

**Masters Practicum / Internship SUPERVISOR Rating Scale**

SCHOOL PSYCHOLOGY Program  
 Department of Psychology & Counseling  
 University of Central Arkansas

Student's name: \_\_\_\_\_

Supervisor's name: \_\_\_\_\_

School/Agency: \_\_\_\_\_

Circle one:    Practicum    Internship                      School Year: \_\_\_\_\_

Please evaluate the student's performance in each of the areas below by providing a rating for each item for the appropriate semester. The same rating form will be used for both fall and spring semesters of one school year. **IMPORTANT:** If you are evaluating a **practicum student**, you may use the ratings of 1 – 4 ONLY. If you are evaluating an **intern**, you may use any rating. NO = No opportunity to engage in activity.

### I. Overall Professionalism

Rating Scale

**1**                      **2**                      **3**                      **4**                      **5**                      **6**                      **7**  
*Close supervision*                      *Moderate supervision*                      *Minimal Supervision*

	<b>Fall</b>	<b>Spring</b>	
1. Manages administrative responsibilities (prepared, organized, timely)			NO
2. Demonstrates professional demeanor (appearance and attitude)			NO
3. Completes written reports or other documents in timely and quality manner			NO
4. Maintains professional and productive interactions with school personnel			NO
5. Interacts with parents in confident, respectful, and understandable manner			NO
6. Introduces self and accurate training status (practicum student, intern)			NO

Other specific strengths or concerns regarding the student's skills in: **Professionalism**

## II. Data-Based Decision Making and Accountability

### Rating Scale

**1**                      **2**                      **3**                      **4**                      **5**                      **6**                      **7**  
*Close supervision*                      *Moderate supervision*                      *Minimal Supervision*

	Fall	Spring	
1. Uses a problem-solving framework as the basis for all professional activities			NO
2. Systematically collects data from multiple sources as a foundation for decision-making			NO
3. Considers ecological factors (e.g., classroom, family, community characteristics) as a context for assessment and intervention in general and special education settings			NO
4. Conducts assessments in line with IDEA regulations to identify students' eligibility for special education and other educational services			NO
5. Uses valid and reliable assessment techniques to assess progress toward academic and behavioral goals			NO
6. Uses systematic and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs			NO
7. Uses information and technology resources to enhance data collection and decision making			NO

Other specific strengths or concerns regarding the student's skills in:

### **Data-Based Decision Making and Accountability**

### III. Consultation & Collaboration

#### Rating Scale

**1**                      **2**                      **3**                      **4**                      **5**                      **6**                      **7**  
*Close supervision*                      *Moderate supervision*                      *Minimal Supervision*

	<b>Fall</b>	<b>Spring</b>	
1. Uses a consultative problem-solving process to plan, implement, and evaluate academic and mental health services			NO
2. Communicates information as appropriate for diverse audience members, such as parents, teachers and other school personnel, policy makers, community leaders, and others			NO
3. Identifies similarities and differences between consultation / collaboration with individuals, families, groups, and systems			NO
4. Consults and collaborates at the individual or family level			NO
5. Consults and collaborates at the group or systems level			
6. Facilitates collaboration among and between diverse school personnel, multi-disciplinary teams, families, community professionals, and others			NO
7. Functions as change agent (using skills in communication, collaboration, and consultation) to promote necessary change at the individual student level			NO
8. Functions as change agent (using skills in communication, collaboration, and consultation) to promote necessary change at the classroom, building, or district level			
9. Applies psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services			NO

Other specific strengths or concerns regarding the student's skills in:

#### **Consultation and Collaboration**

## IV. Interventions and Instructional Support to Develop Academic Skills

### Rating Scale

**1**                      **2**                      **3**                      **4**                      **5**                      **6**                      **7**  
*Close supervision*                      *Moderate supervision*                      *Minimal Supervision*

	<b>Fall</b>	<b>Spring</b>	
1. Identifies empirically-based and developmentally appropriate academic interventions			NO
2. Promotes fidelity/integrity in the implementation of academic interventions			NO
3. Applies research on learning and cognition to the development of instructional strategies that promote student learning at the individual level			NO
4. Incorporates all available child-specific information in developing instructional strategies to meet the individual learning needs of children			NO
5. Helps students become self-regulated learners by setting individual learning goals, designing methods to achieve those goals, and assess outcomes to determine whether the goals were achieved			NO
6. Collaborates with others to identify, implement, and evaluate effective group or systems level interventions to increase student engagement in learning			NO
7. Shares information about research in curriculum and instruction with educators, parents, and the community to promote improvement in instruction and student achievement			NO

Other specific strengths or concerns regarding the student's skills in:  
**Interventions and Instructional Support to Develop Academic Skills**

## V. Interventions and Mental Health Services to Develop Social and Life Skills

### Rating Scale

**1**                      **2**                      **3**                      **4**                      **5**                      **6**                      **7**  
*Close supervision*                      *Moderate supervision*                      *Minimal Supervision*

	<b>Fall</b>	<b>Spring</b>	
1. Identifies empirically-based and developmentally appropriate behavioral / mental health interventions			NO
2. Promotes fidelity/integrity in the implementation of behavioral / mental health interventions			NO
3. Uses systematic problem-solving to identify antecedents, consequences, and other factors that impede students' learning or socialization			NO
4. Helps students develop self-regulation skills by setting individual behavioral goals, designing methods to achieve those goals, and assess outcomes to determine whether the goals were achieved			NO
5. Collaborates with others to identify, implement, and evaluate effective group or systems level interventions to improve student behavior or mental health			NO
6. Evaluates the acceptability, integrity, and outcomes of behavioral/mental health interventions for individuals and groups			NO
7. Shares information about research in behavior and mental health with educators, parents, and the community to promote student well-being and socialization			NO

Other specific strengths or concerns regarding the student's skills in:

**Interventions and Mental Health Services to Develop Social and Life Skills**

## VI. School-wide Practices to Promote Learning

### Rating Scale

**1**                      **2**                      **3**                      **4**                      **5**                      **6**                      **7**  
*Close supervision*                      *Moderate supervision*                      *Minimal Supervision*

	Fall	Spring	
1. Identifies, through experiences in a school building, school-wide policies and/or practices that are either supporting or hindering learning for all students			NO
2. Presents research-supported school-wide practices that promote learning for all students			NO
3. Promotes a respectful and supportive school atmosphere for decision making and collaboration			NO
4. Collaborates with others to design, implementation, and evaluation of school-wide policies and practices			NO
5. Works to facilitate successful transitions of students from one environment to another environment			NO
6. Participates in a school-wide team that supports student learning			NO
7. Provides leadership on a school-wide team that supports student learning			NO
8. Assists in the creation and/or maintenance of a multi-tiered continuum of services to support student learning			NO

Other specific strengths or concerns regarding the student's skills in:

### **School-Wide Practices to Promote Learning**

## VII. Preventative and Responsive Services

### Rating Scale

1                      2                      3                      4                      5                      6                      7  
*Close supervision*                      *Moderate supervision*                      *Minimal Supervision*

	Fall	Spring	
1. Identifies school / district policies and procedures on systemic problems such as retention, truancy, dropout, bullying, suicide, or school violence.			NO
2. Identifies risk and protective factors that contribute to systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence.			NO
3. Promotes the understanding of risk and protective factors that are vital to addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence.			NO
4. Participates in a multi-disciplinary team that plans and/or manages crisis prevention, preparation, response, and recovery.			NO
5. Provides leadership on a multi-disciplinary team that plans and/or manages crisis prevention, preparation, response, and recovery.			NO
6. Participates in a multi-disciplinary team that develops, implements, and evaluates prevention and intervention programs.			NO
7. Provides leadership on a multi-disciplinary team that develops, implements, and evaluates prevention and intervention programs.			NO
8. Provides mental health support during and after crisis situations.			NO
9. Promotes child/youth wellness and resilience by identifying and sharing resources that address a wide variety of behavioral, learning, mental, and physical needs.			NO

Other specific strengths or concerns regarding the student's skills in:

### **Preventative and Responsive Services**

## VIII. Family-School Collaboration Services

### Rating Scale

**1**                      **2**                      **3**                      **4**                      **5**                      **6**                      **7**  
*Close supervision*                      *Moderate supervision*                      *Minimal Supervision*

	Fall	Spring	
1. Considers familial factors (culture, SES, married/single parents, etc.) in the context of all professional activities (assessment, intervention, prevention, etc.)			
2. Considers familial factors (culture, SES, married/single parents, etc.) when designing, delivering, and evaluating interventions to promote family-school collaboration			
3. Participates in the design, delivery, and/or evaluation of school-based services uniquely designed for families			
4. Provides leadership in the design, delivery, and/or evaluation of school-based services uniquely designed for families			NO
5. Considers familial factors in designing, delivering, and evaluating parent- and home-based interventions			NO
6. Promotes the active involvement of parent/families in all aspects of decision making on behalf of a student			
7. Promotes the coordination of services provided to students by schools, families, and community agencies			NO

Other specific strengths or concerns regarding the student's skills in:  
**Family-School Collaboration Services**



## IX. Diversity in Development and Learning

### Rating Scale

**1**                      **2**                      **3**                      **4**                      **5**                      **6**                      **7**  
*Close supervision*                      *Moderate supervision*                      *Minimal Supervision*

	Fall	Spring	
1. Acknowledges the subtle racial, class, gender, cultural and other biases he/she may bring to their work and the ways these biases influence decision-making, instruction, behavior, and long-term outcomes for students			NO
2. Acknowledges the subtle racial, class, gender, cultural and other biases others bring to their work and the ways these biases influence decision-making, instruction, behavior, and long-term outcomes for students			NO
3. Recognizes individual characteristics (e.g., age, gender, cognitive capabilities, social-emotional skills, race, ethnicity, culture, national origin, religion, sexual and gender orientation, disability, health, language, SES) that may influence a child's development and learning			NO
4. Considers individual characteristics when planning and conducting assessment activities			NO
5. Considers individual characteristics when designing and implementing interventions to achieve learning and behavioral outcomes			NO
6. Considers individual characteristics when consulting with others to improve learning and behavioral outcomes			NO
7. Considers group characteristics (e.g., strengths, backgrounds, talents, needs) in the design, implementation, and evaluation of services to improve learning and mental health outcomes for groups of children			NO

Other specific strengths or concerns regarding the student's skills in:

### **Diversity in Development and Learning**

## X. Research and Program Evaluation

### Rating Scale

**1**                      **2**                      **3**                      **4**                      **5**                      **6**                      **7**  
*Close supervision*                      *Moderate supervision*                      *Minimal Supervision*

	Fall	Spring	
1. Uses research as a foundation for professional practices			NO
2. Applies valid techniques for data collection, analyses, and evaluation of services at the individual level			NO
3. Applies valid techniques for data collection, analyses, and evaluation of services at the group level			NO
4. Applies valid techniques for data collection, analyses, and evaluation of services at the systems level			NO
5. Provides support for classroom teachers in collecting and analyzing progress monitoring data			NO
6. Applies knowledge of evidence-based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans			NO
7. 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			NO
8. 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 level			NO

Other specific strengths or concerns regarding the student's skills in:

### **Research and Program Evaluation**

## XI. Legal, Ethical, and Professional Practice

### Rating Scale

**1**                      **2**                      **3**                      **4**                      **5**                      **6**                      **7**  
*Close supervision*                      *Moderate supervision*                      *Minimal Supervision*

	Fall	Spring	
1. Understands the skills and limitations in his/her own range of competence.			NO
2. Handles information on students and families in a confidential and respectful manner.			NO
3. Responds to supervision in a responsible and productive manner.			NO
4. Accesses, evaluates, and uses information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.			NO
5. Assists administrators, teachers, other school personnel, and parents in understanding and adhering to legislation and regulations relevant to regular education and special education.			NO
6. Overall, professional conduct is consistent with ethical and professional standards.			NO
7. Overall, professional conduct is consistent with relevant state and federal laws.			NO

Other specific strengths or concerns regarding the student's skills in:  
**Legal, Ethical, and Professional Practice**

**FALL semester****Overall quality of performance**

1 2 3 4 5 6 7

**Any Additional Comments:**

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

\_\_\_\_\_  
Supervisor's signature\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Student's signature\_\_\_\_\_  
Date**SPRING semester****Overall quality of performance**

1 2 3 4 5 6 7

**Any Additional Comments:**

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

\_\_\_\_\_  
Supervisor's signature\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Student's signature\_\_\_\_\_  
Date