Pre-internship Performance-based Assessment

University of Connecticut
Neag School of Education
School Psychology Program
10-3-16

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<div align="center">**PRE-INTERNSHIP PERFORMANCE-BASED ASSESSMENT**</div>

I. Admissions

Multiple admissions criteria employed in the selection of students include Graduate Record Examination test scores, undergraduate or previous graduate course performance, letters of recommendation, previous relevant work experience, and personal interview data.

II. Course work

A student's course grade represents the overall quality of their work during the semester, and the University of Connecticut Graduate School Catalog defines a uniform scale to interpret the meaning of these grades: the letter A signifies work of distinction; the letter B represents work of good quality, as expected of any successful graduate student; and the letter C represents work below the standard expected of graduate students in their area of study.

Should a student earn a grade of D or F in a course, that course will not be allowed to remain on his/her plan of study and the faculty will meet with the student to review his/her program. Additionally, the student will be referred to the Graduate School advisory committee as outlined in the Graduate School catalog.

In accordance with the Graduate School's policy, students must maintain a cumulative grade point average of 3.00 at all times while enrolled in the program. Grade point average is calculated using the following scale:

A+ = 4.3	A– = 3.7	B = 3.0	C+ = 2.3	D+ = 1.3	C– = 1.7	F = 0
A = 4.0	B+ = 3.3	B– = 2.7	C = 2.0	D = 1.0	D– = 0.7	

III. Annual Portfolio Review

School psychology faculty members meet annually to review all students. Evaluation is formative, however, and questions or concerns may be initiated at any time during the year. Before the annual review, each student provides the Program Director with his or her portfolio. The faculty review includes evaluation of (a) student knowledge, skill, competence, (b) professional development, (c) professional characteristics, and (d) completion of program timeline.

After the committee meets, students are provided with information about their progress to help them take advantage of strengths and/or to remediate weaknesses in academic, professional, and/or personal arenas.

IV. Comprehensive Exam/Final Review (NOTE: different timing for MS & PhD)

In the winter (PhD) **or** spring (Master's/6th Year) of their final year of coursework, all students will submit their final portfolio to the Program Director. This review will serve as students' comprehensive exam, which must be passed in order to proceed to internship.

PORTFOLIO

Overview: Throughout the course of the program, students are required to develop portfolios. The portfolio consists of work samples completed throughout the program, professional documents, as well as some documents 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 at least annually to review the development of your portfolio.

Purpose: The portfolio provides students with a means for purposeful self-appraisal of professional knowledge, skills, competencies, and dispositions as they progress through the program. The portfolio allows faculty to provide each student with feedback at least annually regarding attainment of competencies and dispositions necessary to be a school psychologist. Through self- and faculty-provided feedback, students will know where they are doing well, and in which areas further experience or skill development may be needed. Finally, the faculty of the school psychology program will use portfolios to assess the effectiveness of our training program. We will summarize and analyze results of portfolio reviews annually and use these data to inform program improvements.

*Structure***:** 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 represent each topic in the Table of Contents. All identifying information should be removed from portfolio artifacts, or the entire portfolio will be returned to you for correction prior to review. Please do not put each sheet/document in a sheet protector.

Contents:

1. Statement of Professional Goals
2. CV
3. Transcript
   - Unofficial – retrievable from Student Administration system
4. Projected Course Sequence
   - This should illustrate the courses taken and planned for upcoming years based on the Course Sequence in the handbook (MA/6th Year or PhD) was admitted under.
5. Completed Program Timeline document
6. Student Checklist – Practica Requirements
   - See Appendix B in the *School Psychology Program Practicum Syllabus*
7. Practicum Evaluations
8. Self-Evaluations
9. Artifacts (3-5)
   - A completed Program Objectives Summary Sheet must be included at the beginning of the artifacts portion of the portfolio.

- Include a cover page for each artifact. This page should explain (a) why you chose that particular work product as an example of your knowledge, skills, and competencies and (b) exactly what competencies are addressed by the product. Please use the cover page template distributed by the program GA and available on the program website.
- Students are free to choose the artifacts they include in the portfolio for each annual review. However, it is suggested that students have at least one of each of the following in their portfolios before the final reviews: a complete psychoeducational evaluation, a consultation case study, a functional behavior assessment, and a behavior intervention/support plan.

Annual Review

At the end of each fall semester, each student will submit his or her portfolio to his/her Major Advisor. All Major Advisors will conduct an initial review of their advisees' portfolios (i.e., Parts 1-3) before presenting them to the faculty. The faculty will then review each portfolio together and come to consensus regarding their ratings of Parts 4-6.

Possible ratings for the components of the portfolio are: Unsatisfactory, Basic, Proficient, or Distinguished; Absent or Present; and Never, Rarely, Sometimes, or Always. Any artifact that receives a rating of Unsatisfactory or Basic, or component that receives a rating of Unsatisfactory/Never or Basic/Rarely, may be resubmitted or replaced in the subsequent annual review. Students may also be required to, or may choose to, re-submit artifact components marked as Present, based on faculty comments.

Students will receive detailed feedback on their portfolio in a meeting with their advisors, and any other faculty member who requests to be present, at which time the Annual Review of Student Progress Form and recommended actions will be discussed.

Annual Review Timeline	
By December 1	Submit portfolio to Major Advisor
During December & January	Advisors review portfolios Faculty review portfolios
By February 15	Student and advisor meet to review portfolio feedback; student and advisor sign Annual Review of Student Progress form

Final Review

Doctoral: The winter prior to internship, students will submit their final portfolio to their Major Advisor. As in the previous annual reviews, Major Advisors will conduct initial reviews of their advisees' portfolios before presenting them to the faculty, and the faculty will review each portfolio together and come to consensus regarding their ratings. Possible

ratings for the components of the portfolio are: Unsatisfactory, Basic, Proficient, or Distinguished; Absent or Present; and Never, Rarely, Sometimes, or Always

Any section that receives a rating of (a) Unsatisfactory or Basic, (b) Absent or Present with comments from faculty, or (c) Never or Rarely may be resubmitted once within two weeks of the student's meeting with his/her advisor. If, after review by the faculty, the revised submission still does not meet the criteria for a rating of (a) Proficient or Distinguished, (b) Present with no comments, or (c) Sometimes or Always, the student is considered to have failed the portfolio requirement, and will not be allowed to go on internship. This is a highly unlikely event, given that portfolios are reviewed annually, which allows revision of components as needed before the comprehensive examination.

Final Review Timeline: Doctoral Students	
By December 1	Submit portfolio to Major Advisor
During December & January	Advisors review portfolios Faculty review portfolios
By February 15	Student and advisor meet to review portfolio feedback; student and advisor sign Comprehensive Examination paperwork
If any new or revised submission does not meet the criteria for a passing score	Submit revised or new materials to advisor within two weeks of meeting with advisor

Master's/ 6th Year Program: The spring prior to internship, students will submit their final portfolios to their Major Advisor. As in the previous annual reviews, Major Advisors will conduct initial reviews of their advisees' portfolios, and the faculty will review each portfolio together and come to consensus regarding their ratings. Possible ratings for the components of the portfolio are: Unsatisfactory, Basic, Proficient, or Distinguished; Absent or Present; and Never, Rarely, Sometimes, or Always

Any section that receives a rating of (a) Unsatisfactory or Basic, (b) Absent or Present with comments from faculty, or (c) Never or Rarely may be resubmitted once within two weeks of the student's meeting with his/her advisor. If, after review by the faculty the revised submission still does not meet the criteria for a rating of (a) Proficient or Distinguished, (b) Present with no comments, or (c) Sometimes or Always the student is considered to have failed the portfolio requirement, and will not be allowed to go on internship. This is a highly unlikely event, given that portfolios are reviewed annually, which allows revision of components as needed before the comprehensive examination.

Final Review Timeline: Master's/6th Year Students	
By the first Friday of April	Submit portfolio to Major Advisor
During April	Advisors review portfolios Faculty review portfolios
By May 1	Student and advisor meet to review portfolio feedback; student and advisor

	sign Comprehensive Examination paperwork
If any new or revised submission does not meet the criteria for a passing score.	Submit revised or new materials to advisor within two weeks of meeting with advisor

Program Objectives Summary Sheet

Name:

Directions: List all artifacts submitted in the left-hand column. In the subsequent columns, place an X under those objectives in which you believe the artifact demonstrates your competence.

Artifact Name	Date Submitted	Goal 1 Objectives								Goal 2 Objectives		
		1	2	3	4	5	6	7	8	1	2	3

Annual Review of Student Progress Form
School Psychology Program
University of Connecticut

Name of student:	

Major advisor:	**Date of advisor review:**
Faculty present for review:	**Date of faculty review:**
Degree program: ___ MA/6th Year ___ PhD	**Year in program:** 1 2 3 4 5 6 7

Part One: Overall Rating of Portfolio

0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
No portfolio presented	• Materials are incomplete • Poorly organized and poor appearance • Written communication is unclear • Content lacks essential information	• Materials generally complete • Professional appearance and organization • Clearly written • Appropriate content	• Materials complete • Exceptional appearance and organization • Well-written and clear • Complete and detailed contents

Part Two: Ratings of Portfolio Contents

1. Statement of Professional Goals	___ Absent	___ Present
Comments:		

2. CV	___ Absent	___ Present
Comments:		

3. Transcript	___ Absent	___ Present

Comments:		

4. Project Course Sequence	___ Absent	__ Present
Comments:		

5. Timeline	___ Absent	__ Present
Comments:		

6. Student Checklist – Practica Requirements	___ Absent	__ Present
Comments:		

7. Practicum Evaluations

	0 Never	1 Rarely	2 Sometimes	3 Always
Diversity of setting, client ages, & client demographics	• No opportunities for experience with diverse settings and client populations demonstrated	• Opportunities for experience with diverse settings and client populations demonstrated rarely	• Some opportunities for experience with diverse settings and client populations demonstrated	• Opportunities for experience with diverse settings and client populations demonstrated consistently
	0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
Demonstration of Skill Attainment	• Ratings demonstrate decreasing skill level	• Ratings demonstrate stagnant or minimally improving level of competence	• Ratings demonstrate improving competence	• Ratings demonstrate high levels of competence

Opportunities to Develop Competencies	• Ratings demonstrate opportunities across few (<30%) competencies.	• Ratings demonstrate opportunities across few (30-50%) competencies.	• Ratings demonstrate opportunities across the majority (>50%) of competencies.	• Ratings demonstrate opportunities across all or nearly all competencies.

8. Self-Evaluations

0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
• Not provided/completed or greater than 2 point difference between student's overall rating and supervisor's overall rating	• 1-2 point difference between student's overall rating and supervisor's overall rating	• Student's overall rating within 1 point of supervisor's overall rating	• Student's overall rating matches supervisor's overall rating exactly

9. Rating of Artifacts / Objectives

	0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
Artifact	• None submitted	• Artifact provides a lack of evidence of mastery.	• Artifact provides sufficient evidence of mastery.	• Artifact provides exceptional evidence of mastery.
Rationale or justification for artifacts	• No rationale is included or the rationale provided is judged as having no connection to knowledge, competencies, and/or dispositions.	• Rationale is included but the connection to knowledge, competencies, and/or dispositions is unclear.	• Rationale provides a general connection to knowledge, competencies, and/or dispositions.	• Rationale represents domain and is presented so that there is a clear connection to knowledge, competencies, and/or dispositions.

Part Three: Detailed Artifact Ratings
GOAL 1
Objective 1: Assessment and Data-based Decision Making

Artifact	Artifact	Rationale
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3

Objective 2: Consultation and Collaboration.

Artifact	Artifact	Rationale
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3

Objective 3: Interventions and Instructional Support to Develop Academic Skills.

Artifact	Artifact	Rationale
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3

Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills.

Artifact	Artifact	Rationale
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3

Objective 5: School-wide Practices to Promote Learning.

Artifact	Artifact	Rationale
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3

Objective 6: Preventive and Responsive Services

Artifact	Artifact	Rationale
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3

Objective 7: Family-School Collaboration Services

Artifact	Artifact	Rationale
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3

Objective 8: Supervision

Artifact	Artifact	Rationale
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3

GOAL 2

Objective 1: Diversity in Development and Learning

Artifact	Artifact	Rationale
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3

Objective 2: Research and Program Evaluation

Artifact	Artifact	Rationale
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3

Objective 3: Legal, Ethical, and Professional Practice

Artifact	Artifact	Rationale
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3
	0 1 2 3	0 1 2 3

Part Four: Summary of Professional Work Characteristics Survey Ratings from Faculty

Below is the rating key used to evaluate each professional work characteristic:		
1	*Never*	Characteristic is not evident
2	*Rarely*	Characteristic is evident and demonstrated with little to no consistency
3	*Sometimes*	Characteristic is evident and demonstrated at times
4	*Often*	Characteristic is evident and demonstrated the majority of opportunities
5	*Always*	Characteristics is evident and consistently demonstrated
NO	*Not Observed*	There were no opportunities for the characteristic to be demonstrated

These items align with the UConn School Psychology Program Competencies under Objective 2.3	**Overall Rating**
1. Punctuality and attendance	
2. Professional appearance and demeanor	
3. Initiative, motivation, consistency, and perseverance	
4. Flexibility, adaptability to novel/ unexpected situations	
5. Poise, tactfulness, and rapport with staff and others	
6. Preparation and organization	
7. Ability to handle professionally constructive criticism and positively use feedback	
8. Ability to accurately self-evaluate areas of practice	
9. Respect for cultural and individual diversity	
10. Engaging in continuing education, including participation in professional associations for school psychologists	
11. Development of professional identity and integrity	
12. Self-care	
13. Effective communication skills	
14. Knowledge and application of evidence-based practice	

Part Five: Overall Program Process

Performance within the classroom:			
0 **Unsatisfactory**	**1** **Basic**	**2** **Proficient**	**3** **Distinguished**

Practicum experiences:				
NA	**0** **Unsatisfactory**	**1** **Basic**	**2** **Proficient**	**3** **Distinguished**

Assistantship:				
NA	**0** **Unsatisfactory**	**1** **Basic**	**2** **Proficient**	**3** **Distinguished**

Appropriate progress with regard to demonstration of program objectives:	
Yes	**No**

If **No**, concerns include:

Appropriate progress with regard to personal characteristics related to professional development:	
Yes	**No**

If **No**, concerns include:

Congratulations should be noted with regard to work and progress in the following areas:

Doctoral Student Status		
Action	**Due at this time**	**Completed**
Doctoral committee established		
Dissertation proposed		
Dissertation defended		

NOTES: _____

_____

_____

_____

_____

_____

_____

_____

Part Six: Actions Recommended from this Review

☐   Appropriate progress is indicated from this review and the student is to be informed by conference with his/her faculty advisor.

☐   A conference with the student and his/her faculty advisor, and other appropriate faculty, will be held to discuss areas of identified weaknesses.

☐   A plan to remediate the identified problem areas will be developed by the faculty. Specific suggestions:

        ☐   Increase supervision, either with the same or different faculty advisor.

        ☐   Change the format, emphasis, and/or focus of supervision.

        ☐   Increase field work experience.

        ☐   Reduce the student's clinical or other workload and/or require specific academic course work.

        ☐   Recommend and/or require personal therapy.

        ☐   Recommend a leave of absence and/or additional semester of practicum.

        ☐   The identified problems are severe enough to warrant a leave of absence from the program.

        ☐   The identified problems are severe enough to warrant dismissal from the program.

Comments:

Upon Completion of Annual Review:

_____   _____   _____
Name of Faculty Member   Signature   Date

_____   _____   _____
Name of Faculty Member   Signature   Date

_____   _____   _____
Name of Faculty Member   Signature   Date

_____   _____   _____
Name of Faculty Member   Signature   Date

_____   _____   _____
Name of Faculty Member   Signature   Date

Upon Review of Form with Student:

_____   _____
Signature of Student*   Date

_____   _____
Signature of Major Advisor   Date

Student signature indicates only that the student has had the opportunity to review the findings with his/her faculty advisor, and the program director if desired.

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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.

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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.

<u>Objective 4: Social Aspects of Behavior.</u> 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.

<u>Objective 5: Human Development.</u> 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.

Professional Work Characteristics Survey
School Psychology Program
University of Connecticut

Name of student: **Date of Evaluation:**

Faculty present for review:

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate the student's professional work characteristics using the following scale:		
1	*Never*	Characteristic is not evident
2	*Rarely*	Characteristic is evident and demonstrated with little to no consistency
3	*Sometimes*	Characteristic is evident and demonstrated at times
4	*Often*	Characteristic is evident and demonstrated the majority of opportunities
5	*Always*	Characteristics is evident and consistently demonstrated
NO	*Not Observed*	There were no opportunities for the characteristic to be demonstrated

These items align with the UConn School Psychology Program Competencies under Objective 2.3	Rating					
	1	2	3	4	5	NO
1. Punctuality and attendance • Arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability						
2. Professional appearance and demeanor • Follows school norms and adheres to district/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions						
3. Initiative, motivation, consistency, and perseverance • Takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner						
4. Flexibility, adaptability to novel/ unexpected situations • Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery						
5. Poise, tactfulness, and rapport with staff and others • Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors,						

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families, and professionals from other disciplines						
6. Preparation and organization						
• Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records						
7. Ability to handle professionally constructive criticism and positively use feedback						
• Accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors						
8. Ability to accurately self-evaluate areas of practice						
• Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action						
9. Respect for cultural and individual diversity						
• Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation						
10. Engaging in continuing education, including participation in professional associations for school psychologists						
• Seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development						
11. Development of professional identity and integrity						
• Displays emerging professional identity as psychology; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others						
12. Self-care						
• Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice						
13. Effective communication skills						
• Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively						
14. Knowledge and application of evidence-based practice						
• Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences						

The basis for your evaluation of the student's professional work characteristics is: (check all that apply):

___ Direct observation

___ Supervision hours

___ Professional outcomes/permanent products (e.g., reports, presentations, etc.)

___ Comments of colleagues

___ Comments of parents

___ Comments of teachers

___ Other, please specify: _____

Please comment on any ratings of 1 or 2:

_____

_____

_____