



**Specialist Level Program in School Psychology
Prepractica Manual**

1st edition: August 2005

Revised: August 2023

*College of Health and Human Services
Department of Human Services
2801 W. Bancroft Street
Mail Stop #119
Toledo, Ohio 43606-3390
Telephone: 419-530-2718
Fax: 419-530-7879*

Approved by
The National Association of School Psychologists (NASP)
The State of Ohio Department of Education

Accredited by
Council for the Accreditation of Educator Preparation (CAEP)

Table of Contents

Program Philosophy and Goals	3
Overview and Purpose of Prepractica Experience	3
Objectives for the Prepractica Experience	4
Prepractica Learning Activities	6
Supervision	7
Beginning the Prepractica Experience	8
Evaluation	9
School Psychology Program Contact Information	9
Forms	
Field Experience Policy for Prepractica Students	10
Prepractica Supervisor Information	11
University and Prepractica Site Agreement	12
Documentation of Initial Prepractica meeting	13
Log of Hours and Activities (Sample of Excel Log)	14
Documentation of Hours Completed	15
Permission to Observe	16
Prepractica Supervisor Evaluation of Prepractica student	17
Prepractica Student Evaluation of Experience	19

Program Philosophy and Goals

The University of Toledo School Psychology Program is committed to training and preparing professionals who have expertise in education and psychology, who function as both mental health specialist and instructional specialist, and who provide data-driven, evidence-based, and culturally-responsive services to children and their families. This is accomplished using a scientist-practitioner model with an ecological orientation emphasizing prevention and early intervention through a collaborative problem-solving approach that is guided by data-based decision making. After successfully completing the program, students will be expected to:

Program Goal 1: Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).

Program Goal 2: Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence-based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages ecological problem solving guided by data-based decision making to address the instructional needs of all students (NASP 2.1, 2.2, 2.3).

Program Goal 3: Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4).

Program Goal 4: Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands principles and research in system change and general and special education; understands principles and research related to resilience and risk factors in learning and applies knowledge to maintain and improve evidence-based practices and programs linking schools and communities; develops, implements, and evaluates at the system-level practices and strategies that create and maintain safe and supportive schools, including an evidence-based crisis prevention and response system (NASP 2.5, 2.6, 2.9).

Program Goal 5: Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal

guidelines and policies; pursues ongoing professional development; and engages in research in order to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).

Overview and Purpose of the Prepractica Field Experience

In accordance with *Standards for Graduate Preparation of School Psychologists* (2020), the school psychology field experiences are intended to provide field-based training experiences leading to the development of competent, ethical school psychologists.

During the first year of the school psychology program, students complete the Prepractica experience. Students are required to log a minimum of 100 hours. The Prepractica hours and experiences are monitored through *SPSY 5060 Prepractica in school psychology*. Students register for SPSY 5060 for 2 hours in the fall semester and 2 hours in the spring semester. Students must begin the experience during the first semester of the program. It is expected that all prepractica requirements will be completed by the end of spring semester of their first year. Only under extraordinary circumstances will a student be issued an IN (incomplete) and given until the end of summer session 1 to complete the requirements. If a student does not complete the requirements by this time, they will not be permitted to begin the practica experience in the fall of the second year.

The majority of the prepractica hours occur in the school setting and under the supervision of a program-approved school psychologist. Activities for the year include

1. Observations (e.g., shadowing a school psychologist, observing regular and special classrooms, observing consultations and special education meetings, and interviewing other related services persons)
2. Interviewing a parent of a student with a disability, a speech language pathologist, an occupational therapist, a physical therapist, a counselor, a nurse, a mental health provider, and an administrator at your site.
3. Reviewing the curriculum and engaging in continuing professional development with some hours focused on diversity topic.
4. Assisting a UToledo practica student and/or UToledo intern or staff member with academic benchmarking, identification of interventions, intervention implementation.
5. Engagement in activities designed to build student skills in culturally responsive practices

Students are required to observe specific activities, as well as general activities, performed by a school psychologist. Students must record their activities on the *Prepractica Log* and submit to the University prepractica supervisor according to the course outline provided for SPSY 5060.

Objectives for the Prepractica Experience

1. *Students will acquire knowledge of public-school organization and operation. School*

psychology students need an understanding of the operation of the public school and school system. Although much of the school psychologist's work is with individual children and classrooms, school psychologists must understand procedures and structure of the total school in order to function as a productive member of the professional school staff. Students in school psychology should be thoroughly oriented to administrative and personnel policies as well as to the function and role of the various school staff. Students should attain a realistic view of the educational process and the skills necessary to work effectively with teachers and other school personnel.

Domains addressed:

- Domain 2.1: Data-Based Decision Making
- Domain 2.3: Academic Interventions and Instructional Supports
- Domain 2.4: Mental and Behavioral Health Services and Intervention
- Domain 2.5: School-Wide Practices to Promote Learning
- Domain 2.6: Services to Promote Safe and Supportive Schools
- Domain 2.7: Family, School, and Community Collaboration
- Domain 2.10: Legal, Ethical, and Professional Practice

2. *Students will gain familiarity with the multiple roles and functions of the school psychologist, including:*

- Consultant to teachers and parents about children's academic and social behavior
- Systems level consultant to administrator
- Intervention specialist
- Data collector, evaluator, and interpreter
- Source of current information about child development, individual differences, and biological bases of behavior for parents and teachers
- Referral agent to outside resources
- Direct service provider to children in crisis, with developmental issues, or in groups
- Promoter of legal and ethical behavior for all school personnel
- Team facilitator
- Accurate and efficient conveyer of information, in a manner that facilitates planning for learning
- Researcher who gathers and interprets information accurately for appropriate use

Domains addressed:

- Domain 2.1: Data-Based Decision Making
- Domain 2.3: Academic Interventions and Instructional Supports
- Domain 2.4: Mental and Behavioral Health Services and Intervention
- Domain 2.5: School-Wide Practices to Promote Learning
- Domain 2.6: Services to Promote Safe and Supportive Schools
- Domain 2.7: Family, School, and Community Collaboration

- Domain 2.8: Equitable Practices for Diverse Student Populations
- Domain 2.9: Research and Evidence-Based Practice
- Domain 2.10: Legal, Ethical, and Professional Practice

3. *Students will gain awareness of school curriculum and instruction.* As future instructional specialists, students in school psychology must be knowledgeable about the school curriculum and academic content standards. Students are also expected to begin to gain the skills necessary to develop relationships with students to obtain valid assessment outcomes and also to effectively implement interventions.

Domains addressed

- Domain 2.1: Data-Based Decision Making
- Domain 2.3: Academic Interventions and Instructional Supports
- Domain 2.5: School-Wide Practices to Promote Learning
- Domain 2.8: Equitable Practices for Diverse Student Populations
- Domain 2.10: Legal, Ethical, and Professional Practice

4. *Students will gain an awareness of, and respect for, human diversity.* Students will recognize and respect individual differences, abilities, and disabilities. Students are expected to demonstrate respect for others regardless of racial, biological, cultural, ethnic, experiential, linguistic, gender, sexual orientation, age, or socio-economic backgrounds.

Domains addressed

- Domain 2.5: School-Wide Practices to Promote Learning
- Domain 2.7: Family, School, and Community Collaboration
- Domain 2.8: Equitable Practices for Diverse Student Populations

Prepractica Learning Activities

Over the course of the experience, students will engage in several learning activities all related to meeting the objectives of the experience. Activities include, but are not limited to:

- Observing office and clerical procedures involved with school psychological services.
- Observing consultations with teachers, parents, and other personnel.
- Observing Problem Solving Team meetings
- Observing procedural meetings in special education for initial evaluations and reevaluations
- Assisting with interventions at a level consistent with student skills and training.
- Attendance at meetings of school psychology staff as well as, if possible, local, state and national meetings relating to the profession.
- Attendance at teachers' meetings, school staff meetings, principal's meetings, and/or

board of education meetings.

- Observing and interviewing other related services persons
- Attendance at meetings and orientations of new staff at the beginning of the school year.
- Observing meetings with directors of curriculum, special education, instruction, and business.
- Observing various types of programs and classes.
- Visits with child welfare agents; family service agents; speech and hearing specialists; juvenile court representatives
- Visits to special schools and residential treatment facilities;
- Visits to special classes for the visually/hearing impaired, mentally retarded, or physically handicapped. Opportunities to observe cooperative interaction with community agencies.
- Opportunities to become familiar with state and federal services and programs, including vocational rehabilitation services, employment services, and regional programs for mental health.
- Attendance at meetings and involvement with parent groups such as the PTA and local associations for handicapped children.

Supervision

Two persons have primary responsibility for prepractica supervision. They are the Prepractica Supervisor (the on-site school psychologist) and the University Supervisor (the school psychology trainer).

The University Supervisor holds a faculty position in the Department. The University Supervisor works with prepractica students to arrange for appropriate sites. The University Supervisor maintains up-to-date records of potential sites and supervisors, and reviews and revises this Manual as needed. The University Supervisor is responsible for maintaining regular communication and collecting end-of-semester evaluations and documentation of field experiences forms from prepractica students and their Prepractica Supervisors.

The Prepractica Supervisor is selected by the University Supervisor from local school psychologists expressing interest in supervising. Prepractica Supervisors must have at least 1 year of experience as a school psychologist. Preference in all categories will be given to those who have professional credentialing and affiliations and have obtained current professional development in the field. To the degree possible, prepractica students are placed with a supervisor who is also supervising a UToledo practica student or intern as this facilitates completing some of the required experiences.

The Prepractica Supervisor who assumes the responsibility for directing and supervising the prepractica student should be an individual of proven excellence in school psychology. The Prepractica Supervisor should be capable of guiding the student successfully through the

prepractica experience. The Prepractica Supervisor will be expected to fulfill the following responsibilities:

1. Establish and agree to a reliable means of communication between the prepractica student and the supervisor.
2. Coordinate the prepractica experience with school administrator and University Supervisor.
3. Provide a comprehensive school prepractica and educational agency orientation for the prepractica student at the beginning of the experience.
4. Provide supervised observational learning experiences.
5. Provide explanatory and contextual information to the prepractica student regarding the on-site prepractica experiences
6. Arrange for appropriate observational and experiential activities, as required or recommended.
7. Complete the Prepractica Evaluation form at the end of fall and spring semester.

Beginning the Prepractica Experience

After students are assigned a supervisor, they should contact him or her. Because prepractica students will work directly with children, it is likely the district will require a background check. The prepractica supervisor will advise the student if the check must be completed within the district or if the student may complete it via the UToledo police department or another facility.

At the first prepractica meeting the student and supervisor should complete the following activities:

1. Discuss the prepractica requirements and review the list of required observations.
2. Identify a method for weekly communication as well notification when the supervisor or student is not able to attend a scheduled observation/activity. It should also be clear who the student should contact if the observation was to take place without the supervisor or at another location.
3. Determine whether academic benchmarking hours will be completed within the school/district or other arrangements are to be made by the University Supervisor.
4. Determine a regular weekly time for the prepractica experience or whether it will be depending on scheduled activities.
5. Confirm the goal of at completing between 40-50 hours by end of fall semester and a minimum total of 100 hours by the end of spring semester.
6. Complete the Prepractica Supervisor Information form, the Field Experience Policy for Prepractica Students form and the University and Prepractica Site Agreement and return to University Supervisor per the prepractica course schedule.
7. Discuss options for continuing professional development that may include attending conferences or professional development activities offered within and outside the Prepractica setting (e.g., OSPA).

Evaluation

The prepractica experience is evaluated by the prepractica supervisor who will complete a rating form of the student's performance at the end of each semester. The evaluation primarily assesses professional dispositions. Unsatisfactory ratings will result in a conference between the student and his or her advisor and may result in the development of a remediation plan. Satisfactory completion of prepractica hours and a grade of B/83% or better is required before the student may begin the practica experience.

School Psychology Program Contact Information

Assistant Professor, School Psychology Program Director and Internship Coordinator

Brandon J. Wood, Ph.D.

Brandon.Wood2@UToledo.Edu

Office HH 3100F; Phone: 419-530-4772

Associate Professor, Prepractica Coordinator

Jennifer L. Reynolds, Ph.D., NCSP

Jennifer.Reynolds21@utoledo.edu

Office HH 2630, Phone: 419-530-4301

Professor, School Psychology Practica Coordinator

Wendy S. Cochrane, Ph.D, NCSP

Wendy.Cochrane@utoledo.edu

Office HH 3100G; Phone: 419-530-2013

Field Experience Policy for Prepractica Students

Following Prepractica Policies. You need to be aware of and sensitive to the policies and procedures of each Prepractica so that you do not violate the expectations of the organization. If you are unclear about the relevant policies, please check with your Prepractica supervisor.

Establishing a Mean of Communication. It is important that you and your supervisor agree upon a mean of communication should you or your supervisor be unable to attend a scheduled meeting/observation or will be absent. This mean of communication must be one that is checked daily to ensure messages are received.

Confidentiality. Given that you may have access to confidential information, it is critical that you follow all appropriate legal and ethical standards relative to the release of information, storage of information, and sharing of information.

Permission for observation/intervention. Before beginning any service that requires permission for observation or intervention, you must be sure to complete the appropriate paperwork. In particular, be sure that you are clear regarding the necessary permission forms that must be completed. You are expected to have these forms in hand before meeting with teachers or working with students.

Making Appointments. Students are also expected to be punctual for all meetings including supervision. Only under extreme circumstances should you miss appointments of any kind, and if you do need to miss an appointment, it becomes your responsibility to notify your supervisor and reschedule the appointment in a timely manner.

Concerns with Prepractica Supervisor. If you have a concern with your Prepractica supervisor, please address these directly with that supervisor. Developing conflict management skills with persons in authority is an essential professional skill. If the conflict can be resolved, please see your University Supervisor in order to discuss options.

Mistakes, conflicts, or misunderstandings. If you get into any problematic situations, notify your Prepractica Supervisor and your University Supervisor without delay. They may be able to help you determine the best way to correct an error or deal with a difficult parent or teacher.

Appropriate dress. You are expected to be aware of the expectations for dress. Please discuss appropriate dress with each Prepractica Supervisor and when unsure about the expectations, please err on the side of dressing conservatively and professionally.

This document addresses a number of professional issues, and by signing this document, you are stating that you have read and fully understand the professional and academic responsibilities outlined here.

Prepractica Student Name

Signature

Date

Prepractica Supervisor Information

Name of Prepractica Student you will be supervising: _____

Title _____ Highest Degree Earned _____

Name _____

Office Address _____

City, State, Zip _____

Telephone _____

Email _____

Preferred method for University Supervisor to contact you (circle one):

____ I wish to be contacted via email address provided above.

____ I wish to be contacted via phone number provided above.

Name of School(s) for prepractica experience:

School Name(s) _____

Licensure Information

Yes No State Department of Education License

Yes No NSCP

Yes No Licensed School Psychologist or Psychologist (Board of Psychology)

Professional Affiliations

Yes No NASP

Yes No OSPA

Yes No MVSPA

Other _____

Recent School Psychology Professional Development*

University and Prepractica Site Agreement

The participants agree to the general provisions of the prepractica experience as delineated in the UToledo School Psychology *Prepractica Manual*.

The Prepractica Supervisor will be expected to fulfill the following responsibilities:

1. Coordinate the Prepractica experience with school administrator and University Supervisor.
2. Provide a comprehensive school Prepractica and educational agency orientation for the Prepractica student at the beginning of the experience.
3. Provide supervised observational learning experiences
4. Provide explanatory and contextual information to the Prepractica student regarding the on-Prepractica experiences
5. Coordinate involvement in school/district benchmarking (and if not conducted in the district, notify University Prepractica Supervisor so this experience can be completed in another setting)
6. Coordinate involvement in intervention implementation and monitoring with UToledo Practica student or UToledo intern
7. Arrange for appropriate observational and experiential activities, as required or recommended
8. Notify the University Supervisor immediately in case of problems.

The Prepractica student is expected to follow the Prepractica policies as well as the UToledo Field experience policies.

Formal acceptance is indicated by signature(s) below.

PREPRACTICA SUPERVISOR Signature	Date
---	-------------

PREPRACTICA STUDENT Signature	Date
--------------------------------------	-------------

UNIVERSITY SUPERVISOR Signature	Date
--	-------------

Documentation of Initial Prepractica meeting

Student: _____ Date of meeting: _____

Supervisor: _____ District: _____

At the first prepractica meeting between the student and supervisor should discuss the following. The student should keep track of any questions to share with the university supervisor.

Discussion items	Notes; Questions?
Discussed the requirements for the experience, review the list of required observations and the target goals for all activities for fall semester, and record any questions or concerns regarding the requirements/assignments.	
What method is used for weekly communication as well notification when the supervisor or student is not able to attend a scheduled observation/activity will you use? If an observation was to take place without the supervisor or at another location, whom do you contact and how do you contact them?	
Will it be possible to assist with intervention implementation with an intern, practica student or other school staff or does the University Supervisor need to make other arrangements?	
When is the regular weekly time the student will come to their placement?	
Did you confirm the target goal of at completing 50 (3-4 per week) hours by end of fall semester and a total of 100 hours by the end of spring semester?	
Complete the <i>Field Experience Policy for Prepractica Students</i> form and the <i>University and Prepractica Site Agreement</i> and return to University Supervisor per the prepractica course schedule.	

Log of Hours and Activities (Sample of Excel Log)

First sheet

A	B	C	D	E	F	G	H	I	J	K
	FALL SEMESTER									
Week:	1	2	3	4	5	6	7	8	9	10
Monday of that week:	8/29/22	9/5/22	9/12/22	9/19/22	9/26/22	10/3/22	10/10/22	10/17/22	10/24/22	10/31/22
Observing office and clerical procedures involved with school psychological services										
Observing consultations with teachers, parents, and other personnel										
Observing Problem Solving Team (e.g., IRT, MTSS, RtI, PBIS) meetings										
Observing procedural meetings in special education for initial evaluations and reevaluations										
Observing assessment procedures conducted by supervisor, practica student, or intern										
Assisting with interventions at a level consistent with student skills and training										
Attendance at meetings of school psychology staff as well as if possible, local, state and national meetings relating to the profession										
Attendance at teachers' meetings, school staff meetings, principal's meetings, and/or board of education meetings										
Observing or interviewing other related services persons, administrators, teachers										
Observing or interviewing directors of curriculum, special education, instruction, and business managers										
Observing various types of programs and classes										
Visits with child welfare agents; family service agents; speech and hearing specialists; juvenile court representatives										
Visits to special schools and residential treatment facilities										
Visits to special classes for the visually/hearing impaired, intellectually impaired, or physically handicapped.										
Opportunities to become familiar with state and federal services and programs (e.g., vocational rehabilitation services, employment services, and regional programs for mental health)										
Attendance at meetings and involvement with parent groups such as the PTA and local associations for handicapped children										
Opportunities to observe cooperative interaction with community agencies										

Second sheet

A	B	C
	Enter the date you completed activity	Enter the date you completed activity
1		
2	Observed problem solving/pre-referral meeting (Need 2)	
3	Observed ETR planning meeting (Need 2)	
4	Observed ETR re-evaluation meeting (Need 2)	
5	Observed ETR initial evaluation meeting (Need 2)	
6	Observed IEP meeting (Need 2)	
7	Reviewed and discussed ETR for SLD	
8	Reviewed and discussed ETR for OHI	
9	Reviewed and discussed ETR for ED	
10	Reviewed and discussed ETR for DD	
11	Conducted Parent Interview	
12	Conducted SLP Interview	
13	Conducted OT Interview	
14	Conducted PT Interview	
15	Conducted Counselor Interview	
16	Conducted Nurse Interview	
17	Conducted Mental Health Provider Interview	
18	Conducted Administrator Interview	
19	Reviewed elementary math curriculum materials	
20	Reviewed elementary reading curriculum materials	
21		

Documentation of Hours Completed

My signature as supervisor indicates the activities and hours recorded on the Excel log were reviewed and found to be accurate.

Final Fall Submission, Number of Hours: _____

Printed name Prepractica Supervisor	Signature	Date
--	-----------	------

Printed name: Student	Signature	Date
--------------------------	-----------	------

Documentation of Hours Completed

Our signatures indicate the activities and hours recorded on the Excel log were reviewed and found to be accurate.

Final Spring Submission, Cumulative Number of Hours: _____

Printed name Prepractica Supervisor	Signature	Date
--	-----------	------

Printed name: Student	Signature	Date
--------------------------	-----------	------

**The University of Toledo
College of Health and Human Services
Department of Human Services
School Psychology Program**

Permission to Observe

I agree to permit _____ (name of UToledo Prepractica student) to observe my child, _____ (name of child) for the purposes of gaining an awareness of, and respect for, human diversity and understanding of how my child’s learning needs are met through the curriculum and instruction.

I understand that the UToledo student is enrolled as a graduate student in the School Psychology Program at The University of Toledo. I understand that the UToledo student will record this experience on his/her practica log, but it list it only as “observation of child with (nature of special need).” No other information will be collected or recorded. It is an observation designed only to increase awareness and knowledge.

I understand that if I have any questions, I may contact the UToledo student’s university supervisor, Dr. Jennifer L. Reynolds, at 419-530-4301 or Jennifer.reynolds21@utoledo.edu. I hereby certify that I have read and fully understand the above and give my consent.

Date: _____

Parent Name

Parent Signature

UToledo Student Name

UToledo Student Signature

Prepractica Supervisor Name

Prepractica Supervisor Signature

The University of Toledo
College of Health and Human Services
Department of Human Services
Specialist Level Program in School Psychology Program
Supervisor Evaluation of Prepractica student

Student:	
Intern supervisor:	
District:	
Date of fall semester rating:	
Date of spring semester rating:	

	Fall Semester Rating			Spring Semester Rating		
	Satisfactory Progress (Developing & Demonstrating Dispositions)	Marginal Progress (Concerns about progress)	Unsatisfactory Progress (May Need Remediation)	Satisfactory Progress (Developing & Demonstrating Dispositions)	Marginal Progress (Concerns about progress)	Unsatisfactory Progress (May Need Remediation)
As the Supervisor of this prepractica student, please rate the student on the following professional dispositions by placing in an "X" in appropriate box. If the student is rated unsatisfactory, please elaborate under additional comments.						
The student has respect for human diversity and social justice evidenced by appropriate professional and personal interactions with peers, faculty, and staff at the university; and supervisors, staff, and families at field placements (PLO 1.1, 1.3).						
The student has necessary and appropriate communication skills both oral and written (e.g., professional and nonprofessional) to be a practitioner as evidenced by class presentations, written assignments, conversations with faculty and staff, and email correspondence (PLO 1.4).						
The student demonstrates dependability as evidenced by promptly completing tasks according to instructions with minimal guidance, being punctual to class and meetings, and consistently responding to emails within an appropriate amount of time (e.g., 72 hours; PLO 5.5).						

The student demonstrates effective interpersonal skills as evidenced by using appropriate professional social skills with faculty and staff (e.g., greets Sue), and by building relationships and collaborating with others to get the job done (PLO 1.1).						
The student demonstrates adaptability and flexibility in response to change as evidenced by asking an appropriate amount and type of questions to clarify changes without appearing overly worried (PLO 5.5).						
The student has the necessary organization skills as evidenced by submitting high quality products on time or early (PLO 5.5).						
The student has the initiative and growth towards independent functioning as a practitioner as evidenced by using supervision appropriately to advance development, including meeting with supervisors for an appropriate amount of time, and asking questions that reflect developmental level within program (PLO 5.4).						

Additional Comments:

My signature indicates I completed this evaluation and discussed it with my prepractica student before submitting to the University Supervisor.

Signature of Prepractica Supervisor: _____

Fall Semester Date: _____

Signature of Prepractica Supervisor: _____

Spring Semester Date: _____

Prepractica Student Evaluation of Experience

Prepractica Student: _____ Prepractica Site: _____

Prepractica Supervisor: _____ Date Completed: _____

Upon completion of the prepractica experience (i.e., end of second semester), please complete this and return to the School Psychology Program Director.

	Needs Improvement	Adequate	Exceptional
Support received at the Prepractica site and from the Prepractica Supervisor			
Initial orientation and welcome from Prepractica site			
Explanation of rules, procedures, and policies at the practicum Prepractica			
Opportunities for observations			
Quality of information/feedback from Prepractica supervisor			
Diversity within the training experience			
Quality of the Prepractica experience			
Support from University Supervisor/School Psychology Training Program	Needs Improvement	Adequate	Exceptional
Quality of Prepractica Manual			
Clarity of expectations for experience			
Availability for discussion of prepractica experience and problems and/or concerns			

Would you recommend this Prepractica in the future? If no, please elaborate: