

University of Wisconsin - Stout
The Evaluation Guide for School Psychology Internship

School Psychology Intern: _____ *Date:* _____

School: _____ *Field Supervisor:* _____

If Needs Improvement or Highly Satisfactory is checked, please make comment.	Needs Improvement	Satisfactory	Highly Satisfactory
A. General			
1. Understands the role and function of the school psychologist.	1	2	5
2. Understands the role and function of other staff specialists.	1	2	5
3. Understands district policies, rules, and regulations.	1	2	5
4. Understands the place of school psychology in the overall school program.	1	2	5
5. Understands, and appreciates classroom contingencies and daily problems faced by teachers.	1	2	5
6. Understands the educational process and what transpires in the classroom.	1	2	5
7. Understands the school codes and state rules and regulations pertaining to special education and pupil personnel services and their interface with the school psychologist's role.	1	2	5
COMMENTS:			

If <i>Needs Improvement</i> or <i>Highly Satisfactory</i> is checked, please make comment.	Needs Improvement	Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
<i>B. Personal Characteristics</i>					
1. Physical appearance (grooming)	1	2	3	4	5
2. Physical appearance (clothing)	1	2	3	4	5
3. Reliability	1	2	3	4	5
4. Judgment and forethought	1	2	3	4	5
5. Cooperation	1	2	3	4	5
6. Energy, ambition	1	2	3	4	5
7. Initiative	1	2	3	4	5
8. Flexibility	1	2	3	4	5
9. Creativity	1	2	3	4	5
10. Self confidence	1	2	3	4	5
11. Tact, diplomacy	1	2	3	4	5
12. Organization and planning ability	1	2	3	4	5
COMMENTS:					

If <i>Needs Improvement</i> or <i>Highly Satisfactory</i> is checked, please make comment.	Needs Improvement	Satisfactory	Highly Satisfactory		
<i>C. Interpersonal relationships, communication, and consultation skills</i>					
1. Relates effectively with: a. Children	1	2	3	4	5
b. Teachers	1	2	3	4	5
c. School administrators	1	2	3	4	5
d. Parents	1	2	3	4	5
e. Other specialized persons in the program	1	2	3	4	5
f. Professionals in the community	1	2	3	4	5
g. Field supervisor	1	2	3	4	5
h. Clerical staff and other support staff in the school	1	2	3	4	5
2. Verbalizes effectively	1	2	3	4	5
3. Communicates effectively in writing: a. Organization	1	2	3	4	5
b. Conciseness and clarity of thought	1	2	3	4	5
c. Grammar and sentence structure	1	2	3	4	5
4. Makes meaningful recommendations	1	2	3	4	5
5. Accepts other points of view at staffings	1	2	3	4	5
6. Contributes to the development of good relationships in the schools and community through favorable transactions	1	2	3	4	5

7. Relates well with diverse individuals (e.g., ethnicity, age, gender)	1	2	3	4	5
8. Utilizes consultation strategies effectively with parents and staff	1	2	3	4	5
COMMENTS:					

If <i>Needs Improvement</i> or <i>Highly Satisfactory</i> is checked, please make comment.	Needs Improvement	Satisfactory	Highly Satisfactory		
<i>D. Supervisory Relationships</i>					
1. Seeks help when needed	1	2	3	4	5
2. Accepts constructive criticism	1	2	3	4	5
3. Adapts to and incorporates suggested changes	1	2	3	4	5
4. Accepts supervision without being unduly embarrassed, upset, or defensive	1	2	3	4	5
COMMENTS:					

If Needs Improvement or Highly Satisfactory is checked, please make comment.	Needs Improvement	Satisfactory	Highly Satisfactory		
E. Assessment Skills					
1. Selects appropriate assessment tools	1	2	3	4	5
2. Effectively administers and scores: a. Intelligence tests	1	2	3	4	5
b. Achievement tests	1	2	3	4	5
c. Behavioral/personality assessments	1	2	3	4	5
d. Tests for children with specific disabilities (e.g., blind, deaf, etc.)	1	2	3	4	5
e. Cognitive processing assessments	1	2	3	4	5
f. Curriculum-based measures	1	2	3	4	5
g. Diagnostic reading tests	1	2	3	4	5
3. Effectively conducts behavioral observations and integrates behavioral data with other diagnostic data	1	2	3	4	5
4. Obtains meaningful diagnostic data by interviewing teachers, parents, physicians, etc.	1	2	3	4	5
5. Appropriately selects, administers and interprets data obtained from ethnically diverse clients	1	2	3	4	5
6. Effectively evaluates the effectiveness of behavioral intervention plans	1	2	3	4	5
COMMENTS:					

If <i>Needs Improvement</i> or <i>Highly Satisfactory</i> is checked, please make comment.	Needs Improvement	Satisfactory	Highly Satisfactory		
<i>F. Professional Growth</i>					
1. Takes advantages of opportunities to learn	1	2	3	4	5
2. Attends training sessions, seminars, and staff conferences	1	2	3	4	5
3. Reads professional books and journal articles	1	2	3	4	5
4. Is aware of issues and problems in the field of school psychology	1	2	3	4	5
5. Makes appropriate contributions to staffings and IEP team meetings	1	2	3	4	5
6. Successfully leads IEP staffings and meetings	1	2	3	4	5
COMMENTS:					

If <i>Needs Improvement</i> or <i>Highly Satisfactory</i> is checked, please make comment.	Needs Improvement	Satisfactory	Highly Satisfactory		
<i>G. Direct Service</i>					
1. Effectively provides counseling services for individual students	1	2	3	4	5
2. Effectively provides counseling services for groups of students	1	2	3	4	5
3. Effectively implements behavioral intervention plans	1	2	3	4	5
COMMENTS:					

H. WI Pupil Services Standards: The school psychology intern:	Needs Improvement	Satisfactory	Highly Satisfactory	NA	
#1. Understands the WI Teacher Standards	1	2	3	4	5
#2. Has knowledge of and skill in learning and instructional strategies	1	2	3	4	5
#3. Has knowledge of and skill in research	1	2	3	4	5
#4. Has knowledge of and/or skill in professional ethics and ethical behavior	1	2	3	4	5
#5. Has knowledge of and skill in the organization and content of effective pupil services programs	1	2	3	4	5
#6. Has knowledge of and skill in a wide array of intervention strategies	1	2	3	4	5
#7. Has knowledge of and skill in consultation and collaboration	1	2	3	4	5

General Comments/Observations:

Field Supervisor's Signature

Date

School Psychology Intern's Signature

Date

Return copies of this form to Dr. Jacalyn Weissenburger, 409 McCalmont Hall, UW-Stout, Menomonie 54751 (FAX: 715-232-1400).