

Arkansas State University
College of Education
Department of Psychology and Counseling

School Psychology Intern Competency Evaluation for Training and Professional Practice**

Instructions:

The ratings of the intern should be based on your actual observation and/or reports received from school staff, parents, students, etc. regarding the intern's performance. Please take the time to read each item and rate it independently by circling the number of the scale that best describes the intern's competencies *at this time*.

1. **Minimal Competence** – competence below the level expected of an intern or minimal or no competence noted; individual can only function as an assistant to the supervising school psychology specialist in regard to this area.
2. **Adequate Competence** – 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 Competence** – competence beyond that expected for a beginning pre-service intern, but not yet at the entry level; requires on-going supervision.
4. **Entry-Level Competence** – competence at the level expected of a beginning licensed school psychology specialist; requires on occasional supervision
5. **Professional Competence** – well-developed competence that reflects capability for independent functioning with little or no supervision required.

NO-No Data or Information – insufficient data or information to make a rating at this time.

Rate the Intern as if you requested that he/she perform the activity TODAY.

Key: 1 – Minimal; 2 – Adequate for Beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

<u>Performance Area</u>	Performance Rating
Data-Based Decision-Making & Accountability (NASP standard 2.1)	
1. Systematically collects information to identify the problem and analyzes the problem including determining strengths & needs	1 2 3 4 5 NO
2. Utilizes assessment information to plan and implement services And make decisions	1 2 3 4 5 NO
3. Utilizes data to evaluate the outcomes of services	1 2 3 4 5 NO
4. Demonstrates fluency in the problem-solving process	1 2 3 4 5 NO
5. Demonstrates competency in using published:	
norm-referenced cognitive tests	1 2 3 4 5 NO
norm-referenced achievement tests	1 2 3 4 5 NO
norm-referenced language tests	1 2 3 4 5 NO
norm-referenced visual-motor tests	1 2 3 4 5 NO
norm-referenced auditory discrimination tests	1 2 3 4 5 NO
6. Demonstrates competency in using norm-referenced behavior rating scales	1 2 3 4 5 NO
7. Demonstrates competency in using direct academic assessment procedure (CBM, DIBELS)	1 2 3 4 5 NO
8. Demonstrates competency conducting interviews with consultees and clients:	
teachers	1 2 3 4 5 NO
parents	1 2 3 4 5 NO
students	1 2 3 4 5 NO
9. Demonstrates competency in direct behavioral assessment (observations, (self-monitoring)	1 2 3 4 5 NO
10. Demonstrates competency in functional behavioral assessment	1 2 3 4 5 NO
11. Demonstrates competency in obtaining, organizing, integrating, and utilizing all student case data including linking assessment results to intervention	1 2 3 4 5 NO
12. Assists schools (and if appropriate other agencies) in using data for Accountability purposes	1 2 3 4 5 NO

Comments:

Key: 1 – Minimal; 2 – Adequate for Beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

Performance Area

Performance Rating

**School and Systems Organization, Policy Development, & Climate
(NASP standard 2.6)**

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|-----|--|--------------|
| 13. | Is knowledgeable of general education, special education, and other educational and related services | 1 2 3 4 5 NO |
| 14. | Applies principles of systems theory to promote learning, prevent problems, and create effective learning environments. | 1 2 3 4 5 NO |
| 15. | Participates in the development, implementation &/or evaluation of policies and programs that promote safe schools | 1 2 3 4 5 NO |
| 16. | Demonstrates an understanding of federal, state, and local education policies and practices. | 1 2 3 4 5 NO |
| 17. | Uses knowledge to assist schools (and if appropriate other agencies) in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, in-service staff development, school improvement plans, program evaluation, grading, retention, home-school partnerships, etc. | 1 2 3 4 5 NO |

Comments:

Prevention, Crisis Intervention, & Mental Health (NASP standard 2.7)

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|-----|--|--------------|
| 18. | Is knowledgeable of current theory & research about child/adolescent development; psychopathology; diversity; biological, cultural, and social influences on behavior; societal stressors; and crises in schools and communities | 1 2 3 4 5 NO |
| 19. | Applies the knowledge in # 18 to identify and recognize behaviors that are precursors to serious personal difficulties | 1 2 3 4 5 NO |
| 20. | Knowledge of crisis intervention | 1 2 3 4 5 NO |
| 21. | Effectively collaborates with school personnel, parents, & community in the aftermath of crises | 1 2 3 4 5 NO |
| 22. | Knowledge of effective prevention strategies | 1 2 3 4 5 NO |
| 23. | Effectively develops, implements, and evaluates prevention programs | 1 2 3 4 5 NO |
| 24. | Displays initiative & resourcefulness to meet mental health needs of students | 1 2 3 4 5 NO |

Comments:

Key: 1 – Minimal; 2 – Adequate for Beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

Performance Area

Performance Rating

Student Diversity in Development & Learning (NASP standard 2.5)

25.	Knowledgeable of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in development and learning	1	2	3	4	5	NO
26.	Demonstrates sensitivity and skills needed to work with individuals from diverse backgrounds	1	2	3	4	5	NO
27.	Assists in the integration of all students into instructional programs	1	2	3	4	5	NO
28.	Demonstrates a commitment to child advocacy for all students	1	2	3	4	5	NO
29.	Promotes practices to help students and families from all backgrounds to feel welcome and appreciated in the school and community	1	2	3	4	5	NO
30.	Keeps students and families' cultures and backgrounds in mind when developing interventions	1	2	3	4	5	NO
31.	Keeps students' individual learning characteristics in mind when developing interventions	1	2	3	4	5	NO
32.	Keeps students' culture, background, and language in mind when evaluating learning and behavioral data	1	2	3	4	5	NO
33.	Avoids group or class attributions	1	2	3	4	5	NO

Comments:

Consultation and Collaboration (NASP standards 2.2) & Home/School /Community Collaboration (NASP standard, 2.8)

34.	Establishes collaborative team relationships	1	2	3	4	5	NO
35.	Communicates effectively with school personnel	1	2	3	4	5	NO
36.	Has knowledge of family systems and how the family influences student's development and academic performance	1	2	3	4	5	NO
37.	Communicates effectively with families	1	2	3	4	5	NO
38.	Involves families, educators, and others in the community to provide comprehensive services to students	1	2	3	4	5	NO
39.	Communicates effectively with students	1	2	3	4	5	NO
40.	Communicates effectively with community	1	2	3	4	5	NO
41.	Knowledgeable of school and community resources	1	2	3	4	5	NO

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42.	Coordinates child services across systems and agencies	1	2	3	4	5	NO
43.	Knowledgeable of cultural issues that impact home-school collaboration	1	2	3	4	5	NO
44.	Supports and assists parents when they are school participants	1	2	3	4	5	NO
45.	Knowledgeable of methods for promoting home-school partnerships to improve student outcomes	1	2	3	4	5	NO
46.	Educates schools and communities regarding the influence of family on student development and achievement	1	2	3	4	5	NO
47.	When appropriate advocates parent involvement in school government	1	2	3	4	5	NO
48.	Designs, implements, and evaluates programs that enhance home-school and/or community partnerships	1	2	3	4	5	NO
49.	Collaborates effectively with other professionals	1	2	3	4	5	NO
50.	Shows concern, respect, & sensitivity to others	1	2	3	4	5	NO
51.	Appropriately mediates and resolves issues and concerns	1	2	3	4	5	NO
52.	Facilitates home-school communication & collaboration	1	2	3	4	5	NO
53.	Exhibits effective skills in in-service delivery	1	2	3	4	5	NO

Comments:

Effective Instruction and Development of Cognitive/Academic Skills (NASP standard 2.3)

54.	Knowledge of learning theory and cognitive strategies and their application to develop effective interventions	1	2	3	4	5	NO
55.	Knowledge of the cognitive and academic skills of students with different abilities, disabilities, strengths and needs	1	2	3	4	5	NO
56.	Knowledge of cognitive/academic assessment and instructional strategies to use with students from diverse backgrounds and experiences	1	2	3	4	5	NO
57.	Knowledge about principles of student-centered learning and the use of principles to assist students in becoming self-regulated learners	1	2	3	4	5	NO
58.	Utilizes appropriate cognitive/academic assessment strategies to assess learning difficulties	1	2	3	4	5	NO
59.	Properly administers cognitive/academic assessment strategies	1	2	3	4	5	NO
60.	Appropriately analyzes & interprets cognitive/academic assessment data	1	2	3	4	5	NO

Key: 1 – Minimal; 2 – Adequate for Beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

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|-----|---|---|---|---|---|---|----|
| 61. | Links cognitive/academic assessment data to development of instructional interventions | 1 | 2 | 3 | 4 | 5 | NO |
| 62. | Collaborates with others to develop appropriate cognitive and academic goals for students. | 1 | 2 | 3 | 4 | 5 | NO |
| 63. | Utilizes empirically-demonstrated instructional methods/interventions to met goals | 1 | 2 | 3 | 4 | 5 | NO |
| 64. | Assesses acceptability of cognitive/academic interventions | 1 | 2 | 3 | 4 | 5 | NO |
| 65. | Appropriately evaluates outcomes of cognitive/academic interventions | 1 | 2 | 3 | 4 | 5 | NO |
| 66. | Utilizes intervention data to guide cognitive/academic instructional decisions | 1 | 2 | 3 | 4 | 5 | NO |
| 67. | Assesses treatment integrity of cognitive/academic interventions | 1 | 2 | 3 | 4 | 5 | NO |
| 68. | Maintains current information and research about advances in curriculum and instruction and shares this information with others to promote improved instruction and student achievement | 1 | 2 | 3 | 4 | 5 | NO |
| 69. | Assists educational agencies in designing accountability systems for academic achievement | 1 | 2 | 3 | 4 | 5 | NO |

Comments:

Socialization & Development of Life Skills (NASP standard 2.4)

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|-----|---|---|---|---|---|---|----|
| 70. | Knowledge of human development processes | 1 | 2 | 3 | 4 | 5 | NO |
| 71. | Knowledgeable about sound principles of assessment and behavior change in behavioral, social, affective, & adaptive domains | 1 | 2 | 3 | 4 | 5 | NO |
| 72. | Knowledgeable of the socialization and life skills of children with different abilities, disabilities, strengths, and needs | 1 | 2 | 3 | 4 | 5 | NO |
| 73. | Knowledgeable of direct and indirect intervention strategies to use with children with diverse backgrounds and experiences | 1 | 2 | 3 | 4 | 5 | NO |
| 74. | Properly administers behavioral, social, affective, and adaptive assessment strategies | 1 | 2 | 3 | 4 | 5 | NO |
| 75. | Appropriately analyzes & interprets behavioral, social, affective and adaptive assessment data | 1 | 2 | 3 | 4 | 5 | NO |
| 76. | Links behavioral, social, affective, and adaptive assessment data to the development of interventions | 1 | 2 | 3 | 4 | 5 | NO |
| 77. | Utilizes ecological & behavioral approaches when developing behavior change programs | 1 | 2 | 3 | 4 | 5 | NO |

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|-----|---|---|---|---|---|---|----|
| 78. | Assists parents and other caregivers in developing and implementing behavior change programs in the home to facilitate learning and development | 1 | 2 | 3 | 4 | 5 | NO |
| 79. | Uses appropriate strategies when developing interventions to facilitate the successful transition of students across environments | 1 | 2 | 3 | 4 | 5 | NO |
| 80. | Assesses acceptability of behavioral, social, affective, and adaptive interventions | 1 | 2 | 3 | 4 | 5 | NO |
| 81. | Appropriately evaluates outcomes of behavioral, social, affective, and adaptive interventions | 1 | 2 | 3 | 4 | 5 | NO |
| 82. | Utilizes behavioral, social, affective, and adaptive intervention data to guide decision-making | 1 | 2 | 3 | 4 | 5 | NO |
| 83. | Assesses treatment integrity of behavioral, social, affective, and adaptive interventions | 1 | 2 | 3 | 4 | 5 | NO |

Comments:

Research & Program Evaluation (NASP standard 2.9)

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|-----|---|---|---|---|---|---|----|
| 84. | Utilizes principles of measurement & psychometric standards in the selection and use of assessment techniques | 1 | 2 | 3 | 4 | 5 | NO |
| 85. | Critically evaluates the professional literature in the selection of assessment and intervention strategies | 1 | 2 | 3 | 4 | 5 | NO |
| 86. | Knowledge of and use of single-subject research designs in the evaluation of interventions | 1 | 2 | 3 | 4 | 5 | NO |
| 87. | Knowledge of and use of group research designs and appropriate statistics to evaluate interventions | 1 | 2 | 3 | 4 | 5 | NO |
| 88. | Maintains a professional knowledge base of research findings and the professional literature and applies this to all components of work | 1 | 2 | 3 | 4 | 5 | NO |
| 89. | Assists schools and other agencies in understanding and using research and evaluation data | 1 | 2 | 3 | 4 | 5 | NO |
| 90. | Conveys relevant research findings to school personnel, parents, and the public | 1 | 2 | 3 | 4 | 5 | NO |

Comments:

Written Communication & Information Technology (NASP standard 2.11)

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|-----|---|---|---|---|---|---|----|
| 91. | Develops and maintains thorough, organized case notes | 1 | 2 | 3 | 4 | 5 | NO |
| 92. | Presents information in a clear and useful manner for intended audience | 1 | 2 | 3 | 4 | 5 | NO |

Key: 1 – Minimal; 2 – Adequate for Beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

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|-----|--|---|---|---|---|---|----|
| 93. | Presents adequate writing skills in written reports, letters, and other correspondence | 1 | 2 | 3 | 4 | 5 | NO |
| 94. | Offers relevant individualized recommendations | 1 | 2 | 3 | 4 | 5 | NO |
| 95. | Incorporates supervisor feedback into written reports | 1 | 2 | 3 | 4 | 5 | NO |
| 96. | Effectively uses various sources of information resources & technology (e.g., digital media, software, www, email, word processing, spread sheets) | 1 | 2 | 3 | 4 | 5 | NO |
| 97. | Knowledge of instructional software and adaptive technology for students with disabilities | 1 | 2 | 3 | 4 | 5 | NO |
| 98. | Ensures confidentiality when utilizing technology | 1 | 2 | 3 | 4 | 5 | NO |

Comments:

Personal Behaviors, Professional Responsibilities, & School Psychology Practice and Development (NASP standard 2.10)

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|------|--|---|---|---|---|---|----|
| 99. | Adheres to NASP ethical standards for service delivery | 1 | 2 | 3 | 4 | 5 | NO |
| 100. | Adheres to appropriate laws | 1 | 2 | 3 | 4 | 5 | NO |
| 101. | Uses knowledge of profession and legal standards to advocate for the rights and welfare of children and families | 1 | 2 | 3 | 4 | 5 | NO |
| 102. | Has knowledge of the history and foundations of the profession (including various service models) and other related fields (e.g., psychology, education, special education, health care) | 1 | 2 | 3 | 4 | 5 | NO |
| 103. | Recognizes limitations and biases as well as areas of training and expertise | 1 | 2 | 3 | 4 | 5 | NO |
| 104. | Understands the need for ongoing professional development, seeks out these opportunities and services, and is an advocate for continued professional development for all agency/school personnel | 1 | 2 | 3 | 4 | 5 | NO |
| 105. | Presents appropriate personal demeanor | 1 | 2 | 3 | 4 | 5 | NO |
| 106. | Presents appropriate personal appearance | 1 | 2 | 3 | 4 | 5 | NO |
| 107. | Demonstrates punctuality | 1 | 2 | 3 | 4 | 5 | NO |
| 108. | Follows through on tasks and commitments | 1 | 2 | 3 | 4 | 5 | NO |
| 109. | Interacts with others in a professional manner | 1 | 2 | 3 | 4 | 5 | NO |
| 110. | Presents information to stakeholders in a clear manner | 1 | 2 | 3 | 4 | 5 | NO |

Key: 1 – Minimal; 2 – Adequate for Beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

111. Responds appropriately to feedback from others	1	2	3	4	5	NO
112. Is flexible and open to suggestions	1	2	3	4	5	NO
113. Exhibits a level of comfort and ease with others	1	2	3	4	5	NO
114. Is sensitive to nonverbal communication	1	2	3	4	5	NO
115. Listens, reframes, and clarifies communication	1	2	3	4	5	NO
116. Elicits and utilizes feedback	1	2	3	4	5	NO
117. Avoids divisive statements or actions	1	2	3	4	5	NO
118. Demonstrates adequate time management skills	1	2	3	4	5	NO
119. Actively engages in professional discourse	1	2	3	4	5	NO
120. Actively engages in professional development opportunities	1	2	3	4	5	NO
121. Accepts new challenges	1	2	3	4	5	NO
122. Handles crises well	1	2	3	4	5	NO

Comments:

Training /Professional Goals:

Give the above ratings of the student's current skills, what goal(s) should be established for his/her continued training?

Field Supervisor

Date

*Student

Date

University Supervisor

Date

** The student's signature indicates that this evaluation has been discussed with him or her; it does not indicate the intern's agreement with the evaluations in part or in whole.*

*** The Miami University School Psychology Program Intern Competency Evaluation for Training and Practice and the National Association of School Psychologists Standards for Training and Field Placement were used to development this tool.*