Internship Portfolio Manual

University of Connecticut
Neag School of Education
School Psychology Program
9-8-15

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OVERVIEW AND PURPOSE

The goals of the master's/sixth-year and doctoral programs in School Psychology are to ensure that each student exhibits the personal characteristics, academic knowledge, and practitioner competencies that fully qualify him/her as a professional. These are promoted through a variety of learning experiences during students' time in the program, which culminates in the internship experience.

In addition to supervisor evaluations, one of the main internship completion requirements is the creation of a portfolio. In accordance with the NASP 2010 Standards for Graduate Preparation of School Psychologists, the internship portfolio allows students to demonstrate their ability to integrate knowledge and professional skills while delivering a range of services to children, families, and schools. This portfolio consists of a minimum of ten artifacts, which are representative of the nature and quality of the work completed during internship and demonstrate students' competence across the School Psychology Program Objectives and NASP 2010 domains. It is submitted for faculty review twice during the internship year.

This manual includes information adapted from the School Psychology Program *Practicum and Internship Handbook 2013-2014* from The College of William & Mary.

CONTENT

Artifacts

The portfolio must include a minimum of ten artifacts across the following ten UConn School Psychology Program Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, and 2.3. Six artifacts are considered to be "required" in that these artifacts must be included in each student's portfolio for the portfolio requirement to be met. Students can then choose the remaining four artifacts they want to include in the portfolio. These artifacts can include reports, presentations, letters, research papers, etc. (see below for suggestions) representative of the unique experiences students have on internship.

An artifact can be counted in more than one objective, however (a) the portfolio must contain a minimum of ten artifacts and (b) each of the ten objectives must have at least one artifact aligned with it (see the Internship Portfolio Summary Sheet).

Below, you'll find a list of the UConn School Psychology Program Objectives and the required and/or suggested artifacts that would align with those objectives and demonstrate students' competencies.

UConn 1.1: Assessment and Data-based Decision Making (NASP 2.1)
- Psychoeducational evaluation **(Two [2] required)**
- Curriculum-based assessment/measurement (evaluate progress and response-to-intervention)
- Functional behavioral assessment (FBA)

- Program evaluation report

UConn 1.2: Consultation and Collaboration (NASP 2.2)
- Consultation case study **(required)**
- Professional development/in-service presentations
- Participation in building level committee

UConn 1.3: Interventions and Instructional Supports to Develop Academic Skills (NASP 2.3)
- Academic intervention case study **(required – and MUST include intervention effect size data)**
- Participation in development of IEP goals
- Instructional assessment and intervention
- Teacher/parent training workshop
- Study skills lesson

UConn 1.4: Interventions and Mental Health Services to Develop Social and Life Skills (NASP 2.4)
- Behavior intervention case study **(required – and MUST include intervention effect size data)**
- Behavior intervention plan (BIP)
- Participate in positive behavioral supports team
- Counseling case study (individual or group)
- Teacher/parent training workshop
- Social skills lesson

UConn 1.5: School-wide Practices to Promote Learning (NASP 2.5)
- Evaluation of prevention or early-intervention program **(required)**
- Contributions to school/district newsletter
- Attend and present at faculty or PTA meeting
- Involvement in school-wide initiatives (e.g., RTI/PBIS)

UConn 1.6: Preventive and Responsive Services (NASP 2.6)
- Implement a prevention program
- Conduct a parent/teacher training workshop
- Provide crisis management services

UConn1.7: Family-School Collaboration Services (NASP 2.7)
- Implement a home-school communication system
- Conduct a conjoint behavioral consultation case (with parents)
- Collaborate with outside/independent agencies

UConn 2.1: Diversity in Development and Learning (NASP 2.8)
- Assessment of child who is bilingual
- Research paper on diversity in education, bias, overrepresentation, individual differences, etc.

- Conducting a counseling or social support group for a specific group (e.g., LGBT youth, Latino, children of divorced parents, etc.)
- Ethics debate and reflection paper on cultural bias

UConn 2.2: Research and Program Evaluation (NASP 2.9)
- Present at local and/or national conferences
- Submit a paper to a journal for publication
- Evaluate a research article
- Measure and evaluate an intervention's effectiveness
- Consultation with school personnel for analyzing and interpreting evidence for effective practice

UConn 2.3: Legal, Ethical, and Professional Practice (NASP 2.10)
- Attend workshops/conference presentations (need documentation)
- Ethical dilemma case study
- Analysis of due process or 504 hearing

Supporting Documents

In addition to artifacts, the following supporting documents must be included in the portfolio:

Personal Statement
Unofficial Transcript
Self- and Supervisor-evaluations (copies)

STRUCTURE

The contents of the portfolio should be placed in a plain, three-ring binder with the intern's name on the spine and each artifact should be included in a separate tab/divider. Within the artifact tabs, the first page(s) will be a cover sheet for the artifact (see template) followed by the artifact itself, printed on white paper (8.5 x 11). The "Internship Portfolio Summary Sheet" should precede all other documents in the binder, with the exception of a table of contents indicating the order in which the portfolio is arranged. All identifying information should be removed from the artifacts, or they will be returned to the student for correction prior to review.

REVIEW POLICIES AND TIMELINE
Mid-year Review

On December 1st, students will submit their portfolio to the Internship Portfolio Supervisor for a mid-year review. At that time, it is expected that students will have approximately half of the portfolio artifacts completed. The faculty will review the interns' portfolios during December and provide an overall rating of the portfolio (either insufficient or sufficient progress toward completion of the portfolio) at the bottom of the "Internship Portfolio

Summary Sheet". This rating will be based on the ratings and comments contained in the individual artifact rubrics, as well as the comprehensive Portfolio Evaluation Rubric. In the event that a student is not making sufficient progress toward completion of the portfolio, a meeting with the internship supervisor, student, and the student's major advisor will be convened.

At the mid-year review, the "Internship Portfolio Summary Sheet" should be followed by a brief (300-500 words) reflection on the internship experience up to the mid-point and the intern's progress towards completing the portfolio requirements for internship. Additionally, any self- and supervisor-evaluations completed by Dec. 1 (e.g., initial, quarterly, or mid-year evaluations) should be included in the portfolio.

End-of-year Review

On May 10th, students will submit their final portfolio to the Internship Portfolio Supervisor for the end-of-year review. At that time, it is expected that students will have all of the portfolio artifacts completed. However, if an artifact (e.g., an evaluation or intervention/consultation case study that is due June 1), that artifact should represent your work completed to date and your reflection should include a description of how you intend to fulfill the remaining requirements. While final self- and supervisor-evaluations may not be completed for the end-of-year review, copies of all evaluations from throughout the year (e.g., initial, quarterly, or mid-year evaluations) should be included in the portfolio.

The faculty will review the interns' portfolios during May and provide the student with an overall rating of the portfolio at the bottom of the "Internship Portfolio Summary Sheet": portfolio requirement met or not met. This rating will be based on the ratings and comments contained in the individual artifact rubrics, as well as the comprehensive Portfolio Evaluation Rubric. In the unlikely event that a student does not meet the portfolio requirement in May, a meeting with the internship portfolio supervisor, student, and the student's major advisor will be convened immediately.

Internship Portfolio Summary Sheet
School Psychology Program
University of Connecticut

Part One: To be completed by the intern

Intern's Name:		Internship Year:
Internship Site:	Major Advisor:	Degree program: ____ MA/6th Year ____ PhD

Complete the table below for all portfolio artifacts. Indicate a) the date of submission and b) the artifact's corresponding objectives (i.e., your competencies demonstrated by the artifact). For the artifacts you choose to submit, please also write the name of the artifact.

Artifacts	Date Submitted	Goal 1 Objectives*							Goal 2 Objectives*		
		1	2	3	4	5	6	7	1	2	3
1. Psychoeducational evaluation (#1)											
2. Psychoeducational evaluation (#2)											
3. Academic intervention case study											
4. Behavioral intervention case study											
5. Consultation case study											
6. Systems/prevention project											
7.											
8.											
9.											
10.											

*Please reference the UConn Objectives beginning on page 12 of the Internship Portfolio Manual.

Part Two: To be completed by faculty

Mid-year Review	Date:	End-of-year Review	Date:
Faculty present:		Faculty present:	
Overall portfolio rating: ___ Insufficient progress toward completion of portfolio ___ Sufficient progress toward completion of portfolio		Overall portfolio rating: ___ Portfolio requirement not met ___ Portfolio requirement met	

To be signed upon completion of the end-of-year review:

Name of Portfolio Coordinator: _____ Signature: _____ Date: _____

Cover Sheet for Internship Portfolio Artifact
School Psychology Program
University of Connecticut

Artifact: Which of the following artifacts is this cover sheet accompanying?

___ 1. Psychoeducational evaluation (#1)	___ 6. Systems/prevention project
___ 2. Psychoeducational evaluation (#2)	___ 7. Artifact: _____
___ 3. Academic intervention case study	___ 8. Artifact: _____
___ 4. Behavioral intervention case study	___ 9. Artifact: _____
___ 5. Consultation case study (#1)	___ 10. Artifact: _____

(write in name)

Demonstration of Competence: Which Objectives do you believe are met through this artifact?

UConn School Psychology Objectives*
___ 1.1 Assessment & Data-based Decision Making
___ 1.2 Consultation and Collaboration
___ 1.3 Interventions and Instructional Support to Develop Academic Skills
___ 1.4 Interventions and Mental Health Services to Develop Social and Life Skills
___ 1.5 School-wide Practices to Promote Learning
___ 1.6 Preventive and Responsive Services
___ 1.7 Family-School Collaboration Services
___ 2.1 Diversity in Development and Learning
___ 2.2 Research and Program Evaluation
___ 2.3 Legal, Ethical, and Professional Practice

*Please reference the UConn Objectives beginning on page 12 of the Internship Portfolio Manual.

Rationale: In 300-500 words, please explain why you believe this artifact demonstrates the denoted competencies and why you chose to include it in your portfolio. You may continue onto a second page.

Rubric for Internship Portfolio Artifact
School Psychology Program
University of Connecticut

Student's Name: _____   Date of Review: _____

Artifact: Which of the following artifacts is being evaluated on this rubric?

___ 1. Psychoeducational evaluation (#1)	___ 6. Systems/prevention project
___ 2. Psychoeducational evaluation (#2)	___ 7. Artifact: _____
___ 3. Academic intervention case study	___ 8. Artifact: _____
___ 4. Behavioral intervention case study	___ 9. Artifact: _____
___ 5. Consultation case study (#1)	___ 10. Artifact: _____

(write in name)

Demonstration of Competence: On this artifact's cover sheet, the student indicated that this artifact demonstrates his/her competence under specific UConn School Psychology Program Objectives. Using the Cover Sheet, select these Objectives below. Then, rate as either present (X) or absent (O) demonstration of each of the Competencies under the selected Objectives.

UConn School Psychology Objectives*				
☐ 1.1 Assessment & Data-based Decision Making				
___ 1.1.A	___ 1.1.B	___ 1.1.C	___ 1.1.D	___ 1.1.E
___ 1.1.F	___ 1.1.G	___ 1.1.H	___ 1.1.I	___ 1.1.J
☐ 1.2 Consultation and Collaboration				
___ 1.2.A	___ 1.2.B		___ 1.2.C	___ 1.2.D
___ 1.2.E	___ 1.2.F		___ 1.2.G	
☐ 1.3 Interventions and Instructional Support to Develop Academic Skills				
___ 1.3.A		___ 1.3.B		___ 1.3.C
☐ 1.4 Interventions and Mental Health Services to Develop Social and Life Skills				
___ 1.4.A		___ 1.4.B	___ 1.5.C	___ 1.5.D
☐ 1.5 School-wide Practices to Promote Learning				
___ 1.5.A		___ 1.5.B		___ 1.5.C
___ 1.5.D		___ 1.5.E		___ 1.5.F
☐ 1.6 Preventive and Responsive Services				
___ 1.6.A		___ 1.6.B		___ 1.6.C

___ 1.6.D	___ 1.6.E	
☐ 1.7 Family-School Collaboration Services		
___ 1.7.A	___ 1.7.B	___ 1.7.C
___ 1.7.D	___ 1.7.E	___ 1.7.F
☐ 2.1 Diversity in Development and Learning		
___ 2.1.A	___ 2.1.B	___ 2.1.C
___ 2.1.D	___ 2.1.E	___ 2.1.F
☐ 2.2 Research and Program Evaluation		
___ 2.2.A	___ 2.2.B	___ 2.2.C
___ 2.2.D	___ 2.2.E	___ 2.2.F
☐ 2.3 Legal, Ethical, and Professional Practice		

___ 2.3.A	___ 2.3.B	___ 2.3.C	___ 2.3.D
___ 2.3.E	___ 2.3.F	___ 2.3.G	

*Please reference the UConn Objectives beginning on page 12 of the Internship Portfolio Manual.

*For Academic and Behavior Intervention Case Studies: Was the effectiveness of the intervention documented through the calculation of effect sizes?   ___ Yes   ___ No

Overall Rating of Artifact: The professional quality of the presented artifact and the degree to which it aligns with the identified Objectives/Competencies:

0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
• No artifact presented or • Lack of alignment with identified Competencies	• Materials are incomplete • Poorly organized • Content lacks essential information • Partial alignment with identified Competencies	• Materials generally complete • Professional appearance and organization • Appropriate content • Adequate alignment with identified Competencies	• Materials complete • Exceptional appearance and organization • Complete and detailed contents • Complete alignment with identified Competencies

Comments:

Internship Portfolio Evaluation Rubric
School Psychology Program
University of Connecticut

Part One: Complete summary ratings of portfolio Artifacts and Supporting Documents.

Artifacts	
___ Do NOT demonstrate competence under UConn Objectives	___ Demonstrate competence under UConn Objectives
Comments:	

Supporting Documents		
Statement of Professional Goals	____ **Absent**	___ **Present**
Comments:		
Unofficial Transcript	____ **Absent**	___ **Present**
Comments:		
Copies of Evaluations	____ **Absent**	___ **Present**
Comments:		

Part Two: Provide overall portfolio rating for this review.

___ Mid-year Review	
___ Insufficient progress toward completion of portfolio	___ Sufficient progress toward completion of portfolio
End-of-year Review	
___ Portfolio requirement not met	___ Portfolio requirement met

Part Three: Transfer overall portfolio rating to the Portfolio Summary Sheet.

GOAL 1
To prepare competent school psychologists who can deliver effective, evidence-based services to students, educators, and families; these services include (1) assessment and data-based decision-making; (2) consultation and collaboration; (3) interventions, mental health services, and instructional support to develop academic, social, and life skills; (4) school-wide practices to promote learning; (5) preventive and responsive services; and (6) family-school collaboration.

Objective 1: <u>Assessment and Data-based Decision Making.</u> Students will demonstrate knowledge and skills related to assessment, use of data in assessment and evaluation to develop effective services and programs, and measurement of response to services and programs. (NASP 2.1; APA Domain B.3.c)
***Competencies*:** Students will
Knowledge
    A. demonstrate knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties. (APA Domain B.3.c)
    B. demonstrate knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)
Skills
    C. demonstrate the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.
    D. demonstrate competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.
    E. demonstrate competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.
    F. demonstrate competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.
    G. demonstrate competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.
    H. demonstrate competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.
    I. demonstrate the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.
    J. demonstrate the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.

Objective 2: <u>Consultation and Collaboration.</u> Students will demonstrate knowledge and skills related to methods of consultation, collaboration, and communication applicable to students, educators, families, communities, and systems that are used to promote effective service delivery. (NASP 2.2; APA Domain B.3.c)
Competencies: Students will
Knowledge
    A. demonstrate knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.

B. demonstrate knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.

Skills

C. demonstrate effective consultation and collaboration skills in *planning processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.
D. demonstrate effective consultation and collaboration skills in *problem-solving processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.
E. demonstrate effective consultation and collaboration skills in *decision-making processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.
F. facilitate collaboration and communication among diverse school personnel, families, community professionals, and others.
G. effectively communicate information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders).

Objective 3: Interventions and Instructional Support to Develop Academic Skills. Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services that support students' cognitive and academic skills. (NASP 2.3; APA Domain B.3.a, B.3.b, & B.3.c)
Competencies: Students will
Knowledge

A. demonstrate knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)

Skills

B. use data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)
C. implement and evaluate the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)

Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills. Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services that promote students' social, emotional, and behavioral health and well-being. (NASP 2.4; APA Domain B.3.a, B.3.b, & B.3.c)
Competencies: Students will
Knowledge

A. demonstrate knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)
B. demonstrate knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)

Skills

C. use assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)
D. implement and evaluate the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being . (APA Domain B.3.c)

Objective 5: School-wide Practices to Promote Learning. Students will demonstrate knowledge and skills related to school-wide practices to promote learning including preventive and responsive services. (NASP 2.5)
Competencies: Students will
Knowledge

A. demonstrate an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.
B. demonstrate knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.

C. demonstrate knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.

Skills

D. be contributing, effective members on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology).
E. design and implement evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery.
F. utilize data-based decision making and evaluation methods for systems-wide (e.g., district, school) issues, initiatives, and accountability responsibilities.

Objective 6: Preventive and Responsive Services. Students will demonstrate knowledge and skills related to multi-tiered systems of support in schools that support prevention and evidence-based strategies for effective crisis response. (NASP 2.6; APA Domain B.3.c)

Competencies: Students will

Knowledge

A. demonstrate knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.
B. demonstrate knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)
C. demonstrate knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)

Skills

D. be able to contribute to, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)
E. be able to engage in data-based decision making through direct and indirect delivery to promote preventive and responsive services.

Objective 7: Family-School Collaboration Services. Students will demonstrate knowledge and skills related to family-school collaboration. (NASP 2.7)

Competencies: Students will

Knowledge

A. demonstrate knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children's development.
B. demonstrate knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).
C. demonstrate knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.

Skills

D. demonstrate skills to design, implement, and evaluate services that respond to family culture and context.
E. facilitate family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.
F. design, implement, and evaluate education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being.

Objective 8: Supervision. Students will demonstrate knowledge and skills related to the provision of clinical supervision. (APA Domain B.3.c)

Competencies: Students will

Knowledge

A. demonstrate knowledge of the theory and research associated with supervision.
B. demonstrate knowledge of methods to assess and evaluate the effectiveness of supervision.

Skills

C. be able to effectively provide written and oral feedback to a supervisee.
D. be able to model skills to a supervisee.
E. demonstrate self-reflection and evaluation of competence as a supervisor.

> **GOAL 2**
>
> To prepare competent school psychologists who have an understanding of (1) diversity in development and learning; (2) research and program evaluation; and (3) legal, ethical, and professional practice as the foundations for their service delivery.

Objective 1: Diversity in Development and Learning. Students will demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics and skills to provide culturally responsive, effective services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, across multiple contexts. (NASP 2.8; APA Domain B.3.b & B.3.d)
*Competencies***:** Students will
Knowledge

   A. demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.
   B. demonstrate knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.
   C. demonstrate knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.

Skills

   D. provide effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts.
   E. address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.
   F. apply principles of social justice and a respect for diversity in development and learning when providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts.

Objective 2: Research and Program Evaluation. Students will demonstrate knowledge and application of measurement, assessment, evaluation and research design, and statistics sufficient for understanding research and interpreting data. (NASP 2.9; APA Domain B.3.a & B.3.c)
Competencies: Students will
Knowledge

   A. demonstrate knowledge of group and single-case research designs. (APA Domain B.3.a)
   B. demonstrate knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)
   C. demonstrate knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)

Skills

   D. complete a research or evaluation project related to an area of interest related to the discipline of school psychology.
   E. evaluate and synthesize a body of research as a foundation for effective service delivery and/or research. (APA Domain B.3.c)
   F. use varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels. (APA Domain B.3.c)

Objective 3: Legal, Ethical, and Professional Practice. Students will develop an understanding of, and demonstrate commitment to ethical and legal principles regarding the practice of professional psychology and professional work characteristics needed for effective practice as a school psychologist. (NASP 2.10; APA Domain B.3.a, B.3.b, & B.3.e)
Competencies: Students will

Legal & Ethical Practice
Knowledge

A. demonstrate knowledge of the history and systems of psychology. (APA Domain B.3.a)
B. demonstrate knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)
C. demonstrate knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)

Skills
D. provide services consistent with ethical and professional standards in professional psychology. (APA Domain B.3.b)
E. provide services consistent with legal standards and regulations relevant to practice in settings in which they work. (APA Domain B.3.b)
F. engage in responsive, systematic, ethical, and professional decision-making. (APA Domain B.3.b)

Professional Practice
G. demonstrate professional work characteristics needed for effective practice as a professional psychologist. (APA Domain B.3.e)
   These work characteristics include:
   i. punctuality and attendance
   ii. professional appearance and demeanor
   iii. initiative, motivation, consistency, and perseverance
   iv. flexibility, adaptability to novel/ unexpected situations
   v. poise, tactfulness, and rapport with staff and others
   vi. preparation and organization
   vii. ability to handle professionally constructive criticism and positively use feedback
   viii. ability to accurately self-evaluate areas of practice
   ix. respect for cultural and individual diversity
   x. engaging in continuing education, including participation in professional associations for school psychologists
   xi. development of professional identity and integrity
   xii. self-care
   xiii. effective communication skills
   xiv. knowledge and application of evidence-based practice

GOAL 3

To prepare competent school psychologists who possess substantial knowledge across the breadth of scientific psychology.

Objective 1: Biological Aspects of Behavior. Doctoral students will acquire a foundational understanding of the biological aspects of behavior. (APA Domain B.3.a)
Competency:
A. Doctoral students will demonstrate competence in using basic biological principles to understand and explain human behavior.

Objective 2: Cognitive Aspects of Behavior. Doctoral students will acquire a foundational understanding of the cognitive aspects of behavior. (APA Domain B.3.a)
Competency:
A. Doctoral students will demonstrate competence in using basic principles related to the cognitive aspects of behavior to understand and explain human behavior.

Objective 3: Affective Aspects of Behavior. Doctoral students will acquire a foundational understanding of the affective aspects of behavior. (APA Domain B.3.a)
Competency:
A. Doctoral students will demonstrate competence in using basic principles related to the affective aspects of behavior to understand and explain human behavior.

Objective 4: Social Aspects of Behavior. Doctoral students will acquire a foundational understanding of the social aspects of behavior. (APA Domain B.3.a)

Competency:

    A. Doctoral students will demonstrate competence in using basic principles of the social aspects of behavior to understand and explain human behavior.

Objective 5: Human Development. Doctoral students will acquire a foundational understanding of human development. (APA Domain B.3.b)

Competency:

    A. Doctoral students will demonstrate competence in using basic principles of human development to understand and explain human behavior.

University of Connecticut School Psychology Program: Objectives & Competencies	NASP Domains for Graduate Education & Practice (2010)									
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
Goal 1										
Objective 1: Assessment and Data-based Decision Making. Students will demonstrate knowledge and skills related to assessment, use of data in assessment and evaluation to develop effective services and programs, and measurement of response to services and programs.	X									
A. Students will demonstrate knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties.	•									
B. Students will demonstrate knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services.	•									
C. Students will demonstrate the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.	•									
D. Students will demonstrate competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	•									
E. Students will demonstrate competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.	•									
F. Students will demonstrate competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.	•									
G. Students will demonstrate competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.	•									
H. Students will demonstrate competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	•									
I. Students will demonstrate the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	•									
J. Students will demonstrate the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.	•									
Objective 2: Consultation and Collaboration. Students will demonstrate knowledge and skills related to methods of consultation, collaboration, and communication applicable to students, educators, families, communities, and systems that are used to promote effective service delivery.		X								
H. Students will demonstrate knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.		•								
I. Students will demonstrate knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.		•								
J. Students will demonstrate effective consultation and collaboration skills in *planning processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.		•								

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University of Connecticut School Psychology Program: Objectives & Competencies	NASP Domains for Graduate Education & Practice (2010)									
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
K. Students will demonstrate effective consultation and collaboration skills in *problem-solving processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.		●								
L. Students will demonstrate effective consultation and collaboration skills in *decision-making processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.		●								
M. Students will facilitate collaboration and communication among diverse school personnel, families, community professionals, and others.		●								
N. Students will effectively communicate information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders).		●								
Objective 3: Interventions and Instructional Support to Develop Academic Skills. Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services that support students' cognitive and academic skills.			X							
D. Students will demonstrate knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics.			●							
E. Students will use data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.			●							
F. Students will implement and evaluate the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills.			●							
Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills. Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services that promote students' social, emotional, and behavioral health and well-being.				X						
E. Students will demonstrate knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior.				●						
F. Students will demonstrate knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics.				●						
G. Students will use assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.				●						
H. Students will implement and evaluate the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being.				●						
Objective 5: School-wide Practices to Promote Learning. Students will demonstrate knowledge and skills related to school-wide practices to promote learning including preventive and responsive services.					X					
G. Students will demonstrate an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.					●					
H. Students will demonstrate knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.					●					
I. Students will demonstrate knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across					●					

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University of Connecticut School Psychology Program: Objectives & Competencies	NASP Domains for Graduate Education & Practice (2010)									
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
diverse situations, contexts, and characteristics.										
J. Students will be contributing, effective members on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology).					●					
K. Students will design and implement evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery.					●					
L. Students will utilize data-based decision making and evaluation methods for systems-wide (e.g., district, school) issues, initiatives, and accountability responsibilities.					●					
Objective 6: Preventive and Responsive Services. Students will demonstrate knowledge and skills related to multi-tiered systems of support in schools that support prevention and evidence-based strategies for effective crisis response.						X				
F. Students will demonstrate knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.						●				
G. Students will demonstrate knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being.						●				
H. Students will demonstrate knowledge of evidence-based strategies for effective crisis prevention, preparation, and response.						●				
I. Students will be able to contribute to, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics.						●				
J. Students will be able to engage in data-based decision making through direct and indirect delivery to promote preventive and responsive services.						●				
Objective 7: Family-School Collaboration Services. Students will demonstrate knowledge and skills related to family-school collaboration.							X			
G. Students will demonstrate knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children's development.							●			
H. Students will demonstrate knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).							●			
I. Students will demonstrate knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.							●			
J. Students will demonstrate skills to design, implement, and evaluate services that respond to family culture and context.							●			
K. Students will facilitate family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.							●			
L. Students will design, implement, and evaluate education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being.							●			
Objective 8: Supervision. Students will demonstrate knowledge and skills related to the provision of clinical supervision.										
F. Students will demonstrate knowledge of the theory and research associated with supervision.										
G. Students will demonstrate knowledge of methods to assess and evaluate the effectiveness of supervision.										

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University of Connecticut School Psychology Program: Objectives & Competencies	NASP Domains for Graduate Education & Practice (2010)									
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
H. Students will be able to effectively provide written and oral feedback to a supervisee.										
I. Students will be able to model skills to a supervisee.										
J. Students will demonstrate self-reflection and evaluation of competence as a supervisor.										
Goal 2										Goal 2
Objective 1: Diversity in Development and Learning. Students will demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics and skills to provide culturally responsive, effective services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, across multiple contexts.								X		
G. Students will demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.								•		
H. Students will demonstrate knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.								•		
I. Students will demonstrate knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.								•		
J. Students will provide effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts.								•		
K. Students will address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.								•		
L. Students will apply principles of social justice and a respect for diversity in development and learning when providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts								•		
Objective 2: Research and Program Evaluation. Students will demonstrate knowledge and application of measurement, assessment, evaluation and research design, and statistics sufficient for understanding research and interpreting data.									X	
G. Students will demonstrate knowledge of group and single-case research designs.									•	
H. Students will demonstrate knowledge of educational and psychological measurement, evaluation, and assessment methods.									•	
I. Students will demonstrate knowledge of statistical and other techniques of data analysis appropriate to research questions.									•	
J. Students will complete a research or evaluation project related to an area of interest related to the discipline of school psychology.									•	
K. Students will evaluate and synthesize a body of research as a foundation for effective service delivery and/or research.									•	
L. Students will use varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.									•	
Objective 3: Legal, Ethical, and Professional Practice. Students will develop an understanding of, and demonstrate commitment to ethical and legal principles regarding the practice of professional psychology and professional work characteristics needed for effective practice as a school psychologist.										X

University of Connecticut School Psychology Program: Objectives & Competencies	NASP Domains for Graduate Education & Practice (2010)									
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
H. Students will demonstrate knowledge of the history and systems of psychology.										●
I. Students will demonstrate knowledge of the ethical, legal, and professional standards in psychology.										●
J. Students will demonstrate knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas.										●
K. Students will provide services consistent with ethical and professional standards in professional psychology.										●
L. Students will provide services consistent with legal standards and regulations relevant to practice in settings in which they work.										●
M. Students will engage in responsive, systematic, ethical, and professional decision-making.										●
N. Students will demonstrate professional work characteristics needed for effective practice as a professional psychologist. These work characteristics include: xv. punctuality and attendance xvi. professional appearance and demeanor xvii. initiative, motivation, consistency, and perseverance xviii. flexibility, adaptability to novel/ unexpected situations xix. poise, tactfulness, and rapport with staff and others xx. preparation and organization xxi. ability to handle constructive criticism and positively use feedback xxii. ability to accurately self-evaluate areas of practice xxiii. respect for cultural and individual diversity xxiv. engaging in continuing education, including participation in professional associations for school psychologists										●