

**RHODE ISLAND COLLEGE  
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN  
DEVELOPMENT**

**School Psychology Internship  
Consortium Site Evaluation**

We are asking for your help in assessing the quality of your experiences at your internship site. This will help us evaluate the appropriateness of Consortium Site placements and make placement decisions for future interns.

Please complete this and return it in the enclosed addressed and stamped envelope or by email. Results will be kept confidential.

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**I had a total of 2 field supervisors and 1 primary supervisor.**

**Consortium Site:**

Using the rating scale below, rate each statement according to your experience. When rating the items, consider the effectiveness of the entire site (i.e., experiences in all schools, and with all site supervisors).

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>

A. At my school sites, I was provided the necessary and sufficient experiences to consolidate my knowledge and skills in the following domains of school psychological practice:

- \_\_A\_\_1. data-based decision-making and accountability.
- \_\_A\_\_2. collaboration and consultation.
- \_\_A\_\_3. cognitive and academic skill enhancement through effective instruction.
- \_\_A\_\_4. development of adaptive and social skills.
- \_\_A\_\_5. awareness, understanding, and sensitivity toward student diversity in development and learning.
- \_\_B\_\_6. understanding school climate, school functioning, and policy development.

- \_B\_\_\_7. prevention, crisis intervention, and mental health promotion.
- \_A\_\_\_8. home, school, and community collaboration.
- \_A\_\_\_9. research and program evaluation.
- \_\_B\_10. ethical, professional, and legal standards.
- \_\_B\_11. information technology relevant to school psychology.

**A**                      **B**                      **C**                      **D**  
**STRONGLY AGREE**    **AGREE**                **DISAGREE**        **STRONGLY DISAGREE**

B. Collectively, my field supervisors modeled skill in:

- \_\_B\_1. appropriate selection of assessment instruments validated for problem area under consideration.
- \_\_B\_2. systematic collection, analysis and interpretation of data.
- \_\_B\_3. linking assessment results with interventions.
- \_\_A\_4. evaluating intervention effectiveness in terms of positive, measurable impact on students, parents or families.
- \_\_A\_5. working collaboratively with teachers and other school staff.
- \_\_A\_6. conducting effective parent consultation and serving effectively as a liaison between the school and parents.
- \_\_A\_7. knowledge of and techniques to evaluate human learning processes.
- \_\_B\_8. developing instructional interventions for diverse students needs.
- \_\_A\_9. consultation, counseling, and behavioral strategies that enhance social skills.
- \_\_B\_10. development of academic and social/behavioral interventions that reflect understanding of learner, developmental, and social/cultural differences.
- \_\_B\_11. awareness of biological, social, economic and cultural factors that can bias decision-making and instruction.

- \_\_A\_12. standards and procedures related to general education and special education.
- \_\_A\_13. assisting schools with development of procedures and practices that promote learning, prevent problems, and create a safe school climate.
- \_\_A\_14. effective development and implementation of crisis prevention and intervention services.
- \_\_A\_15. school programs that promote mental health and physical well-being of students.
- \_\_A\_16. family systems issues.
- \_\_A\_17. working collaboratively with families to support student academic and behavioral success.
- \_\_A\_18. community services that complement school-based services for children and their families.
- \_\_A\_19. psychometric test standards and applies them when selecting assessment instruments.
- \_\_A\_20. application of research and statistical findings when evaluating interventions and programs.
- \_\_A\_21. use of a problem-solving model that emphasizes critical thinking in delivery of school psychological services.
- \_\_A\_22. delivering services consistent with NASP standards and state-mandated regulations.
- \_\_B\_23. recognizing own limitations and biases.
- \_\_A\_24. practicing only within area of professional competence.
- \_\_A\_25. utilizing information resources and technology to enhance service delivery.
- \_\_A\_26. maintaining current through involvement with continuing education experiences.

**A STRONGLY AGREE      B AGREE      C DISAGREE      D STRONGLY DISAGREE**

C. My primary field supervisor

\_\_A\_\_1 was available to me for supervision weekly.

\_\_A\_\_2. demonstrated good NASP professional work characteristics. These include (rank each one):

__B__a.	respect for diversity	__B__d.	adaptability
__B__b.	effective communication	__A__e.	initiative
__A__c.	effective interpersonal relationships	__A__f.	ethical responsibility

\_\_A\_\_3. gave me feedback about my professional work characteristics.

D. Site administrators  
(e.g., directors of special education, superintendents, principals)

\_\_A\_\_1. **were supportive of my supervisors' work with me.**

\_\_A\_\_2. appeared to value my involvement in their schools.

\_\_A\_\_3. provided appropriate space for me to work with students.

\_\_A\_\_4. provided necessary resources for addressing student needs.

E. Closing Reflections

1. Please feel free to qualify or elaborate any of your ratings here.

Both field supervisors were extremely knowledgeable, supportive, Approachable, and giving of time/supervision

2. Would you recommend this site to a friend? **YES** **NO**  
Please elaborate.

Opportunity for participation in a variety of programs, e.g STEP, NYPUM, Connections, TST, After school program...etc

**Thank you VERY MUCH for your time.  
It is appreciated.**