UCONN
NEAG SCHOOL OF EDUCATION

During the spring semester of the 2014-2015 school year, School Psychology students participate in practicum experiences throughout a variety of school locations. This report presents the aggregated results of these evaluations across 17 individuals. Some of the highlighted findings of the report are:

Overall Rating
- ✓ Overall supervisors rated a majority of the students 5 (63.64%), as having *"Pre-internship Competence",* while 4 (35.29) were rated as having "Adequate Competence" in the field of school psychology.

Block 1
- ✓ A majority of students (minimum of 58.82) received a rating of *"Pre-internship Competence"* in the following areas:
    - o Student demonstrates knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education.
    - o Student demonstrates the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.
    - o Student demonstrates competence in the administration and scoring of assessments of social, emotional, and behavioral health and wellbeing and interpretation of resulting data.
    - o Student demonstrates the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior.
    - o Student demonstrates competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.

Block 2
- ✓ A majority of students (minimum of 58.82) received a rating of *"Pre-internship Competence"* in the following areas:
    - o Student demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.
    - o Student demonstrates knowledge of educational and psychological measurement, evaluation, and assessment methods.
    - o Student provides services consistent with ethical and professional standards in professional psychology.
    - o Student provides services consistent with legal standards and regulations relevant to practice in settings in which they work.
    - o Student engages in responsive, systematic, ethical and professional decision-making.

Professional Work Characteristics

✓ With the exception of one item, interns received a rating of *"Always"* (indicating that the characteristic was consistently observed) at a level of 64.71% or higher in all domains.

Skill Development

Supervisors were asked to use the following scale to evaluate the performance and progress of the students that they were currently supervising. Ratings are based on observation of the student, or reports from students, school staff, and/or parents.

1	Inadequate Competence	Student demonstrates no skill in this area, or the student demonstrates the skill at a level that is ineffective, despite supervision
2	Minimal Competence	Student demonstrates aspects of the skill at a very basic level, and is effective in this area with a significant level of close, direct supervised assistance (i.e., supervisor observing and providing supervision during activity)
3	Developing Competence	Student demonstrates all aspects of the skill, and is effective in this area with frequent close, supervision; direct supervised assistance occasionally needed
4	Adequate Competence	Student demonstrates all aspects of the skill, and is effective in this area with on-going supervision to affirm the student's skill or to provide suggestions to increase the effectiveness of the skill. Direct supervised assistance rarely needed.
5	Pre-internship Competence	Student demonstrates all aspects of the skill and is effective in this area with regular, on-going supervision, but no direct supervised assistance.
NO	Not Observed	Skill not observed/insufficient data to make ratings at this time.

The items are based on the 2010 NASP standards for graduate education of school psychologists (see: http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf for additional details) and the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology (see http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf).

Part 1: Skill Development

Block 1

Objective 1: Assessment and Data-based Decision Making

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
A. Student demonstrates knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (APA Domain B.3.c)	10 (58.82%)	5 (29.41%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
B. Student demonstrates knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)	6 (35.29%)	3 (17.65%)	4 (23.53%)	0 (0.00%)	0 (0.00%)	4 (23.53%)
C. Student demonstrates the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.	11 (64.71%)	3 (17.65%)	2 (11.76%)	1 (5.88%)	0 (0.00%)	0 (0.00%)
D. Student demonstrates competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	5 (29.41%)	3 (17.65%)	5 (29.41%)	0 (0.00%)	0 (0.00%)	4 (23.53%)
E. Student demonstrates competence in the administration and scoring of curriculum based assessment	4 (23.53%)	2 (11.76%)	3 (17.65%)	0 (0.00%)	0 (0.00%)	8 (47.06%)

and interpretation of resulting data including the subsequent use of relevant tools such as curriculum based measurement as a method to progress monitor treatment outcomes.						
F. Student demonstrates competence in the administration and scoring of assessments of social, emotional, and behavioral health and wellbeing and interpretation of resulting data.	10 (58.82%)	3 (17.65%)	2 (11.76%)	1 (5.88%)	0 (0.00%)	1 (5.88%)
G. Student demonstrates competence in the administration and scoring of academic assessment tools including standardized testing, criterion referenced testing, curriculum based assessment and measurement, direct observation, interviewing, and review of permanent products.	8 (47.06%)	2 (11.76%)	5 (29.41%)	0 (0.00%)	0 (0.00%)	2 (11.76%)
H. Student demonstrates competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	12 (70.59%)	1 (5.88%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	2 (11.76%)
I. Student demonstrates the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	10 (58.82%)	3 (17.65%)	2 (11.76%)	1 (5.88%)	0 (0.00%)	1 (5.88%)
J. Student demonstrates the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being	8 (47.06%)	5 (29.41%)	1 (5.88%)	1 (5.88%)	0 (0.00%)	2 (11.76%)

conducted into a concise, meaningful, organized, and relevant report including recommendations.

Objective 2: Consultation and Collaboration

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
A. Student demonstrates knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.	6 (35.29%)	5 (29.41%)	3 (17.65%)	2 (11.76%)	0 (0.00%)	1 (5.88%)
B. Student demonstrates knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	6 (35.29%)	4 (23.53%)	3 (17.65%)	2 (11.76%)	0 (0.00%)	2 (11.76%)
C. Student demonstrates effective consultation and collaboration skills in planning processes at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	7 (41.18%)	3 (17.65%)	3 (17.65%)	0 (0.00%)	0 (0.00%)	4 (23.53%)
D. Student demonstrates effective consultation and collaboration skills in problem-solving processes at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	6 (35.29%)	4 (23.53%)	3 (17.65%)	0 (0.00%)	0 (0.00%)	4 (23.53%)

E. Student demonstrates effective consultation and collaboration skills in decision-making processes at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	6 (35.29%)	3 (17.65%)	3 (17.65%)	0 (0.00%)	0 (0.00%)	5 (29.41%)
F. Student facilitates collaboration and communication among diverse school personnel, families, community professionals, and others.	6 (35.29%)	5 (29.41%)	0 (0.00%)	1 (5.88%)	0 (0.00%)	5 (29.41%)
G. Student effectively communicates information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders).	6 (35.29%)	5 (29.41%)	1 (5.88%)	1 (5.88%)	0 (0.00%)	4 (23.53%)

Objective 3: Interventions and Instructional Support to Develop Academic Skills

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
A. Student demonstrates knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	9 (52.94%)	4 (23.53%)	1 (5.88%)	1 (5.88%)	0 (0.00%)	2 (11.76%)
B. Student uses data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c).	4 (23.53%)	3 (17.65%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	8 (47.06%)
C. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children academic skills. (APA Domain B.3.c)	5 (29.41%)	2 (11.76%)	2 (11.76%)	1 (5.88%)	0 (0.00%)	7 (41.18%)

Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills

	Professional Competence	Adequate Initial Professional Competence	Developing Professional Competence	Minimal Competence	Inadequate Competence	Not Observed
A. Student demonstrates knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	7 (41.18%)	6 (35.29%)	2 (11.76%)	1 (5.88%)	0 (0.00%)	1 (5.88%)
B. Student demonstrates knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children	6 (35.29%)	3 (17.65%)	4 (23.53%)	0 (0.00%)	0 (0.00%)	4 (23.53%)

with diverse backgrounds and characteristics. (APA Domain B.3.c)						
C. Student uses assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	6 (35.29%)	2 (11.76%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	7 (41.18%)
D. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	7 (41.18%)	3 (17.65%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	6 (35.29%)

Objective 5: School-wide Practices to Promote Learning

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
A. Student demonstrates an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.	8 (47.06%)	4 (23.53%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	3 (17.65%)
B. Student demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.	8 (47.06%)	3 (17.65%)	4 (23.53%)	0 (0.00%)	0 (0.00%)	2 (11.76%)
C. Student demonstrates knowledge of evidence-based systems-wide (e.g., district, school) practices that promote	7 (41.18%)	4 (23.53%)	1 (5.88%)	2 (11.76%)	0 (0.00%)	3 (17.65%)

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.						
D. Student is a contributing, effective member on various committees within the school (e.g., pupil services, special education, and curriculum planning, instructional methodology).	4 (23.53%)	4 (23.53%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	8 (47.06%)
E. Student designs and implements evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery.	4 (23.53%)	2 (11.76%)	3 (17.65%)	1 (5.88%)	0 (0.00%)	7 (41.18%)
F. Student utilizes data-based decision making and evaluation methods for systems-wide (e.g., district, school) issues, initiatives, and accountability responsibilities.	2 (11.76%)	4 (23.53%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	10 (58.82%)

Objective 6: Preventive and Responsive Services

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
A. Student demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	7 (41.18%)	2 (11.76%)	4 (23.53%)	1 (5.88%)	0 (0.00%)	3 (17.65%)
B. Student demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and	8 (47.06%)	2 (11.76%)	2 (11.76%)	2 (11.76%)	0 (0.00%)	3 (17.65%)

behavioral health and well-being. (APA Domain B.3.c)						
C. Student demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	2 (11.76%)	1 (5.88%)	2 (11.76%)	2 (11.76%)	0 (0.00%)	10 (58.82%)
D. Student contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	1 (5.88%)	0 (0.00%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	15 (88.24%)
E. Student engages in data-based decision making through direct and indirect delivery to promote preventive and responsive services.	4 (23.53%)	2 (11.76%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	10 (58.82%)

Objective 7: Family – School Collaboration Services

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
A. Student demonstrates knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children's development.	8 (47.06%)	4 (23.53%)	3 (17.65%)	0 (0.00%)	0 (0.00%)	2 (11.76%)
B. Student demonstrates knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).	6 (35.29%)	4 (23.53%)	3 (17.65%)	1 (5.88%)	0 (0.00%)	3 (17.65%)
C. Student demonstrates knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	5 (29.41%)	4 (23.53%)	3 (17.65%)	1 (5.88%)	0 (0.00%)	4 (23.53%)

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
D. Student demonstrates skills to design, implement, and evaluate services that respond to family culture and context.	3 (17.65%)	0 (0.00%)	3 (17.65%)	2 (11.76%)	0 (0.00%)	9 (52.94%)
E. Student facilitates family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.	2 (11.76%)	0 (0.00%)	3 (17.65%)	0 (0.00%)	0 (0.00%)	12 (70.59%)
F. Student designs, implements, and evaluates education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being.	3 (17.65%)	2 (11.76%)	3 (17.65%)	0 (0.00%)	0 (0.00%)	9 (52.94%)

Objective 8: Supervision

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
A. Student demonstrates knowledge of the theory and research associated with supervision.	3 (17.65%)	2 (11.76%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	11 (64.71%)
B. Student demonstrates knowledge of methods to assess and evaluate the effectiveness of supervision.	3 (17.65%)	0 (0.00%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	13 (76.47%)
C. Student is able to effectively provide written and oral feedback to a supervisee.	0 (0.00%)	0 (0.00%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	16 (94.12%)
D. Student is able to model skills to a supervisee.	1 (5.88%)	0 (0.00%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	15 (88.24%)
E. Student demonstrates self-reflection and evaluation of competence as a supervisor.	0 (0.00%)	0 (0.00%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	16 (94.12%)

Block 2

Objective 1: Diversity in Development and Learning

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
A. Student demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.	10 (58.82%)	4 (23.53%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	1 (5.88%)
B. Student demonstrates knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.	7 (41.18%)	2 (11.76%)	6 (35.29%)	0 (0.00%)	0 (0.00%)	2 (11.76%)
C. Student demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.	7 (41.18%)	2 (11.76%)	4 (23.53%)	0 (0.00%)	0 (0.00%)	4 (23.53%)
D. Student provides effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts.	4 (23.53%)	1 (5.88%)	4 (23.53%)	1 (5.88%)	0 (0.00%)	7 (41.18%)
E. Student addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.	5 (29.41%)	5 (29.41%)	1 (5.88%)	1 (5.88%)	0 (0.00%)	5 (29.41%)
F. Student applies principles of social justice and a respect for diversity in development and learning when providing professional services that	8 (47.06%)	0 (0.00%)	1 (5.88%)	1 (5.88%)	0 (0.00%)	7 (41.18%)

promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts.

Objective 2: Research and Program Evaluation

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
A. Student demonstrates knowledge of group and single-case research designs. (APA Domain B.3.a).	5 (29.41%)	3 (17.65%)	4 (23.53%)	0 (0.00%)	0 (0.00%)	5 (29.41%)
B. Student demonstrates knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)	10 (58.82%)	3 (17.65%)	1 (5.88%)	1 (5.88%)	0 (0.00%)	2 (11.76%)
C. Student demonstrates knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)	5 (29.41%)	5 (29.41%)	3 (17.65%)	1 (5.88%)	0 (0.00%)	3 (17.65%)
D. Student completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	3 (17.65%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	14 (82.35%)
E. Student evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	5 (29.41%)	2 (11.76%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	9 (52.94%)
F. Student uses varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.	7 (41.18%)	4 (23.53%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	4 (23.53%)

Objective 3: Legal, Ethical, and Professional Practice

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed
A. Student demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	7 (41.18%)	4 (23.53%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	4 (23.53%)
B. Student demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	8 (47.06%)	3 (17.65%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	4 (23.53%)
C. Student demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	7 (41.18%)	3 (17.65%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	6 (35.29%)
D. Student provides services consistent with ethical and professional standards in professional psychology.	10 (58.82%)	1 (5.88%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	4 (23.53%)
E. Student provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	11 (64.71%)	1 (5.88%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	3 (17.65%)
F. Student engages in responsive, systematic, ethical and professional decision-making.	10 (58.82%)	2 (11.76%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	3 (17.65%)

Part II: Professional Work Characteristics

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate the student's professional work characteristics using the following scale:

1	Never	Characteristic is not evident
2	Rarely	Characteristic is evident and demonstrated with little to no consistency
3	Sometimes	Characteristic is evident and demonstrated at times
4	Often	Characteristic is evident and demonstrated at times
5	Always	Characteristic is evident and consistently demonstrated
6	Not Observed	There were no opportunities for the characteristics to be demonstrated

These items align with UConn School Psychology Program Competencies under Objective 2.3

	Always	Often	Sometimes	Rarely	Never	Not Observed
1. Punctuality and attendance • Arrives at specified time, makes arrangements for scheduling conflicts, and demonstrates dependability.	15 (88.24%)	1 (5.88%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
2. Professional appearance and demeanor • Follows school norms and adheres to district/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions.	16 (94.12%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
3. Initiative, motivation, consistency, and perseverance • Takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin	16 (94.12%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

anticipated tasks; articulates ideas in clear, collaborative, and professional manner.						
4. Flexibility, adaptability to novel/unexpected situations • Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, and manages stress to prevent inference with service delivery.	16 (94.12%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
5. Poise, tactfulness, and rapport with staff and others • Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines.	16 (94.12%)	0 (0.00%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
6. Preparation and organization • Demonstrates time management skills, meets deadlines, arrives prepared, and maintains confidential records.	15 (88.24%)	1 (5.88%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
7. Ability to handle professionally constructive criticism and positively use feedback • Accepts criticism and feedback, uses supervision productively, and makes corrections to address legitimate concerns from supervisors.	15 (88.24%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
8. Ability to accurately self-evaluate areas of practice • Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates	12 (70.59%)	4 (23.53%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

elements of reflection-on-action.					
9. Respect for cultural and individual diversity: • Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation.	15 (88.24%)	1 (5.88%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
10. Engaging in continuing education, including participation in professional associations for school psychologists • Seeks learning experiences, including opportunities to observe provision of services outside of current competences, participates in formal professional development sessions, uses resources (supervision, literature) for professional development.	11 (64.71%)	4 (23.53%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (11.76%)
11. Development of professional identity and integrity: • Displays emerging professional identity as psychology; demonstrates adherence to professional values; infuses work as a psychologists-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others.	13 (76.47%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (11.76%)
12. Self-care • Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice.	10 (58.82%)	4 (23.53%)	1 (5.88%)	0 (0.00%)	0 (0.00%)	2 (11.76%)

13. Effective communication skills • Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively.	14 (82.35%)	2 (11.76%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (5.88%)
14. Knowledge and application of evidence-based practice • Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences.	12 (70.59%)	5 (29.41%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Part III: Summary

What are the student's strengths?

Answer
Statements contained personal information and were redacted

In what areas does this student need to grow?

Answer
Statements contained personal information and were redacted

1	Inadequate Competence	Student demonstrates no skill in this area, or the student demonstrates the skill at a level that is ineffective, despite supervision
2	Minimal Competence	Student demonstrates aspects of the skill at a very basic level, and is effective in this area with a significant level of close, direct supervised assistance (i.e., supervisor observing and providing supervision during activity)
3	Developing Competence	Student demonstrates all aspects of the skill, and is effective in this area with frequent close, supervision; direct supervised assistance occasionally needed
4	Adequate Competence	Student demonstrates all aspects of the skill, and is effective in this area with on-going supervision to affirm the student's skill or to provide suggestions to increase the effectiveness of the skill. Direct supervised assistance rarely needed.
5	Pre-internship Competence	Student demonstrates all aspects of the skill and is effective in this area with regular, on-going supervision, but no direct supervised assistance.
NO	Not Observed	Skill not observed/insufficient data to make ratings at this time.

The items are based on the 2010 NASP standards for graduate education of school psychologists (see: http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf for additional details) and the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology (see http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf).

Overall rating of student:

Answer	Count	Percent
5	9	52.94%
4	6	35.29%
3	2	11.76%