate with others in developing interventions	1	2	1	2

Comments (Trainee/Intern): As I progress and take in more understandings from my courses/practicum site, I hope to become better familiar with assessments.
Supervisor's Comments:



Area VII. INTERVENTIONS

Brief Summary of Field Placement Activities: Everything that my professors and school psychologist have instructed me with has been much of a benefit to my knowledge. I look forward to learning more.

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

VII. INTERVENTIONS	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Plans interventions on the basis of assessment findings	1	2	1	2
Articulates theoretical underpinnings of interventions	1	2	1	2
Articulates cultural factors influencing intervention design	1	2	1	2
Delineates clear goals for interventions	1	2	1	2
Systematically implements & monitors interventions	1	2	1	2
Systematically evaluates effectiveness of interventions & outcomes	1	2	1	2
Effectively communicates outcomes of interventions	1	2	1	2
Individual counseling skills	1	2	0	2
Group counseling skills	1	2	0	2
Collaboration & teaming skills	1	2	0	2
Consultation skills	1	2	0	2
Program development skills (e.g., school-wide programs)	1	2	0	2
Staff development skills (e.g., inservice workshops)	1	2	0	2
Skills in working with parents & families	1	2	0	2
Skills in networking/liason with communities, agencies, services	1	2	0	2

Comments (Trainee/Intern): Completely satisfied with much of the instruction that has been provided with me. With that, I look forward to successfully completing the program.

Supervisor's Comments:



SUMMARY: OVERALL DEVELOPMENT

Trainee/Intern Self-Evaluation	Supervisor's Evaluation
<p>Areas of Strength As I see myself as a productive and responsible student, I definitely hope to emerge with much success through out this program. I want my depth of knowledge to grow in all areas.</p>	<p>Areas of Strength</p>
<p>Areas to Target for Growth I hope to become more familiar in research, assessments, interventions, and my overall development as a graduate student.</p>	<p>Areas to Target for Growth</p>
<p><u>Ceralcine [redacted]</u> 2-13-17 Signature Date</p>	<p><u>Anthony D. Phallen, Ph.D.</u> 2-14-17 Signature Date</p>

Supervisor: Please indicate your recommendation for this individual's next phase of experience:

Fall Semester [for Spring] _____

Spring Semester [for Next Year] _____

___ continue in this phase of field experience as planned

___ advance to next phase of field experience as planned

___ ready to advance to full-time internship

___ OTHER: Please call, phone number(s) _____