

DEPARTMENT OF APPLIED PSYCHOLOGY
SCHOOL PSYCHOLOGY COMPETENCIES EVALUATION FORM
INTERNSHIP PROGRESS REPORT

Following is a list of School Psychology Competencies along with an evaluation format. Please complete this form for the internship student you are supervising. After you complete your evaluation please share your ratings with your supervisee and then send the completed form to Susan Forman, Ph.D., Chair, Department of Applied Psychology, Rutgers University/GSAPP, 152 Frelinghuysen Road, Piscataway, NJ 08854. This information is one component of evaluating the student's clinical competence. It is important that you return this form promptly, so that the student receives the appropriate grade on her/his transcript. Failure to do so will delay the student's progress, and might impede the processing of documents for graduation. Thank you for your help throughout the year. Your input is very important to the student and to the faculty.

Academic Year: _____ Semester: Fall _____ Spring _____ Summer _____

Name of Intern _____

Name of Internship Agency _____

Name of Primary Supervisor _____ (Title: PhD/PsyD)

Name of Other Supervisor(s) _____

Address of Agency _____

City/State/Zip Code _____

Hours per week devoted to the internship by intern _____

Total hours of internship completed this semester _____

Date of completion of this internship _____

Total hours _____ to be completed by this date

When making a rating of a student take into account the student's level of development and experience. Ratings should be made based upon the following criteria:

- 2 = Superior ability in this area
- 1 = Competent at an entry level for school psychologists
- 0 = Needs additional guidance and supervision
- NA = Not Applicable; I do not have knowledge of the intern's functioning in this area.

Competency 3.1 Assesses and evaluates problems in a manner which indicates understanding of the impact of multiple systems on the development of students and on the functioning of school personnel.

NA 0 1 2

Competency 3.2 Develops problem solutions and accompanying implementation strategies that address the impact of systems variables at multiple levels.

NA 0 1 2

Competency 4.1 Incorporates the relevance of culture, ethnicity and other dimensions of diversity in designing, implementing, and evaluating programs, products, and services that relate to school psychology practice and research.

NA 0 1 2

Competency 4.2 Interacts respectfully, appropriately, and productively with people of diverse backgrounds and contexts in school and community settings.

NA 0 1 2

Competency 5.1 Listens attentively and respectfully, allowing others to present their views, during interactions with students, teachers, parents, and other stakeholders in school psychology services.

NA 0 1 2

Competency 5.2 Synthesizes the views of others and offers accurate, cogent, practical ideas about student problems and potential solutions in team and group problem-solving situations.

NA 0 1 2

Competency 6.1 Makes practice decisions that are based on ethical guidelines, standards, and laws related to school psychology.

NA 0 1 2

Competency 6.2 Expresses professional respect for students, teachers, and other stakeholders of school psychology services, and makes professional decisions based on the intention of enhancing their functioning and quality of life.

NA 0 1 2

