

Rider University School Psychology Program
Field Supervisor Evaluation of Intern

Intern: Jennifer Aussicher

Supervising Psychologist: Hilary Harvey

Date: 4/20/2020

Directions: Ratings are based upon supervisor observation and/or reports from other school personnel or families. From the scale, choose the number which best represents the intern's competence in that area.

- 1- Competence is not evident and further training is warranted.
- 2- Competence is considered below average, but with supervision and experience skill development is expected.
- 3- Competence is average for level of functioning.
- 4- Competence is above average.
- 5- Competence is superior/very well developed.
- NA- Insufficient evidence at this time to make a rating.

II. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

Score: 4.75

School psychology interns have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychology interns demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Comments: If I was to comment, I would need many pages. Please see my comments from the previous evaluation forms. This category is a strength of Miss Aussicher. Miss Aussicher has testing students and has an uncanny ability to keep the students attention no matter what she needs to do.

III. CONSULTATION AND COLLABORATION

Score: 5.0

School psychology interns have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychology interns demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Comments: Consultation and collaboration is a huge strength that Miss Ansticker possesses. She has a lot to give others. Please see the previous notes from my evaluation in this domain. She helps staff to understand things using visual model too.

IV. Element 4.1 INTERVENTION AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS Score: 4.50

School psychology interns have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychology interns, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Comments: Evaluating services will come with experience. MTSS meetings (formerly IEPs) are beneficial for her to learn from. She is extremely knowledgeable. She has learned from interventionist in the district. Please see the previous notes as well.

IV. Element 4.2 INTERVENTION AND MENTAL HEALTH TO DEVELOP SOCIAL AND LIFE SKILLS Score: 5.0

School psychology interns have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychology interns, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Comments: This is Miss Ansticker's forte. She is knowledgeable in this area and has done and followed through on needs assessments. Please also see my previous note in evaluation. She should always expand her knowledge, but she has a wonderful knowledge base.

V. Element 5.1: SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

Score: 5.0

School psychology interns have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychology interns, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Comments: I love that the school principal has allowed Miss Ausbacher to be a part of every committee that I am on. It does not always occur. She has been allowed to see the school and systems structure. Please see previous notes.

V. Element 5.2: PREVENTATIVE AND RESPONSIVE SERVICES

Score: 4.5

School psychology interns have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychology interns, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Comments: Through experiences that occur, Miss Ausbacher has learned to do this. Prevention is key. We have not had formal counseling cases, but always have had either short-term or counseling as needs arise. I have recommended that she get experience in the middle school as well. It will help her having more experience with different ages.

VI. FAMILY-SCHOOL COLLABORATION SERVICES

Score:

4.25

School psychology interns have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychology interns, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Comments: we have not needed to send anyone out, but Miss Ausioche has been a part of conversations, and threat assessments that we have had unless we were protecting her with any previous history regarding certain families. Please see the notes from the previous evaluations.

VII. DIVERSITY

Score:

4.5

School psychology interns have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychology interns demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Comments: we have not had too many cases with kids who are MLL but she is in constant communication with the ESL Teacher. Please see previous notes. We have not as an elementary school had to deal with social justice. We have had H+B investigations in relation to different characteristics regarding biases.

VIII. Element 8.1: RESEARCH AND PROGRAM EVALUATION

Score:

4.25

School psychology interns have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychology interns demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Comments: Miss Ausioche is quite intelligent. Histories and tests and measurement has always been an intense part of the job. Miss Ausioche does her research if she is aware of something and evaluates using data everything that she comes across. Please see the previous evaluation notes as well. Technology and graphics is a strength of hers as well. She puts them in reports independently.

VIII Element 8.2: LEGAL, ETHICAL AND PROFESSIONAL PRACTICE

Score: 4.75

School psychology interns have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychology interns. School psychology interns demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychology interns, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Comments: Miss Aussticker follows her ethics and has learned to write reports, present at meetings, and consult with parents and staff as if every case will go to court. She ensures this is done to the greatest extent. Please see the previous she evaluation comments say if

Positive Impact on Youth, Families, and the School/Agencies they serve (5)

5.0 Describe and rate whether you believe the Intern has contributed to a positive Impact on youth, families, and the school/agencies they serve.

Miss Aussticker has provided invaluable support to students and their families and staff alike. Students have benefited, and she has become more available to learn when she works with them. She has helped me and the leadership team as well. She is always willing to help. I have no doubt she will be an asset to the school. She diagnoses with someone in a professional manner and asks questions.

Supervising School Psychologist

Date

4/20/2020