

Performance-Based Assessment Plan¹

Programs in School Psychology

Ball State University

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¹ This document includes the *Student Review and Retention Policy* as an appendix.

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Rationale

School Psychology Program faculty at Ball State University have established a comprehensive multi-faceted assessment and evaluation process to assure that students obtain the content knowledge, professional knowledge and skills and dispositions necessary to serve as professional school psychologists. Evaluation procedures occur throughout the program and are based on both formative and summative assessment. The evaluation process has been designed to assess candidate performance at the level of individual classes and coursework and the at the unit level. Ultimately the process reflects Philosophy/Mission of the program as outlined in the *Student Handbook*. This philosophy reflects the Conceptual Framework for Professional Educators at Ball State, content and developmental performance standards as articulated by the Indiana Professional Standards Board, the *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2000) from The National Association of School Psychologists and National Council for Teacher Accreditation (NCATE) and the American Psychological Association (APA).

Assessment Process

The program is committed to systematic assessment of its success in articulating its mission. This assessment takes place at three levels:

1. Competencies and performance of school psychology candidates
2. Competencies and performance of school psychology graduates.
3. Systematic program review .

Competencies and Performance of School Psychology Candidates

Assessment of students begins before they are admitted to the program and continues even after completion of their degrees. An overview of the process and decision points are given in Tables 1 and 2. Successful completion of the program is based on students demonstrating mastery of content knowledge, professional knowledge and skills, and dispositions and personal effectiveness related to professional objectives.

**Table 1 Decision Points for
Performance-Based Assessment of School Psychology Graduate Students
Specialist in Education in School Psychology (Ed.S.)
Ball State University**

Admission	Year 1	Admission to EdS (for those admitted to MA)	Year 2	Internship Approval	Praxis Exam (end of year 2 or beginning of Year 3)	Year 3	Post-Graduate Follow-UP
<p>Admission to the Graduate School at BSU – 2.75 minimum undergraduate GPA required for MA, 3.2 graduate GPA required for EdS.</p> <p>Advanced Graduate Studies Committee makes admission decisions based on undergraduate GPA, GRE, statement of diversity, purpose, and personal description, letters of recommendation and potential for profession of school psychology</p>	<p>Maintain GPA of 3.0 for MA, 3.2 for EdS students)</p> <p>Yearly Evaluation by Core School Psychology Committee includes: Portfolio and Professional and personal characteristics (see <i>Student Review and Retention Policy</i>)</p> <p>Student evaluation of courses</p>	<p>Completion of 30 hours including EDPSY 640 Research Methodology or previous Masters Degree</p> <p>Committee evaluation of suitability and performance as a school psychologist</p>	<p>Maintain GPA of 3.2</p> <p>Yearly Evaluation by Core School Psychology Committee includes: Portfolio Professional and personal characteristics (see <i>Student Review and Retention Policy</i>)</p> <p>Student evaluation of courses</p>	<p>Exit Interview with Practicum Director and recommendation for Internship</p>	<p>Successfully attain a “passing score” on the Praxis II Specialty exam in School Psychology</p> <p>At the present time, a passing score is defined as a score equal to or greater than that required to become a Nationally Certified School Psychologist NCSP (660)</p>	<p>Evaluation by internship supervisor</p> <p>Student evaluation of courses</p>	<p>Employment data</p> <p>First year post graduate evaluation of program.</p> <p>Employer survey of graduate performance</p> <p>Annual alumnae newsletter soliciting graduate updates</p>

**Table 2 Decision Points for
Performance-Based Assessment of School Psychology Graduate Students
Doctor of Philosophy in School Psychology (Ph.D.)
Ball State University**

Admission	Year 1	Year 2		Year 3		Year 4	Post-Graduate Follow-UP
<p>Admission to the Graduate School at BSU –3.2 minimum graduate GPA required</p> <p>Advanced Graduate Studies Committee makes admission decisions based on undergraduate GPA, GRE, statement of diversity ,purpose and personal description, and letters of recommendation and potential for profession of school psychology</p>	<p>Maintain GPA of 3.2</p> <p>Establish Doctoral Committee</p> <p>Yearly Evaluation by Core School Psychology Committee includes: Portfolio Professional and personal characteristics (see <i>Student Review and Retention Policy</i>)</p> <p>Student evaluation of courses</p>	<p>Comprehensive Exams: Successfully attain a “passing score” on the Praxis II Specialty exam in School Psychology. At the present time, a passing score is defined as a score equal to or greater than that required to become a Nationally Certified School Psychologist NCSP (660)</p> <p>Complete written exams in major and cognate areas – Committee decides on questions and format --a two hour oral exam follows.</p>	<p>Maintain GPA of 3.2</p> <p>Yearly Evaluation by Core School Psychology Committee includes: Portfolio Professional and personal characteristics (see <i>Student Review and Retention Policy</i>)</p> <p>Student evaluation of courses</p>	<p>Complete pre-dissertation research requirement.</p> <p>Develop Dissertation Proposal.</p> <p>Maintain GPA of 3.2</p> <p>Yearly Evaluation by Core School Psychology Committee includes: Portfolio Professional and personal characteristics (see <i>Student Review and Retention Policy</i>)</p>	<p>Internship Approval :</p> <p>Exit Interview with Practicum Director and recommendation for Internship</p> <p>Student evaluation of courses</p>	<p>Formative and Summative Evaluation by internship supervisor</p> <p>Yearly Evaluation by Core School Psychology Committee includes: Portfolio Professional and personal characteristics (see <i>Student Review and Retention Policy</i>)</p> <p><i>Student evaluation of courses</i></p>	<p>Employment data</p> <p>First year post graduate evaluation of program.</p> <p>Employer survey of graduate performance</p> <p>Annual alumnae newsletter soliciting graduate updates</p>

Admissions

Evaluation of students begins during the admissions procedure, where students are carefully selected based upon the expectation that they can successfully complete the program and function as school psychologists..

Course Work:

M.A. students must maintain a cumulative G.P.A. of at least 3.0 and Ed.S. and Ph.D. students, a G.P.A. of at least 3.2, after completing 9 hours of study for courses taken toward their respective degrees. Assessment in such course work takes a multitude of forms including examinations, case studies, simulations, and performance appraisal of skills in authentic settings. Course syllabi reflect the breadth of the methods used and students are urged to familiarize themselves with the requirements for these courses.

Additionally, students must earn a minimum grade of “B” in school psychology core courses: EDPSY 653, EDPSY 651, EDPSY 687, and EDPSY 612 that are prerequisite to practica EDPSY 688 and EDPSY 689. If a grade of B- or less is attained, the School Psychology Core Committee will develop an appropriate remediation plan before the student may proceed with practicum.

Annual Committee Review:

School psychology faculty meet annually to review all students. However, evaluation is ongoing and questions or concerns may be initiated at any time during the year. Before the annual review, the student presents his or her portfolio (see details below) to the committee. The review process and procedures for appeals can be found in Appendix A (*Student Review and Retention Policy*). Review includes evaluation of performance and suitability for the profession, along with assessment of professional development and ethical behavior. The development of appropriate dispositions and professional skills are given particular emphasis in evaluation of practicum and internship performance.

After the committee meets, students are provided with information about their progress to help them take advantage of strengths and/or to remediate weaknesses in academic, professional, and/or personal arenas. Forms for the review and feedback for students are provided in Appendix B.

The Portfolio:

Throughout the course of the program, students are required to develop portfolios. The goal of the *portfolio* is for students to develop a means for purposeful self-appraisal that can be used throughout their careers in School Psychology. Among other things, student portfolios reflect attainment of appropriate professional

knowledge and skills as well as dispositions appropriate to the profession. The portfolio is not intended to replace graded assessment through evaluation of assignments in courses. Rather, the portfolio is a collection of artifacts that are linked to rationale and reflective statements. Although artifacts may include assignments that have already been evaluated in a particular class, individual artifacts will not be assessed within the portfolio. Instead, this format provides opportunities for students to connect field and classroom experiences and to reflect on interpretations and judgments in a way that is not possible in most classroom-based assessment. Students beginning the program as of Autumn 2003 are required to present their portfolios electronically. Guidelines and rubrics for the portfolio are included in Appendix B.

Portfolio Requirements

First Year:

Each student submits a *portfolio* that includes the following:

1. Curriculum vita that includes personal and professional goals.
2. Plan of study for the current degree (MA., EdS or PhD) with grades for completed course work and projected enrollment indicated.
3. Artifacts, rationale, and reflective statements relating to the 11 “Domains” that reflect competencies outlined in the *National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology*.
4. Prepracticum logs.
5. “School Activities Checklist”

Information is also accumulated from faculty to evaluate student performance in assistantships, etc.

Second Year:

Each student submits a *portfolio* that includes the following:

1. Curriculum vita that includes personal and professional goals.
2. Plan of study for the appropriate degree with grades for completed course work and projected enrollment indicated.
3. Reflective statements, artifacts, and reflective statements relating to the 11 “Domains” that reflect competencies outlined in the *National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology*.
4. Practicum logs.

PhD students only:

5. List of doctoral committee members

Information is also accumulated from field-based supervisors and faculty about performance in field placements and assistantships.

Third Year (EdS Students)

Each student submits a *portfolio** that includes the following:

1. Curriculum vita that includes personal and professional goals.
2. Plan of study for the appropriate degree with grades for completed course work and projected enrollment indicated.
3. Reflective statements, artifacts, and reflective statements relating to the 11 “Domains” that reflect competencies outlined in the *National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology*.
4. Internship logs.
5. Praxis II Scores.
Praxis II , School Psychology Specialty Exam, Scores are also reported directly to BSU

Committee review is also based on information provided by the internship supervisor.

Third Year (PhD Students)

Each student submits a *portfolio* that includes the following:

1. Curriculum vita that includes personal and professional goals.
2. Plan of study for the appropriate degree with grades for completed course work and projected enrollment indicated.
3. Reflective statements, artifacts, and reflective statements relating to the 11 “Domains” that reflect competencies outlined in the *National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology*.
4. Praxis II Scores:
Praxis II , School Psychology Specialty Exam, Scores are also reported directly to BSU. The Praxis II is the core exam for comprehensive examinations for Doctoral students who must obtain a passing score on the exam before writing in the major area and cognate(s).
5. Results of Comprehensive Examinations
6. Evidence that the Pre-dissertation Research Requirement has been completed.
7. Committee approval of dissertation proposal

Fourth Year (PhD Students)

Each student submits a *portfolio* that includes the following:

1. Curriculum vita that includes personal and professional goals.
2. Plan of study for the appropriate degree with grades for completed course work and projected enrollment indicated.
3. Reflective statements, artifacts, and reflective statements relating to the 11 “Domains” that reflect competencies outlined in the *National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology*.
4. Internship logs
5. Final approval of dissertation

Committee review is also based on information provided by the internship supervisor.

Graduate Competencies

Internship supervisors are surveyed yearly in order to assess preparation of students and to determine areas of suggested improvement. Employers are periodically surveyed to determine employees’ competencies.

Systematic Program Review

The School Psychology Core Committee meets periodically to review program issues in order to incorporate the results of feedback from student and graduate reviews into program improvement.

Appendix A
STUDENT REVIEW AND RETENTION POLICY
School Psychology Program
Department of Educational Psychology
Ball State University
Muncie, IN 47306

I. Purpose

This policy was developed to delineate the procedures used by the program to (a) evaluate student performance, b) respond to problematic, inadequate, or impaired student performance, and c) ensure that due process is accorded all parties during the evaluation and review.

The formal evaluation policies and procedures outlined in this document have been designed to provide:

1. students with information about their progress that will enable them to take advantage of strengths and/or to remediate weaknesses in academic, professional, and/or personal development.
2. faculty with information about the progress of students in order to facilitate decision making that is in the best interests of students and the profession they are preparing to enter.

II. Rationale

Successful completion of a program in school psychology is based on students demonstrating academic, professional, and personal effectiveness related to professional objectives. The faculty of the School Psychology Program have a professional responsibility to evaluate the academic, professional, and personal development of students in its training programs. There needs to be a mechanism to address concerns about the suitability of students entering the profession. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely manner.

III. Due Process: General Guidelines:

Due process ensures that decisions made by the program about students are not arbitrary or personally based and requires that the program has a) specific evaluative procedures that are applied to all students and b) appropriate appeal procedures available to students so that they may challenge the program's action. General due process guidelines follow.

Responsibilities of the program include:

- A. Presentation , in writing, to students the program's expectations related to academic/professional functioning.
- B. Stipulation of the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals.
- C. Articulation of the various procedures and actions involved in making decisions regarding impairment. *Definition of Academic/Professional Impairment* appears in Appendix A.
- D. Communication, early and often, with students about any suspected difficulties.
- E. Remediation planning for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
- F. Provision of a written procedure to the student that describes how the student may appeal the program's action. Such procedures are included in the program's handbook and are made available to students at the beginning of the program of study.
- G. Insurance that students have sufficient time to respond to any action taken by the program.
- H. Use of input from multiple professional sources when making decisions or recommendations regarding students' performance.
- I. Documentation, in writing to all relevant parties involved, the action taken by the program and its rationale.

IV. Guidelines for Student and Program Responsibilities

A. Students

There are several general expectations and responsibilities of all students regarding their academic/professional performance in attaining program goals as well as their individual personal goals. These expectations and responsibilities are outlined in the *Student Handbook*.

B. Program:

Programs in School Psychology offered by the Department of Educational Psychology offer essential academic and practical experiences that foster the goal of developing highly qualified school psychologists to work with children and adolescents, families and other professionals in schools and related human service settings. The programs are committed to providing an environment to assist students in integrating personal values and attitudes, functioning as individuals, and meeting their academic/professional goals.

1. The program will provide students with information regarding academic/professional standards and guidelines as well as information regarding relevant legal regulations and ethical standards that govern the practice of psychology. In addition, departmental standards are provided to students in the program handbook.
2. To assess students' competencies in skills identified by the program, criteria in the form of evaluation forms have been established (see Appendix B).

V. Review

All students are evaluated at least once a year through a formal review meeting of the Core Committee. However, evaluation is an ongoing procedure and questions about a student can be initiated by any faculty member, including course instructor, assistantship supervisor, research supervisor, practicum/clinical supervisor, committee chair and addressed at any time during the year as well.

A. Continuous Review

Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled Core Committee meetings. Discussions concerning student performance and progress will be held in "executive session." At that time, any questions about

students may be raised for the Core Committee to consider.

B. Yearly Review

Once per academic year, the School Psychology Core Committee meet formally to review all students enrolled in the school psychology programs. At this meeting, the progress of all students is to be assessed. Students will prepare a portfolio to assist the Core committee in making their decisions. Guidelines for preparation of the portfolio Beginning with Autumn 2003, this portfolio will be submitted electronically. A tentative date for the committee meeting will be announced at the beginning of the second semester. The portfolio must be submitted by the date specified by the committee (usually at least 10 working days before the meeting).

All students will be provided with written individual evaluations stating strengths and weaknesses as discussed by the committee. Students who have not demonstrated satisfactory progress will be notified individually by the appropriate program director and instructed to make an appointment with him/her in order to receive feedback and to identify appropriate remediation procedures expected of the student.

C. Recommendations

The Core Committee will ordinarily recommend one of the following:

1. ***No Significant Problems***: student continues in the program as usual.
2. ***Inadequate for a Student-in-Training*** in any of the major categories of evaluation: Results in one of the following plans:
 - a. ***Acknowledgment Notice and Informal Remediation***: the student and his/her committee is given an opportunity to informally address a limited number of skills deficits.
 - b. ***Probation and Formal Remediation***: the student is actively and systematically monitored for a specified length of time the degree to which the student addresses, changes, and/or otherwise improves the behavior associated with the inadequate rating.

c.

In unusual circumstances the infraction may be so serious as to warrant one of the following:

3. *Voluntary resignation*: recommend the student resign from the program.
4. *Termination from the program*: if the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.

VI. Retention/Remediation

A. *Acknowledgment Notice* with Informal Remediation:

1. Written notice is provided to the student.
2. The student's committee will work with the student to rectify the problem or skills deficits addressed by the rating.

B. *Probation and Remediation*: a remediation program is developed and monitored as outlined below.

1. The program director meets with the student and discusses with the student of the identified problem areas noted by the faculty.
2. The program director should notify the student, in writing, that he or she is on probation within the program.
3. The student and the advisor develop a plan for changing the student's behavior. This plan:
 - c. defines the student's problems in behavioral terms.
 - d. identifies the expected behavior patterns or goals.
 - e. specifies possible methods that could be used to reach these goals, which might include:
 - (i) increasing academic/professional supervision, either with the same or other faculty members,
 - (ii) changing the format, emphasis, and/or focus of academic/professional supervision,
 - (iii) recommending and/or requiring personal therapy in a way in which all parties involved

- from the program.
- d. Dismissal from the program: if the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.
9. The student will be notified in writing, by the advisor, of the reevaluation decision and will request that the student make an appointment with the advisor for feedback concerning the decision.
 10. Depending upon the reevaluation decision (as outlined in 8, a. b. c. and d. above) by the Core Committee, the student and the advisor will review the options available to the student.
 11. If dismissal from the program is recommended by the faculty, a written notification will be given to the student and will state the reasons for the termination.

VII. Appeal/Grievance Procedures

A. Basis for Appeal

The student may appeal the decision of the Core Committee if he/she feels that correct procedures have not been followed or that the committee acted without sufficient information. If the student believes the grievance involves illegal discrimination, then the student should contact the University Office of Equal Opportunity and Affirmative Action and/or other relevant university offices (e.g., Office of Disabled Student Services).

B. Procedure

If the student challenges the action taken by the committee as described previously, she/he must within ten (10) working days of the committee's decision inform the Director of the Appropriate Program who will in turn notify the Chair of the Department of Educational Psychology of such a challenge.

1. The Chair of the Department of Educational Psychology will convene the Advanced Graduate Studies Committee. The student retains the right to hear all facts with the opportunity to dispute or explain his/her behavior.

2. A review hearing will be conducted in which the challenge is heard and the evidence presented.
3. The Advanced Graduate Studies Committee will submit a report to the student, the Core Committee, the Director of the Appropriate Program, and the Chair of the Department within five (5) days of the completion of the hearing. This letter will include recommendations for further action. Decisions of the committee will be determined by a majority vote.
4. Further action will follow departmental and university grievance guidelines.

DEFINITION OF IMPAIRMENT

INTERFERENCE IN PROFESSIONAL FUNCTIONING WHICH IS REFLECTED IN ONE OR MORE OF THE FOLLOWING WAYS:

1. An Inability and/or unwillingness to acquire and integrate academic/professional standards into one's repertoire of academic/professional behaviors.
2. An inability to acquire academic/professional skills in order to reach an acceptable level of competency.
3. An inability to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions which interfere with academic/professional functioning

DEFINITION OF PROBLEMATIC BEHAVIOR

When a Student's behavior, attitude, or characteristic, which, while of concern and requiring remediation, is perceived not to be unexpected nor excessive for professionals in training.

Performance anxiety, discomfort with clients of diverse lifestyles and ethnic

backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.

WHEN DO PROBLEMATIC BEHAVIORS BECOME IDENTIFIED AS IMPAIRMENTS?

Although it is a professional judgment as to when a student's behavior becomes more serious (i.e., impaired) rather than just problematic, problems typically become identified as impairments when they include one or more of the following characteristics:

1. The student does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit which can be remediated by academic or didactic training.
3. The quality of services delivered by the student is sufficiently negatively affected.
4. The problem is not restricted to one area of academic/professional functioning.
5. A disproportionate amount of attention by faculty/training personnel is required
6. The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.
7. The problematic behavior has the potential for ethical or legal ramifications if not addressed.
8. The student's behavior negatively affects the public view of the department.

Adapted from:

Lamb, D., Presser, N., Pfof, K., Baum, M., Jackson, V., & Jarvis, P. (1987). Confronting professional impairment during the internship: Identification, due process, and remediation. Professional Psychology: Research and Practice, 18, 587-603.

Appendix B
School Psychology Program
Yearly Review of Student Progress

Name of Student _____

Reviewed By _____

Date of Review: _____

Degree Program: M.A. Ed. S. Ph.D.

Year in Program: 1 2 3 4 5 6 7

Evaluation of the Portfolio:

Overall Rubric:

Rating Scale			
0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
No portfolio presented	(a) Materials are incomplete (b) Poorly organized and poor appearance (c) Written communication is unclear (d) Content lacks essential information	(a) Materials generally complete (b) Professional appearance and organization (c) Clearly written (d) Appropriate content	(a) Materials complete (b) Exceptional Appearance and Organization (c) Well written and clear (d) Complete and detailed contents

Domains Rubric:

Assessment Criteria	0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
Artifact	None submitted	Submitted	Submitted	Submitted
Rationale or justification for artifact(s)	No rationale is included or the rationale provided is judged as having no connection to knowledge, dispositions, or performance of the domain.	Rationale is included but connection to the knowledge, dispositions, or performance indicators of the domain is unclear to the reviewer.	Rationale provides a general connection to the knowledge, dispositions, or performance indicators of the domain.	Rationale represents domain and is presented so that there is a clear connection to the knowledge, dispositions, or performance indicators of the domain.
Reflective Statements	No reflective statement presented	Student writing lacks independent and original thought or expression of personal tone.	Student writes in a personal tone that is somewhat reflective of independent and original thought.	Student writes in a personal tone that is reflective of independent and original thought.

2.1 Data-Based Decision-Making and Accountability

Artifact	0	1	2	3
Rationale	0	1	2	3
Reflection	0	1	2	3

2.2 Consultation and Collaboration

Artifact	0	1	2	3
Rationale	0	1	2	3
Reflection	0	1	2	3

2.3 Effective Instruction and Development of Cognitive/Academic Skills

Artifact	0	1	2	3
Rationale	0	1	2	3
Reflection	0	1	2	3

2.4 Socialization and Development of Life Skills

Artifact	0	1	2	3
Rationale	0	1	2	3
Reflection	0	1	2	3

2.5 Student Diversity in Development and Learning

Artifact	0	1	2	3
Rationale	0	1	2	3
Reflection	0	1	2	3

2.6 School and Systems Organization

Artifact	0	1	2	3
Rationale	0	1	2	3
Reflection	0	1	2	3

2.7 Prevention, Crisis Intervention, and Mental Health

Artifact	0	1	2	3
Rationale	0	1	2	3
Reflection	0	1	2	3

2.8 Home/School/Community Collaboration

Artifact	0	1	2	3
Rationale	0	1	2	3
Reflection	0	1	2	3

2.9 Research and Program Evaluation

Artifact	0	1	2	3
Rationale	0	1	2	3
Reflection	0	1	2	3

2.10 School Psychology Practice and Development

Artifact	0	1	2	3
Rationale	0	1	2	3
Reflection	0	1	2	3

2.11 Information Technology

Artifact	0	1	2	3
Rationale	0	1	2	3
Reflection	0	1	2	3

Comments:

Ethics and the Law

- knows and applies APA/NASP Ethical Guidelines.
- knows and applies other standards and statutes regulating professional practice.
- displays concern for client welfare.
- behaves appropriately in client-school psychologist relationships.
- displays appropriate professional identity (attire, behavior, etc.).
- is involved in professional development activities (e.g., professional associations).
- is aware of personal impact on colleagues (faculty and students).

Is Sensitive to Client/Ethnic Diversity Issues in

- professional interaction with children.
- professional interaction with parents.
- professional interaction with teachers and/or school administrators.
- professional interaction with other school/hospital staff (e.g., social workers, guidance counselors, speech therapists, physicians, etc.).

Uses Supervision Appropriately

- Is appropriately prepared.
- Is open to feedback/suggestions
- Accepts responsibility for own learning.
- Applies knowledge to practice.
- Is willing to self-disclose and/or explore personal issues which affect professional functioning.
- Is appropriately self-reliant.
- Is appropriately self-critical.

Other Trainee Issues

- Manages personal stress appropriately.
- Maintains appropriate professional interaction despite adjustment problems and/or emotional responses.
- Formulates realistic professional goals for self.

Comments:

Overall Program Progress

Performance within the classroom

1	2	3	4
Unsatisfactory			Distinguished

Pepracticum or practicum experiences

1	2	3	4
Unsatisfactory			Distinguished

Assistantship

1	2	3	4
Unsatisfactory			Distinguished

Comments:

Doctoral Student Status:

- Doctoral committee established
- Approved Plan of Study Submitted
- Admission to Advanced Graduate Status
- Preliminary Written and Oral Examinations
- Dissertation Proposal
- Dissertation
- Internship

Comments:

Action Recommended From This Review:

- Appropriate progress is indicated from this review and the student is to be informed either by letter or conference.
- A conference with the student, his/her advisor and/or other appropriate faculty will be held to discuss areas of identified weaknesses.
- The student will be formally notified, in writing and orally, of the specific problem areas noted by the faculty.
- A plan to remediate the identified problem areas will be developed by the School Psychology Core Committee. Specific suggestions:
 - Increase supervision, either with the same or different supervisors.
 - Change the format, emphasis, and/or focus of supervision.
 - Increase field work experience.
 - Reduce the student's clinical or other workload and/or require specific academic course work.
 - Recommend and/or require personal therapy.
 - Recommend a leave of absence and/or additional semester of practicum or internship.
 - The identified problems are severe enough to warrant a leave of absence from the program.
 - The identified problems are severe enough to warrant dismissal from the program.

Comments:

Student¹

Date

Program Director

Date

¹ Student signature indicates only that student has had the opportunity to review the findings with the appropriate program director.

Report of Student Evaluation, Ph.D. Program

Student's Name _____ Year _____

The School psychology faculty met to review your progress in the MA/EdS program regarding your academic progress and personal characteristics related to professional development and have made the following observations and recommendations:

You need to complete the following to facilitate completion of program requirements.

- Establish Doctoral Committee
- Submit Approved Plan of Study
- Apply for Admission to Advanced Graduate Status
- Preliminary Written and Oral Examinations
- Internship
- Dissertation Proposal
- Dissertation

You are making appropriate progress with regard to demonstration of competencies. YES NO

If No, the following concerns have been raised:

You are making appropriate progress with regard to personal characteristics related to professional development.

YES NO

If No, the following concerns have been raised:

Recognition of your accomplishments and congratulations in the following areas have been noted:

- Presentations
- Publications
- Professional Service
- Teaching
- Supervision
- Graduate Assistantship

Comments:

School Psychology Core Committee

Date

Student¹

Date

¹ Student signature indicates only that student has received a copy of this evaluation and has had an opportunity to review it with the program director if requested

Report of Student Evaluation, MA/EdS Programs

Student's Name _____ Year _____

The School psychology faculty met to review your progress in the MA/EdS program regarding your academic progress and personal characteristics related to professional development and have made the following observations and recommendations:

You are making appropriate progress with regard to demonstration of competencies. YES NO

If No, the following concerns have been raised:

You are making appropriate progress with regard to personal characteristics related to professional development.

YES NO

If No, the following concerns have been raised:

Recognition of your accomplishments and congratulations are in order for the following :

- Presentations
- Publications
- Professional Service
- Teaching
- Supervision
- Graduate Assistantship

Comments:

School Psychology Core Committee

Date

Student¹

Date

¹ Student signature indicates only that student has received a copy of this evaluation and has had an opportunity to review it with the program director if requested.