Supervisors are to discuss evaluation results with the candidate prior to submitting it to faculty.

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<tbody>
<tr>
<td>Candidate performs significantly below expectations for higher level of training. Additional training and professional development are necessary for successful functioning in this area of practice. Intervention is required.</td>
<td>Candidate performance is considered below average when compared to expectations for his/her level of training. Difficulties persist despite advisement by supervisor.</td>
<td>Candidate performance meets minimum expectations for his/her level of training. Candidate may require moderate supervision when engaging in tasks.</td>
<td>Candidate performance is considered above average relative to expectations for his/her level of training. Occasional supervision and support is required, however, candidate largely engages in tasks autonomously and successfully.</td>
<td>Candidate performance is considered to exceed expectations for his/her level of training. Little to no supervision is required.</td>
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I. Personal Characteristics

Descriptors:

- Demonstrates good judgment and common sense.
- Communicates and listens effectively.
- Shows concern, respect and sensitivity for the needs of staff, students and parents.
- Accepts and utilizes constructive criticism.

Comments and growth suggestions:
II. Assessment and Reporting Skills

Descriptors:

_____ Clearly identifies the nature of the referral problem and the purpose of the assessment.
_____ Combines observations, background information, multidisciplinary results and other pertinent data to present the most comprehensive and valid picture possible of a student.
_____ Recognizes differences in age, socioeconomic and ethnic backgrounds, child and adolescent development and strives to use appropriate procedures relevant to these differences.
_____ Assessment data and recommendations are communicated to multi-disciplinary teams (e.g. Committee on Special Education) in an accurate and useful manner.
_____ Makes recommendations that follow logically from the assessment results and are educationally relevant.
_____ Psychological reports are professionally written, timely and educationally relevant.
_____ Assessment data and recommendations are communicated to parents with clarity and sensitivity.

Comments and growth suggestions:

III. Intervention Skills

Descriptors:

_____ Develops interventions which are culturally and developmentally appropriate and directly related to the presenting problem of the referred student.
_____ Develops interventions that are consistent with assessment results.
_____ When appropriate, works conjointly and encourages a facilitative relationship with other therapy providers.
_____ Monitors the impact of treatment programs and modifies or terminates when appropriate.
_____ Responds to students' needs by carefully planning group interventions or prevention programs.
_____ Collaborates with building staff and parents to implement and evaluate intervention goals.
_____ Demonstrates skill in utilizing individual counseling techniques.
_____ Demonstrates skill in utilizing group counseling techniques.
_____ Demonstrates skill in designing behavior modification, classroom management techniques and conducting functional behavioral assessments.

Comments and growth suggestions:
IV. Consultation:

Descriptors:

___ Establishes effective collaborative relationships with teachers, other school personnel and parents.
___ Serves effectively as a liaison for school, parents and community agencies.
___ Is familiar with the organization, instructional materials and teaching strategies and uses this information to assist in educational planning for the referred student.
___ Develops intervention strategies conducive to individual classroom environments and teachers' instructional style.
___ Lends expertise to district projects or research with goals of improving educational policies and procedures.
___ When appropriate monitors the effects of pharmacological interventions and communicates these results to family and/or physician.
___ Demonstrates awareness of own limitations and enlists the assistance of other specialists when appropriate.
___ Follows “best practice” guidelines of school psychology discipline as demonstrated by integration of new research and application of empirically supported methods into service delivery.

Comments and growth suggestions:

V. Professional Responsibilities:

Descriptors:

___ Is prompt in meeting deadlines, responding to referrals and handing in reports.
___ Completes written reports and forms in a neat, thorough and accurate manner.
___ Establishes appropriate work priorities and manages time effectively.
___ Follows through consistently when additional action is needed.
___ Considers all alternatives and implications before recommending a change in child’s program in order to assure the least restrictive environment.
___ Makes use of recognized channels to suggest changes and/or improvements.
___ Observes school policies and legal regulations.
___ Demonstrates willingness to keep counseling and educational intervention practices current.
___ Contributes to the general well-being of school community.

Comments and growth suggestions:
VI. Professional Relationships:

Descriptors:

___ Establishes and maintains a relationship of trust and cooperation with co-workers.
___ Deals with students/staff in a fair and consistent manner.
___ Uses discretion in handling confidential information.
___ Gives criticism which is constructive and praise which is appropriate.
___ Acknowledges the rights of others to hold differing views or values.
___ Maintains visibility and accessibility within assigned school(s).

Comments and growth suggestions:

_________________________________________________________  __________________________
Field Supervisor Signature                                Date

_________________________________________________________  __________________________
Candidate Signature                                       Date

(Candidates signature means that the candidate has read the evaluation. It does not mean that the candidate agrees with the evaluation.)