National Association of School Psychologists
Program Approval Board

Program Assessment and Accountability: Sample Instruments and Materials (Second Edition)

2007

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Contributors

The enclosed materials were collected from program submissions to the National Association of School Psychologists (NASP), and samples submitted in response to specific requests. They represent just a few of the many ways in which programs assess candidate abilities and professional work characteristics, and describe assessment in program materials. The inclusion of materials does *not* reflect endorsement by the NASP Program Approval Board. Each of the instruments and related materials included here has its own advantages and disadvantages, and should be critically evaluated with regard to how it might reflect an approach that could be useful in any given program. The packet is part of a dynamic process designed to assist programs. Deletions and/or additions of materials will likely occur in the future.

Programs may adapt or adopt instruments and other materials for use with their own candidates and programs, as long as appropriate credit is given to the program that created them. Gratitude is expressed to the following programs and contacts that generously gave their permission to share materials with others:

Kent State University
Contact: Dr. Cathy F. Telzrow
Email: ctelzrow@kent.edu; Phone: 330-672-0606

Miami University
Contact: Dr. Katherine Wickstrom
Email: wickstkf@muohio.edu; Phone: 513-529-6624

Nicholls State University
Contact: Dr. Carmen Broussard
Email: psyc-cdb@nicholls.edu; Phone: 985-448-4356

Rowan University
Contact: Dr. Barbara Williams
E-mail: bwilliams122@comcast.net; Phone: 856-256-4500

San Diego State University
Contact: Dr. Valerie Cook-Morales
Email: vcmorale@mail.sdsu.edu; Phone: 619-594-4626

Towson University
Contact: Dr. Susan M. Bartels
Email: sbartels@towson.edu; Phone: 410-704-3070

Tufts University
Contact: Dr. Caroline Wandle
Email: caroline.wandle@tufts.edu; Phone: 617-627-2393

University of Dayton
Contact: Dr. Sawyer Hunley
E-Mail: sawyerhunley@notes.udayton.edu; 937-229-3624

University of Delaware
Contacts:
Dr. Marika Ginsburg-Block
E-mail: marika@udel.edu; Phone: 302-831-6631

Dr. George Bear
Email: gbear@udel.edu; Phone: 302-831-1645

University of South Florida
Contacts:
Dr. George Batsche
Email: batsche@tempest.coedu.usf.edu; Phone: 813-974-9472 or

Dr. Kathy Bradley-Klug
E-mail: kbradley@tempest.coedu.usf.edu; Phone: 813-974-9486

Winthrop University
Contact: Dr. Joe Prus
Email: prusj@winthrop.edu; Phone: 803-323-2117

Table of Contents

Descriptions of Assessment Systems

SAN DIEGO STATE UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM ASSESSMENT PLAN

Overview of Current Assessment Methods

Program Areas NASP Domains	At Admission	En Route	At Completion	In Practice
1. Professional School Psychology *10. School Psychology Practice & Development* *11. Information Technology*	Professional Readiness Rubric	Faculty Evaluation Competency Evaluation M.A. Portfolio	Competency Evaluation Ed.S. Portfolio Self-Assessment (Exit) PRAXIS 5. Law/Ethics	Survey: Alumni Survey: Employers
2. Research & Program Evaluation *9. Research & Program Evaluation*	Academic Readiness Rubric	Course Exams Competency Evaluation M.A. Portfolio	Competency Evaluation Ed.S. Portfolio Self-Assessment (Exit)	Survey: Alumni Survey: Employers
3. Social & Cultural Foundations *5. Student Diversity in Development & Learning*	Cross-Cultural Readiness Rubric	Competency Evaluation M.A. Portfolio BCLAD/CLAD/CTEL (optional)	Competency Evaluation Ed.S. Portfolio Self-Assessment (Exit)	Survey: Alumni Survey: Employers
4. Educational Foundations *6. School & Systems Organization, Policy Development, & Climate*	Professional Readiness Rubric	Competency Evaluation M.A. Portfolio BCLAD/CLAD/CTEL (optional)	Competency Evaluation Ed.S. Portfolio Self-Assessment (Exit) PRAXIS 4. Ap Ed Fndtns.	Survey: Alumni Survey: Employers
5. Psychological Foundations *3. Effective Instruction & Development of Cognitive-Academic Skills* *4. Socialization & Development of Life Skills*	Academic Readiness Rubric	Competency Evaluation M.A. Portfolio BCLAD/CLAD/CTEL (optional)	Competency Evaluation Ed.S. Portfolio Self-Assessment (Exit) PRAXIS 3. Ap Psych Fndtns.	Survey: Alumni Survey: Employers
6. Assessment-for-Intervention *1. Data-Based Decision-Making & Accountability*	N/A	Competency Evaluation M.A. Portfolio	Competency Evaluation Ed.S. Portfolio Self-Assessment (Exit) PRAXIS 1. Diag/Fact Finding	Survey: Alumni Survey: Employers
7. Interventions – Direct & Indirect *2. Consultation & Collaboration* *7. Prevention, Crisis Intervention, & Mental Health* *8. Home/School/Community Collaboration*	N/A	Competency Evaluation M.A. Portfolio	Competency Evaluation Ed.S. Portfolio Self-Assessment (Exit) PRAXIS 2. Prevent-Intervention	Survey: Alumni Survey: Employers

Winthrop University
School Psychology Program
Assessment/Evaluation System

	Entry Level	Foundations/ Practica Courses	Midpoint	Internship	Culminating
Individual Assessment	Review of Candidate: GPA GRE scores References Interviews Essay	- Exams - Papers - Reports - Simulations - Videotapes - Observations Work characteristics assessment	Comprehensive Exam Practica/traineeship evaluations by field supervisors Technology Competencies assessment	Formal intern performance appraisals (2) Informal reviews	S.S.P. Portfolio/ Oral Praxis II Exam Final intern performance appraisal Technology Competencies assessment
Program Evaluation		- Student evaluation of courses/instructors	Evaluation of practica/traineeship sites by candidates	Evaluation of intern supervision/field sites	Exit survey Alumni surveys (every two years) Employer survey (every two years) Yearly review of all student assessment data
Documentation	Summary of admitted student qualifications in annual report	Individual grades Retention rate	Individual grades on M.S. exam Summary of exam results by area, including inter-rater reliabilities Summary of traineeship evaluations	Individual evaluation forms Summary of internship evaluations	Summary of Praxis II Exam results Summary of S.S.P. portfolio results Summary of exit survey results Summary of alumni and employer survey results Annual report summarizing results and changes/improvements made

Intern Evaluation Instruments

MIAMI UNIVERSITY
INTERN EVALUATION

Dear Internship Supervisor:

Your support is vital in providing our students with an exemplary internship experience. We thank you for your time, energy and expertise. Your feedback to us regarding the intern's performance is very important to us. In addition to assisting in the intern's professional growth and development, feedback from internship supervisors helps us to evaluate and improve our training program at Miami. Thank you, in advance, for your cooperation on this important task.

Please formally evaluate your intern's skill development, competencies, and professional work characteristics at least <u>three</u> times during the internship year. The intern will provide each of his/her supervisors with the following printed evaluations: the *Intern Assessment of Competency Domains in School Psychology,* the *NASP Professional Work Characteristics Evaluation*, and the *Competency Evaluation for Training and Professional Practice*. This set of evaluations should be completed and turned in December 1, March 1, and June 1. Please review and sign these with your intern prior to mailing these to the university supervisor.

Sincerely,

Kevin Jones, Ph.D. and Katherine Wickstrom, Ph.D.

University Internship Supervisors

Miami University

Department of Educational Psychology

201 McGuffey Hall

Oxford, OH 45056

Intern Assessment of Competency Domains in School Psychology
Miami University School Psychology Program

Intern: _____ District: _____

Completed by (Supervisor): _____Date: _____

Below are competency domains, loosely divided into assessment, intervention, and consultation skills, as well as professional practices/dispositions. Please evaluate the intern's competencies at this time. Using the following scale, rate the level of competency to perform each of the skill-based activities: **1=Minimal, the intern has little to no experience and is in need of direct supervised assistance, 2=Adequate, the intern requires some direct assistance in this area, 3=Emerging, the intern requires minimal supervision, but no direct assistance, 4=Entry-Level, the intern requires occasional supervision/consultation, 5=Professional, the intern can independently perform the task with no supervision, ND=No Data.**

Rate the intern as if you requested that he/she perform the activity TODAY.

ASSESSMENT

Published, Norm-Referenced Cognitive Tests	1	2	3	4	5	ND
Published, Norm-Referenced Achievement Tests	1	2	3	4	5	ND
Published, Norm-Referenced Behavioral Tests						
and Rating Scales	1	2	3	4	5	ND
Direct Academic Assessment (CBM, DIBELS)						
Administering	1	2	3	4	5	ND
Analyzing, Summarizing, & Using	1	2	3	4	5	ND
Direct Cognitive Assessment (adaptive behavior)	1	2	3	4	5	ND
Direct Behavioral Assessment (observations)	1	2	3	4	5	ND
Functional Behavior Assessment	1	2	3	4	5	ND
Suicide Assessment	1	2	3	4	5	ND

INTERVENTION

Academic Interventions						
Reading fluency	1	2	3	4	5	ND
Reading comprehension	1	2	3	4	5	ND
Math	1	2	3	4	5	ND
Written expression	1	2	3	4	5	ND

Social/Behavioral Interventions

Inattention	1	2	3	4	5	ND
Impulsivity	1	2	3	4	5	ND
Noncompliance	1	2	3	4	5	ND
Task Engagement	1	2	3	4	5	ND
Aggression	1	2	3	4	5	ND
Self-injury	1	2	3	4	5	ND
Social withdrawal	1	2	3	4	5	ND
Individual Counseling	1	2	3	4	5	ND
Group Counseling	1	2	3	4	5	ND
School-wide Service Delivery (Tiered, PBS)	1	2	3	4	5	ND
Crisis Prevention/Intervention	1	2	3	4	5	ND

CONSULTATION

Teacher Consultation	1	2	3	4	5	ND
Parent Consultation	1	2	3	4	5	ND
Mental Health Consultation	1	2	3	4	5	ND
Team (e.g., IBS) Consultation	1	2	3	4	5	ND
Inservicing, Training of others	1	2	3	4	5	ND

LAW, ETHICS, & PROFESSIONAL DISPOSITIONS

Knowledge of ethical/legal standards	1	2	3	4	5	ND
Dependable and follows-through	1	2	3	4	5	ND
Interacts professionally with others	1	2	3	4	5	ND
Accepts supervision feedback	1	2	3	4	5	ND

Please include any other comments or observations.

NASP Professional Work Characteristics Evaluation
Miami University School Psychology Program

Name: _____ Date: _____

Internship District/School/Supervisor:

_____

University Instructor:

_____

1	2	3	4	5	NO
Area of Weakness	*Needs Improvement*	*Emerging*	*Professional*	*Area of Strength*	*No Opportunity to Observe*

	1	2	3	4	5	NO
Respect for Human Diversity ☐ Commitment to child advocacy ☐Avoids group or class attributions ☐ Inspires, rather than admires, diversity	1	2	3	4	5	NO
Communication skills (one-way) ☐ Sensitive to nonverbal communication ☐ Listens, reframes, and clarifies ☐ Elicits and utilizes feedback	1	2	3	4	5	NO
Effective interpersonal relations (two-way) ☐ Shows interest in others ☐ Avoids divisive statements or actions ☐ Actively seeks resolution	1	2	3	4	5	NO
Ethical Responsibility ☐ Employs an outcomes-orientation ☐ Uses evidence-based practices ☐ Values research to practice ☐ Adheres to NASP/APA Ethical Guidelines	1	2	3	4	5	NO
Adaptability ☐ Handles crises well ☐ Is resourceful and persistent ☐ Accepts new challenges	1	2	3	4	5	NO
Initiative ☐ Expresses divergent views ☐ Assumes leadership	1	2	3	**4**	**5**	NO

☐ Actively engages in professional discourse

Dependability   1   2   3   4   5   NO
  ☐ Follows through with commitments
  ☐ Stable performance and time management
  ☐ Concerned with quality; avoids short-cuts
  Comments:

Intern Competency Evaluation for Training and Professional Practice

Instructions:

The ratings of the intern should be based on your actual observation and/or reports received from school staff, parents, students, etc. regarding the intern's performance. Please take the time to read each item and rate it independently by circling the number of the scale that best describes the intern's competencies *at this time*.

1 **Minimal Competence** – competence <u>below the level expected</u> of an intern, or minimal or no competence noted; individual can only function as an assistant to the supervising psychologist in regard to this area.

2 **Adequate Competence** – competence developed to the level that allows for adequate functioning without direct supervision (e.g., without being directly observed or without engaging in co-led activities); competence that would be <u>expected of a beginning pre-service intern</u>; requires on-going supervision.

3 **Emerging Competence** – competence <u>beyond that expected for a beginning pre-service intern</u>, but not yet at the entry-level; requires on-going supervision.

4 **Entry-Level Competence** – competence at the level <u>expected of a beginning, certified school psychologist</u>; requires only occasional supervision.

5 **Professional Competence** – well-developed competence that reflects capability for <u>independent functioning</u> with little or no supervision required.

• **No Data** – insufficient data to make rating at this time.

Miami University School Psychology Program
Intern Competency Evaluation for Training and Professional Practice

Intern: _____ Date: _____

Supervisor: _____ District:_____

Key: 1 – Minimal; 2 – Adequate for beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

Performance Area	Performance Rating

Data-Based Decision-Making & Accountability (NASP domain 2.1)
Systematically collects information to identify the problem and   1 2 3 4 5 No Data
      determine strengths & needs

Utilizes assessment information to plan services & make decisions   1 2 3 4 5 No Data

Utilizes data to evaluate the outcomes of services   1 2 3 4 5 No Data

Demonstrates fluency in the problem-solving process   1 2 3 4 5 No Data

Comments:

School and Systems Organization, Policy Development, & Climate (NASP domain 2.6)
Is knowledgeable of general education, special education, and   1 2 3 4 5 No Data
      other educational and related services

Applies principles of systems theory to promote learning, prevent   1 2 3 4 5 No Data
      problems, & create effective learning environments

Participates in the development, implementation &/or evaluation   1 2 3 4 5 No Data
      of programs that promote safe schools

Comments:

Prevention, Crisis Intervention, & Mental Health (NASP domain 2.7)
Is knowledgeable of current theory & research about child/adolescent   1 2 3 4 5 No Data
      development, psychopathology, societal stressors, crises in schools

Effectively collaborates with school personnel, parents, & community   1 2 3 4 5 No Data
in the aftermath of crises

Displays initiative & resourcefulness to meet mental health needs   1 2 3 4 5 No Data

Comments:

Key: 1 – Minimal; 2 – Adequate for beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

Performance Area	Performance Rating

Student Diversity in Development & Learning (NASP domain 2.5)

Assists in the integration of all students into instructional programs	1 2 3 4 5 No Data
Keeps families' cultures, backgrounds & individual learning characteristics in mind when developing interventions	1 2 3 4 5 No Data

Comments:

Consultation and Collaboration in Home/School/Community (NASP domains 2.2, 2.8)

Establishes collaborative relationships	1 2 3 4 5 No Data
Communicates effectively with school personnel	1 2 3 4 5 No Data
Communicates effectively with families	1 2 3 4 5 No Data
Communicates effectively with children and youth	1 2 3 4 5 No Data
Communicates effectively with community professionals	1 2 3 4 5 No Data
Shows concern, respect, & sensitivity to others	1 2 3 4 5 No Data
Appropriately mediates and resolves conflicts	1 2 3 4 5 No Data
Facilitates home-school communication & collaboration	1 2 3 4 5 No Data

Comments:

Effective Instruction and Development of Cognitive/Academic Skills (NASP domain 2.3)

Utilizes appropriate assessment strategies to assess learning difficulties	1 2 3 4 5 No Data
Properly administers assessment strategies	1 2 3 4 5 No Data
Appropriately analyzes & interprets assessment data	1 2 3 4 5 No Data
Links assessment data to development of instructional interventions	1 2 3 4 5 No Data
Utilizes empirically-demonstrated instructional methods/interventions	1 2 3 4 5 No Data

Assesses acceptability of intervention ideas	1	2	3	4	5	No Data
Appropriately evaluates outcomes of interventions	1	2	3	4	5	No Data
Utilizes intervention data to guide instructional decisions	1	2	3	4	5	No Data
Assesses treatment integrity of intervention implementation	1	2	3	4	5	No Data

Comments:

Key: 1 – Minimal; 2 – Adequate for beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

Performance Area   Performance Rating
Socialization & Development of Life Skills (NASP domain 2.4)

Utilizes appropriate assessment strategies to assess behavioral, social, affective, & adaptive domains	1	2	3	4	5	No Data
Properly administers assessment strategies	1	2	3	4	5	No Data
Appropriately analyzes & interprets assessment data	1	2	3	4	5	No Data
Links assessment data to the development of interventions	1	2	3	4	5	No Data
Utilizes ecological & behavioral approaches when developing behavior change programs	1	2	3	4	5	No Data
Assesses acceptability of intervention ideas	1	2	3	4	5	No Data
Appropriately evaluates outcomes of interventions	1	2	3	4	5	No Data
Utilizes intervention data to guide instructional decisions	1	2	3	4	5	No Data
Assesses treatment integrity of intervention implementation	1	2	3	4	5	No Data

Comments:

Research & Program Evaluation (NASP domain 2.9)

Utilizes principles of measurement & psychometric standards in the selection and use of assessment techniques	1	2	3	4	5	No Data
Critically evaluates the professional literature in the selection of assessment and intervention strategies	1	2	3	4	5	No Data

Utilizes single-subject research designs in evaluation of interventions	1	2	3	4	5	No Data

Comments:

Information Technology & Written Communication (NASP domain 2.11)

Maintains thorough, organized case notes	1	2	3	4	5	No Data

Presents information in a clear and useful manner	1	2	3	4	5	No Data
Offers relevant recommendations	1	2	3	4	5	No Data
Has adequate writing skills	1	2	3	4	5	No Data
Incorporates supervisor feedback into reports	1	2	3	4	5	No Data
Effectively uses various sources of information technology	1	2	3	4	5	No Data

Comments:

Key: 1 – Minimal; 2 – Adequate for beginning; 3 – Emerging; 4 – Entry-Level; 5 – Professional

Performance Area					Performance Rating	
School Psychology Practice & Development (NASP domain 2.10)						
Presents appropriate personal demeanor	1	2	3	4	5	No Data
Demonstrates dependability (punctual; follows through on tasks)	1	2	3	4	5	No Data
Interacts with others in a professional manner	1	2	3	4	5	No Data
Presents information to stakeholders in a clear manner	1	2	3	4	5	No Data
Responds appropriately to feedback from others	1	2	3	4	5	No Data
Is flexible and open to suggestions	1	2	3	4	5	No Data
Exhibits a level of comfort and ease with other professionals	1	2	3	4	5	No Data
Shows evidence of continued self-evaluation	1	2	3	4	5	No Data
Adheres to ethical and legal standards for service delivery	1	2	3	4	5	No Data

Comments:

Training/Professional Goals:
Given the above ratings of the intern's current skills, what goal(s) should be established for his/her continued training?

_____   _____
Internship Supervisor   Date

_____   _____
Intern   Date

_____   _____
University Supervisor   Date

* The intern's signature indicates only that this evaluation has been discussed with him or her; it does not indicate the intern's agreement with the evaluations in part or in whole.

UNIVERSITY OF SOUTH FLORIDA
CLINICAL EVALUATION OF SCHOOL PSYCHOLOGICAL SERVICES
FINAL EVALUATION

Name of school psychologist intern: _____

Dates (inclusive) during which information for this evaluation was gathered: From: _____ To: _____

Name of supervisor completing this form: _____

Telephone of supervisor completing this form: _____

Type of building/setting: _____

Name of building: _____

1. The school psychologist intern demonstrates effective problem-solving (decision-making process) skills and procedures at the individual, group, and building levels.	Needs Improvement 1	Effective 2	Very Effective 3

Comments: _____

_____

_____

2. The school psychologist intern demonstrates effective skills in selecting validated and comprehensive informal (non-standardized) and formal (standardized) assessment and data collection tools and procedures that coincide with the team problem-solving (decision-making) process.	Needs Improvement 1	Effective 2	Very Effective 3

Comments: _____

_____

_____

3. The school psychologist intern demonstrates effective development and implementation of academic and behavior interventions that are based on data gathered from the team problem-solving (decision-making) and assessment process(es) and linked to goals and outcomes.	Needs Improvement 1	Effective 2	Very Effective 3

Comments: _____

_____

4. The school psychologist intern demonstrates effective skills in selecting appropriate measures to monitor and evaluate the success of individual, group, and systems interventions that compare/contrast the desired goal(s) from the actual outcome(s).	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

5. The school psychologist intern demonstrates an emerging knowledge base of problem-solving (decision-making) process(es) that are related to educationally related broad-based research and systems-level and/or building level concerns.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

6. School psychologist interns use problem solving and consultation skills to facilitate communication and collaboration with and among students and school personnel, community professionals, agencies and families.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

7. School psychologist interns present and disseminate information to diverse communities (e.g., parents, teachers, school boards, policy makers, business leaders, fellow school psychologist interns) in a variety of contexts in an organized and meaningful manner.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

8. School psychologist interns promote positive learning environments and reduce divisiveness by modeling and educating others in the use of conflict resolution and negotiation skills.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

9. School psychologist interns use their skills in communication, collaboration, and consultation to facilitate change at the individual student classroom, building, and district local levels.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

10. The school psychologist intern provides evidence of empirical support for intervention strategies selected to promote student learning and social and emotional development.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

11. The school psychologist intern uses assessment information to develop instructional strategies to meet the individual learning needs of children.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

12. The school psychologist intern uses assessment techniques employing the lowest degree of inference that directly assess progress toward academic and behavior goals.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

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13. The school psychologist intern assists in developing/modifying, implementing, and evaluating, curricula or intervention strategies intended to promote behaviors supporting effective learning (e.g., individual goal-setting, study skills, self-regulation/self-monitoring, planning/organization, time management, and choice making).	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

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14. The school psychologist intern provides educators, parents, and the community with easily understandable descriptions of best practices in instruction, achievement, and healthy lifestyles using current research findings.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

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15. When conducting assessments, the school psychologist intern uses a problem-solving model, which considers the antecedents, consequences, functions, and potential causes of behavior problems.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

16. School psychologist interns work with teachers to create optimal learning environments (e.g., increasing positive teacher/student interactions, implementing best practice behavior management techniques, creating an effective student discipline plan, establishing routines, setting clear and high expectations, implementing cooperative learning strategies).	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

17. When developing interventions, school psychologist interns consider treatment integrity and acceptability.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

18. When implementing behavior change programs, school psychologist interns utilize alternative approaches to discipline (e.g., positive reinforcement, social skills training, classroom management/climate).	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

19. School psychologist interns make an effort to develop interventions that generalize between settings and environments (school to home, school to community, program to program, school to school, and school to work).	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

20. School psychologist interns evaluate interventions for effectiveness.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

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21. School psychologist interns develop successful academic and behavioral interventions that are sensitive to how models of psychological assessment, interventions, and decision-making are consistent with the values and beliefs of persons from diverse backgrounds.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

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22. School psychologist interns are aware of and work to eliminate racial, gender, class, and cultural biases to ensure equal outcomes.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

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23. School psychologist interns work effectively as members of school-based teams (i.e., nurse, teacher, counselor, parent, child, principal, etc.) and develop policies and practices related to the safety and success of the school.	Needs Improvement	Effective	Very Effective
	1	2	3

Comments:

24. School psychologist interns create a balance between effective interventions and safety.	Needs Improvement 1	Effective 2	Very Effective 3

Comments:

25. School psychologist interns use the collaborative problem solving process in developing policies and procedures that ensure the utilization of "Best Practices".	Needs Improvement 1	Effective 2	Very Effective 3

Comments:

26. School psychologist interns are knowledgeable about the funding services available to children and their families that will provide health and mental heath services.	Needs Improvement 1	Effective 2	Very Effective 3

Comments:

27. School psychologist interns apply knowledge to identify behaviors, plan interventions, and monitor progress of students displaying behaviors that are precursors to learning, internalizing, and externalizing problems (e.g., identify and intervene with "high-risk" students).	Needs Improvement 1	Effective 2	Very Effective 3

Comments:

28. School psychologist interns collaborate with other school personnel, parents, and the community to facilitate preventive service delivery (i.e., to handle problems as they occur) and to provide competent mental health support during and after crises.	Needs Improvement 1	Effective 2	Very Effective 3

Comments:

29. School psychologist interns promote school-family partnerships through the design, implementation, and evaluation of parent-support programs.	Needs Improvement 1	Effective 2	Very Effective 3

Comments:

30. School psychologist interns encourage the participation of parents in school functions or activities.	Needs Improvement 1	Effective 2	Very Effective 3

Comments:

31. School psychologist interns are knowledgeable of local systems of care and related school and community services available to support students and their families and serve as links between these resources and families.	Needs Improvement 1	Effective 2	Very Effective 3

Comments:

Interpersonal/Professional Skills

	Poor	Below Average	Average	Above Average	Excellent
	1	2	3	4	5
Rapport With					
Students	1	2	3	4	5
Teachers	1	2	3	4	5
Staff	1	2	3	4	5
Parents	1	2	3	4	5
Field Supervisor	1	2	3	4	5
General Performance Characteristics					
Enthusiasm	1	2	3	4	5
Dependability	1	2	3	4	5
Promptness	1	2	3	4	5
Productivity	1	2	3	4	5
Creativity	1	2	3	4	5
Adaptability/Flexibility	1	2	3	4	5
Cooperation	1	2	3	4	5
Independence	1	2	3	4	5
Motivation	1	2	3	4	5
Personal Stability	1	2	3	4	5
Ethical Behavior	1	2	3	4	5
Professional Self-Image	1	2	3	4	5

Recommendation for Certification

> **As the supervisor of record for the school psychology intern**
> **_____, I**

(Check One)**___ Do recommend certification in the area of school psychology**

___ Do not recommend certification in the area of school psychology

Name of Supervisor: _____
Professional Address: _____
                              _____
                              _____

Florida Certification Number: _____
Florida License Number: **_____** (if applicable)

_____

Signature   Date

KENT STATE UNIVERSITY
INTERN PRODUCTS EVALUATION RUBRIC

Intern: _____

Date: _____

Assessment Services, Reflected in Evaluation Team Report			
Component	**Below Standard (1)**	**Meets Standard (2)**	**Exceeds Standard (3)**	**Overall Rating**
History/background information	Absent or incomplete	Adequate	Extensive	
Current educational performance	Missing or inadequate	Sufficient	Extensive/data-based	
Previous interventions	Missing or inadequate	Anecdotal/descriptive information	Extensive/data-based	
Observation data	Missing or inadequate	Anecdotal/descriptive information	Behavioral data that are summarized and interpreted	
Selection and use of assessments	Inappropriate or incomplete	Meets requirements (measures current and sufficient to answer referral questions)	Exceeds requirements (measures current and chosen to thoroughly explore referral questions and/or differential diagnosis)	
Summary and interpretation of results	Inadequate diagnostic conclusions and conceptualization	Adequate diagnostic conclusions and conceptualization	Well-developed and supported diagnostic conclusions and conceptualization	
Disability determination	Fails to address required areas	Addresses required areas	Clear, complete, and concise summary	
Recommendations	Absent or incomplete	Specific and practical recommendations based on data developed from assessment	Specific, practical, research-based recommendations based on assessment data	
Instructional implications	Absent or incomplete	Sufficient	Extensive and research-based	

Individual Counseling Service

Component	Below Standard (1)	Meets Standard (2)	Exceeds Standard (3)	Overall Rating
Counseling focus/goals (**Set goals using Goal Attainment Scaling**)	Absent or poorly defined	Adequate	Thoroughly summarized	
Counseling theory/approach	Missing or inadequate	Anecdotal/descriptive information	Extensive/data-based	
Methods and strategies	No evidence that strategies are based on sound theory and research	Some evidence that strategies are based on sound theory and research	Extensive evidence that strategies are based on sound theory and research	
Progress notes/records	Absent or incomplete	Adequate progress notes	Comprehensive progress notes	
Progress monitoring	Absent or incomplete evidence of progress monitoring	Evidence of adequate progress monitoring	Outcomes are evaluated through ongoing multiple data collection	
Use of progress data to inform counseling	No evidence counseling was informed by progress monitoring data	Some evidence that counseling was informed by progress monitoring data	Extensive evidence that counseling was informed by progress monitoring data	
Outcome (**Report results using Goal Attainment Scaling on separate form; see GAS example and directions**)	Cannot be determined, or intervention is unsuccessful and the outcome is inadequately explained	Intervention is successful or, if unsuccessful, the outcome is adequately explained	Intervention is successful or, if unsuccessful, the outcome is adequately explained and a plan for further intervention is included	

Intervention Services (individual academic, individual behavioral, and classwide all required)

Component	Below Standard (1)	Meets Standard (2)	Exceeds Standard (3)	Overall Rating
Definition of problem	Absent or vague	General description of problem	Problem defined in measurable, observable, behavioral terms	
Baseline	Absent or incomplete	Some baseline data	Multiple samples of direct measures of behavior	

Goal	Absent or unrelated to problem	Adequate goal statement	Goal and criterion (how much, by when) included	
Problem analysis	Absent or incomplete	Evidence of some analysis of reasons for problem	Evidence of thorough analysis of reasons for problem	
Intervention plan	Absent or incomplete	Adequate intervention plan	Systematic and comprehensive intervention plan	
Intervention approach	Intervention is not research based, is unrelated to problem analysis, or is impractical and difficult to implement	Intervention is research based and relates to problem analysis	Intervention is practical and easy to implement, is research based and relates to problem analysis	
Progress monitoring	Absent or incomplete data	Adequate progress monitoring data	Extensive progress monitoring data that are summarized and interpreted	
Treatment integrity	Absent or incomplete data	Some treatment integrity data	Adequate treatment integrity data that are summarized and interpreted	
Evaluation (**Report results using Goal Attainment Scaling on separate form; see GAS directions and example**)	Absent or vague evaluation of intervention	Intervention is evaluated by data collection	Intervention is evaluated by time series, graphic data, and results are explained	

Professional Development/Training Activity for Parents or Educators				
Component	**Below Standard (1)**	**Meets Standard (2)**	**Exceeds Standard (3)**	**Overall Rating**
Needs assessment	Absent or inadequate	Adequate needs assessment	Multiple or creative sources of needs assessment	
Training objective(s)	Objectives unclear and/or unrelated to needs assessment	Training objectives related to needs assessment	Training objectives clearly articulated and related to needs assessment	
Promotional materials/recruitment strategy	Absent or poor quality promotional materials	Adequate promotional materials or other	Creative/high quality promotional materials or other	

		recruitment strategy	recruitment strategy	
Lesson plans	Lesson plans unrelated to learning objectives	Lesson plans generally related to learning objectives	Lesson plans clearly related to learning objectives	
Training techniques/strategy	Poorly suited to adult learners/other audience characteristics	Adequate for adult learners/other audience characteristics	Well-suited to adult learners/other audience characteristics	
Handout material	Handout materials missing or poorly done	Handout materials adequate	Creative and/or well-developed handout materials	
Evaluation	Absent or poor quality evaluation	Adequate evaluation of program outcome	Positive evaluation of program outcome and analysis for future training	

Summary Ratings:

Type of Service			Rating
Assessment Services, Reflected in Evaluation Team Report			
Individual Counseling Service			
Intervention Services			
Individual academic	**Individual behavioral**	**Classwide**	
Training for Parents/Educators			
Global Rating			

Practica Evaluation Instruments

TUFTS UNIVERSITY
PRE-SERVICE PERFORMANCE ASSESSMENT FORM FOR PRACTICUM
Professional Standards: *See 603 CMR 7.08.*

Part I – *To be completed by the applicant*

1. Legal Name (print)_____ 2. SSN _____

3. Address _____

4. Sponsoring Organization _____ Program & Level _____

5. Practicum Course Number _____ Credit Hours _____

    Course Title_____

6. Practicum Site _____ 7. Grade Level of Students _____

8. Total number of practicum hours_____ Number of hours assumed full responsibility in the

role _____

9. Other Massachusetts licenses held, if any _____

10. Have any components of the approved program been waived (see Regulations 7.03(1) (b)):   ❐ Yes   ❐ No

---

Part II – *To be completed by the Program Supervisor*

Name (print)_____ Position _____

The Applicant completed a practicum designed by the Sponsoring organization as partial preparation for

the following license: Applicant's License Field: ___School Psychology___   Grade Level:

_____All_____

Part III – *To be completed by the Supervising Practitioner*

Name (print)_____ Position _____

School System _____ License: Initial (# years experience)_____ or

Professional _____

Massachusetts License # _____ Field(s) _____

Part IV – *Initial 1, 2, and 3*

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained
to the Applicant.

    Date_____ Applicant _____ Program Supervisor _____ Supervising Practitioner _____

2. Mid-point meeting held during the practicum at which the Applicant's progress toward the Professional
Standards was discussed.

    Date_____ Applicant _____ Program Supervisor _____ Supervising Practitioner _____

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and
make comments.

    Date_____ Applicant _____ Program Supervisor _____ Supervising Practitioner _____

Part V

Candidate has successfully completed the Pre-service Performance Assessment: ☐ Yes ☐ No

Program Supervisor (*sign*) _____ Date _____

Supervising Practitioner (*sign*)_____ Date _____

SUPERVISING PRACTITIONER YEAR-END EVALUATION
(Return by May 1)

Student Name:

Supervising Practitioner Name:

Position:

School:

I. Professionalism

a) Has the student been regular in attendance for approximately 20 hours per week as agreed?

If no, please explain:

b) Please discuss punctuality, personal appearance, ethical responsibility, initiative, dependability, and other matters of professional conduct as appropriate.

c) How would you characterize the student's interpersonal relationships with staff members, communication skills, respect for diversity and participation at staff and other meetings?

II. Domains of School Psychology Training and Practice

How would you assess the student's development in the following areas, as applicable to your setting? Please include both strengths and areas that need further work. For each of the following domains, rate the student using the following evaluation standards:

Superior	Acceptable	Unsatisfactory
(A+ or A)	(A- to B-)	(C+ and below)

Domain 1:   Data based decision making and accountability. (Define current problem areas, strengths, and needs through assessment, and measure effects of the decisions that result from the problem solving process.)
Rating:
Rationale:

Domain 2:   Interpersonal communication, collaboration, and consultation. (Skills in collaborating and consulting with others at the individual, group, or systems level.)
Rating:
Rationale:

Domain 3:   Effective instruction and development of cognitive/academic skills. (Skills in developing cognitive and academic goals for students, implementing plans to assist students in achieving these goals, and monitoring student progress toward the goals.)
Rating:
Rationale:

Domain 4:   Socialization and development of life competencies. (Skills in developing behavioral, affective, and/or developmental goals for students, implementing plans to assist students in achieving these goals, and monitoring student progress toward the goals.)
Rating:
Rationale:

Domain 5:   Student diversity in development and learning. (Awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.)
Rating:
Rationale:

Domain 6:   School and systems organization, structure, and climate. (Skills in understanding schools as systems and in facilitating changes in school structures and policies.)
Rating:
Rationale:

Domain 7:   Prevention, wellness promotion, crisis intervention, and mental health. (Knowledge of child development and psychopathology, prevention activities and crisis intervention.)
Rating:
Rationale:

Domain 8:   Home/school/community collaboration. (Knowledge of family influences on students' wellness, learning, and achievement and skills in forming partnerships among families, schools, and communities.)
Rating:

<u>Rationale:</u>

Domain 9:   Research and program evaluation. (Skills in understanding research design and statistics and ability to translate research into practice.)
<u>Rating:</u>
<u>Rationale:</u>

Domain 10:   Legal, ethical school psychology practice, and professional development. (Knowledge of ethical, professional, and legal standards.)
<u>Rating:</u>
<u>Rationale:</u>

Domain 11:   Information technology. (Knowledge of information sources and technology in ways that safeguard or enhance quality of services.)
<u>Rating:</u>
<u>Rationale:</u>

III. <u>Supervision</u>

a) Describe the student's use of supervisory sessions. This might include preparation, willingness to openly present work, acceptance of suggestions, clarity of suggestions, clarity of interpretation, awareness of personal reactions to children, etc.

b) We would also appreciate a brief narrative. This is your opportunity as a supervisor to reflect upon your student's functioning in order to share your ideas about her/his professional development. Please note particular assets and liabilities, and describe the progress, or obstacles to progress, in your student's work this semester.

PRE-SERVICE PERFORMANCE ASSESSMENT FORM FOR PRACTICUM
Professional Standards: *See 603 CMR 7.08.*

Summary Decision for Pre-service Performance Assessment

School Psychologist candidate's Pre-service Performance Assessment in the practicum meets the Professional Standards for School Psychologists: ❐ Yes❐ No

Candidate (*sign*) _____ License _____

Program Supervisor (*sign*) _____ Date _____

Supervising Practitioner (*sign*)_____ Date _____

Domain	Rating (from Year-end Evaluation)
1. Data based decision-making and accountability	
2. Interpersonal communication, collaboration, and consultation	
3. Effective instruction and development of cognitive/academic skills	
4. Socialization and development of life competencies	
5. Student diversity in development and learning	
6. School and systems organization, structure, and climate	
7. Prevention, wellness promotion, crisis intervention, and mental health	
8. Home/school/community collaboration	
9. Research and program evaluation	
10. Legal, ethical school psychology practice, and professional development	
11. Information technology	

S = Superior; A = Acceptable; U = Unsatisfactory

Summary/Comments (integrated assessment of performance):

UNIVERSITY OF SOUTH FLORIDA
PSYCHOEDUCATIONAL INTERVENTION
PRACTICUM EVALUATION

Practicum Student: _____   Person Completing
Practicum Setting: _____   Evaluation: (check one)
Field Supervisor: _____   Student _____
University Supervisor: _____   Supervisor _____
Date of Evaluation: _____

The goal of the practicum experience is to prepare students for internship. When evaluating competencies in each area, consider skills on a continuum from minimal levels of competence to emerging to a level of competence necessary to be successful on internship.

In addition, consider the following definitions for the rating scale below:

Does not demonstrate competence: Student does not demonstrate the basic behaviors or steps associated with the skill <u>or</u> the student demonstrates the skill at a level that is ineffective for the client/condition.

Demonstrates minimal competence: Student demonstrates the skill at a very basic level, but a significant level of supervision is necessary in order for the skill to be effective.

Demonstrates emerging competence: Student demonstrates all aspects of the skill. The skill would be effective at a minimal level without supervision. Supervision is required to affirm the student's skill or to provide suggestions to increase the effectiveness of the skill.

Demonstrates pre-internship competence: Student demonstrates all aspects of the skill and supervision is <u>not</u> needed to ensure skill effectiveness.

Activities and Outcomes

1. The student accurately completes record reviews and pre-consultation interviews.	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A

2. The student engages in effective ongoing consultation.	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A
3. The student demonstrates all steps in a data-based, decision-making model.	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A
4. The student selects and uses appropriate data collection methods (e.g., functional assessment, CBA/CBM, observation, interview, etc.).	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A
5. The student develops evidence-based intervention plans.	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A
6. The student selects appropriate interventions given the assessment data.	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A

7. The student implements interventions and collects data on their efficacy and integrity on a regular basis.	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A
8. The student terminates and transitions cases at the appropriate time.	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A
9. The student demonstrates ability to interact effectively and build rapport with students.	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A
10. The student demonstrates effective interpersonal skills as a dyad member	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A
11. The student completes reflective journal entries submitted each month	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A

12. The student completes practicum log accurately and in a timely manner.	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4	Not applicable N/A

Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Professional Work Characteristics

13. Rapport with fellow students, professors, field supervisors, etc.	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
14. Enthusiasm	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
15. Cooperative	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence

	1	2	3
16. Dependable	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
17. Prompt	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
18. Productive	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
19. Appropriately independent	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
20. Adaptive/ Flexible	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
21. Communicates effectively	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
22. Demonstrates respect for human diversity	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
23. Positive professional image	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
24. Able to problem-solve	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
25. Understands and accepts	Does not	Demonstrates	Demonstrates

strengths and weaknesses	demonstrate competence 1	emerging competence 2	pre-internship competence 3
26. Personally and professionally mature	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
27. Able to effectively deal with stress	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
28. Able to actively address weaknesses	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3
29. Performs ethically in all situations	Does not demonstrate competence 1	Demonstrates emerging competence 2	Demonstrates pre-internship competence 3

30. The **ultimate goal** of the practicum experience is to (a) prepare the student for the realities of practice in school psychology, and (b) prepare the student for the internship experience. The student is currently making progress towards these goals.	Does not demonstrate competence 1	Demonstrates minimal competence 2	Demonstrates emerging competence 3	Demonstrates pre-internship competence 4

Provide comments regarding student's strengths and weaknesses, and descriptions of how to strengthen the areas where there are weaknesses:

_____
_____
_____
_____

Overall, is the student ready for internship?	No (please comment below)	Yes (please comment below)

Comments:

_____

_____

_____

_____

The signature of the field supervisor below attests to the fact that the student has completed all assigned cases as appropriate and has completed the practicum according to all guidelines and requirements at this point.

_____   _____

Practicum student signature   Date

_____   _____

University supervisor signature   Date

_____   _____

Field Supervisor signature   Date

Assessment of Technology Skills

KENT STATE
TECHNOLOGY COMPETENCIES

Since schools are reliant on technology to support information access and dissemination, it is crucial that KSU school psychologists-in-training develop a facility in computer & technology use. The development of skills associated with the efficient use of the emergent technologies — as tools to enhance professional productivity — requires the investment of practice & significant concerted effort. The learning curve from beginner to expert is not always fast nor is it routinely comfortable; however, the skills required to manipulate the contemporary 'information explosion' are prerequisites to professional competence in school psychology.

The KSU program has established a menu of technology-related activities viewed as essential in this skill area. Mastery of the 'information technology domain' is viewed by NASP as a fundamental training domain.

Below you'll find a self assessment measure. Each KSU school psychologist-in-training should regularly re-visit this matrix to ensure that there is a consistent growth in skill development — such that by the time the student approaches the specialist level Internship all these skills have been mastered at least to a level significantly beyond familiarity and approaching expertise. It is expected that the skills necessary for the application of all these skills into workplace-activities will have been established prior to beginning Internship.

The skills described below will be introduced during 'Role of the School Psychologist' (SPSY 6/77912), incorporated as requirements for all SPSY courses and evaluated for completion within 'Integrating Experience' (SPSY 6/77980). A list of resources and supports to assist in the development and reinforcement of technology competencies will be provided to students via the SASP listserv or the program webpage, and students will be expected to summarize their information technology competencies in their annual portfolios.

	Self Evaluation	Initials & Date	Where & How the Skills were Gained	By Coursework or Other Means?
A. Basic Computer/Technology Operations & Concepts	.		.	
Familiarity with characteristics of currently available media types for information storage	.		.	
Understands and applies visual design concepts to work products	.		.	

Operates a multimedia computer system....*either* • Macintosh operating system • Knows desktop controls, printing, saving, file management *or* Windows 95/98/2000 operating environment • Knows desktop controls, printing, saving, file management	.	.
Appropriately uses terminology related to computers & technology in written and oral communications.	.	.
Can describe and implement basic troubleshooting techniques for computer/technology hardware	.	.
Can flawlessly operate a TV, VCR, laptop, and film video camera	.	.
Can use imaging devices such as scanners and digital cameras to create usable images (both text & graphics)	.	.
Demonstrates knowledge of the uses of computers and technology in education, business, industry, and society.	.	.
Has established a ready and efficient means for accessing computer(s) in all relevant work environments (home, KSU, practicum and internship sites, etc.)	.	
B. Personal & Professional Use of Technology	.	.
Word processing • uses the most current version of a word processing software package • can enter and edit text & copy,	.	.

cut and paste text • can import & incorporate graphics into a text based document • can convert text files between the most common word processing formats		
Templates for psychological reports and test data • can produce a template for an MFE form from a document • can appraise the respective merits, based on personal experience, of at least two test-scoring and -interpretation software programs for commonly available intelligence & achievement measures	.	.
Creates database applications • to summarize & manipulate data for descriptive and research purposes	.	.
Creates spreadsheet applications • use formulae to analyze data • create test score matrix -- *for example, creating a summary of performance data from a group of children in a group administered test* • use data to draw graphs -- *for example, to illustrate a child's performance across time*		

Creates desktop presentations (e.g., PowerPoint) • includes transitions, text animation & graphics -- *for instructional purpose, such as a professional presentation to colleagues*		
Creates multimedia presentations • incorporates sound, graphics, text, animation, & video -- *for instructional purposes, such as an explanation of the expanded roles for school psychologists*		
Creates a professional web site • posts Professional Portfolio information, or a description/explanation of a program or service to a remote server using FP2000 or equivalent software -- *designed for professional dissemination use*	.	
Uses computer based telecommunications to access information & enhance personal and professional productivity. • e-mail (maintains a personal -- *not shared* -- e-address), maintains and uses listserv subscriptions to several relevant services (both KSU & non-KSU) that incorporates a 'signature file' identifying the sender & professional affiliation • skilled in the evaluation of web sites & the use of a variety of web search engines • can ... download files, FTP files	.	.

to a site, 'attach' documents in e-mail, unzip files, open .pdf files, & capture Web images to disk • can covert files between a variety of formats		
Can access online and CD-ROM test-evaluation resources	.	.
Demonstrates an *extensive* awareness of resources for adaptive assistive devices for student with special needs -- with a *non-paper* resource file of exemplars	.	.
Demonstrates knowledge (and relevant *practice* ...) in the issues of: Equity, Ethics, Legal, & Human Issues concerning use of computers and technology with diverse populations	.	.
Identifies computer and related technology resources for facilitating lifelong learning, and the newly emerging roles of the learner and the educator in a technological World	.	.
Is familiar with the use of distance learning technologies, and has personally attempted or experienced distance learning of a professionally relevant skill	.	.
C. Technology in the Service of School Psychology	.	.
Demonstrates facility in the application of computers & related technologies to support ... • Assessment, • Consultation, • Intervention • Evaluation, &	.	.

• *Each* of the domains of Blueprint II		
Demonstrates a facility to plan & deliver instruction for (a) special needs children and (b) adult peers, parents, & special and regular educators ... that integrates software, applications, & learning tools (these instructional experiences must reflect effective strategies for diverse populations) • special needs children • adult peers in school psychology, special educators and regular educators	.	.
Can select and evaluate computer software to match a particular instructional need for ... • special needs children and their parents • educators -- regular & special • adult professional peers	.	.
Can use online searching abilities to identify a *profile* of an Ohio school district (e.g., using ODEWeb data) that overviews school district characteristics, and illustrates student success using a variety of criteria (e.g., performance on Proficiency tests, attendance, graduation rates, etc.).	.	.
Can describe current instructional principles, research, and appropriate assessment practices related to the use of computers and technology resources in the general & special curriculum of schools.	.	.
Can design, deliver, and assess student learning activities that integrate computers & technology for diverse student populations.	.	.

Has developed a personal/professional web page of links to sources on the WWW which have relevance to his/her specialty interests within school psychology	.	.
Can design student learning activities that foster equitable, ethical, and legal use of technology by students	.	.
Practices responsible, professional, ethical and legal use of technology, information, and software resources	.	.

Technology Competencies in the Support of Contemporary School Psychology This matrix was originally conceptualized & designed by Mary Tipton, Director of Distance Education, White Hall, KSU, as part of a program to catalog computer skills for beginning teachers. Modifications appropriate for school psychologists, have been incorporated by Caven S. Mcloughlin

Case Studies and Portfolio Reviews

Intern: **Date:**

<div align="center">

School Psychology Program
Comprehensive Case Study
Evaluation Rubric

University of Delaware

</div>

The case study report is evaluated on the following elements. Each numbered element will be rated as follows:

1 = Unsatisfactory: Element is either not present, not described fully, or does not represent good professional practice.

2 = Satisfactory: Element is adequately described and represents good professional practice.

3 = Superior: Element is very well described and represents outstanding professional practice.

Background Information

_____   Background history of the student is clearly reviewed and relevant to the problem (including diagnosis and previous interventions, as appropriate)

_____   Special circumstances about the cases are explained, as appropriate (e.g., _ resistance, delays in project)

Problem Solving Process and Intervention

_____   Problem behavior(s) is clearly identified and described in observable, measurable terms.

_____   Problem behaviors are appropriately assessed, including the collection of baseline data and the use of functional behavioral assessment, where appropriate.

_____   Problem behaviors are analyzed clearly and sufficiently (i.e., proximal and distal factors that contribute to the behavior are explored)

_____   Hypotheses linked to assessment are generated

_____   Problem solving process is collaborative

_____ Goals for intervention are clear, measurable, linked to assessment and problem analysis, and appropriate for the case

_____ Each component of the intervention is clearly described such that the intervention could be replicated by others

_____ Intervention is linked to results of formal and informal methods of problem solving assessment

_____ Intervention is linked directly to intervention goals

_____ Intervention is supported by theory and/or research.

_____ Intervention is evaluated with appropriate methods

_____ Collaboration is seen in the intervention

_____ Positive outcomes are linked to the intervention and are clearly described and graphed (if applicable).

_____ Suggestions for improving the intervention and for follow-up are discussed and appropriate to the case (e.g., possible modifications are described; discussion of whether the problem has been solved or requires further or different intervention)

_____ In general, report is well written (i.e., qualities of excellent writing are demonstrated, such or organization, clarity, grammar, etc.)

Additional Comments:

_____   Approved
_____   Not Approved

School Psychology Program
Consultation Competencies
Evaluation Rubric
University of Delaware

The reviewer will note whether each component is present and rate the quality of the required elements according to the following scale.

1 = Unsatisfactory: does not meet expectations for level of training; the student needs much more practice and supervision than the majority of students at this same level of training.

2 = Satisfactory: meets expectations for level of training; it is understood that continued practice and supervision are recommended.

3 = Competent: student demonstrates mastery, requiring little or no additional supervision.

NA = Not Appropriate item for this case.

Written Consultation Report

Background information presented (1-2 paragraphs)

___ Presents brief overview of the case and description of presenting problem
___ Presents brief background history of the client:
___ Addresses any unusual circumstances that need to be explained (e.g., teacher's
    absences, resistance)

Review and critique of problem solving interview(s)

___ Accurately identifies strengths of interview
___ Accurately identifies weaknesses of interview
__ Suggests ways that identified weaknesses might have been avoided and/or
    addressed in next interview
___ In general, report is well written (i.e., qualities of excellent writing are
    demonstrated, such or organization, clarity, grammar, etc.)

Skills Demonstrated, as Presented on Consultation Tape

Problem Identification Interview

___ Presents opening statements that summarize the purpose of interview and what the consultee should expect

___ Elicits general examples of the behavior(s) of concern

___ Identifies specific targeted behavior(s) and elicits examples thereof (as appropriate)

___ Elicits estimate of behavior's strength

___ Tentatively defines goals/expectations for behavior improvement

___ Summarizes and validates above information (as appropriate)

___ Specifies situational context and tentatively explores various environmental and intraindividual factors

___ Tentatively explores factors outside of the situational context.

___ Summarizes and validates contributing factors (as appropriate)

___ Explores existing interventions

___ Tentatively identifies replacement behaviors (and goal, as appropriate)

___Summarizes procedures and replacement behaviors (as appropriate)

___ Determines recording procedures

___ Summarizes and clarifies recording procedures

___ Schedules/plans for follow-up

___ Demonstrates appropriate level of interpersonal/problem solving skills, as evaluated with Interpersonal and Problem Solving Skills Checklist
(see rating form)

Inclusion of Completed Interview and Self-Rating Forms (checked if included)

___ Problem Identification Interview

___ Problem Identification Interview Self-Rating Form

___ Self-Evaluation of Interpersonal and Problem Solving Skills form

Additional Comments:

_____ **Approved**

_____ **Not Approved**

School Psychology Program
Assessment Skills Competencies
Portfolio Evaluation Rubric
University of Delaware

Intern:

University supervisor:

Child assessed: (pseudo-name, or initials):

> The following ratings will be used to indicate the quality of the element of the report:

1 = Unsatisfactory: Does not meet expectations for level of training; the student needs much more practice and supervision than the majority of students at this same level of training.

2 = Satisfactory: Meets expectations for level of training; it is understood that continued practice and supervision are recommended.

3 = Competent: Student demonstrates mastery, requiring little or no additional   supervision.

NOTE: This form is to be completed by the university supervisor and attached to a written summary of the evaluation of the report.

_____   Report was completed in a timely manner.

_____   Appropriate headings are employed throughout the report.

_____   A confidentiality statement is provided at the top of the first page.

_____   The report provides one or more clear referral questions.

_____   The report uses proper language mechanics (e.g., there are no spelling errors, grammar is appropriate; verbal tense remains the same throughout the report; paragraphs begin with clear topic sentences). The report uses effective language and keeps technical language and jargon to a minimum.

_____   Assessment methods are listed and scores are reported in an accurate and clear fashion that is understandable to parents, teachers, and others.
Percentile scores should be reported in social and emotional section.

_____   Assessment methods that are employed follow logically from the referrals question(s).

_____   Multiple assessment methods, with demonstrated validity and reliability, are employed, including (where appropriate) review of records, standardized tests, rating scales, curriculum-based assessment, classroom observations, and interviews with teacher, parent, and child.

_____   School record review covers: (1) prior grades, (2) group achievement test scores, (3) examination of notes to parents and records of parent-teacher, or parent-principal meetings,

(4) health records (e.g., vision and screening results), (5) records of behavior, (6) previous evaluation reports, and (7) previous and existing interventions related to the referral.

_____ Parent/guardian interview covers (1) age of onset of problems, (2) course/prognosis of problem, (3) etiology (as appropriate), (4) family psychiatric history, (5) child's educational history, and (6) social and emotional functioning. A semi-structured or structured interview format is used to assure that all pertinent areas are covered.

_____ Teacher interview covers: (1) current classroom achievement in all pertinent areas (e.g., reading, mathematics), and (2) social and emotional functioning. Both strengths and weaknesses are identified.

_____ The report presents a clear description of relevant behaviors of the child observed during testing.

_____ The report presents a clear description of classroom behavior, using systematic methods of observation. Observed factors that contribute to the student's behavior (e.g., peers, instruction, etc.), and are relevant to the referral question(s), are highlighted.
Not much on classroom observations.

_____ The report presents data that are helpful to the multidisciplinary team in determining diagnosis and/or eligibility for special services and for developing interventions.

_____ The report synthesizes and integrates information from multiple sources, including school records, interviews, and standardized and CBA measures of ability, achievement, and social and emotional functioning. Results are presented in a coherent and integrated fashion (e.g., test by test reporting is avoided).
Results should be integrated across measures of math.

_____ Data are presented and interpreted in a clear, accurate, and integrated manner throughout the report.

_____ The report offers multiple, specific, research-supported, and practical recommendations that address the referral question(s) and that may serve as the basis for developing an IEP or intervention plan, where appropriate.

Additional Comments:

_____ Approved
_____ Not Approved

School Psychology Program
Counseling Skills Competencies
Evaluation Rubric

University of Delaware

The reviewer will note whether each component is present and rate the quality of the required elements according to the following scale:

1 = Unsatisfactory: does not meet expectations for level of training; the student needs much more practice and supervision than the majority of students at this same level of training.

2 = Satisfactory: meets expectations for level of training; it is understood that continued practice and supervision are recommended.

3 = Competent: student demonstrates mastery, requiring little or no additional supervision.

CASE NOTES

_____ **History and Treatment Plan included**

_____ RELEVANT background presented
_____ Brief description of presenting problem (including client's perceptions)
_____ Goals stated
_____ Proposed evaluation of progress methods explained
_____ Theoretical approach and techniques planned are outlined

_____ **Progress note (of session reviewed) included**

_____ Note is dated and signed
_____ Objective language used throughout
_____ Errors in record are noted by single line strike out and initialed
_____ Goal for session is stated
_____ Brief overview of client's current status is presented
_____ Brief review of session content
_____ Evaluation of progress in session is noted
_____ Plan for next session is stated

_____ **Termination documents included (if case completed; required for internship)**

_____ **COUNSELING SKILLS ON VIDEOTAPE**

_____ Counselor conveys warmth and acceptance of client
_____ Counselor uses basic listening and communication skills effectively (e.g., reflection, paraphrases, summarizations)
_____ Counselor implements appropriate interventions during the session (e.g., reframes, externalizing the problem, cognitive restructuring)
_____ Counselor demonstrates proper pacing and timing in the session (e.g., starts and stops on

time, sets limits as appropriate)

_____ Counselor closes session appropriately (e.g., includes plans for next session, reviews between session activities that have been planned)

SELF-EVALUATION

_____ **Counselor Self-Critique completed**

_____ Counselor accurately identified strengths of the session
_____ Counselor accurately identified areas of needed improvement in the session
_____ Counselor made appropriate plans for improvement

RESPONSE TO SUPERVISION

_____ **Supervision notes included**

_____ Counselor demonstrated understanding of feedback through paraphrasing or summarizing
supervisor comments
_____ Counselor was non-defensive
_____ Counselor adequately explained therapeutic choices made in the session when questioned

REVIEWER COMMENTS:

TUFTS UNIVERSITY
SCIENTIFIC PROBLEM SOLVER MODEL
CASE STUDY PERFORMANCE EXPECTATIONS

Case studies will be graded on three dimensions:

I.   Competency in using the problem solving process.
II. Competency in using data for decision-making and accountability to demonstrate intervention leading to measurable positive change.

Dimensions I and II are scored through the 4 steps of the problem solver model.

III. Overall evaluation of competency in service delivery in addressing both problem solving and data aspects. Dimension III represents the comprehensive evaluation of the case study. Cases receiving an overall evaluation of "needs improvement" must be revised. If necessary, a new case study may be required.

Grading will follow these guidelines for Dimensions I and II:

Excellent – The case study presentation addresses all aspects of the area in a comprehensive and logical way. Performance reflects advanced understanding and skill attainment. Score 6 -7

Satisfactory – The case study presentation addresses most aspects of the area in a developmentally appropriate way. Performance reflects adequate understanding and skill attainment. Score 3 -5

Needs Improvement – The case study presentation fails to address significant aspects of the area in a developmentally appropriate way. Performance reflects a need for improvement in understanding and/or skill attainment. Score 0 - 2

Grading for the overall evaluation (Dimension III) is determined by adding the points awarded for Steps I –IV as follows:

Excellent	A+	98-90	points
	A	89-80	points
	A-	70-79	points
Satisfactory	B+	69-56	points
	B	55-42	points
	B-	41-29	points
Needs Improvement	C+	28-20	points
	C	19	points
	C-	<18	points

Scientific Problem Solver Model: Steps in the Process

Step 1: Problem Identification/Clarification

	EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT
A.	OPERATIONALLY DEFINE THE REFERRAL PROBLEM		
	❑ Problem defined in observable, measurable terms. Referral problem analyzed. Score: 7 : 6	❑ Problem clearly defined and need stated. Score: 5 : 4 : 3	❑ Problem not well defined or problem not analyzed. Score: 2 : 1 : 0
B.	PRELIMINARY DATA COLLECTION TO VERIFY THE PROBLEM		
	❑ Multiple, systematic data collected to verify the existence of a problem (baseline data). Score: 7 : 6	❑ Systematic data collected (baseline data). Score: 5 : 4 : 3	❑ Incomplete or no data collected Score: 2 : 1 : 0
C.	GENERATE HYPOTHESES		
	❑ Preliminary data systematically used to generate hypotheses (possible explanations for identified problems). Score: 7 : 6	❑ Some data used to generate hypotheses. Score: 5 : 4 : 3	❑ Hypotheses not presented or data not used. Score: 2 : 1 : 0
D.	SPECIFY GOALS		
	❑ Detailed hypotheses testing plan developed. Score: 7 : 6	❑ Hypotheses testing plan developed. Score: 5 : 4 : 3	❑ Unclear plan to test hypotheses. Score: 2 : 1 : 0

Score Sub-total _____

Step 2: Problem Analysis, Planning, and Development

	EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT
A.	FULLY INVESTIGATE THE REFERRAL PROBLEM		
	❑ Contextual factors (family, school situation, community, etc) and their possible impact on the problem are fully explored. Score: 7 : 6	❑ Contextual factors reviewed. Score: 5 : 4 : 3	❑ Contextual factors minimally reviewed. Score: 2 : 1 : 0

B. COLLECT DATA TO TEST THE HYPOTHESES		
❑ Multiple data systematically collected to examine each hypothesis. Score: 7 : 6	❑ Data collected to examine each hypothesis. Score: 5 : 4 : 3	❑ Data not collected to examine each hypothesis. Score: 2 : 1 : 0
C. DEVELOP INTERVENTIONS FROM CONFIRMED HYPOTHESES		
❑ Confirmed hypotheses systematically used to plan detailed, sound, interventions. Score: 7 : 6	❑ Confirmed hypotheses used to plan interventions. Score: 5 : 4 : 3	❑ Interventions not well planned. Score: 2 : 1 : 0

Score Sub-total _____

Step 3: Implementation/Intervention

	EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT
A. PREPARE SETTING AND MEMBERS TO IMPLEMENT PLAN			
	❑ All stakeholders involved in intervention problem solving process. Collaborative efforts include family, school, and community where appropriate. Score: 7 : 6	❑ Some stakeholders involved in intervention problem solving process. Score: 5 : 4 : 3	❑ Limited involvement of stakeholders. Score: 2 : 1 : 0
B. DETERMINE CRITERIA FOR SUCCESSFUL OUTCOME			
	❑ Observable, measurable criteria established based on problem analyses and case formulation. Score: 7 : 6	❑ Observable, measurable criteria established. Score: 5 : 4 : 3	❑ Criteria not established or are not measurable. Score: 2 : 1 : 0
C. DATA COLLECTION PLAN TO EVALUATE OUTCOME			
	❑ Multiple data collection plan established to evaluate baseline, monitor progress during intervention, and outcome. Score: 7 : 6	❑ Limited data collected to evaluate baseline, monitor progress and outcome. Score: 5 : 4 : 3	❑ Data not collected at all three points. Score: 2 : 1 : 0
D. IMPLEMENT THE INTERVENTION			
	❑ A detailed discussion of the intervention as implemented including issues of time, place, treatment integrity, acceptability, sensitivity to client and system needs, and diversity such that intervention may be replicated provided. Score: 7 : 6	❑ A discussion of the intervention as implemented including issues of time, place, treatment integrity, acceptability, sensitivity to client and system needs, and diversity provided Score: 5 : 4 : 3	❑ A discussion of the intervention as implemented lacks clarity and detail. Score: 2 : 1 : 0

E. REVISE OR ADAPT THE INTERVENTION		
❑ Ongoing data used to revise, adapt or modify the intervention if changes are warranted with additional data collected post revisions. Score: 7 : 6	❑ Ongoing data used to revise, adapt or modify the intervention if changes are warranted. Score: 5 : 4 : 3	❑ Ongoing data not used to revise, adapt or modify when changes appear to be warranted. Score: 2 : 1 : 0

Score Sub-total _____

Step 4: Evaluation, Outcome Determination, and Dissemination

	EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT
A. EVALUATE THE GOALS AND HYPOTHESES			
	❑ Multiple data used systematically to determine that the goals have been met and the hypotheses tested. Score: 7 : 6	❑ Data used to determine that the goals have been met and the hypotheses tested. Score: 5 : 4 : 3	❑ Data not used to determine that the goals have been met and the hypotheses tested. Score: 2 : 1 : 0
B & C. EVALUATE INTERVENTION AND COMMUNICATE THE OUTCOME			
	❑ Data collected from a variety of sources to determine the perceptions and attitudes of stakeholders about the intervention and the outcome discussed. Score: 7 : 6	❑ Limited data collected to determine the perceptions and attitudes of stakeholders about the intervention and the outcome discussed. Score: 5 : 4 : 3	❑ Data not collected to determine the perceptions and attitudes of stakeholders about the intervention and the outcome not discussed. Score: 2 : 1 : 0

Score Sub-total _____

Comments:

Score Total_____

Grade _____

TOWSON UNIVERSITY
PORTFOLIO REQUIREMENTS

OVERVIEW*:* As a CAS candidates, you are required to submit a professional portfolio as a requirement for earning the Certificate of Advanced Studies in School Psychology. The portfolio consists of work samples collected throughout the program and some that will be created specifically for inclusion in the portfolio. You will begin collecting and creating these items during the first semester in the program, and will meet with your faculty advisor on a regular basis to review the portfolio as a work-in-progress.

PURPOSE*:* The portfolio benefits you, individually, and the program as a whole. The development of the portfolio allows faculty to provide you with feedback at least yearly regarding your attainment of skills necessary to be a school psychologist. The portfolio also provides an opportunity for structured self-reflection, which allows you to assess your own development towards your professional goals. Through this formative feedback, you will know where are doing well, and in which areas further experience or skill development may be necessary. The faculty of the School Psychology Program will use portfolios to assess the effectiveness of our training program. We will review and analyze results of the portfolio assessment yearly, and will use the results of that analysis to make program improvements.

EVALUATION*:* Each CAS candidate will submit his or her portfolio to the Program Director, who will then distribute them to School Psychology faculty members. Each portfolio requirement must be passed for the entire Portfolio to be considered satisfactory. There are three possible grading outcomes for each section of the portfolio: Exceeds expectations, Meets expectations, and Below expectations. Each portfolio requirement will be described below, with an accompanying rubric that will be used to determine the final rating of Exceeds, Meets, or Below Expectations. Any section that earns a rating of "Below" may be resubmitted one time, prior to the deadline for graduation, for a passing score of Meets Expectations. If, after review by the original faculty member, the revised submission still does not meet the criteria for a passing score, it will be read by a second faculty member. If the second faculty member deems the section acceptable, the section will pass, but appropriate alterations/corrections may be required. If both faculty members concur with the original rating of "Below", the student will be considered to have failed the portfolio requirement, and will not graduate. This is a highly unlikely event, given that portfolios are reviewed at least yearly, which allows you to revise sections as needed before your final submission.

DEADLINES*:* Due dates for portfolios will be April 17st for May graduation and July 1st for August graduation.

Structure*:* The entire portfolio should be written in Times, 12-point font. Proper grammar, punctuation, and spelling are expected on all documents. Portfolio materials should be placed in a hard cover, three-ring binder, with each section clearly labeled. The first entry should be a Table of Contents. A labeled tab in its appropriate place in the portfolio should accompany each topic in the Table of Contents. All identifying characteristics of children

and their family members, teachers, etc., must be removed from all work or the portfolio will be returned to you for correction prior to review. Please do not encase each separate sheet in a sheet protector, as this makes it difficult for the reviewer to write comments.

Each section will begin with a cover sheet on which you explain (1) why you chose that particular work product as an example of your skills, and (2) what you learned through the process of creating the work product. Each cover sheet should be a maximum of one double-spaced page.

CONTENTS OF THE PORTFOLIO:

NOTE: Items 2, 3, and 4 allow you to select one example of a project that meets the criteria from among several you may have developed during School-Based Consultation, Counseling Techniques, Practicum, or Internship. You will use the cover sheet to explain why you have chosen this sample.

1.   **UP-TO-DATE RESUME OR VITA.**

   The resume should include *relevant* educational history, *relevant* work history, scholarly activities (e.g. publications, presentations), and any honors or awards you have earned. It should be approximately 2-3 pages.

2.   **ONE EXAMPLE OF A PSYCHOLOGICAL EVALUATION**

   Purpose: The inclusion of a psychological evaluation is to provide evidence that you are able to collect data from a variety of sources (including direct and indirect assessment methods) and that you use this information to assist others in understanding students' strengths and weaknesses. Most importantly, the evaluation report you select should provide evidence that you are able to use the data to make recommendations that address the reason(s) for referral.

   Reports from Practicum may not be used to satisfy this requirement. Evaluations may be completed during the Internship.

   A complete evaluation includes the following: review of available records; interview with teacher(s); interview with parent/guardian whenever possible; student interview; classroom observation(s); cognitive evaluation; analysis of work samples and/or curriculum-based assessment. When social, emotional or behavioral issues are present, the evaluation should also include behavior rating scales and other assessment techniques as appropriate.

3.   **INDIVIDUAL/GROUP COUNSELING ANALYSIS (MUST CONSIST OF A MINIMUM OF 8 SESSIONS)**

   Purpose: The inclusion of an individual or group counseling analysis is to provide evidence of your understanding of social and life skill development and to show that you use outcome data to measure the effectiveness of mental health services that you provide.

   During either Counseling Techniques, Psychotherapy with Children and Adolescents or Internship, you will conduct individual or group therapy that addresses a specific topic or need. If group therapy is offered, it may be conducted with a co-therapist; however, *you* must maintain primary responsibility for organizing the process and content of the group, providing the counseling, and evaluating the effectiveness of the counseling.

4.   ACADEMIC INTERVENTION

Purpose: The inclusion of an academic intervention is to provide evidence that you (a) are aware of how children learn, (b) can design and implement an empirically-based intervention that is likely to enhance academic performance in one or more areas and (c) can measure the effectiveness of interventions and use that data to modify interventions as needed.

The academic intervention may be one you developed during School-Based Consultation, Practicum, or Internship as long as it meets all criteria listed in the rubric.

5.   SELF-REFLECTION

Purpose: Self-reflection allows you to assess your own development as a professional school psychologist from before you began the program through the end of your internship. It allows you to look back on all you have learned and to think about how you will use that information as you begin your professional career.

Look back over the assignments listed below that were completed as part of various classes, Practicum and Internship. Using this information, write a maximum of three double-spaced pages reflecting upon your growth in understanding the role of the school psychologist and the contributions you can make to the lives of children, their schools, and their families. You should conclude with two *specific* goals that you wish to achieve during your first year as a school psychologist. Tell how you will measure your attainment of these goals.

- Summaries from *Role of the School Psychologist* and from *Practicum in School Psychology*
- Results of your personal Goal Attainment Scale developed during *Practicum*
- Reflection on your pre- and post-goal attainment scaling completed during *Internship*

EVALUATION CRITERIA FOR CAS PORTFOLIOS

Psychological Evaluations
NOTE: It is expected that reports will be free from errors in grammar, syntax, spelling, and punctuation. If errors in writing interfere with understanding the content of the report, the report will be rated as "Below Expectations" and resubmission will be required.

- ❑ *Includes teacher interview that clearly defines the referral concerns*
- ❑ Accurate statement made concerning validity of current assessment
- ❑ Standard scores provided for all tests when available; all scores are presented within a range or with standard error of measurement noted
- ❑ Interview with student contains information relevant to referral concern
- ❑ *Classroom observation conducted and integrated with referral question and other data*
- ❑ *Curriculum-based assessment or work sample analysis conducted and integrated with referral question and other data*
- ❑ *Findings from various subtests and/or test instruments are integrated with one another. Contradictions are noted and attempt is made to explain them.*
- ❑ *Test information is related to classroom teacher report(s) of student's strengths and weaknesses; contradictions explained*
- ❑ *Diagnosis (or lack therefore) is clearly supported*
- ❑ *Assessment findings are linked to recommendations and relate to teacher-reported concerns*

Scoring:

Exceeds = 9 or 10 of the elements are present; all italicized elements are present
Meets = 7 or 8 of the elements are present; all italicized elements are present
Below = Fewer than 7 elements are present *or* one or more italicized elements are missing

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Individual/Group Counseling

- ❑ Consists of at least 8 sessions
- ❑ Includes description of target behavior(s), stated in observable and measurable terms
- ❑ Describes methods used to assess the effectiveness of the counseling
- ❑ Includes pre- and post-counseling measures/data
- ❑ Describes methods used to generalize new behaviors from the counseling setting to the classroom
- ❑ Includes supporting data from treatment generalization
- ❑ Includes a *brief* written summary of each session which contains:
    - o Objectives for each counseling session that are clearly related to the target behaviors;
    - o Description of counseling activities that support objectives
    - o Summary statement regarding both the process and content of the session.

Scoring:

Exceeds = All elements are included; all are acceptable in terms of quality; a few or several are exceptional

Meets =   All elements are included; all are acceptable in terms of quality

Below =   One or more elements are missing *or* all elements are present, but one or more is of   unacceptable quality

Academic Intervention

Description of the intervention includes the following:
- ❑ Operational definition of academic skill area that is focus of intervention
- ❑ Results of curriculum-based assessment and/or task analysis
- ❑ Hypotheses for the academic deficit
- ❑ Baseline data collected and graphed
- ❑ Goal set based on baseline data and expressed in measurable terms
- ❑ Step-by-step description of intervention(s)
- ❑ Description of how the intervention addressed the hypotheses developed
- ❑ Indication of how progress towards the goal was measured
- ❑ Description of how treatment integrity was assessed
- ❑ Description of how new skills were generalized across settings or tasks
- ❑ Results of intervention, graphed
- ❑ Plan to modify intervention is necessary

Scoring:

Exceeds = All elements are included; all are acceptable in terms of quality; a few or several are exceptional

Meets =   All elements are included; all are acceptable in terms of quality

Below =   One or more elements are missing *or* all elements are present, but one or more is of unacceptable quality

SELF-REFLECTION

Exceeds = Thoughtful analysis of personal development; specific examples of change from

your first year through completion of Internship; includes consideration of

schools as organizations; two specific goals each with objective indicators

Meets = All elements from the 1-point response are included, but response is less developed or more vague; examples are more general than specific; only one goal provided with objective indicators *or* two goals provided, but with nonspecific indicators.

Below = One or more elements are omitted; overall response lacks clarity and/or thoughtfulness

SAN DIEGO STATE UNIVERSITY
COMPREHENSIVE PORTFOLIO EVALUATIONS

School psychology trainees complete two comprehensive portfolios at different points in the program:
(1) In conjunction with ED 795A Seminar: School Psychology in lieu of the comprehensive examination for the M.A. in Education with Concentration in Counseling, and
(2) Over the course of their internship year, in conjunction with CSP 710A Professional Seminar: School Psychology and CSP 760 Advanced Seminar in School Psychology.

These portfolios have a shared structure calling for:
- A professional statement, more specifically, a professional development summary for the M.A. portfolio and an articulated service delivery model for the Ed.S. portfolio.
- Self-evaluations in each of the seven program areas (i.e., *Visions and Outcomes*)
- Annotated exemplars to document their competency development in each of the seven areas.
- Copies of all Competency Development [Field] Evaluations and Annual Faculty Evaluations, to date.
- Official documents (e.g., transcripts, professional memberships, professional liability insurance).

The instructors of these capstone courses (i.e., ED 795A and CSP 760) use rubrics to provide a global evaluation in each of the seven areas. A 3-point rating scale is used where 1 = insufficient, below expectations; 2 = meets expected standards; and 3 = exceeds standards, commendable, exemplary. Students typically chose papers or case studies from courses for their M.A. portfolio exemplars; while interns are more likely to use internship work products as exemplars (in some cases required), thus demonstrating a higher level of integration.

For at least the last 10 years, we have used a culminating professional portfolio and its evaluation system document *each individual student's competencies* for our recommendation for the California Pupil Personnel Services Credential in School Psychology and for award of the degree (previously M.S. in Counseling, Specialization in School Psychology). When implementing our new two-tiered degree program, we initiated an interim portfolio for the M.A. degree and maintained the culminating professional portfolio for the Ed.S. degree and credential recommendation. It was not until this year (Spring 2006), that we aggregated the results of portfolio evaluations as an index for program assessment.

PROFESSIONAL PORTFOLIO

The faculty will evaluate your portfolio as the comprehensive examination for the M.A. degree, thus it is important that your portfolio document the breadth and depth of knowledge and skills consistent with two years of graduate study in school psychology. Your portfolio must be organized in a 3-ring binder with labeled sections and content as follows:

1. **Current Profile**
   - Your Vita
   - Previous vita with professor's comments

2. **Vision Statement (Professional Development Summary)**
   - A thematic, integrative professional development statement articulating your vision of yourself as a school psychologist (about 6 double-spaced pages).
   - Previous professional development summary with professor's comments

3. **Self-Evaluations**
   - Your self-evaluation in each of the seven areas of the Program's Visions and Outcomes
   - Previous self-evaluations with professor's comments

4. **Field Experiences**
   - Field Experience Profile (form to be provided)
   - SPSDA Pie Charts for each semester of Field Experience (in reverse chronological order)
   - Field Supervisors' Evaluations (in reverse chronological order)

5. **Faculty Evaluations**
   - Current transcript (including Fall grades)
   - Annual Review letters (in reverse chronological order)

6. **Official Documents**
   - Sequence of Studies
   - Certificate of Clearance
   - CBEST results
   - Proof of current liability insurance
   - Evidence of professional association membership(s)

7. **Annotated Exemplars**

   Select at least five but no more than seven samples of your work that best represent your development of competencies across the seven areas. Any one sample may serve to illustrate competencies in one or more areas. Annotate each sample; that is, explain why and how the sample documents each relevant area of competence.

8. **Other (optional)**

SECOND YEAR SCHOOL PSYCHOLOGY PORTFOLIO: EVALUATION REPORT

Vision Statement
__ Thematic
__ Integrative
__ Articulate
__ Responsive
__ Writing Quality

Vita
__ Organization
__ Format
__ Comprehensive
__ Responsive
__ Writing Quality

Self-Evaluations
__ Thematic
__ Integrative
__ Articulate
__ Responsive
__ Writing Quality

Annotated Exemplars
__ Explanatory Annotations
__ Selection of Exemplars

Official Documents	**Field Experiences**	**Faculty Evaluations**	**Profile of Competencies**
__ SOS	__ Profile	__ Current Transcript	__ Professional School Psy
__ Certif Clearance	__ Pie Charts	__ 2003-04 Annual Eval	__ Research & Program Evaluation
__ CBEST	__ Supervisor Evals	*note: 2004-05 Annual Evaluation in progress, add here when received*	__ Social/Cultural Foundations
__ Liability Insurance			__ Educational Foundations
__ Memberships			__ Psychological Foundations
__ Other:			__ Assessment-for-Intervention
			__ Interventions

Portfolio Organization

Grade & Comments Overall

Competency Area	**Evidence**					**Comments**
Expected Competencies	*Vita*	*Vision*	*Self-Eval*	*Other-Eval*	*Exemplars*	
1. Prof School Psych __ Aware of Field __ Identity __ Critique Models __ Standards, Laws, Ethics __ Personal-Interpersonal						

2. Research & Prog Eval __ Hs Generation __ Consume Research __ Conduct Research						
3. Social-Cultural Found. __ Own Culture __ Breadth of Cultures __ Depth - Other Culture __ X-cultural Transactions __ Limits of Competence __ Ecosystemic (Social)						
4. Educational Found. __ School System/Culture __ Ethnolinguistic Div __ Special Ed __ Other Programs __ Aware Effective Teaching/Schools						

Competency Area	Evidence					Comments
Expected Competencies	*Vita*	*Vision*	*Self-Eval*	*Other-Eval*	*Exemplars*	
5. Psychological Found. __ Development __ Bio Bases (aware) __ Learning/Cognition __ Individual Differences						
6. Assessment __ Select/Apply Tools Hs __ Authentic __ Behavioral __ Ecological __ Psychoeducational __ Informs Interventions __ Communication						
7. Interventions **Direct** __ Counseling - Individual __ Counseling - Group **Indirect** __ Collaboration __ Consultation **All** __ Theoretically Informed __ Culturally Appropriate __ Goal Directed __ Systematic Implement __ Systematic Monitor __ Systematic Evaluation						

YOUR SERVICE DELIVERY MODEL
For the *Culminating* School Psychology (Internship) Portfolio

A service delivery model is a conceptual framework for thinking about and organizing the delivery of your services in the schools. Present your model in three forms:

- *Graphic/Visual Representation* – to enhance conceptualization and communication.
- *Model Description* – conceptual and philosophical rationale [underpinnings] for your services.
- *Executive Summary* – a brief narrative summary highlighting major points; for distribution to the school community.

Graphic/Visual Representation. *Graphic or visual organizers: (a) reflect the depth of your command of the content, and (b) assist others' understanding of the concepts you are expressing. Some of you will begin with the graphic, using it to inform the development of your narrative. Others will write a narrative from which the graphic will emerge. These visual representations may take many forms, e.g., concept maps, flow charts, diagrams. As examples, consider Cook-Morales'* Least Restrictive Evaluation Model*, Ingraham's* Pyramid Model*, Plas'* ecosystemic "atom."

Model Description. **The model description is the conceptual, theoretical, philosophical framework for your service delivery. Basically you address the question,** *Why is it that you do the things you do?* **Hints for articulating your model follow. It typically takes about four to six pages (double-spaced, one-inch margins, 12-point Times font; or 1200 to 1800 words) to present and explain your model. Writing this narrative forces you to articulate the values, theory, and (possibly) research that influences who you are as a school psychologist.**

Executive Summary. Potential employers, principals, and teachers will not have or take the time to read the description of your service delivery model; so, it is incumbant upon you to summarize it concisely while conveying your main points. An executive summary typically takes about one-third of a page (single-spaced, one-inch margins, 12-point Times font; or about 300 words). This version of your service delivery model would be appropriate to include in a letter of self-introduction at your school and/or in a school-home newsletter.

Conceptualizing Your Service Delivery Model

Presenting the framework for your service delivery model is a personal-professional conceptualization process. There is no one right way to be a school psychologist, no one right way to deliver services, and no one right way to describe your service delivery model. We offer the following ideas to begin your own brainstorming process to answer the question: *Why is it that you do the things you do?*

Begin with You. How do you answer the question, *What is a school psychologist?* How do you think about yourself as a school psychologist? As a [cultural] [gender] school psychologist? Go back and look at the essays you wrote in your application for admissions: what brought you to the field and to SDSU? What remains the same? What has changed? Why?

Begin with Problem Definitions. How do you think about the challenges or problems in the schools? Consider the differences implicit in the following:

- There aren't problem children, rather there are problem situations (Cook-Morales)
- The problem isn't the students, the problem is the problem (Monk)
- The problem is the distance between where a student performs and where the student is expected to be (Tilly)

Begin with Typical Interview Questions. What is your standard battery? What do you do for alternative assessment? What is the purpose of an SST? How do you collaborate with others? Of course when you answer these questions, you need to provide the *why* along with the *what*.

Begin with a Typical Day or Hour. What do you do in a typical day at school? If you don't have "typical" days, what does that mean? If you have 15 things to do, but only an hour of time available, how do you prioritize? What do you choose to do? Why?

Begin with the "New Job". You've just been hired for XYZ School. Mr. Psychometrist, who served XYZ for 15 years only tested (and with the Wechsler and Bender). Will you follow in his path? Why or why not? If not, how will explain your role and services to administration, teachers, parents?

CULMINATING PROFESSIONAL SCHOOL PSYCHOLOGY PORTFOLIO:
EVALUATION REPORT – CSP 710A & CSP 760 (Ed.S.)

Service Delivery Model
__ Thematic
__ Integrative
__ Articulate
__ Responsive
__ Writing Quality

Vita
__ Organization
__ Format
__ Comprehensive
__ Responsive
__ Writing Quality

Self-Evaluations
__ Thematic
__ Integrative
__ Articulate
__ Responsive
__ Writing Quality

Annotated Exemplars
__ Explanatory Annotations
__ Selection of Exemplars

Official Documents	**Field Experiences**	**Faculty Evaluations**	**Profile of Competencies**
__ Credential Rec Form __ Praxis II Results __ SOS __ Certif Clearance __ CBEST __ Liability Insurance __ Memberships __ Other:	__ Profile __ Pie Charts* __ Supervisor Evaluations* *From each semester in reverse chronological order	__ Current Transcript __ Annual Evaluations in reverse chronological order	__ Professional School Psych __ Research & Program Evaluation __ Social/Cultural Foundations __ Educational Foundations __ Psychological Foundations __ Assessment-for-Intervention __ Interventions

Portfolio Organization

Grade & Comments Overall

Competency Area	Evidence					Comments
Expected Competencies	*Vita*	*Service Model*	*Self-Eval*	*Other-Eval*	*Exemplars*	
1. Prof School Psych __ Identity __ Articulates Model (diverse service delivery) __ Complies with						

Standards, Laws, Ethics __ Time & Resource Mngmt __ Knows current issues __ Professional association participation __ Personal-Interpersonal Effectiveness/Leadership					
2. Research & Prog Eval __ Hs Generation __ Consume & Share Research __ Application of current research in school context __ Conducts needs assessment & program evaluation **Required:** Needs assessment of school or targeted group within the school to guide decision making about systems level interventions					
3. Social-Cultural Found. __ Own Culture __ Breadth of Cultures __ Depth - Other Culture __ X-cultural Transactions __ Limits of Competence __ Ecosystemic (Social) __ Skills/strategies incorporated into assessment __ Skills/strategies incorporated into interventions					

Competency Area	Evidence					Comments
Expected Competencies	*Vita*	*Service Model*	*Self-Eval*	*Other-Eval*	*Exemplars*	
4. Educational Found. __ School System/Culture __ Ethnolinguistic Div __ Special Ed __ Bilingual Ed __ Other Programs __ Curriculum & Standards __ Aware Effective Teaching/Schools						
5. Psychological Found. __ Development __ Biological Bases __ Learning/Cognition __ Individual Differences						
6. Assessment __ Select/Apply Tools Hs __ Authentic __ Behavioral __ Ecological __ Psychoeducational (Standardized) __ Informs Interventions __ Communication **Required:** two sample evaluation reports that demonstrate appropriate selection, administration, interpretation of a variety of assessment models (including authentic, developmental, &/or dynamic) to inform intervention.						

Competency Area	Evidence					Comments
Expected Competencies	*Vita*	*Service Model*	*Self-Eval*	*Other-Eval*	*Exemplars*	
7. Interventions **Direct** __ Counseling - Individual __ Counseling – Group __ Preventive, crisis & developmental counseling **Indirect** __ Collaboration __ Consultation __ Team Skills **All** __ Theoretically Informed __ Culturally Appropriate __ Goal Directed __ Systematic Implement __ Systematic Monitor __ Systematic Evaluation **Required:** Implementation & evaluation of a systems level intervention **Required:** FBA or FAA with Behavior Support Plan or Behavior Intervention Plan **Required:** Two intervention reports, each demonstrating: (a) data based decision making, (b) intervention planning, & (c) evaluation of the effectiveness of the intervention.						

Alumni and Employer Surveys

WINTHROP UNIVERSITY
EMPLOYER/SUPERVISOR SURVEY

Type of organization/agency (indicate with X):

Public School Dist.	Private School	Mental Health Agency	Hospital/Clinic	College/University

Approximate number of entry-level Winthrop School Psychology Program graduates hired by your district/agency in the past five years: _____

Please rate the entry-level competency of Winthrop School Psychology Program graduates in each of the following areas, which constitute our major program objectives, by entering one choice for each.

Entry Level Competency	Excellent	Good	Fair	Poor	Don't Know
	4	3	2	1	NA
Core knowledge of psychological foundations (including normal and abnormal child development, exceptionalities, learning theory, social and biological bases of behavior, and human/cultural diversity)					
Core knowledge of educational foundations and systems (including organization and operations of schools; roles and functions of various professionals in the schools; instructional and remedial methods, and alternative service delivery models).					
Knowledge of school psychology as a profession (including roles and functions of school psychologists, ethics, legislation and regulations applicable to school psychologists, and issues, trends, and alternative service models in school psychology).					
Knowledge and ability needed to plan and conduct problem analyses/psychoeducational assessments in a valid, fair manner (including knowledge of measurement and problem analysis and ability to use formal and informal methods of problem analysis,					

behavioral analysis and standardized as well as criterion-referenced and curriculum-based assessment).					
Ability to interpret and report results of problem analysis/psychoeducational assessments and link results to intervention as needed (including the ability to interpret results in a fair and accurate manner, report results to others in a meaningful way that facilitates appropriate interventions, and use results for decision making that fosters positive outcomes for students/clients)					
Knowledge and ability needed to plan and implement behavioral interventions that foster positive outcomes for students/clients.					
Knowledge and ability needed to plan and implement psychotherapeutic/counseling techniques that foster positive outcomes for students/clients.					
Knowledge and ability needed to conduct consultation with teachers, parents, and others that fosters positive outcomes for students/clients (including knowledge of alternative interventions for developmental, academic, and social/emotional difficulties).					

Entry Level Competency	Excellent	Good	Fair	Poor	Don't Know
	4	**3**	**2**	**1**	**NA**
Personal/professional work qualities needed for effective interaction with others (including respect for worth and uniqueness of all individuals of varying abilities and disabilities regardless of cultural, ethnic, socioeconomic, gender and religious backgrounds, ability to interact effectively with children, adults, and families of diverse backgrounds, and ability to establish and maintain collaborative relationships with colleagues/coworkers).					
Professional integrity, involvement, and leadership (including adherence to ethical/legal standards, participation in					

professional development activities, and demonstration of leadership skills within the district/agency, community, and/or profession).				

	Definitely	Probably	Probably Not	Definitely Not	NA/ Don't Know
Based on your experience, would your tendency be to hire other Winthrop School Psychology Program graduates or recommend them to colleagues?					
Did Winthrop appear to provide the training needed for graduates to provide quality services that positively impact children and other clients?					
Would you recommend the Winthrop School Psychology Program to a well-motivated person who wanted to become a school psychologist?					
What strengths, if any, do you perceive in the Winthrop School Psychology Program and its preparation of entry-level professionals?					

What suggestions, if any, do you have for ways in which Winthrop might better prepare its students for entry-level positions as psychologists/school psychologists?

General comments/suggestions:

NICHOLLS STATE UNIVERSITY
EMPLOYER EVALUATION

Name of School Psychologist employed in your district: _____

Date: _____

DIRECTIONS: The purpose of this document is to assist in the evaluation of the School Psychology program at Nicholls State University. In effort to insure the program is preparing our students to meet the needs of school districts who employ them, I am requesting you complete this evaluation for regarding the above named employee. Your responses will remain confidential. In the event you are not directly familiar with this individual's work, please feel free to collaborate with this person's supervisor when completing this evaluation.

Please rate the employee on each of the following competence or skill areas by circling the appropriate number using the following scale:

    5 – Exceptional Performance
    4 – Above Average Performance
    3 – Average Performance
    2 – Needs Some Improvement
    1 – Needs Major Improvement

1. SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

The employee has knowledge of the history and foundations of his or her profession; of various service models; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards.

5   4   3   2   1

The employee practices in ways that are consistent with applicable standards, is involved in their profession, and has the knowledge and skills needed to acquire career-long professional development.

5   4   3   2   1

The employee practices in a manner which demonstrates sensitivity to culturally and economically diverse children, families, and school personnel in everyday work habits.

5   4   3   2   1

The employee demonstrates an understanding of the organization and administration of the school district.

5　　　4　　　3　　　2　　　1

2. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

The employee has knowledge of varied models and methods of assessment that are useful in understanding problems, in identifying strengths and needs, and in measuring progress and accomplishments.

5　　　4　　　3　　　2　　　1

The employee uses such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

5　　　4　　　3　　　2　　　1

Data-based decision making permeates every aspect of the employee's professional practice.

5　　　4　　　3　　　2　　　1

3. EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS

The employee has knowledge of human learning processes and of direct and indirect services, including instructional interventions and consultation applicable to the development of cognitive and academic skills.

5　　　4　　　3　　　2　　　1

The employee, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve these goals; and evaluates the effectiveness of interventions.

5　　　4　　　3　　　2　　　1

4. COMPLETING WORK ACCURATELY

The employee prepares written reports and evaluations prepared in the specified format and time limits, computations are accurate, and test protocols are completed as specified.

5   4   3   2   1

5. DISSEMINATION OF INFORMATION

The employee effectively interprets and shares with parents, teachers, and other appropriate school personnel information from psychoeducational assessment, counseling, and/or consultation in a meaningful manner and exhibits sensitivity to the needs of the children and families involved.

5   4   3   2   1

6. CONSULTATION AND COLLABORATION

The employee has knowledge of instructional, behavioral, mental health, collaborative and/or other consultation models and methods of their application to particular situations.

5   4   3   2   1

The employee collaborates effectively with others in planning and decision-making processes at the individual, group and system levels.

5   4   3   2   1

7. SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS

The employee has knowledge of human developmental processes and of direct and indirect services, including consultation, behavioral assessment/intervention, and counseling applicable to the development of behavioral, affective, adaptive and social skills.

5   4   3   2   1

The employee, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths and needs, and implements interventions to achieve those goals, and to evaluate the effectiveness of interventions.

<div align="center">5   4   3   2   1</div>

8. PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH

The employee has knowledge of human development and psychopathology and of associated biological, cultural, and social influences in human behavior.

<div align="center">5   4   3   2   1</div>

The employee provides or contributes to prevention and intervention programs that promote mental health and physical well-being of students, families, and school staff.

<div align="center">5   4   3   2   1</div>

9. RESEARCH

The employee demonstrates skill in designing, conducting, and evaluating research, is able to research relevant literature and present to staff current information regarding an applied school psychological issue, or in the course of daily work, demonstrates a data-based scientist/practitioner approach toward problem solving.

<div align="center">5   4   3   2   1</div>

10. INFORMATION TECHNOLOGY

The employee has knowledge of information sources and technology relevant to his or her work. The employee accesses, evaluates, and utilized information sources and technology in ways that safeguard or enhance the quality of services.

<div align="center">5   4   3   2   1</div>

11. STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING

The employee has knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

<div align="center">5   4   3   2   1</div>

The employee demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

<div align="center">5   4   3   2   1</div>

12. SCHOOL AND SYSTEM ORGANIZATION, POLICY DEVELOPMENT, AND CLIMATE

The employee has knowledge of general education, special education, and other educational and related services. The employee understands schools and other settings as systems.

<div align="center">5   4   3   2   1</div>

The employee works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

<div align="center">5   4   3   2   1</div>

13. PROFESSIONAL CONDUCT

For each of the following statements, circle the number which most accurately reflects your perception of the employee.

Statement	Rating
A. Establishes a good working relationship with staff.	5 4 3 2 1
B. Arrives to work and meetings on time.	5 4 3 2 1
C. Grooming and personal appearance are consistent with system policy.	5 4 3 2 1
D. Maintains professional manner in interactions with parents, teachers, etc.	5 4 3 2 1
E. Follows through on suggestions from supervisor about Professional practice.	5 4 3 2 1
F. Accepts feedback about own performance positively.	5 4 3 2 1
G. Offers suggestions and criticisms to appropriate supervisor in private.	5 4 3 2 1
H. Engages in the practice of school psychology consistent with the professional practice standards of the National Association of School Psychologists.	5 4 3 2 1
I. Demonstrates appropriate knowledge of and sensitivity for ethnically diverse students, parents, school personnel, etc.	5 4 3 2 1
J. Works effectively in collaboration with other professionals or agencies.	5 4 3 2 1

14. OUTCOMES OF EMPLOYEE ACTIVITIES

Please rate the employee's effectiveness in creating positive outcomes for children, families, school personnel, etc. in the following areas:

A. Instructional interventions and/or consultations	5 4 3 2 1
B. Behavioral interventions and/or consultations	5 4 3 2 1
C. Psychoeducational evaluations	5 4 3 2 1
D. Crisis prevention/intervention and/or mental health needs	5 4 3 2 1
E. Socialization and development of life skills	5 4 3 2 1
F. Individual or group counseling	5 4 3 2 1
G. Family-school collaboration	5 4 3 2 1

Please feel free to offer any comments regarding this employee or provide suggestions for the School Psychology program faculty which you feel would improve the professional preparation of our students.

_____

_____

_____

_____

_____

_____

Thank you for your assistance in participating in the evaluation of the School Psychology program at Nicholls State University.

Carmen Dupre' Broussard, Ph.D., Director
School Psychology Program
Department of Psychology and Counselor Education
Nicholls State University

MIAMI UNIVERSITY
ALUMNI QUESTIONNAIRE

Post-graduate, Employment, and Professional Achievements

Year of internship completion_____   Degree currently held _____

Current Primary Employment Setting:
____Public School System
____Other:_____

Please indicate if you hold any of the following:
____State school psychologist certification (State(s):_____)
____NCSP
____Board of Psychology License
____Other:_____

Please list any formal training (workshops, in-service training, etc.) that you have completed since you finished your internship:
_____
_____
_____
_____
_____

Please indicate all of the following organizations of which you are a member:
____OSPA   ____State School Psychology Association   ____ NASP
____ APA Division 16   ____CEC   ____Other professional
organization(s):_____

During the past 5 years, approximately how many national conferences have you attended:____; state conferences:____; local conferences/workshops: ____

In the past 5 years, please list any professional activities (publications, presentations at national and/or state conferences, etc.)
_____
_____
_____
_____

Please describe any other professional involvement you consider to be notable (e.g. professional leadership, provision of in-service activities, grants, etc.):
_____
_____
_____

Feedback on School Psychology Program

Please use the following scale to rate the Miami School Psychology Program's ability to prepare you for the field.

1-poorly   2-minimally   3-adequately   4-very well   5-extremely well   NA-not applicable

____The Miami program espouses the scientist-practitioner professional practice model. How would you rate the preparation you received to function in this modality?
Comments:_____
_____
_____
_____

To what degree did the program prepare you for professional competency in the following areas?
____Collaborative problem-solving with others (e.g., school personnel, parents, community)
____Linking assessment to intervention in addressing *academic* concerns
____Linking assessment to intervention in addressing *social/behavioral* concerns
____Prevention, crisis intervention
____Accountability, program evaluation
____Meeting the diverse needs of students and families
____Individual and group counseling of school-age students
____Ethical, legal and professional behaviors

Comments:_____
_____
_____
_____

____Overall, to what degree do you feel the program prepared you for the profession of school psychology?
Comments:_____
_____
_____

____What is your current perspective of Miami University's program in School Psychology relative to the preparation you received as well as your knowledge of other school psychology programs? (use 1-5 scale with 1=poor and 5=excellent)
Comments:_____
_____
_____

Other comments or suggestions (please feel free to use other paper):
_____

NICHOLLS STATE UNIVERSITY
GRADUATE FOLLOW-UP SURVEY

The School Psychology Program is conducting a program evaluation in order to assess the extent to which we are preparing candidates to enter the profession. Please complete and return this questionnaire as soon as possible. Your responses will be compiled in summary form with other respondents. Your name and address will not be linked to your responses. **In order to keep your identity separate from your responses about the School Psychology Program, please put Parts A and B in separate enclosed envelopes for return.**

Name: _____
              Last   First

Home Address: _____
                          Street   Apt. No.

                  _____
                          City   State   Zip

Work Address: _____
                          School or Business Name, Department

                  _____
                          Street Address

                  _____
                          City   State   Zip

Check the NSU degrees you hold with year of graduation:

BA(BS): _____   year of graduation: _____

Specialist: _____   year of graduation: _____

Other degrees (include university) _____ year _____

Indicate your primary career objective for entering the program in school psychology:

     School Practitioner _____   Mental Health Center _____

     Institutional Setting _____   University Teaching _____

     Other (Specify)   _____

Internship

Please identify your internship setting:

Agency: _____ Date of internship completion: _____

Primary Supervisor: _____

Professional Development

What is your current certification level? _____ State: _____

Do you hold NCSP certification: _____

Professional Organizations

Please indicate the professional organizations to which you belong and indicate offices held, if any.

State organizations: Offices held:

National organizations: Offices held:

Presentations, Publications, and Grants

Please list any presentations you have given, the place, and date, during or since your attendance at NSU:

Please list any publications you have authored or co-authored, where published, and the date:

Please list any grant applications you have made, indicated if funded, and date of application:

Employment:

Beginning with your <u>present position</u>, list the jobs you have held since receiving your Specialist Degree and provide inclusive dates. Please included any part-time or contractual work you have done. Use extra space, if needed.

Position	Agency & Location	Beginning & ending dates of employment

1. _____

2. _____

3. _____

4. _____

CONTINUE TO PART B

PART B

Evaluation of the NSU School Psychology Program

1. Please rate the quality (5=Highest, 1=Lowest) of each of the following components of your <u>specialist</u> training in terms of:
   - (a) overall educational quality (i.e., course design, teaching effectiveness, etc.)
   - (b) educational value (i.e., Dis this component make a positive contribution to your general educational development?
   - (c) Vocational value (i.e., Did this component make a positive contribution to your internship or initial employment experience?)

Component	Educational Quality	Educational Value	Vocational Value
Psychology Core			
School Psyc. Courses			
Sch. Psyc. Externship			
Practicum			
Elective Courses			
Counseling			
Comprehensiv Exam			

2. List any specific training which you feel should be added to the course work in a specialist program in School Psychology.

_____

3. List any specific training which you feel should be included in the school psychology externship to increase students' success in internship and employment settings.

_____

4. Indicate the number of years of work experience you have had following graduation in the following settings:

School-based _____ Hospital-based _____ Mental Health Center _____ Other _____

5. Please rate your satisfaction with your current job position. (Circle your choice.)

1	2	3	4	5
Very Satisfied	Somewhat Satisfied	Undecided	Somewhat Dissatisfied	Very Dissatisfied

6. If you had to "do over", would you choose school psychology as your major area of graduate study?

7. Would you choose the Nicholls State University specialist program again?

8. Would you recommend the program to a friend?

9. If you answered NO to questions 6, 7, or 8 above, please indicate why:

_____

_____

_____

10. If you have any other comments or suggestions for improving our school psychology training program, please write them here (you can include compliments if you like).

_____

_____

_____

Thank you in advance for completing this questionnaire.

Carmen Dupre' Broussard, Ph.D., Director
School Psychology Program
Department of Psychology and Counselor Education
Nicholls State University

Professional Work

Characteristics Assessment

Winthrop University School Psychology Program
Professional Work Characteristics Appraisal
(Year-End Form)

Candidate: _____
Rater: _____

Year in Program: 1st   2nd   3rd   **Date**: _____

Please rate the student on each item using the scale below. The *maximum* rating to be given should correspond to the student's stage of training (i.e., a "3" for a 1st year student, "4" for a 2nd year trainee, and "5" for a 3rd year intern). 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   Needs substantial improvement to be at level appropriate for end of 1st year/start of traineeship
2   Needs some improvement to be at level appropriate for end of 1st year/start of traineeship
3   Exhibits level appropriate for end of 1st year/start of traineeship
4   Exhibits level appropriate for end of 2nd year/start of internship
5   Exhibits level appropriate for end of 3rd year/entry into profession

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

Rating Scale

No No opportunity to observe/don't know
1   Needs substantial improvement to be at level appropriate for end of 1st year/start of traineeship
2   Needs some improvement to be at level appropriate for end of 1st year/start of traineeship
3   Exhibits level appropriate for end of 1st year/start of traineeship
4   Exhibits level appropriate for end of 2nd year/start of internship
5   Exhibits level appropriate for end of 3rd year/entry into profession

Characteristic	Rating (circle one)					
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.	No	1	2	3	4	5
Independent Functioning – functions with minimal supervision or independently, 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

_____

_____

_____

_____

_____

_____

_____

Impact on Students/Clients

MIAMI UNIVERSITY
TECHNICALLY ADEQUATE DATA SET FOR
READING FLUENCY
EFFECTS ON STUDENT LEARNING

Practicum Student: _____   Date: _____

1. Dual Discrepancy	Evidence that a discrepancy exists between child and standard (e.g., local norm, literature-based criteria) for both **level** and **trends/growth**.
2. Stable baseline	Baseline is adequate length and stability.
3. Inter-observer agreement	Evidence that measurement used is reliable **for this child**. Audiotape at least 20% of readings, and have a second person score them.
4. Empirically validated measurement system	Evidence that measurement system is associated with poor educational outcomes - **Cite original studies** that have used your outcome measure for progress monitoring decisions.
5. Functional Assessment	Evidence of causal relationship between instructional or environmental variables and target outcomes. -Cumulative evidence (across methods) that problem is a skills versus performance deficit, or performance excess. -Cumulative evidence (across methods) that problem may vary as a function of certain instructional or environmental variables.
6. Evidence-Based Intervention	Evidence that intervention components are associated with improved educational outcomes. **Cite meta-analysis or original studies** that indicate similar interventions have improved similar target problems.

7. Evidence of treatment integrity or strength	Evidence that intervention steps were implemented. Integrity = Mean percentage of steps completed on fidelity checklists is 95-100% Strength = Mean number (and range) of trials per week, calculated separately for each intervention phase
8. Changing intensity design	Evidence of strong accountability (A-B) or experimental (A-B-BC) design.
9. Visual inspection	Changes in levels, trends, and/or stability can be attributed to intervention (internal validity). Summary Statistics: calculate mean weekly growth rate, percentage of non-overlapping data (PND), and adjusted effect size (ES)
10. Evidence of social validity	Evidence that treatment effects were confirmed by meaningful, external evaluations. *Changes in pre- and post-measures of (pick one):* - Teacher, Parent, Child Ratings - school benchmarking scores - observations of classroom reading - observations of permanent products - grade book analysis or teacher tests - standardized test scores - performance on commercial word lists -"Risk" levels according to survey level assessment (instructional placement)
Technical Score = 0 - 10	

UNIVERSITY OF DAYTON
EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING
(from Section IV of NASP submission)

Case Study Evaluations

1. Description of the Assignment and Assessment

The case study assessment is used for determining whether candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services that yield a positive, measurable impact on the individuals served. The case study rubric has been adapted and adopted by the National Association of School Psychologists as the instrument for determining the quality of case studies submitted by applicants from Non-NASP–approved programs who want to obtain the NCSP. The case study rubric has been used for more than 5 years at XX to evaluate students' skill in conducting case studies using the Response to Intervention methodology.

The case study rubric is used in 2 practicum courses and internship.

Syllabi: WSF 514/515: Academic Assessment for Intervention; WSF 610/611: Social & Behavioral Assessment for Intervention; WSF 710/711/712: Internship

Program Handbook: pp. 32-38: The case study rubric is included in the handbook AND below.

2. Case Study Alignment with NASP Domains: Well-done case studies can address 10 of the 11 NASP domains in Standard 2. The only domain that is not included is 2.10: School Psychology Practice and Development. The relationship is demonstrated in the matrix below:

Case Study Rubric Sections	Domains Addressed										
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
Local Norms	X	X	X	X		X	X		X		X
Problem Identification & Analysis	X	X	X	X	X		X	X			
Hypothesis Testing	X	X	X	X	X		X	X			
Intervention	X	X	X	X	X		X	X			X
Evaluation	X	X	X	X	X		X	X	X		X

3. Data Analysis and Interpretation

We continually work to improve the case study evaluation to determine the impact of services delivered by our students through the case study method. A brief summary of changes in the last 3 years is provided below along with the resulting data.

Case Study Evaluation Rubric
WSF 515 & 611

Section 1.0   **Local Norms:** Local norms and outcome goals were established for class.

	Outstanding	Competent	Needs Development
1.1	☐ Teacher consultation provided both classwide behavioral and/or academic goals and a target date to accomplish the classwide goals	☐ Teacher consultation provided only classwide behavioral and/or academic goals or a target date to accomplish the classwide goals	☐ Teacher consultation did not provide classwide behavioral and/or academic goals and a target date to accomplish the classwide goals
1.2	☐ The class goal statement(s) was written in observable, measurable terms and was based on the all of the following: ☐ Review of curriculum for academic goals AND ☐ Task analysis for academic and/or behavioral target goals AND ☐ Description of class-wide instructional methods to address the academic and/or behavioral target goals	☐ The class goal statement(s) was written in observable, measurable terms	☐ The class goal statement(s) was NOT written in observable, measurable terms
1.3	☐ Local norms were established through direct observation, criteria-based instrument(s), or curriculum-based measurement (Classes that do not have established local norms will need to have at least 3 administrations of each measure conducted over a several-week period to determine average rate of change per week or stability for class.)	☐ Local norms were established through direct observation, criteria-based instrument(s), or curriculum-based measurement	☐ Local norms and/or goals were underdeveloped
1.4		☐ Technology was used in the gathering and synthesis of data	☐ Technology was not used in the gathering and synthesis of data

Rating for 1.0

Outstanding: All components in the Competent and Outstanding categories are checked	Substantially Developed: All components in the Competent category plus some components in the Outstanding category are checked	Competent: All components in the competent category are checked	Threshold Development: Some components in the competent category are checked	Needs Development: Only components in the Needs Development category are checked
☐	☐	☐	☐	☐

Section 2. **Problem Identification & Analysis:** The at-risk student and academic/behavioral concern(s) are identified and clarified.

	Outstanding	Competent	Needs Development
2.1		☐ One at-risk student is identified	☐ One at-risk student was not clearly identified
2.2		☐ The at-risk student's academic and/or behavioral concern(s) is identified and operationally defined using class goals and local norms	☐ The at-risk student's academic and/or behavioral concern(s) is identified but NOT operationally defined using class goals and local norms
2.3		☐ The problem was identified and defined collaboratively	☐ The problem was NOT identified and defined collaboratively
2.4		☐ A baseline for the at-risk student is established for the concern(s)	☐ A baseline for the at-risk student is NOT established or is inappropriate
2.5	☐ **Skill analysis** was conducted and included **all of the following:** ☐ Error analysis, ☐ Direct observation of skill, ☐ Criteria-based assessment, OR curriculum-based assessment	☐ **Skill analysis** was conducted and included **one or more** of the following: ☐ Error analysis, ☐ Direct observation of skill, ☐ Criteria-based assessment, OR curriculum-based assessment	☐ No skill analysis was conducted, or analysis was inappropriate for the identified concern(s)
2.6	☐ **Performance analysis** was conducted and included **all of the following:** ☐ Record review for historical documentation of pertinent information, ☐ Student interview, ☐ Ecological or situational analysis of concern (e.g., routines, expectation-skill match, relationships, classroom environment, adult/teacher support, cultural issues)	☐ **Performance analysis** was conducted and included **one or more** of the following: ☐ Record review for historical documentation of pertinent information, ☐ Student interview, ☐ Ecological or situational analysis of concern (e.g., routines, expectation-skill match, relationships, classroom environment, adult/teacher support, cultural issues)	☐ No performance analysis was conducted, or analysis was inappropriate for the identified concern(s)

☐ Direct observation (e.g., on-task) ☐ Parent interview	☐ Direct observation (e.g., on-task) ☐ Parent interview	

Rating for 2.0				
☐ **Outstanding:** All components in the Competent and Outstanding categories are checked	☐ **Substantially Developed:** All components in the Competent category plus some components in the Outstanding category are checked	☐ **Competent:** All components in the competent category are checked	☐ **Threshold Development:** Some components in the competent category are checked	☐ **Needs Development:** Only components in the Needs Development category are checked

Section 3.0   **Hypothesis Testing:** Hypotheses were developed and tested

		Outstanding	Competent	Needs Development
3.1			☐ Hypotheses were generated through collaboration with teacher and/or parent	☐ Hypotheses were generated without collaboration with teacher and/or parent
3.2		☐ Multiple hypotheses were developed to identify the cause or source of each problem	☐ A hypothesis was developed to identify the cause or source of each problem	☐ No hypotheses were developed
3.3		☐ Each of the multiple hypotheses was tested to confirm the cause or source of the problem using one or more of the following methods: ☐ Direct observation, ☐ Analogue assessment, ☐ Functional assessment, ☐ Self-monitoring assessment, ☐ Other	☐ One hypothesis was tested to confirm the cause or source of the problem using one or more of the following methods: ☐ Direct observation, ☐ Analogue assessment, ☐ Functional assessment, ☐ Self-monitoring assessment, ☐ Other	☐ Hypothesis testing did not occur
3.4			☐ The hypothesis reflected awareness of individual differences (e.g., biological, social, linguistic, cultural)	☐ The hypothesis did NOT reflect awareness of individual differences (e.g., biological, social, linguistic, cultural)
3.5			☐ Hypothesis testing linked the academic and/or behavioral problem(s) with the intervention	☐ Hypothesis testing did NOT link the academic and/or behavioral problem(s) with the intervention

Rating for 3.0				
☐ **Outstanding:** All components in the Competent and Outstanding categories are checked	☐ **Substantially Developed:** All components in the Competent category plus some components in the Outstanding category are checked	☐ **Competent:** All components in the Competent category are checked	☐ **Threshold Development:** Some components in the Competent category are checked	☐ **Needs Development:** Only components in the Needs Development category are checked

Section 4. **Intervention:** Intervention was implemented and monitored

		Outstanding	Competent	Needs Development
4.1			☐ Goal statement(s) was written in observable, measurable terms	☐ Goal statement was NOT written in observable, measurable terms
4.2			☐ Goal statement(s) emerged from the problem analyses and hypothesis testing	☐ Goal statement(s) did NOT emerge from the problem analyses and hypothesis testing
4.3			☐ Intervention(s) was developed collaboratively	☐ Intervention(s) was NOT developed collaboratively
4.4			☐ Intervention(s) logically linked to the referral question	☐ Intervention was NOT linked to referral question
4.5			☐ Intervention(s) logically linked to the hypothesis	☐ Intervention(s) did NOT logically link to the hypothesis
4.6			☐ Intervention(s) logically linked to the goal statement	☐ Intervention(s) did NOT logically link to the goal statement

4.7	☐ Logistics of setting, time, resources, and personnel required for intervention and data gathering were defined and implemented		☐ Intervention(s) was described including procedures for one or more of the following:
			  ☐ Promoting new or replacement behaviors/skills
			  ☐ Increasing existing behaviors/skills
			  ☐ Reducing interfering problem behaviors
			  ☐ Facilitating generalization
				☐ Intervention(s) was NOT described in enough detail to ensure appropriate implementation

4.8	☐ Support was provided to justify the use of the intervention as evidence-based practice (e.g., research literature, functional analysis)		☐ Intervention(s) was implemented	☐ Intervention(s) was limited to determination of eligibility for special education services or referral for services external to the school and/or the home

4.9	☐ Acceptability of intervention by teacher, parent, and child was verified	☐ Intervention reflected sensitivity to individual differences, resources, classroom practices, and other system issues	☐ Intervention did NOT reflect sensitivity to individual differences, resources, classroom practices, and other system issues
4.10	☐ Treatment/intervention integrity was monitored to ensure appropriate implementation	☐ Intervention(s) was monitored	☐ Intervention(s) was NOT monitored

Rating for 4.0				
☐ **Outstanding:** All components in the Competent and Outstanding categories are checked	☐ **Substantially Developed:** All components in the Competent category plus some components in the Outstanding category are checked	☐ **Competent:** All components in the Competent category are checked	☐ **Threshold Development:** Some components in the Competent category are checked	☐ **Needs Development:** Only components in the Needs Development category are checked

Section 5.0   Evaluation and Recommendations: Data were gathered and documented to demonstrate efficacy of intervention.

	Outstanding	Competent	Needs Development
5.1	☐ Goal attainment was plotted at the end point and compared to baseline	☐ Progress monitoring data were plotted on a graph or chart	☐ Progress monitoring data were NOT plotted on a graph or chart
5.2	☐ Goal attainment was plotted at the end point and compared to the desired goal	☐ Data were provided as evidence of measurable, positive impact toward stated goal	☐ Data were NOT provided to document student progress
5.3		☐ Single-case design was specified (e.g., changing criterion, withdrawal, multiple baseline, alternating treatments) to prove efficacy of intervention	☐ Single-case design was not specified (e.g., changing criterion, withdrawal, multiple baseline, alternating treatments) to prove efficacy of intervention
5.4		☐ Current technologies were used to present data	☐ Current technologies were not used to present data
5.5	☐ Data were obtained through **multiple methods** and were presented in support of student's progress from two or more of the following: ☐ Direct observation ☐ Rating scale ☐ Peer comparison ☐ Self-monitoring ☐ CBM ☐ Other	☐ Evidence in support of student's progress from **one** of the following: ☐ Direct observation ☐ Rating scale ☐ Peer comparison ☐ Self-monitoring ☐ CBM ☐ Other	☐ No evidence was provided in support of student's progress

5.6	☐ Intervention quality and integrity were monitored with a formal measure	☐ Intervention quality and integrity were monitored but the formal measure was not clearly specified	☐ Intervention quality and integrity were not monitored
5.7	☐ Effectiveness of intervention was examined collaboratively	☐ Effectiveness of intervention was examined, but evidence of collaboration in the examination was not included	☐ Effectiveness of intervention was not examined
5.8	☐ Intervention limitations and side effects were described	☐ Intervention limitations or side effects were described	☐ Intervention limitations and side effects were not described
5.9	☐ Strategies for follow-up were developed collaboratively	☐ Suggestions for follow-up were provided	☐ Suggestions for follow-up were NOT provided
5.10	☐ Goal Attainment Follow-up Guide was developed prior to initiation of intervention. ☐ Level of goal attainment was determined ☐ Changes in intervention and/or follow-up recommendations were made, as indicated by Follow-up Guide.	☐ Level of goal attainment was determined ☐ Changes in intervention and/or follow-up recommendations were made.	☐ Level of goal attainment was not determined.
5.11	☐ Effect size was calculated and demonstrated a positive, measurable outcome.	☐ Effect size was calculated.	☐ Effect size was not calculated.
5.12	☐ Percent of non-overlapping data points was calculated and demonstrated a positive, measurable outcome.	☐ Percent of non-overlapping data points was calculated	☐ Percent of non-overlapping data points was not calculated

Rating for 5.0				
☐ **Outstanding:** All components in the Competent and Outstanding categories are checked	☐ **Substantially Developed:** All components in the Competent category plus some components in the Outstanding category are checked	☐ **Competent:** All components in the Competent category are checked	☐ **Threshold Development:** Some components in the Competent category are checked	☐ **Needs Development:** Only components in the Needs Development category are checked

Overall Rating for Case Study (A rating of Competent or higher is required to pass)				
☐ **Outstanding:** Case study is rated Outstanding in all five Sections	☐ **Substantially Developed:** Case study is rated Competent or higher for all Sections and Substantially Developed or higher in one or more sections	☐ **Competent:** All five Sections of the Case Study are rated competent	☐ **Threshold Development:** Some but not all Sections are rated Competent	☐ **Needs Development:** Sections are only rated Needs Development

Case study submitted by: _____ Date: _____

Case study reviewed by: _____ Date: _____

Case Study Evaluation Data

<u>2003-2004</u>

Prior to and including 2003-04, evaluations were limited to an assessment of case study implementation integrity. The impact of the process on K-12 students was monitored informally through visual observation of graphed data.

Case Study Integrity Rating: Evaluations conducted by faculty using the Case Study Rubric (See Program Handbook pp. 32-38) were used to determine how well the school psychology graduate students followed the case study evaluation procedure.

Case studies completed during the practica courses were evaluated. All students followed the case study problem solving procedure with integrity. See the 2003-04 Practicum Case Study Data Chart below.

<u>2004-2005</u>

A problem with the 2003-04 data was that the outcome of the procedure was not formally evaluated to determine the impact of the intervention on the target behavior. The case study rubric was therefore revised to require students to include a formal measure to indicate the impact of this method on the K-12 students served. The revision continued to include the case study integrity rating, while adding requirements for calculating effect sizes and for documenting the percent of non-overlapping data points.

Effect Size: Effect sizes were calculated for each case study to determine the impact of the intervention on the target behavior as follows:
Mean Intervention Score – Mean Baseline Score / Standard Deviation of All Scores

Percent of Non-Overlapping Data Points: This is a measure to determine the impact of the intervention by comparing data points during baseline with data points after intervention implementation. For example, 100% of non-overlapping data points indicates that the intervention made a difference, while 0 non-overlapping data points indicates that there was no difference across phases or that the data points were very unstable.

The data were evaluated, and the results indicated that case studies were completed with integrity by all students in the practicum. In addition, the impact of the case studies on the students served was positive and data revealed that the mean effect size scores was high (mean=2.51). See the 2004-05 Practicum Case Study Data Chart below.

However, there continued to be some issues with our data-gathering methodology. First, there was some inconsistency in student reporting, which resulted in a lack of data from some students. This was particularly evident in the intern case study reporting. As a result, the intern data are not reported; only the practicum case study data are reported. We reviewed the case study rubric and found that we needed to revise it to more clearly specify the requirements. The second issue was that there were some interesting discrepancies across the effect sizes and the non-overlapping data points measures. For example, in the first case study on the 2004-05 chart, the large effect size (1.47) was not reflected in the non-overlapping data points measure. Therefore, we decided to add one more measure to triangulate the data to be sure that there was indeed a positive impact: Goal Attainment Scaling. Finally, because the case study data indicated that our students were having a positive effect on individual students, we decided to expand our requirements to have interns report on their impact with students for one academic case study, one behavioral case study, one counseling case, and one classwide intervention.

During the 2004-05 year, the program also participated in a pilot study to determine the impact of problem-solving case studies conducted by interns across the school psychology programs in the state.

2005-2006

The revised rubric contained the three previous components plus the GAS.

Goal Attainment Scale: Goals for improvement were established by the student and team through collaborative data-based problem solving, and research prior to intervention implementation. This is an indicator of both the success of the intervention and the accurate establishment of a goal and/or expected rate of improvement. An example is presented below:

Example of a Completed Scoring Guide for One Intern

Intern Name __JJ_____   Year ___2005-2006_____

LEVEL OF ATTAINMENT	Academic Case Study	Behavioral Case Study	Classwide Case Study	Individual Counseling
Much less -2 than expected	PSF score of 2 or less	Number of completed assignments equals 0 per day by the end of 8 weeks	Negative behaviors occur no more than 350 times per week	Number of aggressive incidents no less than 5 per week
Somewhat less -1 than expected	PSF score of 4 or less	Number of completed assignments equals 1 per day by the end of 8 weeks	Negative behaviors occur no more than 300 times per week	Number of aggressive incidents no less than 4 per week

Expected level 0 of outcome	PSF score of 6 or more	Increase number of completed assignments to 2 or more per day by the end of 8 weeks	Decrease in negative behaviors to no more than 200 per week	Reduction of aggressive incidents to no more than 3 per week
Somewhat more +1 than expected	PSF score of 17 or more	**Increase number of completed assignments to 4 or more per day by the end of 8 weeks**	Decrease in negative behaviors to no more than 100 per week	Reduction of aggressive incidents to no more than 2 per week
Much more +2 than expected	**PSF score of 35 or more**	Increase number of completed assignments to 6 or more per day by the end of 8 weeks	**Decrease in negative behaviors to no more than 500 per week**	**Reduction of aggressive incidents to no more than 1 per week**

Bold font indicates actual goal attainment in case studies.

The data from the 2005-06 chart below indicate that our students are following the case study protocol with integrity. A large mean effect size (1.29) suggests that the case studies were generally yielding a strong positive effect on the students served.

Goal Attainment scaling from the practicum case studies indicated that usually the impact of the intervention was greater than expected. However, the GAS scores from the intern data are positive overall, but with a lesser magnitude of success. We are still evaluating these results to determine whether the data from the practicum case studies are having a stronger effect than those gathered from intern case studies, and/or are the result of goal setting that is too conservative. Further analysis of case study integrity during internship is ongoing.

During the 2005-05 year, the program continued to participate in the research initiative to determine the impact of problem-solving case studies conducted by interns across the school psychology programs in the state.

3. Aggregated Data:

<u>**2003-04**</u>

Practicum Case Study Data

Student	Case Study Integrity Rating
MM	5/5
JJ	5/5
SS	5/5
TT	4/5
BB	5/5
HH	5/5
DD	5/5
NN	5/5
SS	5/5

<u>**2004-05**</u>

Practicum Case Study Data

Student	Case Study Integrity Rating	Effect Size	% of Non-Overlapping Data Points
DD	5/5	1.47	21%
FF	5/5	6.67	100%
VV	5/5		
YY	5/5	.70	75%
ZZ	4/5		
LL	5/5	3.30	100%
RR	5/5	3.90	100%
BB	5/5	1.47	100%
CC	5/5	.11	100%
OO	4/5		100%
XX	5/5		50%

2005-06

Practicum Case Study Data

Student	Case Study Integrity Rating	Effect Size	% of Non-Overlapping Data Points	Goal Attainment Scaling
SS	5/5	1.85	100%	+2
AA	5/5	.79	50%	+2
LL	4/5	1.36	71.4%	+2
II	5/5	1.04	57%	-2
NN	5/5	.7	14%	+2
DD	5/5	1.51	100%	+2
CC	5/5	.89	33.33%	+1
RR	5/5	1.6	57%	+2
TT	5/5	.4	37.5%	+2
WW	5/5	1.74	100%	+1
OO	5/5	1.69	100%	+2
YY	5/5	2.54	100%	+2
BB	5/5	.4	30%	0
GG	5/5	1.58	100%	+2

2005-06 Intern Data Goal Attainment Chart

Intern Initials	Academic Case Study	Behavioral Case Study	Classwide Intervention	Individual Counseling
QQ	2	1	2	0
MM	0	0	1	0
TT	1	1	1	2
ZZ	0	0	1	0
AA	-1	1	1	1
DD	-1.7	0.7	-1	1
RR	-1	1	1	1
LL	1	2	1	1
FF	2	2	0	0
GG	2	1	2	2
SS	0.43	1.07	0.9	0.6

Documenting Assessment Results

San Diego State
Results of 2006 Portfolio Evaluations

Ed.S. Portfolio Evaluation Results (8 Students*)

Goal/Area	*Mean*	Mode	Median	Range
1. Professional School Psychology	2.7	2.5	2.5	2.5-3.0
2. Research & Program Evaluation	2.9	3.0	3.0	2.5-3.0
3. Social & Cultural Foundations	3.0	3.0	3.0	3.0
4. Educational Foundations	2.1	2.0	2.0	2.0-2.5
5. Psychological Foundations	2.9	2.5	2.5	2.0-3.0
6. Assessment-for-Intervention	2.3	n/a	2.3	2.0-2.5
7. Interventions	2.3	n/a	2.3	2.0-2.5

*Note: Although we had nine interns in 2005-06, one intern failed to complete her portfolio during the year. She received the grade of "incomplete" for CSP 760 Advanced Seminar as well as in CSP 780 Internship. We will not recommend her for the Ed.S. degree nor the School Psychology Credential until she documents all competencies.

Observations re: Patterns (11 students total)
- While the 3-point rating scale applied globally to each area is sufficient for *individual* student decisions, it results in a truncated range when aggregated to inform *program* decisions.
- All interns met or exceeded program standards/expectations (2.0) in every area
- Social & Cultural Foundations clearly the strongest area – each student at 3.0
- Research & Program Evaluation very strong – all interns complete a school needs assessment and conduct an evaluation of their services
- Psychological Foundations also very strong – clear applications in psychoeducational evaluation reports
- Educational Foundations – only area with mode & median of 2.0

M.A. Portfolio Evaluation Results: Global Ratings for Each Area (11 Students)

Goal/Area	Mean	Mode	Median	Range
1. Professional School Psychology	2.3	2.5	2.5	2.0-2.5
2. Research & Program Evaluation	2.4	2.0	2.0	2.0-3.0
3. Social & Cultural Foundations	2.5	n/a	2.5	2.0-3.0
4. Educational Foundations	2.5	n/a	2.5	2.0-3.0
5. Psychological Foundations	2.1	2.0	2.0	2.0-2.5
6. Assessment-for-Intervention	2.3	2.0	2.0	2.0-3.0
7. Interventions	2.1	2.0	2.0	1.5-3.0

Observations re: Patterns (11 students total)
- While the 3-point rating scale applied globally to each area is sufficient for *individual* student decisions, it results in a truncated range when aggregated to inform *program* decisions.
- The two strongest areas are Social & Cultural Foundations and Educational Foundations.
- The two lowest areas are Psychological Foundations and Interventions.

When applying the portfolio evaluation rubric to the M.A. portfolios, we revised the rubric to (a) include ratings for individual items *within* each area rather than simply providing the overall area rating and (b) pilot the feasibility of generating ratings for subsets of competencies within each goal/area [only in Area 7. Interventions]. These data will be considered when developing our portfolio rubrics for TaskStream.

M.A. Portfolio Pilot Evaluation Results: Itemized Ratings Within Each Area

Goal/Area	Number of Items	Mean	Mode	Median	Range
1. Professional School Psychology	5	11.7	11	12.0	9-15
2. Research & Program Evaluation	3	6.7	6	6.0	5-9
3. Social & Cultural Foundations	6	14.8	n/a	15.0	12-18
4. Educational Foundations	5	11.9	13	12.0	10-15
5. Psychological Foundations	4	8.6	8	8.0	8-12
6. Assessment-for-Intervention	7	16.5	14	17.0	14-21
7. Interventions (total of 7a+7b+7c)	10	21.6	21	20.0	14-30
7a. Interventions: Direct (Counseling)	*2*	*4.9*	*n/a*	*5.0*	*4.0-6.0*
7b. Interventions: Indirect	*2*	*4.8*	*4*	*4.0*	*3.5-6.0*
7c: Interventions: General Characteristics	*6*	*12.4*	*12*	*12.0*	*6.0-18.0*

Observations re: Patterns (11 students total)
- While this results in a larger range of ratings, it is impossible to compare the cohort's performance across areas due to the different number of items in each area; however, it would be possible to compare different cohorts within the same competency area.

M.A. Portfolio Pilot Evaluation Results: Distribution by Percents of Possible Scores

Goal/Area	Number of Items	Highest Score Possible	Mean Percent	Modal Percent	Median Percent	Percent Performance Range
1. Professional School Psychology	5	15	78.0%	73.3%	80.0%	60.0-100%
2. Research & Program Evaluation	3	9	74.4%	66.7%	66.7%	55.6-100%
3. Social & Cultural Foundations	6	18	82.2%	n/a	83.3%	66.7-100%
4. Educational Foundations	5	15	79.3%	86.7%	80.0%	66.7-100%
5. Psychological Foundations	4	12	71.7%	73.9%	66.7%	66.7-100%
6. Assessment-for-Intervention	7	21	78.6%	66.7%	81.0%	66.7-100%
7. Interventions (total of 7a+7b+7c)	10	30	72.0%	70.0%	66.7%	46.7-100%
7a. Interventions: Direct (Counseling)	*2*	*6*	*81.7%*	*n/a*	*83.3%*	*66.7-100%*
7b. Interventions: Indirect	*2*	*6*	*80.0%*	*66.7%*	*66.7%*	*58.3-100%*
7c: Interventions: General Characteristics	*6*	*18*	*68.9%*	*66.7%*	*66.7%*	*33.3-100%*

Observations re Patterns (11 students total):

- Percents may be misleading. If a student obtained a rating of 2 (acceptable; meets standard) on each item within an area, the resulting percent scores is 66.7%, which "looks" low.
- Social & Cultural Foundations is the strongest area; followed closely by Educational Foundations.
- Although Professional School Psychology was strong overall, the range suggests considerable variability amongst students.
- Two areas seem to call for greater attention: Research & Program Evaluation and Interventions (especially given range of performance).

Interventions:
7a. Direct Interventions included (a) individual and (b) group counseling
7b. Indirect Interventions included (a) consultation and (b) collaboration
7c. General Characteristics of Intervention included: theoretically informed, goal-directed, systematically implemented-monitored-evaluated culturally appropriate.

ROWAN UNIVERSITY
PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS
(excerpts from NASP submission)

Assessment of candidates during practica that shows they can effectively plan and carry out school psychological services

Field Supervisors' Ratings of Practica

Description

1. The Field Supervisor Rating for Practicum, completed by each candidate's field-based supervisor during practicum, is used to evaluate the professional skills, knowledge, and professional work characteristics of the candidate. For more information regarding the Field Supervisor Rating for Practicum, see the *Program Handbook* (Attachment I C, *Practica Guide*, *Appendix A*, pp. 4 & 16).

2. The evaluation scale is aligned with and directly organized to address the 11 *NASP Domains of Training and Practice* and assesses the candidate's skills, knowledge, and professional work characteristics.

Analysis and Interpretation

3. Attachment IV #3 details aggregated data on the Field Supervisor Rating for Practicum over the past three years of the MOU *530 Consultation and Clinical Services Practicum.* Scores on items are 0 = Needs Improvement, 1 = Effective, and 2 = Very Effective. The mean scores for Classes of 2005, 2006, and 2007 in each area and the overall ratings indicate that as practicum students, school psychology candidates have been rated highly by their field supervisors. The overall ratings are as follows: 2005 = 1.54; 2006 = 1.56; 2007 = 1.50, indicating mean scores equivalent in descriptive terms to Effective and Very Effective.

4. The data suggest that practicum students are demonstrating ratings between Effective and Very Effective in each of the assessed 11 Domains, with each Domain broken down into specific knowledge and skills and a separate rating on professional work characteristics. Mean scores for individual items range from a high of 2.0 to a low of 1.13 across Classes of 2005, 2006, and 2007. Inspection of the data by individual items suggests that University School Psychology practicum students in MOU *530 Consultation and Clinical Services Practicum* are competent and able to demonstrate knowledge, skills, and professional work characteristics effectively to very effectively.

Note: The Practicum and Internship rating instruments are identical in form and content. University School Psychology Program faculty take a developmental approach to evaluation of practicum and internship students in that it is assumed that students will demonstrate better-developed skills as an intern (compared to a practicum student) given their additional experience, practice in all skill areas, supervision, evaluative feedback, etc. The decision to use identical forms is motivated by giving individual students an opportunity to compare his/her performance ratings from practicum to internship. It is also important that a comprehensive array of knowledge, skills, and professional work characteristics based on the 11 NASP Domains are evaluated both during practicum and internship.

Aggregated Field Supervisors' Ratings for Consultation and Clinical Services Practicum

Documentation of a, b, and c are included. The assessment tool itself is below. The scoring guide is 2 = Very Effective, 1 = Effective, and 0 = Needs Improvement. Aggregated data are included within the table below.

2.1 Data-Based Decision-Making and Accountability	Class of 2005 (Spring 2004) n = 13	Class of 2006 (Spring 2005) n = 16	Class of 2007 (Spring 2006) n = 12
2.1.1.) Demonstrates knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.	Ratings 0 - 2 1.54	Ratings 0 - 2 1.56	Ratings 0 − 2 1.50
2.1.2.) Demonstrates effective development and implementation of academic and behavioral interventions that are based on data gathered from the team problem-solving (decision-making) and assessment process(es) and linked to goals and outcomes.	1.38	1.44	1.50
2.1.3.) Demonstrates effective problem-solving (decision-making process) skills and procedures at the individual, group, and systems levels.	1.38	1.44	1.42
2.1.4.) Demonstrates effective skills in selecting appropriate measures to monitor and evaluate the success of individual, group, and systems interventions that compare/contrast the desired goal(s) from the actual outcome(s).	1.31	1.31	1.33
2.1.5) Demonstrates an emerging knowledge base of problem-solving (decision-making) processes that are related to educational research and systems-level and/or building-level concerns.	1.54	1.50	1.58
2.1.6.) Utilizes data to evaluate the outcomes of services.	1.31	1.25	1.50

Editor's note: Table containing all of NASP's 11 domains continued but will not be included here due to space limitations.

Overall rating	1.54	1.56	1.50

Scoring Guide:
2 = Very Effective
1 = Effective
0 = Needs Improvement

ROWAN UNIVERSITY
COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP
(from NASP submission)

Portfolio Entries

1. *Description*:

As described in Attachment I C (*Program Handbook, Appendix B, Internship Guide*, p. 21+) and in course syllabus for BDE *634 Colloquium in School Psychology* (internship), all interns are required to develop a EdS portfolio. The following documents are included:

a) *Psychological Report Linked to Intervention.* Interns are required to submit a psychoeducational report linked to intervention. Additional reports being added to the Internship beginning during the 2006-07 academic year are an academic response-to-intervention/problem solving case study, and a behavioral response-to-intervention/problem solving case study. No data are yet available on these case study reports completed during the Internship, although students conducted and wrote a problem solving case study report during BDE 629 Individual Psychodiagnostics III.   The more traditional psychoeducational report has been a long-standing requirement, and beginning in September 2006, response-to- intervention/problem-solving case studies are being added. See Internship Guide, Appendix B pp. 22 -26 for Academic or Social/Behavioral Assessment for Intervention Evaluation Rubric.

b) *Classwide, School Wide or Systems Level Intervention.* Interns are required to conduct a classwide, school wide or systems level intervention after identifying an area of need. This project addresses a universal level intervention or prevention programs in social, emotional, behavioral, or academic development. The project follows the steps outlined in the attached rubric used for scoring the project.

c) *Counseling Competencies*. Interns must submit a videotape and accompanying write up of the counseling case during internship that demonstrates competencies in counseling.

d) *Consultation Competencies*. Interns are required to submit a videotape and accompanying write up of a consultation case that depicts their competencies in problem-solving consultation.

e) *Inservice Presentation*. Interns are required to develop an inservice program that addresses a school system-wide issue or need.

f) *Comprehensive Case Study*. Interns are required to complete a comprehensive case study that demonstrates their ability to integrate domains of knowledge and apply professional skills in developing a range of services that positively impact children, youth, families and other consumers.

2) How portfolio documents align with NASP Domains is depicted in the table below:

	Internship Assignments Related to NASP's Eleven Domains of Professional Practice										
	Assignments	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**2.7**	**2.8**	**2.9**	**2.10**	**2.11**
a	Psych. Eval Rubric	X	X	X	X	X						X
b	Class, School or System Wide Intervention	X	X	X	X		X	X	X			X
c	Counseling Case				X							
d	Consultation Case	X	X	X	X							
e	Inservice Presentation						X	X	X	X		X
f	Comprehensive Case Study	X	X	X	X							X

Specifically, each of the above listed portfolio items (a-f) will be discussed in terms of how it aligns with NASP Domains.

a) The psychoeducational report linked to intervention with Domains 2.1, 2.2, 2.3, 2.4, 2.5 and 2.11. Interns collect and interpret data from students, teachers, and parents, and translate assessment results into evidenced-based interventions in academic, cognitive, and behavioral areas. This data describes the individual abilities and disabilities of the student.

b) Classwide, School Wide or System Level Intervention is aligned with Domains 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, and 2.11. The scoring rubric (Attachment IV 5 Class, School or System Level Intervention) outlines the steps interns follow in completing this project. It requires interns to collect and interpret data, collaborate with others during the needs assessment and evaluation process, address either academic, cognitive and/or behavioral areas at a systems level from a prevention perspective and follows a problem-solving model design. Technology is required to graph results.

c) Counseling competencies are demonstrated through a video tape of counseling session(s) and addresses domain 2.4 by demonstrating competencies in an area of behavioral, affective, adaptive or social skills.

d) Consultation competencies are demonstrated through a video tape of a consultation session(s) and address Domains 2.1, 2.2, 2.3, and 2.4. The consultation is a problem solving process requiring the intern to collect and interpret data during consultation session(s) with the consultee in order to problem solve a client's academic or behavioral problem.

e) Inservice presentation addresses Domains 2.6, 2.7, 2.8, 2.9 and 2.11. The presentation is designed to address a school or system level need for professional development from a prevention perspective and requires the collaboration with home, school and/or community depending upon the topic. An evaluation is completed and technology is used to present the inservice using Power Point.

f) The comprehensive case study minimally aligns with Domains 2.1, 2.2, 2.3, 2.4 and 2.11. Interns collect and interpret data, collaborate with teachers and parents, identify and analyze problem(s), develop and test hypotheses, develop and implement intervention(s) and evaluate outcomes. The case study can deal with academic and/or behavioral issues. Technology is used to graph information.

3 & 4) *Analysis and Interpretation*

On the basis of the data presented in the six IV 5 Attachments, each of the portfolio entries has demonstrated the interns' skills in the various areas using aggregated data via scoring rubrics. The mean scores for each portfolio project is high (above 1.0) and indicates Effective to Very Effective ratings. Refer to Attachments BELOW for specific results.

Assessment 5.1 – Performance Based – Psychoeducational Report Linked to Intervention University School Psychology Program

5. a) Assessment tool is included on pages 2-3 of this attachment.
    b) Scoring guide: Beginning = 0, Adequate = 1, Advanced = 2
    c) Aggregated candidate data below

Aggregated Data from Psychoeducational Problem Solving Report Linked to Intervention

Corresponds to item on Psychoed Rpt Rubric (pp. 2-3)	Class of 2004 n = 12	Class of 2005 n = 13	Class of 2006 n = 16
1.	2.0	2.0	2.0
2.	2.0	1.92	1.94
3.	1.83	2.0	1.94
4.	2.0	2.0	2.0
5.	2.0	2.0	2.0
6.	1.92	1.92	1.94
7.	2.0	2.0	2.0
8.	2.0	2.0	2.0
9.	2.0	1.92	1.94
10.	1.92	1.92	2.0
11.	1.92	2.0	2.0
12.	2.0	2.0	2.0
13.	1.92	2.0	2.0
14.	2.0	2.0	2.0
15.	1.92	2.0	1.94
16.	1.92	2.0	2.0
Overall	2.0	2.0	2.0

Assessment 5.2-Performance Based: Aggregated Data of Classwide, School Wide or System Level Intervention

Evaluation of Classwide, School Wide or System Level Intervention

a) Description of assignment: Interns were required to develop a classwide, school wide or system level intervention after identifying an area of need. The intervention steps are specified below.

b & c) Scoring guide and aggregated data specific to domain intended to assess.

NASP Domains	Intervention Steps	Class of 2004 scores n = 12	Class of 2005 scores n = 13	Class of 2006 scores n = 16
2.1 2.2	Conducts needs assessment	2.0	2.0	1.88
2.3 2.4 2.7 (Universal level intervention)	Selects evidence-based intervention	1.92	192.	1.88
2.3 2.4	Designs intervention plan	1.83	1.92	1.81
2.3 2.4	Implements plan	2.0	2.0	1.75
2.11	Monitors intervention progress (graphs results)	1.83	1.77	1.81
2.1	Evaluates plan	1.83	1.85	1.88

Key:
2 = Very Effective
1 = Effective
0 = Needs Improvement

	Written Internship Assignments Related to NASP's Eleven Domains of Professional Practice											
	Assignments	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
C	Classwide, School Wide or System Level Intervention	X	X	X	X			X				X

Assessment 5.3: Performance Based - Counseling Case

School Psychology
Evaluation of Counseling Case

a) Description of assignment: Interns are required to provide a video tape of a counseling session with an accompanying write up of the counseling case. The tape and write up will be evaluated by the following criteria.
b) and **c**) Scoring guide and aggregated data are below.

NASP Domain 2.4	Class of 2004 scores n = 12	Class of 2005 scores n = 13	Class of 2006 scores n = 16
Obtain permission for counseling	2.0	2.0	2.0
Build rapport	1.92	1.85	1.56
Explore problem	1.83	1.77	1.69
Establish baseline	1.83	1.69	1.69
Explore possible solutions	2.0	1.85	1.81
Evaluate strengths and weaknesses of alternatives	1.83	1.85	1.63
Select plausible solution	1.75	1.77	1.69
Collaboratively design solution plan	1.75	1.85	1.81
Obtain pupil commitment to plan	1.75	1.69	1.56
Monitor plan	1.67	1.62	1.56
Evaluate plan effectiveness	1.75	1.38	1.50

Key:
2 = Very Effective   **NASP Domain: 2.4**
1= Effective
** 0 = Needs Improvement**

Assessment 5.4-Performance Based : Consultation Case

University Colloquium in School Psychology
Evaluation of Consultation Case

a) Description of assignment: Interns were required to conduct a consultation whereby the consultant (intern) consults with the consultee(s) (teacher and/or parent) regarding an issue concerning the client (student). Two products are generated: a video tape of   session(s) and a written case study.

Ratings are provided for the stages below. The written description of the consultation will be evaluated by the section: Consultation Components. The taped of the consultation will be evaluated by the second section: Communication Skills.

b & c) Scoring guide and aggregated data specific to domain intended to assess.

NASP Domain	Stages of Consultation	Class of 2004 scores n = 12	Class of 2005 scores n = 13	Class of 2006 scores n = 16
2.2 2.6	**Introduction** -School and classroom setting are described. -The consultee introduced and described the problem.	1.67	1.69	1.75

2.1 2.2	**Problem Identification** -Objectives established -Performance measures selected -Data collected and reported. -Discrepancy between current and desired performance is determined.	1.58	1.77.	1.69
2.2 2.3 2.4	**Intervention** -Intervention plan developed -Intervention implemented -Procedures to monitor and evaluate intervention success is described	1.75	1.69	1.63
2.3 2.4	**Implication for Teaching** Implications discussed	1.67	1.69	1.56
2.1	**Evaluation of Consultation Process** -Objective measures of consultation process used -Evaluation of process is discussed	1.83	1.77	1.69
2.2	**Overall Rating of Consultation**	1.83	1.85	1.81

2.2	**Communication Skills** Consultant listened more than talked.	1.83	1.85	1.75
2.2	Questioning was effective	1.58	1.54	1.69
2.2	Consultant kept track of comments made by consultee and efficiently integrated, paraphrased, and summarized consultee's thoughts and concerns.	1.75	1.62	1.63
2.2	Appropriate affect was displayed by the consultant through empathy and validation	1.67	1.54	1.56
2.2	**Overall Rating of Communication Skills**	1.67	1.77	1.75

Key:
2 = Very Effective
1 = Effective
0 = Needs Improvement

Written Internship Assignments Related to NASP's Eleven Domains of Professional Practice													
	Assignments	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**2.7**	**2.8**	**2.9**	**2.10**	**2.11**
C	Consultation Case	X	X	X	X		X					

Assessment 5.5: Performance Based – Inservice Presentation

School Psychology
Evaluation of Inservice Presentation

5. a) Description of assignment: Interns are required to develop an inservice presentation that addresses a school or system wide issue or need.
b) and c) Scoring guide and aggregated data are included in table below.

NASP Domains	Inservice Components	Class of 2004 Scores n = 12	Class of 2005 Scores n = 13	Class of 2006 Scores n = 16
2.8	Collaborates with others to determine need for training	1.75	1.69	1.56
2.9	Designs needs assessment	1.83	1.77	1.69
2.6	Conducts needs assessment	1.83	1.85	1.81
	Prepares inservice	1.67	1.77	1.69
2.6 , 2.7 2.11	Delivers inservice using Power Point (technology).	1.83	1.85	1.81
2.9	Conducts evaluation of inservice	1.75	1.62	1.69

Scoring Guide:
2 = Very Effective
1 = Effective
0 = Needs Improvement

	Written Internship Assignments Related to NASP's Eleven Domains of Professional Practice										
	Assignments	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
I	Inservice Presentation						X	X	X	X		X

Assessment 5.6. Effects on Student Learning Environments and/or Learning.

Assignment: Complete a case study that demonstrates the professional skills necessary to deliver effective services that results in positive, measurable outcomes for the student. Below is the scoring rubric (b) to be used to evaluate the case study.

(Editors Note: The program included a comprehensive scoring guide addressing various elements of the problem-solving process. Due to space limitations, the guide will not be duplicated here)

Aggregated candidate data derived from the assessment, with aggregated data specific to each domain that it is intended to assess.

	Section 1	Section 2	Section 3	Section 4	Overall
	Problem Identification	Problem Analysis	Intervention	Evaluation	
Domains	2.1 2.2 2.8	2.1 2.5	2.2 2.3 2.4 2.6 2.8 2.9	2.1 2.2 2.3 2.4 2.8 2.11	
05-06 Program Completers $n = 16$	2.0	2.0	1.87	1.87	1.87

Domains assessed in Comprehensive Case Study include:
2.1 Data Based Decision Making
2.2 Consultation and Collaboration
2.3 Effective Instruction and Development of Cognitive/Academic Skills
2.4 Socialization and Development of Life Skills
2.5 Student Diversity in Development and Learning
2.6 School and Systems Organization, Policy Development, and Climate
2.8 Home/School Community Collaboration
2.9 Research and Program Evaluation
2.11 Information Technology

Prior to 2005-06 academic year, the Colloquium in School Psychology (Internship) students were evaluated on a six section case study where ratings were Acceptable = 2, Unacceptable = 1 or Insufficient data = 0. The six sections were as follows:
1. Provide background and context of the problem.
2. Provide description and analysis of the problem.
3. Link problem analysis data with goals for intervention.
4. Provide specific description of the intervention (individual, group or organizational) and steps for implementation.
5. Discuss collaboration efforts with family, school and/or community-based individuals.
6. Provide outcome data and a discussion of the results of the intervention.

	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Mean
Domains	2.1	2.1	2.1 2.3 2.4	2.3 2.4	2.2 2.8	2.1 2.3 2.4	
04-05 Program Completers $n = 13$	2.0	2.0	2.0	2.0	2.0	2.0	2.0

	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Mean
Domains	2.1	2.1	2.1 2.3 2.4	2.3 2.4	2.2 2.8	2.1 2.3 2.4	
03-04 Program Completers $n = 12$	2.0	2.0	2.0	2.0	2.0	2.0	2.0