**Psychology 592**

**Internship in School Psychology**

**PORTFOLIO ASSESSMENT**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_1st \_\_2nd Academic Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exceeds Expectations  3 points | Meets Expectations  2 points | Below Expectations  (Unsatisfactory)  1 point |
| Submission Requirements  (NASP Standard 2.10) | Student adhered to all required submission elements. | Student generally adhered to submission elements, however difficulty was evident in one area indicated below.  \_\_submitted on time  \_\_typed presentations  \_\_supporting documentation  \_\_bound  \_\_blinded results | Student generally adhered to submission elements, however difficulty was evident in 2 areas indicated below.  \_\_submitted on time  \_\_typed presentations  \_\_supporting documentation  \_\_bound  \_\_blinded results |
| Required Components  (NASP Standard 2.10) | Student's portfolio exceeded required elements. Description of additional learning activities and experiences were provided. | Student's portfolio contained required elements requirements only. | Student's portfolio was incomplete. One required element missing (indicated).  \_\_initial evaluation  \_\_reevaluation  \_\_academic intervention (design & outcome)  \_\_behavior intervention (design & outcome)  \_\_summary results of RTI participation  \_\_summary results of counseling  \_\_summary results of a consultation  \_\_participation in manifest determination review  \_\_functional behavioral assessment  \_\_professional development/self-study activities |
| Evaluation  (NASP Standards 2.1, 2.2, 2.5, 2.6, 2.11) | All relevant components (see attached) are present and adequately addressed with at least 1 exceeding expectations. | All relevant components (see attached) are present with no more than 1 not adequately addressed. | At least 1 relevant component (see attached) is missing or, if all are present, 2 or more are not adequately addressed |
| Intervention Case Study  (NASP Standards 2.1, 2.2, 2.3, 2.4,  2.5, 2.6, 2.11) | All relevant components (see attached) are present and adequately addressed with at least 1 exceeding expectations. | All relevant components (see attached) are present with no more than 1 not adequately addressed. | At least 1 relevant component (see attached) is missing or, if all are present, 2 or more are not adequately addressed. |
| Counseling Case Study  (NASP Standards 2.1, 2.2, 2.4,  2.5, 2.6, 2.7) | All relevant components (see attached) are present and adequately addressed with at least 1 exceeding expectations. | All relevant components (see attached) are present with no more than 2 less than adequately addressed or at least 1 component is missing and another is less than adequately addressed. | At least 2 relevant components (see attached) are missing or, if all are present, 3 or more are less than adequately addressed. |
| Consultation  (NASP Standards 2.1, 2.2, 2.6, 2.8) | All relevant components (see attached) are present and adequately addressed with at least 1 exceeding expectations. | All relevant components (see attached) are present with no more than 1 not adequately addressed. | At least 1 relevant component (see attached) is missing or, if all are present, 2 or more are not adequately addressed. |
| Professional Development  (NASP Standard 2.10, 2.11) | Evidence of attendance at in-service presentations covering a variety of topics through local and state school psychology organization meetings. Evidence of extensive self-study. Assists in the development and conduct of an in-service presentation. | Evidence of attendance at in-service presentations on a variety of topics at local and state school psychology organization meetings. Also evidence of self-study. | Evidence of attendance at school district level in-service presentations only. |
| Use of Technology  (NASP Standard 2.11) | Appropriate and ethical use of technology for data maintenance and presentation, scoring tests, and report writing. Uses Power Point and other relevant media in conduct of in-service presentation. | Appropriate and ethical use of technology for relevant information, data maintenance and presentation, scoring tests, and report writing | Limited or inappropriate use of technology. |
| Organization  (NASP Standard 2.10) | Portfolio reflects good student organization skills. Guides and explanations for components included. Presentation of materials adds greatly to ease of assessment. | Portfolio reflects adequate student organization skills. Orderly presentation of materials, but minimal guides or explanations provided. | Portfolio reflects less than efficient student organization skills. Components may be included, but no guides or explanations provided. |
| Accuracy and Evidence of Positive Impact on PK-12 Students, families, and other consumers  (NASP Standard 4.3) | Accurate links between presenting problems and strategies employed. Student actions reflect mastery of required professional responsibilities. Data presented and reflect positive impacts on students. | Mostly accurate links between presenting problems and strategies employed. Student actions reflect emerging mastery of required professional responsibilities. Evidence of data use but not presented in summaries. | Links between presenting problems and strategies employed are minimally accurate. Student actions reflect basic familiarity with data collection and professional responsibilities, but lack required level of professionalism. |

Total Possible = 30 points 0 – 15 (Below Expectations) 16 – 25 (Meets Expectations) 26 – 30 (Exceeds Expectations)

Overall Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Corrective Action(s): \_\_\_None \_\_\_ Conference \_\_\_ Resubmit \_\_\_ Extend Supervision \_\_\_Extend Internship

Meets Expectations (Pass) \_\_\_\_\_Yes \_\_\_\_\_No

Criteria for Evaluation

Reports are expected to be essentially free of typographical, spelling, and grammatical errors. Reports should be written in a manner reflecting sensitivity to family and cultural differences. Report content should reflect a multi-modal, multi-rater evaluation practice presented in a manner that integrates findings from various sources within the context of referral concerns. Reports should be written in a professional manner that minimizes jargon and is understandable to the anticipated reader(s). Evaluation content should be relevant to referral concerns with assessment outcomes clearly linked to recommendations, thus intervention.

For each component of the candidate’s case study, indicate which of the following ratings apply:

**PE** (Present/Exceeds Expectations)  **PA** (Present/Adequate) **PI** (Present/Inadequate) **NP** (Not Present)

Evaluations should reflect the following components as deemed relevant and appropriate to the case:

\_\_\_\_\_ Evidence of interview with teacher(s) identifying school concern(s) as well as student strengths and challenges.

\_\_\_\_\_ Evidence of interview with parent(s)/guardian(s) identifying relevant background information as well as parent/guardian

concerns and perceptions of student strengths and challenges

\_\_\_\_\_ Evidence of record reviews noting school history and information from prior evaluations, if any

\_\_\_\_\_ Referral concern(s) identified in behavioral terms

\_\_\_\_\_ Evidence of observation in classroom and/or other relevant school settings

\_\_\_\_\_ Evidence of student interview relevant to referral concern(s)

\_\_\_\_\_ Tests and evaluation procedures appropriately selected

\_\_\_\_\_ Curriculum-based and/or functional behavior assessment conducted and analyzed

\_\_\_\_\_ In-class interventions developed, implemented, evaluated; and, data-based decisions appropriate to evaluation.

\_\_\_\_\_ Assessment data analyzed accurately.

\_\_\_\_\_ Scores from tests reported in a manner consistent with site and state guidelines governing such procedures

\_\_\_\_\_ Validity statement for assessment is offered and accurate

\_\_\_\_\_ Inconsistencies and contradictions are identified and explained

\_\_\_\_\_ Effective use of technology evidenced in report preparation and data presentation

\_\_\_\_\_ Report written in professional manner, but relatively free of jargon and understandable to intended reader(s)

\_\_\_\_\_ Determination of disability/diagnosis (or lack of diagnosis) supported by analysis of evaluation data and information

\_\_\_\_\_ Evaluation outcomes clearly linked to recommendations, thus intervention

Evaluations may include the following and, if not, component(s) would not be included in determination of components met:

\_\_\_\_\_ Report content reflects knowledge of and sensitivity to diversity and cultural differences

\_\_\_\_\_ Recommendations reflect knowledge of and appropriate referral to community resources

\_\_\_\_\_ Evidence of appropriate action if additional concerns become evident during evaluation process

Post evaluation activity should include the following:

\_\_\_\_\_ Evidence of attendance at IEP meeting to discuss evaluation findings

\_\_\_\_\_ Evidence of collaborative participation in IEP or other team meetings engaged in decision-making

Note: Other terms may be substituted for those in the above components when interns are practicing in a non-school setting.

Scoring Criteria:

Exceeds Expectations All relevant components present and adequately addressed with at least 1 exceeding expectations

Meets Expectations All relevant components are present with no more than 2 less than adequately addressed or

at least 1 component is missing and another is less than adequately address

Below Expectations At least 2 relevant components are missing or, if all are present, 3 or more are less than

adequately addressed

Evaluation Criteria Counseling Case Study

For each component of the candidate’s case study, indicate which of the following ratings apply:

**PE** (Present/Exceeds Expectations)  **PA** (Present/Adequate) **PI** (Present/Inadequate) **NP** (Not Present)

\_\_\_\_\_ Counseling evaluation reflects relevance for counseling intervention

\_\_\_\_\_ Teacher interview and needs assessment conducted to identify relevant school background and current concerns or

presenting problem as well as student strengths and challenges

\_\_\_\_\_ Parent/guardian interview and needs assessment conducted to identify relevant background and concerns as well as

student strengths and challenges and evidence interview reflected intern knowledge of and sensitivity to diversity and

cultural differences

\_\_\_\_\_ Evidence of parent/guardian consent for counseling as well as consent from student

\_\_\_\_\_ Evidence of student interview relative to insight into presenting problem and identification of appropriate guidelines

for participation in counseling, including limitations to confidentiality

\_\_\_\_\_ Referral concern(s) or presenting problem(s) identified in behavioral terms

\_\_\_\_\_ Appropriate counseling intervention selected for referral concern(s)

\_\_\_\_\_ Goals and objectives stated in behavioral terms

\_\_\_\_\_ Appropriate methods for progress and outcome evaluation selected and described and includes at a minimum

pre-post data

\_\_\_\_\_ Plans for generalization of positive counseling outcomes to classroom and other school settings described

\_\_\_\_\_ Appropriate number of sessions

\_\_\_\_\_ Brief written summary provided for each counseling session and is dated and signed

\_\_\_\_\_ Session summary reflects objectives relevant to presenting problem and targeted behavior change

\_\_\_\_\_ Session summary contains description of activities supporting objective

\_\_\_\_\_ Session summary contains statements indicating process and content of session

\_\_\_\_\_ Outcome decisions (i.e., continue, modify, terminate) are data-based

\_\_\_\_\_ Evidence of positive student impact through data reflecting goals and objectives achieved, targeted behavior

change generalized to classroom and/or other school settings, or appropriate recommendations for either

continuation or modification of the intervention are appropriate to evaluation results.

\_\_\_\_\_ Evidence (site supervisor ratings) that intern as counselor responded appropriately to supervisor feedback

Note: Other terms may be substituted for those in the above components when interns are practicing in a non-school setting.

Scoring Criteria:

Exceeds Expectations All relevant components are present and adequately addressed with at least 1 exceeding

expectations

Meets Expectations All relevant components are present with no more than 1 less than adequately addressed

Below Expectations At least 1 relevant component is missing or, if all are present, 2 or more are less than

adequately addressed

Evaluation Criteria for Intervention Case Study

For each component of the candidate’s case study, indicate which of the following ratings apply:

**PE** (Present/Exceeds Expectations)  **PA** (Present/Adequate) **PI** (Present/Inadequate) **NP** (Not Present)

\_\_\_\_\_ Teacher interview conducted to identify relevant school background and current concerns as well as student strengths

and challenges

\_\_\_\_\_ Parent/guardian interview conducted to identify relevant background and concerns as well as student strengths and

challenges with evidence interview reflected intern knowledge of and sensitivity to diversity and cultural differences

\_\_\_\_\_ Concerns (academic deficits and/or behavior difficulties) that are the focus of the intervention are behaviorally defined

\_\_\_\_\_ Curriculum-based and/or functional behavioral assessments or task analysis conducted

\_\_\_\_\_ Results of above assessments analyzed and hypotheses for etiology of problems developed

\_\_\_\_\_ Empirically-validated intervention(s) selected that are appropriate to targeted concern

\_\_\_\_\_ Description of intervention provided

\_\_\_\_\_ Goals and objectives for intervention delineated in behavioral terms with steps for implementation described

\_\_\_\_\_ Appropriate methods for monitoring intervention effectiveness selected and methodology described

\_\_\_\_\_ Assessment of treatment integrity described, implemented.

\_\_\_\_\_ Plans for generalization of new skills or behaviors across tasks or settings described

\_\_\_\_\_ Data collected and graphed reflecting baseline, intervention, and (potential) ending phases

\_\_\_\_\_ Effective use of technology in presentation of intervention summary and data graphing

\_\_\_\_\_ Decisions regarding intervention status (i.e., continue, modify, terminate) data-based

\_\_\_\_\_ Evidence of positive student impact through data reflecting goals and objectives achieved and targeted behavior

change generalized to classroom and other school settings

\_\_\_\_\_ Modifications, if any, and rational for such action described. (This may not be applicable and would not be

included in determination of components met)

Note: Other terms may be substituted for those in the above components when interns are practicing in a non-school setting.

Scoring Criteria:

Exceeds Expectations All relevant components are present and adequately addressed with at least 1 exceeding

expectations

Meets Expectations All relevant components are present with no more than 1 not adequately addressed

Below Expectations At least 1 relevant component is missing or, if all are present, 2 or more are not

adequately addressed

Evaluation Criteria for Consultation

For each component of the candidate’s case study, indicate which of the following ratings apply:

**PE** (Present/Exceeds Expectations)  **PA** (Present/Adequate) **PI** (Present/Inadequate) **NP** (Not Present)

\_\_\_\_\_ Interview with referral source to identify concern(s) as well as student strengths and challenges

\_\_\_\_\_ Background of student identified through interviews with teacher(s) and/or parent(s)/guardian(s)

\_\_\_\_\_ Examples of presenting problem (e.g., academic, behavior, adaptive, social) within contextual settings identified

\_\_\_\_\_ Problem behavior(s) defined in behavioral terms

\_\_\_\_\_ Results of prior interventions described and discussed collaboratively

\_\_\_\_\_ Intervention strategy(ies) proposed and discussed

\_\_\_\_\_ Method(s) for assessment of targeted intervention discussed

\_\_\_\_\_ Follow-up planned for and scheduled

\_\_\_\_\_ Support for use of effective interviewing, interpersonal, and problem-solving skills evidenced

\_\_\_\_\_ Issues related to resistance to consultation process identified and appropriately handled

\_\_\_\_\_ Evidence that active involvement of parent(s)/guardian(s) is encouraged

\_\_\_\_\_ Evidence that consultation and problem-solving processes were collaborative

\_\_\_\_\_ Evidence that consultation problem-solving and decision-making were data-based

\_\_\_\_\_ Evidence that ongoing home-school collaboration encouraged and facilitated

\_\_\_\_\_ Evidence of positive student impact through data reflecting collaboratively defined goals and objectives achieved

and targeted behavior(s) change generalized to classroom and other school settings, or appropriate recommendations

for either continuation or modification of the intervention are appropriate to evaluation results.

Note: Other terms may be substituted for those in the above components when interns are practicing in a non-school setting.

Scoring Criteria:

Exceeds Expectations All relevant components are present and adequately addressed with at least 1 exceeding

expectations

Meets Expectations All relevant components are present with no more than 1 not adequately addressed

Below Expectations At least 1 relevant component is missing or, if all are present, 2 or more are not

adequately addressed

**ACCURACY AND EVIDENCE OF POSITIVE IMPACT**

**(NASP Standard 4.3)**

**Criteria for Evaluations**

\_\_\_\_\_ Assessment data analyzed accurately.

\_\_\_\_\_ Evidence of positive student impact with

\_\_\_\_\_ Appropriate (data-based & accurate) assessment decisions.

\_\_\_\_\_ Evaluation outcomes clearly linked to recommendations, thus interventions.

**Criteria for Counseling Case Study**

\_\_\_\_\_ Evidence of counseling goals and objectives and method(s) to evaluate outcomes.

\_\_\_\_\_ Data from outcome measures analyzed accurately.

\_\_\_\_\_ Evidence of accurate data-based recommendations for continuation, modification, or termination of the

counseling intervention.

\_\_\_\_\_ Evidence of student impact of counseling intervention (\*\*)

\_\_\_\_\_ positive impact (targeted behavior generalized to classroom and/or other school settings)

\_\_\_\_\_ no observable change

\_\_\_\_\_ negative impact

**Criteria for Intervention Case Studies**

**(i.e., academic, social/emotional/behavioral)**

\_\_\_\_\_ Evidence of intervention goals and objectives and method(s) to evaluate outcomes.

\_\_\_\_\_ Data from outcome measures analyzed accurately.

\_\_\_\_\_ Evidence of accurate data-based recommendations for continuation, modification, or termination of the

intervention.

\_\_\_\_\_ Evidence of student impact of intervention (\*\*)

\_\_\_\_\_ positive impact

\_\_\_\_\_ no observable change

\_\_\_\_\_ negative impact

**Criteria for Consultation**

\_\_\_\_\_ Evidence goals and objectives collaboratively defined

\_\_\_\_\_ Evidence of impact of consultation

\_\_\_\_\_ positive impact

\_\_\_\_\_ no observable change

\_\_\_\_\_ negative impact

\*\* Evidence of student impact within context of intervention (i.e., academic, behavioral, counseling)