

Specialist in School Psychology Training Program: Assessment Measures

| | Assessment Measure | Direct/Indirect? | Time of Administration | Who? | Already Have? | Comment? |
|---|---------------------------|------------------|--|---|---------------|---|
| 1 | Portfolios | Direct | Spring of 2 nd /3 rd year in program | Program faculty | Yes | Has been a successful capstone experience for the students, indicating knowledge and performance. |
| 2 | Intern Evaluation Form | Direct | 2x in 3rd Year | Field Supervisor | Yes | |
| 3 | Practicum Evaluation Form | Direct | Fall & Spring semesters, 2 nd year | Field Supervisor | Yes | Includes assessment from two practica. |
| 4 | Post-internship survey | Indirect | <i>May of 3rd year/internship*</i> | Students who completed internship that school year. | Yes | <i>*Indicates an earlier due date for the purpose of timely program feedback.</i> |
| 5 | Thesis Defense | Direct | 1x at end of graduate career | Thesis Committee | Yes | |
| 6 | State certification exam | Direct | <i>Fall 3rd/internship year*</i> | ISBE | Yes | <i>*Indicates an earlier due date for timely certification and program feedback.</i> |
| 7 | Praxis/NCSP exam | Direct | <i>Fall 3rd/internship year*</i> | NASP | Yes | <i>*Indicates an earlier due date for timely certification and program feedback.</i> |

Revised: 2010

Eastern Illinois University

School Psychology Midterm Evaluation

Intern Name: _____

LEA _____

Supervisor _____

School Year _____

Please provide a summary rating of the intern's performance for each standard on this form. A space is provided under each standard for comments you might wish to provide. Upon completion please sign and date the form along with your intern and return it by mid January. Please indicate competence for the indicators directly on the plan and return the completed plan at the end of the school year.

STANDARD 1 – Data-Based Decision Making and Accountability

The competent School psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Skill level: New skill Developing skill Competent No opportunity

Comments:

STANDARD 2 – Consultation and Collaboration

The competent school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent School Psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

Skill level: New skill Developing skill Competent No opportunity

Comments:

STANDARD 3 – Learning and Instruction

The competent school psychologist has knowledge of human learning processes, techniques to assess these processes and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions.

Skill level: New skill Developing skill Competent No opportunity

Comments:

STANDARD 4 – Socialization and Development of Life Skills

The competent school psychologist has knowledge of human developmental processes and techniques to assess these processes, and direct and indirect services, including consultation, behavioral assessment/intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Skill level: New skill Developing skill Competent No opportunity

Comments:

STANDARD 5 – *Student Diversity in Development and Learning*

The competent school psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Skill level: New skill Developing skill Competent No opportunity

Comments:

STANDARD 6 – *School and Systems Organization, Policy Development, and Climate*

The competent school psychologist has knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others.

Skill level: New skill Developing skill Competent No opportunity

Comments:

STANDARD 7 – *Prevention, Crisis Intervention, and Mental Health*

The competent school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The competent school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

Skill level: New skill Developing skill Competent No opportunity

Comments:

STANDARD 8 – Home/School/Community Collaborations

The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents), and understands influences on student development, learning, and behavior. Further, the competent school psychologist has knowledge of methods to involve families in education and service delivery. The competent school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Skill level: New skill Developing skill Competent No opportunity

Comments:

STANDARD 9 – Research and Program Evaluation

The competent school psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services.

Skill level: New skill Developing skill Competent No opportunity

Comments:

STANDARD 10 – School Psychology Practice and Development

The competent school psychologist has knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The competent School Psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

Skill level: New skill Developing skill Competent No opportunity

Comments:

STANDARD 11 – Technology Standards

The competent school psychologist has knowledge of relevant information sources and technology; and accesses, evaluates, and uses information sources and technology in ways that safeguard or enhance the quality of services.

Skill level: New skill Developing skill Competent No opportunity

Comments:

Please indicate particular intern strengths:

Please indicate areas needing continued development:

Recommended Grade: Credit No credit

Intern

Date

Supervisor

Date

Eastern Illinois University
Department of Psychology/School Psychology Program

PSY 6890 – Advanced Practicum: Consultation and Intervention
Spring 2010

Student Evaluation

Name of Practicum Student: _____ **(Please print)**

Supervisor: **Please rate the student's performance according to the following scale.**

E=Excellent, G=Good, S=Satisfactory, N=Needs Improvement, O=No Opportunity to Observe.

| PROFESSIONAL CONDUCT | 5 | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|----------|
| Exhibits cooperation and rapport with students. | E | G | S | N | O |
| Exhibits cooperation and rapport with faculty. | E | G | S | N | O |
| Exhibits cooperation and rapport with parents. | E | G | S | N | O |
| Exhibits enthusiasm, and warmth. | E | G | S | N | O |
| Is responsible and dependable. | E | G | S | N | O |
| Maintains confidentiality of student information. | E | G | S | N | O |
| Takes initiative – sees or asks what needs to be done. | E | G | S | N | O |
| Acts in a professional manner (e.g., dresses and speaks). | E | G | S | N | O |
| Adheres to ethical standards (e.g., fair to all people) | E | G | S | N | O |
| Works well with others different from him/herself | E | G | S | N | O |
| CONSULTATION SKILLS | | | | | |
| Uses data in assessment, treatment, and treatment evaluation. | E | G | S | N | O |
| Identifies the primary concerns of a teacher. | E | G | S | N | O |
| Uses objective measures to monitor the effects of consultation. | E | G | S | N | O |
| Identifies effective intervention strategies | E | G | S | N | O |
| School personnel highly regard this student's consultation skills. | E | G | S | N | O |
| COUNSELING SKILLS | | | | | |
| Skills to conduct intake interviews. | E | G | S | N | O |
| Skills to sort information and identify presenting problems. | E | G | S | N | O |

| | | | | | |
|---|---|---|---|---|---|
| Knowledge of individual psychotherapeutic interventions. | E | G | S | N | O |
| Skills to implement individual counseling techniques. | E | G | S | N | O |
| Knowledge of group psychotherapeutic interventions. | E | G | S | N | O |
| Skills to implement group techniques. | E | G | S | N | O |
| Uses data in assessment, treatment, and treatment evaluation. | E | G | S | N | O |
| Uses objective measures to monitor the effects of intervention. | E | G | S | N | O |
| Identifies community resources. | E | G | S | N | O |
| Recognize when outside referral or hospitalization is indicated. | E | G | S | N | O |
| Knowledge of most commonly used medications for school-aged children. | E | G | S | N | O |

SUPERVISION

| | | | | | |
|--|---|---|---|---|---|
| Student asks for feedback regarding performance. | E | G | S | N | O |
| The student appreciates alternative viewpoints. | E | G | S | N | O |
| Accepts and follows suggestions. | E | G | S | N | O |
| Student is aware of own areas needing improvement. | E | G | S | N | O |
| Student learns from experience. | E | G | S | N | O |
| Student seeks supervision as needed. | E | G | S | N | O |

Please use this section to elaborate on the student's strengths or areas needing improvement. As you know, the student is in training; and the information you provide will be used for addressing the professional development needs of the student.

More on back.

Strength

Areas needing improvement:

Other Comments/suggestions:

Over All Performance (please circle one): A B C D

| |
|--|
| Check One: Mid Term____ Final_____ |
|--|

Supervisor Signature

Date

Student Signature

Date

Thank you for providing educational opportunity to this student!

Eastern Illinois University School Psychology Program

SSP Portfolio Case Study Rubric

Two faculty reviewers will review each portfolio component and rate the five required elements according to the following scale:

1 = Below Criterion: Candidate does not yet meet expectations for the specialist level of training or entry into the profession without more practice and supervision.

2 = Meets Criterion: Candidate meets expectations for the specialist level of training and entry level competency in the profession.

3 = Exceeds Criterion: Candidate exceeds expectations for specialist level training and entry level competency in the profession.

Students will receive the higher of the two raters' scores for each component and must have an overall average of 2.0 or high to pass the SSP portfolio requirement. (Note: Reviewers may use .5 ratings which extend the rating scale to 3.5.)

| Component | Rating |
|--|--------|
| <p>1. Individual Assessment Case Study Report</p> <ul style="list-style-type: none">• Case summary and psychological report enable faculty to understand case.• Referral concerns and their context are clearly described.• Teacher and parent interviews and student observation are conducted as appropriate.• Background section of report is integrative.• Competent norm-referenced assessment skills are apparent along with CBM measures as appropriate.• Multi-method, multi-informant assessment skills are utilized.• Assessment results are analyzed and conceptualized correctly.• An integrative summary of all assessment results is provided. | _____ |

| | |
|--|-------|
| <ul style="list-style-type: none"> • Practical evidence-based recommendations are provided which address referral concerns and are based on assessment results. • Follow-up data is provided to document post-assessment involvement in implementing recommendations. • Measurable positive impact on the individual client is evident. • Report is well written (organization, clarity, grammar, appearance, etc.). • Candidate responded appropriately to oral questions about this case. | |
| <p>2. Individual or Group Counseling Case Study Report</p> <ul style="list-style-type: none"> • Report includes background and history which enables faculty to understand the case. • Referral concerns are redefined in specific and measurable behavioral terms. • Multi-modal analysis is used for assessment and goal setting. • Multi-modal interventions are utilized. • Progress notes and case summary are included. • Impact of counseling intervention on the functioning of the student or group in school and/or at home is documented. • Candidate responded appropriately to oral questions about this case. <p>3. Behavioral Problem-Solving Case Study Report</p> <ul style="list-style-type: none"> • The social behavior being addressed is appropriate for a school-based behavioral intervention. • A systematic problem-solving model is utilized. • Screening interviews and screening observations result in referral concerns being defined objectively, clearly, and completely. • Prior to implementing intervention, data are collected on the behavior(s) for a period of time adequate to get a stable baseline. • Problem analysis uses a variety of procedures (e.g., RIOT) to consider relevant and alterable factors from curriculum, instruction, environment, and student domains. • Intervention components address antecedents, target social behaviors, replacement social behaviors, and consequences as appropriate. | <hr/> |

| | |
|---|--------------|
| <ul style="list-style-type: none"> • Acceptability of intervention to any consultees is documented. • Candidate provides direct and indirect services as appropriate. • Ongoing data collection and revision of intervention are documented. • Integrity of intervention is monitored. • A summative evaluation addresses the impact of the intervention on the student's functioning in school and/or at home. • Case study report includes graphs of baseline, intervention and follow-up data. • Samples of any contracts, data forms, reinforcers, etc. are included. <p>Candidate responded appropriately to oral questions about this case.</p> | |
| <p>4. Academic Problem-Solving Case Study Report</p> <ul style="list-style-type: none"> • The report documents that the intern formally and systematically provided indirect services at a student or class-wide level • A systematic problem-solving model, as used in PSYC 621, is apparent • Report includes an introductory background section • Screening interviews and screening observations result in referral concerns being defined objectively, clearly, completely and in the context of local norms • Prior to implementing intervention, data are collected on the behavior(s) for a period of time adequate to get a stable baseline • Problem analysis uses a variety of procedures (e.g., RIOT) to consider relevant and alterable factors from curriculum, instruction, environment, and student domains • Intervention components address antecedents, target academic behaviors, replacement academic behaviors, and consequences as appropriate • Acceptability of intervention to consultee is documented • Ongoing data collection and revision of intervention are documented • Integrity of intervention is monitored • A summative evaluation addresses the impact of the intervention on the student's academic functioning • Case study report includes graphs of baseline, intervention and follow-up data | <p>_____</p> |

| | |
|---|--------------|
| <ul style="list-style-type: none"> • Samples of any contracts, data forms, reinforcers, etc. are included. • Candidate responded appropriately to oral questions about this case. | |
| <p>5. Measurable Positive Impact</p> <ul style="list-style-type: none"> • Candidate met with and assisted teachers and/or parents in implementing recommended interventions. • In general, follow-up data indicate that the candidate's efforts have had a measurable positive impact on client(s') problems. • When necessary, candidate facilitated outside referrals for additional intervention. | <p>_____</p> |
| <p>Vita</p> <ul style="list-style-type: none"> • Vita is appropriate for an employment application by a beginning school psychologist. • Vita accurate reflects the candidate's skills and accomplishments. <p>Personal Statement</p> <ul style="list-style-type: none"> • Philosophy of school psychology is addressed. • Short- and long-term goals are ambitious but reasonable. • Short- and long-term CPD plans are specific and appropriate to continue the candidate's career development. <p>Guidelines</p> <ul style="list-style-type: none"> • At least one multi-tiered group or class-wide intervention is conducted as part of case study number 6 or 7. • Portfolio guidelines are followed. • Confidentiality guidelines are followed. <p>Technology Rating</p> <ul style="list-style-type: none"> • Candidate attains proficiency on at least 90% of the competency areas. | <p>S/U</p> |

Eastern Illinois University School Psychology Program

Post-Internship Evaluation

One way that the faculty associated with the school psych program can evaluate the effectiveness of our curriculum is to solicit feedback from our former students. Please evaluate your training in each of the areas listed below in terms of how well you feel the on-campus portion of the program prepared you as a beginning intern. As you respond, keep in mind that we are not trying to evaluate you in any manner, only the offerings of the program.

I feel that the Eastern Illinois University School Psychology Program helped me to develop an understanding adequate to begin my internship in ...

| | | | | |
|----------------------|----------|--------|-------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |

Professional Issues

Please Circle Choice

| | | | | | |
|---|---|---|---|---|---|
| 1. Ethics & professional standards | 1 | 2 | 3 | 4 | 5 |
| 2. Educational laws/regulations | 1 | 2 | 3 | 4 | 5 |
| 3. Role & function of the school psychologist | 1 | 2 | 3 | 4 | 5 |
| 4. Educational systems & structure | 1 | 2 | 3 | 4 | 5 |
| 5. Professional organizations | 1 | 2 | 3 | 4 | 5 |
| 6. Preparation for seeking internship | 1 | 2 | 3 | 4 | 5 |
| 7. Diversity | 1 | 2 | 3 | 4 | 5 |
| 8. Technology | 1 | 2 | 3 | 4 | 5 |
| 9. Research & Evaluation | 1 | 2 | 3 | 4 | 5 |

Direct & Indirect Intervention

| | | | | | | |
|----|--------------------------------------|---|---|---|---|---|
| 1. | Individual Counseling/ Psychotherapy | 1 | 2 | 3 | 4 | 5 |
| 2. | Group Counseling/ Psychotherapy | 1 | 2 | 3 | 4 | 5 |
| 3. | Crisis Intervention | | | | | |
| 3. | Consultation processes | 1 | 2 | 3 | 4 | 5 |
| 4. | Behavioral interventions | 1 | 2 | 3 | 4 | 5 |
| 5. | Instructional interventions | 1 | 2 | 3 | 4 | 5 |
| 6. | Working with teachers | 1 | 2 | 3 | 4 | 5 |
| 7. | Working with parents | 1 | 2 | 3 | 4 | 5 |

Assessment

| | | | | | | |
|----|--|---|---|---|---|---|
| 1. | Intellectual assessment | 1 | 2 | 3 | 4 | 5 |
| 2. | Norm-referenced achievement assessment | 1 | 2 | 3 | 4 | 5 |
| 3. | Curriculum-based assessment | 1 | 2 | 3 | 4 | 5 |
| 4. | Objective personality/behavior assessment (e.g., rating scales, questionnaires) | 1 | 2 | 3 | 4 | 5 |
| 5. | Other personality assessment | 1 | 2 | 3 | 4 | 5 |
| 6. | Systematic behavioral observation/ assessment | 1 | 2 | 3 | 4 | 5 |
| 7. | Interviewing | 1 | 2 | 3 | 4 | 5 |
| 8. | Non-discriminatory assessment | 1 | 2 | 3 | 4 | 5 |

Please list and/or discuss any areas of preparation that were particularly critical to your success as an intern.

Please list and/or discuss any areas of preparation that were largely irrelevant to your success as an intern.

Please list and/or discuss any components of the program that you think are particular strengths of the program.

Please list and/or discuss any components of the program that you think are particular weaknesses of the program.

Eastern Illinois University
Sample INTERNSHIP PLAN
School Year:

School Psychology Intern: NAME

E#: XXX-XX-XXXX

Supervising School Psychologist: Name

Name, a school psychology intern, has been employed full-time by School. The parties agreed that the following learning experiences will be provided during the _____ school year under the direct supervision of SUPERVISOR's NAME, a certified school psychologist. The school administration of School understands that the internship is a learning and training experience which stresses the quality and variety of experiences available to the intern. In the training process, there will inevitably be some service to the district. However, it is stressed that the primary purpose of the internship is the training of the intern rather than service to the school district.

School Administrator
Date

Date

University Intern Supervisor

| <p>In accordance with the ISBE School Psychology Standards, the following identifies those competency developments that are expected of the Intern School Psychologist at the conclusion of the internship year. The intent of the list of indicators is to provide guidelines regarding specific skill areas and an evaluative barometer to measure professional <i>growth at the stage of training at which the evaluation takes place.</i></p> <p><i>New Skill Level</i> refers to a skill that is just being learned <i>Developing Skill Level</i> refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. <i>Competent Skill Level</i> refers to being knowledgeable about and has attained the skill level of an entry level practitioner.</p> | INTERNSHIP PLAN OF ACHIEVEMENT (Completed with the Site Supervisor at the beginning of the Internship) | | FORMATIVE EVALUATION INTERN SELF-RATING SCALE Pre-Internship Level of Competency | | | INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST RATING SCALE | | | | SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST RATING SCALE | | | |
|---|--|---|--|------------------|-----------|---|------------------|-----------|-------------------------------|--|------------------|-----------|-------------------------------|
| | Prescribed Activities | Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month & Yr) | Date: 8/31/10 | | | Date: | | | | Date: | | | |
| | | | New Skill | Developing Skill | Competent | New Skill | Developing Skill | Competent | No Opportunity to Demonstrate | New Skill | Developing Skill | Competent | No Opportunity to Demonstrate |
| systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others Performance Indicators: | | | | | | | | | | | | | |
| 6G. Contributes to the development of practices that provide beneficial programs and services for students and their family. | Become familiar with the various programs that are provided through surrounding school districts, local special education cooperative, and the community for families of children with special needs. Demonstrate skills to function as one of the district's change agents through active involvement in redesigning system-level programs such as CBM. | | | | | | | | | | | | |
| 6H. Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians. | Understand available community resources available to parents and students. Create a database of community resources for students/parents. | | | | | | | | | | | | |
| 6I. Participates in decision making that promotes effective services for students and their families/guardians. | Attend and participate in various district meetings (i.e., IEP meetings, support meetings, building meetings) | | | | | | | | | | | | |
| STANDARD 7 – Prevention, Crisis | | | | | | | | | | | | | |

