Pre-Internship Portfolio Evaluation Form

Student Name:

Reviewer Name:

Screening

Screens for and recognizes the early warning signs of social, emotional and academic risk:
Competency is evidenced through a reflective summary statement and one artifact

<table>
<thead>
<tr>
<th></th>
<th>Pass - Exceeds Professional Standards</th>
<th>Pass - Meets Entry Level Skill</th>
<th>No Pass – Below Entry Level Skill</th>
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</thead>
<tbody>
<tr>
<td>Screening procedures demonstrated are effective at identifying risk</td>
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<tr>
<td>Interpretations of screening data are accurate and complete and are used to generate appropriate interventions</td>
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<tr>
<td>Demonstrates technically accurate screening procedures</td>
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<tr>
<td>Screening: Overall Evaluation</td>
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</tbody>
</table>

Comments:
Consultation/Collaboration

Consults collaboratively with students, families, and school staff: Competency is evidenced through a summary and one artifact.

<table>
<thead>
<tr>
<th></th>
<th>Pass - Exceeds Professional Standards</th>
<th>Pass – Meets Entry Level Skill</th>
<th>No Pass - Below Entry level skill</th>
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</thead>
<tbody>
<tr>
<td>Consultation has a clearly-described objective</td>
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<tr>
<td>An indirect service model is explicitly described</td>
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<tr>
<td>The indirect services represents a good choice to achieve that purpose or objective</td>
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<tr>
<td>Artifact has a clear description of what happened in the consultation</td>
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<tr>
<td>Artifact includes evidence on the effectiveness of the consultation</td>
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</table>

Consultation/Collaboration: Overall Evaluation

Comments:
Assessment

Uses formal and informal assessment procedures to plan interventions that enhance students’ cognitive, socio-emotional and behavioral competence: Competency evidenced through a summary and one artifact

<table>
<thead>
<tr>
<th></th>
<th>Pass – Exceeds Professional Standards</th>
<th>Pass - Meets Entry Level Skill</th>
<th>No Pass - Below Entry Skill Level</th>
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<tbody>
<tr>
<td>Artifact demonstrates technically accurate assessment</td>
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<tr>
<td>Assessments are purposeful and directly address specific questions about students</td>
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<tr>
<td>Artifact incorporates interpretations of assessment information that are accurate and complete</td>
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<tr>
<td>Artifact demonstrates skill in using data to generate appropriate recommendations</td>
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<tr>
<td>Artifact demonstrates a range of different assessment competencies across cognitive and social-emotional domains</td>
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</table>

Assessment: Overall Evaluation

Comments:
# Direct Intervention

Artifact and summary describe the student’s mastery of therapy and interventions in effective ways, and show those skills to be adequate to begin an internship in School Psychology.

<table>
<thead>
<tr>
<th></th>
<th>Pass - Exceeds Professional Standards</th>
<th>Pass - Entry Level Skill</th>
<th>No Pass - Below Entry Level Skill</th>
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<tbody>
<tr>
<td>Artifact</td>
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<td>demonstrates</td>
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<td>technically</td>
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<td>adequate</td>
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<tr>
<td>therapeutic</td>
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<td>skills consistent</td>
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<td>with the</td>
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<td>approach being</td>
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<td>used</td>
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<td>Intervention</td>
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<td>has clearly</td>
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<td>described</td>
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<td>objectives</td>
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<tr>
<td>Artifact</td>
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<td>represents good</td>
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<td>therapeutic</td>
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<td>strategies to</td>
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<td>achieve the</td>
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<tr>
<td>purpose/object</td>
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<td>Artifact</td>
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<td>clearly</td>
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<td>describes what</td>
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<td>happened in the</td>
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<td>intervention</td>
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<td>Artifact</td>
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<td>provides</td>
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<td>evidence on the</td>
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<td>effectiveness of</td>
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<td>the interventions</td>
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<tr>
<td>Direct Intervention: Overall Evaluation</td>
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</table>

**Comments:**
# Professional Standards

## Professional Standards: Evaluation of Artifacts

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Pass - Entry Level Skill</th>
<th>No Pass - Below Entry Level Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio maintains student and parent confidentiality</td>
<td></td>
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<tr>
<td>Artifacts demonstrate behavior consistent with all ethical guidelines and laws regulating school psychology practice</td>
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<tr>
<td>Artifacts demonstrate sensitivity to the ethnic and cultural backgrounds of students, families and colleagues</td>
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</tbody>
</table>

**Artifacts: Overall Evaluation**

**Comments:**
**Philosophy of Practice**

The Philosophy of Practice describes key beliefs that the professional holds about school psychology practice and articulates what that belief will mean for his/her own practice.

<table>
<thead>
<tr>
<th>Has a compelling set of beliefs about his/her practice of school psychology</th>
<th>Pass - Exceeds Professional Standards</th>
<th>Pass - Entry Level Skill</th>
<th>No Pass - Below Entry Level Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively elaborates on those beliefs in an accompanying paragraph (including application to one’s practice)</td>
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<tr>
<td>Sets high standards for him/herself as a practitioner</td>
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<tr>
<td>Every belief should be addressed somewhere else in the portfolio (one artifact could cover several belief statements)</td>
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<tr>
<td>Philosophy: Overall Evaluation</td>
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</table>

**Comments:**
**Summary Statements**

Evaluation of Summary Statements: Summary statements across the first four competency areas are comprehensive and clear

<table>
<thead>
<tr>
<th></th>
<th>Pass - Exceeds Professional Standards</th>
<th>Pass - Entry level Skill</th>
<th>No Pass - Falls Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary statements explain how skills are linked to beliefs about practice</td>
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<tr>
<td>Summary statements include consideration of the major theorists and sources that influenced the beliefs related to each competency area</td>
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<td>Sources and theorists are cited and referenced in proper APA style (with references at the end of each introductory statement)</td>
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**Comments:**
**Portfolio as Professional Product**

Evaluation of Portfolio as a Professional Product: The portfolio represents a professional product that highlights the student’s reflective practice, effective communication skills, organization, and attention to detail.

<table>
<thead>
<tr>
<th></th>
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<th>Pass - Entry Level Skill</th>
<th>No Pass - Below Entry Level Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents included</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professional resume is updated and conveys a good impression of the individual</td>
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<tr>
<td>Artifacts incorporate multiple media and include enough products and samples from an activity to explain it completely</td>
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<tr>
<td>The Portfolio is well organized, easy to scan, and contains no spelling or grammar errors</td>
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<tr>
<td>The Portfolio reflects the students’ ability to incorporate technology into his/her practice (e.g., word processing, PowerPoint, graphs)</td>
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<tr>
<td>The Portfolio clearly reflects the student’s own personal style and sense of practice</td>
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</table>

**Comments:**
**Evaluation Materials**

Required Evaluation Materials: Evaluation Materials demonstrate that the professional has been evaluated and meets professional standards.

<table>
<thead>
<tr>
<th>All Present</th>
<th>Not All Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 Letters of Recommendation</td>
<td></td>
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</tbody>
</table>

**Professional Goals**

Professional Growth Plan: Planning for the Future: Student includes a plan for continuing professional development

<table>
<thead>
<tr>
<th>Pass</th>
<th>No Pass</th>
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<tbody>
<tr>
<td>3-5 growth objectives or goals are listed that are appropriate ongoing professional development</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

**Overall Evaluation**

Overall Evaluation of Portfolio

<table>
<thead>
<tr>
<th>Overall Evaluation of Portfolio</th>
<th>Pass</th>
<th>Provisional Pass</th>
<th>No Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Grade</td>
<td>Passing score on all components</td>
<td>Minor revisions/additions needed</td>
<td>Major revisions needed</td>
</tr>
</tbody>
</table>

Comments: