UNIVERSITY OF CENTRAL ARKANSAS

Department of Psychology & Counseling – School Psychology Program

**Masters Practicum / Internship Self Rating Scale**

Your name:

Supervisor's name:

School/Agency:

Circle one: Practicum Internship

Semester: Year:

Please evaluate your own performance in each of the areas below by circling the appropriate number on the scale. Keep in mind that the ratings should reflect entry level skills (for internship if you are a practicum student OR for a professional position if you are an intern). If you did not have an opportunity to engage in a particular activity, circle NO.

Rating Scale

**1 2 3** *(entry level skills)*  **4 5** **NO**

*Close supervision Moderate supervision Minimal No*

*Supervision Opportunity*

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| 1. **Overall Professionalism** | | | | | | |
| 1. Management of administrative responsibilities (prepared, organized, timely) | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Professional demeanor (appearance and attitude) | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Quality and timeliness of written reports or other documents | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Interactions with school personnel | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Interactions with parents | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Student introduces self and training status (practicum student, intern) | 1 | 2 | 3 | 4 | 5 | NO |
| Other specific strengths or concerns regarding the student’s skills in:  **Professionalism** | | | | | | |

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| 1. **Data-Based Decision Making and Accountability** | | | | | | |
| 1. Uses a problem-solving framework as the basis for all professional activities. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Systematically collects data from multiple sources as a foundation for decision-making and considers ecological factors (e.g., classroom, family, community characteristics) as a context for assessment and intervention in general and special education settings. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. As part of an interdisciplinary team, conducts assessments to identify students’ eligibility for special education and other educational services. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Use valid and reliable assessment techniques to assess progress toward academic and behavioral goals. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Uses systematic and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Uses information and technology resources to enhance data collection and decision making. | 1 | 2 | 3 | 4 | 5 | NO |
| Other specific strengths or concerns regarding the student’s skills in:  **Data-Based Decision Making and Accountability** | | | | | | |

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| 1. **Consultation and Collaboration** | | | | | | |
| 1. Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Effectively communicates information for diverse audiences, such as parents, teachers and other school personnel, policy makers, community leaders, and others. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Consults and collaborates at the individual, family, group, and systems levels | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Facilitates communication and collaboration among diverse school personnel, families, community professionals, and others | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Functions as change agent, using skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Applies psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services. | 1 | 2 | 3 | 4 | 5 | NO |
| Other specific strengths or concerns regarding the student’s skills in:  **Consultation and Collaboration** | | | | | | |

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| **IV. Interventions and Instructional Support to Develop Academic Skills** | | | | | | |
| 1. Uses assessment data to develop and implement evidence-based instructional strategies to improve student performance. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Promotes the principles of student-centered learning to help students develop their individual abilities to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, assess outcomes to determine whether the goals were achieved. Promotes the use of assistive technology if needed. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Applies current empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems level. Strategies include those for academics and behavior. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Works with other school personnel to develop, implement, and evaluate effective interventions for increasing the amount of time students are engaged in learning. Activities also include monitoring intervention acceptability, fidelity, and sound evaluation methods. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Incorporates all available assessment information in developing instructional strategies to meet the individual learning needs of children. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Shares information about research in curriculum and instruction with educators, parents, and the community to promote improvement in instruction, student achievement, and healthy lifestyles. | 1 | 2 | 3 | 4 | 5 | NO |
| Other specific strengths or concerns regarding the student’s skills in:  **Interventions and Instructional Support to Develop Academic Skills** | | | | | | |

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| **V. Interventions and Mental Health Services to Develop Social and Life Skills** | | | | | | |
| 1. Uses systematic problem-solving to identify antecedents, consequences, and other factors that impede students’ learning or socialization. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Provides evidence-based, developmentally appropriate mental health/behavioral interventions to improve social and life skills of individual students/groups of students | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Evaluates the acceptability, integrity, and outcomes of behavioral/mental health interventions for individuals and groups. | 1 | 2 | 3 | 4 | 5 | NO |
| Other specific strengths or concerns regarding the student’s skills in:  **Interventions and Mental Health Services to Develop Social and Life Skills** | | | | | | |

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| **VI. School-Wide Practices to Promote Learning** | | | | | | |
| 1. In collaboration with others, incorporates evidence-based strategies and problem solving practcices in the in the design, implementation, and evaluation of effective policies and practices. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Uses their knowledge of organizational development and systems theory to assist in promoting a respectful and supportive atmosphere for decision making and collaboration. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Incorporates evidence-based strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Works collaboratively with other school personnel to create and maintain a multi-tiered continuum of services to support all students’ attainment of academic, social, emotional, and behavioral goals. | 1 | 2 | 3 | 4 | 5 | NO |
| Other specific strengths or concerns regarding the student’s skills in:  **School-Wide Practices to Promote Learning** | | | | | | |

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| 1. **Preventative and Responsive Services** | | | | | | |
| 1. Promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Uses data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Develops, implements, and evaluates prevention and intervention programs based on risk and protective factors that are precursors to severe learning and behavioral problems. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Collaborates with school personnel, parents, students, and community resources to provide competent mental health support during and after crisis situations. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Promotes wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs. | 1 | 2 | 3 | 4 | 5 | NO |
| Other specific strengths or concerns regarding the student’s skills in:  **Preventative and Responsive Services** | | | | | | |

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| 1. **Family-School Collaboration Services** | | | | | | |
| 1. Uses evidence-based information and practices to design, deliver, and evaluate services for families. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Considers cultural factors in designing, delivering, and evaluating parent- and home-based interventions. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Supports parent/family involvement in school policies, events, and activities. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Helps to initiate or coordinate linkages between schools, families, and community agencies that serve students. | 1 | 2 | 3 | 4 | 5 | NO |
| Other specific strengths or concerns regarding the student’s skills in:  **Family-School Collaboration Services** | | | | | | |

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| 1. **Diversity in Development and Learning** | | | | | | |
| 1. Applies their understanding of the influence of culture, background, and individual learning characteristics (e.g., age, gender, cognitive capabilities, social–emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, health, language, SES) when designing and implementing interventions to achieve learning and behavioral outcomes. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. In collaboration with others, addresses individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental health outcomes for all children in family, school, and community contexts. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Uses a problem solving framework to provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Recognizes in themselves and others the subtle racial, class, gender, cultural and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students. | 1 | 2 | 3 | 4 | 5 | NO |
| Other specific strengths or concerns regarding the student’s skills in:  **Diversity in Development and Learning** | | | | | | |

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| 1. **Research and Program Evaluation** | | | | | | |
| 1. Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. In collaboration with others, collects, analyzes, and interprets program evaluation data in applied settings. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Provides support for classroom teachers in collecting and analyzing progress monitoring data. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Applies knowledge of evidence-based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Provides assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Incorporates various techniques for data collection, measurement, analysis, accountability, and use of technology resources in evaluation of services at the individual, group, and/or systems levels. | 1 | 2 | 3 | 4 | 5 | NO |
| Other specific strengths or concerns regarding the student’s skills in:  **Research and Program Evaluation** | | | | | | |

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| 1. **Legal, Ethical, and Professional Practice** | | | | | | |
| 1. Professional conduct is consistent with ethical and professional standards. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Professional conduct is consistent with relevant state and federal laws. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Engages in effective, collaborative, and ethical professional relationships using supervision as appropriate. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Accesses, evaluates, and uses information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Assists administrators, teachers, other school personnel, and parents in understanding and adhering to legislation and regulations relevant to regular education and special education. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Advocates for professional roles as providers of effective services that enhance the learning and mental health of all children and youth. | 1 | 2 | 3 | 4 | 5 | NO |
| 1. Understands the lifelong process of professional growth and (at minimum) participates in continuing education practices consistent with credentialing body (e.g., NASP, APA). | 1 | 2 | 3 | 4 | 5 | NO |
| Other specific strengths or concerns regarding the student’s skills in:  **Legal, Ethical, and Professional Practice** | | | | | | |

**Overall quality of performance** 1 2 3 4 5

**Any Additional Comments:**

I have reviewed these ratings with my practicum / internship student.

Supervisor's signature Date

I have reviewed these ratings with my practicum / internship supervisor.

Student’s signature Date

Revised by JBS on 11/14/2013