

**SCHOOL PSYCHOLOGY PROGRAM
INTERN SELF-EVALUATION
FALL 2014**

Context

This survey is administered as an evaluation of progress to interns in the school psychology program. This survey was administered to 12 internship supervisors of the 8 school psychology internship students for the Fall 2014 semester. This group includes master-level students in the third year of the program and doctoral students.

Survey Content

- Information about the internship placement
- Professional characteristics
- General comments/feedback on the student's performance

Methodology

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to the placement supervisors of all of the students participating in internships. The data collection period was November 10th to November 28th (3 weeks). A total of 11 surveys were completed (response rate = 11/12 = 91.67%). All references to individuals have been omitted to maintain anonymity.

The data are used for two types of reports:

- **Individual-level report.** This report is distributed to the individual student and the internship advisor.
- **Program-level report.** This report, which contains aggregate data, was delivered to the academic program.

Key Findings

- Supervisors rated their interns highly in the area of professional work characteristics
- Many interns were rated as having "adequate professional initial competence"
- Many supervisors indicated that their interns were doing well in their placements and many noted areas in which interns could improve for the future.

School District:

Site	Response
EASTCONN	1
Glastonbury	1
Greenwich	1
Sussex County (NJ)	1
Tolland	1
Waterford	1
Willington	1

Supervisor Education:

2. Education

Answer	Response
Master's/Specialist	6
Psy.D.	1
Ph.D.	4
Other:	0
Total	11

3. Supervisor Certification/Licensure

Answer	Response
CT educator certificate in school psychology: Initial	1
CT educator certificate in school psychology: Provisional	1
CT educator certificate in school psychology: Professional	7
Educator certificate in school psychology outside of CT (State:)	6
NCSP	5
BCBA	1
Psychology License (State:)	4

Educator certificate in school psychology outside of CT (State:)	Psychology License (State:)
Massachusetts	
070	
MA, PA	CT #3069
NJ	NJ
New York and Illinois	
New Jersey	
	CT
	CT

Part I Skill Development

Using the attached scale, please evaluate the performance and progress of the intern you are currently supervising.

Specifically, please evaluate his/her level, knowledge, and skill development *at this time*. The ratings should be based on your observation of the intern, or reports from students, school staff, and/or parents.

Rating Key

1	Inadequate Competence	Intern demonstrates competence below the level expected of an intern in this area. Student does not demonstrate skill in this area or demonstrates skill at a very basic level and requires close supervision and/or direct supervised assistance.
2	Minimal Competence	Intern demonstrates competence and is effective in all aspects of the skill with on-going supervision. Direct supervised assistance rarely needed. (Expected competence level for beginning pre-service intern.)
3	Developing Professional Competence	Intern demonstrates competence and can effectively perform all the aspects of the skill in this area with regular, on-going supervision, but no direct supervised assistance.
4	Adequate Initial Professional Competence	Intern demonstrates competence and can effectively perform all the aspects of the skill in this area with occasional supervision/consultation.
5	Professional Competence	Intern demonstrates competence and can effectively perform all aspects of the skill area independently without supervision.
NO	Not Observed	Skill not observed/ insufficient data to make rating at this time

The items are based on the 2010 NASP standards for graduate education of school psychologists (see: http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf for additional details) and the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology (see <http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf>).

GOAL 1

Objective 1: Assessment and Data-Based Decision Making

Question	1	2	3	4	5	NO	Total Responses
A. Intern demonstrates knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	3 (27.27%)	4 (36.36%)	4 (36.36%)	0 (0.00%)	11
B. Intern demonstrates knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	3 (27.27%)	4 (36.36%)	3 (27.27%)	1 (9.09%)	11
C. Intern demonstrates the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.	0 (0.00%)	0 (0.00%)	1 (9.09%)	8 (72.72%)	2 (18.18%)	0 (0.00%)	11
D. Intern demonstrates competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	0 (0.00%)	0 (0.00%)	1 (9.09%)	5 (45.45%)	4 (36.36%)	1 (9.09%)	11
E. Intern demonstrates competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.	0 (0.00%)	0 (0.00%)	3 (27.27%)	2 (18.18%)	1 (9.09%)	5 (45.45%)	11
F. Intern demonstrates competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.	0 (0.00%)	0 (0.00%)	2 (18.18%)	5 (45.45%)	3 (27.27%)	1 (9.09%)	11

G. Intern demonstrates competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.	0 (0.00%)	0 (0.00%)	2 (18.18%)	2 (18.18%)	1 (9.09%)	6 (54.54%)	11
H. Intern demonstrates competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	0 (0.00%)	0 (0.00%)	1 (9.09%)	6 (54.54%)	4 (36.36%)	0 (0.00%)	11
I. Intern demonstrates the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	0 (0.00%)	0 (0.00%)	4 (36.36%)	5 (45.45%)	2 (18.18%)	0 (0.00%)	11
J. Intern demonstrates the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.	0 (0.00%)	0 (0.00%)	5 (45.45%)	5 (45.45%)	1 (9.09%)	0 (0.00%)	11

Objective 2: Consultation and Collaboration

Question	1	2	3	4	5	NO	Total Responses
A. Intern demonstrates knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.	0 (0.00%)	0 (0.00%)	5 (45.45%)	2 (18.18%)	4 (36.36%)	0 (0.00%)	11
B. Intern demonstrates knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	0 (0.00%)	0 (0.00%)	6 (54.54%)	3 (27.27%)	2 (18.18%)	0 (0.00%)	11
C. Intern demonstrates effective consultation and collaboration skills in planning processes at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	0 (0.00%)	0 (0.00%)	5 (45.45%)	3 (27.27%)	2 (18.18%)	1 (9.09%)	11
D. Intern demonstrates effective consultation and collaboration skills in problem-solving processes at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	0 (0.00%)	0 (0.00%)	5 (45.45%)	3 (27.27%)	2 (18.18%)	1 (9.09%)	11
E. Intern demonstrates effective consultation and collaboration skills in decision-making processes at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	0 (0.00%)	0 (0.00%)	4 (36.36%)	4 (36.36%)	2 (18.18%)	1 (9.09%)	11
F. Intern facilitates collaboration and communication among diverse school personnel, families, community professionals, and others.	0 (0.00%)	0 (0.00%)	3 (27.27%)	5 (45.45%)	1 (9.09%)	2 (18.18%)	11
G. Intern effectively communicates information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders).	0 (0.00%)	0 (0.00%)	1 (10.00%)	3 (30.00%)	3 (30.00%)	3 (30.00%)	10

Objective 3: Interventions and Instructional Support to Develop Academic Skills

Question	1	2	3	4	5	NO	Total Responses
A. Intern demonstrates knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	5 (50.00%)	3 (30.00%)	2 (20.00%)	0 (0.00%)	10
B. Intern uses data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c).	0 (0.00%)	0 (0.00%)	3 (33.33%)	1 (11.11%)	2 (2.22%)	3 (33.33%)	9
C. Intern implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	2 (2.22%)	2 (2.22%)	3 (33.33%)	2 (2.22%)	9

Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills

Question	1	2	3	4	5	NO	Total Responses
A. Intern demonstrates knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	0 (0.00%)	0 (0.00%)	1 (10.00%)	6 (60.00%)	2 (20.00%)	1 (10.00%)	10
B. Intern demonstrates knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	0 (0.00%)	7 (70.00%)	2 (20.00%)	1 (10.00%)	10
C. Intern uses assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	2 (20.00%)	5 (50.00%)	2 (20.00%)	1 (10.00%)	10
D. Intern implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	3 (30.00%)	5 (50.00%)	2 (20.00%)	0 (0.00%)	10

Objective 5: School-wide Practices to Promote Learning

Question	1	2	3	4	5	NO	Total Responses
A. Intern demonstrates an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.	0 (0.00%)	0 (0.00%)	1 (10.00%)	6 (60.00%)	3 (30.00%)	0 (0.00%)	10
B. Intern demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.	0 (0.00%)	0 (0.00%)	2 (20.00%)	6 (60.00%)	2 (20.00%)	0 (0.00%)	10
C. Intern demonstrates knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.	0 (0.00%)	0 (0.00%)	5 (50.00%)	3 (30.00%)	2 (20.00%)	0 (0.00%)	10
D. Intern is a contributing, effective member on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology).	0 (0.00%)	0 (0.00%)	1 (10.00%)	6 (60.00%)	1 (10.00%)	2 (20.00%)	10
E. Intern designs and implements evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery	0 (0.00%)	0 (0.00%)	4 (40.00%)	1 (10.00%)	1 (10.00%)	4 (40.00%)	10
F. Intern utilizes data-based decision making and evaluation methods for systems-wide (e.g., district, school) issues, initiatives, and accountability responsibilities.	0 (0.00%)	0 (0.00%)	3 (30.00%)	3 (30.00%)	0 (0.00%)	4 (40.00%)	10

Objective 6: Preventive and Responsive Services

Question	1	2	3	4	5	NO	Total Responses
A. Intern demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	0 (0.00%)	0 (0.00%)	2 (22.22%)	4 (44.44%)	2 (22.22%)	1 (11.11%)	9
B. Intern demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	5 (55.56%)	1 (11.11%)	3 (33.33%)	0 (0.00%)	9
C. Intern demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	4 (44.44%)	2 (22.22%)	0 (0.00%)	3 (33.33%)	9
D. Intern contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	0 (0.00%)	0 (0.00%)	2 (22.22%)	3 (33.33%)	0 (0.00%)	4 (44.44%)	9
E. Intern engages in data-based decision making through direct and indirect delivery to promote preventive and responsive services.	0 (0.00%)	0 (0.00%)	4 (44.44%)	2 (22.22%)	1 (11.11%)	2 (22.22%)	9

Objective 7: Family-School Collaboration Services

Question	1	2	3	4	5	NO	Total Responses
A. Intern demonstrates knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children’s development.	0 (0.00%)	0 (0.00%)	2 (20.00%)	5 (50.00%)	2 (20.00%)	1 (10.00%)	10
B. Intern demonstrates knowledge of evidence-based practices that support positive family functioning and promote children’s development (e.g., conjoint behavioral consultation, home-school collaboration).	0 (0.00%)	0 (0.00%)	2 (20.00%)	6 (60.00%)	0 (0.00%)	2 (20.00%)	10
C. Intern demonstrates knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	0 (0.00%)	0 (0.00%)	3 (30.00%)	5 (50.00%)	1 (10.00%)	1 (10.00%)	10
D. Intern demonstrates skills to design, implement, and evaluate services that respond to family culture and context.	0 (0.00%)	0 (0.00%)	2 (20.00%)	4 (40.00%)	0 (0.00%)	4 (40.00%)	10
E. Intern facilitates family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.	0 (0.00%)	0 (0.00%)	2 (20.00%)	2 (20.00%)	0 (0.00%)	6 (60.00%)	10
F. Intern designs, implements, and evaluates education programs/services that assist parents with promoting their child’s academic outcomes and social, emotional, and behavioral health and well-being.	0 (0.00%)	0 (0.00%)	2 (20.00%)	3 (30.00%)	0 (0.00%)	5 (50.00%)	10

Objective 8: Supervision

Question	1	2	3	4	5	NO	Total Responses
A. Intern demonstrates knowledge of the theory and research associated with supervision.	0 (0.00%)	0 (0.00%)	1 (10.00%)	3 (30.00%)	2 (20.00%)	4 (40.00%)	10
B. Intern demonstrates knowledge of methods to assess and evaluate the effectiveness of supervision.	0 (0.00%)	0 (0.00%)	3 (30.00%)	2 (20.00%)	2 (20.00%)	3 (30.00%)	10
C. Intern is able to effectively provide written and oral feedback to a supervisee.	0 (0.00%)	0 (0.00%)	1 (10.00%)	0 (0.00%)	1 (10.00%)	8 (80.00%)	10
D. Intern is able to model skills to a supervisee.	0 (0.00%)	0 (0.00%)	1 (10.00%)	1 (10.00%)	1 (10.00%)	7 (70.00%)	10
E. Intern demonstrates self-reflection and evaluation of competence as a supervisor.	0 (0.00%)	0 (0.00%)	1 (11.11%)	1 (11.11%)	1 (11.11%)	6 (66.67%)	9

GOAL 2

Objective 1: Diversity in Development and Learning

Question	1	2	3	4	5	NO	Total Responses
A. Student demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.	0 (0.00%)	0 (0.00%)	4 (36.36%)	5 (45.45%)	2 (18.18%)	0 (0.00%)	11
B. Student demonstrates knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.	0 (0.00%)	0 (0.00%)	3 (27.27%)	7 (63.63%)	1 (9.09%)	0 (0.00%)	11
C. Student demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.	0 (0.00%)	0 (0.00%)	2 (18.18%)	7 (63.63%)	1 (9.09%)	1 (9.09%)	11
D. Intern provides effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts.	0 (0.00%)	0 (0.00%)	2 (18.18%)	6 (54.54%)	2 (18.18%)	1 (9.09%)	11
E. Intern addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.	0 (0.00%)	0 (0.00%)	2 (18.18%)	6 (54.54%)	2 (18.18%)	1 (9.09%)	11
F. Intern applies principles of social justice and a respect for diversity in development and learning when providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts	0 (0.00%)	0 (0.00%)	2 (18.18%)	5 (45.45%)	2 (18.18%)	2 (18.18%)	11

Objective 2: Research and Program Evaluation

Question	1	2	3	4	5	NO	Total Responses
A. Intern demonstrates knowledge of group and single-case research designs. (APA Domain B.3.a)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (36.36%)	2 (18.18%)	5 (45.45%)	11
B. Intern demonstrates knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)	0 (0.00%)	0 (0.00%)	2 (18.18%)	6 (54.54%)	3 (27.27%)	0 (0.00%)	11
C. Intern demonstrates knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)	0 (0.00%)	0 (0.00%)	1 (9.09%)	4 (36.36%)	2 (18.18%)	4 (36.36%)	11
D. Intern completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (9.09%)	2 (18.18%)	8 (72.72%)	11
E. Intern evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	0 (0.00%)	0 (0.00%)	2 (18.18%)	2 (18.18%)	1 (9.09%)	6 (54.54%)	11
F. Intern uses varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.	0 (0.00%)	0 (0.00%)	1 (9.09%)	7 (63.63%)	1 (9.09%)	2 (18.18%)	11

Objective 3: Legal, Ethical, and Professional Practice

Question	1	2	3	4	5	NO	Total Responses
A. Intern demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	0 (0.00%)	0 (0.00%)	2 (18.18%)	3 (27.27%)	3 (27.27%)	3 (27.27%)	11
B. Intern demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	0 (0.00%)	0 (0.00%)	1 (9.09%)	6 (54.54%)	4 (36.36%)	0 (0.00%)	11
C. Intern demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	0 (0.00%)	0 (0.00%)	2 (18.18%)	4 (36.36%)	3 (27.27%)	2 (18.18%)	11
D. Intern provides services consistent with ethical and professional standards in professional psychology.	0 (0.00%)	0 (0.00%)	2 (18.18%)	5 (45.45%)	4 (36.36%)	0 (0.00%)	11
E. Intern provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	0 (0.00%)	0 (0.00%)	2 (18.18%)	4 (36.36%)	4 (36.36%)	1 (9.09%)	11
F. Intern engages in responsive, systematic, ethical and professional decision-making.	0 (0.00%)	0 (0.00%)	2 (18.18%)	4 (36.36%)	4 (36.36%)	1 (9.09%)	11

Part II: Professional Work Characteristics

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate the intern's professional work characteristics using the following scale:

1	Never	Characteristic is not evident
2	Rarely	Characteristic is evident and demonstrated with little to no consistency
3	Sometimes	Characteristic is evident and demonstrated at times
4	Often	Characteristic is evident and demonstrated the majority of opportunities
5	Always	Characteristic is evident and consistently demonstrated
6	Not Observed	There were no opportunities for the characteristics to be demonstrated

These items align with UConn School Psychology Program Competencies under Objective 2.3

Question	1	2	3	4	5	NO	Total Responses
<p>1. Punctuality and attendance</p> <ul style="list-style-type: none"> Arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability 	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (18.18%)	9 (81.81%)	0 (0.00%)	11
<p>2. Professional appearance and demeanor</p> <ul style="list-style-type: none"> Follows school norms and adheres to district/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions 	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (9.09%)	10 (90.90%)	0 (0.00%)	11
<p>3. Initiative, motivation, consistency, and perseverance</p> <ul style="list-style-type: none"> Takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in clear, collaborative, and professional manner 	0 (0.00%)	0 (0.00%)	0 (0.00%)	6 (54.54%)	5 (45.45%)	0 (0.00%)	11
<p>4. Flexibility, adaptability to novel/unexpected situations</p> <ul style="list-style-type: none"> Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery 	0 (0.00%)	0 (0.00%)	1 (9.09%)	3 (27.27%)	7 (63.63%)	0 (0.00%)	11
<p>5. Poise, tactfulness, and rapport with staff and others</p> <ul style="list-style-type: none"> Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (45.45%)	6 (54.54%)	0 (0.00%)	11
<p>6. Preparation and organization</p> <ul style="list-style-type: none"> Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records 	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (18.18%)	9 (81.81%)	0 (0.00%)	11

<p>7. Ability to handle professionally constructive criticism and positively use feedback</p> <ul style="list-style-type: none"> Accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors 	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (36.36%)	7 (64.64%)	0 (0.00%)	11
<p>8. Ability to accurately self-evaluate areas of practice</p> <ul style="list-style-type: none"> Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action 	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (27.27%)	7 (63.63%)	0 (0.00%)	10
<p>9. Respect for cultural and individual diversity</p> <ul style="list-style-type: none"> Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation 	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (27.27%)	7 (63.63%)	0 (0.00%)	10
<p>10. Engaging in continuing education, including participation in professional associations for school psychologists</p> <ul style="list-style-type: none"> Seeks learning experiences, including opportunities to observe provision of services outside of current competences, participates in formal professional development sessions, uses resources (supervision, literature) for professional development 	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (27.27%)	7 (63.63%)	1 (9.09%)	11

<p>11. Development of professional identity and integrity</p> <ul style="list-style-type: none"> Displays emerging professional identity as psychology; demonstrates adherence to professional values; infuses work as a psychologists-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others 	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (27.27%)	7 (63.63%)	1 (9.09%)	11
<p>12. Self-care</p> <ul style="list-style-type: none"> Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice 	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (36.36%)	6 (54.54%)	1 (9.09%)	11
<p>13. Effective communication skills</p> <ul style="list-style-type: none"> Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively 	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (27.27%)	8 (72.72%)	0 (0.00%)	11
<p>14. Knowledge and application of evidence-based practice</p> <ul style="list-style-type: none"> Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 	0 (0.00%)	0 (0.00%)	2 (18.18%)	1 (9.09%)	8 (72.72%)	0 (0.00%)	11

16. The basis for your evaluation of the student's professional work characteristic is (check all that apply):

#	Answer	Response	%
1	Direct observation	11	100.00%
2	Supervision hours	10	90.91%
3	Professional outcomes/permanent products (e.g., reports, presentations, etc.)	9	81.82%
4	Comments of colleagues	8	72.73%
5	Comments of parents	3	27.27%
6	Comments of teachers	7	63.64%
7	Other (please specify)	0	0.00%

18. What are this intern's strengths?

--Not afraid to seek assistance/ask questions, effective time management skills, willingness to accept new responsibility, willingness to grow professionally.

Very professional, ambitious, high standards for products, always focused on improving skills and can challenge ideas and add value to a wide variety of conversations. Always open to constructive feedback, looking to grow in many ways, seeks out opportunities, has a presence at meetings, well-respected by school-based personnel and colleagues.

Very good writer, efficient, conscientious, makes good observations regarding children in classrooms

___ is an excellent writer. Her reports are very thorough and clear. She is also willing to take on whatever is asked of her. She is very responsible and manages her time efficiently. This is a challenging internship ___ she is handling it well.

Good initiative and learning to work independently. Highly motivated and willing to work with a variety of students, ED, Asperger's conduct disorder and more emotionally fragile students. ___ is very bright and verbally articulate. Actively participates in supervision.

___ is receptive to supervision and uses clinical feedback to make positive changes in her approach to testing, consultation, and counseling. She is pleasant and cooperative and has been accepted as a child study team member at ___. ___ is applying school psychology theory into practice during this internship experience.

___ is very enthusiastic about her role as a school psychologist, and obviously enjoys spending time with the students. She is able to communicate well with colleagues/teachers. Reports and written observations are completed in a timely manner. She is wonderful at planning ahead for sessions (activities, games, etc.).

___'s strengths are cognitive assessments, report writing, organization, and student interaction.

Knowledge, reports writing, testing skills, dedication,

19. In what areas does this intern need to grow?

Text Response

--Providing recommendations for students based on individual learning styles. --I'd like to see her provide more research-based strategies/interventions to her practice - always rely on my interns to keep me up to date!!

Confidence in next steps when running a meeting (will come with time), work-life balance. :) Will gain many new skills through varied experiences this year - fluency in new skills will come with time.

Slight need to take more initiative

Probably only with confidence and initiative. I feel that this will naturally improve over time.

Learning how to integrate data from various sources. This also applies to psychologist recommendations. Like many recent master's level and PhD level candidates ___ has not been exposed to sufficient numbers and types of formal and informal assessment instruments for evaluating social-emotional functioning. Similarly there has been virtually minimal training with regard to assessing ADHD. However, she is eager to learn how to conduct assessments in these areas.

___ will continue to gain confidence with more exposure and supervision to varied school psychology experiences. She could show more initiative in consultation on a variety of school psychology issues.

___ can continue working on being flexible in "the moment" of a counseling session, such as modifying the planned activity if the student is having a bad day or a difficult time with it. She can also continue working on taking feedback/directions more so, such as writing down comments/instructions during supervision, following templates when asked, etc. She has already improved in this area,

___ should work on consultation and rapport building with teachers and families. I am confident this is an area she will grow in as the school year continues and she becomes more comfortable.

timely completion of reports/assessments

20. What is your overall rating of this intern?

#	Answer	Response	%
1	1	0	0%
2	2	0	0%
3	3	2	20.00%
4	4	8	80.00%
5	5	0	0%
6	NA	0	0%
	Total	10	100.00%