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## PERFORMANCE RATING SCALE

**The following is a guide to assist field supervisors in rating student performance on the various parts of the Field Performance Evaluation:**

- 1 Performance unsatisfactory, needs constant supervision and assistance, unable to carry minimal responsibilities, has not developed this skill and/or has only some understanding of the task.
  - 2 Performance varied/inconsistent, needs frequent supervision and regular assistance, have understanding of skill or task and can perform when directed
  - 3 Performance is reliable and usually consistent, uses supervision as agreed, carries regular responsibilities, capable of some independent work and demonstrates some initiative
  - 4 Performance very reliable, with considerable initiative and some innovation, seeks and uses supervision appropriately, capable of independent work, can carry some additional responsibilities above regular assignment, may still be some gaps in skill usage in specific situations
  - 5 Performance demonstrates consistent initiative and adaptability, uses consultation, limited need for supervision, carries higher than usual workload and responsibilities, can supervise and teach others, and shows full integration of knowledge and skills in practice
- NA No opportunity to practice this skill

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Student Name \_\_\_\_\_

Person Completing Evaluation \_\_\_\_\_

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| <b><i>MID-POINT FIELD PERFORMANCE EVALUATION</i></b> |
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Please rate the student in the following 10 key competency areas based on the Performance Rating Scale from Page 1 of this document:

**ACTIVITY AND INTERVENTION PLANNING**

The student...

1. Develops intervention and activity plans that are clear and easy to understand

1                      2                      3                      4                      5                      NA

2. Clearly identifies the goals and objectives of the plan

1                      2                      3                      4                      5                      NA

3. Clearly outlines the key steps or elements of the plan to accomplish the goals

1                      2                      3                      4                      5                      NA

4. Articulates the reasons behind the choice of plan

1                      2                      3                      4                      5                      NA

5. Evaluates completed activities and interventions in order to identify successful outcomes and areas in need of improvement

1                      2                      3                      4                      5                      NA

6. Creates and implements intervention plans that are suited to the unique needs of each client

1                      2                      3                      4                      5                      NA

7. Demonstrates flexibility in intervention planning (eg. can adapt or discard plans in order to meet the present needs of the client or situation)

1                      2                      3                      4                      5                      NA

8. Prioritizes client needs and selects appropriate areas for focus

1                      2                      3                      4                      5                      NA

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## DEVELOPMENTAL UNDERSTANDING

While working within the child and youth care setting, the student...

1. Is able to identify specific behavior in individual clients that illustrates or contradicts expected behavior at that age

1                      2                      3                      4                      5                      NA

2. Approaches and interacts with clients in a way that matches their age and cognitive level

1                      2                      3                      4                      5                      NA

3. Can identify the influence that developmental differences and similarities have within the peer group

1                      2                      3                      4                      5                      NA

4. Seeks to understand the client's age group by learning from the client

1                      2                      3                      4                      5                      NA

5. Is able to plan and adapt activities to developmental stages and abilities of clients

1                      2                      3                      4                      5                      NA

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## ORGANIZATIONAL SYSTEMS

While working in the practicum setting, the student...

1. Can articulate the organizations' history, purpose, goals, and programs

1                      2                      3                      4                      5                      NA

2. Describes the pathway a client would follow to come into contact with this service

1                      2                      3                      4                      5                      NA

3. Contacts and uses referral sources appropriately

1                      2                      3                      4                      5                      NA

4. Works within the agency's established systems of formal and informal communication

1                      2                      3                      4                      5                      NA

5. Takes initiative to establish connections with agencies and individuals associated with the practicum setting

1                      2                      3                      4                      5                      NA

6. Represents the organization/service in a professional and informed manner

1                      2                      3                      4                      5                      NA

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## PROFESSIONAL PRACTICE

The student...

|   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 1. Keeps written work up-to-date and complete, within agreed upon timelines             | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Plans ahead and organizes work and time responsibly                                  | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Meets agency administrative requirements effectively                                 | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Takes steps to improve his/her own work effectiveness                                | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Sets priorities and follows through on plans and activities                          | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Critiques his/her own performance appropriately within the practicum setting         | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Takes responsibility for his/her own professional work                               | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Develops effective working relationships with other staff                            | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Approaches personality conflicts or differences in opinion calmly and professionally | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Understands the roles and responsibilities of other staff                           | 1 | 2 | 3 | 4 | 5 | NA |
| 11. Demonstrates professional values of confidentiality and respect                     | 1 | 2 | 3 | 4 | 5 | NA |
| 12. Regards the welfare of clients as his/her primary obligation                        | 1 | 2 | 3 | 4 | 5 | NA |
| 13. Uses authority or legal power responsibly and respects the legal rights of clients  | 1 | 2 | 3 | 4 | 5 | NA |
| 14. Seeks to provide maximum possible information and services to the client            | 1 | 2 | 3 | 4 | 5 | NA |

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## RELATIONSHIP BUILDING

The student...

1. Articulates his/her understanding of the importance of building relationships with clients

1                      2                      3                      4                      5                      NA

2. Demonstrates the ability to establish rapport and use active listening skills

1                      2                      3                      4                      5                      NA

3. Successfully identifies his/her own beliefs and value systems; recognizes and respects beliefs and values that differs from his/her own

1                      2                      3                      4                      5                      NA

4. Demonstrates an awareness of how his/her beliefs and values can have an impact on relationships with clients

1                      2                      3                      4                      5                      NA

5. Identifies issues or situations that he/she finds difficult to relate to when building relationships with clients and explores ways these may be addressed

1                      2                      3                      4                      5                      NA

6. Demonstrates an ability to find balance between personal and professional roles

1                      2                      3                      4                      5                      NA

7. Recognizes issues or concerns that may be identified within a helping relationship that require input from the field supervisor

1                      2                      3                      4                      5                      NA

8. Challenges clients when necessary in an effective and appropriate manner to empower them

1                      2                      3                      4                      5                      NA

9. Focuses on addressing client needs rather than meeting personal needs for acceptance or affirmation

1                      2                      3                      4                      5                      NA

---

**REPORTING** (note: reporting is divided into written reporting and verbal reporting)

**When performing written reporting, the student...**

1. Demonstrates a proper and professional use of the English language

1                      2                      3                      4                      5                      NA

2. Communicates clearly and concisely, and is organized and objective

1                      2                      3                      4                      5                      NA

3. Correctly uses terminology as it applies to the setting

1                      2                      3                      4                      5                      NA

4. Tailors language and style to the reader and purpose

1                      2                      3                      4                      5                      NA

5. Formulates realistic recommendations based on observation and interpretation

1                      2                      3                      4                      5                      NA

**In verbal reporting, the student...**

6. Communicates clearly, evidencing a logical outline and prior thought

1                      2                      3                      4                      5                      NA

7. Seems confident and relaxed

1                      2                      3                      4                      5                      NA

8. Is prepared to appropriately support his/her points with evidence

1                      2                      3                      4                      5                      NA

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## SELF CARE

The student...

1. Finds appropriate balance between professional and personal life

1                      2                      3                      4                      5                      NA

2. Is aware of personal boundaries in the professional setting

1                      2                      3                      4                      5                      NA

3. Understands the debriefing process in professional environments

1                      2                      3                      4                      5                      NA

4. Recognizes and is proactive when it is important to work through arising issues through debriefing

1                      2                      3                      4                      5                      NA

5. Effectively utilizes available professional services to aid psychological health

1                      2                      3                      4                      5                      NA

6. Appropriately initiates discussion about issues that have a personal impact within the professional environment

1                      2                      3                      4                      5                      NA

7. Keeps issues and circumstances within personal life from affecting performance and attitude in the professional environment

1                      2                      3                      4                      5                      NA

8. Is able to articulate personal habits (recreation, personal relationships, etc.) that enhance wellness and professional well-being

1                      2                      3                      4                      5                      NA

---

## SUITABILITY

The student...

1. Is open to ideas from others that may challenge his/her own beliefs and perspectives

1                    2                    3                    4                    5                    NA

2. Recognizes his/her function in the lives of a vulnerable child or youth

1                    2                    3                    4                    5                    NA

3. Can view problems from more than one perspective and develop alternative solutions

1                    2                    3                    4                    5                    NA

4. Clearly understands the role of self in CYC practice

1                    2                    3                    4                    5                    NA

5. Accepts and encourages diversity that may differ from his/her own

1                    2                    3                    4                    5                    NA

6. Is proactive for own learning and willing to challenge self

1                    2                    3                    4                    5                    NA

7. Demonstrates an appreciation of ethical practice and respects confidentiality

1                    2                    3                    4                    5                    NA

8. Demonstrates self-awareness to a point where he/she is able to understand and appreciate client perspectives and that client needs are paramount over own needs

1                    2                    3                    4                    5                    NA

9. Seeks help when needed

1                    2                    3                    4                    5                    NA

10. Can give rationale for decisions made and actions taken

1                    2                    3                    4                    5                    NA

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**SUPERVISION** (note: this refers to the supervision between field supervisor and student)

The student...

1. Reports directly to the field supervisor before commencing with activities or client contact

1                      2                      3                      4                      5                      NA

2. Initiates conversations with the field supervisor that are relevant to his/her role as a practicum student

1                      2                      3                      4                      5                      NA

3. Asks questions to clarify any procedures or requests that are unclear to the student

1                      2                      3                      4                      5                      NA

4. Takes an active role in sharing responsibility for the effectiveness of his/her supervision with the field supervisor

1                      2                      3                      4                      5                      NA

5. Accurately assesses his/her strengths within the practicum setting

1                      2                      3                      4                      5                      NA

6. Accurately identifies areas that are in need of improvement

1                      2                      3                      4                      5                      NA

7. Initiates activities that allow for growth in the areas identified as needing improvement

1                      2                      3                      4                      5                      NA

8. Appears receptive to constructive feedback from the field supervisor

1                      2                      3                      4                      5                      NA

9. Uses a variety of basic communication skills, such as direct questioning, summarizing, and active listening to gather and clarify information relevant to the practicum setting

1                      2                      3                      4                      5                      NA

10. Gives feedback and makes recommendations to the field supervisor

1                      2                      3                      4                      5                      NA

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## USE OF OBSERVATION

The student...

1. Intentionally employs observations as a means of understanding the clients individually and within the peer group

1                      2                      3                      4                      5                      NA

2. Arranges opportunities to use observational strategies within the client's natural setting to gather information

1                      2                      3                      4                      5                      NA

3. Shows familiarity within a variety of observation and recording strategies and is able to select the appropriate strategy to fit a given situation, creating objective notes

1                      2                      3                      4                      5                      NA

4. Applies observations for the purpose of adjusting or guiding the planning of interventions and activities

1                      2                      3                      4                      5                      NA

5. Blends age/stage perspective with observations to gain understanding

1                      2                      3                      4                      5                      NA

6. Shows insight in interpreting observations accurately

1                      2                      3                      4                      5                      NA

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**MID-POINT PERFORMANCE SUMMARY for \_\_\_\_\_**

Based on all of the data available, the overall evaluation of this student's performance at this point in the practicum is:

1                      2                      3                      4                      5

As a summary statement, the student's strengths are:

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Areas of practice needing further development are:

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Student Signature

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Field Supervisor Signature

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Faculty Signature

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Date

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**Student Name** \_\_\_\_\_

**Person Completing Evaluation** \_\_\_\_\_

|  |
|--|
| <b><i>FINAL FIELD PERFORMANCE EVALUATION</i></b> |
|--|

Please rate the student in the following 10 key competency areas based on the Performance Rating Scale from Page 1 of this document:

**ACTIVITY AND INTERVENTION PLANNING**

The student...

1. Develops intervention and activity plans that are clear and easy to understand

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | NA |
|---|---|---|---|---|----|

2. Clearly identifies the goals and objectives of the plan

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | NA |
|---|---|---|---|---|----|

3. Clearly outlines the key steps or elements of the plan to accomplish the goals

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | NA |
|---|---|---|---|---|----|

4. Articulates the reasons behind the choice of plan

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | NA |
|---|---|---|---|---|----|

5. Evaluates completed activities and interventions in order to identify successful outcomes and areas in need of improvement

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | NA |
|---|---|---|---|---|----|

6. Creates and implements intervention plans that are suited to the unique needs of each client

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | NA |
|---|---|---|---|---|----|

7. Demonstrates flexibility in intervention planning (e.g. can adapt or discard plans in order to meet the present needs of the client or situation)

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | NA |
|---|---|---|---|---|----|

8. Prioritizes client needs and selects appropriate areas for focus

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | NA |
|---|---|---|---|---|----|

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## DEVELOPMENTAL UNDERSTANDING

While working within the child and youth care setting, the student...

1. Is able to identify specific behavior in individual clients that illustrates or contradicts expected behavior at that age

1                      2                      3                      4                      5                      NA

2. Approaches and interacts with clients in a way that matches their age and cognitive level

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## ORGANIZATIONAL SYSTEMS

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3. Contacts and uses referral sources appropriately

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4. Works within the agency's established systems of formal and informal communication

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5. Takes initiative to establish connections with agencies and individuals associated with the practicum setting

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6. Represents the organization/service in a professional and informed manner

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## PROFESSIONAL PRACTICE

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| 4. Takes steps to improve his/her own work effectiveness                                | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Sets priorities and follows through on plans and activities                          | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Critiques his/her own performance appropriately within the practicum setting         | 1 | 2 | 3 | 4 | 5 | NA |
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## RELATIONSHIP BUILDING

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7. Recognizes issues or concerns that may be identified within a helping relationship that require input from the field supervisor

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8. Challenges clients when necessary in an effective and appropriate manner to empower them

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9. Focuses on addressing client needs rather than meeting personal needs for acceptance or affirmation

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**REPORTING** (note: reporting is divided into written reporting and verbal reporting)

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4. Tailors language and style to the reader and purpose

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5. Formulates realistic recommendations based on observation and interpretation

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**In verbal reporting, the student...**

6. Communicates clearly, evidencing a logical outline and prior thought

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7. Seems confident and relaxed

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8. Is prepared to appropriately support his/her points with evidence

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## SELF CARE

The student...

1. Finds appropriate balance between professional and personal life

1                      2                      3                      4                      5                      NA

2. Is aware of personal boundaries in the professional setting

1                      2                      3                      4                      5                      NA

3. Understands the debriefing process in professional environments

1                      2                      3                      4                      5                      NA

4. Recognizes and is proactive when it is important to work through arising issues through debriefing

1                      2                      3                      4                      5                      NA

5. Effectively utilizes available professional services to aid psychological health

2                      2                      3                      4                      5                      NA

6. Appropriately initiates discussion about issues that have a personal impact within the professional environment

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7. Keeps issues and circumstances within personal life from affecting performance and attitude in the professional environment

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8. Is able to articulate personal habits (recreation, personal relationships, etc.) that enhance wellness and professional well-being

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The student...

1. Is open to ideas from others that may challenge his/her own beliefs and perspectives

1                      2                      3                      4                      5                      NA

2. Recognizes his/her function in the lives of a vulnerable child or youth

1                      2                      3                      4                      5                      NA

3. Can view problems from more than one perspective and develop alternative solutions

1                      2                      3                      4                      5                      NA

4. Clearly understands the role of self in CYC practice

1                      2                      3                      4                      5                      NA

5. Accepts and encourages diversity that may differ from his/her own

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6. Is proactive for own learning and willing to challenge self

1                      2                      3                      4                      5                      NA

7. Demonstrates an appreciation of ethical practice and respects confidentiality

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9. Seeks help when needed

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10. Can give rationale for decisions made and actions taken

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**SUPERVISION** (note: this refers to the supervision between field supervisor and student)

The student...

1. Reports directly to the field supervisor before commencing with activities or client contact

2                      2                      3                      4                      5                      NA

2. Initiates conversations with the field supervisor that are relevant to his/her role as a practicum student

1                      2                      3                      4                      5                      NA

3. Asks questions to clarify any procedures or requests that are unclear to the student

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4. Takes an active role in sharing responsibility for the effectiveness of his/her supervision with the field supervisor

1                      2                      3                      4                      5                      NA

5. Accurately assesses his/her strengths within the practicum setting

2                      2                      3                      4                      5                      NA

6. Accurately identifies areas that are in need of improvement

1                      2                      3                      4                      5                      NA

7. Initiates activities that allow for growth in the areas identified as needing improvement

1                      2                      3                      4                      5                      NA

8. Appears receptive to constructive feedback from the field supervisor

1                      2                      3                      4                      5                      NA

9. Uses a variety of basic communication skills, such as direct questioning, summarizing, and active listening to gather and clarify information relevant to the practicum setting

1                      2                      3                      4                      5                      NA

10. Gives feedback and makes recommendations to the field supervisor

1                      2                      3                      4                      5                      NA

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## USE OF OBSERVATION

The student...

1. Intentionally employs observations as a means of understanding the clients individually and within the peer group

1                      2                      3                      4                      5                      NA

2. Arranges opportunities to use observational strategies within the client's natural setting to gather information

1                      2                      3                      4                      5                      NA

3. Shows familiarity within a variety of observation and recording strategies and is able to select the appropriate strategy to fit a given situation, creating objective notes

1                      2                      3                      4                      5                      NA

4. Applies observations for the purpose of adjusting or guiding the planning of interventions and activities

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5. Blends age/stage perspective with observations to gain understanding

1                      2                      3                      4                      5                      NA

6. Shows insight in interpreting observations accurately

1                      2                      3                      4                      5                      NA

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**FINAL PERFORMANCE SUMMARY for \_\_\_\_\_**

Based on all of the data available, the overall evaluation of this student's performance at this point in the practicum is:

1                      2                      3                      4                      5

As a summary statement, the student's strengths are:

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Areas of practice needing further development are:

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Student Signature

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Field Supervisor Signature

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Faculty Signature

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Date