Assessment Skills Competencies Portfolio Evaluation Rubric

Intern: ___________________ Date: ___________________

University supervisor completing rubric: _____________________________

Child assessed: (pseudo-name, or initials): ___________________________

The following ratings are used to indicate the quality of the element of the report:

1 = Unsatisfactory: does not meet expectations for level of training; the candidate needs much more practice and supervision than the majority of candidates at this same level of training.

2 = Adequate Emerging Competence: meets expectations for level of training (i.e., 1st, 2nd, or 3rd year) and it is understood that continued practice and on-going supervision are recommended.

3 = Advanced Emerging Competence: competence beyond that expected for a candidate at current level of training and it is understood that continued practice and on-going supervision are recommended.

4 = Competent: student demonstrates level of mastery expected of a beginning certified school psychologist and minimal or no supervision for the given skill is required.

NOTE: This form is to be completed by the university supervisor and attached to a written summary of the evaluation of the report.

___ Report was completed in a timely manner.

___ A confidentiality statement is provided at the top of the first page.

___ Data are presented clearly and accurately, using error-free grammar and mechanics.

___ Assessment methods are listed and scores are reported in an accurate and clear fashion that is understandable to parents, teachers, and others.

___ Assessment methods follow logically from the referrals question(s).

___ Multiple assessment methods, with demonstrated validity and reliability, are employed, including (where appropriate) review of records, standardized tests, rating scales, curriculum-based assessment, classroom observations, and interviews with teacher(s), parent, and child.
Salient educational history is included based on a complete review of school records, such as: (1) prior grades, (2) group achievement test scores, (3) health records (e.g., vision and screening results), (4) records of behavior, (5) previous evaluation reports, and (6) previous and existing interventions related to the referral.

Parent/guardian interview covers (1) age of onset of problems, (2) course/prognosis of problem, (3) etiology (as appropriate), (4) family psychiatric history (as appropriate), (5) child’s developmental and educational history, (6) child’s social and emotional functioning, and (7) relevant cultural information (e.g., language of the home). A semi-structured or structured interview format is used to assure that all pertinent areas are covered.

Teacher interview covers: (1) current classroom achievement in all pertinent areas (e.g., reading, mathematics), and (2) social and emotional functioning. Both strengths and weaknesses are identified.

The report presents a clear description of relevant behaviors of the child observed during testing and includes a statement regarding probable validity given the child’s test session behaviors.

The report presents a clear description of classroom behavior, using systematic methods of observation. Observed factors that contribute to the student’s behavior (e.g., peers, instruction, etc.), and are relevant to the referral question(s), are highlighted. These observations are integrated, as appropriate, with other behavioral data.

The report presents data that are helpful to the IEP team or intervention support team in determining eligibility for special services and/or for developing interventions.

The report synthesizes and integrates information from multiple sources, including school records, interviews, and standardized and curriculum-based measures of ability, achievement, and social and emotional functioning, as appropriate to the referral question.

Classroom-based progress monitoring/response to intervention data are included when relevant. Results are presented in a coherent and integrated fashion (e.g., test by test reporting is avoided). Graphs and other visual representations are used as appropriate.

The report provides appropriate summary that helps guide the IEP team’s eligibility determination.

The report offers multiple, specific, evidence-based, and practical recommendations that address the referral question(s) and that may serve as the basis for developing an IEP or intervention plan, where appropriate.

Reviewer Comments:
____ APPROVED        ____ NOT APPROVED
Counseling Skills Competencies/ Case Study Evaluation Rubric

Interns must submit a completed counseling case study, including the case file (with appropriate planning, implementation, and evaluation documentation) and a video of at least one session (you may choose to show parts of several sessions). This project must show a positive impact on the client’s academic and/or behavioral issues. The reviewer will rate the quality of the required elements according to the following scale:

1 = Unsatisfactory: does not meet expectations for level of training; the candidate needs much more practice and supervision than the majority of candidates at this same level of training.

2 = Adequate Emerging Competence: meets expectations for level of training (i.e., 1st, 2nd, or 3rd year) and it is understood that continued practice and on-going supervision are recommended.

3 = Advanced Emerging Competence: competence beyond that expected for a candidate at current level of training and it is understood that continued practice and on-going supervision are recommended.

4 = Competent: student demonstrates level of mastery expected of a beginning certified school psychologist and minimal or no supervision for the given skill is required.

CASE STUDY

___ Completed Permission Form included

___ Completed History and Treatment Plan form included
   ___ RELEVANT background presented
   ___ Brief description of presenting problem (including client’s perceptions)
   ___ Goals stated for the intervention
   ___ Proposed evaluation of progress methods explained
   ___ Theoretical approach and techniques planned are outlined

___ Progress notes for all sessions included
   ___ Notes are dated and signed
   ___ Objective language used throughout
   ___ Each note includes:
      ___ Goals for session
      ___ Brief overview of client’s current status
      ___ Brief review of session content
      ___ Evaluation of progress
      ___ Plan for next session

___ Termination documents included
   ___ Evidence of positive impact on one or more academic/behavioral goals documented using appropriate methods (e.g. effect size; goal attainment scale)
Recommendations for follow up
Termination letter to parent(s)

VIDEO

- Video of one or more sessions included
- Counselor conveys warmth and acceptance of client
- Counselor uses basic listening and communication skills effectively (e.g., reflection, paraphrases, summarizations)
- Counselor implements appropriate interventions during the session (e.g., reframes, externalizing the problem, cognitive restructuring)
- Counselor demonstrates appropriate flexibility in responding to client’s current goals/needs
- Counselor demonstrates proper pacing and timing in the session (e.g., starts and stops on time, sets limits as appropriate)
- Counselor closes session appropriately (e.g., includes plans for next session, reviews between session activities that have been planned)

SELF-EVALUATION

- Counselor Self-Critique completed for session(s) in which video is included as evidence of competence
- Counselor accurately identified strengths of the session
- Counselor accurately identified areas of needed improvement in the session
- Counselor made appropriate plans for improvement
- Counselor summary of case overall
- Counselor accurately identified strengths of the treatment plan and intervention
- Counselor accurately identified areas of needed improvement in the treatment plan and intervention
- Counselor made appropriate plans for continuing professional growth in counseling skills

RESPONSE TO SUPERVISION

- Supervision notes included, as appropriate
- Counselor demonstrated understanding of feedback through paraphrasing or summarizing supervisor comments
- Counselor was non-defensive
- Counselor adequately explained therapeutic choices made in the session when questioned

REVIEWER COMMENTS:
___ APPROVED  ______ NOT APPROVED

NOTE: For purposes of the internship portfolio, ALL elements described above are expected to be present (i.e., the case must be appropriately terminated) and adequate for entry level into the profession (i.e., rated at least as satisfactory). If any element is missing or unsatisfactory, the reviewer will return the portfolio submission to the student for revision.
Consultation Competencies/ Case Study Evaluation Rubric

Interns must submit a completed consultation case study, including a video of at least one session (either problem identification or problem analysis). This project must show a positive impact on the target student’s academic and/or behavioral issues. The reviewer will rate the quality of the required elements according to the following scale:

1 = Unsatisfactory: does not meet expectations for level of training; the candidate needs much more practice and supervision than the majority of candidates at this same level of training.

2 = Adequate Emerging Competence: meets expectations for level of training (i.e., 1st, 2nd, or 3rd year) and it is understood that continued practice and on-going supervision are recommended.

3 = Advanced Emerging Competence: competence beyond that expected for a candidate at current level of training and it is understood that continued practice and on-going supervision are recommended.

4 = Competent: student demonstrates level of mastery expected of a beginning certified school psychologist and minimal or no supervision for the given skill is required.

Written Consultation Report

Background information presented

_____ Presents brief overview of the case and description of presenting problem
_____ Presents brief background history of the student in areas relevant to the problem
   (including any diagnoses and previous attempted interventions and outcomes)
_____ Addresses any unusual circumstances that need to be explained (e.g., teacher's or
   student's absences, resistance, other project delays)

Review and self-critique of problem solving interview(s)

_____ Accurately identifies strengths of interviews
_____ Accurately identifies weaknesses of interviews
_____ Suggests ways that identified weaknesses might have been avoided and/or addressed in
   future interviews
_____ In general, report is well written (i.e., qualities of excellent writing are demonstrated,
   such as organization, clarity, grammar, etc.

Research Review/Integration

_____ Research related to the case is well integrated into the report
Research reviewed applies directly to the case, helping to explain or understand factors related to the case or providing guidance to intervention.

Research reviewed is drawn from a variety of sources, including recent studies and/or theoretical articles.

**Review and Critique of Intervention**

- Problem behavior(s) is clearly identified and described in observable, measurable terms.
- Problem behaviors are appropriately assessed, including the collection of baseline data and the use of functional behavioral assessment, where appropriate.
- Problem behaviors are analyzed clearly and sufficiently (i.e., proximal and distal factors that contribute to the behavior are explored).
- Hypotheses linked to assessment are generated.
- Problem solving process is collaborative.
- Goals for intervention are clear, measurable, linked to assessment and problem analysis, and appropriate for the case.
- Each component of the intervention is clearly described such that the intervention could be replicated by others.
- Intervention is linked to results of formal and informal methods of problem solving assessment.
- Intervention is linked directly to intervention goals.
- Intervention is supported by theory and/or research.
- Intervention is evaluated with appropriate methods.
- Visual representations of evaluation data are provided that clearly show a positive outcome of the intervention in one or more specified academic and/or behavioral areas.
- An Effect Size is reported.
- Suggestions for improving the intervention and for follow-up are discussed and appropriate to the case (e.g., possible modifications are described; discussion of whether the problem has been solved or requires further or different intervention).
- In general, report is well written (i.e., qualities of excellent writing are demonstrated, such as organization, clarity, grammar, etc.).

**Skills Demonstrated, as Presented on Consultation Video:**
(Nota: one of the two sections below should be completed depending on evidence submitted by consultant)

**Problem Identification Interview**

- Presents opening statements that summarize the purpose of interview and what the consultee should expect.
- Elicits general examples of the behavior(s) of concern.
- Identifies specific targeted behavior(s) and elicits examples thereof (as appropriate).
- Elicits estimates of behavior's strength.
- Tentatively defines goals/expectations for behavior improvement.
___ Summarizes and validates above information (as appropriate)
___ Specifies situational context and tentatively explores various environmental and intra individual factors
___ Tentatively explores factors outside of the situational context
___ Summarizes and validates contributing factors (as appropriate)
___ Explores existing interventions, and student’s response to them
___ Tentatively identifies replacement behaviors (and goal, as appropriate)
___ Summarizes procedures and replacement behaviors (as appropriate)
___ Determines recording procedures
___ Summarizes and clarifies recording procedures
___ Schedules/plans for follow-up
___ Demonstrates appropriate level of interpersonal/problem solving skills, as evaluated with Interpersonal and Problem Solving Skills Checklist

Problem Analysis Interview (Required if Problem Identification Interview video is not submitted)

___ Questions/briefly reviews identified problem(s)
___ Questions/explores current behavior and goals for change
___ Analyses contributing factors
___ Summarizes above (as appropriate)
___ Links contributing factors to possible interventions
___ Collaboratively develops intervention plan
___ Collaboratively plans intervention tactics
___ Summarizes plan and tactics
___ Encourages questions, offers assistance and follow-up
___ Schedules follow-up/next meeting

Inclusion of Completed Interview and Self-Rating Forms
(checkered if included)

___ Problem Identification Interview
___ Problem Identification Interview Self-Rating Form
___ Problem Analysis and Intervention Planning Interview
___ Problem Analysis and Intervention Planning Interview Self-Rating Form
___ Interpersonal and Problem Solving Skills Checklist

Additional Comments:
____APPROVED   _____ NOT APPROVED
Program Development/ Project Evaluation Rubric

The evaluation of this project is based on a review your poster presentation completed at the Supervisors’ Luncheon. The project is evaluated on the following elements. Each element below is rated on this scale:

1 = Unsatisfactory: does not meet expectations for level of training; the candidate needs much more practice and supervision than the majority of candidates at this same level of training.

2 = Adequate Emerging Competence: meets expectations for level of training (i.e., 1st, 2nd, or 3rd year) and it is understood that continued practice and on-going supervision are recommended.

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Specific Competencies

_____ Project is of importance to the school building or district.
_____ Rationale for the project is clear.
_____ The goals of the project are clear.
_____ Implementation of the project (what, whom, when, and how) is well described.
_____ A collaborative problem solving process is applied throughout the project’s development, implementation, and evaluation.
_____ Interventions and/or methods are linked directly to the goals of the project.
_____ Appropriate statistical or evaluative techniques are employed.
_____ Results of the project are clearly presented.
_____ Limitations of the project are presented, as appropriate.
_____ Implications for practice and/or future research are delineated.
_____ Implications/recommendations are supported by research.
_____ Poster is visually appealing, well organized, clear, and appropriate for the given project.

General Competencies Addressed

Based on your poster presentation but also on consultation/discussion with your university supervisor, the project required general competencies related to each of the school psychology competency domains. Where appropriate, each domain is rated using the following scale. Note that it is understood that because projects are developed to meet the needs of individual schools, not all of the following domains apply and the skills within each domain are expect to vary (thus, specific competencies are not delineated).
1 = Unsatisfactory: Skills within this domain apply, but competencies were not exhibited.

2 = Satisfactory: Skills within this domain apply, and competencies required exhibited reflect good professional practice.

3 = Superior: Skills within this domain apply, and competencies required reflect outstanding professional practice.

NA = Not Applicable

**Foundations of Service Delivery (these elements are evaluated in all projects):**

___ Diversity in development and learning. Your project included a diverse population of students (and collaborators, where appropriate), and you demonstrated sensitivity and skills needed to address their individual differences.

___ Research and program evaluation. This should apply to all projects. You demonstrated appropriate application of research and evaluation methods for improvement of services.

___ Legal, ethical, and professional practice. You consistently demonstrated critical interpersonal, ethical, and legal competencies.

**Practices That Permeate All Aspects of Service Delivery (these elements are evaluated in all projects):**

___ Data-based decision-making and accountability. For example, data were systematically collected, analyzed, and translated into practical interventions or recommendations, using technology as appropriate.

___ Consultation and collaboration. For example, you collaborated effectively with teachers, administrators, families, or others in the planning and decision-making process.

**Direct and Indirect Services for Children, Families, and Schools (these elements are evaluated as appropriate to the specific project):**

___ Interventions and instructional support to develop academic skills. For example, you used evidence-based strategies to develop and implement services at the group or systems level to enhance academic skills and/or evaluated effectiveness of academic interventions.

___ Interventions and mental health services to develop social or life skills. For example, you developed a new social skills curriculum that you implemented and evaluated.
____ School-wide practices to promote learning. You demonstrated an understanding of schools as systems, while helping to facilitate policies and practices that create and maintain safe, supportive, just, and effective learning environments.

____ Preventive and responsive services. For example, you were effective in helping develop, implement, and evaluate a prevention program to promote the mental health of students.

____ Family-school collaboration services. Your project required collaboration across settings and you collaborated effectively with others to promote comprehensive services to children and families.

Additional Comments

____ APPROVED ______ NOT APPROVED