

University of North Carolina - Chapel Hill

School Psychology Program - Extern Evaluation Form

Extern Name: _____

Year in Program: _____

Mentor Name: _____

School District: _____

UNC Supervisor Name: _____

Semester: _____

Evaluation Instructions

Please rate the extern's performance in the areas of professional functioning using the five point scale listed below. It is expected that as the year progresses, the externship student will be ready for and obtain more opportunities for direct experience in the areas of assessment, counseling and consultation and therefore it is also expected that your ratings of the extern's knowledge and skills in these areas will increase as the extern progresses during the course of the academic year. Rate the areas of professional functioning on this five point scale. For an area where you have had no opportunity to observe, place NA in the grid.

Rating	Descriptor	Explanation of Rating and Descriptor
NA	<i>Not Applicable</i>	No opportunity to observe student in this area
5	<i>Excellent</i>	Meets all criteria to a high degree and can function with comparatively little direct supervision
4	<i>Very Good</i>	Above average performance; better than one might expect for a student at his / her level of training
3	<i>Satisfactory</i>	Expected performance by a student at his / her level of training
2	<i>Marginal</i>	Below average performance; requires more supervision than is typical for a student at his / her level of training. (Comment Required)
1	<i>Deficient</i>	Unacceptable performance; requires extensive supervision; quality of work is below adequate standards and student needs remedial or additional training (Comment Required)

<i>Mentor</i>	<i>Extern</i>	Item #	Objective:	Comments:
			<u>Consultation & Intervention Skills</u>	
		1	Communications with Students	
		2	Relates effectively to teachers, administrators, and other school personnel	
		3	Communicates effectively with parents	
		4*	Links assessment to intervention in order to improve educational practice and outcomes	
		5	Is skillful in presentation of information at child study and other student meetings	
		6	Uses data to plan and evaluate interventions	
		7	Uses interview and observational skills to identify environmental variables relevant to planning and implementing interventions	
		8	Develops a collaborative relationship with consultee in identifying, planning and evaluating activities	
		9	Develops rapport with student(s)	
		10	Exhibits a reflective and planned approach to intervention	
		11*	Uses techniques which are appropriate to the needs of student(s)	
		12	Demonstrates appropriate communication skills (e.g., open-ended questions, reflection of feeling, paraphrasing, and summarization, etc.)	
			<u>Assessment Skills</u>	
		13	Skillfully administers tests which may include cognitive, achievement, behavioral, etc.	
		14	Scores and interprets assessments properly	
		15	Is sensitive to cultural, racial, and social background issues when assessing a student	
			<u>Report-Writing Skills</u>	
		16	Writes clear, concise, data-based reports	
		17	Writes reports that accurately address the purposes for conducting the assessment and present the findings in a manner understandable to teachers,	

			parents, and other educational professionals.	
		18	Interprets information from testing accurately	
		19	Develops an appropriate summary and practical action-oriented recommendations	
		20	Reports are completed within the deadline provided by the mentor	
			<u>Professional Practice, Ethics & Knowledge of Legal Issues</u>	
		21*	Respects racial, sexual, social, and ethnic differences	
		22*	Maintains confidentiality of information collected during assessments and meetings	
		23*	Engages in professional behavior consistent with the ethical standards of the American Psychological Association and National Association of School Psychologists.	
		24*	Understands and integrates knowledge of major special education laws such as Section 504 & IDEA	
			<u>The Educational System</u>	
		25*	Understands the various forms of diversity and developmental needs of students in both general education and special education and the ways these needs are addressed in practice	
		26	Understands the policies and practices of the school system and alignment of the school to the NC state curriculum	
		27*	Understands the special programs and services, populations served, and methods of instructional delivery	
			<u>Personal Disposition</u>	
		28	Is punctual and prepared for supervision, meetings and assessments	
		29	Demonstrates initiative, motivation, and follow-through	
		30	Demonstrates sensitivity, objectivity, and flexibility	
		31	Responds positively to supervisory and mentor suggestions and criticisms; shows willingness to learn new information and develop clinical skills	
		32	Works constructively and cooperatively with others demonstrating commitment and reliability	

School Mentor: Please list the extern's strengths and areas for future growth.

STRENGTHS:

AREAS FOR FUTURE GROWTH:

School Site Mentor Signature

Date