School Psychology Intern Supervisor Evaluation Form

This evaluation form is based on Best Practices Guidelines for School Psychology Intern Supervision and Mentoring, developed by the NASP Graduate Education Committee.

Name of Supervisor: _____   Date: _____

Name of Intern: _____   Program: _____

Dates of Supervision: _____   Intern Signature: _____

Please evaluate the school psychology intern field supervisor by selecting one rating for each item.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
I. Demonstrates commitment to supervising the intern						
1.1 Shows willingness to give priority to the learning, development, and needs of the intern.						
1.2 Is accessible/available to the intern through a variety of means (e.g., face-to-face meetings, phone, e-mail, Skype, or FaceTime).						
1.3 Is open to realistically answering questions about the placement site's policies, practices, and decision-making process.						
1.4 Models appreciation for one's own continuing professional development (i.e., shows interest in learning and trying new approaches).						
1.5 Commits to the internship as a significant part of the intern's graduate preparation, and accepts responsibility for helping the intern acquire needed experience and competence.						
II. Helps the intern obtain the resources, support, and experiences needed to complete requirements and be successful.						
2.1 Helps orient the intern to the department, schools, district, and community of the placement site.						
2.2 Works with personnel at the placement site to help acquire office, technical, and support resources needed by intern.						
2.3 Serves as liaison with administrators and other staff at the placement site to help obtain experiences needed by the intern and required by the graduate program.						
2.4 Advocates for the intern, intervening with school and district staff if/when necessary.						
2.5 Helps the intern set professional development/learning goals and determine activities relevant to accomplishing those goals.						
2.6 Assures that the intern engages in a comprehensive breadth of training and experience across and acquires competence across NASP Practice Model domains, with no single major function predominating the intern's time.						
2.7 Encourages intern participation in professional development opportunities beyond the intern placement, such as attendance at local, state, regional, and national conferences and workshops.						
2.8 Encourages and promotes self-care.						

III. Establishes a strong working relationship with the intern and graduate program.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
3.1 Clarifies placement site requirements and expectations with the intern and graduate program.						
3.2 Recognizes the importance of the internship objectives/requirements of the intern's graduate program, and helps the intern balance program requirements and placement site needs.						
3.3 Provides appropriate structure and support to beginning interns.						
3.4 Communicates openly and frequently with the intern through scheduled meetings and in-the-moment discussions.						
3.5 Communicates in a manner that is clear to intern.						
3.6 Builds trust and respect in his/her relationship with intern, while establishing appropriate boundaries.						
3.7 Collaborates/communicates with faculty from the intern's graduate program on a regular basis.						
3.8 If areas of needed remediation are identified, addresses them promptly and works closely with program faculty to devise a plan.						
3.9 Fosters opportunities for intern to collaborate with other staff and, as feasible, other interns.						
3.10 Provides an average of at least two hours of direct, scheduled individual supervision per full-time week.						

IV. Models and promotes best practices and ethical principles.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
4.1 Demonstrates knowledge of and compliance with the NASP Principles for Professional Ethics and other relevant professional ethical principles.						
4.2 Respects the confidentiality of communications with the intern as appropriate.						
4.3 Demonstrates knowledge of and compliance with relevant laws and regulations, and fosters intern's competence in their application.						
4.4 Models and fosters best practices in school psychology service provision by providing "comprehensive, integrative services" consistent with the NASP Model for Comprehensive and Integrated School Psychological Services.						
4.5 Models and demonstrates professional involvement through participation in local, state, and/or national professional associations or other opportunities for professional support and development.						
4.6 Recognizes the limitations of one's own expertise and refers the intern to additional resources and other professionals for assistance and supervision as needed.						
4.7 Sets high but reasonable expectations for the intern.						
4.8 Assists the intern in meeting expectations, while being open to intern feedback regarding those expectations.						
4.9 Models respect for and collaboration with other staff and stakeholders in the placement site, and promotes intern's development of effective relationships with others.						
4.10 Emphasizes evidence-based practice and the importance of "direct, measureable, positive impact," and guides the intern in designing and implementing methods by which to assess such impact.						

V. Uses and encourages a goal-directed, problem-solving model.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
5.1 Assists the intern in setting goals for professional development and the internship in general.						
5.2 Encourages the intern to conceptualize problems and solutions from multiple perspectives and at various levels from the individual to the system.						
5.3 Helps the intern use problem-solving processes to deal with challenging issues, including ethical dilemmas.						
5.4 Encourages the intern's ongoing self-reflection, self-evaluation, and strategic planning.						
5.5 Guides the intern in effective use of supervision time.						
VI. Determines intern's developmental levels and gears assignments and supervision to those levels.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
6.1 Provides an appropriate amount and level of supervision, with differentiated scaffolding in specific practice domains based on the intern's needs and competency level.						
6.2 Assists in obtaining/assigning cases appropriate for the intern's competency level (e.g., assigns less complex/challenging problems and cases to beginning interns and more complex/challenging ones to advanced interns).						
6.3 Provides opportunities for observations, role-playing, shadowing advanced practitioners, and collaborative work during early stages of internship.						
6.4 Monitors the intern's cases and assignments closely to ensure appropriate services are being provided.						
6.5 Encourages greater independence as appropriate to the intern's development and skills.						
VII. Assesses intern performance, and provides feedback to both the intern and program.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
7.1 Effectively uses formative evaluation, including communication with program faculty, to assess intern needs.						
7.2 Provides effective feedback to the intern on an ongoing basis and prior to summative evaluation.						
7.3 Focuses on intern areas of development and improvement and emphasizes positive qualities before providing critical feedback regarding deficits.						
7.4 Addresses issues and areas of concern about intern performance and needed improvements in a constructive manner, including in communication with program faculty as warranted.						
7.5 Provides valid, open summative evaluation and, as necessary, suggestions for future development.						
7.6 Seeks evaluative data from multiple sources (e.g., intern self-report, observation, products) and individuals (e.g., other staff, clients).						
7.7 Fulfills graduate program and/or placement site requirements for formal internship evaluations.						

VIII. Demonstrates appreciation for and ability to address human diversity.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
8.1 Models cultural responsiveness, and promotes intern's development of multicultural competence throughout all school psychology services.						
8.2 Encourages and assists intern in becoming familiar with and responsive to the diverse needs and characteristics of the children, parents, school personnel, and community members with whom they work.						
8.3 As appropriate, discusses issues regarding race, class, gender, social status, disabilities, sexual orientation, language, religion, and other aspects of human diversity in an open, respectful manner, and assists the intern in gaining knowledge and skills needed to work effectively with diverse populations.						
IX. Promotes an effective transition from internship to entry-level school psychology practice.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
9.1 Encourages the intern's active involvement in the school psychology community, such as participating in Listservs/online professional learning communities, attending professional meetings and conferences, and conducting research or contributing to scholarship.						
9.2 Provides guidance, as requested, regarding career options/job search.						
9.3 Assists the intern in understanding credentialing requirements and in completing relevant documentation for internship and supervision.						
9.4 Provides suggestions for future professional development, including considerations for future professional support and mentoring.						

Areas of Strength (Optional):

Suggestions for Improvement (Optional):

Overall Comments (Optional):