

Alabama A&M University
 Communicative Sciences & Disorders
 Speech & Hearing Clinic

SUPERVISION RATING SCALE / SUPERVISION CONTINUUM

| Student Behaviors | Not Evident | Emerging | Present | Adequate | Consistent |
|----------------------|--|--|---|--|---|
| | <ul style="list-style-type: none"> • Skill is not evident most of the time. • Student needs direct instruction to modify behavior. • Student is often unaware of need to change. <p style="text-align: center;">(Skill present <25%)</p> | <ul style="list-style-type: none"> • Skill is emerging; is inconsistent or inadequate. • Student shows awareness of need to change behavior with supervisor input. <p style="text-align: center;">(Skill present 26-50%)</p> | <ul style="list-style-type: none"> • Skill is present and needs further development, refinement, or consistency. • Student is aware of need to modify behavior, but does not modify behavior independently. <p style="text-align: center;">(Skill present 51-75%)</p> | <ul style="list-style-type: none"> • Skill is developed / implemented most of the time and needs continued refinement or consistency. • Student is aware and can modify behavior in session; can self-evaluate. • Problem solving is independent. <p style="text-align: center;">(Skill present 76-90%)</p> | <ul style="list-style-type: none"> • Skill is consistent and well developed or mastered. • Student is able to modify own behavior and client treatment as needed. • Independent problem solving is frequent. • Student generalizes skills to other clients, as appropriate. • Student takes initiative with skill development. <p style="text-align: center;">(Skill present > 90%)</p> |
| RATING | 1 | 2 | 3 | 4 | 5 |
| Supervisor Behaviors | <ul style="list-style-type: none"> • Supervisor must model behavior and implement the skill required for client to receive optimal care. • Supervisor provides numerous instructions and frequent modeling. | Supervisor frequently provides instructions and support for all aspects of case management and services. | Supervisor provides ongoing monitoring and feedback; focuses on increasing student awareness of how/when to improve skill. | Supervisor collaborates with the student to plan and suggest possible alternatives. | Supervisor serves as consultant in areas where student has less experience. Provides guidance on ideas initiated by student. |
| Supervisor Styles | Modeling/Intervention | Frequent Intervention | Frequent Monitoring | Infrequent Monitoring | Guidance |

Supervisors use the rating scale/continuum to evaluate student performance on the Practicum Evaluation form and the Clinical Competency and Formative Assessment Record. Students are rated according to the level of skill or competency demonstrated and degree of supervision required.

Adapted from:

- Anderson, J. L. (1988). The supervisory process in speech-language pathology and Audiology. Boston: College-Hill Press.
- CSD Network Practicum Grade Determination, Communication & Sciences Department, University of Pittsburgh.
- Student Performance Review, Department of Hearing and Speech Sciences, Vanderbilt University.
- Supervision Rating Scale/Supervision Continuum, Department of Communication and Speech Disorders, University of Georgia.