

SCHOOL PSYCHOLOGY INTERN EVALUATION  
CALIFORNIA STATE UNIVERSITY, FRESNO  
Field Supervisor/Administrator Form

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Placement: \_\_\_\_\_

Circle the number corresponding to the observed behaviors according to the following scale:  
*4=Exemplary; 3=Average (Meets Program expectations); 2 = Needs Improvement; 1 = Unacceptable; NA=Not applicable or Not observed*

<b>Professional Behavior</b>	
1.	4 – Intern is very pleasant, exceptionally cooperative, and extremely courteous with staff members. 3 - Intern is pleasant, cooperative and courteous with staff members. 2 – Intern is sometimes pleasant, cooperative and courteous with staff members. 1 – Intern is rude, uncooperative, and discourteous to staff members. NA (NASP Standard 2.10)
2.	4 – Intern works extremely effectively with administrators. 3 – Intern works effectively with administrators. 2 – Intern sometimes worked well with administrators. 1 – Intern does not have a good working relationship with administrators. NA (NASP Standard 2.6, 2.10)
3.	4 – Intern has an excellent working relationship with other professionals. 3 – Intern has a good working relationship with other professionals. 2 – Intern sometimes works well with other professionals. 1 – Intern has a poor working relationship with other professionals. NA (NASP Standard 2.2, 2.10)
4.	4 – Intern communicates very effectively with parents. 3 – Intern communicates effectively with parents. 2 – Intern has limited skills in communicating with parents. 1 – Intern communicates poorly with parents. NA (NASP Standard 2.8, 2.10)
5.	4 – Intern dresses very professionally. 3 – Intern is appropriately dressed. 2 – Intern is sometimes appropriately dressed. 1 – Intern is often dressed inappropriately (clothing too tight, too revealing, or otherwise unprofessional). (NASP Standard 2.10)
6.	4 - Intern displays great rapport and respect with all students. 3 – Intern displays rapport and respect with students. 2 – Intern displays rapport and respect with some students. 1 – Intern does not display rapport and respect with students. NA (NASP Standard 2.5, 2.10)
7.	4 – Intern is extremely skilled in the use of technology (e.g., PowerPoint, Excel) to present information.

	<p>3 – Intern is skilled in the use of technology (e.g., PowerPoint, Excel) to present information.  2 – Intern displays some knowledge of technology (e.g., PowerPoint, Excel) to present information.  1 – Intern did not utilize technology to present information.  (NASP Standard 2.11).</p>
<b>Consultation and Behavioral Intervention Skills</b>	
8.	<p>4 – Intern works with consultee to skillfully identify target problem.  3 – Intern works with consultee to adequately identify target problem.  2 – Intern works poorly with consultee.  1 – Intern cannot work with consultee to identify target problem.  NA  (NASP Standard 2.1, 2.2, 2.4)</p>
9.	<p>4 – Intern designs feasible plans for collecting data; that is, school staff cooperates in collecting data.  3 – Intern designs effective plans for collecting data and collects data him/herself.  2 – Intern designs plans for collecting data but data are not collected regularly.  1 – Intern does not design plans for collecting data.  NA  (NASP Standard 2.1, 2.2., 2.4)</p>
10.	<p>4 – Intern works with consultee to develop intervention plans and helps obtain necessary materials.  3 – Intern works with consultee to develop intervention plans; consultee obtains necessary materials.  2 – Intern works with consultee but does not identify who will collect necessary materials.  1 – Intern does not work with any consultees to develop any interventions.  NA  (NASP Standard 2.2, 2.3, 2.4)</p>
11.	<p>4 – Intern follows up on progress of intervention regularly; modifies as needed.  3 – Intern follows up on progress of intervention intermittently; modifies as needed.  2 – Intern follows up on progress of intervention sporadically.  1 – Intern does not follow up on intervention.  NA  (NASP Standard 2.3, 2.4)</p>
12.	<p>4 – Intern utilizes data for intervention evaluation; makes plans for maintenance and generalization.  3 – Intern utilized data for intervention evaluation.  2 – Intern subjectively evaluates intervention.  1 – Intern does not evaluate intervention.  NA  (NASP Standard 2.4, 2.9)</p>
13.	<p>4 – Intern displays excellent overall consultation skills.  3 – Intern displays good overall consultation skills.  2 – Intern displays beginning overall consultation skills.  1 – Intern does not display knowledge of consultation skills.  NA  (NASP Standard 2.2., 2.4)</p>
14.	<p>4 – Intern displays excellent overall knowledge of interventions.  3 – Intern displays good overall knowledge of interventions.  2 – Intern displays beginning overall knowledge of interventions.  1 – Intern does not display knowledge of interventions.  NA  (NASP Standard 2.2., 2.4)</p>
15.	<p>4 – Intern displays excellent overall knowledge of prevention and crisis interventions.  3 – Intern displays good overall knowledge of prevention and crisis interventions.  2 – Intern displays beginning overall knowledge of prevention and crisis interventions.  1 – Intern does not display knowledge of prevention and crisis interventions.  NA</p>

	(NASP Standard 2.2., 2.4)
16.	4 – Intern displays advanced skills in using technology to monitor progress and graph results. 3 – Intern displays adequate skills in using technology to monitor progress and graph results. 2 – Intern displays some skills in using technology to monitor progress and graph results. 1 – Intern does not display skills in using technology to monitor progress and graph results. NA (NASP Standard 2.11)
<b>Assessment and Academic Interventions</b>	
17.	4 – Intern displays excellent skills in individual intellectual assessment. 3 – Intern displays adequate skills in individual intellectual assessment. 2 – Intern displays below average skills in individual intellectual assessment. 1 – Intern displays inadequate skills in individual intellectual assessment. NA (NASP Standard 2.3)
18.	4 – Intern displays excellent skills in assessment of adaptive behavior. 3 – Intern displays adequate skills in assessment of adaptive behavior. 2 – Intern displays below average skills in assessment of adaptive behavior. 1 – Intern displays inadequate skills in assessment of adaptive behavior. NA (NASP Standard 2.3)
19.	4 – Intern displays excellent knowledge and use of curriculum – based assessment. 3 – Intern displays adequate knowledge and use of curriculum - based assessment. 2 – Intern displays below average knowledge and use of curriculum-based assessment. 1 – Intern displays inadequate skills in knowledge and use of curriculum-based assessment. NA (NASP Standard 2.3)
20.	4 – Intern displays excellent skills in incorporation of assessment of the instructional environment. 3 – Intern displays adequate skills in incorporation of assessment of the instructional environment 2 – Intern displays below average skills in incorporation of assessment of the instructional environment 1 – Intern displays inadequate skills in incorporation of assessment of the instructional environment NA (NASP Standard 2.3)
21.	4 – Intern displays excellent skills in observations of students in classroom settings. 3 – Intern displays adequate skills in observations of students in classroom settings. 2 – Intern displays below average skills in observations of students in classroom settings. 1 – Intern displays inadequate skills in observations of students in classroom settings. NA (NASP Standard 2.1)
22.	4 – Intern displays excellent ability to integrate information and make appropriate recommendations. 3 - Intern displays adequate ability to integrate information and make appropriate recommendations. 2 - Intern displays below average ability to integrate information and make appropriate recommendations. 1 - Intern displays inadequate ability to integrate information and make appropriate recommendations. NA (NASP Standard 2.3)
<b>Therapeutic Skills</b>	
23.	4 – Intern displays excellent interviewing skills. 3 – Intern displays adequate interviewing skills. 2 - Intern displays below average interviewing skills.

	<p>1 – Intern displays inadequate interviewing skills. NA (NASP Standard 2.2., 2.4)</p>
24.	<p>4 – Intern is extremely skilled in assessment of social and emotional development. 3 – Intern displays adequate skills in assessment of social and emotional development. 2 – Intern displays below average skills in assessment of social and emotional development. 1 – Intern displays inadequate skills in assessment of social and emotional development. NA (NASP Standard 2.4, 2.7)</p>
25.	<p>4 – Intern displays outstanding knowledge of counseling theories and techniques. 3 – Intern displays average knowledge of counseling theories and techniques. 2 – Intern displays below average knowledge of counseling theories and techniques. 1 – Intern displays minimal knowledge of counseling theories and techniques. NA (NASP Standard 2.4)</p>
26.	<p>4 – Intern always establishes clear communication with parents and teachers about counseling process. 3 – Intern usually establishes clear communication with parents and teachers about counseling process. 2 – Intern sometimes establishes clear communication with parents and teachers about counseling process. 1 – Intern does not establish clear communication with parents and teachers about counseling process. NA (NASP Standard 2.8)</p>
27.	<p>4 – Intern establishes excellent rapport with students. 3 – Intern establishes appropriate rapport with students. 2 - Intern establishes minimal rapport with students. 1 - Intern does not establish rapport or established poor rapport with students. NA (NASP Standard 2.5)</p>
28.	<p>4 – Intern develops goals and objectives for counseling and evaluated progress frequently. 3 – Intern develops goals and objectives for counseling and evaluated counseling periodically. 2 – Intern develops goals/objectives for counseling but did not evaluate progress. 1 – Intern does not develop goals/objectives for counseling and could not evaluate progress. NA (NASP Standard 2.4, 2.7)</p>
29.	<p>4 – Intern displays outstanding skills in conducting groups. 3 - Intern displays good skills in conducting groups. 2 – Intern displays below average skills in conducting groups. 1 – Intern displays minimal skills in conducting groups. NA (NASP Standard 2.4, 2.7)</p>
30.	<p>4 – Intern demonstrates utmost confidentiality and ethical behavior in counseling. 3 – Intern demonstrates appropriate confidentiality and ethical behavior in counseling. 2 – Intern is careless with confidential information obtained during counseling. 1 – Intern behaved unethically during counseling sessions. NA (NASP Standard 2.10)</p>
31.	<p>4 – Intern is very sensitive to cultural and linguistic diversity of students and families. 3 – Intern demonstrates appropriate sensitivity to cultural and linguistic diversity of students and families. 2 – Intern demonstrates some sensitivity to cultural and linguistic diversity of students and families.</p>

	1 – Intern demonstrates bias and prejudice towards persons from other cultures. NA (NASP Standard 2.5)
32.	4 – Intern is very skillful in utilizing school and community resources to aid students and families. 3 - Intern is skillful in utilizing school and community resources to aid students and families. 2 - Intern utilizes some school and community resources to aid students and families. 1 - Intern does not utilize school and community resources to aid students and families. NA (NASP Standard 2.6, 2.8)
<b>Paperwork and Procedures</b>	
33.	4 – Interns displays excellent knowledge of legal procedures and proper forms. 3 – Intern displays adequate knowledge of legal procedures and proper forms. 2 – Intern displays rudimentary knowledge of legal procedures and proper forms. 1 – Intern displays inadequate knowledge of legal procedures and proper forms. NA (NASP Standard 2.10)
34.	4 – Intern reports are completed ahead of time. 3 – Intern reports are completed on time. 2 – Intern reports are often completed late. 1 – Intern still has not written all reports. NA (NASP Standard 2.10)
35.	4 – Interns reports are very thorough and well organized. 3 – Intern reports are thorough and well organized. 2 – Intern reports are adequate in content and organization. 1 – Intern reports are inadequate. NA (NASP Standard 2.10)
36.	4 – Intern quickly changes behaviors when given corrective feedback. 3 – Intern responds to corrective feedback after being reminded. 2 – Intern does not change behavior based on feedback. 1 – Intern is defensive when given feedback. (NASP Standard 2.10)
<b>Initiative</b>	
37.	4 – Intern shows a lot of initiative in learning about new techniques, instruments, etc. 3 - Intern shows initiative in learning about new techniques, instruments, etc. 2 - Intern sometimes shows initiative in learning about new techniques, instruments, etc. 1 - Intern rarely shows interest in learning about new techniques, instruments, etc. NA (NASP Standard 2.10)
38.	4 – Intern reads extensively in current journals in the field. 3 – Intern reads current journals in the field. 2 – Intern apparently only reads what is required for class or field placement. 1 – Intern displayed little knowledge of or interest in current developments in the field. NA (NASP Standard 2.9, 2.10)
39.	4 – Intern seeks out workshops and professional conferences to attend. 3 – Intern attends workshops and professional conferences as they are available. 2 – Intern attends required workshops and professional conferences. 1 – Intern is minimally interested in professional development. NA (NASP Standard 2.10)
40.	4 – Intern volunteers to do in-service presentations. 3 – Intern has given an in-service presentation.

	<p>2 – Intern discusses giving an in-service presentation but has not done so.  1 – Intern refuses to give an in-service presentation.  NA  (NASP Standard 2.10)</p>
41.	<p>4 – Intern contributes very skillfully to staffing conferences and IEP meetings.  3 – Intern contributes appropriately to staffing conferences and IEP meetings.  2 – Intern contributes minimally to staffing conferences and IEP meetings.  1 – Intern is unprepared for staffing conferences and IEP meetings.  (NASP Standard 2.2)</p>
42.	<p>4 – Intern is currently engaged in research besides thesis work that he/she initiated.  3 – Intern is currently engaged in research besides thesis work.  2 – Intern is currently engaged in thesis research.  1 – Intern has not completed thesis research and is not involved in thesis or other research.  NA  (NASP Standard 2.9)</p>
43.	<p>4 – Intern is very independent in skillful performance of the roles and functions of a school psychologist.  3 – Intern shows increasing independence in the roles and functions of a school psychologist.  2 – Intern needs supervision for most roles and functions of a school psychologist.  1 – Intern is not making progress towards becoming an independent, skillful school psychologist.  (NASP Standard 2.10)</p>
44.	<p>4 – Intern often uses technology resources to obtain information (e.g., World Wide Web, email).  3 – Intern uses technology resources to obtain information (e.g., World Wide Web, email).  2 – Intern rarely uses technology resources to obtain information (e.g., World Wide Web, email).  1 – Intern never uses technology resources to obtain information (e.g., World Wide Web, email).  NA  (NASP Standard 2.11)</p>

What would you consider to be the intern's major strengths?

In what areas could the intern show most improvement?

In what area(s) has progress been most marked during internship?

Other comments relevant to evaluation of this student's internship experience.

\_\_\_\_\_  
(Supervisor)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Intern)

\_\_\_\_\_  
(Date)