UCONN
NEAG SCHOOL OF EDUCATION

SCHOOL PSYCHOLOGY INTERNSHIP: FINAL ASSESSMENT
SPRING 2016

Context
This survey is part of the set of surveys administered at key transitions points in the school psychology program. This survey was administered to the supervisors of the 10 members of the Spring 2016 School Psychology cohort.

Survey Content
- Information about the clinic 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 site supervisors of all of the students participating in internships. The data collection period was during April of 2016. A total of 11* surveys were completed (response rate = 11/11 = 100%). All references to individuals/placement sites have been omitted to maintain anonymity.

The data are used for two types of reports.
- **Individual-level report**. This report was distributed to the individual student, the clinic teacher, the seminar leader, and the faculty advisor.
- **Program-level report**. This report, which contains aggregate data, was delivered to the academic program.
  - Disaggregated results are not reported across campuses, due to no or too few students enrolled in this focus area at the campus.

Key Findings
- On performance standards spanning 11 content and skill domains, the majority of interns were rated as possessing a developmental level of competence, which is the level expected of school psychology interns at this stage in their career.
- The interns received an average score of 4.86 out of a possible 5 points on these performance standards.
- The average score for the students' overall internship performance was 4.7 out of 5, corresponding to an "adequate initial level" of professional competence for this stage of their careers.
- In qualitative feedback, supervisors commended the student interns for their professionalism, preparedness, and eagerness to learn.
- It was suggested that the interns could improve by continuing to seek professional development opportunities, collaborating more with teachers and colleagues, and projecting more confidence.

* One of the interns was rated by two separate supervisors; thus an additional survey was included in the results.

Supervisor Demographics

Educational Background	
Years of Experience	M = 18.7
Degree Type	**Count**
Master's/Specialist	5 (50%)
Psy.D.	3 (30%)
Ph.D.	1 (10%)
Other	1(10%)
Other - description	Ed.D.

Certification/Licensure Type (check all that apply)	Count
CT educator certificate in school psychology: Initial	0
CT educator certificate in school psychology: Provisional	2
CT educator certificate in school psychology: Professional	4
Educator certificate in school psychology outside of CT	3
State of certification	NY (3)
NCSP	4
BCBA	1
Psychology License	4
State of licensure	CT (1); NJ (1); NY (2)

For each of the students, the following scale will be used to evaluate the teaching candidate:

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

Part 1: Skill Development

Objective 1: Assessment and Data-based Decision Making

Item	1	2	3	4	5	N/O	Mean
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%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
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%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
C. Intern demonstrates the ability to evaluate and select psychological and educational assessment methods	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8

appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.							
D. Intern demonstrates competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
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%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
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%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
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%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
H. Intern demonstrates competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
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%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)	0 (0%)	4.7
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%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9

Objective 2: Consultation and Collaboration

Item	1	2	3	4	5	N/O	Mean
A. Intern demonstrates knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.	0 (0%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)	0 (0%)	4.6
B. Intern demonstrates knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	0 (0%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)	0 (0%)	4.6
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%)	0 (0%)	1 (10%)	3 (30%)	6 (60%)	0 (0%)	4.5
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%)	0 (0%)	1 (10%)	3 (30%)	6 (60%)	0 (0%)	4.5
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%)	0 (0%)	1 (10%)	3 (30%)	6 (60%)	0 (0%)	4.5
F. Intern facilitates collaboration and communication among diverse school personnel, families, community professionals, and others.	0 (0%)	0 (0%)	1 (10%)	3 (30%)	6 (60%)	0 (0%)	4.5
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%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)	0 (0%)	4.6

Objective 3: Interventions and Instructional Support to Develop Academic Skills

Item	1	2	3	4	5	N/O	Mean
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%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
B. Intern uses data to develop appropriate academic goals for children with diverse	0 (0%)	0 (0%)	1 (10%)	0 (0%)	7 (70%)	2 (20%)	5

Item	1	2	3	4	5	N/O	Mean
abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c).							
C. Intern implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to childrens' academic skills. (APA Domain B.3.c)	0 (0%)	0 (0%)	0 (0%)	3 (30%)	6 (60%)	1 (10%)	4.8

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

Item	1	2	3	4	5	N/O	Mean
A. Intern demonstrates knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	0 (0%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)	0 (0%)	4.6
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%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
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%)	0 (0%)	1 (10%)	1 (10%)	8 (80%)	0 (0%)	4.7
D. Intern implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to childrens' social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	0 (0%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)	0 (0%)	4.6

Objective 5: School-wide Practices to Promote Learning

Item	1	2	3	4	5	N/O	Mean
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%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
B. Intern demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
C. Intern demonstrates knowledge of evidence-based systems-wide (e.g., district, school)	0 (0%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)	0 (0%)	4.7

Item	1	2	3	4	5	N/O	Mean
practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.							
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%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
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%)	0 (0%)	1 (10%)	2 (20%)	6 (60%)	1 (10%)	4.7
F. Intern utilizes data-based decision making and evaluation methods for systems-wide (e.g., district, school) issues, initiatives, and accountability responsibilities.	0 (0%)	0 (0%)	1 (10%)	3 (30%)	4 (40%)	2 (20%)	4.7

Objective 6: Preventive and Responsive Services

Item	1	2	3	4	5	N/O	Mean
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%)	0 (0%)	0 (0%)	4 (40%)	6 (60%)	0 (0%)	4.6
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%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)	0 (0%)	4.7
C. Intern demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	0 (0%)	0 (0%)	0 (0%)	3 (30%)	6 (60%)	1 (10%)	4.8
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%)	0 (0%)	0 (0%)	2 (20%)	5 (50%)	3 (30%)	5.1
E. Intern engages in data-based decision making through direct and indirect delivery to promote preventive and responsive services.	0 (0%)	0 (0%)	0 (0%)	2 (20%)	7 (70%)	1 (10%)	4.9

Objective 7: Family-School Collaboration Services

Item	1	2	3	4	5	N/O	Mean
A. Intern demonstrates knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact childrens' development.	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
B. Intern demonstrates knowledge of evidence-based practices that support positive family functioning and promote childrens' development (e.g., conjoint behavioral consultation, home-school collaboration).	0 (0%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)	0 (0%)	4.6
C. Intern demonstrates knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	0 (0%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)	0 (0%)	4.6
D. Intern demonstrates skills to design, implement, and evaluate services that respond to family culture and context.	0 (0%)	0 (0%)	0 (0%)	4 (40%)	5 (50%)	1 (10%)	4.7
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%)	0 (0%)	0 (0%)	3 (30%)	6 (60%)	1 (10%)	4.8
F. Intern designs, implements, and evaluates education programs/services that assist parents with promoting their childrens' academic outcomes and social, emotional, and behavioral health and well-being.	0 (0%)	0 (0%)	0 (0%)	2 (20%)	4 (40%)	4 (40%)	5.2

Objective 8: Supervision

Item	1	2	3	4	5	N/O	Mean
A. Intern demonstrates knowledge of the theory and research associated with supervision.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (60%)	4 (40%)	5.4
B. Intern demonstrates knowledge of methods to assess and evaluate the effectiveness of supervision.	0 (0%)	0 (0%)	1 (10%)	0 (0%)	5 (50%)	4 (40%)	5.2
C. Intern is able to effectively provide written and oral feedback to a supervisee.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (40%)	6 (60%)	5.6
D. Intern is able to model skills to a supervisee.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (50%)	5 (50%)	5.5

E. Intern demonstrates self-reflection and evaluation of competence as a supervisor.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	3 (30%)	6 (60%)	5.5

Part 2: Knowledge

Objective 1: Diversity in Development and Learning

Item	1	2	3	4	5	N/O	Mean
A. Intern 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%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
B. Intern demonstrates knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
C. Intern demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
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%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
E. Intern addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
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%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8

Objective 2: Research and Program Evaluation

Item	1	2	3	4	5	N/O	Mean
A. Intern demonstrates knowledge of group and single-case research designs. (APA Domain B.3.a)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	8 (80%)	1 (10%)	5
B. Intern demonstrates knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
C. Intern demonstrates knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	7 (70%)	2 (20%)	5.1
D. Intern completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	6 (60%)	3 (30%)	5.2
E. Intern evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	6 (60%)	3 (30%)	5.2
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%)	0 (0%)	0 (0%)	0 (0%)	8 (80%)	2 (20%)	5.2

Objective 3: Legal, Ethical, and Professional Practice

Item	1	2	3	4	5	N/O	Mean
A. Intern demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	8 (80%)	1 (10%)	5
B. Intern demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	0 (0%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)	0 (0%)	4.7
C. Intern demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	8 (80%)	1 (10%)	5
D. Intern provides services consistent with ethical and professional standards in professional psychology.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
E. Intern provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9

	1	2	3	4	5	N/O	Mean
F. Intern engages in responsive, systematic, ethical and professional decision-making.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9

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:

Item	1	2	3	4	5	N/O	Mean
2.3-1. Punctuality and attendance. Arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
2.3-2. Professional appearance and demeanor. 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%)	0 (0%)	0 (0%)	0 (0%)	10 (100%)	0 (0%)	5
2.3-3. Initiative, motivation, consistency, and perseverance. 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%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)	0 (0%)	4.6
2.3-4. Flexibility, adaptability to novel/unexpected situations. Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery.	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
2.3-5. Poise, tactfulness, and rapport with staff and others. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines.	0 (0%)	0 (0%)	1 (10%)	1 (10%)	8 (80%)	0 (0%)	4.7
2.3-6. Preparation and organization. Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records.	0 (0%)	0 (0%)	1 (10%)	0 (0%)	9 (90%)	0 (0%)	4.8
2.3-7. Ability to handle professionally constructive criticism and positively use feedback. Accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9

2.3-8. Ability to accurately self-evaluate areas of practice. 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%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
2.3-9. Respect for cultural and individual diversity. 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%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	0 (0%)	4.8
2.3-10. Engaging in continuing education, including participation in professional associations for school psychologists. 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%)	0 (0%)	0 (0%)	0 (0%)	10 (100%)	0 (0%)	5
2.3-11. Development of professional identity and integrity. 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%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
2.3-12. Self-care. Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice	0 (0%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
2.3-13. Effective communication skills. 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%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)	0 (0%)	4.9
2.3-14. Knowledge and application of evidence-based practice. Applies knowledge of evidence-based practice, including empirical bases of assessment,	0 (0%)	0 (0%)	0 (0%)	0 (0%)	10 (100%)	0 (0%)	5

intervention, and other psychological applications, clinical expertise, and client preferences						

Basis for Evaluation (check all that apply):

The basis for your evaluation of the student's professional work characteristic is (check all that apply):	Count
Direct observation	10
Supervision hours	8
Professional outcomes/permanent products (e.g., reports, presentations, etc.)	9
Comments of colleagues	8
Comments of parents	4
Comments of teachers	8
Other	1

Overall Rating

Item	1	2	3	4	5
What is your overall rating of the intern?	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (30%)	7 (70%)