



Arkansas State University  
 College of Education and Behavioral Science  
 Department of Psychology and Counseling  
 Educational Specialist (Ed.S.) Degree in Psychology and Counseling School Psychology Track

## SCHOOL PSYCHOLOGY APPLICANT EVALUATION

### CONFIDENTIAL

Dear \_\_\_\_\_,

I am an applicant to Arkansas State University for acceptance in the Educational Specialist (Ed.S.) Degree Program in the nationally approved School Psychology Track. Psychology Program. I would greatly appreciate an evaluative statement from you for inclusion with my application. To enable you to do this in confidence, I do hereby waive my right of access to your confidential recommendation and grant to you my consent and permission for a confidential recommendation for this purpose

I understand that the conditions of this waiver are not general and I do not authorize or consent to other and subsequent requests for confidential recommendation regarding employment, admission to any education agency or institution, or the receipt of an honor or honorary recognition. By my signature below, I certify to my understanding of the foregoing.

Please rate me below on the select interpersonal and professional characteristics by selecting one rating (i.e., Outstanding, Above Average, Average, Below Average, or Unable to Observe/Do Not Know) per characteristic and fill in the additional information requested below and return this form to: A-STATE Graduate School, PO Box 60, State University, AR 72467-0060. If desired this form can be scanned and emailed as a PDF to Vickey L. Ring, Graduate Admissions Supervisor in the above office at the following email address: vickeyring@astate.edu

If you wish to see me before making an evaluation, I will be glad to meet with you at your convenience. My telephone number is \_\_\_\_\_ and my email address is \_\_\_\_\_.

**Applicant's Name (Printed):** \_\_\_\_\_

**Applicant's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reference Information:**

**My acquaintance with the applicant has been as:**  Employer  Advisor or Training Supervisor

College/University Instructor/Professor  Personal Friend  Friend

Co-Worker  Other (please describe): \_\_\_\_\_

**Directions:** Please rate the applicant on the below professional dispositions and work characteristics based on your observations and reports from staff, supervisors, parents, student reports, etc. by selecting one of four options (i.e., Above Standards = 3 - displays professional behavior decidedly better than typical trainee/employee, Meets Standards = 2 - displays appropriate professional behavior, Below Standards = 1 – displays inadequate professional behavior that merits improvement and possible remediation). If you are unable to observe the professional disposition or work characteristics or do not know respond by selecting the Unable to Observe/Do Not Know response.

<b>Professional Dispositions</b>	<b>Above Standards =3</b>	<b>Meets Standards =2</b>	<b>Below Standards =1</b>	<b>Unable to Observe/ Do Not Know</b>
1) <b>Self-confidence</b> -exudes confidence and assertiveness as needed but not in an arrogant or conceited manner, is polite, well spoken, and demonstrates appropriate social skills.				
2) <b>Reliability</b> -is trustworthy, dependable and consistent.				
3) <b>Integrity</b> -is honest, truthful, sincere, forthright, and genuine.				
4) <b>Emotional Stability</b> -responds and demonstrates appropriate emotions for the work environment such as remaining calm and productive when faced with pressure or stress.				
5) <b>Intrapersonal Awareness</b> -has insight of one's own behavior, emotions, beliefs, values, and goals and how these may impact others and also recognizes personal strengths and weaknesses/limitations.				
6) <b>Interpersonal Awareness</b> -has insight and understanding of others behavior, emotions, beliefs, values, and goals.				
7) <b>Initiative</b> -acts and takes charge of one's responsibilities and leads or assists in unforeseen or unassigned tasks.				
8) <b>Adaptability/Flexibility</b> -reacts to unforeseen and novel circumstances or events in the setting with an accommodating attitude and adaptable planning.				
9) <b>Creativity</b> -demonstrates resourcefulness, ingenuity, inventiveness, and originality in work/assigned tasks.				
10) <b>Overall rating of the individual's professional dispositions.</b>				
<b>Professional Work Characteristics</b>				
1) <b>Professional Appearance and Self Presentation</b> -is neat, orderly, and tidy in appearance, meets or exceeds established dress code, and attends to appearance when meeting with professionals/clients.				
2) <b>Accountability</b> -is responsible for all actions and inactions, acknowledges errors/mistakes, and works towards improvement.				
3) <b>Collaboration</b> -cooperates and works well with others and is supportive when needed.				
4) <b>Work Focus</b> -is dedicated and focused on work/assigned tasks.				
5) <b>Work Productivity</b> -completes work/assigned tasks in a productive, timely manner with minimal oversight and reminders.				
6) <b>Motivation</b> -demonstrates interest and perseverance with work/assigned tasks.				
7) <b>Quality of Work</b> -completed work/assigned tasks are of acceptable quality.				
8) <b>Organizational Skills</b> -employs effective organizational skills with calendar, scheduling, appointments, work materials, caseload tracking and management, and prioritizing work/assigned tasks.				
9) <b>Interpersonal Relations</b> -relates effectively with employers, supervisors, employees, colleagues, peers, faculty, parents, and students.				
10) <b>Judgement and Decision Making</b> -is effective in making decisions and reaching appropriate and logical conclusions.				
11) <b>Problem-solving</b> -effectively analyzes problem situations and conceptualizes alternative approaches and solutions.				
12) <b>Conflict Resolution</b> -resolves conflict situations in a professional manner.				
13) <b>Independence</b> -exhibits an appropriate level independence and autonomy.				
14) <b>Attendance and Participation</b> -has an acceptable record of attendance and participation specific to work, meetings, classes, trainings, and other required events.				
15) <b>Verbal/Oral Communication</b> -demonstrates effective verbal/oral communication with all populations in a clear and useful manner including meetings and presentations to individuals and groups.				
16) <b>Written Communication</b> - is skilled and professional in all written communication such as writing skills in notes, reports, letters, emails, etc.				

17) <b>Professional Identity</b> -identifies with the profession and holds membership and participates in the program and in local, state, and national school psychology organizations.				
18) <b>Program Support</b> -supports efforts of the school psychology program at all levels (i.e., program, department, college, university, local, state, and national levels).				
19) <b>Professional Development</b> -seeks out opportunities for professional development and learning.				
20) <b>Seeking Support</b> -identifies and obtains supervisory or consultative support immediately when needed and only works within their level of competence.				
21) <b>Accepting of Supervision</b> -is accepting and respectful of supervision and feedback from employers, supervisors, and faculty and responds appropriately.				
22) <b>Preparation</b> -is prepared for work and all meetings, classes, trainings and other required events.				
23) <b>Punctuality/Promptness</b> -is on-time for work and all meetings, classes, trainings, and other required events. Responds to all telephone calls, voice mails, emails, letters, and notes in a timely manner.				
24) <b>Attention-to-detail</b> -exhibits appropriate level of attention to detail and directions.				
25) <b>Diversity</b> -has an understanding of and demonstrates sensitivity and respect for human diversity.				
26) <b>Enthusiasm and Commitment</b> -is eager and dedicated in regard to all aspect of the graduate program, working with children/students (including advocacy roles), parents, professional educators, and the profession.				
27) <b>Rapport</b> -demonstrates effectiveness in establishing and maintaining ongoing rapport with students and consultees.				
28) <b>Non-verbal behavior</b> -demonstrates appropriate non-verbal behavior (e.g., attending, eye contact, body posture, etc.).				
29) <b>Email and Social Media</b> -is professionally and socially appropriate in the use of email and social media.				
30) <b>Policies and Laws</b> -is knowledgeable of and adheres to all applicable policies, procedures, and laws at the local, state, and national levels pertaining to school psychology (e.g., FERPA, 504, IDEA, and state psychology and education licensing laws).				
31) <b>Ethics</b> -is knowledgeable of, applies, and adheres to applicable professional psychology ethical codes (i.e., NASP, APA).				
32) <b>Overall rating of the individual's professional work characteristics</b>				

**General Statement:** (A few comments in your own words are highly desirable. Please feel free to comment on factors related to the applicant's performance, strengths, weaknesses, etc., or anything else you might feel to be pertinent. Add additional pages if necessary).

**Signature:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Organization (if any)** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Email:** \_\_\_\_\_ **Telephone Number:** \_\_\_\_\_