



**Eastern Washington University
School Psychology Ed.S.
Criteria for Portfolio Evaluation**

Criteria for Portfolio Evaluation from Washington State’s Professional Educator Standards Board
PROGRAM REVIEW RUBRIC RESIDENCY SCHOOL PSYCHOLOGIST

<http://program.pesb.wa.gov/review/site-visits/rubrics/2010/standard-5/residency-school-psychologist-2012>

STANDARD 5: KNOWLEDGE AND SKILLS

Criteria	Unmet	Met	Exemplary
A. Varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;	Candidates’ knowledge is limited in range and/or depth on models and methods of assessment and data collection, development of services and programs, and measurement of progress and outcomes.	Candidates demonstrate knowledge of a variety of models and methods of assessment and data collection applied to P12 students, services, and programs;	Candidates demonstrate the ability to justify the validity of utilizing specific assessment tools for specific populations.
B. Common core standards and state assessments;	Candidates are unfamiliar with common core standards and state assessments.	Candidates are familiar with common core standards and state assessments.	Candidates know the challenges and processes to lead others in adoption of standards for a variety of student populations.
C. The role and duties of the school psychologist as part of a systematic and comprehensive process of	Candidates are not familiar with role of the school psychologist in a comprehensive delivery.	Candidates know the role and duties of the school psychologist in data-driven decision-making and in all aspects of services in a comprehensive school-based delivery.	Candidates know the challenges and strategies advocating and development of a role in data-driven decision-

effective decision making and problem solving that permeates all aspects of service delivery.			making and in all aspects of services in a comprehensive school-based delivery.
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2. School psychologists, in collaboration with others, demonstrate skills to:

Criteria	Unmet	Met	Exemplary
A. Implement a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery;	Candidates demonstrate a narrow focus, with skills insufficient to function effectively in a collaborative, comprehensive, and pervasive approach to service delivery.	Candidates demonstrate skills to collaboratively implement a comprehensive and pervasive approach to service delivery.	Candidates facilitate the problem-solving process for multi-disciplinary teams and participate in decision-making that permeates all aspects of service delivery; they work with others to turn an existing situation into a comprehensive and pervasive approach specific to the context.
B. Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs;	Candidates' use of assessments and data collection strategies is limited to student assessments.	Candidates demonstrate use of psychological and educational assessment, data collection strategies, and technology resources and application of results to design, implementation, and evaluation of response to services and programs	Candidates demonstrate facilitation of groups to use and interpret results from student data, educational assessments, state assessments, common core standards.
C. Apply knowledge of the impact of family background, cultural and linguistic diversity, early life experiences, and disabilities on learning and performance in order to inform decision-making.	Candidates demonstrate insufficient skills in methods for using student background knowledge to inform decision-making.	Candidates demonstrate skills in seeking information on and applying background, cultural and linguistic diversity, early life experiences, and disabilities to decision-making.	Candidates demonstrate skills to lead groups to integrate knowledge of the impact of family background, cultural and linguistic diversity, early life experiences, and disabilities on learning and performance in order to inform decision making.

STANDARD 5.B. Consultation and collaboration: Certified school psychologists have knowledge of behavioral, mental health, collaborative, and other consultation models and methods and of their application to individual and contextual situations; collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

1. School psychologists demonstrate knowledge of:

Criteria	Unmet	Met	Exemplary
A. A variety of models, strategies and methods related to consultation, collaboration, and communication applicable to individuals, families, groups, and systems to promote effective implementation of services.	Candidates demonstrate knowledge of a narrow range of methods and strategies in consultation, collaboration and communication	Candidates demonstrate knowledge of a range of methods and strategies in effective consultation, collaboration and communication.	Candidates articulate a rationale for a broad range of methods and strategies in consultation, collaboration and communication.

2. School psychologists, in collaboration with others, demonstrate skills to:

A. Apply a variety of models, strategies and methods related to consultation, collaboration, and communication for individuals, families, and groups	Candidates demonstrate limited range of skills in consultation, collaboration, and communication for individuals, families, and groups	Candidates demonstrate application of a variety of models, strategies and methods related to consultation, collaboration, and communication for individuals, families, and groups.	Candidates demonstrate skills to facilitate a collaborative consultative approach to ensure effective services at the individual or group level.
B. Recognize the impact these experiences have on the delivery of services.	Candidates demonstrate limited skills to assess the impact of collaborative consultation activities on the delivery of services.	Candidates choose delivery of services based on the assessment of collaborative consultation activities.	Candidates demonstrate assessment of the positive impact of collaborative consultation activities on the delivery of services.

STANDARD 5.C. Interventions and Instructional Support to Develop Academic Skills: Certified school psychologists have knowledge of the influence of biological, cultural, linguistic, and early life experiences on academic development and collaborate with others to access, implement, and evaluate services at universal, targeted, and intensive levels using a variety of culturally and developmentally appropriate assessments.

1. School psychologists demonstrate knowledge of:

Criteria	Unmet	Met	Exemplary
A. The influence of biological, cultural, linguistic, and early life experiences on academic skills;	Candidates' knowledge is limited on the influence of biology, cultural and linguistic backgrounds, and early life experiences on academic skills.	Candidates demonstrate knowledge of the influence of biological, cultural, linguistic, and early life experiences on student learning.	Candidates articulate a rationale in support of others' learning of the influence of biological, cultural, linguistic, and early life experiences on student learning.
B. Human learning, cognitive, and developmental processes;	Candidates' knowledge or theories of learning and human development is narrow and/or outdated.	Candidates demonstrate knowledge of human learning, cognitive, and developmental processes.	Candidates demonstrate knowledge of multi-disciplinary theories of human learning, cognitive, and developmental processes.
C. Evidence-based curricula, instructional strategies, and differentiation to meet the needs of the learner.	Candidates' knowledge of evidence based curricula, instruction, and differentiation is insufficient for collaboration with other educators.	Candidates demonstrate knowledge of evidence-based curricula and instructional strategies sufficient to collaborate with educators on differentiation to meet student needs.	Candidates' demonstrate a sophisticated knowledge of evidence-based curricula and instructional strategies to facilitate dialogue with educators on differentiation to meet student needs.

2. School psychologists, in collaboration with others, demonstrate skills to:

Criteria	Unmet	Met	Exemplary
<p>A. Use a variety of culturally and developmentally appropriate assessment and data-collection methods.</p>	<p>Candidates demonstrate a narrow range of skills in choosing culturally and developmentally appropriate assessments and data-collection methods.</p>	<p>Candidates demonstrate skills to apply a variety of culturally and developmentally appropriate assessment and data-collection methods in collaboration with other educators.</p>	<p>Candidates demonstrate skills to discriminate and choose assessment and data-collection methods appropriate for the individual.</p>
<p>B. Implement and evaluate services that contribute to measurable impact on academic achievement</p>	<p>Candidates' skills in implementing and evaluating impact on student learning are limited and/or function in isolation.</p>	<p>Candidates demonstrate skills to collaborative implement and evaluate services focused on positive academic achievement.</p>	<p>Candidates demonstrate skills to facilitate teams to choose, access, and evaluate services and resources; they collaborate with a variety of service providers that support academic achievement.</p>
<p>C. Access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning</p>	<p>Candidates' skills in the access, implementation and assessment of services are limited to a narrow range of models.</p>	<p>Candidates demonstrate skills to access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning.</p>	<p>Candidates demonstrate skills to facilitate teams to choose, access, and evaluate services at the universal, targeted, and intensive levels for positive impact on student learning.</p>

STANDARD 5.D. Interventions and Mental Health Services to Develop Social and Life Skills: Certified School Psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; collaborate with others, to develop implement, and evaluate services that support socialization, cultural competence, learning, and mental health for positive impact on student learning.

1. School psychologists demonstrate knowledge of:

Criteria	Unmet	Met	Exemplary
A. Biological, cultural, developmental, and social influences on behavior and mental health;	Candidate knowledge is limited on the biological, cultural, developmental, and social influences that affect mental health.	Candidates demonstrate knowledge of the biological, cultural, developmental, and social influences on behavior and mental health.	Candidates articulate a rationale in support of others' learning of the biological, cultural, developmental, and social influences on behavior and mental health.
B. Behavioral and emotional impacts on learning and life skills; and	Candidates demonstrate limited knowledge of the behavior and emotional impacts on learning and life skills.	Candidates demonstrate knowledge of the range of behavioral and emotional impacts on learning and life skills to implement and evaluate mental health services.	Candidates articulate a rationale to lead others to incorporate the range of behavioral and emotional impacts on learning and life skills to implement and evaluate mental health services.
C. Evidence-based strategies to promote social-emotional functioning and mental health.	Candidates' knowledge of the strategies to address positive social-emotional functioning and mental health is limited.	Candidates demonstrate knowledge of evidence-based strategies that support social-emotional functioning and mental health.	Candidates demonstrate knowledge of range of services that support social-emotional functioning and mental health.

2. School psychologists, in collaboration with others, demonstrate skills to:

Criteria	Unmet	Met	Exemplary
A. Use assessment and data-collection methods;	Candidates have little skill or experience in the use of social-emotional, behavioral, and mental health assessments and data-collection methods.	Candidates demonstrate use of social-emotional, behavioral, and mental health assessments and data-collection methods that are appropriate for the individual.	Candidates discriminate and choose social-emotional, behavioral, and mental health assessments and data-collection methods that are appropriate for the individual.
B. Implement and evaluate services that support socialization, cultural competence, learning, and mental health;	Candidates have little to know experience in implementation and evaluation of services that support cultural competence, socialization, learning and mental health.	Candidates demonstrate skills to implement and evaluate services that support socialization, cultural competence, learning, and mental health.	Candidates demonstrate skills to facilitate teams to choose, access, and evaluate social-emotional, behavioral, and mental health services and resources; collaborate with a variety of service providers that support socialization, cultural competence, learning, and mental health.
C. Access, implement, and assess mental health services at universal, targeted, and intensive levels for positive impact on student learning.	Candidates demonstrate limited connection between services and positive impact on student learning.	Candidates demonstrate skills to access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning.	Candidates facilitate teams to choose, access, and evaluate social-emotional, behavioral, and mental health services at universal, targeted, and intensive levels for positive impact on student learning

STANDARD 5.E. School-wide Practices to Promote Learning: Certified school psychologists have knowledge of general and special education, evidence-based practices, and equity pedagogy that responds to the needs of the learners; demonstrate skills to manage time effectively, respond to the learning needs of the individual students, and plan and measure positive impact on student learning.

1. School psychologists demonstrate knowledge of:

Criteria	Unmet	Met	Exemplary
A. School and systems structure, organization, and theory;	Candidate knowledge of schools and system change theory is insufficient to advocate for an effective practice in the role of school psychologist.	Candidates demonstrate knowledge of school and system structures, their organization, and system change theory to build an effective practice serving students.	Candidates demonstrate knowledge of how to apply systems change theory to affecting positive structures, time management, and processes in order to establish an effective and manageable school psychologist practice.
B. General and special education;	Candidates' knowledge of special education and general education is limited and/or dated; candidates have insufficient knowledge of common core standards and criterion-referenced assessment to collaborate effectively with other educators.	Candidates demonstrate understanding of current special education law and practices; they have sufficient knowledge of general education practices in criterion-referenced assessment and common core standards to collaborate with other educators.	Candidates demonstrate knowledge sufficient to interpret and facilitate others' understanding of special education law and practices and general education practices.
C. Technology resources;	Candidates' knowledge of the technology to support student learning is limited.	Candidates demonstrate knowledge of the technology available to support student learning in P12 schools.	Candidates demonstrate an understanding of current and emerging technologies that support student learning, including the methods which school psychologists can work with other educators to increase access to learning.
D. Equity pedagogy; and	Candidates' have an unformed or stagnant understanding of how equity pedagogy fits into the practice of a school psychologist.	Candidates demonstrate knowledge of methods to respond effectively to students and families that will increase access to learning for all	Candidates demonstrate awareness of the behaviors and attitudes of a school psychologist that make equity pedagogy a habit of

		students.	practice.
E. Evidence-based school practices that promote learning and mental health.	Candidate knowledge of current evidence-based practices is insufficient to work in a collaborative school environment.	Candidates demonstrate knowledge of current and emerging literature on teaching, learning, and mental health.	Candidates articulate the relationship between learning theory, teaching practices, and mental health and the role of the school psychologist in communicating this to multiple audiences.

2. School psychologists, in collaboration with others, demonstrate skills to:

Criteria	Unmet	Met	Exemplary
A. Develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others	Candidates focus is on the individual student rather than the learning environment; the candidates show minimal collaboration with an environmental focus.	Candidates demonstrate collaboration with others in the creation and maintenance of supportive learning environments.	Candidates demonstrate skills to find innovative solutions to affecting the learning environments for children and others; they participate in Professional Learning Communities or in other collaborative efforts with educators.
B. Manage time and services effectively; and	Candidates lack skills to manage time and services to effectively provide services to students and families.	Candidates demonstrate time and management skills to effectively provide services to students and families.	Candidates review and evaluate their systems of time management and management of services; candidates set up systems to monitor and revise for ongoing improvement and service effectiveness for students.

<p>C. Plan and measure positive impact on student learning at universal, targeted, and intensive levels.</p>	<p>Candidates' focus on planning and measurement of positive impact on student learning is sporadic and inconsistent.</p>	<p>Candidates demonstrate skills to plan and measure positive impact on student learning at universal, targeted, and intensive levels.</p>	<p>Candidate demonstrate skills in planning and measurement of elements that affect positive impact on student learning are evident; Candidates demonstrate skills in communication with staff and families on decisions, parameters, and laws regarding general and special education, student learning needs, and impact on student learning.</p>
<p>D. Applies knowledge of specialized instruction to inform multi-disciplinary teams</p>	<p>Little of no evidence of candidate communication of specialized instruction in participation on multidisciplinary teams.</p>	<p>Candidates communicate information about specialized instruction to multidisciplinary teams.</p>	<p>Candidates broaden knowledge and specialize in areas of evidence-based practice; they apply this knowledge in consultation with multidisciplinary teams.</p>

STANDARD 5.F. Prevention and Responsive Services: Certified school psychologists have knowledge of principles of resilience and risk factors and demonstrate skills in multi-tiered delivery of services that respond to crisis and promote learning and mental health across cultures.

1. School psychologists demonstrate knowledge of:

Criteria	Unmet	Met	Exemplary
A. Principles and research related to resilience and risk factors in learning and mental health across cultures;	Candidates' knowledge of resilience and risk factors is limited in scope and/or lacks understanding of cultural variables.	Candidates demonstrate knowledge of principles and research related to resilience and risk factors in learning and mental health across cultures.	Candidates demonstrate knowledge and the ability to articulate the use of risk and resilience factors in learning and mental health to multiple audiences and across cultures.
B. Services in schools and communities to support multi-tiered prevention; and	Candidate knowledge of prevention services is limited and/or lacks current connection to the community.	Candidates demonstrate knowledge of the available services in schools and their community to support prevention.	Candidates demonstrate knowledge of services, structures, and approaches to bring members and organizations together to support multi-tiered prevention services
C. Evidence-based strategies for effective crisis response.	Candidate knowledge of responsive services is limited and/or lacks current connection to the community.	Candidates demonstrate knowledge of the available services in schools and their community to respond effectively to crisis.	Candidates demonstrate knowledge of services, structures, and approaches to bring members and organizations together to respond effectively to crisis.

2. The school psychologist, in collaboration with others, demonstrates skills to:

Criteria	Unmet	Met	Exemplary
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<p>A. Promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors</p>	<p>Candidates' focus on services is narrow in scope and/or isolated in practice.</p>	<p>Candidates demonstrate skills in applying protective and adaptive factors to enhance learning, enhance learning, mental health, safety, and physical well-being.</p>	<p>Candidates demonstrate skills to facilitate effective choice, application, and assessment of prevention services.</p>
<p>B. Implement effective crisis preparation, response, and recovery</p>	<p>Candidates' focus in crisis is reactive and/or lacks collaboration.</p>	<p>Candidates demonstrate effective crisis preparation, response, and recovery skills.</p>	<p>Candidates demonstrate collaboration in implementing effective crisis preparation, response, and recovery procedures.</p>

STANDARD 5.G. School Collaboration Services: Certified school psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery; facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavior outcomes for children.

1. The school psychologist demonstrates knowledge of:

Criteria	Unmet	Met	Exemplary
<p>A. Principles and research related to family systems inclusive of family, economic and social strengths and needs, cultural norms, and linguistic development</p>	<p>Candidates have a limited understanding of family systems or the economic, social cultural, and/or linguistic factors that affect development.</p>	<p>Candidates demonstrate knowledge of the family systems theory and its application to development across economic, social, cultural, and linguistic contexts.</p>	<p>Candidates demonstrate knowledge of family systems application to development sufficient to facilitate others' learning across economic, social, cultural, and linguistic contexts.</p>
<p>B. Evidence-based strategies to support family influences on children's learning and mental health and can identify and employ strategies to develop successful collaboration models between families and schools</p>	<p>Candidates are limited in knowledge of ways to build school-family relationships.</p>	<p>Candidates demonstrate knowledge of evidence-based strategies to support family influences on children's learning and mental health and can identify and employ strategies to develop successful collaboration models between families and schools.</p>	<p>Candidates facilitate others to discern and choose evidence-based strategies to support family influences on children's learning and mental health and can identify and employ strategies to develop successful collaboration models between families and schools².</p>

2. The school psychologist, in collaboration with others, demonstrates skills to:

Criteria	Unmet	Met	Exemplary
<p>A. Work effectively as a team member in daily practice to facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children</p>	<p>Candidates' skills in building positive family-school partnerships and relationships are not in evidence or are under-developed.</p>	<p>Candidates demonstrate the skills to work effectively as a team member in daily practice to facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.</p>	<p>Candidates facilitate family and school partnerships and interactions with community agencies and other support personnel for enhancement of academic and social-behavioral outcomes for children.</p>
<p>B. Respond appropriately to culture, linguistic, socio-economic background in family and community collaboration</p>	<p>Candidates' skills in effective response to culture, linguistic, socio-economic backgrounds of students are insufficient to build family-school relationships.</p>	<p>Candidates demonstrate the skills to respond appropriately to culture, linguistic, socio-economic background in family and community collaboration</p>	<p>Candidates demonstrate the skills to facilitate a variety of stakeholder input on design, implementation, and evaluation of services that respond to culture, linguistic background, and context and to build school-family relationships.</p>

STANDARD 5.H. Diversity in Development and Learning: Certified school psychologists have knowledge of the principles and research related to culture, linguistic development, context, individual and role differences; work collaboratively to provide professional services that respond to the diverse needs of individuals and families; advocate for social justice and equity pedagogy.

1. The school psychologist demonstrates knowledge of:

Criteria	Unmet	Met	Exemplary
A. The diverse nature of characteristics related to individuals' abilities and disabilities	Candidates demonstrate a rudimentary knowledge of learning disabilities.	Candidates demonstrate knowledge of the range of characteristics related to student learning abilities and disabilities to inform collaboration with families and educators on student learning.	Candidates demonstrate knowledge of the factors contributing to student learning abilities and disabilities and are able to articulate it to a range of audiences.
B. Principles and research related to culture, linguistic development, context, individual and role differences	Candidates knowledge of culture, linguistic development, context, individual and role differences is insufficient to collaborate effectively with families and educators.	Candidates demonstrate understanding of the research on culture, linguistic development, context, and individual role differences on student learning and development to allow them to collaborate with other educators.	Candidates demonstrate knowledge sufficient to facilitate collaboration with multiple stakeholders on research on culture, linguistic development, context, and individual role differences on student learning and development.
C. Evidence-based strategies designed to enhance services and address potential influences related to diversity	Candidates demonstrate little knowledge of strategies, services, or influences of diversity related to student learning and development.	Candidates demonstrate knowledge of evidence-based strategies designed to enhance services and address potential influences related to diversity.	Candidates demonstrate knowledge of strategies to expand the dialogue across cultures to address influences related to diversity.

2. The school psychologist, in collaboration with others, demonstrates skills to:

Criteria	Unmet	Met	Exemplary
A. Provide effective professional services to meet the diverse characteristics, cultures, and backgrounds of students and families	Little consideration in evidence of culture and backgrounds of students/families is given in the choice of services.	Candidates choose and provide professional services to meet the diverse characteristics, cultures, and backgrounds of students and families.	Candidates facilitate teams to discern and choose culturally competent and responsive services to meet the diverse needs of students and families.
B. Evaluate and apply research as a foundation for service delivery to meet the diverse needs and backgrounds of students and families	Little or no consideration in evidence of research or incorporating student/family backgrounds providing the foundation for service deliveries.	Candidates evaluate and apply research in diverse needs and backgrounds of students and families to service deliveries to meet the needs of all students.	Candidates facilitate the evaluation and choice of research-based services to meet the needs of all students and families.
C. Recognize and advocate for social justice for children, families and schools in all aspects of service delivery	Candidates lack the skills in advocacy for social justice or awareness of equity pedagogy.	Candidates demonstrate skills in advocacy for social justice and equity pedagogy for children, families and schools.	Candidates model advocacy for social justice to influence equity pedagogy and delivery of services.

STANDARD 5.I. Research and Program Evaluation: Certified school psychologists have knowledge of research, statistics, and evaluation methods; evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services at individual, group, and systems levels.

1. The school psychologist demonstrates knowledge of:

Criteria	Unmet	Met	Exemplary
A. Research design, statistics, measurement, varied data collection and analysis technique	Candidate knowledge of research design, statistics, measurement, data collection and analysis is limited to individual student assessment.	Candidates demonstrate knowledge of research design, statistics, measurement, varied data collection and analysis technique.	Candidates demonstrate an understanding of research and data collection to facilitate groups in the choice of design, analysis of results, and the application of statistics.
B. Program evaluation sufficient for understanding research and interpreting data in applied settings	Candidate understanding of program evaluation is insufficient to draw the connections between school-based data and services.	Candidates demonstrate knowledge of evaluation of programs sufficient for understanding research and interpreting data in school settings.	Candidates facilitate others to understand program evaluation, research, and interpretation of data in school settings.

2. The school psychologist, in collaboration with others, demonstrates skills to:

Criteria	Unmet	Met	Exemplary
A. Use data and school accountability requirements to identify program and system strengths and needs and to monitor program effectiveness	Candidates lack the skills necessary to work with schools teams on the use of data, on school accountability requirements, and to monitor program effectiveness.	Candidates demonstrate the skills to use data and school accountability requirements to identify program and system strengths and needs and to monitor program effectiveness.	Candidates demonstrate the skills to facilitate teams to understand data and school accountability requirements and to monitor program effectiveness.
B. Evaluate and apply research as a foundation for service delivery	Candidates have insufficient skills to evaluate and apply research as relates to services.	Candidates demonstrate the skills to evaluate and apply research as a foundation for service	Candidates choose and explain appropriate research applicable to delivery of services with other educators.

		delivery.	
C. Apply various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels	Candidates' skills are insufficient in data collection, measurement, and analysis to support a comprehensive school psychology practice.	Candidates demonstrate the skills to apply various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.	Candidates facilitate teams to choose and apply various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

STANDARD 5.J. Legal Ethical, and Professional Practice: Certified school psychologists have knowledge of the history and foundations of their profession; of multiple service models and methods; of ethical, professional, and legal standards, including the Washington Administrative Code and federal and state accountability legislation; practice in ways that are consistent with applicable standards; engage in responsive ethical and professional decision-making; and apply professional work characteristics.

1. The School psychologist demonstrates knowledge of:

Criteria	Unmet	Met	Exemplary
A. The history and foundations of school psychology	Candidates have limited knowledge of the history and foundations of school psychology.	Candidates demonstrate knowledge of the history and foundations of school psychology.	Candidates articulate the history and foundations of school psychology as applicable to issues of student learning in their school context.
B. Multiple service models and methods	Candidates have a narrow understanding of service models and methods.	Candidates demonstrate knowledge of multiple service models and methods.	Candidates lead others to understand and discern the multiple service models and methods as applicable to issues of student learning in their school context.
C. Ethical, legal, and professional standards;	Candidates lack sufficient understanding of the ethical, legal, and professional standards of practice in schools; candidates are unfamiliar with the certification requirements; and/or they are unfamiliar with the Washington requirements around abuse, neglect, and mandated reporting.	Candidates demonstrate understanding of the ethical and legal parameters that govern the profession, including mandated reporting laws; they have an understanding of professional standards, the career continuum of standards, and the certification requirements in Washington.	Candidates demonstrate understanding of the ethical issues of professional practice and the current abuse/neglect/reporting laws, case law, certification requirements, and professional standards sufficient to facilitate team decision-making and guide others to reflect upon the effects on their professional practice.
D. The impact of one's own culture and linguistic background in practice	Candidates are unaware of the impact of their own culture and linguistic background on the decisions in their professional practice.	Candidates understand the impact of one's own culture and linguistic background on the decisions in their professional	Candidates demonstrate understanding of cultural competence sufficient to lead others to reflect upon the impact of one's own culture and linguistic background on decisions

		practice.	in their professional practice.
E. State and federal accountability legislation	Candidates are unfamiliar with or have dated knowledge of state and federal accountability legislation.	Candidates demonstrate knowledge of state and federal accountability legislation, including the measurements of progress for students and buildings, sufficient to work effectively with other educators.	Candidates demonstrate knowledge of state and federal accountability legislation sufficient to facilitate decisions and planning with other educator2

2. The school psychologist, in collaboration with others, demonstrates skills to:

Criteria	Unmet	Met	Exemplary
A. Provide services consistent with ethical, legal, and professional standards	Little or no evidence that candidates reflect upon the services they are providing as to consistency with ethical, legal, and professional standards of the profession.	Candidates demonstrate reflection upon the alignment of the services they provide with the ethical, legal, and professional standards of the profession.	Candidates demonstrate skills to consult and collaborate on review of services focused on adherence to ethical and legal standards.
B. Engage in responsive ethical and professional decision-making	Little or no evidence of candidate reflection on decisions and responses in the field.	Candidates demonstrate on-going reflection on decisions in the field using ethical and professional standards of practice.	Candidates demonstrate the skills to facilitate others to explicitly model and reflect upon responsive ethical and professional decision-making for family, student, or collegial learning.

<p>C. Apply professional work characteristics</p>	<p>Little or no evidence of candidate self-assessment of professional work characteristics or professional growth planning.</p>	<p>Candidates demonstrate reflection upon their professional work characteristics, accept feedback, and apply to professional growth planning.</p>	<p>Candidates demonstrate professional growth planning as a habit of practice, accessing the expertise of peers and professional associations.</p>
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STANDARD 5.K. Emerging and Assistive Technologies: Certified school psychologists have knowledge of and access, implement, and evaluate technology relevant to their work and to the instructional needs of individuals with disabilities.

1. The school psychologist demonstrates knowledge of:

Criteria	Unmet	Met	Exemplary
A. Information sources and technology relevant to their work	Candidates' awareness of the use and availability of technology to the role school psychologist is limited; candidates are unaware of the technology and information resources available to them in their program and/or district.	Candidates demonstrate knowledge of available information sources in their schools, communities, and on the Internet; they are aware of available technologies to support all aspects of the work of a school psychologist.	Candidates compare and contrast available and emerging technologies that could enhance the effectiveness of the work of a school psychologist; candidates access and facilitate colleague awareness of information resources relevant to their work.
B. Technology resources for children, adolescents, and families including instructional software and adaptive technology for individuals with disabilities	Candidates are insufficiently aware of the technology available to support student learning or the needs of teachers or families to integrate their use.	Candidates demonstrate knowledge of available technology resources for children, adolescents, and families including instructional software and adaptive technology for individuals with disabilities; Candidates have knowledge of methods to integrate into the classroom and/or home.	Candidates seek and evaluate technology resources to better serve children, adolescents, and families; candidates seek information on effective teacher/family support in implementation for students with disabilities.
C. Ethical, legal and access issues related to the use of technology in order to ensure responsible use	Candidates are unaware of district policies and procedures or the ethical issues around the use of technology by students, educators, and/or families.	Candidates demonstrate knowledge of the issues, ethical boundaries, legal constraints, and district policies/procedures on the use of technology by students, educators, and families.	Candidates demonstrate examination of and articulation of ethical and legal computer use for multiple audiences.

2. The school psychologist, in collaboration with others, demonstrates skills to:

Criteria	Unmet	Met	Exemplary
<p>A. Access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services</p>	<p>Little or no evidence that candidates employ safeguards or evaluate technologies or information resources for effectiveness in quality of services.</p>	<p>Candidates demonstrate access, evaluation, and use of information sources and technology with explicit safeguards; candidates demonstrate how the use of information resources and technologies enhance the quality of services.</p>	<p>Candidates collaborate with other educators to evaluate the use of information resources and technologies in student services and the psychologist practice; candidates collaborate on assurances and safeguards.</p>
<p>B. Utilize available technologies to improve assessed individual student learning needs</p>	<p>Little evidence that candidates are utilizing or evaluating the use of the technologies available to enhance student learning.</p>	<p>Candidates demonstrate the use of available technologies to improve assessed individual student learning needs.</p>	<p>Candidates seek, use, and evaluate additional technologies; candidates help educators to understand and incorporate available technologies.</p>



**Eastern Washington University
Post-Master's Certificate in School Psychology
Portfolio Evaluation Form**

Name: _____

Reviewer: _____

Portfolio Scoring: Students in the EWU Post-Master's School Psychology Certificate Program are expected to have an average score of 2 on the contents of the portfolio, **Knowledge and Competency Reflections, case studies, psychological reports, cultural competence planning and self-assessment, and Professional Characteristics**. Criteria for scores are listed on the following pages and are graded by the P-MC Committee. If students do not meet these criteria, they may not successfully pass the Portfolio component required for program completion. Students may be asked to complete further assignments to demonstrate adequate knowledge and/or competency.

Per the Washington State Professional Educator Standards Board (PESB), (<http://program.pesb.wa.gov/review/site-visits/rubrics/2010/standard-5/residency-school-psychologist-2012>) the following definitions have been adopted for the evaluation of each standard.

Exemplary: In judging a standard to be "exemplary," the team is indicating that the evidence for the first two columns is also apparent. The evidence is:

- Both pervasive and consistent, showing that a standard is deeply embedded within the student's work
- There are no discernible areas of weakness within a standard, and the evidence may include examples of innovative practices

Met: In judging a standard to be "met" the team is indicating that the evidence is both clear and convincing: the evidence is credible; i.e., it bears a clear relationship to the standard being assessed

- The evidence is representative of the student
- The evidence comes from multiple sources
- The evidence, taken as a whole, would persuade a reasonable person that the standard is being met
- These criteria do not assume that every element of a standard is present to an equal extent. There may be areas of weakness within a standard that do not preclude an overall rating of "met." However, those areas of weakness should be identified by the team in the narrative and may also lead to a recommendation.

Unmet: In judging a standard to be "unmet," the team is indicating that there is significant doubt that the student meets the specified criteria. The evidence may fall short for a number of reasons:

- It is not credible; i.e., it does not seem closely related to a standard
- It is sporadic or fragmentary, or may come from a single source
- There is no connection between the evidence and a positive impact on students
- Taken as a whole, it would leave significant doubt that a standard is being met

STANDARD 5.1: Data-Based Decision-Making and Accountability	Evaluation of Benchmarks		
School psychologists have knowledge of:	Unmet	Met	Exemplary
<p>Varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;</p>	1	2	3
<p>Common core standards and state assessments;</p>	1	2	3
<p>The role and duties of the school psychologist as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.</p>	1	2	3
School psychologists, in collaboration with others, demonstrate skills to:	Unmet	Met	Exemplary
<p>Implement a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery;</p>	1	2	3
<p>Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs;</p>	1	2	3
<p>Apply knowledge of the impact of family background, cultural and linguistic diversity, early life experiences, and disabilities on learning and performance in order to inform decision making.</p>	1	2	3
<p>Benchmarks 1-3. How have you built your knowledge of this Standard? What is the impact/result of your knowledge? What is the supporting evidence of this impact?</p>			
<p>Benchmarks 4-6. What do you currently do that demonstrates your professional competency in this Standard? What is the impact/result of your work? What is the evidence supporting this impact?</p>			

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STANDARD 5.2: Consultation and Collaboration	Evaluation of Benchmarks		
School psychologists have knowledge of :	Unmet	Met	Exemplary
Varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;	1	2	3
School psychologists, in collaboration with others, demonstrate skills to:	Unmet	Met	Exemplary
Consult, collaborate, and communicate effectively with consideration to diverse family backgrounds, early life experiences, and cultural and linguistic diversity;	1	2	3
Recognize the impact these experiences have on the delivery of services.	1	2	3
Benchmarks 1. How have you built your knowledge of this Standard? What is the impact/result of your knowledge? What is the supporting evidence of this impact?			
Benchmarks 2-3. What do you currently do that demonstrates your professional competency in this Standard? What is the impact/result of your work? What is the evidence supporting this impact?			

STANDARD 5.3: Interventions and Instructional Support to Develop Academic Skills	Evaluation of Benchmarks		
School psychologists have knowledge of:	Unmet	Met	Exemplary
Influence of biological, cultural, linguistic, and early life experiences on academic skills;	1	2	3

Human learning, cognitive, and developmental processes;	1	2	3
Evidence-based curricula, instructional strategies, and differentiation to meet the needs of the learner.	1	2	3
School psychologists, in collaboration with others, demonstrate skills to:	Unmet	Met	Exemplary
Use a variety of culturally and developmentally appropriate assessment and data collection methods;	1	2	3
Implement and evaluate services that contribute to measurable impact on academic achievement;	1	2	3
Access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning.	1	2	3
Benchmarks 1-3. How have you built your knowledge of this Standard? What is the impact/result of your knowledge? What is the supporting evidence of this impact?			
Benchmarks 4-6. What do you currently do that demonstrates your professional competency in this Standard? What is the impact/result of your work? What is the evidence supporting this impact?			

STANDARD 5.4: Interventions and Mental Health Services to Develop Social and Life Skills	Evaluation of Benchmarks		
School psychologists have knowledge of:	Unmet	Met	Exemplary
Biological, cultural, developmental, and social influences on behavior and mental health;	1	2	3
Behavioral and emotional impacts on learning and life skills; and	1	2	3

Evidence-based strategies to promote social–emotional functioning and mental health.	1	2	3
School psychologists, in collaboration with others, demonstrate skills to:	Unmet	Met	Exemplary
Use assessment and data-collection methods;	1	2	3
Implement and evaluate services that support socialization, cultural competence, learning, and mental health;	1	2	3
Access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning.	1	2	3
Benchmarks 1-3. How have you built your knowledge of this Standard? What is the impact/result of your knowledge? What is the supporting evidence of this impact?			
Benchmarks 4-6. What do you currently do that demonstrates your professional competency in this Standard? What is the impact/result of your work? What is the evidence supporting this impact?			

STANDARD 5.5: School-Wide Practices to Promote Learning	Evaluation of Benchmarks		
School psychologists have knowledge of :	Unmet	Met	Exemplary
School and systems structure, organization, and theory;	1	2	3
General and special education;	1	2	3
Technology resources	1	2	3
Equity pedagogy; and	1	2	3

Evidence-based school practices that promote learning and mental health.	1	2	3
School psychologists, in collaboration with others, demonstrate skills to:	Unmet	Met	Exemplary
Develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others; and	1	2	3
Plan and measure positive impact on student learning at universal, targeted, and intensive levels.	1	2	3
Benchmarks 1-5. How have you built your knowledge of this Standard? What is the impact/result of your knowledge? What is the supporting evidence of this impact?			
Benchmarks 6-7. What do you currently do that demonstrates your professional competency in this Standard? What is the impact/result of your work? What is the evidence supporting this impact?			

STANDARD 5.6: Prevention and Responsive Services	Evaluation of Benchmarks		
School psychologists have knowledge of :	Unmet	Met	Exemplary
Principles and research related to resilience and risk factors in learning and mental health across cultures;	1	2	3
Services in schools and communities to support multi-tiered prevention; and	1	2	3
Evidence-based strategies for effective crisis response.	1	2	3
School psychologists, in collaboration with others, demonstrate skills to:	Unmet	Met	Exemplary

<p>Promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors;</p> <p>Implement effective crisis preparation, response, and recovery.</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	1	2	3	1	2	3
1	2	3					
1	2	3					
<p>Benchmarks 1-3. How have you built your knowledge of this Standard? What is the impact/result of your knowledge? What is the supporting evidence of this impact?</p>							
<p>Benchmarks 4-5. What do you currently do that demonstrates your professional competency in this Standard? What is the impact/result of your work? What is the evidence supporting this impact?</p>							

STANDARD 5.7: School Collaboration Services	Evaluation of Benchmarks		
School psychologists have knowledge of:	Unmet	Met	Exemplary
<p>Principles and research related to family systems inclusive of family, economic and social strengths and needs, cultural norms, and linguistic development;</p> <p>Evidence-based strategies to support family influences on children’s learning and mental health and can identify and employ strategies to develop successful collaboration models between families and schools.</p>	<p>1</p> <p>1</p>	<p>2</p> <p>2</p>	<p>3</p> <p>3</p>
School psychologists, in collaboration with others, demonstrate skills to:	Unmet	Met	Exemplary
<p>Design, implement, and evaluate services that respond to culture, linguistic background, and context; and</p> <p>Facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.</p>	<p>1</p>	<p>2</p>	<p>3</p>

	1	2	3
Benchmarks 1-2. How have you built your knowledge of this Standard? What is the impact/result of your knowledge? What is the supporting evidence of this impact?			
Benchmarks 3-4. What do you currently do that demonstrates your professional competency in this Standard? What is the impact/result of your work? What is the evidence supporting this impact?			

STANDARD 5.8: Diversity in Development and Learning	Evaluation of Benchmarks		
School psychologists have knowledge of:	Unmet	Met	Exemplary
The diverse nature of characteristics related to individuals' abilities and disabilities;	1	2	3
Principles and research related to culture, linguistic development, context, individual and role differences; and	1	2	3
Evidence-based strategies designed to enhance services and address potential influences related to diversity.	1	2	3
School psychologists, in collaboration with others, demonstrate skills to:	Unmet	Met	Exemplary
Provide effective professional services across multiple contexts that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds;	1	2	3
Recognize, understand and respect that advocacy for social justice is essential for children, families and schools and affect all aspects of service delivery.	1	2	3
Benchmarks 1-3. How have you built your knowledge of this Standard? What is the impact/result of your knowledge? What is the supporting evidence of this impact?			

Benchmarks 4-5. What do you currently do that demonstrates your professional competency in this Standard? What is the impact/result of your work? What is the evidence supporting this impact?

STANDARD 5.9: Research and Program Evaluation	Evaluation of Benchmarks		
School psychologists have knowledge of :	Unmet	Met	Exemplary
<p>Research design, statistics, measurement, varied data collection and analysis techniques; and</p> <p>Program evaluation sufficient for understanding research and interpreting data in applied settings.</p>	<p>1</p> <p>1</p>	<p>2</p> <p>2</p>	<p>3</p> <p>3</p>
School psychologists, in collaboration with others, demonstrate skills to:	Unmet	Met	Exemplary
<p>Use data and school accountability requirements to identify program and system strengths and needs and to monitor program effectiveness;</p> <p>Evaluate and apply research as a foundation for service delivery; and</p> <p>In collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.</p>	<p>1</p> <p>1</p> <p>1</p>	<p>2</p> <p>2</p> <p>2</p>	<p>3</p> <p>3</p> <p>3</p>
<p>Benchmarks 1-2. How have you built your knowledge of this Standard? What is the impact/result of your knowledge? What is the supporting evidence of this impact?</p>			
<p>Benchmarks 3-5. What do you currently do that demonstrates your professional competency in</p>			

this Standard? What is the impact/result of your work? What is the evidence supporting this impact?

STANDARD 5.10: Legal, Ethical, and Professional Practice	Evaluation of Benchmarks		
School psychologists have knowledge of :	Unmet	Met	Exemplary
The history and foundations of school psychology;	1	2	3
Multiple service models and methods;	1	2	3
Ethical, legal, and professional standards	1	2	3
The impact of one’s own culture and linguistic background in practice; and	1	2	3
State and federal accountability legislation.	1	2	3
School psychologists demonstrate skills to:	Unmet	Met	Exemplary
Provide services consistent with ethical, legal, and professional standards;	1	2	3
Engage in responsive ethical and professional decision-making;	1	2	3
Collaborate with other professionals; and	1	2	3
Apply professional work characteristics to manage time and services effectively.	1	2	3
Benchmarks 1-5. How have you built your knowledge of this Standard? What is the impact/result of your knowledge? What is the supporting evidence of this impact?			
Benchmarks 6-9. What do you currently do that demonstrates your professional competency in this Standard? What is the impact/result of your work? What is the evidence supporting this			

impact?

STANDARD 5.11 Emerging and Assistive Technologies	Evaluation of Benchmarks		
School psychologists have knowledge of :	Unmet	Met	Exemplary
<p>Information sources and technology relevant to their work;</p> <p>Technology resources for children, adolescents, and professionals including instructional software and adaptive technology for individuals with disabilities</p> <p>Ethical, legal and access issues related to the use of technology in order to ensure responsible use.</p>	<p>1</p> <p>1</p> <p>1</p>	<p>2</p> <p>2</p> <p>2</p>	<p>3</p> <p>3</p> <p>3</p>
School psychologists, in collaboration with others, demonstrate skills to:	Unmet	Met	Exemplary
<p>Access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services;</p> <p>Utilize available technologies to improve assessed individual student learning needs.</p>	<p>1</p> <p>1</p>	<p>2</p> <p>2</p>	<p>3</p> <p>3</p>
<p>Benchmarks 1-3. How have you built your knowledge of this Standard? What is the impact/result of your knowledge? What is the supporting evidence of this impact?</p>			
<p>Benchmarks 4-5. What do you currently do that demonstrates your professional competency in this Standard? What is the impact/result of your work? What is the evidence supporting this impact?</p>			

CASE STUDY EVALUATION RUBRIC

Section 1: Problem Identification

	Very Effective	Effective	Needs Development/Lacks Documentation
1.1	<input type="checkbox"/> The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms	<input type="checkbox"/> The student's behavior is operationally defined	<input type="checkbox"/> The student's behavior is identified but not operationally defined
1.2		<input type="checkbox"/> The problem is collaboratively defined	<input type="checkbox"/> The problem is not collaboratively defined
1.3	<input type="checkbox"/> The discrepancy between current and desired level of performance is explained	<input type="checkbox"/> The behavior is operationally defined or quantified in terms of both current and desired levels of performance	<input type="checkbox"/> The behavior is not operationally defined in terms of both current and desired levels of performance
1.4	<input type="checkbox"/> Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines	<input type="checkbox"/> A baseline for the student behavior is established using sufficient data	<input type="checkbox"/> A baseline for the student behavior is not established or has insufficient data
1.5		<input type="checkbox"/> The student behavior is identified as a skill and/or	<input type="checkbox"/> The student behavior is not identified as a skill and/or performance

		performance deficit	deficit
1.6		<input type="checkbox"/> Parents/guardians and teachers are involved in the problem-identification process	<input type="checkbox"/> Parents/guardians and teachers are not involved in the problem-identification process

Rating for 1.0: Problem Identification:

Comments

Section 2: Problem Analysis

	Very Effective	Effective	Needs Development/ Lacks Documentation
2.1	<input type="checkbox"/> Hypotheses are generated through collaboration with teacher and/or parent	<input type="checkbox"/> One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	<input type="checkbox"/> Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable
2.2	<input type="checkbox"/> There are multiple sources of data that converge on each proposed hypothesis	<input type="checkbox"/> There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	<input type="checkbox"/> Appropriate data are not collected to confirm or reject the hypotheses
2.3		<input type="checkbox"/> Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	<input type="checkbox"/> Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)

Rating for 2.0: Problem Analysis:

Comments

Section 3: Intervention

	Effective	Needs Development/ Lacks Documentation
3.1	<input type="checkbox"/> Intervention is linked to observable, measurable goal statement(s)	<input type="checkbox"/> Intervention is not linked to observable, measurable goal statement(s)
3.2	<input type="checkbox"/> Intervention(s) selection is based on data from problem analysis and hypothesis testing	<input type="checkbox"/> Intervention(s) selection is not based on data from problem analysis and hypothesis testing
3.3	<input type="checkbox"/> Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)	<input type="checkbox"/> Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)
3.4	<input type="checkbox"/> Intervention(s) is developed collaboratively	<input type="checkbox"/> Intervention(s) is not developed collaboratively
3.5	<input type="checkbox"/> Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	<input type="checkbox"/> Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified
3.6	<input type="checkbox"/> Logistics of setting, time, resources and personnel are included in the intervention plan	<input type="checkbox"/> Logistics of setting, time, resources and personnel are not included in the intervention plan

3.7	<input type="checkbox"/> Intervention selection considers unintended outcomes or limitations	<input type="checkbox"/> Intervention selection does not consider unintended outcomes or limitations
3.8	<input type="checkbox"/> Intervention is monitored and data are provided to ensure that it is implemented as designed	<input type="checkbox"/> Treatment integrity is not monitored

Rating for 3.0: Intervention:

Comments

Section 4: Evaluation

	Very Effective	Effective	Needs Development/ Lacks Documentation
4.1	<input type="checkbox"/> Charting includes student performance trend lines, and/or goal lines	<input type="checkbox"/> Progress monitoring data are demonstrated on a chart	<input type="checkbox"/> Progress monitoring data are not demonstrated on a chart
4.2	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to baseline data	<input type="checkbox"/> Intervention is not demonstrated to be effective through data comparison
4.3	<input type="checkbox"/> Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	<input type="checkbox"/> Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	<input type="checkbox"/> Data are not used to inform further problem solving and decision making
4.4	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are documented as	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are addressed	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are not addressed

	effective		
4.5	<input type="checkbox"/> Modifications for future interventions are considered based upon collaborative examination of effectiveness data	<input type="checkbox"/> Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	<input type="checkbox"/> Effectiveness of intervention is not shared or communicated
4.6	<input type="checkbox"/> Strategies for follow-up are developed and implemented	<input type="checkbox"/> Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	<input type="checkbox"/> Suggestions for follow-up are not developed

Rating for 4.0: Evaluation:

Comments



Eastern Washington University
 Post-Master's Certificate in School Psychology
 Portfolio

CRITERIA FOR RESEARCH REPORT			
STEP 1. THE PROBLEM		YES	NO
	Is the problem clearly and consistently stated?		
	Is the problem adequately narrowed down into a researchable problem?		
	Is the problem significant enough to warrant a formal research effort?		
	Is the relationship between the identified problem and previous research clearly described?		
STEP 2. LITERATURE REVIEW		YES	NO
	Is the literature review logically organized?		
	Does the review provide a critique of the relevant studies?		
	Are gaps in knowledge about the research problem identified?		
	Are important relevant references included?		
STEP 3. THEORETICAL OR CONCEPTUAL FRAMEWORK		YES	NO
	Is the theoretical framework easily linked with the problem (or does it seem forced)?		
	If a conceptual framework is used, are the concepts adequately defined, and are the relationships among these concepts clearly identified?		
STEP 4. RESEARCH VARIABLES		YES	NO
	Are the independent and dependent variables operationally defined?		
	Are there any confounding variables present? If so, are they identified?		
STEP 5. HYPOTHESIS		YES	NO
	Are the hypotheses clear, testable, and specific?		
	Does each hypothesis describe a predicted relationship between two or more variables included in each hypothesis?		
	Do the hypotheses logically flow from the theoretical or conceptual framework?		
STEP 6. SAMPLING		YES	NO
	A. Group Research		
	Is the sample size adequate?		
	Is the sample representative of the defined population?		
	Is the method for selection of the sample appropriate?		
	Is any sampling bias in the chosen method acknowledged?		
	Are the criteria for selecting the sample clearly identified?		
	B. Single Case Research		
	Is the participant described adequately?		
STEP 7. RESEARCH DESIGN		YES	NO
	Is the research design adequately described?		
	Is the design appropriate for the research problem?		

	Does the research design address issues related to the internal and external validity of the study?		
STEP 8. DATA COLLECTION METHODS		YES	NO
	Are the data collection methods appropriate for the study?		
	Are the data collection instruments described adequately?		
	Do the measurement tools have reasonable validity and reliability?		
STEP 9. DATA ANALYSIS		YES	NO
	Is the results section clearly and logically organized?		
	Is the type of analysis appropriate for the level of measurement for each variable?		
	Are the tables and figures clear and understandable?		
	Is the statistical test the correct one for answering the research question?		
STEP 10. INTERPRETATION AND DISCUSSION OF THE FINDINGS		YES	NO
	Does the investigator clearly distinguish between actual findings and interpretations?		
	Are the interpretations based on the data obtained?		
	Are the findings discussed in relation to previous research and to the conceptual/theoretical framework?		
	Are all generalizations warranted and defended?		
	Are the limitations of the results identified?		
	Are the implications of the research discussed?		
	Are recommendations for future research identified?		
	Are the conclusions justified?		

From: Beck, C.T. (1990, January-February). The research critique: General criteria for evaluating a research report. *Journal of Gynecology and Neonatal Nursing*, 19, 18-22.

Adapted from: Leedy, P.D. & Ormrod, J.E. (2005). Practical application: Critiquing a research report. In P. D. Leedy & J. E. Ormond (Eds.), *Practical Research Planning and Design 8th-ed.* (pp. 298-300). New Jersey, Pearson.