

Appendix G

James Madison University
School of Psychology
School Psychology Internship Evaluation

Intern: _____

Field-based Supervisor: _____

Internship Placement: _____

University Supervisor: _____

Period of Evaluation: (Circle) Mid-year Year-end

Please provide your feedback regarding the intern's level of performance, with respect to provision of psychological services. Your ratings should be based on actual observation and/or reports of performance received from school personnel, parents and other individuals that are directly associated with the intern's practice.

In order to guide your ratings, please use the following descriptions:

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective.
A remediation plan is necessary.
 - 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill.
 - 3. = The intern's performance meets expectations for their level of training.
 - 4. = The intern's performance is above average and he/she can function well independently.
 - * 5. = The intern's performance is highly developed and he/she displays professional skills in this area.
- N/O This area of competency was NOT OBSERVED. (An extensive number of items checked with N/O may indicate that the intern is not receiving a full spectrum of experiences.)

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of each category.

I. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is necessary.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
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* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

I.	Mid-year Evaluation		Year-end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Demonstrates competent cognitive assessment (administration, scoring and interpretation).				
2. Demonstrates competent achievement assessment (administration, scoring and interpretation).				
3. Uses curriculum-based measures of educational performance.				
4. Completes thorough assessment of personality, including objective and projective techniques.				
5. Conducts functional behavioral assessments.				
6. Exhibits competent preschool assessments.				
7. Conducts behavioral observations of students.				
8. Conducts observations of the instructional environment(s) that impact a student's functioning.				
9. Demonstrates knowledge of diagnostic criteria when making placement recommendations.				
10. Utilizes emergent technologies to assist in assessment and other decision making processes.				
11. Conducts a home visit with school social worker, supervisor, or another colleague.				

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

II. INTERPERSONAL SKILLS AND COMMUNICATION, COLLABORATION AND CONSULTATION

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is necessary.
 - 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill.
 - 3. = The intern's performance meets expectations for their level of training.
 - 4. = The intern's performance is above average and he/she can function well independently.
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- * Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

II.	Mid-year Evaluation		Year end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Maintains appropriate lines of communication with educational personnel and parents.				
2. Displays appropriate interpersonal communication skills (listens attentively to others, displays appropriate empathy, participates in group discussions and questions appropriately).				
3. Establishes rapport with children and/or adolescents.				
4. Works well with school personnel and community/agency professionals.				
5. Uses interpersonal skills effectively during team meetings.				
6. Speaks clearly and effectively.				
7. Solicits and considers others' points of view.				
8. Displays knowledge and skill in consultative problem solving.				
9. Demonstrates appropriate assertiveness.				

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

III. EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is necessary.
- 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill.
- 3. = The intern's performance meets expectations for their level of training.
- 4. = The intern's performance is above average and he/she can function well independently.
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III.	Mid-year Evaluation		Year end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Links data to interventions.				
2. Demonstrates knowledge of effective teaching techniques.				

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

IV. SOCIALIZATION AND DEVELOPMENT OF LIFE COMPETENCIES

IV.	Mid-year Evaluation		Year end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Applies behavior management strategies in an effective manner.				
2. Implements strategies to improve social skills of students.				
3. Demonstrates knowledge of various counseling/intervention strategies useful in working with school-age children.				
4. Applies counseling/intervention techniques that are appropriate to the presenting problem in individual counseling.				

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

V. SCHOOL STRUCTURE, ORGANIZATION, AND CLIMATE

- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is necessary.
 - 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill.
 - 3. = The intern's performance meets expectations for their level of training.
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- * Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

V.	Mid-year Evaluation		Year end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Understands the organization and administrative structure of the school division.				
2. Demonstrates knowledge of effective disciplinary policies and practices (class and school wide)				
3. Understands the school as a system and works with others to facilitate a safe, caring and inviting school community.				
4. Knows components of effective problem-solving team structure and operation.				
5. Demonstrates effective process skills in team activities.				
6. Conducts training activities for professional staff and/or parents/caregivers.				

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

VI. PREVENTION, WELLNESS PROMOTION, AND CRISIS INTERVENTION
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- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is necessary.
 - 2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill.
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 - 4. = The intern's performance is above average and he/she can function well independently.
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- * Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

VI.	Mid-year Evaluation		Year end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Identifies common affective and behavioral difficulties in students.				
2. Demonstrates skill in the application of group counseling techniques.				
3. Familiar with prevention and risk reduction programs and activities for school implementation.				
4. Knows and is able to apply principles for responding to crises (suicide, death, natural disaster, violence, sexual harassment).				

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

VII. HOME/SCHOOL/COMMUNITY COLLABORATION

VII.	Mid-year Evaluation		Year end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Maintains visibility and accessibility in the school.				
2. Participates, when feasible, in activities and programs to foster positive school climate.				
3. Knows how family characteristics and practices affect patterns of attitudes, feelings and behavior.				
4. Promotes home-school collaboration through effective communication with parents/caregivers.				
5. Collaborates with community-based agencies, resources and other professionals.				

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

VIII. LEGAL, ETHICAL PRACTICE AND PROFESSIONAL DEVELOPMENT

* 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is necessary.

2. = The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill.

3. = The intern's performance meets expectations for their level of training.

4. = The intern's performance is above average and he/she can function well independently.

* 5. = The intern's performance is highly developed and he/she displays professional skills in this area.

* Raters must provide supporting data or rationale for any ratings of "1" or "5" in each area in comments section at end of category.

VIII.	Mid-year Evaluation		Year end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Understands and adheres to state and federal regulations (including procedural safeguards and due process).				
2. Knows and applies legal and ethical standards in professional activities.				
3. Keeps supervisors informed of events and activities.				
4. Is prompt in meeting deadlines and appointments.				
5. Promptly responds to requests for assistance.				
6. Establishes appropriate work priorities and manages time efficiently.				
7. Accepts responsibility for own behavior (acknowledges errors, works toward improvement)				
8. Accepts and responds constructively to criticism and suggestions from supervisor(s).				
9. Participates in local, state and/or national professional association meetings or conferences				

10. Engages in continuous learning (readings, seminars, etc.)				
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Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

IX. STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING
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- * 1. = The intern's performance is at the marginal level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. A remediation plan is necessary.
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IX.	Mid-year Evaluation		Year end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Understands influence of own culture, value, belief systems				
2. Recognizes limits of own cultural and linguistic competencies.				
3. Understands influence of social, cultural and societal factors.				
4. Open to learning about different cultures.				

Comments (Intern):

Supervisor's Comments (including rationale for any "1" or "5" ratings in this category):

X. RESEARCH AND PROGRAM EVALUATION

X.	Mid-year Evaluation		Year end Evaluation	
	Intern	Supervisor	Intern	Supervisor
1. Uses research to improve the provision of school psychological services.				
2. Conducts program evaluation and/or applied research.				

Comments (Intern):

Supervisor's Comments (including collaboration for the "5" ratings in this category):

Supervisor: Please indicate your recommendation for this individual's next phase of experience:

<u>Fall Semester [for Spring]</u> _____ ___ remain in current level of field experience ___ continue in internship as planned ___ OTHER: Please call, phone number(s) _____	<u>Spring Semester [for Next Year]</u> _____ ___ remain in current level of field experience ___ ready to advance to full-time internship ___ ready to work as a credentialed school psychologist
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Date of Mid-year evaluation: _____
 Field-based Supervisor's Signature: _____
 Intern's Signature: _____
 University Supervisor Signatures _____

Date of year end evaluation: _____
 Field-based Supervisor's Signature: _____
 Intern's Signature: _____
 University Supervisor Signature: _____

REMEDIATION PLAN: (to be completed only for skills areas evaluated as "1")

Intern Self-Evaluation	Supervisor's Evaluation
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Areas of Strength	Areas of Strength
Areas to Target for Growth	Areas to Target for Growth

Date of Mid-year evaluation: _____

Date of year end evaluation: _____

Field-based Supervisor's Signature: _____

Intern's Signature: _____