Section IV Assessment 4 - Pedagogical and Professional Knowledge, Skills, and Dispositions: Intern Evaluations by Field Supervisors

1. Brief Description of Assessment

The internship Field Supervisor's Summative Evaluation Form (See Attachment 5a) is divided into three separate categories including (1) Personal Work Characteristics, (2) Domains of School Psychology Training and Practice, and (3) Professional Responsibilities. The evaluation is comprised of 44 items scored on a 5 point Likert scale ranging from 0 (no data, insufficient information) to 4 (above average competence).

2. Alignment with NASP Domains

The section of the Field Supervisor Evaluation Form entitled "Domains of School Psychology Training and Practice" provides 25 items directly linked to NASP standards. These ratings are designed to assess interns' application of knowledge, skill development, and the ability to incorporate the standards into professional practice. The evaluation form is completed independently by the field supervisor and collaboratively reviewed and signed by both the supervisor and intern.
The questions on the evaluation form as linked to NASP standards:

NASP Standard	Corresponding survey questions
2.1	1-4
2.2	5-6
2.3	7-8
2.4	9-10
2.5	11-12
2.6	13-14
2.7	15-16
2.8	17-19
2.9	20-21
2.10	22-24
2.11	25

3 and 4. Analysis and Interpretation of Data

<u>Aggregated Intern Ratings (2004-2008):</u>
Domain Ratings: Data collected over the past four years revealed a mean rating of 3.91 with a range of 3.75 to 4.00. This finding suggests that the interns demonstrated satisfactory to above average competence across all 11 domains. Domain 2 (Consultation and Collaboration) received the highest rating (3.96) indicating that all interns demonstrated the necessary skills to engage in collaborative problem-solving with key stakeholders. The lowest mean ratings of 3.83 was obtained on Domain 3 (Effective Instruction and Development of Cognitive/Academic Skills) suggesting

they interns may benefit from additional experience developing, implementing and evaluating progress related to cognitive and academic skills.

Additional Ratings: In addition to assessing interns across the 11 domains, ratings were provided for the personal work characteristics (e.g., respect diversity) and professional responsibilities (e.g., met appropriate deadlines). The ratings received scores of 3.97 and 3.98 respectively.

2007-08 Intern Ratings

Domain Ratings: The mean intern supervisor rating across domains was 3.89 with a range of 3.0 to 4.0, suggesting that the interns' skills are approaching above average levels of competency. The highest mean rating (4.0) was reported for Domain 2.2 (Consultation and Collaboration), suggesting the interns have demonstrated the necessary skills to engage in collaborative problem-solving and joint decision-making at the individual, group and systems level. The lowest mean rating of 3.81 was received for Domain 2.3 (Effective Instruction and Development of Cognitive/Academic Skills). This finding indicates that the interns' have demonstrated adequate knowledge and skills, however additional experience related to the assessment, goal development and implementation of evidence-based interventions targeting academic needs may be beneficial.

Additional Ratings: Field-based supervisors mean ratings for personal work characteristics (e.g., dependable, communicates effectively) and professional responsibilities (e.g., meets deadlines) were 3.92 and 3.93 respectively. This indicates that that 2007-8 intern cohort are approaching above average competency in these areas.

2006-2007 Intern Ratings

Domain Ratings: The mean intern rating across domains was 3.87 with a range of individual ratings from 3.0 to 4.0. This supports that all 6 interns demonstrated at minimum satisfactory competence across each of the 11 NASP domains The highest mean rating (4.0) was received for Domain 11 (Information and Technology) suggesting the interns have demonstrated mastery pertaining to the use of technology and information sources to enhance services. The lowest mean ratings of 3.75 were received for Domains 3 (Effective Instruction and Development of Cognitive/Academic Skills) and 4 (Socialization and Development of Life Skills), suggesting interns' demonstrated adequate knowledge and skills in these areas, however additional experience in this area may be beneficial in comparison to their own high level of performance in other areas.

Additional Ratings: Field-based supervisors rating mean scores for personal work characteristics and professional responsibilities were 3.97 and 3.98 respectively. This suggests that as a group, these interns are approaching above average competency in these areas.

2005-2006 Intern Ratings

Domain Ratings: Data collected for the 2005-06 intern cohort revealed a mean score of 3.91 with a range of individual scores from 3.0 to 4.0 across the 11 domains. This supports that all 7 interns demonstrated at minimum satisfactory competence across domains. The highest mean ratings (4.0) were received on Domains 1 (Data-Based Decision Making and Accountability) 5 (Student Diversity in Development and Learning) 9 (Research and Program Evaluation) supporting above average competencies in these areas. In contrast, Domain 8 (Home/School/Community Collaboration) received the lowest mean score of 3.75. This finding suggests that the interns' demonstrated adequate knowledge and skills related to cross-setting collaboration, however additional experience in this area may be beneficial in comparison to their own high level of performance in other areas.

Additional Ratings: Field-based supervisors rating mean scores for personal work characteristics and professional responsibilities were 3.94 and 3.97 respectively. This suggests that as a group, the interns are approaching above average competency in these areas.

2004-2005 Intern Ratings

Domain Ratings: The mean rating for the 04-05 intern cohort was 3.99 with a range of individual ratings from 3.5 to 4.0, suggesting all 8 interns demonstrated mastery across each of the 11 domains. The lowest mean scores of 3.96 and 3.93 were received for Domain 1 (Data-Based Decision-Making and Accountability) and 7 (Prevention, Crisis intervention, and Mental Health). The remaining domains received mean ratings of 4.0.

Additional Ratings: Mean ratings of 4.0 were received for professional work characteristics and professional responsibilities. This supports above average competencies in these areas for all interns in this cohort.

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5a. Assessment Tool

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

Field Supervisor's Summative Evaluation (CEP 629)

Intern:_____ **Evaluation Date:** _____

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 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	0	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	0	1	2	3	4
12. Attends to biological, social, economic and cultural factors that can bias decision-making and instruction	0	1	2	3	4
13. Demonstrates knowledge of standards and procedures related to general education and special education	0	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_____
Date_____

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

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5b. Scoring Guide

The scoring guide is presented at the beginning of the evaluation form. In addition, the University supervisor provides any clarification to the Field Supervisor regarding the use of this evaluation form

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.

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5c. Aggregated Candidate Data

Aggregated Mean Field Supervisor Ratings per year (04-08)											
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
04-05	3.97	3.96	4	4	4	4	3.93	4	4	4	4
05-06	4	3.95	3.83	3.83	4	3.95	3.9	3.77	4	3.88	3.88
06-07	3.88	3.91	3.75	3.75	3.91	3.91	3.83	3.83	3.91	3.89	4
07-08	3.9	4	3.81	3.85	3.88	3.88	3.92	3.82	3.88	3.88	3.92
Mean	3.94	3.96	3.85	3.86	3.95	3.9	3.9	3.86	3.95	3.91	3.95

Aggregated Field Supervisor Ratings of Interns (2007-8)												
Intern	Domain											
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	Mean
1	4	4	4	4	4	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4	4	4	4	4	4
3	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	3	3.5	4	4	4	3.33	4	4	4	3.8
5	4	4	4	4	4	4	4	3.67	4	4	4	3.97
6	4	4	4	4	4	4	4	3.67	4	4	4	3.97
7	3.75	4	3.5	3.5	3.5	3.5	4	4	3.5	3.5	4	3.7
8	3	4	3	3	3	3	3	3	3	3	3	3.1
9	4	4	4	4	4	4	4	4	4	4	4	4
10	4	4	4	4	4	4	4	4	4	4	4	4
11	4	4	4	4	4	4	4	4	4	4	4	4
12	4	4	4	4	4	4	4	4	4	4	4	4
13	4	4	4	4	4	4	4	4	4	4	4	4
Mean	3.9	4	3.81	3.85	3.88	3.88	3.92	3.82	3.88	3.88	3.92	
												3.89

Aggregated Field Supervisor Ratings of Interns (2006-07)												
Intern	Domain											
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	Mean
1	4	4	4	4	4	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4	4	4	4	4	4
3	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	3.5	3.5	4	3.5	3.5	4	4	3.66	4	3.78
5	4	4	4	4	4	4	4	4	4	4	4	4
6	3.25	3.5	3	3	3.5	4	3.5	3	3.5	3.66	4	3.44
Mean	3.88	3.91	3.75	3.75	3.91	3.91	3.83	3.83	3.91	3.89	4	
												3.87

Aggregated Field Supervisor Ratings of Interns (2005-06)												
Intern	Domain											
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	Mean
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	4	4	3.5	4	4	4	N/A	3.5	4	4	4	3.9
3	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4
5	4	3.75	4	3	4	3.75	4	3.5	4	3.33	4	3.75
6	4	4	3.5	4	4	4	3.5	3.67	4	4	3.33	3.81
7	4	4	4	4	4	4	4	4	4	4	4	4
Mean	4	3.95	3.83	3.83	4	3.95	3.9	3.77	4	3.88	3.88	
												3.91

Aggregated Field Supervisor Ratings of Interns (2004-05)												
Intern	Domain											
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	Mean
1	4	4	4	4	4	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4	4	4	4	4	4
3	3.75	4	4	4	4	4	3.5	4	4	4	4	3.93
4	4	4	4	4	4	4	4	4	4	4	4	4
5	4	4	4	4	4	4	4	4	4	4	4	4
6	4	4	4	4	4	4	4	4	4	4	4	4
7	4	4	4	4	4	4	4	4	4	4	4	4
8	4	4	4	4	4	4	4	4	4	4	4	4
Mean	3.96	4	4	4	4	4	3.93	4	4	4	4	
												3.99