



SCHOOL PSYCHOLOGY

PERFORMANCE-BASED ASSESSMENT

Masters and Education Specialist Degree Programs
in School Psychology
Department of Psychology
University of Wisconsin - Whitewater



Table of Contents

	<u>Page</u>
I. Rationale	2
II. Assessment Process	2
Competencies and Performance of School Psychology Candidates	2
Table of Decision Points	3
Admissions	4
Course Work	4
Annual Faculty Review	4
Competencies and Performance of School Psychology Graduates	4
III. School Psychology Portfolio	5
Appendices	
Appendix A: Content Assessment Grid	10
Appendix B: Student Activities Checklist	12
Appendix C: Student Retention Policies and Procedures	13
Appendix D: First Year Mid-Year Review	17
Appendix E: Comprehensive Portfolio Evaluation- M.S.E.	19
Appendix F: Yearly Review of Student Progress	22
Appendix G: Required Artifacts Assessment Rubrics	32
Appendix H: Post-Internship Satisfaction Instrument	39
Appendix I: Administrator Evaluation Instrument	41

Sincere appreciation is given to the School Psychology Programs at Ball State University and Miami University for significant contributions to the structure and language of this document.

I. Rationale

School Psychology Program faculty at the University of Wisconsin - Whitewater have established a comprehensive, multi-faceted assessment and evaluation process to ensure that students obtain the knowledge, skills, and dispositions necessary to serve as professional school psychologists. Evaluation procedures occur throughout the program and are based on both formative and summative assessment. The evaluation process has been designed to assess candidate performance at the levels of individual classes and coursework as well as academic degree progression. Ultimately the process reflects Philosophy and Goals of the program as outlined in the *Student Handbook*. This training program reflects the content and performance standards as articulated by the Wisconsin Department of Public Instruction, the National Association of School Psychologists' *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2000), the National Council for Teacher Accreditation (NCATE), and the American Psychological Association (APA).

II. Assessment Process

The program is committed to systematic assessment of its success in articulating its mission. This assessment takes place at three levels:

1. Competencies and performance of school psychology candidates
2. Competencies and performance of school psychology graduates
3. Systematic program review

A. Competencies and Performance of School Psychology Candidates

Assessment of students begins before they are admitted to the program and continues even after completion of their degrees. An overview of the process and decision points is provided in Table 1. Successful completion of the program is based on students demonstrating mastery of content knowledge, professional knowledge and skills, dispositions, and personal effectiveness related to professional objectives.

Table 1

**Decision Points for
Performance-Based Assessment of School Psychology Graduate Students
M.S.E and Ed.S. Program in School Psychology
University of Wisconsin - Whitewater**

Admission	Year 1	Admission to Ed.S (for those admitted to MSE)	Year 2	Internship Approval	Praxis Exam (end of year 2)	Year 3	Post-Graduate Follow-Up
<p>Admission to the Graduate School at UW-Whitewater requires a minimum undergraduate GPA of 2.75. School Psychology requires 3.00 for MSE and for Ed.S.</p> <p>School Psychology Committee makes admission decisions based on undergraduate GPA, GRE or MAT, autobiographical statement, letters of recommendation, and personal interview</p> <p>12 undergraduate credits in psychology required</p>	<p>Maintain GPA of 3.0 for MSE and Ed.S.</p> <p>Yearly Evaluation by Core School Psychology Faculty includes: Mid-Year Progress Review, Portfolio, academic and personal characteristics (see <i>Student Retention Policies and Procedures</i>)</p> <p>Student performance in courses</p>	<p>Completion of MSE – School Psychology or previous Masters Degree</p> <p>Endorsement of four faculty members on performance as a graduate student and suitability as a future school psychologist</p>	<p>Maintain GPA of 3.00</p> <p>Yearly Evaluation by Core School Psychology faculty includes: Portfolio, academic and personal characteristics (see <i>Student Retention Policies and Procedures</i>)</p> <p>Student performance in courses and Practicum evaluations</p> <p>Specialist Project completion</p>	<p>Exit Interview with Program Coordinator and recommendation for Internship</p>	<p>Successfully attain a passing score of no less than 165 on the Praxis II Specialty exam in School Psychology</p>	<p>Portfolio evaluation following Fall semester and Spring semester</p> <p>Evaluation by field-based internship supervisor</p> <p>Evaluation by on-site administrator</p>	<p>Employment data</p> <p>First year post graduate evaluation of program</p> <p>Employer survey of graduate performance</p>

1. Admissions

Evaluation of students begins during the admissions process, at which time students are carefully selected based upon personal interview, writing sample, undergraduate course work, and the results of the GRE or MAT. Additionally, applicants must demonstrate, at a minimum, 12 credits of undergraduate or graduate course work which includes study in the three areas of (a) child/adolescent psychology or development, (b) abnormal psychology, and (c) statistics as prerequisite to all graduate course work.

2. Course Work:

All students must maintain a cumulative G.P.A. of at least 3.0 throughout their course of study in the program. Assessment in such course work takes a multitude of forms including examinations, case studies, simulations, and performance appraisal of skills in authentic settings. Course syllabi reflect the breadth of the methods used, and students are urged to familiarize themselves with the requirements for these courses. The location and method of content assessment is tabled in Appendix A. In addition to formal course work, students are required to participate in activities outside of the classroom that enhance their knowledge and skills. See Appendix B: *Student Activities Checklist*.

3. Annual Faculty Review:

School psychology faculty meet annually to review all students, from the first year through the completion of the internship. However, evaluation is ongoing and questions or concerns may be initiated at any time during the year. Before the annual review, the student presents his or her portfolio (see details below) to the committee. The review process and procedures for appeals can be found in Appendix C (*Student Retention Policies and Procedures*). Review includes evaluation of performance and suitability for the profession, along with assessment of professional development and ethical behavior. The development of appropriate dispositions and professional skills are given particular emphasis in evaluation of practicum and internship performance.

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 and/or personal arenas. Forms for the review and feedback for students are provided in Appendices G and H.

B. Competencies and Performance of School Psychology Graduates

The program recognizes the need to maintain performance information and program evaluation feed-back from its graduates after they have left the internship to professional life. Three sources of data are maintained:

1. **General Employment Data**, indicating the nature of the practice locales and assignments (e.g., rural to urban, elementary to high school) and the nature of the service delivery (e.g., percent consultation, assessment, direct intervention);
2. **Graduate Evaluation of Program**. Post-internship evaluation of preparation (Appendix I);
3. **Administrator Evaluation**. Following the first year post-internship, the on-site administrator completes a satisfaction survey (Appendix J).

III. The School Psychology Portfolio

All students in the UW-Whitewater School Psychology Program develop and maintain a cumulative Portfolio of their progress through the sequence of training. This Portfolio is essential to (1) the development of self-evaluation skills, (2) the documentation of acquired competencies, and (3) an understanding of the continuous and ongoing nature of professional competency development.

This Portfolio allows both the student and the faculty to monitor and chart progress throughout the entire program. In addition, it serves as the major source of documentation at the Pre-Internship Review held in the spring of the second year. Finally, students will find that the Portfolio may be a useful documentation summary when applying for internships, job-seeking, or applying to doctoral programs. Individuals who plan to become licensed in Wisconsin will find the Portfolio useful in the Professional Development Plan licensing process.

It is useful to think of the portfolio process in three stages: The Entrance Portfolio (pre-Masters level); the Practicum Portfolio (pre-internship Ed.S. level), and; the Internship Portfolio.

- **The Entrance Portfolio** – This portfolio documents the student’s growth from entrance through the attainment of the Masters degree. It will reflect the experiences, skills, and knowledge that he/she brought into the program as well as what was acquired over the first full academic year of study and fieldwork. It will be submitted for the Comprehensive Portfolio Review in May in partial fulfillment of the requirements for the Masters degree.
- **The Practicum Portfolio** – This portfolio will document growth during the practicum year and reflect newly acquired skills and insights as students begin to see themselves more as emerging school psychology practitioners. Portfolio will be reviewed prior to enrollment in the Internship.
- **The Internship Portfolio** – This portfolio will document competency in the application of professional skills in a public school environment. This portfolio is discussed in depth in the *UW-W Internship Handbook*. Because all school psychologists receiving the Initial Educator License in Wisconsin will be required to assemble a Professional Development Plan, this portfolio is also linked to the seven Wisconsin Pupil Services Standards. The Internship Portfolio will also serve as the final Ed.S. Comprehensive Portfolio Review.

Students are expected to keep their Portfolios up-to-date and be prepared to share them with their advisor at any time. Faculty review of the Portfolio occurs at least once each year (each semester for Interns). Mid-year reviews are conducted by core School Psychology faculty for Year I students and by the university supervisor for Year II practicum students. The collective school psychology faculty conducts Pre-Practicum and Pre-Internship reviews in the spring.

Review Dates:

Year I (Entrance):	January: Formative Review with Interview May: Full Portfolio Review with Comprehensive Examination
Year II (Practicum):	January: Formative Review with Interview May: Pre-Internship Portfolio Review with Interview
Year III (Internship):	June: Comprehensive Portfolio Examination

Organizing the Entrance and Practicum Portfolios

The Portfolio should be developed in a 1 ½ or 2-inch hardcover three ring binder. Clear vinyl inserts should be used to contain the Portfolio contents so that they may be easily removed for inspection. Tabbed dividers should be used for organization. There are two major sections to the Portfolio: (1) Official Documents and (2) Reflections and Selected Artifacts. The Internship Portfolio is described in detail in the *Internship Handbook*.

Portfolio Section I: Official Documents

The following are required documents in the order that they should be included.

E= Entrance Portfolio; P= Practicum Portfolio

- A. Your “Belief Statement” in which you briefly describe in a half page what you believe about the delivery of school psychological services. This statement will change and grow with you (E,P)
- B. Your Professional Resume - containing your educational and employment experience to date (E,P)
- C. Required Official Program Documents
 - (1) Approved Program of Study (E,P)
 - (2) Approval for Program Variance (e.g., waivers, transfer approvals) (E,P)
 - (3) Most recent graduate transcript from WINS, including any transfer credits (E,P)
 - (4) Completed Application for graduation (E)
 - (5) Endorsement to Proceed to the Education Specialist Degree (E)
 - (6) Official notification of degree attainment or copy of diploma (P)
 - (7) Completed Application for Initial Educator License (P)
 - (8) Official notification of score on ETS Praxis II School Psychology Examination (P)
 - (9) Student Activities Checklist (E,P)
 - (10) Advisor-Approved Specialist Project Proposal (E)
- D. Evaluation Statements from Faculty Review (E,P)
- E. Field Supervisors' Evaluations (P)
- F. Practicum Planning Form (P)

Portfolio Section II: Reflections and Selected Artifacts

- A. **Reflective Summary** of your academic and professional development, progress, strengths, and challenges (*see Reflective Summary, p. 8*). This section of the Portfolio should have narrative reflections for each of the 11 Domains of Training Competency contained in the *Policies and Procedures Handbook*. You should reflect upon and evaluate your own growth and emerging belief structures in each area and supply required and optional representative artifacts. *Each reflection should directly address the competency area and demonstrate your current insight and beliefs relative to the area.* Please date each summary as it is prepared.

NOTE: You must complete a Reflection for each of the 11 domains regardless of whether you choose to include an Artifact. This section of the portfolio should include representative samples of your work and activities. Select the *best* of your assessment reports for intervention and IEP team

evaluation, or research papers, projects, or examinations which demonstrate the *application of your competencies*. Place your Reflection in front of the Artifact and enclose in separate split-front plastic holders for easy removal. A single artifact may serve as documentation for more than one domain. If this occurs, include the hardcopy artifact *only once* and reference its location elsewhere.

B. Required Artifacts – The following Artifacts, aligned to the appropriate level of portfolio, are required of all students:

ENTRANCE:

1. Two (2) scholarly research papers demonstrating a depth of knowledge in discrete areas of psychological foundations (e.g., learning, psychopathology, psychometrics, development, social bases) and linked to one or more Domains of Training Competency.
2. One (1) research proposal as required in Psych 715
3. One (1) blinded, comprehensive school psychological report consisting of Background Information, Observations, evaluations of Achievement, Intellectual Functioning, and Socio-Emotional Functioning, Conclusions, and data-linked Recommendations
4. A written response to a supplied question of applied school psychological practice

PRACTICUM:

1. Three (3) comprehensive school psychological reports, only one of which may be a re-evaluation. Reports must be blinded
2. One (1) consultation report, including Problem Identification, Problem Analysis, and Intervention Implementation. Report must include progress monitoring and outcome assessment. Report must be blinded and may be for school file or for portfolio only
3. One (1) group therapy final report, including pre- and post- intervention assessment procedures and data. Report must be blinded and may be for school file or for portfolio only
4. One (1) individual therapy final report, including pre- and post- intervention assessment procedures and data. Report must be blinded and may be for school file or for portfolio only

C. Additional Supporting Artifacts: You are encouraged to include any other Artifacts that provide detailed documentation of your best efforts in domain competency during the period under consideration. Remember: *Quality over quantity*.

Reflective Summary

The reflection aspect of the portfolio is your opportunity to think about what you have learned and experienced and then to develop (or begin to develop) a professional or philosophical position relative to the area in question and the profession of school psychology in general. In this section, you are looking inward to reflect on the changes you are undergoing as a professional in training.

For each artifact/document that you choose to include, reflect upon: why you chose it; what you learned from the effort to produce this artifact/document, and; how this artifact/document contributes to your growth in the training competency.

1. What is the document/artifact? (“What?”)
2. How does it relate to this particular Domain or objective? (“So what?”)
3. What does it say about my competence? (“Now what?”)

More specifically, summarize the document to answer the question “What?” Then reflect on the rationale for including this artifact, including what you learned and how this leads to meeting the training objective, which answers the question “So what?” Finally, address implications for future performance and set forth refinements and/or adaptations, in order to answer the question “Now what?”

The “Now what?” question involves a highly complex thinking process that requires reflective and analytical thinking about what you are doing and the effects of your professional performance on children, youth, families, and other consumers. Writing reflective entries about personal thoughts, feelings, and insights may be a difficult task for some individuals. The following sentence starters (keep in mind that these are only a few ways to begin a reflective entry) may facilitate your thinking and help you get started.

The reading intervention conducted with Jane Doe was effective because...

I know my provision of counseling with John Doe has increased his social skills because...

What I have learned from this project/paper...

What I think I will do differently is...

As a result of this experience, I now...

Some of the areas that I need to continue to gain experience are... because...

I have gained considerable insight about...

I now understand the importance of...

Some questions that still remain in my mind are...

This experience has help me understand...

After carefully considering... I think...

Performance-Based Assessment
in the UW-Whitewater School Psychology
Program

Appendices

Appendix A:

CONTENT ASSESSMENT GRID**School Psychology Program**

ASSESSMENT CATEGORIES Content Knowl (CK) Service Deliv. Knowl (SDK) Prof Dispositions (PD) Human Relations (HR) Communic Skills (C)	CONTENT GUIDELINES <i>DPI School Psychology, National Association of School Psychologists (NASP), & DPI Pupil Services</i>	ASSESSMENT	
		<u>Where</u> ↓	<u>How</u> Test (T) Project (P) Rsch Paper (RP) Case Study (CS) Quiz (Q)
CK, SDK, PD, C	Data-Based Decision-Making and Accountability (DPI-SP/NASP)	PSYCH-620, 680, 715,740 745, 768,769,770, 793, 795, 798,799	620-T,P 680-Q,E 715-T,P 740-T,P 745-T,CS,P 768 - Q,P 769-P,CS 770-T,CS 793-CS 795-CS,P
CK, SDK, PD, C, HR	Consultation and Collaboration (DPI-SP/NASP)	PSYCH-620, 768, 769, 770, 793, 795	620-T,P,RP 768 – Q,P 769-P,CS 770 -CS 793-CS 795-CS
CK, SDK, C, HR	Effective Instruction and Development of Cognitive/Academic Skills(DPI-SP/NASP)	PSYCH – 620, 724, 769, 768, 785, 793, 795 CIGENR- 725, 764 EDFOUN-710 SPECED-700	620-T,P,RP 724-T,RP,P 768 – Q,P 769-P,CS 785-Q,RP,P 793-CS 795-P, CS CIGENR- 725-RP,T,P 764-RP,T,P EDFOUN-710 – RP, T SPECED-700-RP,T,P
CK, SDK, PD, C, HR	Socialization and Development of Life Skills (DPI-SP/NASP)	PSYCH-620,680, 746,766, 768, 769, 793,795	620-T,P,RP 768 – Q,P 746-P,RP, CS 769-P,CS 793-CS 795-P, CS
CK, SDK, PD, CS,HR	Student Diversity in Development and Learning (DPI/NASP)	PSYCH-620,724 680,715, 740, 745,768, 769,770, 785, 793, 795, CIGENR- 725, 764 EDFOUN-710 SPECED-700	620-T,P,RP 724-T,RP,P 740-CS,P,T 745-CS,T,P 766-Q,P 768- Q,P 769-P,CS 770-T,P 785-P,Q,RP 793-P, CS 795-CS CIGENR- 725-RP,T,P 764-RP,T,P EDFOUN-710 – RP, T SPECED- 700-RP,T,P

CK,SDK	School and Systems Organization, Policy Development, and Climate (DPI-SP/NASP)	PSYCH-620, 680, 769, 793,795 SPECED-700 EDFOUN-710	620-T,P,RP 680-Q,P 768- Q,P 769-P,CS 793-CS 795-CS,P EDFOUN-710 – RP, T SPECED-700-RP,T,P
CK, SDK, PD, C, HR	Prevention, Crisis Intervention, and Mental Health (DPI-SP/NASP)	PSYCH-620, 680, 746, 766, 768, 769, 793,795	620-T,P,RP 680-Q,P 746-RP,P,CS 766-Q,P 768- Q,P 769-P,CS 793-CS, 795-CS
CK, SDK, C	Home/School/Community Collaboration (DPI-SP/NASP)	PSYCH-620, 768,769, 793,795	620-T,P,RP 768- Q,P 769-P,CS 745-P,CS 793-CS 795-CS
CK, SDK, PD, CS	Research and Program Evaluation (DPI-SP/NASP)	PSYCH-620,715, 795,798 799	620-T,P,RP 715-P,T,Q 795-P 798-P 799-P
CK, SDK, PD, C, HR	School-Based Practice and Development (DPI-SP/NASP)	PSYCH-620,766, 768,769, 793,795	620-T,P,RP 766-Q,P 768- Q,P 769-P,CS 793-CS 795-CS
CK, SDK, C,	Information Technology (DPI-SP/NASP)	PSYCH-620, 740,745, 770, 793,795	620-T,P 740-P 745-P 770-P 793-CS 795-CS

Appendix B:

Student Activities Checklist

Name _____ Date _____

- Participation in the Straight Talk Mentoring Program*
- Substitute Teaching in a local school district _____
- Part-Time work with children, families, or schools
Describe: _____
- Volunteer work in the community with children and/or families
Describe: _____
- Observation and Participation in a setting with a diverse student population*
Setting _____ Dates: From _____ to _____
- Attendance at the Fall Convention of the Wisconsin School Psychologists Association*
- Attendance at the Spring Convention of the Wisconsin School Psychologists Association*
- Attendance at the Annual Convention of the National Association of School Psychologists
- Attendance at professional conference(s) related to school psychology
Name _____ Date _____
Name _____ Date _____
- Attendance at university-sponsored diversity lecture/program(s)*
Name _____ Date _____
Name _____ Date _____
- Attendance at off-campus sponsored lecture/program related to school psychology
Name _____ Date _____
Name _____ Date _____
- Other activity (Describe): _____

I attest to the accuracy of all of the above information

Student Signature Date

*Required of all students

Appendix C:

STUDENT RETENTION POLICIES AND PROCEDURES**I. Purpose**

This policy was developed to provide students and faculty with written guidance regarding the standards and procedures for continuation in the program and to delineate the procedures used by the program to (a) evaluate student performance, b) respond to problematic, inadequate, or impaired student performance, and c) ensure that due process is accorded all parties during the evaluation and review.

The formal evaluation policies and procedures outlined in this document have been designed to provide:

1. students with information about their progress that will enable them to take advantage of strengths and/or to remediate weaknesses in academic, professional, and/or personal development.
2. faculty with information about the progress of students in order to facilitate decision making that is in the best interests of students and the profession they are preparing to enter.

II. Rationale

Continuance in the School Psychology Program is contingent upon the ability of the student to pursue graduate study. Successful completion of a program in school psychology is based on students demonstrating academic, professional, and personal effectiveness related to professional objectives. The faculty of the School Psychology Program have a professional responsibility to evaluate the academic, professional, and personal development of students in its training programs. There needs to be a mechanism to address concerns about the suitability of students entering the profession. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely fashion.

III. Due Process

Due process ensures that decisions made about graduate students by the School Psychology Program are not arbitrarily or personally biased. General due process guidelines include:

1. presenting students, in writing, with the program's expectations related to academic and ethical functioning;
2. stipulating the procedures for evaluations, including when and how evaluations will be conducted;
3. articulating the procedures and actions involved in making decisions regarding impairment;
4. instituting a remediation plan for identified inadequacies, including time frame for remediation and consequences of not rectifying the inadequacies;
5. providing a written procedure to the graduate student which describes how the student may appeal the program's action;
6. ensuring that graduate students have sufficient time to respond to any action taken by the program;
7. using input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance, and;
8. documenting, in writing, the action taken by the program and its rationale.

IV. Review

All students are evaluated at least once a year through a formal review meeting of the program faculty. However, evaluation is an ongoing process and questions about a student can be initiated by any faculty member, practicum supervisor, or fellow student and addressed at any time during the year as well.

A. Continuous Review

Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled School Psychology Committee meetings. Discussions concerning student performance and progress will be held in "closed session." At that time, any questions about students may be raised for the School Psychology Committee to consider.

B. Yearly Review

Once per academic year, the School Psychology Committee meets formally to review all students enrolled in the school psychology programs. At this meeting, the progress of all students is to be assessed. Students will prepare a portfolio to assist the committee in making their decisions. Guidelines for preparation of the portfolio are found in the section entitled "*School Psychology Portfolio*." A tentative date for the portfolio presentations will be announced at the beginning of the first semester. The portfolio must be submitted by the date specified by the School Psychology Committee (usually at least 10 working days before the meeting).

All students will be provided with written individual evaluations stating strengths and weaknesses as discussed by the committee. Students who have not demonstrated satisfactory progress will be notified individually by the Program Coordinator and instructed to make an appointment with him/her in order to receive feedback and to identify appropriate remediation procedures.

V. Academic Standards

- A. An average of 3.00 overall grade point is required to maintain good standing as a student in the School Psychology Program.
- B. No more than one course with a grade of "BC" or "C" in any required Psychology course (PSYCH) in the Program, nor more than two courses with a grade of "BC" or "C" are allowed toward the completion of the entire Program through the completion of the Ed.S. degree. No grades of NC (No Credit) in the Internship are allowed.
- C. It is the policy of the School Psychology Program that no required Psychology course (PSYCH) may be repeated without a written appeal to the School Psychology Committee. This appeal must address the reasons for the initial poor performance and provide a detailed plan for overcoming those difficulties.

VI. Professional Standards

Students are expected to maintain the highest possible academic, moral, and behavioral standards consistent with individuals training to become mental health professionals. The faculty members are committed to modeling that behavior and assisting students who may struggle in some areas.

- A. The professional conduct of students in any applied setting, including school buildings, clinics, child care centers, or other educational or mental health facility is guided by the *Principles of Professional Ethics of the National Association of School Psychologists*. Ignorance of any part of these Principles is not considered an acceptable excuse for violation.
- B. Behavior in the academic setting is guided in part by applicable *University of Wisconsin System Chapter 14* rules. The following behaviors are considered a violation of the policies of the School Psychology Program:
1. being under the influence of illegal substances or alcohol while engaging in any university or field activities related to training as a school psychologist;
 2. acquiring any new conviction for a felony or misdemeanor or failing to report any previous conviction at the time of admission; *All applicants for Wisconsin school psychology positions and those of most other states will undergo a criminal background check. Students who have a criminal record or who acquire a criminal record while in training should report this information to the Coordinator at the soonest possible date. This does not apply to non-criminal traffic violations, underage drinking ordinance violations, or previous violations of the state juvenile code. If in doubt, students should consult the Coordinator, the Department Chair, or their own attorney.*
 3. physically or verbally assaulting or threatening any faculty member, other university employee, field supervisor, practicum site employee or pupil, or fellow student;
 4. engaging in sexual behavior with student clients or engaging in inappropriate sexual or sexist or racist behaviors that create a hostile learning environment for fellow students or faculty;
 5. falsifying any information on the program application;
 6. falsifying any information on a practice or authentic situation test protocol, report of field experience, or academic assignment, or in any way knowingly tolerating that behavior in another;
 7. public declaration of held beliefs which indicate a clear and unambiguous intent to discriminate as a school psychologist or trainee against persons because of race, religion, ethnic origin, sexual orientation, gender, disability, marital status, or socioeconomic status, or any behavior in this regard;
 8. other applicable infractions as noted by UW-Whitewater or UW System rules.

VII. Program Response

Students who receive a notification of dismissal for academic or behavioral reasons have appeal rights as described in the *Graduate Bulletin*. The student's advisor will assist the student in the appeal as requested or needed. If a violation is identified, the following procedures will be implemented:

- A. The student will be notified of the specific problem areas noted by the faculty;

- B. Unless the problems are severe enough to warrant an immediate dismissal, a plan to address the problem will be developed by the School Psychology Committee in collaboration with the student. This plan will, as much as possible, behaviorally define the student's problems, identify the expected behavior patterns or goals, and designate a date for goal attainment or reevaluation. If the student chooses not to accept the remedial plan, he/she will be automatically dismissed from the program;
- C. At the time of reevaluation, four options exist for the School Psychology Committee:
1. a decision that the specified concerns no longer present a significant impairment and the student is allowed to continue in the program;
 2. continued remediation, an updated remedial/behavioral plan, and a date set for another reevaluation;
 3. voluntary withdrawal from the program;
 4. formal dismissal from the program.

Students who receive a notification of dismissal following re-evaluation have appeal rights as described in the *Graduate Bulletin*. The student's advisor will assist the student in the appeal as requested or needed.

Appendix D:

Mid-Year Review

UW-Whitewater First Year School Psychology Students

Name _____ Date _____

Reviewers _____

Personal/Interpersonal

1. Shows emotional regulation and healthy, mature responses to adversity
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*
2. Manages and applies faculty feedback and suggestions
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*
3. Accepts responsibility for own learning; avoids excuses for shortcomings
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*
4. Displays appropriate professional identity through behavior, attire, etc.
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*
5. Manages personal stress appropriately
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*
6. Observed to interact in a collegial fashion with peers; team player, collaborates well
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*

Academic

7. Is appropriately prepared for class; participates actively
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*
8. Writing shows few grammatical or style problems
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*
9. Work products show attention to detail and concern for excellence
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*
10. Grasps difficult material and demonstrates understanding
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*
11. Able to synthesize knowledge and manage abstract constructs
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*
12. Applied skills are at training-appropriate level
Serious Concern *Minor Concern* *Satisfactory* *Exemplary*

Oral Exam Score:

0 Minimal	1 Basic	2 Proficient	3 Advanced
---------------------	-------------------	------------------------	----------------------

Additional Comments:

Mid-Year Review Rubric

	0 Minimal	1 Basic	2 Proficient	3 Advanced
Practical Considerations	Responses lack understanding of practical considerations in school psychological practice	Responses show some attention to practical considerations, but still exceptionally naïve or poorly thought out	Responses show solid attention to practical considerations; understanding of authentic issues at expected levels	Responses show uncommon sophistication with practical considerations beyond expected levels
Content	Responses do not address the question; student brings in irrelevant or tangential content; content is factually in error	Responses only partially address the question; serious gaps in knowledge are evident on more than one question	Responses address the questions without factual error; some gaps in knowledge evident on no more than one question; knowledge is at expected levels	Responses show superior knowledge of content beyond expected levels on all questions
Confidence	Student clearly lacks confidence with response; questions, shrugs, guesses; apologizes; evidently uncomfortable	Student shows some confidence with response, but is clearly uncomfortable and unsure of self	Student shows clear confidence with responses on most questions	Student shows singular comfort and self-assuredness in responses to all questions

- Faculty raters will agree on a combined score for both questions
- Students will earn one score on the continuum 0 – 3 and it will be noted on their Review form
- All students will receive feedback in oral and written form
- The written Mid-Year Review form and Self-Assessment will become a part of the student’s record.

Appendix E:

COMPREHENSIVE PORTFOLIO PRESENTATION
 In Partial Fulfillment of the Requirements for the
 Masters Degree in School Psychology

I. PURPOSE

Candidates for the M.S.E.-School Psychology degree are expected to demonstrate the requisite knowledge, skills, and dispositions necessary for advancement to the Education Specialist Degree sequence. The Comprehensive Portfolio Presentation is designed to provide a scholarly forum for the candidate to communicate these competencies to faculty members.

II. STRUCTURE

- A.** Candidates will receive a written comprehensive question two weeks ahead of the due date for portfolio submission. The typed, double-spaced response will be inserted into the left inside cover pocket of the portfolio. The response will be rated by one School Psychology faculty member using the Written Response rubric.
- B.** The hardcopy portfolio is due in room 5034 two weeks prior to the oral presentation.
- C.** Candidate portfolios will be assigned to individual faculty members for evaluation along the approved portfolio hardcopy rubric. Candidates must meet the competency standard defined by the Overall Portfolio rubric in order to proceed to the oral presentation phase. Portfolios rated less than competent will be returned to the candidate for further work.
- D.** At their appointed times, candidates will orally present evidence of their knowledge, skills, and dispositions to an assigned faculty panel and in front of peers. The presentation will be 30 minutes and will be followed by questions from the faculty panel. The candidate will then be excused. The faculty panel will independently evaluate the candidate guided by the approved oral presentation rubric.
- E.** To pass this comprehensive examination, candidates must earn at least a “Meets Competency” rating from all raters, including on the written question. Faculty panel members will attempt to resolve any disagreements. In cases of a “Meets Competency” or “Exceeds Competency” unsettled disagreement, candidates will receive the “Meets Competency” rating. Candidates who earn at least a “Meets Competency” rating from all raters will be informed at the earliest possible time that they have passed the Comprehensive Portfolio Presentation.
- F.** Candidates who fail only the written question will be provided a second opportunity. Failure on the second opportunity will constitute a failure to pass the Comprehensive Portfolio Presentation.
- G.** Candidates who fail to earn at least a “Meets Competency” rating from all raters on the Portfolio Oral Presentation will be informed that they have failed to pass the Comprehensive Portfolio Presentation. Feedback will be provided by the Program

Coordinator at a separate meeting. Following that meeting, the candidate has 5 working days to submit a Letter of Appeal to the School Psychology Committee that explains in depth their own self-assessment of their presentation and their plan to address the weaknesses.

- H.** By majority vote, the School Psychology Committee may:
1. Allow the candidate to take a comprehensive written examination at a date to be determined. Success on this examination will fulfill the requirement for the M.S.E. and lead to admission to the Ed.S. sequence. Failure will result in program dismissal.
 2. Allow the candidate to take a comprehensive written examination. Success will fulfill the requirement for the M.S.E. degree, but the candidate will be dismissed from the program.
 3. Refuse to allow a written examination and dismiss the candidate from the program.

III. PRESENTATION FORMAT

- A.** Candidates will be assigned a room and time for their presentation. Dress is professional. Punctuality is essential.
- B.** Candidates are expected to utilize an electronic media, such as Power Point, for their presentation. Faculty will be provided copies of the Power Point slides at the presentation. Transparencies are acceptable as adjunctive aides only. Please inform the panel if video media will be used. Excessive fumbling with presentation media will reflect poorly on the candidate.
- C.** Candidates may have peer assistance with the presentation media or to engage in role play. Peers may not provide substance that should have come from the candidate. Candidates should clarify any concerns regarding peer participation ahead of time.
- D.** Candidates are expected to know their material at a high level and strictly avoid reading from slides. Attention is directed to the *Presentation Rubric* in Appendix F.
- E.** Presentation will proceed uninterrupted for 30 minutes with a plus or minus error range not to exceed five minutes.
- F.** Following the oral presentation, the candidate will be seated and respond to questions from the faculty panel on both the written question and the presentation. The questioning period will last approximately 20 minutes, but may go longer at the panel's discretion.

IV. PRESENTATION STRUCTURE

A. Introduction: The candidate’s beliefs about the role and function of an outstanding school psychologist

B. Presentation Body

1. Demonstrate knowledge and skill in the following competencies
 - a. Data-Based Decision Making and Accountability
 - b. Student Diversity in Development and Learning
 - c. Research and Program Evaluation
 - d. School Psychology Practice and Development
2. In doing so, integrate knowledge from all relevant coursework and related training so as to demonstrate your high level of understanding of the interrelationships among the competencies.
3. Strictly avoid pointing out that you passed *this* course or *that* course as documentation for your competency. The panel has your academic record in your portfolio. Rather, consider introducing your knowledge with such phrases as, “My understanding of…” or, “I know that a comprehensive assessment involves…” or “The reason that data-based decision-making is so important to working with diverse populations is…”
4. Candidates should refer the faculty panel to relevant Required Artifacts in the hardcopy portfolio for documentation of skill development.

C. Conclusion

1. Reflect upon your current strengths and your current weakness or training challenges so as to demonstrate a high level of self-understanding
2. This section should be straight-forward and clearly articulated, avoiding excessive self-effacement or aggrandizement

Suggestions for Success in the Oral Presentation:

1. Review the Oral Presentation Rubric
2. Reflect on your understanding; *don’t just describe your experiences*
3. Reflect on your growth, what insights you have gained over this year
4. Articulate the interrelationships among the domains, how they form an integrated whole of professional competency
5. Rehearse the timing ahead of your presentation date
6. Have two handouts of your presentation for the panel
7. Have a back-up copy of your presentation available

Appendix F:

School Psychology Program Yearly Review of Student Progress – Entrance/M.S.E.

Name of Student _____

Reviewed By _____

Date of Review: _____

Degree Program: M.S.E.

Year in Program: 1 2

Overall Hardcopy Potfolio Rubric

	Does Not Meet Required Competency Standard (0-1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Materials	Materials are Incomplete	Materials complete	Extra materials in addition to those required
Writing	Written communication is unclear with some grammatical or spelling errors	Clearly written with minimal grammatical or spelling errors	Exceptionally well-written with no grammar or spelling errors
Content	Content lacks essential information; does not exemplify or make apparent professional purpose of the portfolio	Complete and detailed content; Products are academic and scholarly and exemplify the profession of school psychology	Content beyond requirements; Products are of a quality well above expectations
Appearance	Poorly organized and/or poor appearance	Satisfactory appearance and organization	Singularly outstanding appearance and organization

1. Evaluation of Overall Hardcopy Portfolio:

Materials	0	1	2	3	4
Writing	0	1	2	3	4
Content	0	1	2	3	4
Appearance	0	1	2	3	4

Hardcopy Portfolio: ___ Meets Required Competency ___ Does Not Meet Required Competency

Written Response: ___ Meets Required Competency ___ Does Not Meet Required Competency

Oral Presentation: ___ Meets Required Competency ___ Does Not Meet Required Competency

Hardcopy Faculty Reviewer_____
Date

Student _____

Written Response Rubric

Assessment Criteria	Does Not Meet Required Competency Standard (0-1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Style and Organization	<p>Writing shows marked grammar and typographical problems; Poorly proofed; Clarity is compromised; Writing in general is below what is expected; Organization is choppy and/or lacks a rational flow</p> <p>Score _____</p>	<p>Writing shows minimal grammar and typographical problems; Attention to quality is evident in clarity of language and paragraph construction; Response shows an easily consumable and rational flow</p> <p>Score _____</p>	<p>Writing is exceptional in every regard; Paragraphs are clearly constructed and transition nearly flawlessly; Body is organized in a creative and tightly constructed fashion that shows superior writing skill</p> <p>Score _____</p>
Content	<p>Multiple domains are not addressed or addressed in an unclear or “stuck-in” fashion; Legal or ethical issues are missed or poorly addressed; Conclusion shows lack of attention to the problem and/or fails to integrate expected level of knowledge and insight</p> <p>Score _____</p>	<p>Domains are integrated well into the response in a rational manner with no more than one exception; Ethical and legal issues are subsumed adequately; Conclusion shows attention to detail and integrates expected knowledge and training in an insightful manner</p> <p>Score _____</p>	<p>Domains are integrated in a singularly effective manner, demonstrating creative and thoughtful effort beyond what is expected; Conclusion shows exceptional insight, practicality, and professional knowledge</p> <p>Score _____</p>

Student _____

Oral Presentation Rubric

Assessment Criteria	Does Not Meet Required Competency Standard (0-1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Preparation	<p>Presentation is highly note-bound and candidate is clearly uncomfortable with information; Candidate tends to read slides or notes rather than knowledgeably present; Presentation is overly long or too short</p> <p>Score _____</p>	<p>Presentation is polished and fluid in most areas, suggesting adequate preparation and comfort with the information; Minimal reading of slides or notes; Timing of presentation is adequate</p> <p>Score _____</p>	<p>Presentation is singularly smooth and exemplifies superior preparation and planning; Candidate has clearly moved beyond what is expected</p> <p>Score _____</p>
Content	<p>Content is shallow and lacks substance sufficient to judge competency in more than one domain; Integration of coursework and experiences with domains is weak or missing; Articulation of strengths and challenges shows poor self-assessment</p> <p>Score _____</p>	<p>Content shows an insightful depth of understanding in all <u>or</u> all but one of the domains; Competency is clear to reviewers; Domains are integrated with training to date; Strengths and challenges are well-articulated</p> <p>Score _____</p>	<p>Content is superior and impressive in candidate's expressed depth of understanding, moving clearly beyond what is expected; Integration of all domains is evident; Articulation of strengths and challenges shows exceptional self-assessment</p> <p>Score _____</p>
Response to Questioning	<p>Candidate's responses lack confidence and reflect a weak understanding of the domains of training; Candidate is clearly uncomfortable and shows difficulty moving beyond a basic, generally shallow understanding of content</p> <p>Score _____</p>	<p>Candidate's responses address the questions with adequate depth and confidence, showing a clear understanding of the subject beyond just the presentation content</p> <p>Score _____</p>	<p>Candidate's responses show impressive insight, flexible thinking, and depth of understanding that moves beyond what is required for competency</p> <p>Score _____</p>

Faculty Panel Signatures

Date _____

Notes on Oral Presentation

Student _____

Domain Evaluations

Domains Rubric:

Assessment Criteria	Does Not Meet Required Competency Standard (0-1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Artifact(s)	Artifact(s) of poor quality, and/or show weak linkage to domain	Artifact(s) of high quality and link to domain and/or meet rubric standard for Proficient (required artifacts only)	At least 2 artifacts of exemplary quality and/or at least one meeting rubric Advanced score (required artifacts only)
Rationale or justification for artifact(s)	Rationale is included but connection to the knowledge, dispositions, or performance indicators of the domain is unclear or not convincing to reviewer.	Rationale provides a general connection to the knowledge, dispositions, or performance indicators of the domain that is clear and convincing to the reviewer.	Rationale represents domain and is presented so that there is a clear connection to the knowledge, dispositions, or performance indicators of the domain
Reflective Statements	Student writes in a personal tone that is somewhat reflective of independent and original thought. Reflects on his or her own abilities, struggles/limitations, experiences and/or goals as a learner but lacks detail or does not provide concrete examples	Student writes in a personal tone that is reflective of independent and original thought. Reflects on his or her own abilities, struggles/limitations, experiences, and goals as a learner by including concrete examples	Exceeds expectations for proficient category; depth of insight is well beyond what is expected

2.1 Data-Based Decision-Making and Accountability

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.2 Consultation and Collaboration

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.3 Effective Instruction and Development of Cognitive/Academic Skills

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.4 Socialization and Development of Life Skills

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.5 Student Diversity in Development and Learning

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.6 School and Systems Organization

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.7 Prevention, Crisis Intervention, and Mental Health

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.8 Home/School/Community Collaboration

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.9 Research and Program Evaluation

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.10 School Psychology Practice and Development

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.11 Information Technology

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

Comments on Domains:

Student _____

Concerns have been raised by the School Psychology Committee in the following areas:

- No concerns have been raised
- Separate sheet enclosed

Ethics and the Law

- knows and applies APA/NASP Ethical Guidelines.
- knows and applies other standards and statutes regulating professional practice.
- displays concern for pupil welfare.
- behaves appropriately in pupil-school psychologist relationships.
- displays appropriate professional identity (attire, behavior, etc.).
- is involved in professional development activities (e.g., professional associations).
- is aware of personal impact on colleagues (faculty and students).

Is Sensitive to Pupil/Ethnic Diversity Issues in

- professional interaction with children.
- professional interaction with parents.
- professional interaction with teachers and/or school administrators.
- professional interaction with other school/hospital staff (e.g., social workers, guidance counselors, speech therapists, physicians, etc.).

Uses Supervision Appropriately

- Is appropriately prepared.
- Is open to feedback/suggestions
- Accepts responsibility for own learning.
- Applies knowledge to practice.
- Is willing to self-disclose and/or explore personal issues which affect professional functioning.
- Is appropriately self-reliant.
- Is appropriately self-critical.

Other Trainee Issues

- Manages personal stress appropriately.
- Maintains appropriate professional interaction despite adjustment problems and/or emotional responses.
- Formulates realistic professional goals for self.

Comments:

School Psychology Program Yearly Review of Student Progress – Entrance

Name of Student _____

Reviewed By _____

Date of Review: _____

Degree Program: Ed.S.

Year in Program: 2 3

Overall Hardcopy Potfolio Rubric

	Does Not Meet Required Competency Standard (0-1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Materials	Materials are Incomplete	Materials complete	Extra materials in addition to those required
Writing	Written communication is unclear with some grammatical or spelling errors	Clearly written with minimal grammatical or spelling errors	Exceptionally well-written with no grammar or spelling errors
Content	Content lacks essential information; does not exemplify or make apparent professional purpose of the portfolio.	Complete and detailed content; Products are academic, scholarly, and exemplify the profession of school psychology.	Content beyond requirements; Products are of a quality well above expectations
Appearance	Poorly organized and/or poor appearance	Satisfactory appearance and organization	Singularly outstanding appearance and organization

1. **Evaluation of Overall Hardcopy Portfolio:**

Materials	0	1	2	3	4
Writing	0	1	2	3	4
Content	0	1	2	3	4
Appearance	0	1	2	3	4

Hardcopy Portfolio: ___ Meets Required Competency ___ Does Not Meet Required Competency

Required Artifacts: ___ Meet Required Competency ___ 1 or More Do Not Meet Required Competency

Signature of Hardcopy Faculty Reviewer

Date

___ See enclosed sheet

Student _____

Domain Evaluations

Domains Rubric:

Assessment Criteria	Does Not Meet Required Competency Standard (0-1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Artifact(s)	Artifact(s) of poor quality, and/or show weak linkage to domain	Artifact(s) of high quality and link to domain and/or meet rubric standard for Proficient (required artifacts only)	At least 2 artifacts of exemplary quality and/or at least one meeting rubric Advanced score (required artifacts only)
Rationale or justification for artifact(s)	Rationale is included but connection to the knowledge, dispositions, or performance indicators of the domain is unclear or not convincing to reviewer.	Rationale provides a general connection to the knowledge, dispositions, or performance indicators of the domain that is clear and convincing to the reviewer.	Rationale represents domain and is presented so that there is a clear connection to the knowledge, dispositions, or performance indicators of the domain
Reflective Statements	Student writes in a personal tone that is somewhat reflective of independent and original thought. Reflects on his or her own abilities, struggles/limitations, experiences and/or goals as a learner but lacks detail or does not provide concrete examples	Student writes in a personal tone that is reflective of independent and original thought. Reflects on his or her own abilities, struggles/limitations, experiences, and goals as a learner by including concrete examples	Exceeds expectations for proficient category; depth of insight is well beyond what is expected

2.1 Data-Based Decision-Making and Accountability

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.2 Consultation and Collaboration

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.3 Effective Instruction and Development of Cognitive/Academic Skills

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.4 Socialization and Development of Life Skills

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.5 Student Diversity in Development and Learning

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.6 School and Systems Organization

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.7 Prevention, Crisis Intervention, and Mental Health

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.8 Home/School/Community Collaboration

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.9 Research and Program Evaluation

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.10 School Psychology Practice and Development

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

2.11 Information Technology

Artifact	0	1	2	3	4
Rationale	0	1	2	3	4
Reflection	0	1	2	3	4

Comments on Domains:

Student _____

Concerns have been raised by the School Psychology Committee in the following areas:

- No concerns have been raised
- Separate sheet enclosed

Ethics and the Law

- knows and applies APA/NASP Ethical Guidelines.
- knows and applies other standards and statutes regulating professional practice.
- displays concern for pupil welfare.
- behaves appropriately in pupil-school psychologist relationships.
- displays appropriate professional identity (attire, behavior, etc.).
- is involved in professional development activities (e.g., professional associations).
- is aware of personal impact on colleagues (faculty and students).

Is Sensitive to Pupil/Ethnic Diversity Issues in

- professional interaction with children.
- professional interaction with parents.
- professional interaction with teachers and/or school administrators.
- professional interaction with other school/hospital staff (e.g., social workers, guidance counselors, speech therapists, physicians, etc.).

Uses Supervision Appropriately

- Is appropriately prepared.
- Is open to feedback/suggestions
- Accepts responsibility for own learning.
- Applies knowledge to practice.
- Is willing to self-disclose and/or explore personal issues which affect professional functioning.
- Is appropriately self-reliant.
- Is appropriately self-critical.

Other Trainee Issues

- Manages personal stress appropriately.
- Maintains appropriate professional interaction despite adjustment problems and/or emotional responses.
- Formulates realistic professional goals for self.

Comments:

Appendix G:

REQUIRED ARTIFACT ASSESSMENT RUBRICS:

Entrance and Practicum Portfolios

ENTRANCE PORTFOLIO SCHOLARLY PAPER RUBRIC

Student _____ Paper _____ Rater _____

Date _____

Total Points _____ Competent (+6) _____ Not Yet Competent

Rubric Criteria	Does Not Meet Required Competency Standard (0 -1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Relevance of Topic to Domain	<p>Topic does not show clear linkage to training domain for which it is submitted as an artifact; subject area lacks training relevancy</p> <p>Points _____</p>	<p>Topic clearly links to domain and subject area shows evident applicability to school psychology training</p> <p>Points _____</p>	<p>Requirements for (3) are met; topic shows exceptional relevancy to critical current issue in school psychology training</p> <p>Points _____</p>
Style and Organization	<p>Writing contains typos and grammar problems; Numerous APA style errors are evident; Organization, construction, and flow are problematic</p> <p>Points _____</p>	<p>Writing shows few or no typos and is grammatically correct; Minimal or no APA style errors noted; Paragraphs are well-constructed, topic sentences and transitions are evident</p> <p>Points _____</p>	<p>Writing meets the requirements for (3) and shows superior organization and construction worthy of merit</p> <p>Points _____</p>
Depth of Scholarship	<p>Scholarship is superficial; Topic is too broad for necessary depth; Overreliance on only a few sources or poor selection of sources evident; Student knowledge acquisition not at graduate-level standard</p> <p>Points _____</p>	<p>Paper explores topic in sufficient depth; Sources are varied and contain mix of respected primary and secondary references; Acquisition of graduate-level student knowledge evident</p> <p>Points _____</p>	<p>Scholarship meets requirements for (3) and shows superior depth of inquiry with extensive reliance on quality primary sources</p> <p>Points _____</p>

ENTRANCE PORTFOLIO RESEARCH DESIGN RUBRIC

Student _____ Paper _____ Rater _____
 Total Points _____ Competent (+6) _____ Not Yet Competent

Rubric Criteria	Does Not Meet Required Competency Standard (0 -1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Topic or Research Question	<p>The topic or research questions are not especially relevant to the practice of school psychology or practical to address in a single study. The research questions and hypotheses are not specific and testable using methods studied in class</p> <p>Points _____</p>	<p>The topic and research questions are relevant to the practice of school psychology and practical to address in a single study. The research questions and hypotheses are specific and testable using methods studied in class</p> <p>Points _____</p>	<p>The topic and research questions are addressed in a way that is particularly thoughtful and creative.</p> <p>Points _____</p>
Style and Organization	<p>Writing is unclear. Errors of mechanics and grammar are evident. Most paragraphs are not well-constructed; sentence structures do not show graduate-level sophistication and/or appropriate transitions are not used throughout the paper; numerous APA style errors</p> <p>Points _____</p>	<p>Writing is generally clear and easy to follow. Some errors of mechanics and grammar are evident but do not indicate a general lack of skill. Most paragraphs are well-constructed, sentence structures are appropriate and show graduate-level sophistication, and appropriate transitions are used throughout the paper</p> <p>Points _____</p>	<p>Writing is more skilled; it is clear, organized, and free of mechanical, grammatical, and other errors at a level greater than expected for this level of graduate study</p> <p>Points _____</p>
Scholarship and Methodology	<p>Background literature is not complete or appropriate, does not reflect the best extant studies on the topic, and does not flow well into the research questions and hypotheses. The method and results sections do not give proper details, are not organized effectively, or do not indicate proper and sophisticated use of research methodology. The discussion section is not integrative and does not indicate reflective thought regarding the strengths and weaknesses of the methodology</p> <p>Points _____</p>	<p>Background literature is clear, reflects the best extant studies on the topic, and flows well into the research questions and hypotheses. The method and results sections give proper details, are organized effectively, and indicate proper and sophisticated use of research methodology. The discussion section is integrative and indicates reflective thought regarding the strengths and weaknesses of the methodology and the potential contribution of the study to the literature.</p> <p>Points _____</p>	<p>Standards for (3) are met, plus: Student demonstrates an especially thorough and clear understanding of research methodology and statistical analysis. The research plan is more professional and sophisticated than expected for this level of graduate study</p> <p>Points _____</p>

ENTRANCE PORTFOLIO COMPREHENSIVE REPORT RUBRIC

Student _____ Report _____ Rater _____ Date _____

Total Points _____ Competent (+8; no scores of 0) _____ Not Yet Competent _____

Rubric Criteria	Does Not Meet Required Competency Standard (0 -1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Style and Descriptions	Writing contains typos and grammatical errors; poor organization of ideas; excessive use of jargon; inclusion of irrelevant information Points _____	Minimal typos and grammatical errors; ideas are logically organized; minimal use of jargon; information included contributes to understanding Points _____	Requirements for (3) are met; demonstrates exceptional clarity and communication of assessment process and results Points _____
Interpretation	Inaccurate or insufficient descriptions of assessment process and/or results; no or minimal integration of findings across informants and instruments Points _____	Descriptions of assessment process and results are generally accurate; evidence of integration across informants and instruments Points _____	Meets the requirements for (3) and shows above average analysis and synthesis of findings; thorough integration across informants and instruments Points _____
Hypotheses	Generated hypotheses do not link well to assessment data; hypotheses are not meaningful or functional Points _____	Generated hypotheses link to assessment data; hypotheses may contribute to generation of recommendations Points _____	Hypotheses meet requirements for (3) and reflect depth of knowledge regarding connection between assessment and intervention recommendations Points _____
Recommendations	Do not link to assessment data; recommendations are unreasonable; no evidence-based interventions Points _____	Link to assessment data; are generally doable; include at least one evidence-based intervention Points _____	Meet requirements for (3) and includes 2 or more evidence-based interventions that are time efficient, socially acceptable, and can be easily incorporated within classroom environment Points _____

PRACTICUM CONSULTATION RUBRIC

Student _____ Case _____ Rater _____ Date _____

Total Points _____ Competent (+8) _____ Not Yet Competent

Rubric Criteria	Does Not Meet Required Competency Standard (0 -1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Problem Identification	Problem definition is ambiguous, lacking an operational definition. Baseline data are missing or are inadequate to verify problem and to monitor progress. Points _____	Problem is operationally defined. Baseline data is adequate to verify the problem and to monitor progress. Points _____	Problem identification shows requirements for (3) and demonstrates thoroughness in defining the problem and using multiple measures to verify the problem. Points _____
Problem Analysis	Problem analysis is not linked to intervention decision. Hypotheses are not generated based on the problem analysis data. Intervention decision is poorly conceived for context, lacking collaboration in development. Points _____	Problem analysis clearly informs the intervention decision. Hypotheses are data-based. Intervention decision shows collaboration, and is reasonable and doable in the context. Points _____	Analysis shows requirements for (3) and demonstrates superior creativity and insight in collaborative analysis and intervention design. Points _____
Intervention Implementation	Intervention is not implemented as designed; Integrity is severely compromised and linkage to hypothesis cannot be established. Points _____	Evidence is shown that intervention was implemented as designed with high treatment integrity; Linkage to hypothesis is established. Points _____	Implementation shows requirements for (3) and demonstrates superior attention to integrity in the face of unforeseen barriers Points _____
Progress Monitoring	Formative progress monitoring is missing, slipshod, or poorly linked to intervention effects; Summative data on intervention effectiveness is missing or unclear Points _____	Formative progress monitoring is linked to intervention effects and consistently maintained; Summative data demonstrates positive treatment effects Points _____	Procedure shows requirements for (3) and intervention adjustments based on formative data were successfully implemented Points _____

PRACTICUM DIRECT INTERVENTION RUBRIC

Student _____ Case _____ Rater _____ Date _____

Total Points _____ ___ Competent (+6) ___ Not Yet Competent

Rubric Criteria	Does Not Meet Required Competency Standard (0 -1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Intervention Organization	Significant delays in identification and obtaining parent consent resulted in late start; Case notes of poor quality; Behavioral goals poorly defined; Pre-post assessments incomplete Points _____	Consents obtained and required meetings met; case notes provide useful information; Behavioral goals well-defined; Pre-post assessments complete and scored Points _____	N/A
Intervention Implementation	Behavioral goals not addressed or poorly addressed; Intervention is not implemented as designed Points _____	Behavioral goals clearly addressed; Intervention is implemented as designed with high treatment integrity Points _____	Implementation shows requirements for (3) and demonstrates superior attention to integrity in the face of unforeseen barriers Points _____
Progress Monitoring	Formative progress monitoring is missing, slipshod, or poorly linked to intervention effects; Summative data on intervention effectiveness is missing or unclear Points _____	Formative progress monitoring is linked to intervention effects and consistently maintained; Summative data demonstrates positive treatment effects Points _____	Procedure shows requirements for (3) and intervention adjustments based on formative data were successfully implemented Points _____

PRACTICUM PSYCHOLOGICAL REPORT RUBRIC

Student _____ Case _____ Rater _____ Date _____

Total Points _____ Competent (+6) _____ Not Yet Competent

Rubric Criteria	Does Not Meet Required Competency Standard (0 -1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Assessment Procedure Selection	Selected procedures: (a) do not link to referral concern <i>and/or</i> ; (b) are insufficient to assess referral concern <i>and/or</i> ; (c) are not multi-source/multi-setting Points _____	Selected procedures are valid for the referral concern and directly assess the problem with sufficient multi-source/multi-setting data Points _____	Procedure shows requirements for (3) and demonstrates unusual insight and thoroughness to assess a particularly complex referral concern Points _____
Psychological Report Body	Writing contains typos and grammar problems that are poorly addressed in re-write; Psychological jargon is overly evident, decreasing parent-friendliness; Organization is problematic; Report fails to address the referral concern Points _____	Writing contains minimal typos and grammar problems, both corrected satisfactorily on re-write; Report is organized in a logical flow; Referral concern is addressed in a parent-friendly manner Points _____	Writing meets the requirements for (3) and shows superior skill at articulating an unusually complex diagnostic concern Points _____
Recommendations	Recommendations are: (a) trite and unuseful <i>and/or</i> (b) unlinked to the data or referral concern <i>and/or</i> (c) unclear or overly complex, <i>and/or</i> (d) inappropriate for resources and setting Points _____	Recommendations are linked to the assessment data and address the referral concern; They show concern for evidence-based practices; They are practical and realistic in the setting Points _____	Recommendations show requirements for (3) and demonstrate superior grasp of intervention procedures necessary and doable for a particularly challenging concern Points _____

Appendix H:**POST-INTERNSHIP SATISFACTION SURVEY**

Dates of Internship: From _____ To _____

1. My knowledge and skills in the area of data-based decision-making have shown the growth I expected in this internship

Disagree	Moderately Disagree	Moderately Agree	Agree
1	2	3	4

Comment:

2. My knowledge and skills in the area of consultation for academic and behavioral problems have shown the growth I expected in this internship

Disagree	Moderately Disagree	Moderately Agree	Agree
1	2	3	4

Comment:

3. My knowledge and skills about effective instruction and development of cognitive skills have shown the growth I expected in this internship

Disagree	Moderately Disagree	Moderately Agree	Agree
1	2	3	4

Comment:

4. My knowledge and skills related to diversity in the school setting have shown the growth I expected in this internship

Disagree	Moderately Disagree	Moderately Agree	Agree
1	2	3	4

Comment:

5. My understanding about the workings of school and systems organization has shown the growth I expected in this internship

Disagree	Moderately Disagree	Moderately Agree	Agree
1	2	3	4

Comment:

6. My knowledge and skills related to prevention, crisis intervention, and mental health needs in the school setting have shown the growth I expected in this internship

Disagree	Moderately Disagree	Moderately Agree	Agree
1	2	3	4

Comment:

7. My knowledge and skills related to home/school/community collaboration have shown the growth I expected in this internship

Disagree	Moderately Disagree	Moderately Agree	Agree
1	2	3	4

Comment:

8. My knowledge and skills in the area of program evaluation has shown the growth I expected in this internship

Disagree	Moderately Disagree	Moderately Agree	Agree
1	2	3	4

Comment:

9. I received useful professional supervision from my field-based supervisor

Disagree	Moderately Disagree	Moderately Agree	Agree
1	2	3	4

Comment:

10. The Internship Seminar was a worthwhile use of my time

Disagree	Moderately Disagree	Moderately Agree	Agree
1	2	3	4

Comment:

Of the following areas of professional preparation, in which one(s) did you feel the least competent during this internship?

- Assessment – IEP
- Assessment – Non-IEP
- Legal/Ethical Practice
- Consultation – Behavioral
- Consultation – Academic
- Consultation – System or Building
- Direct Treatment – Group
- Direct Treatment – Individual
- Working with multicultural populations
- Program Evaluation

Please provide clarifying comments for any checks:

In what way(s) might the UW-W School Psychology Program improve the professional preparation of its students and interns?

Thank you for completing this survey!

Appendix I:

Administrator Evaluation UW-Whitewater School Psychology Program

Today's Date: _____ District: _____

Name of School Psychologist: _____

Administrator: _____ Title: _____

My face-to-face contact with the school psychologist can be considered:

___ Regular; daily or almost ___ Semi-Regular; weekly or almost ___ Irregular ___ Rare

Please circle "No Opportunity" if you lack sufficient exposure to the skill to offer a rating

1. The school psychologist was adequately prepared for the requirements of this position

Strongly Agree 4	Generally Agree 3	Mildly Disagree 2	Strongly Disagree 1	No Opportunity
----------------------------	-----------------------------	-----------------------------	-------------------------------	-----------------------

2. The school psychologist was competent in the timely completion of required IEP assessment obligations

Strongly Agree 4	Generally Agree 3	Mildly Disagree 2	Strongly Disagree 1	No Opportunity
----------------------------	-----------------------------	-----------------------------	-------------------------------	-----------------------

3. The school psychologist was competent in addressing IEP paperwork responsibilities

Strongly Agree 4	Generally Agree 3	Mildly Disagree 2	Strongly Disagree 1	No Opportunity
----------------------------	-----------------------------	-----------------------------	-------------------------------	-----------------------

4. The school psychologist possessed a competent understanding of IEP legal issues

Strongly Agree 4	Generally Agree 3	Mildly Disagree 2	Strongly Disagree 1	No Opportunity
----------------------------	-----------------------------	-----------------------------	-------------------------------	-----------------------

5. The school psychologist engaged parents and other professionals appropriately at IEP meetings

Strongly Agree 4	Generally Agree 3	Mildly Disagree 2	Strongly Disagree 1	No Opportunity
----------------------------	-----------------------------	-----------------------------	-------------------------------	-----------------------

6. The school psychologist's relationships with school professional staff served the needs of students well

Strongly Agree 4	Generally Agree 3	Mildly Disagree 2	Strongly Disagree 1	No Opportunity
----------------------------	-----------------------------	-----------------------------	-------------------------------	-----------------------

7. The school psychologist was able to consult with teachers effectively on student academic problems

Strongly Agree 4	Generally Agree 3	Mildly Disagree 2	Strongly Disagree 1	No Opportunity
----------------------------	-----------------------------	-----------------------------	-------------------------------	-----------------------

8. The school psychologist was able to consult with teachers effectively on student behavioral problems

Strongly Agree 4	Generally Agree 3	Mildly Disagree 2	Strongly Disagree 1	No Opportunity
----------------------------	-----------------------------	-----------------------------	-------------------------------	-----------------------

9. The school psychologist was able to consult effectively with administrative staff on building-level or system-level issues

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

10. The school psychologist showed sensitivity and skill in matters of student diversity

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

11. The school psychologist brought progressive and creative thinking to this position

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

12. My trust in this school psychologist to effectively carry out responsibilities was upheld

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

13. Based upon my experience with this employee, I would hire another UW-Whitewater school psychologist in the future

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Please respond briefly to the following:

A. The most evident training weakness I perceived in this school psychologist was:

B. The most evident training strength I perceived in this school psychologist was:

C. School psychologists at UW-Whitewater should receive additional training in:

Signature

Date

Thank you very much for this evaluation. Please return in the enclosed envelope.