



**School Psychology Internship Portfolio Manual
2022-2023**

University of Connecticut
Neag School of Education
School Psychology Program

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OVERVIEW AND PURPOSE

The goals of the master's/sixth-year and doctoral programs in School Psychology are to ensure that each student exhibits the personal characteristics, academic knowledge, and practitioner competencies that fully qualify him/her as a professional. These are promoted through a variety of learning experiences during students' time in the program, which culminates in the internship experience.

In addition to supervisor evaluations, one of the main internship completion requirements is the creation of a portfolio. In accordance with the NASP 2020 Standards for Graduate Preparation of School Psychologists and APA Standards of Accreditation (2015), the internship portfolio allows students to demonstrate their ability to integrate knowledge and professional skills while delivering a range of services to children, families, and schools. This portfolio consists of 10 artifacts, which are representative of the nature and quality of the work completed during internship and demonstrate students' competence across the School Psychology Program Objectives, NASP 2020 domains, and APA 2015 Profession-wide Competencies and Program-specific Competencies. It is submitted for faculty review twice during the internship year.

This manual includes information adapted from the School Psychology Program *Practicum and Internship Handbook 2013-2014* created by The College of William & Mary.

STRUCTURE AND FORMAT

Portfolio materials are submitted via Portfolium, the online platform used by the University of Connecticut (see Appendix A). Portfolium is an online network where students can showcase academic and extracurricular work. Students will utilize Portfolium to upload all required artifacts produced through internship to demonstrate program competencies. On Portfolium, there is a UConn School Psychology pathway, organized by milestones. Each milestone represents one program competency. All 12 program competencies must be passed through submission of relative artifacts. An artifact may be used to fulfill more than one competency, although students must upload a separate cover sheet to accompany the artifact for each specific competency to highlight how the artifact demonstrates the competency. See <https://edu.portfolium.com/> for more information.

Materials should all be submitted to Portfolium in PDF format. Please see instructions in Appendix B on how to save documents as PDFs, and Appendix C on how to obtain your unofficial transcript and save it as a PDF.

CONTENT

Artifacts

The portfolio must include 10 artifacts across the following UConn School Psychology Program Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12. Six artifacts are required; that is, these artifacts must be included in each student's portfolio for the portfolio requirement to be met. Students can then choose the remaining four artifacts they want to include in the portfolio to demonstrate competence across all program objectives. These artifacts can include reports,

presentations, letters, research papers, etc. (see below for suggestions) representative of the unique experiences students have on internship.

An artifact can be counted in more than one objective (but typically not more than 2 objectives), however (a) the portfolio must contain a minimum of 10 artifacts and (b) each objective must have at least one artifact aligned with it. An individual artifact coversheet should be submitted for each program objective an artifact meets (see Appendix D). For example, if you are using a consultation case study for both Program Objective 2: Consultation and Collaboration AND Program Objective 7: Family-School Collaboration Services, one coversheet should be uploaded under Program Objective 2, with a rationale for how the artifact meets this objective, and a separate coversheet should be uploaded with the artifact for Program Objective 7, with a rationale specific to that competency. The artifact will be uploaded under each objective, with the accompanying coversheet.

Artifacts must be uploaded to Portfolium as PDF documents (see Appendix B)

Below, you'll find a list of the UConn School Psychology Program Objectives and the required and/or possible artifacts that would align with those objectives and demonstrate students' competencies. Please note this is not an exhaustive list. There may be other artifacts that are appropriate; if you are unsure, discuss the artifact with the Internship Director.

UConn 1: Data-based Decision Making (NASP Domain 1; APA II.B.1.b; IR C-8.D.VI)

- **Psychoeducational evaluation (Two [2] required)**

Students must submit two psycho-educational reports to include in their Internship Portfolio. These reports must be full and comprehensive psycho-educational assessment of a student in multiple domains of functioning. The comprehensive psycho-educational assessment process should include:

1. Review of records and other relevant permanent products (e.g., attendance, group achievement scores)
2. Interview with teachers, parents, children/adolescents, and/or other relevant parties
3. Systematic direct observation of student in classroom and/or other relevant settings
4. Standardized intelligence testing
5. Standardized academic achievement
6. Curriculum-based assessment of academic achievement
7. Evaluation of student's behavioral, social, and adaptive functioning by means of rating scales (e.g., BASC, CBCL, Vineland)
8. Data-based practical recommendations based on the assessment results.
9. A comprehensive case report.

Note: If the school or agency where you are an intern does not include recommendations in assessment reports, you are still responsible for developing data-based recommendations based on the assessment results for the purposes of the Internship Portfolio. You may append these recommendations as an appendix to the school-based report.

UConn 2: Consultation and Collaboration (NASP Domain 2; APA II.B.1.b; IR C-8.D.IX)

- **Consultation case study (required)**

Students must submit one consultation case study to include in their Internship Portfolio. This case study report must describe the consultation process and outcomes for a teacher or guardian consultee. The consultation case study report must include:

1. A description of each stage of the problem-solving consultation approach (e.g., behavioral consultation, conjoint behavioral consultation).
2. Operational definition of the identified problem.
3. Consultation goal(s) developed in collaboration with the consultee.
4. Description of the development and implementation of a theoretically sound, assessment-driven, and practical intervention plan.
5. Data demonstrating the evaluation of the outcomes of and the consultee's satisfaction with consultation, and, if necessary, how the intervention plan was adapted.

UConn 3: Academic Interventions and Instructional Supports (NASP Domain 3; APA II.B.1.b. IR C-8.D.VII)

- Academic intervention case study (**required – and MUST include intervention effect size data**)
 - NASP has developed a Case Study Rubric to evaluate these case studies. Please review the rubric in Portfolium and address all areas as appropriate to your case –there may be some aspects that are not relevant to your case (e.g., generalization)—in your artifact.
 - The case study must include baseline data, a new intervention to address an academic outcome (implemented by the intern or another educator), and formative outcome data.

UConn 4: Mental and Behavioral Health Services and Interventions (NASP Domain 4; APA II.B.1.b. IR C-8.D.VII)

- Behavior intervention case study (**required – and MUST include intervention effect size data**)
 - NASP has developed a Case Study Rubric to evaluate these case studies. Please review the rubric in Portfolium and address all areas as appropriate to your case –there may be some aspects that are not relevant to your case (e.g., generalization)—in your artifact.
 - The case study must include baseline data, a new intervention to address a mental and behavioral health outcome (implemented by the intern or another educator), and formative outcome data.

UConn 5: School-wide Practices to Promote Learning (NASP Domain 5; APA Program-Defined Competency)

- Evaluation of school wide program or practice (e.g., prevention program, early-intervention program, MTSS practices) (**required**)
 - Consider any available program or practice that the school may benefit from evaluation of implementation, outcomes, or both. Further, an aspect of school-wide practice (e.g., referral processes) could be evaluated to identify strengths and areas for improvement. Finally, you could identify a need within the school (data-based), and provide a review of programs available in the school that may meet that need or recommend programs/practices that could meet the need.

- Involvement in school-wide initiatives (e.g., MTSS/PBIS, attendance)
 - Provide a narrative description of your participation relative to the initiative (simply attending meetings is not sufficient to demonstrate your competence), and how your work is aligned with this competency.

UConn 6: Services to Promote Safe and Supportive Schools (NASP Domain 6; APA Program-Defined Competency)

- Implement a prevention program
 - Prevention includes Tier 1 academic, behavioral, social-emotional programs, preventive practices within classrooms (e.g., high-quality classroom management, Second Step). Describe the need for the program (data-based), how the program was identified, implementation and outcomes of the program.
- Conduct a parent/teacher training workshop
 - Provide a narrative description of your participation in the development and execution of the workshop, and how this work is aligned with this competency.
- Provide crisis management services
 - Describe how you provided crisis services, to whom (e.g., individual, class, school),
- Involvement in school- or district-level crisis team
 - Provide a narrative description of your participation relative to the initiative (simply attending meetings is not sufficient to demonstrate your competence), and how your work is aligned with this competency.

UConn 7: Family, School, Community Collaboration (NASP Domain 7; APA Program-Defined Competency)

- Implement a home-school communication system
 - Describe the presenting concerns, why home-school communication was warranted, what guided development of the system, and baseline as well as implementation and outcome data.
- Conduct a conjoint behavioral consultation case (with parents)
 - See consultation case study guidelines above.
- Collaborate with outside/independent providers or agencies
 - Describe your collaboration with an outside or independent provider or agency. How was this collaboration necessary to your case, how did the collaboration influence or inform your work, what were the outcomes of this collaboration, and what lessons did you learn that will influence your future practice?

UConn 8: Supervision (NASP Domain 10; APA II.B.1.b, IR C-8.D.VIII)

- Report about direct or simulated practice applying knowledge of supervision models and practices.
 - Describe any opportunities to supervise a paraeducator, practicum student, or other personnel in the school or at home in implementation of an assessment or intervention. What model of supervision did you use? How successful was your supervisee? What was effective? What would you change in the future?

UConn 9: Equitable Practices for Diverse Student Populations (NASP Domain 8; APA II.B.1.b, IR C-8.D.III)

- Assessment of a child who is bilingual, demonstrating application of empirical and theoretical literature base.

- o Provide assessment report and a narrative describing how the child's language influenced your assessment approach, interpretation, etc.
- Conducting a counseling or social support group for a specific group different from yourself and documentation of how you integrated awareness and knowledge of individual and cultural differences in your professional role.
 - o Describe the presenting concerns, how they are different from you/your experiences, how goals for the groups were established, what curriculum was used (or how/why materials were created), baseline as well as implementation and outcome data, how your background influenced your work, and lessons learned.
- Developing and implementing an intervention (direct or via consultation) for a student different from yourself and documentation of how you integrated awareness and knowledge of individual and cultural differences in your professional role.
 - o Describe the presenting concerns, how the student(s) were identified, how they are different from you/your experiences, how goals were established, what curriculum was used (or how/why materials were created), and baseline as well as implementation and outcome data, how your background influenced your work, and lessons learned.

UConn 10: Research and Evidence-based Practice (NASP Domain 9; APA II.B.1.b, IR C-8.D.I)

- Present at local, regional, and/or national conferences
 - o Provide a narrative description of your participation in the development and execution of the presentation, and how this work is aligned with this competency.
- Submit a paper to a journal for publication
 - o Provide a narrative description of your participation in the development and execution of the publication, and how this work is aligned with this competency.
- Present a case conference
 - o Provide a narrative description of your case as presented considering all steps of case conceptualization (see case conferencing handout) along with appropriate program evaluation data, including baseline and intervention data.
- Measure, evaluate, and present an intervention's effectiveness
 - o See case study description above. If used for program evaluation, there is an expectation of having adequate data sources in all aspects of program selection (what data were used to indicate need for program), development (what data did you use to develop the intervention), and evaluation (how did data change pre-post intervention, how well was intervention implemented).

UConn 11 and 12: Legal and Ethical, Practice & Professionalism, Communications, and Interpersonal Skills (NASP Domain 10; APA II.B.1.b; IR C-8.D.II & IR C-8.D.IV; IR C-8.D.V)

- Attend workshops/conference presentations on legal or ethical issues (need documentation)
 - o Provide a narrative description of the workshop and how the content already has or will influence your practice.
- Documentation of an ethical or legal case study that includes application of ethical decision-making process
 - o Similar to the legal/ethical case study complete in EPSY 5408, describe the concern, your decision making process, and the outcomes.

Supporting Documents

In addition to artifacts, the following supporting documents must be uploaded to Portfolium as PDF documents.

- **Personal Statement** – A reflective statement regarding your preparation, professional goals, areas of competence, and areas in need of further development. (APA II.B.1.b; IR C-8.D.IV).
- **Unofficial Transcript** – This may be obtained from your Student Admin account at www.studentadmin.uconn.edu. Be sure to submit as a PDF document (see Appendix C).
- **Self- and Supervisor-evaluations (copies)** – If evaluations have not been returned to you by the Neag Assessment Office in time for portfolio submission, please upload the email you received when you completed the self-evaluation and ask your supervisor for the email they received after completing their evaluation and submit by the deadline stated in the Internship Syllabus.

REVIEW POLICIES AND TIMELINE

Mid-year Review

At the beginning of January (see syllabus for exact date), students will upload any completed portfolio artifacts (do not upload partially completed artifacts) to Portfolium for the Internship Director to rate at mid-year. At that time, it is expected that students will have approximately half of the portfolio artifacts completed. The Internship Director will review the interns' portfolios during January and rate uploaded artifacts using the associated rubric. If an artifact's rating meets the minimal level of achievement (rating of Distinguished), the program competency milestone will have been met. The Internship Director will email each intern indicating if they are making adequate progress. In the event that a student is not making sufficient progress toward completion of the portfolio, a meeting with the Internship Director, intern, and the intern's major advisor will be convened and a remediation plan will be developed.

End-of-year Review

During April (see syllabus for exact date), students will upload their remaining portfolio artifacts to Portfolium for the Internship Director to rate for the end-of-year review. At that time, it is expected that students will have all the portfolio artifacts completed; please plan accordingly. In the unlikely event that you have any artifacts that you want to submit, but they are not complete (e.g., an evaluation due June 1), talk with the Internship Director as soon as possible. If the final self and supervisor evaluations have not been returned to you by the Neag Assessment Office in time for portfolio submission, please upload the email you received when you completed the self-evaluation and ask your supervisor for the email they received after completing their evaluation and submit by the deadline stated in the Internship Syllabus.

The Internship Director will review the interns' portfolios during May and rate each artifact using the associated rubric. If an artifact's rating meets the minimal level of achievement (rating of Distinguished), the program competency milestone will have been met. In the unlikely event that a student does not meet the portfolio requirement in May, a meeting with the

Internship Director, intern, and the intern's major advisor will be convened immediately and a remediation plan will be developed.

Alignment of School Psych Program Competencies with NASP Standards (2020), APA Standards (2015)

School Psychology Competencies	NASP / APA Standards														
	NASP 2020	1	2	3	4	8	5	6	7	9	10	10	10	10	
	APA 2015	VI	IX	VI I	VI I	III	P D	P D	P D	I	II	VII I	IV	V	
1. Data-based Decision Making	X														
2. Consultation and Collaboration		X													
3. Academic Intervention and Instructional Support			X												
4. Mental and Behavioral Health Services and Interventions				X											
5. School-wide Practices to Promote Learning							X								
6. Services to Promote Safe and Supportive Schools								X							
7. Family, School, Community Collaboration									X						
8. Supervision												X			
9. Equitable Practices for Diverse Student Populations						X									
10. Research and Evidence-based Practice										X					
11. Legal, Ethical, and Professional Practice											X				
12. Professionalism, Communication, and Interpersonal Skills													X	X	

Note: PD = Program-Defined Competency