

BENCHMARK EVALUATION RATING SCALE (BERS)

1. Student's Name: _____

2. Date Rating Completed: _____

3. Completed by (Write name below, check box): _____

3a. If Supervisor (check all that apply):

- Practicum Supervisor
(Placement: _____)
- Internship Supervisor
(Placement: _____)
- Faculty
- Student Self-evaluation

- Licensed Psychologist?: Yes No
- Nationally Certified School Psychologist? Yes No
- Board Certified Behavior Analyst? Yes No

4. Was this trainee supervised by individuals also under your supervision? Yes No N/A

4a. If 4 is "Yes", supervisor's credential:

- Licensed Psychologist?: Yes No
- Nationally Certified School Psychologist? Yes No
- Board Certified Behavior Analyst? Yes No

5. Timing of Rating:

- Initial Rating
- Mid-term
- Final Rating
- Other (please identify): _____

6. Dates of Training Experience this Review Covers:

Start (Month/Year): _____ End (Month/Year): _____

7. Student's Year in Doctoral Program (e.g., 1st, 2nd): _____

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Instructions to Rater: Select the column corresponding to the training level of the person being assessed. If the student has not yet enrolled in practicum, complete the “**READINESS FOR PRACTICUM**” rating column. If the student is enrolled in practicum, complete the “**READINESS FOR INTERNSHIP**” rating column. If the student is enrolled in internship or beyond, complete the “**READINESS FOR ENTRY TO PRACTICE**” rating column. The rating form is organized around the training Aims, Competencies, and Elements articulated by the University of Kentucky’s Doctoral Program in School Psychology.

Please rate items in the appropriate column by using the scale:

How well does each behavior describe the student?

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

- If you have not had the opportunity to observe a behavior, please indicate this by circling “No Opportunity to Observe” [N/O].

- At the end of the rating form, please provide a narrative evaluation of the trainee’s current level of competence.

Competency II: Ethical & Legal Standards

Element 1: Be knowledgeable of and act in accordance with each of the following:																	
Element 1.1. The current version of the APA Ethical Principles of Psychologists and Code of Conduct																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct						Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct						Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Element 1.2. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; relevant and professional standards and guidelines																	
READINESS FOR PRACTICUM					READINESS FOR INTERNSHIP					READINESS FOR ENTRY TO PRACTICE							
Demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology (Kentucky statutes, Educational Professional Standards Board, IDEA) that apply to practice while placed at practicum setting					Demonstrates knowledge of relevant laws, statutes, rules, and regulations at the local, state, regional and federal levels (Kentucky statutes, Educational Professional Standards Board, IDEA)					Demonstrates advanced knowledge of relevant laws, statutes, rules, and regulations at the local, state, regional and federal levels (Kentucky statutes, Educational Professional Standards Board, IDEA)							
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Element 2: Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.																	
Demonstrates awareness of the importance of applying an ethical decision model to practice					Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma					Independently utilizes an ethical decision-making model in professional work							
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Element 3: Conduct self in ethical manner in all professional activities.																	
Identifies ethical principles that apply to the practice of school psychology					Integrates ethical principles into their practical experiences as school psychology students					Independently identifies and monitors their ethical practice in their professional work.							
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Element 3: The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others						Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others						Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Element 4: Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.																	
Demonstrates a basic understanding of effectively working with diverse individuals and is able to articulate an approach through case studies, vignettes, and relevant coursework.						Demonstrates an intermediate understanding of working with diverse individuals through an ability to articulate an approach in their professional role when presented with clients of varying needs.						Demonstrates an advanced understanding of working with diverse individuals by applying, evaluating, and making adjustments in professional roles based on cultural characteristics of the presenting client.					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Please provide a narrative evaluation of <i>Competency III</i>:																	

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Competency IV: Professional Values, Attitudes, and Behaviors

Element 1: Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
Understands professional values; honest, responsible; Understands how to conduct oneself in a professional manner; Accountable and reliable; Demonstrates beginning understanding of self as professional; “thinking like a psychologist”						Adherence to professional values; infuses work as psychologist-in-training; Communication and conduct are professionally appropriate, across different settings; Accepts responsibility for own actions; Displays emerging professional identity as a school psychologist; uses resources (e.g., supervision) for professional development						Monitors and independently resolves situations that challenge professional values and integrity; Conducts self in a professional manner across settings and situations; Independently accepts personal responsibility across settings and contexts; Displays consolidation of professional identity as a school psychologist; demonstrates knowledge about issues central to the field; integrates science and practice					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Element 2: Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.																	
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies; understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care						Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills; monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice						Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills; self-monitors issues related to self-care and promptly intervenes when disruptions occur					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Element 3: Actively seek and demonstrate openness and responsiveness to feedback and supervision.																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
Demonstrates straightforward, truthful, and respectful communication and is responsive to feedback						Demonstrates respectful communication, is responsive to feedback, and effectively participates in supervision						Independently seeks supervision when needed and utilizes feedback in a meaningful way. Continually seeks out information to inform practices (e.g., research, collaboration.)					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Element 4: Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.																	
Demonstrates professionalism when interacting with various personnel; understands that different situations require different degrees of professional supervision and responses. Reports directly to supervisor(s) when faced with any challenging or complex situations that require their support and advice.						Demonstrates professionalism when interacting with various personnel; understands that different situations require different degrees of professional supervision and responses. Works closely with supervisor when faced with complex ethical or professional situations.						Reacts in a professional manner when faced with challenging situations requiring complex communicative responses. Informs appropriate parties as to decisions made and requests supervision and support when appropriate.					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Please provide a narrative evaluation of <i>Competency IV</i>:																	

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Competency V: Communications and Interpersonal Skills

Element 1: Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.																				
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE								
Understands the need for initiation, maintaining, and collaborating with school personnel and parents to enhance services						Successfully initiates, maintains and collaborates with school personnel and parents						Engages in self-reflection around developed relationships with school personnel and parents								
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]			
Element 2: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.																				
Communicates ideas, feelings, and information clearly using verbal and written skills						Communicates clearly using verbal and written skills in a professional context						Verbal and written communication is informative, succinct, and well-integrated, and demonstrates thorough grasp of professional concepts								
Examples: shares opinions with others using language that others can understand; written work is organized, easy to understand, and conveys the main points						Examples: provides verbal feedback to client regarding assessment and diagnosis using language the client can understand; presents clear, appropriately detailed clinical material; prepares clearly written assessment reports; presents clinical process to supervisor in a succinct, organized, well-summarized way						Examples: uses appropriate professional language when dialoguing with other healthcare providers; prepares sophisticated and compelling case summaries and assessment reports								
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]			
Element 3: Demonstrate effective interpersonal skills and the ability to manage difficult communication well.																				
Demonstrates an understanding of effective interpersonal skills with peers and supervisors; seeks support in managing difficult communication from supervisors						Engages in effective interpersonal skills; problem-solves around difficult communication with support from supervisor						Independently engages in effective interpersonal skills; when the situations require it, skillfully uses problem-solving for difficult interactions with colleagues and school personnel								
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]			

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Please provide a narrative evaluation of *Competency V*:

Competency VI: Assessment

Element 1: Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.																	
READINESS FOR PRACTICUM					READINESS FOR INTERNSHIP					READINESS FOR ENTRY TO PRACTICE							
Demonstrates knowledge of psychometrically sound psychological and educational assessments.					Demonstrates ability to select psychological and educational assessments necessary to test hypotheses.					Independently selects comprehensive assessment batteries grounded in strong empirical data to inform and test hypotheses and can justify inclusion of assessments.							
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Element 2: Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.																	
READINESS FOR PRACTICUM					READINESS FOR INTERNSHIP					READINESS FOR ENTRY TO PRACTICE							
Demonstrates base level abilities in the area of interpretation, determining recommendations, and using problem-solving models to guide decision making for classifications with supervision. Student is aware of potential for biases based on prior experiences.					Demonstrates a good foundation in the area of interpretation, aligning recommendations with assessment results, and using the problem-solving model to guide decision making with limited supervision. Student is cognizant of personal biases and environmental influences on the assessment process.					Independently demonstrates a strong foundation in the area of interpretation, aligning recommendations with assessment results, and using the problem-solving model to guide decision making. Student is cognizant of personal biases and environmental influences on the assessment process and guards against these through sound evidence based assessment practices and ethical practice.							
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Element 3: Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
Is able to clearly articulate—both in written and oral form—the significance of assessment results with faculty.						Expresses results and significance of assessment results with faculty, supervisors, parents, teachers, and other key stakeholders.						Clearly articulates in both written and oral form the results and significance of assessment results with supervisors and key stakeholders. Student is able to eliminate technical jargon and disseminates information in a meaningful way.					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Please provide a narrative evaluation of *Competency VI*:

Competency VII: Intervention

Element 1: Establish and maintain effective relationships with the recipients of psychological services.																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
Can articulate the qualities of an effective working alliance / therapeutic relationship with a client(s).						Demonstrates the qualities of an effective working alliance / therapeutic relationship with a client(s).						Independently assesses and makes adjustments in therapeutic relationship / working alliance through formative feedback and outcome assessment.					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Element 2: Develop evidence-based intervention plans specific to the service delivery goals.															
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE			
Collects baseline data to formulate an intervention and uses empirical data to inform						Refines problem/target behavior, collects baseline data for target behavior, and is able to						Independently identifies the problem/target behavior, collects baseline data for target			

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

intervention plan. 0 1 2 3 4 [N/O]	devise a plan for ongoing collection of data that will inform the intervention process. 0 1 2 3 4 [N/O]	behavior, devises plan for ongoing data collection, and makes decisions about the intervention plan using empirical data. 0 1 2 3 4 [N/O]
Element 3: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.		
Demonstrates an understanding of evidence-based interventions and how to connect these interventions to students based on assessment data, diversity characteristics, and contextual variables 0 1 2 3 4 [N/O]	Identifies evidence-based interventions and connects interventions to student concerns based on assessment data, diversity characteristics, and contextual variables. 0 1 2 3 4 [N/O]	Independently applies evidence-based interventions to student concerns based on assessment data, diversity characteristics, and contextual variables. 0 1 2 3 4 [N/O]
Element 4: Demonstrate the ability to apply the relevant research literature to clinical decision-making.		
Identifies and understands importance of implementing evidence-based interventions. 0 1 2 3 4 [N/O]	Selects a variety of evidence-based interventions appropriate for case. Is able to identify salient cultural factors that might impede or facilitate the intervention. 0 1 2 3 4 [N/O]	Can independently identify several evidence-based interventions for various presenting behaviors. Understands the influence and interaction of culture in implementing evidence-based interventions and is able to take these factors into account when creating the intervention plan. 0 1 2 3 4 [N/O]

Element 5: Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.				
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE		
Can articulate an evidence-based practice in clinical decision-making based on the overlapping influences of client characteristics, teacher characteristics, and the evidence-based practice. 0 1 2 3 4 [N/O]	Can apply an evidence-based practice for clinical decision-making based on the overlapping influences of client characteristics, teacher characteristics, and the evidence-based practice. 0 1 2 3 4 [N/O]	Can apply, evaluate, and make adjustments using an evidence-based practice in clinical decision-making based on the overlapping influences of client characteristics, teacher characteristics, and the evidence-based practice. 0 1 2 3 4 [N/O]		
Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Element 6: Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.																	
Describes methods for evaluating intervention goal attainment outcomes.						Implements a method for evaluating intervention goal attainment outcomes.						Implements a method for evaluating intervention goal attainment outcomes and makes adjustments to therapeutic techniques based on goal attainment outcomes.					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Please provide a narrative evaluation of <i>Competency VII</i>:																	

Competency IX: Consultation and Inter-professional/Interdisciplinary Skills

Element 1: Demonstrate knowledge and respect for the roles and perspectives of other professions.																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
Identifies the various roles that others serve for the purposes of assisting in collaborative efforts, and is appreciative of those roles.						Demonstrates respect for others when opinions differ from their own. Uses ethical problem-solving model when at an impasse and seeks supervision.						Independently works with various professionals and demonstrates respect for opinions and perspectives of others even if they are different from their own or opposing their viewpoint, they work to determine the best path for the client. Effectively initiates appropriate collaborative interactions with other professionals in order to best serve their client.					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Not at All/Slightly			Somewhat			Moderately			Mostly			Very/Almost Always					
0			1			2			3			4					

Element 2: Demonstrates knowledge of consultation models and practices.																	
Identifies best practices in consultation and can distinguish between various models of consultation and the pros/cons and features of each.					Applies appropriate consultation models in practice with teachers, educational professionals, and other health care professionals.					Articulates rationale and process of utilizing various consultation models in practice with teachers, educational professionals, and other health care professionals. Effectively uses problem-solving model within the respective model.							
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Please provide a narrative evaluation of *Competency IX*:

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Please provide a summative narrative evaluation of the Student's Overall Performance:

Last, please indicate whether you directly observed the student provide:

1. Mental health services (direct individual or group therapy, psychosocial or psychotherapeutic interventions)

YES (if yes, please describe the services provided and your observations of the student's delivery of those services below)

NO

2. Academic/instructional-support services (direct intervention to improve academic and cognitive skills)

YES (if yes, please describe the services provided and your observations of the student's delivery of those services below)

NO

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4