

UConn

School Psychology Pre-Internship Portfolio

2020-21

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SCHOOL PSYCHOLOGY PRE-INTERNSHIP PORTFOLIO

As summarized below, the school psychology program uses multiple criteria in evaluating student progress through the program – beginning with admissions review and continuing each semester through course work and with comprehensive review annually through the Pre-Internship Portfolio. The Pre-Internship Portfolio serves as a critical performance-based assessment, which is used in evaluation of trajectory of progress and overall readiness for internship. Information regarding the process and content of the Pre-Internship Portfolio is provided in this document.

I. Admissions

Multiple admissions criteria are employed in the selection of students admitted to the school psychology program, including 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

Course grades represents the overall quality of student 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. Per program policy, a grade of a B or better is required for students in the School Psychology Program to meet the minimal competency level for professional practice. Should a student earn a grade lower than a B, the professor and student (and possibly the student's major advisor) will meet to develop an action plan, which may include re-taking the course.

Should a student earn a grade of D or F in a course, that course will not be allowed to remain on the plan of study, and the faculty will meet with the student to review the program plan. 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 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. Before the annual review, each student completes the pre-internship portfolio, documenting milestones as appropriate for their year in program.

The faculty review includes evaluation of progress toward milestones related to (a) professional goals and (b) program competencies (development of knowledge and/or clinical skill). Each major advisor conducts an initial review of their advisees' portfolios before presenting them to the rest of the core faculty. The core faculty then review each portfolio together and come to consensus regarding portfolio ratings. After the faculty meets, students are provided with information about their progress to help them take advantage of strengths and/or to remediate weaknesses in professional, knowledge, and/or clinical arenas.

IV. Final Review of Pre-Internship Portfolio

In the spring of their final year of coursework (pre-internship), each student submits the completed pre-internship portfolio. This review serves as the final review prior to entering internship, and thus, students must pass all milestones prior to proceeding to internship. If the faculty has significant concerns regarding

the portfolio that may result in a student not continuing to internship, a meeting with the faculty and the student will be scheduled as soon as practicable. At this meeting, an action plan will be developed.

PRE-INTERNSHIP PORTFOLIO

I. Overview

Throughout the course of their coursework, each student iteratively develops their pre-internship portfolio. The portfolio consists of work samples completed throughout the program, professional documents, as well as some documents that are created specifically for inclusion in the portfolio. Students begin collecting and creating these items during their first semester in the program, and as previously noted, the portfolio is evaluated at least annually by faculty. The artifacts included in the portfolio are aligned with program competencies as well as NASP and APA training standards (see Appendix A).

II. Purpose

The portfolio provides students with a means for purposeful self-appraisal of professional knowledge, clinical skills, and professional dispositions as they progress through the program. The portfolio allows faculty to provide each student with feedback at least annually regarding attainment of milestones defined by the program as necessary to be a school psychologist. Through self-reflection and faculty feedback, students will understand in which areas they are doing well, and in which areas further experience or skill development may be needed. Finally, the school psychology program faculty use portfolios to assess the effectiveness of the training program. Results of portfolio reviews are summarized and analyzed annually, and data are used to inform program improvements.

III. Format

Portfolio materials are submitted via the online platform used by the University of Connecticut. See <https://edu.portfolium.com/>. Materials should all be submitted in PDF format. Please see instructions in Appendix F on how to save documents as PDFs and how to obtain your unofficial transcript and save it as a PDF.

Note. A brief video that walks through using the *School Psychology Pathway* in Portfolium can be accessed here: https://kaltura.uconn.edu/media/Portfolium+-+UConn+School+Psychology/1_7bfakml6.

Beginning in their first semester, each student is assigned to the *School Psychology Pathway* within Portfolium. The pathway represents all of the milestones that must be completed to successfully pass the pre-internship portfolio, which include the following:

Milestone
A: Statement of Professional Goals
B: Curriculum Vita
C: Unofficial Transcript
D: Projected/Completed Course Sequence
E: Praxis 2 – NCSP Exam – School Psychologist
F: Practicum - Clinical Skills Cutting Across Program Competencies
PC1: Assessment and Data-Based Decision Making
PC2: Consultation and Collaboration
PC3: Interventions and Instructional Support to Develop Academic Skills
PC4: Interventions and Mental Health Services to Develop Social and Life Skills
PC5: School-Wide Practices to Promote Learning
PC6: Prevention and Response Services
PC7: Family-School Collaboration Services
PC8: Supervision

PC9: Diversity in Development and Learning
PC10: Research and Program Evaluation
PC11: Legal and Ethical Practice
PC12: Professionalism, Communications, and Interpersonal Skills
PC13: Advanced Integrative Knowledge of Discipline-Specific Competencies (PhD only)

Each milestone is comprised of multiple indicators, defined as artifacts, that are completed across the pre-internship years. Thus, progress toward milestones is iterative as each student progresses through the program.

Appendix B provides a comprehensive listing of information included within each milestone. Detail on each milestone is mapped with regard to expected artifacts as well as sources of those artifacts and typical semester/year in which the artifact is completed.

Faculty rate student performance using the following scale: **Passed / Not Passed**.

A score of **passed** indicates is the minimum threshold of sufficient evidence of mastery has been met. [Note. Many artifacts are taken from assignments in courses – the course instructor evaluates performance for the grade separately from this portfolio review.]

***Not Applicable.** This option is checked when a waiver is received for the corresponding artifact. A waiver may be granted when a student earns graduate credits prior to matriculation in the UConn program. The student must option a written waiver from the school psychology faculty following the policy and process outlined in the *School Psychology Program Policy Handbook*, which may be submitted in lieu of the expected artifact(s).

When preparing an artifact for submission, a Coversheet must be included that provides brief but clear explanation as to areas of strength and areas that could be improved upon for the benchmark product. Coversheet templates are provided in the Appendices as follows:

- **APPENDIX C: Pre-Internship Portfolio Artifact Coversheet**
 - Used for artifacts that include corresponding products
 - All submitted artifacts should have an accompanying coversheet. The coversheet should be submitted as the first page of each Artifact and submitted as a PDF. If an artifact is fulfilling more than one program competency, a separate coversheet should be completed for each competency. The rationale should be modified to explain how it meets each one.
- **APPENDIX D: Pre-Internship Portfolio – Practicum Reflection on Clinical Skill Development**
 - Completed each year, it is used as the artifact to reflect on clinical skill development across all program competencies.
- **APPENDIX E: Annual Review of Student Progress Form**
 - To be completed by Program Faculty
 - Note. The Annual Review of Student Progress Form is not uploaded into Portfolium. It is used by faculty to document overall progress, which will be reviewed with students as part of the review process. Following review meetings, students will receive a final copy for their records, with the original retained in their student file
- **APPENDIX F: Overview of PDF Submissions on Portfolium**
 - All documents submitted on Portfolium must be submitted in PDF format.

Note. When submitting any artifact, students must verify that all identifying information about clients (individual students, schools, other settings) has been removed prior to submission.

PRE-INTERNSHIP PORTFOLIO ANNUAL REVIEW PROCESS AND TIMELINE

I. Annual Evaluation Process

No later than the first Thursday of January, each student completes their updated portfolio via the **School Psychology Pathway** in Portfolium. Once ready, it is highly recommended that students send a brief email to alert the major advisor.

Each major advisor will conduct an initial review of their advisees' portfolios with the School Psychology Pathway and drafts the Annual Review of Student Progress Form (see Appendix E).

Once all faculty have reviewed their major advisees' portfolios, the school psychology faculty meet. At this meeting, each major advisor presents each of their advisees' portfolios. The school psychology faculty then review each portfolio together and come to consensus regarding final ratings and feedback. Note that students may also be asked to revise and re-submit an artifact based on faculty ratings and feedback. This feedback may be required by the next year's annual review, or, at the faculty's discretion, may be requested within a shorter timeframe.

Once all portfolios are reviewed, students will receive the completed Annual Review of Student Progress Form, and will be given feedback on their portfolio in a meeting with their major advisor, and any other faculty member who requests to be present.

Review Timeline

By first Thursday in January	<ul style="list-style-type: none"> • Student updates portfolio within the School Psychology Pathway in Portfolium
During January	<ul style="list-style-type: none"> • Major advisors review portfolios • Program faculty review portfolios
By March 1	<ul style="list-style-type: none"> • Student and major advisor meet to review feedback and sign Annual Review of Student Progress Form • Advisor files signed Annual Review of Student Progress form in student's EPSY file on Q drive

II. Final Pre-Internship Portfolio Submission and Evaluation

By the end of finals week, in the spring prior to internship, each student will update their portfolio within the School Psychology Pathway within Portfolium. At this time, it is expected that students have submitted all requirements to successfully pass each milestone, and thus, the overall Pathway.

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. Any artifact that (a) receives a rating of *Absent* or *Developing*, or (b) has feedback indicating a need for revision from faculty must be revised and resubmitted at the timeline specified by the major advisor, but generally within two weeks. If, after review by the faculty, the revised submission still (a) does not meet the criteria for a rating of *Proficient* or *Exemplary*, or (b) requires further revision based on faculty feedback, the student is considered to have failed the portfolio requirement, and will not proceed to internship. This is a highly unlikely event, given that portfolios are reviewed annually, which allows revision of components as needed before the final evaluation.

Final Review Timeline

By the end of finals week. spring prior to internship	<ul style="list-style-type: none"> • Student updates portfolio within the School Psychology Pathway in Portfolium
During May	<ul style="list-style-type: none"> • Major advisors review portfolios • Program faculty review portfolios
By end of May	<ul style="list-style-type: none"> • Major advisor provides feedback to student, and Annual Review of Student Progress Form is signed • Advisor files signed Annual Review of Student Progress form in student's EPSY file on Q drive
<i>If any new or revised submission does not meet the criteria for a passing score.</i>	<ul style="list-style-type: none"> • Student submits revised or new materials to major advisor, generally within two weeks of meeting with advisor

APPENDIX A: Alignment of Pre-Internship Portfolio Artifacts with NASP Standards, APA Standards, and Program Competencies

Table 1. Competency Alignment		
Program	NASP 2020	APA <i>PWC – Profession-Wide Competency</i> <i>DSK – Discipline-Specific Knowledge</i>
1: Assessment and Data-based Decision Making	Domain 1: Data-Based Decision Making	PWC VI - Assessment
2: Consultation and Collaboration	Domain 2: Consultation and Collaboration	PWC IX – Consultation & Interprofessional/Interdisciplinary Skills
3. Interventions and Instructional Support to Develop Academic Skills	Domain 3: Academic Interventions and Supports	PWC VII - Intervention
4: Interventions and Mental Health Services to Develop Social and Life Skills	Domain 4: Mental and Behavioral Health Services	PWC VII - Intervention
5: School-wide Practices to Promote Learning	Domain 5: School-Wide Practices to Promote Learning	PWC VII - Intervention
6: Preventive and Responsive Services	Domain 6: Services to Promote Safe and Supportive Schools	PWC VII – Intervention
7: Family-School Collaboration Services	Domain 7: Family, School, and Community Collaboration	PWC IX – Consultation and Interprofessional/Interdisciplinary Skills
8: Supervision		PWC VIII - Supervision
9: Diversity in Development and Learning	Domain 8: Equitable Practices for Diverse Populations	PWC III – Individual and Cultural Diversity
10: Research and Program Evaluation	Domain 9: Research and Evidence-Based Practice	PWC I - Research
11: Legal and Ethical Practice	Domain 10: Legal, Ethical, and Professional Practice	PWC II – Ethical & Legal Standards
12: Professionalism, Communications, & Interpersonal Skills		PWC IV – Professional Values, Attitudes, & Behaviors PWC V – Communication & Interpersonal Skills
13. Advanced Integrative Knowledge of Discipline-Specific Competencies (PhD Students only)		DSK

Table 2. Artifacts with Alignment Across Multiple Program Competencies

Artifact	Source	Milestone – Program Competency (i.e. as submitted in portfolio)	Additional Program Competencies
Comprehensive social, emotional, behavioral evaluation with recommendations	EPSY 5404 – Pupil Behavior	1	4
Academic assessment report with recommendations	EPSY 5425 – Academic Assessment	1	3
Consultation – case study	EPSY 5406 - Consultation	2	4
Academic Intervention Case Study	EPSY 5435 – Academic Intervention	3	5
Counseling – case study	EPSY 5445 - Counseling	4	2
Mapping the Systems Presentation	EPSY 5420 – Roles and Functions	5	2, 7
Social, Emotional, Behavioral Intervention – Tiers 1/2 Case study	EPSY 5440 – Social, Emotional, Behavioral Intervention	6	4, 5

APPENDIX B. Milestone Descriptions Mapped to Expected Program Year, Source, and Scoring Rubric

When submitting an artifact, the corresponding coversheet must be included – with the entire artifact submitted as a single pdf. The coversheets can be found in Appendices C-E – and include:

- APPENDIX C: *Artifact Coversheet* – to be used as the first page with any submitted “product” from various courses
- APPENDIX D: *Practicum Coversheet - Self-Reflection on Clinical Skills by Program Competency* – to be completed whenever a practicum artifact is requested
- APPENDIX E: *Professionalism Coversheet - Self-Reflection of Professionalism, Communication, and Interpersonal Skills* – to be completed as the artifact requested for PC12

MILESTONES

A. Statement of Professional Goals					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Professional Goals	1. Statement of Professional Goals – Yr 1	Student self-submission	Yr 1	Passed / Not Passed	
	2. Statement of Professional Goals – Yr 2	Student self-submission	Yr 2	Passed / Not Passed	
	3. Statement of Professional Goals – Yr 3	Student self-submission	Yr 3	Passed / Not Passed	X
	4. Statement of Professional Goals – Yr 4	Student self-submission	Yr 4	Passed / Not Passed	X

B. Curriculum Vita					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Professional Goals	1. CV – Yr 1	Student self-submission	Yr 1	Passed / Not Passed	
	2. CV – Yr 2	Student self-submission	Yr 2	Passed / Not Passed	
	3. CV – Yr 3	Student self-submission	Yr 3	Passed / Not Passed	X
	4. CV – Yr 4	Student self-submission	Yr 4	Passed / Not Passed	X

C. Unofficial Transcript (obtained via Peoplesoft)					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Professional Goals	1. Transcript - 1	Peoplesoft	Yr 1	Passed / Not Passed	
	2. Transcript - 2	Peoplesoft	Yr 2	Passed / Not Passed	
	3. Transcript - 3	Peoplesoft	Yr 3	Passed / Not Passed	X
	4. Transcript - 4	Peoplesoft	Yr 4	Passed / Not Passed	X

D. Projected/Completed Course Sequence					
<p><i>The sequence should illustrate the courses required (based on entering cohort year – see handbook year in which student was admitted) along with the proposed plan for taking (semester/year) or completion date (with grade). Students can create their own format for presentation, with a simple table (courses, planned date, completion date) recommended.</i></p> <p><i>(Note: The course sequence may be revised by the faculty while a student is in the program to meet organizational or accreditation requirements.)</i></p>					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Professional Goals	1. Course Sequence - 1	Student self-submission	Yr 1	Passed / Not Passed	
	2. Course Sequence - 2	Student self-submission	Yr 2	Passed / Not Passed	
	3. Course Sequence - 3	Student self-submission	Yr 3	Passed / Not Passed	X
	4. Course Sequence - 4	Student self-submission	Yr 4	Passed / Not Passed	X

E. Praxis 2 – NCSP Exam - School Psychologist					
<p><i>*Note. Aligns with All Program Competencies <u>Except</u> 8 and 10</i></p>					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Professional Goals	1. Praxis 2 Score Report	ETS Results Report	Year 2 (or 3 for PhD)	Passed / Not Passed Note. Passed includes overall score (>147) as well as min score in average range for each subscore	

F. Practicum					
<p><i>*Note. Cuts across all Program Competencies</i></p>					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Clinical Development	1. Practicum – 1.a	EPSY 5092 - Practicum	Yr 1, Fall	Passed / Not Passed	
	2. Practicum – 1.b	EPSY 5092 - Practicum	Yr 1, Spring	Passed / Not Passed	
	3. Practicum – 2.a	EPSY 5092 - Practicum	Yr 2, Fall	Passed / Not Passed	
	4. Practicum – 2.b	EPSY 5092 - Practicum	Yr 2, Spring	Passed / Not Passed	
	5. Practicum – 3.a	EPSY 5092 - Practicum	Yr 3, Fall	Passed / Not Passed	X
	6. Practicum – 3.b	EPSY 5092 - Practicum	Yr 3, Spring	Passed / Not Passed	X
	7. Practicum – 4.a	EPSY 5092 - Practicum	Yr 4, Fall	Passed / Not Passed	optional
	8. Practicum – 4.b	EPSY 5092 - Practicum	Yr 4, Spring	Passed / Not Passed	optional

Program Competency 1: Assessment and Data-based Decision Making					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Clinical Development	1. Comprehensive social, emotional, behavioral evaluation with recommendations	EPSY 5404 – Pupil Behavior	Yr 1, Spring	Passed / Not Passed	
	2. Academic assessment report with recommendations	EPSY 5425 – Academic Assessment	Yr 2, Spring	Passed / Not Passed	
	3. Intellectual assessment report	EPSY 5403 – Intellectual Assessment	Yr 1, Spring	Passed / Not Passed	
	4. Integrated Psychoeducational Report	EPSY 5092 - Practicum	Yr 2	Passed / Not Passed	

Program Competency 2: Consultation and Collaboration					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Clinical Development	1. Consultation – Case Study	EPSY 5406 - Consultation	Yr 2, Fall	Passed / Not Passed	

Program Competency 3: Interventions and Instructional Support to Develop Academic Skills					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Clinical Development	1. Academic Intervention - Case Study	EPSY 5435 – Academic Intervention	Yr 2, Spring	Passed / Not Passed	

Program Competency 4: Interventions and Mental Health Services to Develop Social and Life Skills					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Knowledge Development	1. Child Psychopathology product on disorder and intervention review	EPSY 5430 – Child Psychopathology	Yr 1, Fall	Passed / Not Passed	
Clinical Development	2. Social, Emotional, Behavioral Interventions – Tier 3 Case Study	EPSY 5440 – SEB Interventions	Yr 2, Fall	Passed / Not Passed	

Program Competency 5: School-Wide Practices to Promote Learning					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Knowledge Development	1. Mapping the Systems Presentation	EPSY 5420 – Roles and Functions	Yr 1, Fall	Passed / Not Passed	

Program Competency 6: Prevention and Response Services					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Knowledge Development	1. PREPaRE certificates – WS1 and WS2	EPSY 5194 – Crisis Prevention & Intervention	Yr 1, Spring	Passed / Not Passed	
Clinical Development	2. Social, Emotional, Behavioral Intervention – Tiers 1/2 Case study	EPSY 5440 – Social, Emotional, Behavioral Intervention	Yr 2, Spring	Passed / Not Passed	

Program Competency 7: Family-School Collaboration Services					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Knowledge Development	1. Teachers as Parents as Partners (TAPP) Training Certificate	EPSY 5406 - Consultation	Yr 2, Fall	Passed / Not Passed	

Program Competency 8: Supervision					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Knowledge Development	1. Paper on Supervision Models	EPSY 5092 - Practicum	Yr 1, Spring	Passed / Not Passed	
	2. Reflection on Supervision Models	EPSY 5092 - Practicum	Yr 2, Spring	Passed / Not Passed	

Program Competency 9: Diversity in Development and Learning					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Knowledge Development	1. Paper on Cultural Diversity	EPSY 5450 – Issues of Cultural Diversity	Yr 2, Fall	Passed / Not Passed	

Program Competency 10: Research and Program Evaluation					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Knowledge Development	1. Roles & Functions Research Proposal	EPSY 5420 – Roles & Functions of School Psychologists	Yr 1, Fall	Passed / Not Passed	
	2. Scholarly activity as evidenced by (1) research team participation, and/or (2) dissemination via professional publication or presentation	Student Self-Submission	Yr 2, Spring	Passed / Not Passed	
	3. Committee-Approved Dissertation Proposal	Committee-approval sheet/proposal	Year 3 or 4	Passed / Not Passed	X

Program Competency 11: Legal and Ethical Practice					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Knowledge Development	1. Ethical/Legal Case Study	EPSY 5408 – Ethics in Educational and Professional Psychology	Yr 2, Fall	Passed / Not Passed	
	2. CITI Certificate	UConn Research Compliance Office	Yr 2, Fall	Passed / Not Passed	

Program Competency 12: Professionalism, Communications, and Interpersonal Skills					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Clinical Development	1. Professionalism Self-Reflection (Appendix E) – Year 1	Student self-submission	Yr1	Passed / Not Passed	
	2. Professionalism Self-Reflection (Appendix E) – Year 2	Student self-submission	Y2	Passed / Not Passed	
	3. Professionalism Self-Reflection (Appendix E) – Year 3	Student self-submission	Yr 3 (PhD only)	Passed / Not Passed	X
	4. Professionalism Self-Reflection (Appendix E) – Year 4	Student self-submission	Yr 4 (PhD only)	Passed / Not Passed	X

Program Competency 13: Advanced Integrative Knowledge of Discipline-Specific Competencies					
	Artifact	Source	Expected Year/Semester	Scoring Rubric	PhD Only
Knowledge Development	1. Paper integrating history of psychology across competencies	EPSY 5455 – History and Systems of Psychology	Yr 3 or 4, Spring	Passed / Not Passed	X
	2. Doctoral Comprehensive Exam	Committee-approval sheet/student exam	Yr 3 or 4	Passed / Not Passed	X

APPENDIX C: Artifact Coversheet



School Psychology Pre-internship Portfolio
Artifact Coversheet

Directions: When submitting an artifact, complete the coversheet and place it in front of the artifact - merge together into a single pdf document when uploading.

Name:

Title of artifact:

I confirm that all identifying information about clients (individual students, schools, other settings) has been removed from the artifact prior to submission.

Please describe how this artifact demonstrates your strengths in related program competencies

Please describe how this artifact demonstrates areas for improvement in related program competencies:

**APPENDIX D: Practicum Coversheet - Self-Reflection on Development of Clinical Skills
By Program Competencies**



School Psychology Pre-Internship Portfolio

Practicum: Self-Reflection on Development of Clinical Skills by Program Competencies

Student Name:	Semester/Year:
Practicum Site:	Site Supervisor Name:

Program Competencies Addressed	
<input type="checkbox"/> PC1: Assessment and Data-Based Decision Making	<input type="checkbox"/> PC6: Prevention and Response Services
<input type="checkbox"/> PC2: Consultation and Collaboration	<input type="checkbox"/> PC7: Family-School Collaboration Services
<input type="checkbox"/> PC3: Interventions and Instructional Support to Develop Academic Skills	<input type="checkbox"/> PC8: Supervision
<input type="checkbox"/> PC4: Interventions and Mental Health Services to Develop Social and Life Skills	<input type="checkbox"/> PC9: Diversity in Development and Learning
<input type="checkbox"/> PC5: School-Wide Practices to Promote Learning	<input type="checkbox"/> PC10: Research and Program Evaluation
	<input type="checkbox"/> PC11: Legal and Ethical Practice
	<input type="checkbox"/> PC12: Professionalism, Communications, and Interpersonal Skills

Using your practicum self-evaluations and supervisor evaluations, provide an overall rating followed by a corresponding reflection on your rating with regard to the your clinical development of stated program competencies. Your rating and reflection should indicate your cumulative experience in development of the selected competency. Submission of this artifact is required each semester, it is not expected that students will have opportunity or proficiency in each competency in every practicum experience. Thus, it is expected that this artifact will reflect different emphases at each submission. However, it is expected that students have had sufficient opportunity (rating of 2 or 3) and reached skill attainment (rating of 2 or 3) by the time of their final artifact submission in order to pass the overall milestone.

PART 1: Opportunity to Develop Competencies

0	1	2	3
Limited (<30%) opportunities presented	Few (30-50%) opportunities presented	Some (>50%) opportunities presented	Most (>75%) opportunities presented

Describe your rating.

If your rating was less than 2, briefly share your plans for securing access to additional opportunities (current or future placements).

PART 2: Demonstration of Skill Attainment

0 Absent	1 Developing	2 Proficient	3 Exemplary
Absent or declining skill	Minimally improving or stagnant skill	Appropriate or Improving skill	High levels of skill

Describe your rating.

If your rating was less than 2, briefly share your plans for increasing skill attainment (current or future placements).

**APPENDIX E: Professionalism Coversheet - Self-Reflection on Professionalism,
Communications, and Interpersonal Skills**



School Psychology Pre-Internship Portfolio

Self-Reflection on Professionalism, Communications, and Interpersonal Skills

Student Name:	
Semester/Year:	Year in Program:

Using self-reflection along with your practicum self-evaluations (see section with related items below), use this form to evaluate your professionalism, communications, and interpersonal skills as a graduate student in school psychology. Specifically, provide brief narrative reflection on your ratings with regard to strengths (ratings: 3, 4, 5) as well as areas and opportunities for growth (ratings: NO, 1, 2).

1	<i>Never</i>	Characteristic is not evident
2	<i>Rarely</i>	Characteristic is evident and demonstrated with little to no consistency
3	<i>Sometimes</i>	Characteristic is evident and demonstrated at times
4	<i>Often</i>	Characteristic is evident and demonstrated the majority of opportunities
5	<i>Always</i>	Characteristics is evident and consistently demonstrated
NO	<i>Not Observed</i>	No opportunities for the characteristic to be demonstrated

Professionalism, Communications, and Interpersonal Skills Items
1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others (APA).
2. Engages in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness (APA).
3. Actively seeks and demonstrates openness and responsiveness to feedback and supervision (APA)
4. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training (APA).
5. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services (APA)
6. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts (APA).
7. Demonstrates effective interpersonal skills and the ability to manage difficult communication well (APA).
8. Demonstrates consistent punctuality and attendance across all activities at which you represent the graduate program.
9. Practices consistent self-care, maintain well-being, and demonstrate professional appearance and demeanor across all activities at which you represent the graduate program.

Areas of Strength:

Areas for Growth:

Plan for Opportunities to Address Areas for Growth:

APPENDIX F: Annual Review of Student Progress Form



**Annual Review of Student Progress
School Psychology Program**

Name of student:	
Major advisor:	Date of advisor review:
Faculty present for review:	Date of faculty review:
Degree program: ___ MA/6 th Year ___ PhD	Year in program: 1 2 3 4 5 6 7 8

SUMMARY OF PROGRESS TOWARD MILESTONES

Milestone	Progress As Expected	Concerns Noted
Statement of Professional Goals		
Curriculum Vita		
Unofficial Transcript		
Projected/Completed Course Sequence		
Praxis 2 – NCSP Exam – School Psychologist		
Practicum (Clinical Skills across Program Competencies)		
PC1: Assessment and Data-Based Decision Making		
PC2: Consultation and Collaboration		
PC3: Interventions and Instructional Support to Develop Academic Skills		
PC4: Interventions and Mental Health Services to Develop Social and Life Skills		
PC5: School-Wide Practices to Promote Learning		
PC6: Prevention and Response Services		
PC7: Family-School Collaboration Services		
PC8: Supervision		
PC9: Diversity in Development and Learning		
PC10: Research and Program Evaluation		
PC11: Legal and Ethical Practice		
PC12: Professionalism, Communications, and Interpersonal Skills		
PC13: Advanced Integrative Knowledge of Discipline-Specific Competencies (PhD only)		

OVERALL PORTFOLIO COMMENTS

Check		
	0 Unsatisfactory	<ul style="list-style-type: none"> No portfolio presented
	1 Basic	<ul style="list-style-type: none"> Materials are incomplete Poorly organized and poor appearance Written communication is unclear Content lacks essential information
	2 Proficient	<ul style="list-style-type: none"> Materials generally complete Professional appearance and organization Clearly written Appropriate content
	3 Distinguished	<ul style="list-style-type: none"> Materials complete Exceptional appearance and organization Well-written and clear Complete and detailed contents

Congratulations are noted regarding progress in the following areas:

Need for improvement is noted in the following areas:

(e.g. professional goals, program competencies, practicum, research)

RECOMMENDED ACTIONS

Check	
	Appropriate progress is indicated from this review, and the student is to be informed by the major advisor.
	A conference with the student and the major advisor, and other faculty as appropriate, is held to discuss areas of identified weaknesses.

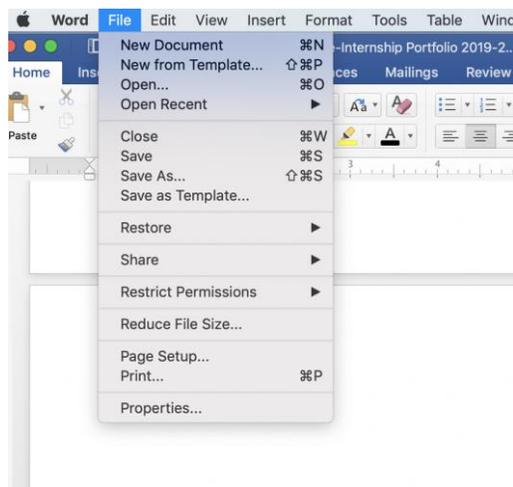
APPENDIX G

How to Complete PDF Submissions & Download PDF Transcript (i.e., unofficial transcripts from Peoplesoft)

Macs:

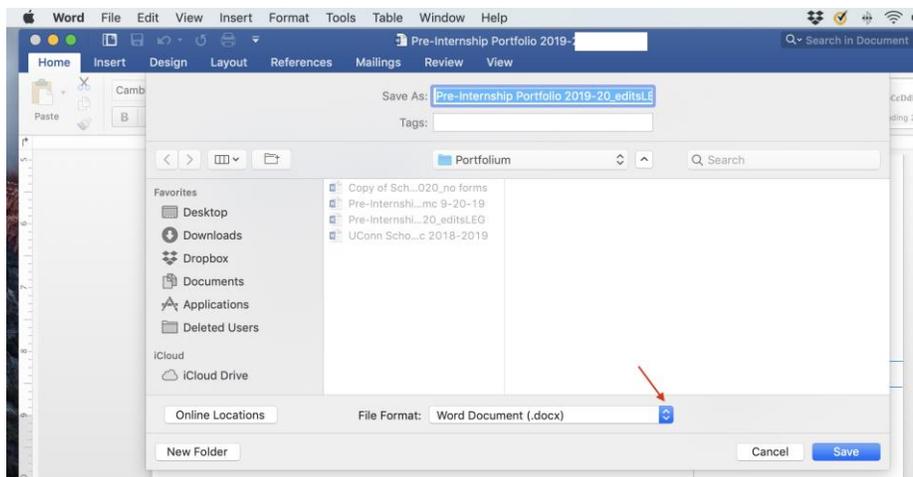
Step 1

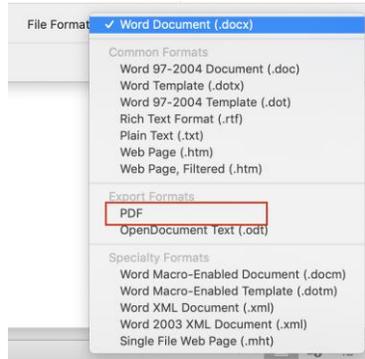
When you are ready to save your document, navigate to the drop-down list and select “File” (see image below).



Step 2

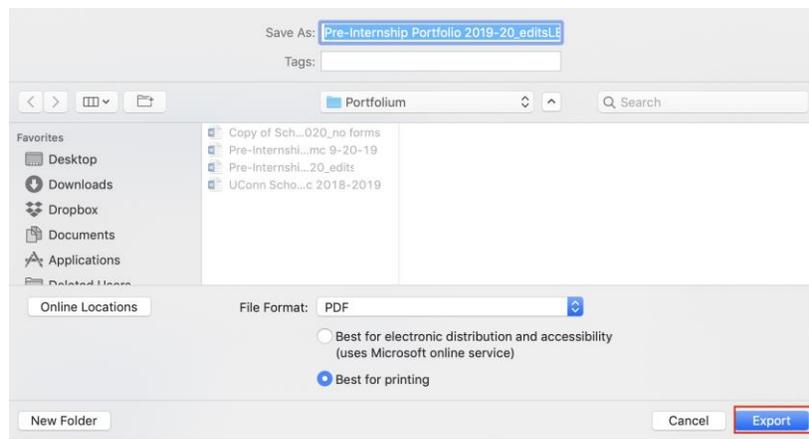
Click “Save As”. This will bring up a window to select where to save the file. Where it says “File Format”, click on the small blue box/icon to get another drop-down menu. In the drop-down menu you will see an option that says “PDF”, select that option.





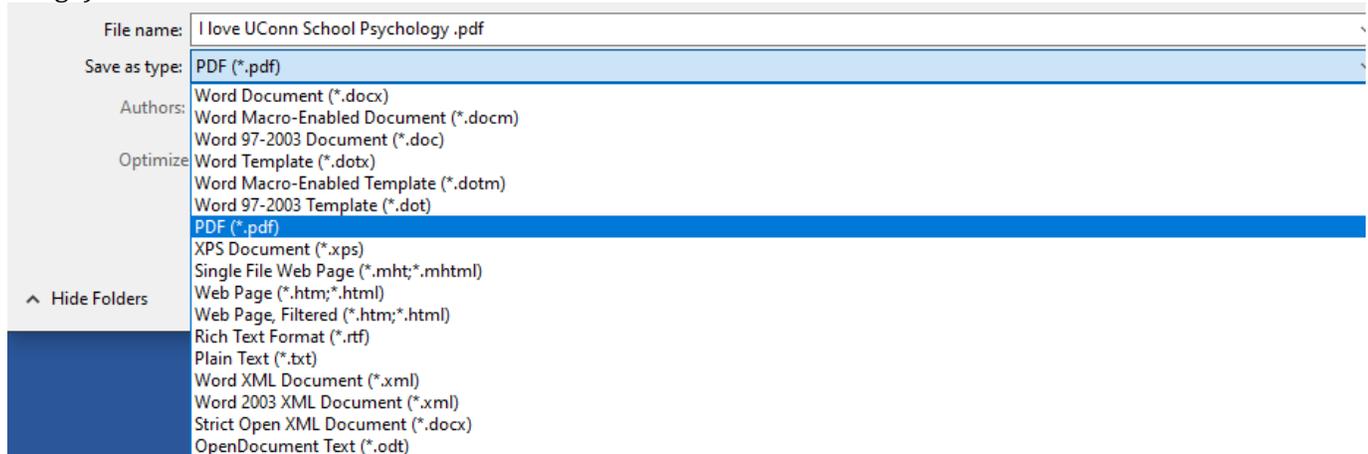
Step 3

Once you select PDF, you will be brought back to the screen shown below. Select the location you want to save this on your computer and click “Export”. This will save your document as a PDF where it then can be uploaded to Portfolium.



Windows:

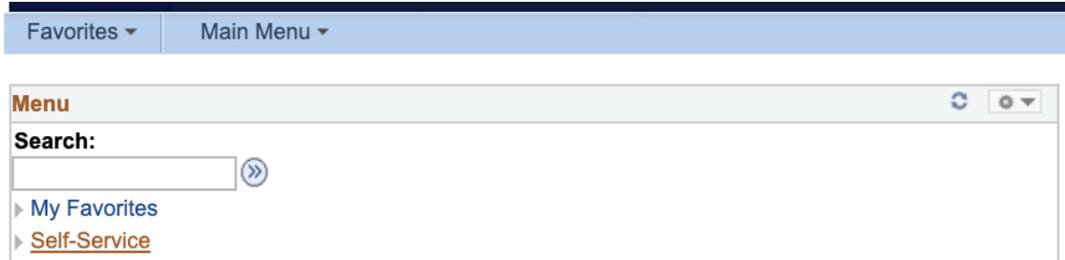
Follow the above steps. The window/icons may look slightly different but should be similar (see below image).



Obtaining Unofficial Transcripts as a PDF

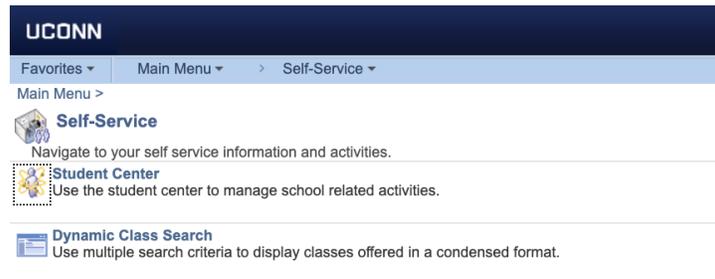
Step 1

Go to the website: <https://studentadmin.uconn.edu/> and log onto your Student Admin account (using your NetID) and select "Self-Service"



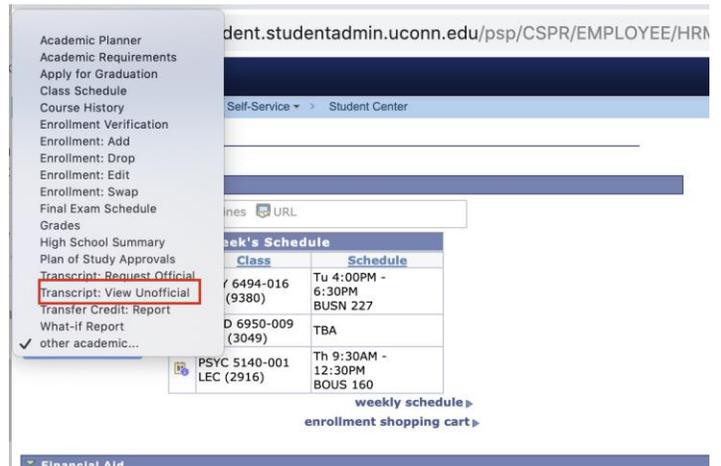
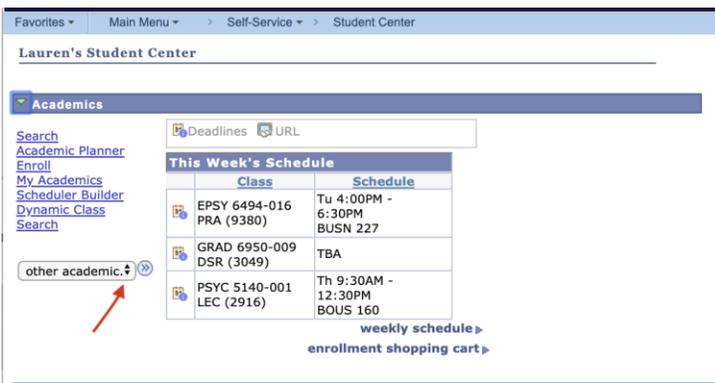
Step 2

This will bring you to the self-service webpage where you will then select "Student Center".



Step 3

This will bring you to the homepage of your Student Center. Next, click on the drop-down arrow where it says "Other Academic", as indicated by the red arrow below. A drop-down list will expand, where you will select the "Transcript: View Unofficial" option.



Step 4

Next you will see the screen below, click the “Go” option and it will bring you to the webpage where you can view your unofficial transcript.

View Unofficial Transcript

Choose an institution and report type and press go to view your report.
****this process may take a few minutes to complete. please do not press any other buttons or links while processing is taking place****

Academic Institution: University of Connecticut
Report Type: Unofficial

go

Information For Students
Please note: You will see three columns of numbers on the right of your unofficial transcript report. From left to right, these columns represent attempted credits, earned credits, and grade points.

[VIEW A REPORT THAT YOU HAD PREVIOUSLY REQUESTED](#)

[Search](#) [Academic Planner](#) [Enroll](#) [My Academics](#)

Step 5

The webpage will look like the image below. Your transcript will be underneath what is shown in the image (this at the top right of the webpage). You will click “Print this Page” *Note: you will not *actually* be printing your transcript at this time.

UConn

Favorites ▾ | Main Menu ▾ > Self-Service ▾ > Student Center > View Unofficial Tra

Report Results

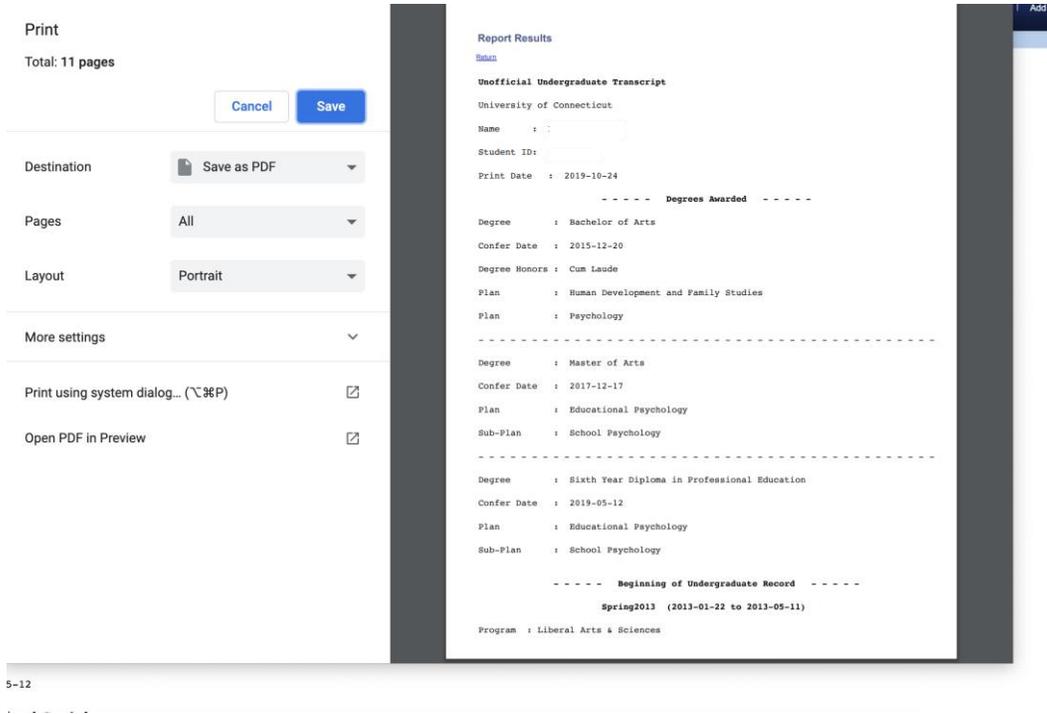
[Return](#) [Print this page.](#)

Unofficial Undergraduate Transcript

University of Connecticut

Step 6

After clicking print this page, you will see this screen where you are asked to save your document before printing. Be sure that it says “save as PDF” and then you can click “Save” to save your unofficial transcript to your computer as a PDF.



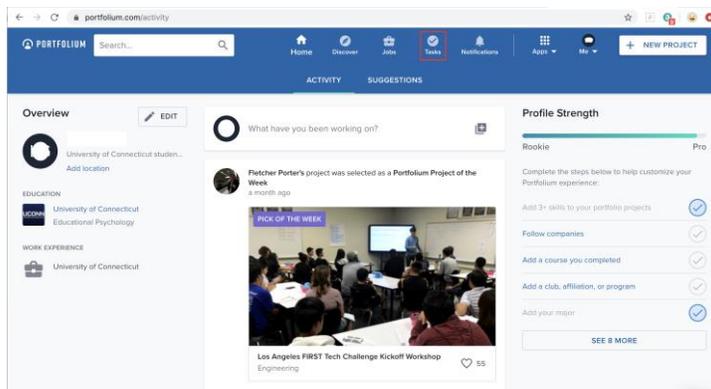
APPENDIX H

A Brief Tutorial: Portfolium

Note. A brief video that walks through using the *School Psychology Pathway* in Portfolium can be accessed here: https://kaltura.uconn.edu/media/Portfolium+-+UConn+School+Psychology/1_7bfakml6.

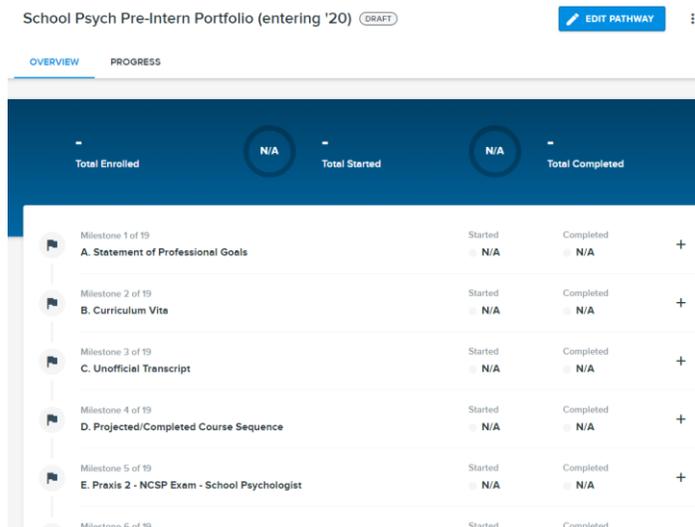
Homepage

- After logging on to your Portfolium account you will be brought to your homepage, which will look similar to the image below. You may add information to your profile as you wish. At the top of the page you will see an icon that says “Tasks”, you will click that icon to access your pre-internship portfolio and make submissions.



Accessing your Portfolio

- To access your portfolio, click on the “Tasks” icon, this will bring you to a screen showing your in-progress pathways, this is your portfolio. Click on the white box that says “School Psychology Pre-Internship Portfolio (entering '20)”.



- After clicking the white box, you will be brought to the screen shown below. If you scroll down, you will see each project submission including yearly professional goals, CV, transcripts, artifacts, etc.

← Tasks

TEST School Psych Portfolio (entering '20)

0%

19 Milestones

51 Requirements

GET STARTED ↓

UCONN
CREATED BY
University of Connecticut

ML
ASSIGNED TO
Michael Li

About the pathway

For cohorts entering in '20, this pathway includes the required milestones for successful completion of the pre-internship portfolio. Success completion is required prior to student ability to begin the internship hours.

Actual Title:
School
Psychology
Pre-Internship
Portfolio
(entering '20)

Earning Path

MILESTONE 1 OF 19

A. Statement of Professional Goals

Complete 4 requirements

The statement should provide a concise (1-2 page) description of your professional goals related to school psychology. It should include attention to both short-term (e.g., goals for remain [Read More](#)

Skills

Professional Goals

✓ Statement of Professional Goals - Year 1 >
Project
Get Started

✓ Statement of Professional Goals - Year 2 >
Project
Get Started

MILESTONE 6 OF 19

PC1: Assessment and Data-based Decision Making

Complete 4 requirements

Program Competency 1: Assessment and Data-based Decision Making

Skills

Clinical Development Clinical Development

✓ A1: Comprehensive social/emotional/behavioral eval >
Project
Get Started

✓ A2: Academic assessment report with recs >
Project
Get Started

Submissions

- To make a submission, click on the assignment you would like to submit. For example, “Statement of Professional Goals”. Once you click on the assignment you will be brought to the webpage that looks like the image below. Click on “Start Requirement”

REQUIREMENT

Statement of Professional Goals - Year 4

STATUS
Submitted

SCORING TYPE
Rubric • [Preview](#)

ASSIGNED TO
ML [Michael Li](#)

Instructions

Your requirement has been submitted. A reviewer at [University of Connecticut](#) will be reviewing your work.

[PhD Only] The statement should provide a concise (1-2 page) description of your professional goals related to school psychology. It should include attention to both short-term (e.g., goals for remainder of program) as well as long-term (e.g. 5-10 year career trajectory).

Skills

Professional Goals

Submission

Statement of Professional Goals - Year 4
1 Attachment • Submitted 10/19/20

UNSUBMIT REQUIREMENT

- You will be brought to this webpage where you will upload your PDF document of the assignment. Once the document is uploaded, you can select “Finish Later” or Submit”

PORTFOLIUM Edit Project

PREVIEW FINISH LATER **SUBMIT REQUIREMENT**

Statement of Professional Goals - Year 4

Training SP - Pre-Internship Portfolio • [View instructions](#)

Attachments

Upload files .pdf, .doc, .xls, .ppt, .mp3, .psd, etc.

Paste a link YouTube, Prezi, or any website

More options Google Drive, Dropbox, etc.

Category
Education

Description

Project Strength

Attachments

Showcase artifacts and work samples from your project. Upload files, import them from services like Google Drive, or add a link to any website.

Link examples:

- youtube.com/watch?v=id
- github.com/myrepo
- sketchfab.com/models/id
- medium.com/article

[Learn more about attachments](#)

- Once an assignment is uploaded and submitted, you will be able to erase until it is graded. Select “Unsubmit Requirement”, this option will appear only after you have submitted something.

Submission



The screenshot shows a submission interface. At the top, the word "Submission" is displayed. Below it is a document preview area with a white background and black text, flanked by black bars. The document text includes "Lecture 10: Introduction to the History of the United States", "1800-1850", "University of Connecticut System", "Department of History", "History 1010: Introduction to the History of the United States", "Fall 2019", "9/26/19", and "UNSUBMIT REQUIREMENT". Below the preview, the text "CV - Year 2" and "1 Attachment • Submitted 9/26/19" is visible. At the bottom, there is a button labeled "UNSUBMIT REQUIREMENT".

CV - Year 2
1 Attachment • Submitted 9/26/19

UNSUBMIT REQUIREMENT

If you experience any technical problems or have any questions/concerns, feel free to contact the GTAs (uconnspgta@gmail.com)!