

**Rider University School Psychology Program
Professional Work Characteristics Appraisal*
(Field Supervisor Form)**

Intern: Jennifer AussickerSite Supervisor: Hilary HarneySite Location: Old Farmers Road School Date: 12/18/2024

Please rate the Intern on each item using the scale below. Comments on any particular strength or weakness and recommendations, if any, may be written at the end of the form.

Rating Scale

No No opportunity to observe/don't know

1- Significantly below average and further training is warranted.

2- Below average.

3- Average for level of functioning

4- Above average.

5- Superior/Very well developed.

Characteristic	Rating (circle one)					
Initiative- initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.	No	1	2	3	4	5
Dependability- can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.	No	1	2	3	4	5
Time Management/Work Organization- organizes work and manages time effectively.	No	1	2	3	4	5
Problem-Solving/Critical Thinking- thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	No	1	2	3	4	5
Respect for Human Diversity- respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.	No	1	2	3	4	5
Oral Communication- expresses self orally in an organized and clear manner.	No	1	2	3	4	5
Written Communication- writes in an organized, clear manner.	No	1	2	3	4	5
Attending/Listening Skills- attends to important communications; listens attentively.	No	1	2	3	4	5

Effective Interpersonal Relations- relates effectively to colleagues, faculty, supervisors, and clients.	No	1	2	3	4	5
Teamwork- works well with others; collaborates effectively with others on assignments/projects.	No	1	2	3	4	5
Adaptability/Flexibility- adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.	No	1	2	3	4	5
Responsiveness to Supervision/Feedback- is open to supervision/feedback and responds to such appropriately.	No	1	2	3	4	5
Self-Awareness- shows realistic awareness of personal strengths and weaknesses and impact this has on professional functioning and relationships with others.	No	1	2	3	4	5
Professional Identity/Development- appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth. Commitment to ethical practice.	No	1	2	3	4	5
Independent Functioning- functions with minimal supervision or independent, when appropriate.	No	1	2	3	4	5
Data-Based Case Conceptualization- able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.	No	1	2	3	4	5
Systems Orientation- understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of systems.	No	1	2	3	4	5

Comments/Recommendations

Throughout all the domains are comments.