



## School Psychology Program

### Signature Assignment

### Field Supervisor Evaluation of Fieldwork/Intern Candidate

#### Student Learning Outcome(s) Assessed:

SLO #2: Knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

SLO #4: Knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

SLO #5: Knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

SLO #6: Knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

SLO #7: Knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

SLO #8: Knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

SLO #9: Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

SLO #10: Knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

#### Description of the Signature Assignment

Each candidate is rated by at least one Field Supervisor who completes a survey aligned to the 11 skill domains identified in the *NASP Standards for Training and Field Placement* (July, 2000), as well as some specific sub-skills that our program is interested in tracking. The Field Supervisor rates the fieldworkers' specific skills on a 4 point scale (under-prepared, entry level, well prepared, and outstanding), including a "no opportunity" category for skills the supervisor may have not had a chance to assess.

#### Directions for Students

"The following section lists the 11 skill domains identified in the *NASP Standards for Training and Field Placement* (July, 2000) and some specific sub-skills that our program is interested in tracking. Please consider these skills and competencies as you assess the practicum candidate's current skill level. For each skill, select one of the following response options:

**Scoring Rubric:**

(1) Under prepared = The candidate has limited knowledge or capabilities in this area.

(2) Entry-level = The candidate demonstrated entry-level knowledge and skills in this area. He/she engages in activities related to this skill with **supervision**.

(3) Well developed = The candidate’s skills are well-developed in this area. The intern **independently or with minimal supervision** accomplishes activities related to this skill area.

(4) Outstanding = The candidate demonstrated **advanced** knowledge or skills in this area. He/she contributes unique and meaningful information or assistance in this area.

No opportunity = The supervisor has not had the opportunity to evaluate the candidate’s level of performance in this skill.

**SLO #2:**

<b>Consultation and Collaboration (Overall)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Utilizes effective consultation strategies across situations, contexts, and diverse audiences	1	2	3	4	5
Effectively collaborates to plan, implement, problem-solve, and make decisions regarding instruction, interventions, and services	1	2	3	4	5
Effectively communicates information (oral and written) to diverse audiences (e.g., teachers, parents, community, etc.)	1	2	3	4	5

**SLO #4:**

<b>Interventions and Mental Health Services to Develop Social and Life Skills (Overall)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Considers various influences on mental health (social, cultural, developmental, etc) in a problem-solving model	1	2	3	4	5
Uses evidence-based counseling techniques	1	2	3	4	5
Uses evidence-based interventions to support students social-emotional functioning	1	2	3	4	5
Accesses appropriate mental health services for students	1	2	3	4	5
Uses functional behavior assessment methodologies in response to an identified concern, and develops and monitors behavior support plans for individual students	1	2	3	4	5
Uses principles of positive behavior support at the group, class, and school-wide levels	1	2	3	4	5

**SLO #5**

<b>Diversity in Development and Learning (Overall)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Considering the following populations, to what extent is the intern equipped to provide fair assessments of and/or effective interventions to:</i>					
English language learners	1	2	3	4	5
Racial/ethnic minorities	1	2	3	4	5
Students with disabilities	1	2	3	4	5
GLBTQ youth	1	2	3	4	5
Students raised in poverty	1	2	3	4	5

**SLO #6:**

<b>School-Wide Practices to Promote Learning (Overall)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Knowledge of general, special, and alternative education programs	1	2	3	4	5
Knowledge of local, state, and federal policies and regulations	1	2	3	4	5
Knowledge of evidence-based school-wide interventions to prevent problems, promote positive school climate, and target an identified need	1	2	3	4	5

**SLO #7:**

<b>Preventive and Responsive Services (Overall)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Knowledge of prevention and intervention programs and services to promote the learning and mental health of children and families	1	2	3	4	5
Knowledge of evidence-based crisis prevention, response, and recovery techniques at the individual and school-wide level	1	2	3	4	5

**SLO #8:**

<b>Family-School Collaboration Services (Overall)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Demonstrates positive and respectful communication with parent(s); non-judgmental	1	2	3	4	5
Ensures meaningful participation of families in decision-making	1	2	3	4	5
Recognizes and promotes the need to address concerns across environments	1	2	3	4	5
Provides direct services to parents to promote success across contexts	1	2	3	4	5

**SLO #9:**

<b>Research and Program Evaluation (Overall) SLO 9</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Utilizes knowledge of statistics and measurement appropriate for school settings	1	2	3	4	5
Utilizes knowledge of data collection and analysis applicable to school settings	1	2	3	4	5
Accesses and accurately interprets research literature to inform his/her practice	1	2	3	4	5

**SLO #10**

<b>Legal, Ethical, and Professional Practice (Overall) SLO 10</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Demonstrates knowledge of multiple school psychology service delivery models and methods	1	2	3	4	5
Demonstrates professional work characteristics such as respect for human diversity and social justice, effective interpersonal skills, responsibility, adaptability, initiative, and dependability	1	2	3	4	5
Provides services consistent with legal and ethical standards and regulations	1	2	3	4	5
Utilizes supervision and mentoring for effective school psychology practice	1	2	3	4	5

**Legend**

The average of the items linked to each SLO will be computed by creating scales. 'No Opportunity' responses will be treated as missing data in SPSS so they will not negatively skew the scale scores.

<b>Total Points</b>	<b>College of Education Assessment Scale Equivalent</b>
<b>4</b>	4 (Exceeds Expectations)
<b>3</b>	3 (Meets Expectations)
<b>2</b>	2 (Meets Some Expectations)
<b>1</b>	1 (Does Not Meet Expectations)
<b>0</b>	0 (Can't Score)