SCHOOL PSYCHOLOGY

PERFORMANCE-BASED ASSESSMENT

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

Current 2019-2020

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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 the 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 Graduate Preparation of School Psychologists* (NASP, 2010), 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. Programs 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
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. School Psychology Committee makes admission decisions based on undergraduate GPA, GRE or MAT, autobiographical statement, letters of recommendation, and personal interview 12 undergraduate credits in psychology required	Maintain GPA of 3.0 for MSE and Ed.S. Yearly Evaluation by Core School Psychology Faculty includes: Mid-Year Review and Consultation, Portfolio Evaluation, academic and personal characteristics (see *Student Retention Policies and Procedures*) Student performance in courses	Completion of MSE – School Psychology or previous Masters Degree in School Psychology Endorsement of School Psychology Committee based on performance as a graduate student and suitability as a future school psychologist	Maintain GPA of 3.00 Yearly Evaluation by Core School Psychology Faculty includes: WISC Checkout, Portfolio, academic and personal characteristics (see *Student Retention Policies and Procedures*) Student performance in courses and Practicum evaluations Specialist Project completion	Exit Interview with Program Coordinator and recommendation for Internship	Successfully attain a passing score of no less than 147 on the Praxis II Specialty exam in School Psychology	Portfolio evaluation following Spring semester Evaluation by field-based internship supervisor Evaluation by on-site administrator	Employment data First year post graduate evaluation of program Employer survey of graduate performance

1.   Admissions

Evaluation of students begins during the admissions process, at which time students are carefully selected based upon personal interview, 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 in psychology which includes study in the three areas of (a) child/adolescent psychology or lifespan 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:

The school psychology faculty meets 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. Faculty may indicate concern by completing a Notification of Concern Form (See Appendix D). 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 E, G and H.

B.   Competencies and Performance of School Psychology Graduates

The program recognizes the need to maintain performance information and program evaluation feedback 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 J);

3.   **Administrator Evaluation.** Following the first year post-internship, the on-site administrator completes a satisfaction survey (Appendix K).

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.

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. The 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*. 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. 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 reviews in the spring; the core school psychology faculty conducts Pre-Internship, and Internship reviews.

Review Dates:

Year I (Entrance):	January: Formative Review and Consultation
	May: Full Portfolio Review with Comprehensive Evalaution
Year II (Practicum):	August: WISC Checkout with Faculty
	December: Formative Review with Interview
	May: Pre-Internship Portfolio Review with Interview
Year III (Internship):	May: 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) Official notification of degree attainment or copy of diploma (P)
    (5) Completed Application for Initial Educator License (P)
    (6) Official notification of score on ETS Praxis II School Psychology Examination (P)
    (7) Student Activities Checklist (E,P)
    (8) Paragraph abstract of 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, beliefs, progress, strengths, and challenges (*see Reflective Summary, p. 8*). This section of the Portfolio should have narrative reflections for each of the 10 Domains of Professional Practice contained in the *Policies and Procedures Handbook*. You should reflect upon and evaluate your own growth and emerging belief structures in each area and reference and/or include required and optional representative artifacts or experiences. *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 10 Domains of Professional Practice. This section of the portfolio should include evaluated, representative samples of your work and activities. Select the *best* of

your assessment and intervention reports, research papers, projects, or examinations along with the evaluation (i.e., rubric/instructor comments AND grade) which support and provide evidence of your developing competencies and beliefs. Place your Reflection in front of the evaluated 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. This reference may be included as a Table of Contents.

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 Professional Practice.

2. One (1) research proposal as required in Psych 715.

3. One (1) blinded, comprehensive school psychological report consisting of Background Information, Observations, Assessment of Academic Achievement, Intellectual Functioning, and Social- Emotional Functioning, Hypotheses, Summary, 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. Two (2) consultation reports, including Problem Identification, Problem Analysis, and Intervention Implementation. Report must include functional assessment, 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 progress monitoring 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 progress monitoring 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 or experiences that provide detailed documentation of your best efforts in domain competency during the period under consideration **including embedded assessments from your courses**. 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 belief statement 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 domain, reflect upon your beliefs regarding school psychology practice in that area. Write in a personal tone such that your belief statement reflects the depth and breadth of the domain. Your belief statement should be written in the following form, "*As a future school psychologist, I believe...*". Provide insight into your own strengths and weaknesses relative to the domain. Use representative artifacts or experiences to explain or support your belief statements. If you reference an experience as support, describe the experience in an objective way. The belief statement and the corresponding support and analysis will answer the question "So what?" Finally, address implications for future performance by identifying two to three specific, *observable, and measurable* action steps to address your identified weaknesses and to promote future growth consistent with your belief statement. These action steps will answer the question "Now what?" These action steps may include opportunities required as part of your academic progression but should also include individualized experiences outside the required coursework as well. Write the action steps in the following form, *"I will.... so that...."* 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 others. Writing reflective entries about personal thoughts, feelings, and insights may be a difficult task, especially early in your professional development.

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

Appendices

Appendix A:

CONTENT ASSESSMENT GRID

School Psychology Program

ASSESSMENT CATEGORIES Content Knowledge (CK) Service Deliv. Knowledge (SDK) Prof Dispositions (PD) Human Relations (HR) Communication Skills (C)	CONTENT GUIDELINES *DPI School Psychology, National Association of School Psychologists (NASP), & DPI Pupil Services*	ASSESSMENT	
		Where ↓	How Test (T) Project (P) Res Paper (RP) Case Study (CS) Quiz (Q)
CK, SDK, PD, C	Data-Based Decision-Making and Accountability (DPI-SP/NASP)	PSYCH-620, 715,740 745, 755, 762, 766,768,769,770, 793, 795	620-RP, P 715-T,RP,P 740-T,P **745-T,CS,P** 7 5 5 - P **762-P,CS** 766-CS,P 768-T,P **769-P,CS 770-P,CS**
CK, SDK, PD, C, HR	Consultation and Collaboration (DPI-SP/NASP)	PSYCH-769,793, 795	**769-P,CS** **793-CS** **795-CS**
CK, SDK, C, HR	Interventions and Instructional Support to Develop Academic Skills (DPI-SP/NASP)	PSYCH – 724, 740, 745, 762, 769, READING, 764	**724-T,RP,P** 740-T,P 745-T,CS,P **762-CS,P** **769-P,CS** READING-764-RP
CK, SDK, PD, C, HR	Interventions and Mental Health Services to Develop Social and Life Skills (DPI-SP/NASP)	PSYCH-680, 746, 755, 766, 768, 770, 785	680-Q,P 746-CS, RP 7 5 5 - P **766-CS,P** **768-T,P** **770-P,CS** **785-RP,CS**
CK,SDK	School-Wide Practices to Promote Learning (DPI-SP/NASP)	PSYCH-620, 680,768 769, 795 SPECED-700 EDFOUN-710	**620-RP, P** 680-Q,P **768- T,P** 769-P,CS 795-CS,P EDFOUN-710 – RP **SPECED-700-RP,T**

CK, SDK, PD, C, HR	Preventive and Responsive Services (DPI-SP/NASP)	PSYCH- 680, 746, 755, 766, 768	**680-Q,P** **746-RP,P,CS** **755-P** **766-Q,P** 768- T,P
CK, SDK, C	Family-School Collaboration Services (DPI-SP/NASP)	PSYCH- 745, 768, 769, 770, 793	745-P,CS 768- T,P **769-P,CS** **770-CS,P** **793-CS**
CK, SDK, PD, CS, HR	Diversity in Development and Learning (DPI/NASP)	PSYCH-620, 724, 740, 745, 769, 770, 787, 793, 795, EDFOUN-710	**620-RP, P** 724-T,CS,P 740-T,P 745-CS,T,P 769-P,CS 770-T,P **787-P, RP** 793-P,CS 795-CS **EDFOUN-710–RP**
CK, SDK, PD, CS	Research and Program Evaluation (DPI-SP/NASP)	PSYCH- 620, 715, 746	620-T,RP **715-P,T,RP** **746-RP**
CK, SDK, PD, C, HR	Legal, Ethical, and Professional Practice (DPI-SP/NASP)	PSYCH- 620, 740, 769, 793, 795 SPECED700	**620-RP,P** 740-P 769-P,CS **793-CS** 795-CS **SPECED-700-T,RP**

Bold= Courses with key embedded assessments for domain

Appendix B:

Student Activities Checklist

Name_____ **Date**_____

☐ Participation in the Sidekicks for Success Student Mentoring Program*****

☐ Practicing What We Teach Substitute Teaching 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 or 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**.** When a concern is noted, the student will be notified in writing using the Academic/Professional Behavior Notification of Concern form (See Appendix D). Following notification, the student has five business days to respond by developing an action plan and a timeline for completion (See Appendix D).

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 scheduled review).

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 "C+" is allowed toward the completion of the entire Program through the completion of the Ed.S. degree. No grade below a C+ may be applied toward the completion of any degree in the Program. 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. As a professional in training, all students have an obligation to carry professional liability insurance. Proof of coverage must be provided each year.

C. 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 students within the school psychology program will undergo a criminal background check each year in the program (See Criminal Background Check Form in Appendix L). In addition,* all *applicants for Wisconsin school psychology positions and those of other states will undergo a criminal background check as part of the licensure process. 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 children.

5. engaging in inappropriate sexual or sexist or racist behaviors that create a hostile learning environment for fellow students or faculty;

6. falsifying any information on the program application;

7. falsifying any information on a practice or authentic situation test protocol, report of field experience, or academic assignment, or in any way knowledgably tolerating that behavior in another;

8. 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;

9. 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 on the Academic/Professional Behavior Notification of Concern (Appendix D);

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. This plan and timeline must be submitted to the committee for approval within five business days. 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

Academic/Professional Behavior Notification of Concern – Description of Concern
School Psychology Program – University of Wisconsin-Whitewater

Name: Semester & Year:
Professor/Supervisor:

Please identify and describe the areas in which the student experiences difficulties that may interfere with his/her ability to perform successfully in subsequent classes and/or in the profession of school psychology.

☐ Speaking Skills	☐ Initiative	☐ Content/knowledge
☐ Writing Skills	☐ Self-confidence/poise	☐ Professionalism/ethics
☐ Attendance/reliability	☐ Judgment/common sense	☐ Interpersonal skills
☐ Receptiveness/responsiveness to feedback	☐ Response to supervisors	☐ Rapport building skills
☐ Communication	☐ Responsibility	☐ Teamwork skills
☐ Attitude	☐ Other (please identify)	

Describe specific examples of behavior(s) of concern:

Describe appropriate and expected behaviors:

Recommendations with regard to the School Psychology Program.

Professor/Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

School Psychology Program Coordinator Signature:_____ Date: _____

Signatures indicate that the student has been notified and concerns have been discussed. Student's signature does not necessarily indicate agreement.

Original: School Psychology Program Coordinator   cc: Student

Professor/Supervisor (named above)

Academic/Professional Behavior Notification of Concern – Student Action Plan
School Psychology Program – University of Wisconsin-Whitewater

Student's description of Action Plan to address identified concern(s).

Timeline for completion of Action Plan:

Professor/Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

School Psychology Program Coordinator Signature:_____Date: _____

Signatures indicate that Action Plan and Timeline have been discussed and agreed upon by student and Professor/Supervisor.

Original: School Psychology Program Coordinator cc: Student
           Professor/Supervisor (named above)

Review Date: _____ Review Team: _____

Outcome:

Appendix E:

Midyear Consultation Form
UWW School Psychology Program

Student:_____   **Faculty:**_____

_____

Strengths:_____
_____
_____
_____

Goals:_____
_____
_____
_____
_____
_____
_____
_____

Supports/Resources Needed to Accomplish Goals:

_____
_____
_____
_____
_____
_____
_____
_____

Signatures:

_____   _____
Student   **Faculty**

Appendix F:

COMPREHENSIVE PORTFOLIO EVALUATION
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 Evaluation is designed to provide a scholarly forum for the candidate to demonstrate these competencies to faculty members. The portfolio evaluation consists of three components. The first component is the Entrance Portfolio which contains all official documents, reflections, and selected artifacts (See School Psychology Portfolio, pp. 5-8). The second component is the Written Response to the Comprehensive Question; and, the third component is the Oral Response to Questions.

II.   STRUCTURE

A.   Candidates will receive a written comprehensive question three 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 Entrance Portfolio is due in room LT 1240 two weeks prior to the Comprehensive Portfolio Evaluation: Oral Response to Questions. Candidate portfolios will be assigned to individual faculty members for evaluation with the Hardcopy Portfolio Rubric.

C.   At their appointed times, candidates will respond to questions in two parts facilitated by a faculty panel. The Oral Response to Questions from the faculty panel will be approximately 40 minutes long. The candidate will then be excused. Members of the faculty panel will evaluate the candidate guided by the Oral Response to Questions Rubrics—Parts A and B.

D.   To pass this Comprehensive Portfolio Evaluation, candidates must earn at least a "Meets Competency" rating on all three components on the first attempt (i.e., Hardcopy Portfolio, Written Response to the Comprehensive Question, and Oral Response to Questions). Faculty panel members will attempt to resolve any disagreements. When there is a disagreement between faculty panel members between "Meets Competency" or "Exceeds Competency" that cannot be resolved, 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 Evaluation and will proceed to the Ed.S. degree sequence with their M.S.E. degree conferred.

E.   Candidates who fail to earn at least a "Meets Competency" rating from all raters on all parts of the Comprehensive Portfolio Evaluation will be informed that they have failed to pass and the following possible outcomes will result consistent with the specific nature of the failure:

1. If the majority of the components were passed on the first attempt, the student may request a single redo of a failed component following receipt of feedback from faculty. Successful completion of the previously failed component is necessary for awarding of the M.S.E. degree. Redo of a written component must be completed within 5 business days. Redo of an oral component must be scheduled based on faculty availability and must occur within 10 business days.

   a. If the student successfully remediates the previously failed component, the student may request reconsideration of the School Psychology Committee to proceed to the Ed.S. degree sequence.

   b. If the student fails to successfully remediate the previously failed component(s), the student is dismissed from the program without the M.S.E. degree.

2. If the majority of the components were failed initially, the student will be dismissed from the program without the M.S.E. degree.

III. ORAL RESPONSE TO QUESTIONS FORMAT AND STRUCTURE

A. Candidates will be assigned a room and time for their evaluation. Dress is professional. Punctuality is essential.

B. The Oral Response to Questions will be comprised of two parts. Part A will require the candidate to respond to a hypothetical, applied scenario. The candidate will be asked to articulate his/her thinking in conceptualizing and responding to the identified concern. The candidate will have 15 to 20 minutes to describe his/her response and to answer questions posed by the faculty panel. The faculty panel will evaluate the content of the candidate's response as well as the candidate's ability to respond to questioning using the Oral Response to Questions Rubric: Part A.

C. Part B will require the candidate to describe his/her response to Questions 1 and 2 of the Written Response to the Comprehensive Question component included in the portfolio. First, the candidate will be asked to role-play summarizing his/her responses to his/her "practicum supervisor," with one of the faculty members playing the role of the supervisor. The candidate's summary should be no longer than 5 minutes. Next, the other faculty member will play the role of the student's mother. The candidate will have 10 minutes to role-play describing his/her responses to Questions 1 and 2 to the "student's mother." The candidate will be evaluated using the Oral Response to Questions Rubric: Part B with regard to content, ability to communicate effectively with differing audiences, and accuracy of response to questions.

D. The candidate may bring notes outlining his/her Written Response to the Comprehensive Question to the Oral Response to Questions. However, the candidate is expected to know his/her material at a high level of mastery and avoid reading from the notes.

E. Following the role-plays in Part B of the Response to Questions, the faculty panel may ask questions of the candidate regarding the contents of their Entrance Portfolio or their Written Response to the Comprehensive Question. The questioning period will last approximately 5 to 10 minutes.

G. Suggestions for Success on the Oral Response to Questions:

1. Review the Oral Response to Questions Rubrics: Parts A and B.
2. Review case study examples provided across assessment courses.
3. Review guidelines and feedback provided regarding the feedback simulation session.
4. Practice providing your responses with an adult who does not have knowledge of school psychology to ensure that you are explaining your responses in understandable terms without use of jargon.
5. Rehearse the timing of your role-play responses to ensure you have included the essential details in an understandable way, which allows time for questions in response.

Appendix G:

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 Portfolio 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; Products do not exemplify the profession of school psychology	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 Response: _____**Meets Required Competency**   _____**Does Not Meet Required Competency**

_____   _
Hardcopy Faculty Reviewer   **Date**

Student _____

Written Response to the Comprehensive Question Rubric

Assessment Criteria	Does Not Meet Required Competency Standard	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Style and Organization	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 logical flow **Score__**	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 logical flow **Score__**	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 **Score__**
Content	Multiple domains are not addressed or are addressed in an unclear 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 **Score__**	Domains are integrated well into the response in a logical 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 **Score___**	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 **Score___ _____**

Student _____

Oral Response to Questions Rubric: Part A

Assessment Criteria	Does Not Meet Required Competency Standard (0-1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Content	Content is shallow and lacks substance sufficient to judge competency; Integration of learning and experiences is weak or missing **Score____**	Content shows depth of understanding appropriate to level of training; Competency is clear to reviewers; Conceptualization is integrated with training to date **Score___**	Content shows insightful depth of understanding beyond what is expected at this level of training; Competency is exceedingly clear to reviewers; Conceptualization is integrated beyond expectations of training to date **Score____**
Response to Questioning	Candidate's responses are presented with limited confidence and reflect a weak understanding of the concerns to be addressed; Candidate is clearly uncomfortable and shows difficulty moving beyond a basic understanding of relevant concerns. **Score___**	Candidate's responses address the questions with adequate depth and are presented with confidence, showing a clear understanding of the subject **Score___** _	Candidate's responses show insight, flexible thinking, and depth of understanding that moves beyond what is required for competency **Score___**

Oral Response to Questions Rubric: Part B

Assessment Criteria	Does Not Meet Required Competency Standard	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Communication	Candidate communicates using language inappropriate to the audience, using jargon and words that suggest stereotypical assumptions; Candidate fails to monitor nonverbal expressions of listener to ensure understanding and fails to clarify understanding with the listener; candidate's tone, pace, and body posture are not conducive to building rapport. **Score___**	Candidate communicates using language appropriate to the audience, minimizing use of jargon and words that suggest stereotypical assumptions; Candidate monitors nonverbal expressions of listener to ensure understanding clarifying communication as appropriate; candidate's tone, pace, and body posture are conducive to building rapport and facilitating conversation. **Score___**	Candidate communicates with ease using language appropriate to the audience which is easily understood and free of jargon and stereotypical assumptions; Candidate is especially sensitive to the nonverbal expressions of the listener immediately checking in and clarifying concerns; candidate's tone, pace, and body posture are especially conducive to building rapport and establish a conversational style. **Score___**
Content	The process for addressing the concern is unclear or poorly described; Recommendations show lack of attention to the problem and/or fails to integrate expected level of knowledge and insight **Score___**	The process for addressing the concern is clearly described reflecting depth of understanding appropriate to level of training; Recommendations show attention to detail and integrate expected knowledge and training in an insightful manner **Score____**	The process for addressing the concern is effectively described reflecting insightful depth of understanding; Recommendations show attention to practicality and are integrated with professional knowledge beyond expectations of training to date **Score_____**
Response to Questioning	Candidate's responses are presented with limited confidence and reflect a weak understanding of the concerns to be addressed; Candidate is clearly uncomfortable and shows difficulty moving beyond a basic understanding of relevant concerns. Score_____	Candidate's responses address the questions with adequate depth and are presented with confidence, showing a clear understanding of the subject **Score___**	Candidate's responses show insight, flexible thinking, and depth of understanding that moves beyond what is required for competency **Score____**

Faculty Panel Signatures

_____   _____

_____
Date

Notes on Oral Response to Questions:

Student _____

Domains Evaluation

Domains Rubric:

Assessment Criteria	Does Not Meet Required Competency Standard (0-1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Belief Statement/ Reflective Summary	Reflection lacks sufficient insight in to personal strengths/ weaknesses and goals as a learner; fails to reflect the breadth and depth of the domain.	Belief statement is personal in tone and reflects the breadth and depth of the domain. Insight into personal strengths/ weaknesses and goals as a learner are evidenced.	Exceeds expectations for this category; depth of insight is beyond what is expected of a student at this level of training.
Action Steps	Student's action steps are not specific, observable, or measurable; action steps are not related to belief statement or do not address weaknesses; actions reflect only opportunities available through continued coursework.	Student identifies two to three action steps, which are specific, observable, and measurable and link to their belief statement and their identified weaknesses. Actions reflect opportunities beyond required coursework.	Exceeds expectations for this category; steps are especially well defined operationally and are specific to the student's strengths and weaknesses.

2.1 **Data-Based Decision-Making and Accountability**

Belief/Reflective	0	1		2	3		4
Action Steps	0	1		2	3		4
Artifact	Present and Relevant to Domain						

Comments on Domain:

2.2 **Consultation and Collaboration**

Belief/Reflective	0	1		2	3		4
Action Steps	0	1		2	3		4
Artifact	Present and Relevant to Domain						

Comments on Domain:

2.3   **Interventions and Instructional Support to Develop Academic Skills**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.4   **Interventions and Mental Health Services to Develop Social and Life Skills**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.5   **School-Wide Practices to Promote Learning**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.6   **Preventive and Responsive Services**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.7   **Family-School Collaboration Services**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.8   **Diversity in Development and Learning**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.9   **Research and Program Evaluation**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.10   **Legal, Ethical, and Professional Practice**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

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 – Practicum

Name of Student _____

Reviewed By _____

Date of Review: _____

Degree Program: Ed.S..

Year in Program: 2 3

Overall Hardcopy Portfolio 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_____

Domains Evaluation

Domains Rubric:

Assessment Criteria	Does Not Meet Required Competency Standard (0-1)	Meets Required Competency Standard (2-3)	Exceeds Required Competency Standard (4)
Belief Statement/ Reflective Summary	Reflection lacks sufficient insight into personal strengths/ weaknesses and goals as a learner; fails to reflect the breadth and depth of the domain.	Belief statement is personal in tone and reflects the breadth and depth of the domain. Insight into personal strengths/ weaknesses and goals as a learner is evidenced.	Exceeds expectations for this category; depth of insight is beyond what is expected of a student at this level of training.
Action Steps	Student's action steps are not specific, observable, or measurable; action steps are not related to belief statement or do not address weaknesses; actions reflect only opportunities available through continued coursework.	Student identifies two to three action steps which are specific, observable, and measurable and link to their belief statement and their identified weaknesses. Actions reflect opportunities beyond required coursework.	Exceeds expectations for this category; steps are especially well defined operationally and are specific to the student's strengths and weaknesses.

2.1   **Data-Based Decision-Making and Accountability**

Belief/Reflective	0 1	2 3	4
Action Steps	0 1	2 3	4
Artifact	Present and Relevant to Domain		

Comments on Domain:

2.2   **Consultation and Collaboration**

Belief/Reflective	0 1	2 3	4
Action Steps	0 1	2 3	4
Artifact	Present and Relevant to Domain		

Comments on Domain:

2.3 **Interventions and Instructional Support to Develop Academic Skills**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.4 **Interventions and Mental Health Services to Develop Social and Life Skills**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.5 **School-Wide Practices to Promote Learning**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.6 **Preventive and Responsive Services**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.7 **Family-School Collaboration Services**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.8 **Diversity in Development and Learning**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.9   **Research and Program Evaluation**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

2.10   **Legal, Ethical, and Professional Practice**

Belief/Reflective	0	1	2	3	4
Action Steps	0	1	2	3	4
Artifact	Present and Relevant to Domain				

Comments on Domain:

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 H:

REQUIRED ARTIFACT ASSESSMENT RUBRICS:

Entrance and Practicum Portfolio

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	Topic does not show clear linkage to training domain for which it is submitted as an artifact; subject area lacks training relevancy Points_____	Topic clearly links to domain and subject area shows evident applicability to school psychology training Points_____	Requirements for (3) are met; topic shows exceptional relevancy to critical current issue in school psychology training Points_____
Style and Organization	Writing contains typos and grammar problems; Numerous APA style errors are evident; Organization, construction, and flow are problematic Points_____	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 Points_____	Writing meets the requirements for (3) and shows superior organization and construction worthy of merit Points_____
Depth of Scholarship	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 Points_____	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 Points_____	Scholarship meets requirements for (3) and shows superior depth of inquiry with extensive reliance on quality primary sources Points_____

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	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 Points_____	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 Points____	The topic and research questions are addressed in a way that is particularly thoughtful and creative. Points_____
Style and Organization	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 Points_____	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 Points_____	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 Points_____
Scholarship and Methodology	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 section does not give proper details, is not organized effectively, or does not indicate proper and sophisticated use of research methodology. Strengths and weaknesses of the methodology are not correctly identified. Points_____	Background literature is clear, reflects the best extant studies on the topic, and flows well into the research questions and hypotheses. The method section gives proper details, is organized effectively, and indicates proper and sophisticated use of research methodology. Strengths and weaknesses of the methodology are insightfully identified and the potential contribution of the study to the literature. Points____	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 Points____

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 d 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 *and/or*; (b) are insufficient to assess referral concern *and/or*; (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 *and/or* (b) unlinked to the data or referral concern *and/or* (c) unclear or overly complex, *and/or* (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 I:

WISC CHECKOUT POLICY

To ensure students' skills are competent to begin administering tests to children at their practicum sites, students will be required to pass a WISC checkout procedure. In late August, students will turn in completed test record forms and response booklets to demonstrate that they have practiced test administration during the summer months between their first and second years in the program. Tests to be practiced will be assigned by assessment course instructors during the prior spring semester. Students will meet with faculty to administer portions of the WISC to a faculty member acting as a child while one to two additional faculty members observe the administration.

Feedback about the quality of the administration will be provided immediately following the administration. Within 24 hours, faculty will inform the student by email whether they considered the administration competent or whether the number and type of errors reflected less than competent skills.

If a student passes the checkout procedure, they may begin testing students at their practicum site. If a student passes with concerns noted, faculty may require the student to consult with their field supervisor to develop an individualized plan for further observation, shadow scoring, supervised administrations, or other procedures before testing children independently. If a student fails the checkout procedure, faculty will work with the student to develop an individualized remediation plan that may include additional administrations, a written exam, or other requirements. The student's university supervisor may check with their field supervisor to verify completion of an individualized plan.

Students may not begin testing children at their practicum sites until faculty have cleared them to do so following successful implementation of a remediation plan. If a student has been found to be testing children at their practicum site without clearance from faculty, program dismissal may result. Should a student fail to demonstrate competent administration skills following implementation of a remediation plan, program dismissal may result.

POST-INTERNSHIP SATISFACTION SURVEY

Appendix J:

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 K:

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

2.   The school psychologist was competent in the timely completion of required IEP assessment
         obligations
Strongly Agree   **Generally Agree**   **Mildly Disagree**   **Strongly Disagree**   **No Opportunity**
4   **3**   **2**   **1**

3.   The school psychologist was competent in addressing IEP paperwork responsibilities
Strongly Agree   **Generally Agree**   **Mildly Disagree**   **Strongly Disagree**   **No Opportunity**
4   **3**   **2**   **1**

4.   The school psychologist possessed a competent understanding of IEP legal issues
Strongly Agree   **Generally Agree**   **Mildly Disagree**   **Strongly Disagree**   **No Opportunity**
4   **3**   **2**   **1**

5.   The school psychologist engaged parents and other professionals appropriately at IEP meetings
Strongly Agree   **Generally Agree**   **Mildly Disagree**   **Strongly Disagree**   **No Opportunity**
4   **3**   **2**   **1**

6.   The school psychologist's relationships with school professional staff served the needs of
         students well
Strongly Agree   **Generally Agree**   **Mildly Disagree**   **Strongly Disagree**   **No Opportunity**
4   **3**   **2**   **1**

7.   The school psychologist was able to consult with teachers effectively on student academic
         problems
Strongly Agree   **Generally Agree**   **Mildly Disagree**   **Strongly Disagree**   **No Opportunity**
4   **3**   **2**   **1**

8.   The school psychologist was able to consult with teachers effectively on student behavioral
         problems
Strongly Agree   **Generally Agree**   **Mildly Disagree**   **Strongly Disagree**   **No Opportunity**
4   **3**   **2**   **1**

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.

UNIVERSITY OF WISCONSIN
WHITEWATER

COLLEGE *of* EDUCATION
AND PROFESSIONAL STUDIES

The University of Wisconsin-Whitewater College of Education and Professional Studies requires a criminal background check conducted through https://www.castlebranch.com/ for all students working in the field. The comprehensive background check includes a residency check, nationwide criminal background check, and a national criminal database.

Prior to field based placements, students are required to conduct their own background check at an initial cost of $43 (subject to change without notice). Each consecutive background check will cost $19 (subject to change without notice). There is an installment option. The results will be available to the student, the university, and other agencies and institutions. **Do NOT buy the Badge (**it's one of the options you have when you order your CBC). It will not save you from having to run future background checks.

Instructions:

1. Visit https://www.castlebranch.com/
2. Click on the PLACE ORDER tab
3. In the PLACE ORDER box, indicate UW-Whitewater package code:
    a. Initial Check: UG82
    b. Recheck: UG82re (only to be used for follow up background checks)
4. Review information and check agree to terms. Click on CONTINUE.
5. Enter your personal information. Double check all information for accuracy.
6. Complete your payment, create a login, and finish your order.
7. An automatic email will be sent to the email address you provided indicating that your background check has been requested.
8. Within two weeks, you will receive an additional email indicating that your background check has been completed.
9. Log back in to view, save, and print your results.
10 The UW-Whitewater College of Education and Professional Studies will receive your results from CastleBranch and will distribute them to your field based site. If there is history present on your background check, you will be notified by the Office of Field Experiences via email with further information in regards to composing a letter to accompany your background check. If you are not contacted, no further action on your part is required.

If you have any questions or concerns about this process, please contact the Office of Field Experiences at 262.472.1123 or roehlj@uww.edu.

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