

Humboldt State University School Psychology Program  
End of Semester- Internship Evaluation Form  
*Completed in Task Stream*

## "Internship Experience and Evaluation Form"

\* = Response is required

### Program Design and Structure

\* **Demonstrates understanding regarding the role of the school psychologist, and is able to integrate and utilize information from coursework in the delivery of services in the school**

Yes     No  
(N/A)

### 1. Psychological Foundations

\* **(1a) Demonstrates knowledge of typical and atypical growth and development for pupils in this setting, and is able to identify behaviors outside of the normative range across all domains of development**

Yes     No  
(N/A)

\* **(1b) Demonstrates knowledge regarding the role of familial, school, classroom and community factors which enable and impede pupil learning and development**

Yes     No  
(N/A)

\* **(1c) Demonstrates knowledge regarding the specific risk factors associated with school failure and school dropout, and assists in developing appropriate preventative interventions in this school setting**

Yes     No  
(N/A)

\* **(1d) Communicates effectively with parents and/or school staff regarding specific areas of psychological expertise**

Yes     No  
(N/A)

\* **(1e) Demonstrates knowledge regarding the development of such attributes as positive motivation, focus of control, self-efficacy and self-esteem as they affect school learning and behavior**

Yes     No  
(N/A)

## 2. Educational Foundations

**\* (2a) Demonstrates understanding of major federal and state laws, regulations and policies that affect schooling and the practice of psychology in schools**

Yes       No  
(N/A)

**\* (2b) Demonstrates understanding of the diversity of classroom learning environments, teaching methods and styles, and is able to assist classroom personnel with instructional and behavioral interventions**

Yes       No  
(N/A)

**\* (2c) Demonstrates understanding of the roles of school staff members (teachers, aides, principals, vice principals, secretaries, specialists, etc.)**

Yes       No  
(N/A)

## 3. Legal, Ethical and Professional Foundations

**\* (3a) Recognizes the limits of one's own competence and expertise and seeks supervision and consultation as needed**

Yes       No  
(N/A)

**\* (3b) Demonstrates understanding and applies appropriate professional and ethical standards in the use of all tools, methods and procedures**

Yes       No  
(N/A)

**\* (3c) Demonstrates knowledge regarding confidentiality by securing and maintaining all confidential information appropriately**

Yes       No  
(N/A)

**\* (3d) Demonstrates knowledge of group process and group dynamics, and functions effectively as a member of group**

Yes       No  
(N/A)

**\* (3e) Demonstrates understanding of the procedures, processes and the legal requirements when a student is referred for special education services**

Yes       No  
(N/A)

**\* (3f) Demonstrates knowledge of the eligibility requirements for special education**

Yes       No  
(N/A)

**\* (3g) Critically evaluates one's own development, and develops plans to facilitate professional and personal growth**

Yes       No  
(N/A)

**4 & 5. Data-Based Decision Making**

**\* (4/5a) Participates in school-wide or class screening to locate children at-risk of failing (developmentally, academically or behaviorally)**

Yes       No  
(N/A)

**\* (4/5b) Participates on school-based child or student study team**

Yes       No  
(N/A)

**\* (4/5c) Chooses appropriately from a broad range of assessment methodologies and tools**

Yes       No  
(N/A)

**\* (4/5d) Observes pupils in the classroom, accurately assessing and recording pupil social and task related behavior**

Yes       No  
(N/A)

**\* (4/5e) Interviews pupils, parents and school staff (informal, semi-structured, dynamic, focused, structured)**

Yes       No  
(N/A)

**\* (4/5f) Obtains informed consent before conducting assessment activities, or implementing interventions with pupils**

Yes       No  
(N/A)

**\* (4/5g) Uses data to reliably measure pupil progress in scholastic and behavioral domains**

Yes       No  
(N/A)

**\* (4/5h) Collects data for the purpose of recommending or designing interventions for academic and behavioral domains**

Yes       No  
(N/A)

**\* (4/5i) Interprets and clearly communicates the results of assessment data to parents, school staff and community members in meeting or other forums (IEP, SST, and 504 team meetings)**

Yes       No  
(N/A)

**\* (4/5j) Communicates effectively with others about case (e.g. telephone follow-up with parents, writing letters on behalf of pupil, contacting agencies to request information or records for a pupil, etc.)**

Yes       No  
(N/A)

**\* (4/5k) Maintains complete and accurate records regarding a case**

Yes       No  
(N/A)

## **6. Consultation and Collaboration**

**\* (6a) Displays skill in training, developing, sustaining and concluding collaborative relationships with teachers, school staff and parents**

Yes       No  
(N/A)

**\* (6b) Interacts with children, parents and school staff in ways which promote the development of helpful and cooperative relationships (e.g. relations are friendly, collegial and professional)**

Yes       No  
(N/A)

**\* (6c) Engages in collaborative problem solving for the purpose of improving school morale, solving problems and improving school social and learning environments**

Yes       No  
(N/A)

**\* (6d) Engages in consultation with teacher(s)**

Yes       No  
(N/A)

**\* (6e) Engages in consultation with the principal or other administrators**

Yes       No  
(N/A)

**\* (6f) Engages in consultation with school-based specialists (school nurse, speech therapist, etc) for the purpose of obtaining or sharing information, and intervention planning**

Yes       No  
(N/A)

**\* (6g) Engages in consultation with community-based specialists (probation officer, mental health personnel, etc) for the purpose of obtaining or sharing information, and intervention planning**

Yes       No  
(N/A)

**\* (6h) Engages in consultation with parents for the purpose of obtaining and sharing information, developing intervention plans and supporting parents**

Yes       No  
(N/A)

## **7. Mental Health**

**\* (7a) Demonstrates knowledge regarding procedures for identifying children and youth who could benefit from counseling or other psychosocial interventions**

Yes       No  
(N/A)

**\* (7b) Demonstrates competence in the facilitation of social skills instruction at an individual, small group and classroom level**

Yes       No  
(N/A)

**\* (7c) Conducts personal and social counseling with individual students to enhance personal development, address social-emotional difficulties and respond to crises**

Yes       No  
(N/A)

**\* (7d) Conducts personal and social counseling with small groups of students to enhance personal development, address social-emotional difficulties and respond to crises**

Yes       No  
(N/A)

**\* (7e) Understands community-based mental health resources, and makes referrals appropriately**

Yes       No  
(N/A)

**\* (7f) Understands the importance of assisting pupils to assume appropriate levels of responsibility for their learning and behavior**

Yes       No  
(N/A)

**\* (7g) Models wellness and resilience in daily interactions with pupils, parents and school staff**

Yes       No  
(N/A)

## 8. Human Diversity

**\* (8a) Interacts appropriately with students from diverse cultural backgrounds, particularly those from backgrounds different from one's own**

Yes       No  
(N/A)

**\* (8b) Assesses how one's own cultural background/experiences, attitudes, values, and biases influence psychological processes**

Yes       No  
(N/A)

**\* (8c) Uses feedback to correct possibly invalid assumptions or conclusions based on one's own prejudices or biases**

Yes       No  
(N/A)

**\* (8d) Work samples (reports, consultation logs, supervision conversations, etc) evidence recognition of ethnicity and culture as significant factors in students, family, school and community development**

Yes       No  
(N/A)

**\* (8e) Considers the validity of all techniques, instruments, and interpretations in light of the ethnic and linguistic characteristics of the student and/or family**

Yes       No  
(N/A)

**\* (8f) Demonstrates understanding and sensitivity in communication with families from diverse cultural backgrounds**

Yes       No  
(N/A)

**\* (8g) Demonstrates the ability to accurately assess the cultural, linguistic and socioeconomic background of pupils**

Yes       No  
(N/A)

## 9. Family, School and Community Collaboration

**\* (9a) Participates in ongoing activities for parents and families (parent conferences, back-to-school night, etc)**

Yes       No  
(N/A)

**\* (9b) Facilitates family counseling, education or in-service activities as appropriate**

Yes       No  
(N/A)

**\* (9c) Demonstrates knowledge of and respect for the strengths, values and beliefs of the various cultural, ethnic, linguistic and family types (e.g. single parents, step parents, gay parents, etc) that exist in schools**

Yes       No  
(N/A)

#### **10. Research and Technology**

**\* (10a) Demonstrates competence in the use of personal computers and all essential software and hardware needed for professional practice (word processing, e-mail, internet browsers, statistical analysis software, spreadsheets, printers, modems, fax machines, etc)**

Yes       No  
(N/A)

**\* (10b) Utilize computer assisted psychological software as appropriate, and demonstrates understanding regarding the legal and ethical issues involved in the use of this technology**

Yes       No  
(N/A)

**\* (10c) Demonstrates competence in accessing the psychological and educational research literature to find information to assist parents and school personnel**

Yes       No  
(N/A)

**\* (10d) Demonstrates competence in reporting and interpreting research findings to parents, school and community audiences**

Yes       No  
(N/A)

**\* (10e) Collects appropriate and systematic data for the purpose of monitoring pupil progress**

Yes       No  
(N/A)

**\* (10f) Demonstrates skill in conducting or assisting with a program evaluation to evaluate the effectiveness of a classroom, school or community-based intervention program**

Yes       No  
(N/A)

**\* (10g) Evaluates the effectiveness of an individual pupil's IEP**

Yes       No  
(N/A)

**Overall Internship Evaluation**

**\* Interactions with children, school staff, family members and community-based professionals are courteous, respectful and professional at all times**

Yes     No  
(N/A)

**\* Participates openly and actively in weekly supervision with both site and university employed supervisors**

Yes     No  
(N/A)

**\* Demonstrates knowledge and skills in supervision by providing supervision to paraprofessionals, new graduate students, etc**

Yes     No  
(N/A)

**\* Demonstrates competence across a broad range of settings, with pupils of all abilities, successfully completing activities representative of the full continuum of services expected of a credentialed school psychologist**

Yes     No  
(N/A)

**Participates in the equivalent of 600 hours of fieldwork during each of two semesters of full time internship (part-time assignments are acceptable, but the total number of internship hours prior to receiving a credential must equal a minimum of 1200.)**

Fill in the total number of hours of intern experience this semester in the appropriate experience box.

**\* Demonstrates competence in the delivery of services in a pre-school setting**

Yes     No  
(N/A)

**\* Competency Hours**

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**Hours this Semester**

*No answer specified*

**Subtotal of hours for all internship thus far**

*No answer specified*

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**\* Demonstrates competence in the delivery of services in an elementary school setting**

Yes     No  
(N/A)

**\* Competency Hours**

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**Hours this Semester**

*No answer specified*

**Subtotal of hours for all internship thus far**

*No answer specified*

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**\* Demonstrates competence in the delivery of services in a secondary school setting**

Yes     No  
(N/A)



**\* Competency Hours**

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**Hours this Semester**

*No answer specified*

**Subtotal of hours for all internship  
thus far**

*No answer specified*

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**\* Demonstrates competence in the delivery of services in a college setting**

Yes     No  
(N/A)

**\* Competency Hours**

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**Hours this Semester**

*No answer specified*

**Subtotal of hours for all internship  
thus far**

*No answer specified*

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**\* Demonstrates competence in the delivery of services in a community-based setting  
(400 hours maximum)**

Yes     No  
(N/A)

**\* Competency Hours**

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**Hours this Semester**

*No answer specified*

**Subtotal of hours for all internship  
thus far**

*No answer specified*

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**\* Total Internship Hours for this Semester**

*No answer specified*