

**RIT SCHOOL PSYCHOLOGY PROGRAM
SUPERVISOR EVALUATION OF INTERN**

Name of Student: _____ Date: _____

Internship Semester: _____ District: _____

Supervisor: _____ Supervisor's Title: _____

This evaluation contains two parts. The first part is an assessment of the intern's professional work characteristics, and the second is an evaluation of specific competencies gained over the internship experience. Please evaluate the intern according to the rating scales provided for each section.

Section 1: Professional Work Characteristics Evaluation

Please rate the intern's demonstration of the qualities below using the following rubric. Please add clarifying comments below each item.

1 – Rarely or never demonstrates attribute. A rating of 1 reflects serious concerns about the intern's effectiveness in this area, and indicates the need for competency plan addressing the characteristic(s) in question.

2 – Occasionally demonstrates attribute. Intern is in the beginning stages of developing competence in this area, but further supervised experience is needed to develop this characteristic.

3 – Consistently demonstrates attribute at a novice level. Intern demonstrates the characteristic at the expected level with minimal supervision.

4 – Exemplary demonstration of attribute. Intern demonstrates the characteristic at an independent level.

N/A – Insufficient opportunity to observe

<i>Respect for Human Diversity</i>	1	2	3	4	N/A
Commitment to child advocacy					
Avoids group or class attributions					
Inspires, rather than admires, diversity					
Comments:					

<i>Communication Skills</i> (one-way)	1	2	3	4	N/A
Sensitive to nonverbal communication					
Listens, reframes, clarifies					
Elicits and utilizes feedback					
Comments:					

<i>Effective Interpersonal Relations</i> (two-way)	1	2	3	4	N/A
Shows interest in others					
Avoids divisive statements or actions					
Actively seeks resolution					
Comments:					

<i>Ethical Responsibility</i>	1	2	3	4	N/A
Employs an outcomes orientation					
Uses evidence-based practices					
Adheres to NASP/APA Ethical Guidelines					
Comments:					

<i>Adaptability</i>	1	2	3	4	N/A
Handles crises well					
Is resourceful and persistent					
Accepts new challenges					
Comments:					

<i>Initiative</i>	1	2	3	4	N/A
Expresses divergent views					
Assumes leadership					
Actively engages in professional discourse					
Comments:					

<i>Dependability</i>	1	2	3	4	N/A
Follows through with commitments					
Stable performance and time management					
Concerned with quality; avoids short-cuts					
Comments:					

Section 2: Intern Competency Evaluation for Training and Professional Practice

Please rate the intern's demonstration of the skills and competencies below using the following rubric. Please add clarifying comments below each performance area.

1 – Minimal or No Competence. A rating of 1 reflects serious concerns about the intern's effectiveness in this area, and indicates the need for a plan addressing the skill(s) in question.

2 – Adequate Competence with Supervision. Intern is in the beginning stages of developing competence in this area, but further supervised experience is needed to develop this skill. Acceptable level for practicum student or beginning intern. Below expectations for advanced intern or novice school psychologist.

3 – Novice-Level Competence. Intern demonstrates the skill at a level expected of an entry-level school psychologist.

4 – Independent Competence. Intern demonstrates the skill in an exemplary manner, or at a level expected of an experienced school psychologist.

N/A – Insufficient opportunity to observe

Performance Area 1: Interpersonal and Collaborative Skills

Demonstrates good judgment and common sense	1	2	3	4	N/A
Meets difficult situations with self-control	1	2	3	4	N/A
Communicates and listens effectively	1	2	3	4	N/A
Disseminates information clearly and professionally	1	2	3	4	N/A
Relates well to students	1	2	3	4	N/A
Establishes effective collaborative relationships with parents	1	2	3	4	N/A
Establishes effective collaborative relationships with teachers and other school personnel	1	2	3	4	N/A
Shows concern, sensitivity and respect for all school professionals, parents, and students	1	2	3	4	N/A
Demonstrates enthusiasm for work	1	2	3	4	N/A
Approaches others in a warm, outgoing manner	1	3	3	4	N/A
Is receptive to constructive feedback	1	2	3	4	N/A
Appropriately mediates and resolves conflicts	1	2	3	4	N/A
Is adaptive and flexible	1	2	3	4	N/A

Comments:

Performance Area 2: Diversity Awareness and Sensitive Service Delivery

Demonstrates an awareness of own worldviews and biases	1	2	3	4	N/A
Seeks culturally relevant information when working with students and families	1	2	3	4	N/A
Actively seeks to learn about different cultures	1	2	3	4	N/A
Shows acceptance of others' values and viewpoints	1	2	3	4	N/A
Shows concern, respect, and sensitivity for individual differences	1	2	3	4	N/A
Assists in the integration of all students into instructional programs	1	2	3	4	N/A
Keeps families' cultures, backgrounds and individual learning characteristics in mind when developing interventions	1	2	3	4	N/A
Is sensitive to sources of bias when selecting and administering assessment measures	1	2	3	4	N/A
Achieves comfortable interactions with students, families, staff, and other professionals of differing cultural backgrounds	1	2	3	4	N/A
Works effectively with interpreters	1	3	3	4	N/A

Comments:

Performance Area 3: Technological Applications

Uses computer scoring programs effectively	1	2	3	4	N/A
Uses AIMSweb or other programs to participate in progress monitoring	1	2	3	4	N/A
Uses assistive devices and appropriate systems in communicating with students and families (when warranted)	1	2	3	4	N/A
Uses internet resources effectively	1	2	3	4	N/A
Uses technology to maximize the effectiveness of inservice presentations	1	2	3	4	N/A
Assists teachers and other staff in using technology to perform relevant tasks	1	2	3	4	N/A
Is able to apply technology creatively in solving problems (e.g., information dissemination, data display, development of forms and observational procedures, use of Excel in making data-based decisions)	1	2	3	4	N/A

Comments:

Performance Area 4: Professional, Legal, Ethical, and Social Responsibility

Observes scheduled hours and appointments in a punctual manner	1	2	3	4	N/A
Is prompt in meeting requests, and follows through when additional action is needed	1	2	3	4	N/A
Keeps records reliably and accurately	1	2	3	4	N/A
Completes work in a thorough and accurate way	1	2	3	4	N/A
Written and verbal reports are accurate	1	2	3	4	N/A
Manages time effectively	1	2	3	4	N/A
Keeps supervisor(s) informed of unusual events and activities, as well as routine matters in their school(s)	1	2	3	4	N/A
Uses information from supervisor appropriately	1	2	3	4	N/A
Does not accept responsibilities beyond own competency level	1	2	3	4	N/A
Articulates own strengths and weaknesses	1	2	3	4	N/A
Shows evidence of continued self-evaluation	1	2	3	4	N/A
Follows standardized procedures when administering standardized tests	1	3	3	4	N/A
Maintains confidentiality when appropriate	1	2	3	4	N/A
Makes up time missed due to illness or other conflicts	1	2	3	4	N/A

Comments:

Performance Area 5: Data-Based Decision Making and Accountability

Systematically collects information to identify the problem and determine strengths and needs	1	2	3	4	N/A
Utilizes assessment information to plan services and make decisions	1	2	3	4	N/A
Utilizes data to evaluate the outcomes of services and interventions	1	2	3	4	N/A
Demonstrates understanding of, and fluency with, the problem-solving process	1	2	3	4	N/A
Is able to use a variety of procedures (including tests, observations, and interviews) to evaluate student cognitive functioning	1	2	3	4	N/A
Is able to use a variety of procedures (including tests, curriculum-based procedures, observations, interviews, and permanent product reviews) to evaluate student academic competence in relation to grade-level expectations	1	2	3	4	N/A
Is able to use a variety of procedures (including tests, observations, interviews, and permanent product reviews) to evaluate student social-emotional functioning and behavioral adjustment	1	2	3	4	N/A
Using a variety of procedures, routinely includes an evaluation of the environment in which the student is experiencing difficulty	1	2	3	4	N/A
Is able to discuss the student's performance in relevant areas thoroughly, reflecting understanding of how relevant student characteristics are interacting with the environmental demands of the school	1	2	3	4	N/A
Is able to tie together the results of multi-method assessments resulting in appropriate recommendations and intervention strategies for the student	1	2	3	4	N/A

Comments:

Performance Area 6: Systems-Based Service Delivery

Is knowledgeable of the range of services offered to students within the district	1	2	3	4	N/A
Routinely interacts and collaborates with professionals across the range of services from general education to the most restrictive special education placements	1	2	3	4	N/A
Demonstrates understanding of how services are provided to students, and how students access services within the district	1	2	3	4	N/A
Seeks to overcome barriers to best practice as appropriate	1	2	3	4	N/A

Comments:

Performance Area 7: Enhancing the Development of Cognitive and Academic Skills

Links assessment data to the development of instructional interventions	1	2	3	4	N/A
Uses empirically-demonstrated instructional methods/interventions	1	2	3	4	N/A
Assesses likelihood of intervention implementation	1	2	3	4	N/A
Clearly describes the goals of interventions	1	2	3	4	N/A
Collects data to evaluate the outcomes of interventions	1	2	3	4	N/A
Utilizes intervention data to guide instructional decisions	1	2	3	4	N/A
Assess the integrity of intervention implementation	1	2	3	4	N/A

Comments:

Performance Area 8: Enhancing the Development of Wellness, Social Skills, and Life Competencies

Links assessment data to the development of social-emotional or behavioral interventions	1	2	3	4	N/A
Utilizes an ecological approach when developing social-emotional or behavioral interventions	1	2	3	4	N/A
Uses strengths and evidence-based interventions	1	2	3	4	N/A
Clearly describes the goals of social-emotional or behavioral interventions	1	2	3	4	N/A
Uses data to evaluate the outcomes of the interventions	1	2	3	4	N/A
Uses outcome data to adjust the interventions as appropriate	1	2	3	4	N/A
Deals effectively with crisis situations	1	2	3	4	N/A
Demonstrates skill in utilizing individual counseling techniques	1	2	3	4	N/A
Demonstrates skill in utilizing group counseling techniques	1	2	3	4	N/A

Evaluates the likelihood of intervention implementation	1	3	3	4	N/A
Assesses fidelity of implementation of social-emotional, behavioral, or adaptive interventions	1	2	3	4	N/A
Participates appropriately in school-wide prevention programs (e.g., PBIS, crisis prevention, etc.)	1	2	3	4	N/A

Comments:

Goals:

Given the above ratings of the intern's current skills, please list three areas of strength and three goals for continued professional training, in the order of their importance.

Strengths	Goals
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____

Spring Semester: In your opinion, is this student ready for entry-level work as a school psychologist? **Y** **N**

Supervisor's signature: _____ Date: _____

Student's signature: _____ Date: _____
(The student's signature indicates only that the evaluation has been discussed with student.)