



**University of Northern Colorado  
Midterm and Final Internship Accomplishment Form**

Intern: \_\_\_\_\_

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Evaluation Dates: Mid \_\_\_\_\_ Final \_\_\_\_\_

Please use the following ratings to evaluate the intern at midterm and at the end of the intern's placement. If the intern has not yet had the opportunity to attempt a particular skill, please note N/O and note in the comment section a plan for how the intern will address that competency. **It is expected that by the end of the internship experience, the intern will reach level 4/5 in all areas.** In rare cases, an intern may not have an opportunity to demonstrate a competency (e.g., respond to a crisis, # 31). In those instances, the intern and his/her supervisor should note the types of activities that have been substituted to approximate this skill (e.g., knowledge of crisis plan, attendance at workshop).

- 1 – **Needs further formal training.** The intern has not had sufficient training and/or practice to develop competence or lacks basic professional maturation in this area. Skill development requires further instruction and/or academic study.
- 2 – **Limited independence, needs close supervision.** Skills are at the beginning level. Supervision and experience are expected to develop skills further and apply consistently.
- 3 – **Somewhat independent, moderate supervision is necessary.** Intern has basic skills, but needs support in ongoing skill development and application to difficult or complex cases.
- 4 – **Mostly independent, minimal need for supervision.** Intern reflects upon performance and self-corrects, seeking information and resources as needed. Competence is assessed to be above average for a practicing school psychologist intern suggesting only a minimal amount of supervision is needed.
- 5 – **Independent, little or no supervision required.** Competence for practice is well developed and reflects a capacity for independent functioning. (NOTE: This level of competence usually would be consistent with a school psychologist with 1-2 years of experience).

<b>STANDARD</b>	<b>MONTH/YEAR &amp; INITIAL UNDER RATING THAT BEST DESCRIBES LEVEL OF INTERN ACCOMPLISHMENT</b>					<b>COMMENTS (PLEASE DATE YOUR COMMENTS)</b>
<b>Human Learning and Effective Instruction (CDE 11.06:2/ APA Obj. 1.1)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
1. School psychology interns apply learning, motivation, and developmental theories, to improve learning and achievement for all children/students.						
2. School psychology interns are knowledgeable about learning theory and cognitive strategies and utilize student centered learning principles to help students develop their abilities to be self-regulated learners.						
3. School psychology interns translate assessment results into empirically based decisions about service delivery including instructional interventions and consultation, to promote child/ student achievement.						
4. School psychology interns, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.						
5. School psychology interns evaluate the effectiveness of interventions, and modify, as necessary and appropriate.						

<b>Informal and Formal Assessment (CDE 11.06:3/ APA Obj. 3.1)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
6. School psychology interns are knowledgeable about a wide variety of models and methods of assessment, across the ages birth-21, that can identify strengths and needs, and measure progress and functioning, in school, home, and community environments.						
7. School psychology interns select evaluation methods and instruments that are most appropriate, based upon effective, up-to-date measurement theory and research.						
8. School psychology interns are able to accurately administer, score, and interpret a wide variety of formal, standardized assessments.						
9. School psychology interns implement a systematic process for data collection that includes more informal methods such as interviews and observations; behavioral, curriculum-based, and play-based assessment; and ecological or environmental evaluations.						
10. School psychology interns translate assessment results into empirically based decisions about service delivery, to promote child/adult achievement.						
11. School psychology interns evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics, and methodology.						

<b>Typical and Atypical Human Development Processes (CDE 11.06:4/ APA Obj. 1.2)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
12. School psychology interns are knowledgeable about human developmental processes and utilize developmentally appropriate practices that support the education of children/students, ages birth-21.						
13. School psychology interns use results from ongoing assessment(s) in the development of appropriate behavioral, affective, adaptive, and social goals for children/students with differing abilities, disabilities, strengths, and needs.						

14. School psychology interns facilitate the implementation of individualized interventions such as behavioral assessment/intervention and supports to achieve student goals.						
15. School psychology interns evaluate the effectiveness of interventions.						

<b>Individual Differences and Diversity (CDE 11.06.5/ APA Obj. 1.3)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
16. School psychology interns identify biological, social, cultural, socioeconomic, and linguistic factors that contribute to individual differences in development and learning and use this information to enhance their practice.						
17. School psychology interns identify risk and resiliency factors in children and use this information in program development.						
18. School psychology interns demonstrate the sensitivity and skills necessary to work with diverse types of individuals and families.						
19. School psychology interns develop academic and social/behavioral interventions, through direct or indirect services, that reflect knowledge and understanding of a student's culture, language, and individual learning characteristics.						
20. School psychology interns are knowledgeable and consider the impact of diversity in social and cultural backgrounds and linguistic differences, when working with families, school personnel and community agencies.						

<b>General Education, Special Education, Other Educational and Related Services (CDE 11.06.6/ APA Obj. 2.1)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
21. School psychology interns participate in the development and implementation of policies and practices that create and maintain safe, supportive, and effective learning environments.						
22. School psychology interns participate in and facilitate school reform efforts.						
23. School psychology interns translate federal and state law, state rules and regulations, and local policy, into building and district-level practice.						

24. School psychology interns participate in school-wide program evaluation efforts.						
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<b>Models of Effective Evidence-based Programs (CDE 11.06:7/ APA Obj. 4.1 &amp; 4.2)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
25. School psychology interns are knowledgeable about effective evidence-based service models, as related to health promotion; school safety; and primary, secondary, and tertiary intervention.						
26. School psychology interns recognize psychopathology and articulate its potential influence on school functioning.						
27. School psychologists select and/or adapt prevention and intervention strategies, based on individual characteristics, strengths, and needs, to improve learning, achievement, and adaptive functioning for all children/adolescents.						
28. School psychology interns implement school-wide prevention programs, which may include, but are not limited to affective education and positive behavioral supports.						
29. School psychology interns implement targeted secondary/tertiary interventions such as individual and group counseling.						
30. School psychology interns participate in risk assessments and crisis response planning, to promote and maintain school safety.						
31. School psychology interns respond, effectively, to crisis situations.						

<b>Collaboration and Consultation (CDE 11.06:8/ APA Obj. 2:2)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
32. School psychology interns are knowledgeable about collaboration and consultation models and methods, and are able to select and implement the most appropriate strategy in school, family and community systems.						
33. School psychology interns collaborate with families, and other service providers, in planning and decision-making processes to meet the needs of children, birth to 21, in home and community settings.						
34. School psychology interns communicate information that is readily understandable, to different audiences during meetings, in-services, and consultations.						
35. School psychology interns have knowledge of family systems, including family strengths and influences on student development, learning and behavior.						
36. School psychology interns promote family involvement in education and service delivery through activities, which include but are not limited to frequent communication, consultation, and parent training.						
37. School psychology interns consult and collaborate, effectively, with school personnel, families, and community professionals, to promote and provide comprehensive services to families.						
38. School psychology interns link community resources that serve children (B-21) and their families and facilitate children's/student's transitions across various service delivery systems.						
39. School psychology interns evaluate the effectiveness of their consultation and modify, as necessary and appropriate.						

<b>Legal, Ethical and Professional Practice (CDE 11.06:9/ APA Obj. 5.1 &amp; 5.2)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
40. School psychology interns are knowledgeable about the history and foundations of school psychology.						
41. School psychology interns demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.						
42. School psychology interns are knowledgeable of and practice in accordance with all applicable federal and state statutes, rules and regulations, and local policies, especially those concerning due process, informed consent, privacy rights, and confidentiality.						
43. School psychology interns utilize databased decision-making, in all aspects of professional practice.						
44. School psychology interns integrate information sources and current technology, to enhance quality of service.						
45. School psychology interns engage in ongoing professional preparation, development, and supervision, as related to the population served.						
46. School psychology interns contribute professionally to the advancement of school psychology through participation in professional organizations, research dissemination, and/or legislative activities.						

Midterm Goals:

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Ongoing Professional Development Goals: (to be completed at final evaluation)

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Intern Signature and Date (Midterm)  
(Final)

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Intern Signature and Date

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Field Supervisor(s) Signature and Date (Midterm)

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Field Supervisor(s) Signature and Date (Final)

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University Supervisor Signature and Date (Midterm)

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University Supervisor Signature and Date (Fi