

Masters Practicum / Internship SELF 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 your own 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 a **practicum student**, you may use the ratings of 1 – 4 ONLY. If you are 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*

| | Fall | Spring | |
|---|------|--------|----|
| 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 your 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 your 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*

| | Fall | Spring | |
|---|-------------|---------------|----|
| 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 your 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*

| | Fall | Spring | |
|---|-------------|---------------|----|
| 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 your 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*

| | Fall | Spring | |
|---|-------------|---------------|----|
| 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 your 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 your 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 your 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 your 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 your 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 your 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 your 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