



Indiana University of Pennsylvania

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## Doctoral Quality Indicators Faculty Evaluation

Please provide your feedback regarding the doctoral intern's level of competence. Please make your judgments are in relation to the doctoral internship.

**To guide your ratings, please use the following descriptions:**

### **For items requiring a self-evaluation of skills...**

**A rating of 1** indicates that the doctoral intern's knowledge base is lacking and he/she has demonstrated little progress or growth since the start of the doctoral internship. This rating indicates that the product is not thorough. Additionally, a rating of 1 may reflect the quality of the product (i.e., paper, reflection, or documentation). Products with a rating of 1, indicate the products are equivalent to the letter grade of 'C' or below.

**A rating of 2** should be assigned if the doctoral intern has an adequate knowledge base and has acquired the necessary skills and applied them effectively. This rating indicates that the product/evaluation is detailed; however, the product/evaluation may have benefited from additional information. Additionally, a rating of 2 may reflect the quality of the product (i.e., paper, reflection, or documentation). Products with a rating of 2, indicate the products are equivalent to the letter grade of 'B.'

**A rating of 3** should be assigned if the doctoral intern's knowledge base is above average and he/she is able to operate independently and effectively in applying these skills. This rating indicates that the product is extremely thorough and no additional information would improve the product. Additionally, a rating of 3 may reflect the quality of the product (i.e., paper, reflection, or documentation). Products with a rating of 3, indicate the products are equivalent to the letter grade of 'A.'

### **For items requiring a self-evaluation of student outcomes...**

**A rating of 1** indicates that a child/adolescent's behaviors/emotions/skills become worse, according to the data.

**A rating of 2** may also indicate that a child/adolescent's behaviors/emotions/skills remained the same, according to the data.

**A rating of 3** may also indicate that a child/adolescent's behaviors/emotions/skills improved, according to the data.

1. Conduct an evaluation using selected tests of cognitive functioning that incorporate neuropsychological measures.

**On the scale below, indicate the thoroughness of the doctoral intern's evaluation.**

1 2 3

2. Participate in problem-solving team(s).

**On the scale below, indicate the effectiveness of the doctoral intern's actions on the problem-solving team, according to the doctoral intern's final report.**

1 2 3

3. Develop an academic intervention and assess the student's response to intervention (RtI), calculating rate of improvement and graphing data during course of intervention.

**a. On the scale below, indicate how the child responded to the intervention, according to the data.**

1 2 3

**b. On the scale below, indicate the thoroughness of the intern's academic intervention.**

1 2 3

4. Conduct a functional behavioral assessment (FBA), design a behavioral intervention plan (BIP), and track progress using single-subject methodology.

**a. On the scale below, indicate how the child responded to the intervention, according to the data.**

1 2 3

**b. On the scale below, indicate the thoroughness of the intern's FBA, BIP, and data collection.**

1 2 3

5. Engage in systems consultation.

**On the scale below, indicate the effectiveness of the doctoral intern's actions while engaging in systems consultation, according to the doctoral intern's reflection paper.**

1 2 3

6. Engage in counseling sessions with identified student(s) (specify individual and/or group format).

**a. On the scale below, indicate how the child responded to the counseling, according to the data.**

1 2 3

**b. On the scale below, indicate the thoroughness of the intern's counseling plan and/or sessions.**

1 2 3

7. Demonstrate systems initiative(s) in family-school collaboration.

**On the scale below, indicate the doctoral intern's documentation of involvement in family-school collaboration.**

1 2 3

8. Conduct evaluations of students with low-incidence disabilities.

**On the scale below, indicate the thoroughness of the doctoral intern's evaluation.**

1 2 3

9. Conduct a program evaluation.

**On the scale below, indicate the thoroughness of the doctoral intern's program evaluation, according to the doctoral intern's final report.**

1 2 3

10. Demonstrate leadership activities.

**On the scale below, indicate the doctoral intern's involvement in leadership activities, according to the doctoral intern's leadership documentation.**

1 2 3