

**Psychology 686: Internship in School Psychology
Self-Evaluation
Millersville University
Department of Psychology**

Directions: Please answer each item using the scale provided.

Domain 1: Data-Based Decision Making and Accountability (Objective 4)	1	2	3	4	N/O
1. Demonstrates knowledge of a variety of models and methods of assessment and data collection.					
2. Appropriately selects assessment methods based on individual cases.					
3. Accurately administers and scores traditional norm-referenced tests. (See Appendix A).					
4. Uses obtained data to recommend evidence-based and practical interventions for the individual and program that are based on strengths and needs identified through the assessment process.					

Domain 2: Consultation and Collaboration (Objective 8)	1	2	3	4	N/O
1. Demonstrates knowledge of varied models and strategies of consultation.					
2. Engages in consultative problem solving (i.e., problem identification, problem analysis, plan implementation, plan evaluation) with teachers and other school personnel in planning strategies to facilitate the learning of individual students and/or classes of students.					
3. Demonstrates ability to effectively communicate in collaborative relationships with families.					

Domain 3: Interventions and Instructional Support to Develop Academic Skills (Objective 2)	1	2	3	4	N/O
1. Identifies appropriate evidence based curricula across tier I, tier II, and tier III.					
2. Recognizes the impact of biological, cultural, and social influences on students' academic and developmental progress.					
3. Recommends instructional strategies and academic interventions that are evidence based and developmentally appropriate.					

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills (Objective 1)	1	2	3	4	N/O
1. Recognizes the impact of biological, cultural, and social influences on students' behavior and mental health.					
2. Identifies appropriate evidence based strategies to promote social-emotional functioning across tier I, tier II, and tier III.					
3. Recommends behavioral and social-emotional interventions that are evidenced based and promote mental health and learning.					
4. Recognizes the interplay between behavioral and emotional function and student learning.					

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Domain 5: School-Wide Practices to Promote Learning (Objective 3)	1	2	3	4	N/O
1. Demonstrates knowledge of school organization and administrative structure and follows organizational protocol.					
2. Uses appropriate technology resources (AIMSweb, DIBELS, SWIS) to assist in assessment and other decision making processes.					
3. Utilizes the variety of programs, services, and related resources available within the greater school system to promote learning and mental health.					

Domain 6: Preventive and Responsive Services (Objective 1, Objective 3)	1	2	3	4	N/O
1. Recognizes and considers the impact of protective and risk factors found within the school, community, family and child, that impact learning and mental health.					
2. Recognizes and implements evidence-based interventions to promote wellness and appropriate student behavior.					
3. Identifies the core elements of academic and behavioral multi-tiered models and practices to promote wellness and prevent problem behaviors.					
4. Knows evidence-based strategies and district protocols for responding to crisis (e.g., suicide, death, natural disaster, violence, sexual harassment).					

Domain 7: Family–School Collaboration Services (Objective 8)	1	2	3	4	N/O
1. Establishes rapport and effectively communicates with families of diverse backgrounds (culture, language, SES).					
2. Is sensitive to home variables and integrates evidence-based strategies for the home that support child functioning.					
3. Promotes and seeks collaboration and participation between the home and the school.					
4. Demonstrates knowledge of research related to family variables and subsequent influence on children’s learning and mental health.					

Domain 8: Diversity in Development and Learning (Objective 7)	1	2	3	4	N/O
1. Recognizes individual differences, abilities, disabilities and other diverse student characteristics and their impact on student success.					
2. Demonstrates knowledge of research related to diversity factors for children, families and schools.					
3. Applies evidence-based strategies to enhance services and address potential influences related to diversity.					
4. Establishes rapport and demonstrates cultural competence in their interactions with parents, children, and youth of diverse backgrounds (i.e., modifies behavior and/or comments to facilitate communication).					

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Domain 9: Research and Program Evaluation (Objective 4)	1	2	3	4	N/O
1. Provides support for classroom teachers in collecting and analyzing progress monitoring data.					
2. Collaborates with others to collect, analyze, and interpret systems-level program evaluation data in applied settings.					
3. Evaluates a cumulative body of research and applies it to practice for effective service delivery.					
4. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and systems levels.					
5. Uses technology to gather, evaluate, and enhance progress monitoring and communication of information.					

Domain 10: Legal, Ethical, and Professional Practice (Objective 5)	1	2	3	4	N/O
1. Practice is ways that are consistent with existing ethical and professional codes of conduct.					
2. Adheres to legislation and regulations relevant to general and special education.					
3. Actively seeks out mentoring and supervision to inform effective practice.					
4. Formulates a personal plan for professional growth and participates in activities throughout the year.					
5. Demonstrates sound and professional judgment.					