

# Internship Field Supervisor Rating Form

**UNIVERSITY of KENTUCKY  
DEPARTMENT OF SCHOOL, COUNSELING AND EDUCATIONAL PSYCHOLOGY  
ED.S. SCHOOL PSYCHOLOGY INTERN EVALUATION**

Student Name: \_\_\_\_\_ On-site Supervisor: \_\_\_\_\_

Semester:        FALL                    SPRING, YEAR \_\_\_\_\_        Internship Site: \_\_\_\_\_

DIRECTIONS: This form is utilized to assess the intern’s progress and performance. It will be used in conjunction with other assessments for final evaluations in the internship course. Please answer each item utilizing the 5-point rating scale to compare your intern to the expected level of performance based on point in training (mid-year; end of the year). For example, a “3” indicates that the intern is performing at an acceptable level for entry into the profession to independently practice as a school psychologist.

<b>RATING SCALE</b>	
N/A	= Not applicable or not enough information to formulate a judgment
1	= Far below expectations; needs much improvement to function independently as a school psychologist
2	= Below expectations; needs some improvements to function independently as a school psychologist
3	= Acceptable; meets basic standards to function independently as a school psychologist
4	= Above expectations; performs above average to function independently as a school psychologist
5	= Far above expectations; performs well above average to function independently as a school psychologist

## **2.1 Data-Based Decision-Making and Accountability**

### **Assessment related to social-emotional, academic and learning concerns**

								<b>Rating</b>
<b>Identify academic and social emotional referral concerns</b>	N/A	1	2	3	4	5		
Is objective in addressing academic data and social/emotional data	N/A	1	2	3	4	5		
Identifies additional areas of concern or need for further investigation	N/A	1	2	3	4	5		
<b>Overall knowledge and skills in academic assessment instruments/procedures</b>	N/A	1	2	3	4	5		
Has knowledge of a variety of standardized assessment instruments	N/A	1	2	3	4	5		
Has knowledge of benchmarking, progress monitoring, and other nontraditional assessments (e.g., CBM)	N/A	1	2	3	4	5		
Skill: Uses effective selection of appropriate academic standardized assessment instruments	N/A	1	2	3	4	5		
Skill: Demonstrates proficiency in administering, scoring, and interpreting formal measures of academic functioning with diverse populations.	N/A	1	2	3	4	5		

								Rating
<b>Overall knowledge and skills in <u>social emotional assessment instruments/procedures</u></b>	N/A	1	2	3	4	5		
Has knowledge of a variety of social emotional assessment instruments	N/A	1	2	3	4	5		
Has knowledge of progress monitoring and other nontraditional assessments (e.g., FBA) for social emotional concerns	N/A	1	2	3	4	5		
Skill: Uses effective selection of appropriate rating scales and other assessment instruments for social emotional concerns	N/A	1	2	3	4	5		
Skill: Demonstrates proficiency in administering, scoring, and interpreting formal scales for social emotional concerns with diverse populations.	N/A	1	2	3	4	5		
<b>Communicate results effectively to concerned parties (children, parents, teachers)</b>	N/A	1	2	3	4	5		
Skill: Has ability to integrate data from different sources into a clear and coherent report	N/A	1	2	3	4	5		
Skill: Communicates data results effectively with students, parents, teachers, administrators	N/A	1	2	3	4	5		
Skill: Shares recommendations based on student data with school based committees, parents and administrators (e.g., MTSS team; RTI team; ARC committee)	N/A	1	2	3	4	5		
<b>Understand eligibility criteria for special education services (federal, state, district)</b>	N/A	1	2	3	4	5		
Has knowledge of categorical/diagnostic issues	N/A	1	2	3	4	5		
Skill: Triangulates data in order to support committees in decision making process of eligibility	N/A	1	2	3	4	5		

*Comments on strengths and areas for growth in Data-Based Decision Making:*

## **2. 2 Consultation and Collaboration**

### **Demonstrates skills in conducting collaborative problem solving**

								Rating
Understands the ethical and legal issues involved in consultation with diverse groups	N/A	1	2	3	4	5		
Has ability to engage in appropriate goal-setting with teachers/students that results in positive student outcomes	N/A	1	2	3	4	5		

Appears comfortable interacting with students	N/A	1	2	3	4	5	
Initiates interactions with students	N/A	1	2	3	4	5	
Appears comfortable interacting with parents	N/A	1	2	3	4	5	
Appears comfortable interacting with teachers and other staff members	N/A	1	2	3	4	5	
Initiates interactions with teachers and other staff members	N/A	1	2	3	4	5	

**Understands major problem solving models**

							Rating
Is familiar with conceptual models, techniques, procedures, and resources used to provide effective consultation services at:	N/A	1	2	3	4	5	
The Individual Level	N/A	1	2	3	4	5	
The Small Group Level	N/A	1	2	3	4	5	
The Systems Level	N/A	1	2	3	4	5	
Skill: Engages in collaborative problem solving or other forms of consultation with <u>parents</u> that result in a positive outcome for the student(s)	N/A	1	2	3	4	5	
Skill: Engages in collaborative problem solving or other forms of consultation with <u>teachers</u> that result in a positive outcome for the student(s)	N/A	1	2	3	4	5	

**Demonstrates skills in listening, discussing, and conveying information on individual, group, and systems levels**

							Rating
Skill: Demonstrates skills-based competencies related to consultation: (e.g., Communication, interviewing, data collection and analysis, goal setting, intervention development and evaluation, team problem solving)	N/A	1	2	3	4	5	
Skill: Builds rapport and respect with consultees	N/A	1	2	3	4	5	
Skill: Effectively conveys information and expresses own opinions	N/A	1	2	3	4	5	
Skill: Effectively receives information and opinions from others	N/A	1	2	3	4	5	

*Comments on strengths and areas for growth in Consultation and Collaboration:*

### **2.3 Interventions and Instructional Support to Develop Academic Skills**

							Rating
<b>Identify academic referral concerns</b>	N/A	1	2	3	4	5	
Is objective in addressing <b>academic</b> problems	N/A	1	2	3	4	5	
Weighs of evidence before making judgments	N/A	1	2	3	4	5	
Generates hypotheses regarding student’s academic skills and environment	N/A	1	2	3	4	5	
Has knowledge of tiered intervention approaches for academic concerns	N/A	1	2	3	4	5	
Skill: Designs academic interventions for implementation (through consultation or intern)	N/A	1	2	3	4	5	
Skill: Implements <b>individual</b> direct academic interventions	N/A	1	2	3	4	5	
Skill: Implements <b>group</b> academic interventions	N/A	1	2	3	4	5	
Skill: Evaluates <b>positive outcome</b> of direct academic interventions based on progress monitoring tools or other appropriate measures	N/A	1	2	3	4	5	
Skill: Selects and uses appropriate academic progress monitoring tools related to area(s) of concern	N/A	1	2	3	4	5	
Skill: Recommends empirically validated academic interventions that result in positive outcomes for students, teachers, families, & schools	N/A	1	2	3	4	5	

*Comments on strengths and areas for growth in Interventions and Instructional Support to Develop Academic Skills:*

### **2.4 Interventions and Mental Health Services to Develop Social and Life Skills**

							Rating
Identifies social/emotional/behavioral referral concerns	N/A	1	2	3	4	5	
Uses objectivity in addressing social/emotional/behavioral problems	N/A	1	2	3	4	5	
Weighs evidence before making judgments	N/A	1	2	3	4	5	

Generates hypotheses regarding student's behavior and environment	N/A	1	2	3	4	5	
Has knowledge of tiered social/emotional/behavioral interventions	N/A	1	2	3	4	5	
Has knowledge of therapy approaches for social/emotional/behavior concerns	N/A	1	2	3	4	5	
Skill: Designs mental health, social, or behavioral interventions for implementation (consultation or intern)	N/A	1	2	3	4	5	
Skill: Implements direct <b>individual</b> mental health, social, or behavioral interventions	N/A	1	2	3	4	5	
Skill: Implements direct <b>group</b> mental health, social, or behavioral interventions	N/A	1	2	3	4	5	
Skill: Selects and uses appropriate social/emotional/behavioral progress monitoring tools related to area(s) of concern	N/A	1	2	3	4	5	
Skill: Evaluates <b>positive outcome</b> of direct mental health, social, or behavioral interventions based on progress monitoring or other appropriate measures	N/A	1	2	3	4	5	
Skill: Recommends empirically validated social and emotional interventions that result in positive outcomes for students, teachers, families, & schools	N/A	1	2	3	4	5	

*Comments on strengths and areas for growth in Interventions and Instructional Support to Develop Social and Life Skills:*

## **2.5 School Wide Practices to Promote Learning**

### **Demonstration of Knowledge and Skills Related to the School and Systems Organization, School Policy Development, and School Climate**

							Rating
Has knowledge regarding program evaluation	N/A	1	2	3	4	5	
Is able to see the dynamics of a school as a system and considers these various dynamics when making recommendations regarding school policy or programming	N/A	1	2	3	4	5	
Has knowledge regarding school policy development and programming and the possible affects on policy or	N/A	1	2	3	4	5	

programming change can have on the school as a whole							
Skill: Evaluates school climate in making recommendations for change	N/A	1	2	3	4	5	
Has awareness of school climate/culture and considers this climate when participating in a various school meetings	N/A	1	2	3	4	5	
Has awareness of school climate/culture and considers this climate/culture when making individual and school wide recommendations	N/A	1	2	3	4	5	
Skill: Navigates the school system well through various interactions with school staff in consideration of school climate/culture	N/A	1	2	3	4	5	

*Comments on strengths and areas for growth in skills related to the School and Systems Organization, Policy Development, and School Climate*

## **2.6 Preventive and Responsive Services**

### **Demonstrates knowledge and skills related to crisis intervention and prevention**

							Rating
Knowledge of importance of crisis prevention and intervention techniques	N/A	1	2	3	4	5	
Possesses a working knowledge of crisis prevention/intervention program(s) in your district	N/A	1	2	3	4	5	
Demonstrates the necessary skills needed to be an effective member of a crisis intervention team	N/A	1	2	3	4	5	
Demonstrates skills needed for collaborating with school-based teams and students on preventive strategies	N/A	1	2	3	4	5	
Skill: Works as an effective member of the crisis intervention team based on training provided	N/A	1	2	3	4	5	

*Comments on strengths and areas for growth in Crisis Intervention and Prevention:*

## **2.7 Family-School Collaboration Services**

### **Demonstrates Dedication to Quality, Effective Services**

							Rating
Knowledge of collaboration needed for implementing quality, effective services for all children, youth, families, teachers, and other school staff	N/A	1	2	3	4	5	
Knowledge of varying family systems and differences from his/her own educational background	N/A	1	2	3	4	5	
Possesses the skills needed to provide workshops/training to teachers and other school faculty and/or family members that effectively meet their needs	N/A	1	2	3	4	5	
Skill: Fosters a commitment to effectively collaborative efforts on behalf of all families	N/A	1	2	3	4	5	
Skill: Provides workshops/training to teachers and other school faculty and/or parents that effectively meet their needs	N/A	1	2	3	4	5	

*Comments on strengths and areas for growth in Family-School Collaboration:*

## **2.8 Diversity in Development and Learning**

### **Knowledge and Appreciation of Individual Difference, Diversity & Social Justice**

							Rating
Is an advocate for social justice in the school and community	N/A	1	2	3	4	5	
Is sensitive to issues of gender differences	N/A	1	2	3	4	5	
Is sensitive and responsive to culturally diverse parents' needs	N/A	1	2	3	4	5	
Is sensitive to cultural and economic differences	N/A	1	2	3	4	5	
Is sensitive to issues of non-traditional families	N/A	1	2	3	4	5	
Demonstrates an understanding and awareness of one's own bias, beliefs, and background	N/A	1	2	3	4	5	

**Work effectively with individuals and groups with a variety of racial, cultural, experiential and linguistic backgrounds**

							Rating
Intervenes on the behalf of individuals with diverse backgrounds using objective techniques and procedures	N/A	1	2	3	4	5	
Works effectively with and is responsive to students' with gender differences	N/A	1	2	3	4	5	
Works effectively with and is responsive to students and families with cultural and economic differences	N/A	1	2	3	4	5	
Works effectively with and is responsive non-traditional families	N/A	1	2	3	4	5	
Works effectively with school personnel from diverse backgrounds	N/A	1	2	3	4	5	

*Comments on strengths and areas for growth in Diversity and Development in Learning*

**2.9 Research and Program Evaluation**

							Rating
Demonstrates an understanding of scientist-practitioner orientation	N/A	1	2	3	4	5	
Has a general understanding of various research methodologies including program evaluation	N/A	1	2	3	4	5	
Is an informed consumer of professional research literature and a life-long learner	N/A	1	2	3	4	5	
Skill: Utilizes research based strategies to make appropriate recommendations for interventions and strategies	N/A	1	2	3	4	5	
Skill: Translates research into meaningful practice that result in positive outcomes for students, teachers, schools, and families (e.g., lingo, feasibility of research based programs)	N/A	1	2	3	4	5	

*Comments on strengths and areas for growth in Research and Program Evaluation:*



## 2.10 Legal, Ethical, and Professional Practice

### Understand ethical principles and legal standards

							Rating
Knowledge of general ethical guidelines	N/A	1	2	3	4	5	
Demonstrates appropriate ethical practices that result in positive outcomes for students, teachers, schools, and families	N/A	1	2	3	4	5	

### Conduct all practice in ways that meet all appropriate ethical, professional, and legal standards

							Rating
Personal behavior is consistent with ethical guidelines	N/A	1	2	3	4	5	
Willingness to assume responsibility for actions	N/A	1	2	3	4	5	
Consults with others about ethical issues if necessary	N/A	1	2	3	4	5	
Actively seeks supervision when necessary	N/A	1	2	3	4	5	
Receptive to feedback and suggestions from supervisor	N/A	1	2	3	4	5	

*Comments on strengths and areas for growth in Legal, Ethical, and Professional Practice:*

## PROFESSIONALISM

							Rating
Arrives on time consistently	N/A	1	2	3	4	5	
Uses time effectively	N/A	1	2	3	4	5	
Reliably and accurately keeps records	N/A	1	2	3	4	5	
Informs supervisor and makes arrangements for absences	N/A	1	2	3	4	5	
Reliably completes requested or assigned tasks on time	N/A	1	2	3	4	5	
Completes required total number of hours/days on site	N/A	1	2	3	4	5	
Is responsive to norms about clothing, language, etc., on site	N/A	1	2	3	4	5	
Demonstrates initiative in working with others and finding information/resources	N/A	1	2	3	4	5	

