

BENCHMARK EVALUATION RATING SCALE (BERS)

1. Student's Name: _____

2. Date Rating Completed: _____

3. Completed by (Write name below, check box):

- _____

- Practicum Supervisor
 (Placement: _____)
- Internship Supervisor
 (Placement: _____)
- Faculty
- Student Self-evaluation

3a. If Supervisor (check all that apply):

- Licensed Psychologist?: Yes No
- Nationally Certified School Psychologist? Yes No
- Board Certified Behavior Analyst? Yes No

4. Was this trainee supervised by individuals also under your supervision? Yes No N/A

4a. If 4 is "Yes", supervisor's credential:

- Licensed Psychologist?: Yes No
- Nationally Certified School Psychologist? Yes No
- Board Certified Behavior Analyst? Yes No

5. Timing of Rating:

- Initial Rating Mid-term Final Rating Other (please identify): _____

6. Dates of Training Experience this Review Covers:

Start (Month/Year): _____ End (Month/Year): _____

7. Student's Year in Doctoral Program (e.g., 1st, 2nd): _____

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Instructions to Rater: Select the column corresponding to the training level of the person being assessed. If the student has not yet enrolled in practicum, complete the “**READINESS FOR PRACTICUM**” rating column. If the student is enrolled in practicum, complete the “**READINESS FOR INTERNSHIP**” rating column. If the student is enrolled in internship or beyond, complete the “**READINESS FOR ENTRY TO PRACTICE**” rating column. The rating form is organized around the training Goals, Objectives, and Competencies articulated by the University of Kentucky’s Doctoral Program in School Psychology.

Please rate items in the appropriate column by using the scale:

How well does each behavior describe the student?

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

- If you have not had the opportunity to observe a behavior, please indicate this by circling “No Opportunity to Observe” [N/O].

- At the end of the rating form, please provide a narrative evaluation of the trainee’s current level of competence.

Goal I. STUDENTS DEMONSTRATE PROFESSIONAL CONDUCT

Objective A. Student behavior reflects values and attitudes of psychology.																	
READINESS FOR PRACTICUM					READINESS FOR INTERNSHIP					READINESS FOR ENTRY TO PRACTICE							
Competency A1. The student demonstrates honesty, personality responsibility, and adherence to professional values.																	
Understands professional values; honest, responsible					Adherence to professional values infuses work as psychologist-in-training					Monitors and independently resolves situations that challenge professional values and integrity							
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Competency A2. The student conducts him/herself in a professional manner across settings and situations.																	
Understands how to conduct oneself in a professional manner					Communication and conduct are professionally appropriate, across different settings					Conducts self in a professional manner across settings and situations							
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE		
Competency A3. The student accepts personal responsibility across settings and contexts.				
Accountable and reliable 0 1 2 3 4 [N/O]	Accepts responsibility for own actions 0 1 2 3 4 [N/O]	Independently accepts personal responsibility across settings and contexts 0 1 2 3 4 [N/O]		
Competency A4. The student acts to safeguard the welfare of others.				
Demonstrates awareness of the need to uphold and protect the welfare of others 0 1 2 3 4 [N/O]	Acts to understand and safeguard the welfare of others 0 1 2 3 4 [N/O]	Independently acts to safeguard the welfare of others 0 1 2 3 4 [N/O]		
Competency A5. The student adopts professional identity as a school psychologist.				
Demonstrates beginning understanding of self as professional; “thinking like a psychologist” 0 1 2 3 4 [N/O]	Displays emerging professional identity as a school psychologist; uses resources (e.g., supervision) for professional development 0 1 2 3 4 [N/O]	Displays consolidation of professional identity as a school psychologist; demonstrates knowledge about issues central to the field; integrates science and practice 0 1 2 3 4 [N/O]		
Objective B. Students use a social justice lens through their awareness, sensitivity, and skills in working with diverse individuals, broadly defined (e.g., age, gender, gender identity, disability, language, socioeconomic status).				
Competency B1. The student demonstrates awareness and understanding of self and others as cultural beings in professional activities (e.g., assessment, treatment, consultation).				
Demonstrates knowledge, awareness, and understanding of one’s diversity and attitudes towards diverse others 0 1 2 3 4 [N/O]	Monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation 0 1 2 3 4 [N/O]	Independently monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation 0 1 2 3 4 [N/O]		
Competency B2. The student applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work (e.g., assessment, treatment, consultation).				
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others 0 1 2 3 4 [N/O]	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others 0 1 2 3 4 [N/O]	Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation 0 1 2 3 4 [N/O]		
Not at All/Slightly 0	Somewhat 1	Moderately 2	Mostly 3	Very/Almost Always 4

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Objective C. Students comply with ethical and legal standards of psychology.		
Competency C1. The student demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct.		
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting 0 1 2 3 4 [N/O]	Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations 0 1 2 3 4 [N/O]	Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines 0 1 2 3 4 [N/O]
Competency C2. The student engages in ethical decision making.		
Demonstrates awareness of the importance of applying an ethical decision model to practice 0 1 2 3 4 [N/O]	Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma 0 1 2 3 4 [N/O]	Independently utilizes an ethical decision-making model in professional work 0 1 2 3 4 [N/O]
Competency C3. The student demonstrates ethical and legal behavior in professional activities.		
Displays ethical attitudes and values 0 1 2 3 4 [N/O]	Integrates own moral principles/ethical values in professional conduct 0 1 2 3 4 [N/O]	Independently integrates ethical and legal standards with all competencies 0 1 2 3 4 [N/O]
Objective D. Students engage in professional activities that are grounded in personal self-awareness, reflection and self-care.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Competency D1. The student recognizes limits of competency and acts to address limitations.		
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies 0 1 2 3 4 [N/O]	Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills 0 1 2 3 4 [N/O]	Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills 0 1 2 3 4 [N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Competency D2. The student attends to and monitors personal health and well-being related to professional effectiveness.																	
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care						Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice						Self-monitors issues related to self-care and promptly intervenes when disruptions occur					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Competency D3. The student effectively utilizes supervision to improve professional competencies and overall growth related to practice.																	
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship						Effectively participates in supervision						Independently seeks supervision when needed					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Objective E. Students exhibit appropriate work behavior.																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
Competency E1. The student completes work in a timely manner.																	
Completes work in a timely manner						Completes work in a timely manner						Completes work in a timely manner					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Competency E2. The student's attire is professional and appropriate to the context.																	
Attire is professional and appropriate						Attire is professional and appropriate						Attire is professional and appropriate					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Competency E3. The student exhibits commitment to learn and apply new skills.																	
Demonstrates commitment to learn beginning level skills.						Demonstrates commitment to expanding upon established skills.						Demonstrates commitment to further learning and refinement of professional skills.					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Please provide a narrative evaluation of the *Student's Professional Conduct*:

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Goal II. STUDENTS DEMONSTRATE INTERPERSONAL COMPETENCE

Objective A. Students demonstrate empathy, compassion, and desire to be helpful.																	
READINESS FOR PRACTICUM					READINESS FOR INTERNSHIP					READINESS FOR ENTRY TO PRACTICE							
Competency A1. The student demonstrates desire to help others.																	
Expresses desire to help others					Demonstrates efforts to help others					Independently seeks to help others							
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Competency A2. The student demonstrates appropriate empathy and compassion for others.																	
Demonstrates empathic listening, behavior, and attitude					Demonstrates accurate empathy and compassion for others who are similar and dissimilar from oneself					Demonstrates accurate empathy for feelings covertly expressed by others and demonstrates compassion for others who are dissimilar from oneself, express negative affect (e.g., hostility), and/or seek care for proscribed behavior, such as violence							
Examples: accurately reflects others' feelings																	
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Objective B. Students demonstrate appropriate interpersonal relationships.																	
Competency B1. The student develops and maintains appropriate relationships with clients and colleagues.																	
Displays interpersonal skills					Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines					Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities							
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Competency B2. The student appropriately manages affect and emotional responses when working with clients and colleagues.																	
Displays affective skills					Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively					Manages difficult communication; possesses advanced interpersonal skills							
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Objective C. Students communicate psychological concepts clearly.					
Competency C1. The student's verbal communication demonstrates understanding of professional psychology.					
<p>Communicates ideas, feelings, and information clearly using verbal skills</p> <p>Examples: shares opinions with others using language that others can understand</p> <p>0 1 2 3 4 [N/O]</p>	<p>Communicates clearly using verbal skills in a professional context</p> <p>Examples: provides verbal feedback to client regarding assessment and diagnosis using language the client can understand; presents clear, appropriately detailed clinical material</p> <p>0 1 2 3 4 [N/O]</p>	<p>Verbal communication is informative, succinct, and well-integrated, and demonstrates thorough grasp of professional concepts</p> <p>Examples: uses appropriate professional language when dialoguing with other healthcare providers</p> <p>0 1 2 3 4 [N/O]</p>			
Competency C2. The student's written communication demonstrates understanding of professional psychology.					
<p>Communicates ideas, feelings, and information clearly using written skills</p> <p>Examples: written work is organized, easy to understand, and conveys the main points</p> <p>0 1 2 3 4 [N/O]</p>	<p>Communicates clearly using written skills in a professional context</p> <p>Examples: prepares clearly written assessment reports; presents clinical process to supervisor in a succinct, organized, well-summarized way</p> <p>0 1 2 3 4 [N/O]</p>	<p>Written communication is informative, succinct, and well-integrated, and demonstrates thorough grasp of professional language and concepts</p> <p>Examples: prepares sophisticated and compelling case summaries and assessment reports</p> <p>0 1 2 3 4 [N/O]</p>			
Objective D. Students demonstrate awareness of and commitment to interpersonal competence.					
Competency D1. The student demonstrates awareness of interpersonal professional competence.					
<p>Demonstrates knowledge and clear understanding of interpersonal competencies that are expected in the field</p> <p>Examples: reviews program Benchmarks</p> <p>0 1 2 3 4 [N/O]</p>	<p>Uses available resources to improve and extend interpersonal skills</p> <p>Examples: attends and participates in training seminars designed to develop and enhance interpersonal skills; requests and implements feedback from supervisors regarding interpersonal demeanor and language use</p> <p>0 1 2 3 4 [N/O]</p>	<p>Demonstrates clear awareness of own level of interpersonal professional competence and limitations</p> <p>Examples: demonstrates congruence between self ratings and ratings by supervisors; knowledge of strengths and weaknesses in interpersonal abilities</p> <p>0 1 2 3 4 [N/O]</p>			

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Competency D2. The student shows commitment to ongoing development of interpersonal competence.												
Demonstrates general awareness of own level of interpersonal professional competence Examples: self ratings generally congruent with ratings by instructors and supervisors 0 1 2 3 4 [N/O]	Uses available resources to continued development of interpersonal skills Examples: requests and implements feedback from supervisors regarding interpersonal demeanor and language use 0 1 2 3 4 [N/O]	Demonstrates commitment to ongoing growth and development of interpersonal professional competence Examples: actively participates in competency evaluation process and discussions regarding competencies 0 1 2 3 4 [N/O]										

Please provide a narrative evaluation of the Student's Interpersonal Competence:

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Goal III. STUDENTS DEVELOP EVIDENCE-BASED PRACTICE COMPETENCIES

Objective A. Students' assessment practice adheres to evidence-based assessment standards.																	
READINESS FOR PRACTICUM						READINESS FOR INTERNSHIP						READINESS FOR ENTRY TO PRACTICE					
Competency A1. The student uses a whole-child, ecological approach in conceptualizing client cases.																	
Understands the systems approach.						Demonstrates ability to apply a systemic, whole child approach to client cases.						Independently makes hypotheses and gathers information from multiple data sources to inform an ecological case conceptualization.					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Competency A2. The student plans and conducts appropriate psychological and educational assessments.																	
Demonstrates knowledge of psychometrically sound psychological and educational assessments.						Demonstrates ability to select psychological and educational assessments necessary to test hypotheses.						Independently selects comprehensive assessment batteries grounded in strong empirical data to inform and test hypotheses and can justify inclusion of assessments.					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]
Competency A3. The student effectively writes and orally communicates assessment results with teachers, parents, and other stakeholders.																	
Is able to clearly articulate—both in written and oral form—the significance of assessment results with faculty.						Expresses results and significance of assessment results with faculty, supervisors, parents, teachers, and other key stakeholders.						Clearly articulates in both written and oral form the results and significance of assessment results with supervisors and key stakeholders. Student is able to eliminate technical jargon and disseminates information in a meaningful way.					
0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]	0	1	2	3	4	[N/O]

Objective B. Students' intervention practice reflects evidence-based intervention standards.																	
Competency B1. The student selects evidence-based interventions and considers culturally-relevant factors when creating the intervention plan.																	
Identifies and understands importance of implementing evidence-based interventions.						Selects a variety of evidence-based interventions appropriate for case. Is able to identify salient cultural factors that might impede or facilitate the intervention.						Can independently identify several evidence-based interventions for various presenting behaviors. Understands the influence and interaction of culture in implementing evidence-based interventions and is able to take these factors into account when creating the intervention plan.					

Not at All/Slightly			Somewhat			Moderately			Mostly			Very/Almost Always		
0			1			2			3			4		

0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
Competency B2. The student implements and evaluates intervention plans using empirical data to drive decision making process in continuing, modifying, or terminating the intervention		
Collects baseline data to formulate an intervention and uses empirical data to inform intervention plan.	Refines problem/target behavior, collects baseline data for target behavior, and is able to devise a plan for ongoing collection of data that will inform the intervention process.	Independently identifies the problem/target behavior, collects baseline data for target behavior, devises plan for ongoing data collection, and makes decisions about the intervention plan using empirical data.
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
Objective C. Students engage in evidence-based consultation practice		
Competency C1. The student uses best practices and empirically-driven models to consult with teachers and other health care professionals.		
Identifies best practices in consultation and can distinguish between various models of consultation and the pros/cons and features of each.	Applies appropriate consultation models in practice with teachers, educational professionals, and other health care professionals.	Articulates rationale and process of utilizing various consultation models in practice with teachers, educational professionals, and other health care professionals. Effectively uses problem-solving model within the respective model.
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
Competency C2. The student identifies culturally-relevant factors that affect the consultation relationship and outcomes of the consultation process.		
Has awareness and knowledge of the impact of culture on consultation process and outcomes.	Articulates awareness and knowledge of culturally-relevant factors of the consultation process.	Articulates and applies with clients and involved parties awareness and knowledge of culturally-relevant factors of the consultation relationship and outcomes of the consultation process.
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
Competency C3. The student effectively assesses the outcomes of consultation and is able to provide further recommendations for treatment and/or appropriately terminate the consultation relationship.		
Understands importance of assessing outcomes of consultation process and is able to collect empirical data on those outcomes.	Appropriately assesses the outcomes of consultation in a collaborative, supervisory process and is able to provide further recommendations for treatment.	Independently assesses the outcomes of the consultation relationship and provides multiple recommendations for further treatment; can effectively recommend continuation or
0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
Not at All/Slightly	Somewhat	Moderately
0	1	2
3	4	

0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]	0 1 2 3 4 [N/O]
Objective D. Students' development and didactic practice as future supervisors in the field is driven by best practice standards.		
Competency D1. The student demonstrates self-reflection of supervisory skill development, including models and techniques employed while engaged in supervision.		
Understands importance of supervisory relationship for growth and development as a practitioner and scholar in the field. 0 1 2 3 4 [N/O]	Articulates models and techniques employed in supervision and can reflect upon own supervisory style development. 0 1 2 3 4 [N/O]	Possesses the skills and techniques necessary to be an effective supervisor. Is able to provide and articulate a theoretical orientation that informs their supervisory style, and could provide guidance and feedback to potential supervisees. 0 1 2 3 4 [N/O]
Competency D2. The student is able to identify and work through ethical and multicultural issues involved in supervisory relationships.		
Has an awareness of ethical and multicultural factors involved in the supervisory relationship. 0 1 2 3 4 [N/O]	Articulates ethical and multicultural factors that influence the supervisory relationship. Is able to identify those factors in their own experience in didactic supervision. 0 1 2 3 4 [N/O]	Independently addresses ethical and multicultural issues that influence the supervisory relationship. Is able to use these factors to inform the supervisory process. 0 1 2 3 4 [N/O]

Please provide a narrative evaluation of the Student's Evidence-Based Practice Competencies:

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4

Please provide a summative narrative evaluation of the *Student's Overall Performance:*

Not at All/Slightly	Somewhat	Moderately	Mostly	Very/Almost Always
0	1	2	3	4