

### **Self-Assessment of Supervisor Skills and Knowledge: Core Competencies of Supervision**

1 = Novice, 2 = Advanced Beginner, 3 = Competent, 4 = Proficient, 5 = Expert

1. Comfort in an authority role	1	2	3	4	5
2. Appreciation for the importance of the supervisory relationship	1	2	3	4	5
3. Ability to assess the intern's learning needs	1	2	3	4	5
4. Ability to assess the intern's progress towards learning goals	1	2	3	4	5
5. Ability to provide honest and constructive feedback	1	2	3	4	5
6. Communication and rapport-building skills	1	2	3	4	5
7. Ability to present information clearly	1	2	3	4	5
8. Ability to model professional skills and behaviors	1	2	3	4	5
9. Facilitation of self-reflection by the intern	1	2	3	4	5
10. Awareness of cultural diversity factors that may impact supervision	1	2	3	4	5
11. Ability to provide multiple perspectives	1	2	3	4	5
12. Knowledge of problem-solving models	1	2	3	4	5
13. Knowledge of ethical and legal standards	1	2	3	4	5
14. Skills in applying ethics to complex situations	1	2	3	4	5
15. Knowledge of supervision methods and theoretical models	1	2	3	4	5
16. Competence in all areas of service delivery provided by supervisees	1	2	3	4	5
17. Ability to be flexible	1	2	3	4	5
18. Ability to motivate and challenge interns to reach their goals	1	2	3	4	5

Note: The term "intern" can include any early career professional (e.g., practicum students, interns, trainees).

From Sullivan, J. R., & Conoley, J. C. (2008). Best practices in the supervision of interns. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology – V* (pp. 1957-1974). Bethesda, MD: National Association of School Psychologists.