

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
School Psychology Program

Field Supervisor's Summative Evaluation (CEP 629)

Intern: _____ Evaluation Date: 5/14/10

Field Supervisor: _____

Directions: The rating of the intern should be based upon actual observation and/or reports from teachers, students, parents, and staff. Circle the number on the scale that best describes the intern's competence. A description of the scale points is provided below.

RATINGS

- 0 - No data, or insufficient information to make a rating at this time.
- 1 - Competence for practice is considered to be in need of further formal training. Intern seems to lack basic professional maturation in this area. Skill development without academics seems doubtful.
- 2 - Competence for practice is currently considered below average, but supervision and experience are expected to develop the skill. Close supervision is required.
- 3 - Competence is at a satisfactory level for functioning as an interning school psychologist with moderate supervision.
- 4 - Competence is assessed to be above average and appropriate for an entry-level school psychologist needing only minimal supervision.

A. Personal Work-related Characteristics	Rating				
1. Demonstrates tolerance for others' values and viewpoints	0	1	2	3	(4)
2. Interacts comfortably with culturally-diverse students, parents, and staff	0	1	2	3	(4)
3. Communicates and listens effectively	0	1	2	(3)	4
4. Relates well with children	0	1	2	3	(4)
5. Shows concern, respect, and sensitivity for the needs of students, parents, and staff	0	1	2	3	(4)
6. Manifests good judgment and common sense	0	1	2	3	(4)
7. Demonstrates knowledge of ethical standards	0	1	2	3	(4)

and guidelines and provides services in an ethical manner	0	1	2	3	④
8. Accepts constructive criticism	0	1	2	3	④
9. Meets difficult situations with self-control	0	1	2	3	④
10. Displays initiative and resourcefulness	0	1	2	③	4
11. Demonstrates dependability	0	1	2	3	④
12. Self-evaluates performance regularly	①	1	2	3	4

B. Domains of School Psychology Training and Practice

1. Selects appropriate assessment instruments/procedures validated for problem area under consideration	0	1	2	3	④
2. Systematically collects, analyses and interprets assessment data in a meaningful and thorough fashion	0	1	2	3	④
3. Links assessment results with intervention	0	1	2	③	4
4. Evaluates the effectiveness of intervention in terms of measurable positive impact on students, parents or families	0	1	2	③	4
5. Works collaboratively with teachers and other school personnel	0	1	2	3	④
6. Conducts effective parent consultation and serves effectively as a liaison for school and parents	0	1	2	3	④
7. Demonstrates knowledge of human learning processes techniques to assess these processes, and instructional strategies to promote learning	0	1	2	③	4
8. Demonstrates skill in developing instructional interventions for students with diverse strengths and needs	0	1	2	3	④
9. Demonstrates knowledge of human development and techniques to assess these processes	0	1	2	3	④
10. Develops consultation, counseling, and behavioral strategies that enhance life and social skills	0	1	2	③	4
11. Develops academic and social/behavioral interventions that reflect understanding of learning differences, developmental differences, and social/cultural differences	①	1	2	3	4
12. Attends to biological, social, economic and cultural factors that can bias decision-making and instruction	①	1	2	3	4
13. Demonstrates knowledge of standards and procedures related to general education and special education	①	1	2	3	4
14. Assists schools in developing procedures and practices that					

promote learning, prevent problems, and create safe schools	0	1	2	3	4
15. Demonstrates skill in developing and implementing crisis prevention and intervention services	0	1	2	3	4
16. Assists school programs that promote mental health and physical well-being of students	0	1	2	3	4
17. Demonstrates knowledge of family systems	0	1	2	3	4
18. Works collaboratively with families to support student academic and behavioral success	0	1	2	3	4
19. Demonstrates knowledge of community services that support comprehensive services to children and their families	0	1	2	3	4
20. Demonstrates knowledge of psychometric standards and applies it in selecting and using assessment instruments	0	1	2	3	4
21. Applies knowledge in research and statistics when evaluating interventions and programs	0	1	2	3	4
22. Employs a problem-solving model which emphasizes critical thinking in delivering school psychological services	0	1	2	3	4
23. Delivers services consistent with NASP standards and state-mandated regulations	0	1	2	3	4
24. Recognizes own limitations/biases and practices within area of professional competence	0	1	2	3	4
25. Accesses and utilizes information resources and technology to enhance service delivery	0	1	2	3	4
C. Professional Responsibilities					
1. Observes scheduled hours and appointments at assigned school(s) in a punctual manner	0	1	2	3	4
2. Meets deadlines in responding to referrals and in submitting written reports	0	1	2	3	4
3. Writes reports in a logical and coherent style that is easily understood by teachers and parents	0	1	2	3	4
4. Maintains confidentiality when handling information and in keeping records	0	1	2	3	4
5. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s)	0	1	2	3	4
6. Consistently follows through when additional action is needed	0	1	2	3	4

7. Delivers psychological services indicative of a reflective practitioner

0 1 2 3 4

Overall Rating of Intern

0 1 2 3 4

Comments:

Field supervisor's signature

[Redacted Signature]

Date

5/14/10

Intern's signature

[Redacted Signature]

Date

5/17/10

(Note: The intern's signature indicates *only* that the evaluation has been discussed with intern.)