



School Psychology Program Intern Evaluation Form

Intern Name: _____

Date: _____

Supervisors: Please use the following form to evaluate intern progress. At a minimum it should be completed in November and May of each school year. The intern is not required to be rated at the highest level in any area, but we do expect ratings of 3 or 4 in most areas by the end of the internship experience. If you have not observed the intern in a given activity, rate it as N/A. Acceptable performance on these professional work characteristics is an important component of our students' evaluation. Please review the items carefully

School Psychology Intern Rating Scale

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

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

A. Personal Characteristics

1	Presents a professional appearance	N/A	1	2	3	4	5
2	Demonstrates dependability	N/A	1	2	3	4	5
3	Professional in difficult situations	N/A	1	2	3	4	5
4	Demonstrates good judgment and common sense	N/A	1	2	3	4	5
5	Works well with staff and parents	N/A	1	2	3	4	5
6	Works well with children	N/A	1	2	3	4	5
7	Accepts constructive criticism	N/A	1	2	3	4	5
8	Makes use of constructive criticism	N/A	1	2	3	4	5
9	Appreciates diverse views	N/A	1	2	3	4	5
10	Demonstrates initiative and resourcefulness	N/A	1	2	3	4	5
11	Engages in continued self-evaluation	N/A	1	2	3	4	5
12	Interacts well with culturally different persons	N/A	1	2	3	4	5
13	Presents/exchanges information with diverse audiences	N/A	1	2	3	4	5
14	Models wellness and personal resilience	N/A	1	2	3	4	5

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

Professional Responsibilities

16	Observes scheduled work hours and keeps appointments	N/A	1	2	3	4	5
17	Responds to referrals punctually	N/A	1	2	3	4	5
18	Completes job (e.g., reports) assignments in a timely fashion	N/A	1	2	3	4	5
19	Manages time effectively	N/A	1	2	3	4	5
20	Maintains contact with supervisors	N/A	1	2	3	4	5
21	Provides follow-up actions as required	N/A	1	2	3	4	5
22	Is visible and accessible within assigned schools	N/A	1	2	3	4	5
23	Initiates relationships with local public & private agencies	N/A	1	2	3	4	5
24	Makes appropriate use of information technology	N/A	1	2	3	4	5

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

Use of Data in Decision-Making

26	Locates/uses research data in making planning decisions	N/A	1	2	3	4	5
27	Familiar with a range of empirically supported interventions	N/A	1	2	3	4	5
28	Considers alternatives/implications in program planning	N/A	1	2	3	4	5
29	Able to interpret research data for staff, pupils, and parents	N/A	1	2	3	4	5
30	Designs, conducts, reports program evaluations	N/A	1	2	3	4	5

31. Recommendations for the further development of data-based decision-making skill important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Psycho-Educational Evaluation Skills

32	Accounts for cultural and linguistic differences	N/A	1	2	3	4	5
33	Has knowledge of a variety of assessment models	N/A	1	2	3	4	5
34	Able to use a variety of data sources to understand learners.	N/A	1	2	3	4	5
35	Identifies student learning strengths and weaknesses	N/A	1	2	3	4	5
36	Written reports are thorough and accurate	N/A	1	2	3	4	5
37	Makes appropriate use of technology	N/A	1	2	3	4	5
38	Knows local public & private agencies/make good referrals	N/A	1	2	3	4	5
39	Uses assessment data to plan/evaluate educational intervention	N/A	1	2	3	4	5
40	Recommendations consistent w/ tenets of effective instruction	N/A	1	2	3	4	5

41. Recommendations for the further development of psycho-educational evaluation skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Collaboration and Consultation Skills

42	Demonstrates knowledge of behavioral consultation skill	N/A	1	2	3	4	5
43	Demonstrates knowledge of mental health consultation skill	N/A	1	2	3	4	5
44	Establishes effective collaborative relationships with staff	N/A	1	2	3	4	5
45	Works collaboratively in making placement decisions	N/A	1	2	3	4	5
46	Works collaboratively in addressing group and system issues	N/A	1	2	3	4	5
47	Conducts effective parent conferences	N/A	1	2	3	4	5
48	Acts as an effective liaison between school and home	N/A	1	2	3	4	5
49	Facilitates home – school collaboration	N/A	1	2	3	4	5
50	Evaluated consultations strategies used	N/A	1	2	3	4	5
51	Understands how cultural issues effect collaboration	N/A	1	2	3	4	5
52	Promotes family/school partnerships that facilitate devel.	N/A	1	2	3	4	5
53	Demonstrates understanding of human development/learning	N/A	1	2	3	4	5
54	Considers student diversity in consultation	N/A	1	2	3	4	5

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

SST/IEP Team Skills

56	Demonstrates IEP Team process knowledge	N/A	1	2	3	4	5
57	Demonstrates SST process knowledge	N/A	1	2	3	4	5
58	Presents assessment data in a clear manner	N/A	1	2	3	4	5
59	Presents assessment data in a concise manner	N/A	1	2	3	4	5
60	Presents clinical information to parents in a sensitive way	N/A	1	2	3	4	5
61	Keeps team focused on the task at hand	N/A	1	2	3	4	5
62	Writes appropriate behavioral/academic goals for students	N/A	1	2	3	4	5
63	Summarizes key issues in a clear/concise manner	N/A	1	2	3	4	5
64	Demonstrates leadership potential	N/A	1	2	3	4	5

65. Recommendations for the further development of team skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Counseling Skills

66	Establishes effective rapport with clients	N/A	1	2	3	4	5
67	Able to identify core problems or issues	N/A	1	2	3	4	5
68	Able to implement appropriate interventions	N/A	1	2	3	4	5
69	Able to evaluate the effectiveness of interventions	N/A	1	2	3	4	5
70	Keeps appropriate progress notes	N/A	1	2	3	4	5
71	Able to write useful case reports	N/A	1	2	3	4	5
72	Maintains confidentiality as appropriate	N/A	1	2	3	4	5
73	Recognizes situations where privilege does not apply	N/A	1	2	3	4	5
74	Able to provide crisis intervention assistance	N/A	1	2	3	4	5
75	Promotes prevention/wellness programs for pupils	N/A	1	2	3	4	5
76	Able to assess risk of self-injurious behavior	N/A	1	2	3	4	5
77	Understands how culture may influence counseling	N/A	1	2	3	4	5
78	Knows when to make referrals to community agencies	N/A	1	2	3	4	5
79	Knows how to make community agency referrals	N/A	1	2	3	4	5

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

Legal and Ethical Practice

81	Understands special education laws/procedures	N/A	1	2	3	4	5
82	Adheres to the CASP/NASP code of ethics	N/A	1	2	3	4	5
83	Recognizes the limits of professional training	N/A	1	2	3	4	5
84	Oriented toward career-long professional development	N/A	1	2	3	4	5
85	Obtains consultations support when needed	N/A	1	2	3	4	5
86	Only accepts responsibilities within current skill level	N/A	1	2	3	4	5

87 Recommendations for the further development of understanding of legal/ethical issues important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

88 The checklist below will serve to assure that the intern is obtaining experience in a broad array of services. Any experience(s) not provided at the time of the initial evaluation should be provided before the final evaluation. Please check all experiences that apply

<p>Counseling Experiences</p> <p>_____ Individual</p> <p>_____ Group</p> <p>_____ Elementary School</p> <p>_____ Middle School</p> <p>_____ High School</p> <p>_____ Other (please list)_____</p>	<p>Consultation Experiences</p> <p>_____ Behavioral</p> <p>_____ Learning Skills</p> <p>_____ Social Skills</p> <p>_____ Parent</p> <p>_____ Teacher</p> <p>_____ Other (please list)</p>
<p>Assessment Experiences</p> <p>_____ Learning Disabled</p> <p>_____ Emotional Disturbed</p> <p>_____ Severely Handicapped</p> <p>_____ Alternative</p> <p>_____ Section 504</p> <p>_____ Bilingual</p> <p>_____ Preschool</p> <p>_____ Manifestation Determination</p> <p>_____ Autism</p> <p>_____ Low Incidence</p> <p>_____ Other (please list)_____</p>	<p>Program Observation Experiences</p> <p>_____ Resource Specialist Program</p> <p>_____ Special Day Class</p> <p>_____ Low Incidence Programs</p> <p>_____ General Education</p> <p>_____ Autism Programs</p> <p>_____ Infant/Preschool Programs</p> <p>_____ Other (please list)</p>

Comments: _____

Use separate sheet if necessary

Supervisor Signature

Date

Student Signature

Date