

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:

(Note: 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
(checked 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.

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.

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