

## Site Supervisor Assessment Form



**Standards-Based Assessment of  
Knowledge, Skills, and Dispositions  
For Training and Practice\***  
Gerald D. Nunn, Ph.D., NCSP  
Program Director of School Psychology  
Idaho State University  
nunngera@isu.edu  
Revised Spring 2004



- **Student Information:**

Student Name: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_  
Supervisor Name Title: \_\_\_\_\_  
Practicum/Intern Site(s): \_\_\_\_\_  
Course Title & Number: \_\_\_\_\_  
Semester and Year of Practicum/Internship: \_\_\_\_\_

This Field Experience is a(n): Please

1st Semester Practicum     2nd Semester Practicum     3rd Semester Practicum     4th Semester Internship  
 Ed.S. Internship     Other \_\_\_\_\_

- **Please Read these Instructions**

The current assessment instrument has been developed with consideration of the *\*NASP Blueprint for Training and Practice* which articulates 11 domains in which entry level school psychologists should be prepared to demonstrate their knowledge, skills, and dispositions as practicing professionals. As the field supervisor of the practicum student or intern, you have had many opportunities to observe, discuss, and reflect upon the competencies that are assessed below. Keep in mind that this assessment may be used for either the Intern or the Practicum student. When evaluating competencies, be aware that you may have different expectations for the practicum student and for the intern. As students progress through our program, they are expected to develop greater skills, knowledge, and dispositions during their later practicum and internship experiences. Please give your objective rating of how these competencies have been demonstrated in your experience with this student. Your rating should reflect your first-hand observations and impressions of how the student demonstrates each of these indicators in their field experience. This form must be completed and returned to the ISU School Psychology Program each semester in which the student has been under your supervision. We appreciate your assistance in this matter.

- **Scoring Rubric for Developing Competencies:**

Please keep in mind the following in completing this assessment for Practicum and Internship students:

- A. Ratings are confidential to be shared only with the student and our School Psychology Faculty.
- B. Ratings of the intern or practicum student should be based on your actual observation and/or reports received from staff, parents, students, etc., regarding performance.
- C. Select the number of the scale (1-5) that best describes the intern's competence as given in the description below. Rate each statement independently.
- D. Read the description of ratings below and use your professional judgment regarding at what level the competency is being demonstrated:

## Rubric Description

## Rating Description of Competency Demonstrated

- 1 Minimal Competence** – competence below the level expected, or minimal or no competence noted; individual can only function as an assistant to the supervising psychologist in regard to this area.
- 2 Adequate Competence at the Beginning Practicum or Internship Level** – competence developed to the level that allows for adequate functioning without direct supervision (e.g., without being directly observed or without engaging in co-led activities); competence that would be expected of a beginning pre-service intern; requires, on-going supervision.
- 3 Emerging Professional Competence** – competence beyond that expected for a beginning pre-service intern, but not yet at the initial professional level; requires on-going supervision.
- 4 Initial Professional Competence** - competence at the level expected of a beginning, certified school psychologist; requires only occasional supervision.
- 5 Professional Competence** – well-developed competence that reflects capability for independent functioning with little or no supervision required.
- X No Data** -insufficient data to make rating at this time.

### Confidential Rating of Practicum or Internship

#### Performance-Based Indicators of School Psychology Competencies

Mark your ratings in the boxes below:						Idaho State University School Psychology Assessment of Competency Domains of Training and Practice	
5	4	3	2	1	X	Indicator of Competency Observed by Supervisor	Notes/Comment
5	4	3	2	1	X	1. Define problems clearly.	
5	4	3	2	1	X	2. Specify behaviors clearly.	
5	4	3	2	1	X	3. Elicits cooperation in meetings	
5	4	3	2	1	X	4. Gain rapport with children.	
5	4	3	2	1	X	5. Use counseling techniques.	
5	4	3	2	1	X	6. Work with young children.	
5	4	3	2	1	X	7. Work with adolescents.	
5	4	3	2	1	X	8. Develop good working relationships with other professionals.	
5	4	3	2	1	X	9. Work effectively in problem solving or other work groups.	
5	4	3	2	1	X	10. Develop effective treatments and interventions for children.	
5	4	3	2	1	X	11. Develop effective treatments and interventions for families/parents.	
5	4	3	2	1	X	12. Gain rapport with parents of children they work with.	
5	4	3	2	1	X	13. Diagnose clinical disorders such as depression, anxiety, ADHD.	
5	4	3	2	1	X	14. Effectively change behavior resulting in better adjustment.	

5	4	3	2	1	X	15. Persuade people to take action, change, improve situations.	
5	4	3	2	1	X	16. Develop and lead a group counseling session with students.	
5	4	3	2	1	X	17. Administer psychological or educational tests.	
5	4	3	2	1	X	18. Interpret psychological and educational tests.	
5	4	3	2	1	X	19. Communicate simply and clearly test results to parents.	
5	4	3	2	1	X	20. Develop a behavioral management plan and evaluate its results.	
5	4	3	2	1	X	21. Overcome resistance or objections regarding recommendations or suggestions about interventions.	
5	4	3	2	1	X	22. Weigh the pro's and con's of differing opinions and reach an effective compromise.	
5	4	3	2	1	X	23. Measure the performance of a student, and confidently make decisions based upon the data you have collected.	
5	4	3	2	1	X	24. Empathize with situations other professionals are placed in.	
5	4	3	2	1	X	25. Work well within a team of professionals.	
5	4	3	2	1	X	26. Clearly articulate your ideas to other professionals.	
5	4	3	2	1	X	27. Effectively work with depressed children.	
5	4	3	2	1	X	28. Effectively work with anxious children.	
5	4	3	2	1	X	29. Effectively work with ADHD children.	
5	4	3	2	1	X	30. Effectively work with severe behavioral disordered children.	
5	4	3	2	1	X	31. Be sensitive to the needs and situations of those I work with.	
5	4	3	2	1	X	32. Use a variety of measurement methods to assess progress.	
5	4	3	2	1	X	33. Develop local CBM norms.	
5	4	3	2	1	X	34. Use CBM to frequently measure progress.	
5	4	3	2	1	X	35. Gain positive rapport with parents.	
5	4	3	2	1	X	36. Gain positive rapport with students.	
5	4	3	2	1	X	37. Develop and implement effective interventions.	
5	4	3	2	1	X	38. Determine when to change or continue and intervention based upon data you collect.	
5	4	3	2	1	X	39. Determine and use the "resources" available to you to effectively plan and implement interventions.	

5	4	3	2	1	X	40. Collect, graph, and make decisions to maintain /change an intervention.	
5	4	3	2	1	X	41. Demonstrates competence in administering IQ evaluations.	
5	4	3	2	1	X	42. Demonstrates competence in interpreting and writing up IQ evaluations.	
5	4	3	2	1	X	43. Demonstrates competence in administering a variety of non-mental ability tests.	
5	4	3	2	1	X	44. Demonstrates competence in interpreting and writing up reports on test data other than mental ability tests.	
5	4	3	2	1	X	45. Demonstrates competence in conducting individual counseling sessions with students.	
5	4	3	2	1	X	46. Demonstrates competence in conducting group counseling sessions.	
5	4	3	2	1	X	47. Demonstrates competence in developing and implementing treatment interventions.	
5	4	3	2	1	X	48. Demonstrates competence in consulting with teachers.	
5	4	3	2	1	X	49. Demonstrates competence in consulting with school personnel other than teachers.	
5	4	3	2	1	X	50. Demonstrates the ability to formulate a treatment or assessment procedure.	
5	4	3	2	1	X	51. Demonstrates the ability to meet responsibilities promptly.	
5	4	3	2	1	X	52. Demonstrates the ability to complete all necessary paperwork promptly.	
5	4	3	2	1	X	53. Demonstrates the ability to project the status of a professional school psychologist.	
5	4	3	2	1	X	54. Demonstrates the ability to develop and present an in-service training activity to parents or teachers.	
5	4	3	2	1	X	55. Demonstrates a positive attitude toward students and their abilities.	
5	4	3	2	1	X	56. Demonstrates positive working relationships with colleagues.	

5	4	3	2	1	X	57. Demonstrates a high level of energy and personal initiative in the workplace.	
5	4	3	2	1	X	58. Demonstrates ability to work independently in decision-making.	
5	4	3	2	1	X	59. Demonstrates a positive professional demeanor.	
5	4	3	2	1	X	60. Demonstrates a high degree of skill in teaming and collaborating with others.	
5	4	3	2	1	X	61. Demonstrates sensitivity regarding diverse cultures traditions and characteristics.	
5	4	3	2	1	X	62. Demonstrates knowledge in selection of culturally appropriate assessment instruments and strategies.	
5	4	3	2	1	X	63. Demonstrates understanding or insight into how ones own culture may bias judgments regarding learning or behaviors observed.	
5	4	3	2	1	X	64. Works to increase the multicultural/ diversity sensitivity of the school/agency .	
5	4	3	2	1	X	65. Demonstrates skill in defining the "problem" clearly.	
5	4	3	2	1	X	66. Demonstrates skill in identifying the "problem" clearly.	
5	4	3	2	1	X	67. Demonstrates skill in exploring or brainstorming intervention options.	
5	4	3	2	1	X	68. Demonstrates skill in implementing an intervention plan effectively.	
5	4	3	2	1	X	69. Demonstrates skill in developing evaluation procedures to use in interventions.	
5	4	3	2	1	X	70. Demonstrates skill using progress monitoring data to make decisions about intervention effectiveness.	
5	4	3	2	1	X	71. Develops interventions that are not obtrusive to classrooms or schools.	
5	4	3	2	1	X	72. Develops interventions that are practical and can be implemented easily.	
5	4	3	2	1	X	73. Develops interventions that have the commitment of those that will ultimately apply them.	
5	4	3	2	1	X	74. Develops interventions that are supported by parents.	
5	4	3	2	1	X	75. Develops interventions with outcomes that are clearly stated and can be measured.	

5	4	3	2	1	X	76. Demonstrates effective skills in making decisions based upon ongoing graphing of data from an intervention.	
5	4	3	2	1	X	77. Demonstrates consideration for the value of ideas of peers.	
5	4	3	2	1	X	78. Demonstrates the capacity to think about new ideas openly without defensiveness on their part.	
5	4	3	2	1	X	79. Participates in team discussions in a constructive manner, giving his/her ideas, but allowing others considerations of their own.	
5	4	3	2	1	X	80. Demonstrates an attitude of helpfulness to other team members, considering their needs and talents in working toward solutions.	
5	4	3	2	1	X	81. Demonstrates a positive demeanor, is not prone to arguing with others or showing impatience.	
5	4	3	2	1	X	82. Shows stability and consistency in their moods and attitudes toward others, indicating that their judgments and behaviors can be depended upon.	
5	4	3	2	1	X	83. Shows a genuine liking and interest in children and youth and their needs.	
5	4	3	2	1	X	84. Is evaluated by children and youth in a positive manner, i.e. they show a liking for or interest in him or her.	
5	4	3	2	1	X	85. Demonstrates skill in gaining rapport with children and youth.	
5	4	3	2	1	X	86. Demonstrates skill in using positive discipline and management skills when working with children and youth.	
5	4	3	2	1	X	87. Demonstrates an interest in furthering knowledge and skills in helping children and youth by doing advance training or self-improvement activities at a professional level.	
5	4	3	2	1	X	89. Shows consultation skills that motivate teachers to try out new ideas or approaches with their students.	
5	4	3	2	1	X	90. Shows consultation skills using interviewing techniques that clarify problem behaviors.	
5	4	3	2	1	X	91. Consults with teachers by showing them respect for their efforts on behalf of the student.	
5	4	3	2	1	X	92. Demonstrates consultation skills that model a variety of helpful suggestions for interventions addressing the "problem" at hand.	
5	4	3	2	1	X	93. Demonstrates consultation skills of regular followup and feedback to teachers regarding developments or progress made by the student.	

5	4	3	2	1	X	94. Demonstrates strong content knowledge of common child concerns and disorders providing consultees with a strong perception of his/her credibility in finding solutions to presenting problems.	
5	4	3	2	1	X	95. Provides parents with a caring and positive relationship while discussing child concerns.	
5	4	3	2	1	X	96. Provides examples of accommodating for the needs and situations of parents and families by a willingness to modify his/her schedule for meetings that best fit with the parents schedules and situation.	
5	4	3	2	1	X	97. Actively advocates to involve parents in decision-making regarding interventions at school.	
5	4	3	2	1	X	98. Includes parents in a pre-evaluation meeting or discussion before any testing is done so as to gain parent insights and desires regarding tests or other procedures that may be needed.	
5	4	3	2	1	X	99. Maintains a positive and cooperative manner and attitude when working with other professionals in the interest of children and families.	
5	4	3	2	1	X	100. Is conscientious in keeping appointments, being on time for meetings, being flexible in scheduling appointments in the interest of children and families.	

**Please respond to your evaluation of this student:**

1. If you were to assign a classroom "grade" to this students' overall performance, what would it be? Check One:    A    B    C    D    F
2. What are areas of strength that this student has displayed (personal or professional)?
3. What are areas that need improvement for this student?
4. What is your overall rating of this students "competencies" as they have been described here?

5	4	3	2	1
<b>Very High</b>	<b>High</b>	<b>Average</b>	<b>Below Average</b>	<b>Much Below</b>

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: Is there anything you would like to add or clarify?

-----  
-----  
-----  
-----  
-----

**Please Mail or FAX this Assessment to:**

**Gerald D. Nunn, Ph.D., NCSP**  
**Program Director of School Psychology**  
**Idaho State University**  
**1550 E. Terry Avenue**  
**Box 8059**  
**Pocatello, Idaho 83209**  
**FAX 208-282-4224**  
**nunngera@isu.edu**