

<i>Subskills Considered</i>	<i>Below Expectations for Year in Program</i>	<i>Meets Expectations for Year in Program</i>	<i>Exceeds Expectations for Year in Program</i>	
<b>Degree Requirements and Program Benchmarks</b>				
Overall Rating of <i>Below Meets Exceeds</i> Expectancy				
Adequate Progress to Complete Program in Timely Manner : Anticipated # of years to graduation (from entrance to anticipated graduation) _____	Unable to reach benchmarks or not taken/passed sufficient courses for on-time graduation	All benchmarks (degree plan, coursework, fieldwork, research involvement, assessments, etc.) completed for on time graduation (5 years)	Benchmarks met in all areas and potentially will complete dissertation prior to internship for on time (5 years) graduation	Below Meets Exceeds
Specific Requirements: PRAXIS II	Has not taken	Taken and passed with copy of score report turned into office	NA	Below Meets
Adv. PSYC GRE	Has not taken	Taken and passed with copy of score report turned into office	NA	Below Meets
CITI training – Social Behavioral Sciences	Has not completed or expired	Completed and passed with copy of score report turned into office	Completed and submitted IRB application	Below Meets Exceeds
<b>Discipline Specific Knowledge and Integration</b>				
Overall Rating of <i>Below Meets Exceeds</i> Expectancy				
History and Systems of Psychology	Not met	Met prior to graduate matriculation or took a graduate course	Completed multiple courses covering H&S	Below Meets Exceeds
Scientific Psychology: Affective Aspects of Behavior;	Lacks understanding of the foundational concepts, principles, and theories in the field	Demonstrates the ability to sufficiently articulate the foundational concepts, principles, and theories in the discipline	Effectively articulates theories, concepts, and principles;	Below Meets Exceeds
Scientific Psychology: Biological, Aspects of Behavior;	Lacks understanding of the foundational concepts, principles, and theories in the field	Demonstrates the ability to sufficiently articulate the foundational concepts, principles, and theories in the discipline	Effectively articulates theories, concepts, and principles;	Below Meets Exceeds
Scientific Psychology: Cognitive Aspects of Behavior;	Lacks understanding of the foundational concepts, principles, and theories in the field	Demonstrates the ability to sufficiently articulate the foundational concepts, principles, and theories in the discipline	Effectively articulates theories, concepts, and principles;	Below Meets Exceeds
Scientific Psychology: Developmental Aspects of Behavior;	Lacks understanding of the foundational concepts, principles, and theories in the field	Demonstrates the ability to sufficiently articulate the foundational concepts, principles, and theories in the discipline	Effectively articulates theories, concepts, and principles;	Below Meets Exceeds
Scientific Psychology: Social Aspects of Behavior;	Lacks understanding of the foundational concepts, principles, and theories in the field	Demonstrates the ability to sufficiently articulate the foundational concepts, principles, and theories in the discipline	Effectively articulates theories, concepts, and principles;	Below Meets Exceeds
Ability to analyze and integrate information across domains identified in 2.a-e	Unable to integrate information	Integrates information to yield critical, reasoned arguments	Conclusions are logical extrapolations from the inquiry	Below Meets Exceeds
Knowledge of research methods, measurement, statistics, including mixed methods and other experimental designs	Has difficulty meeting expectations in coursework requiring knowledge and understanding of research methods, measurement, statistics	Demonstrates adequate knowledge and understanding of research methods, measurement, statistics	Demonstrates proficiency in knowledge, understanding, and applications of research methods, measurement, and statistics	Below Meets Exceeds
Understanding of quantitative, mathematical modeling and analysis; statistical description and inference; hypothesis testing, power, estimation	Has difficulty meeting expectations in coursework requiring knowledge and understanding of research methods, measurement, statistics	Demonstrates adequate knowledge and understanding of research methods, measurement, statistics	Demonstrates proficiency in knowledge, understanding, and applications of research methods, measurement, and statistics	Below Meets Exceeds

Knowledge of psychometrics from measurement theory to techniques of measurement, validity, reliability, standardization, and test construction	Has difficulty meeting expectations in coursework requiring knowledge and understanding of research methods, measurement, statistics	Demonstrates adequate knowledge and understanding of research methods, measurement, statistics	Demonstrates proficiency in knowledge, understanding, and applications of research methods, measurement, and statistics	Below Meets Exceeds
<b>Profession Wide Competencies</b>				
<b>i. Research</b>				
Overall Rating of <i>Below Meets Exceeds</i> Expectancy				
Initiation of new research or scholarly project: _____	Unable to develop research plans/proposal to conduct research	Demonstrates ability to conceptualize a research plan and to conduct institutionally appropriate research	Demonstrates proficiency in developing clear research plans and conducting valid, theoretically consistent, and institutionally appropriate research	Below Meets Exceeds
Demonstrates substantially independent ability to formulate research or other scholarly activities of sufficient quality and rigor to potentially contribute to scientific, psychological or professional knowledge base	Has not taken a lead in any research or scholarly activities	Completed the following: ___ Literature Review ___ Pre-proposal ___ Dissertation Proposal ___ Defended Dissertation	Received award or was nominated for same in relation to first authored research or scholarly activity	Below Meets Exceeds
Conducts research or other scholarly activity; involved in research team(s) _____	Is not actively participating in a discipline-related research project	Actively is engaged in one or more research projects within the discipline with potential to take a lead in some area	Not only is engaged in one or more research projects, but is taking a lead or teaching others	Below Meets Exceeds
Ability to use a variety of approaches to critique research/evaluate data	Relies on own point of view or single perspective to develop arguments	Uses a variety of approaches/perspectives/sources to evaluate multiple points of view	Synthesizes in-depth information from relevant sources and organizes into meaningful patterns	Below Meets Exceeds
Disseminates research or other scholarly activity via publication  (Indicate # for each)	No submission of any manuscript as author or co-author	<b>Submitted</b> one or more manuscripts as author or co-author  # co-authored _____ # first/sole-authored _____	One or more manuscripts as author or co-author is/are <b>in press or published</b> # co-authored _____ # first/sole-authored _____	Below Meets Exceeds
Disseminates research or other scholarly activity via presentation (paper or poster) for regional or national conference	No presentations at any regional or national conference	Presented at one or more regional or national conferences as <b>co-author</b>  # co-authored _____	Presented as <b>first or sole</b> authored at regional or national conferences  # first/sole-authored _____	Below Meets Exceeds
Author or co-author, or involvement in writing grant proposal with faculty, research fellowship, or dissertation fellowship (to support student independent research)	Not involved in any way in grant writing	Involved in grant writing in some capacity including <b>mock grant, dissertation grant or research fellowship, or other internal or external grant</b> mechanism;	Involved in <b>external grant writing</b> as co-PI or PI	Below Meets Exceeds
Assist faculty in the development of a grant	Not involved in any way in grant writing	Assisted faculty member in organizing or compiling aspects of grant application for submission	Involved in grant writing in some capacity initiated by a faculty member	
Use of data at single subject or program evaluation level for data-based decision-making	No experience with data-based decision-making	Used data-based decision-making effectively in practice	Engaged in program evaluation activities or single subject research	Below Meets Exceeds

<b>ii. Ethical and Legal Standards</b>				
Overall Rating of <i>Below Meets Exceeds</i> Expectancy				
Knowledge of the current APA Ethical Principles and Code of Conduct	Does not know APA Ethical Principles	Demonstrates knowledge of APA Ethical Principles	Demonstrates proficiency of APA Ethical Principles	Below Meets Exceeds
Knowledge of relevant laws, regulations, rules, and policies governing health service psychology	Does not demonstrate knowledge of laws, etc. for HSP	Demonstrates knowledge of relevant laws, etc for HSP	Demonstrates proficiency of relevant laws, etc for HSP	Below Meets Exceeds
Knowledge of relevant laws, regulations, rules, and policies governing school-based practice	Does not demonstrate knowledge of laws, etc. for school-based practice	Demonstrates knowledge of relevant laws, etc for school-based practice	Demonstrates proficiency of relevant laws, etc for school-based practice	Below Meets Exceeds
Knowledge of professional standards and guidelines	Does not demonstrate knowledge of standards and guidelines	Demonstrates knowledge of standards and guidelines	Demonstrates proficiency of standards and guidelines	Below Meets Exceeds
Able to recognize ethical dilemmas and apply ethical decision-making processes to resolve the dilemmas	Is unable to recognize ethical/legal breaches or problem-solve to address	Able to recognize ethical/legal problem and problem-solve to resolve	Is proficient in identifying potential ethical/legal problems and takes steps to prevent	Below Meets Exceeds
Conduct self in accordance with ethical and legal standards in all professional activities	Any indication of ethical/legal breach in professional activities	Conducts self in accordance with ethical/legal in all activities	Mastery of ethical/legal standards is evident in professional behavior	Below Meets Exceeds
<b>iii. Individual/Cultural Diversity</b>				
Overall Rating of <i>Below Meets Exceeds</i> Expectancy				
Understanding of how own personal/cultural history, attitudes may affect how they understand and interact with others (Self Awareness)	Does not acknowledge that their own dimensions of diversity, attitudes and biases may affect interactions	Demonstrates knowledge and awareness of one's own dimensions of diversity and attitudes;	Exemplifies the awareness and reflects on how one's own background, attitudes and biases affect interactions, research, and practice	Below Meets Exceeds No-Opp.
Understanding and Knowledge of empirical knowledge as it relates to addressing diversity in all professional activities	Does not grasp the importance of individual/cultural diversity or understand the theoretical and empirical knowledge base	Demonstrates knowledge and awareness of theoretical and empirical knowledge relating to diversity	Exemplifies understanding and knowledge of the theoretical and empirical knowledge base relating to diversity	Below Meets Exceeds
Application in Practice: Able to integrate awareness and knowledge of individual and cultural differences in the conduct of professional activities.	Understands but does not apply this understanding in practice	Considers/addresses individual/cultural differences in practice settings (e.g., case conceptualization, choice of assessment tools, choosing interventions)	Exemplifies consideration of ways in which culture and diversity shape behaviors across settings, and considers culture and diversity in all aspects of practice and research	Below Meets Exceeds No-Opp
Can apply a framework for working effectively with areas of individual and cultural diversity not previously encountered	Has difficulty working effectively with individual and cultural diversity not previously encountered	Can articulate a framework for working effectively with areas of individual and cultural diversity not previously encountered	Exemplifies the ability to work effectively with areas of individual and cultural diversity not previously encountered	Below Meets Exceeds No-Opp
Ability to work with individuals (peers, faculty, school staff, clients) whose group membership, demographic characteristics	Unable to interact effectively with individuals different in some way from self	Demonstrates ability to work with individuals whose group membership, demographic characteristics, or worldviews are in conflict with own	Exceptional ability to work with individuals from diverse backgrounds	Below Meets Exceeds

or worldviews conflict with own				
Demonstrates the requisite knowledge base and can articulate an approach to working effectively with diverse individuals and groups and applies this approach in practice	Unable to articulate or apply an approach to working effectively with diverse individuals	Able to articulate and apply an approach to working effectively with diverse individuals at entry level	Able to articulate and apply an approach to working effectively with diverse individuals with proficiency	Below Meets Exceeds No-Opp
<b>iv. Professional values, attitudes, and behaviors</b>				
Overall Rating of <i>Below Meets Exceeds Expectancy</i>				
Behaves in ways that reflect the values and attitudes of psychology (deportment, professional identity, accountability, adhering to time lines, confidentiality, lifelong learning, concern for the welfare of others)	Any issue with deportment, integrity, accountability, concern for welfare of others, professional identity, or lifelong learning	Behavior is consistent with values and attitudes of psychology	Behavior exemplifies the values and attitudes of psychology	Below Meets Exceeds
Engages in self-reflection regarding one's personal and professional functioning and engages in activities to maintain performance, well-being, and effectiveness	Concerns with personal and professional activity that are not being addressed	Individual is self-reflective and engages in activities to maintain performance, well-being and professional effectiveness at expected level	Individual is self-reflective and engages in activities to maintain performance, well-being and professional effectiveness at high levels	Below Meets Exceeds
Actively seek and demonstrate openness and responsiveness to feedback and supervision	Does not seek or respond to feedback and supervision appropriately	Seeks and responds to feedback and supervision	Seeks and responds to feedback and supervision as needed	Below Meets Exceeds
Responds professionally in increasingly complex situations with a greater degree of independence	Unable to respond to increasingly complex situations with greater degree of independence	Responds to most increasingly complex situations with greater independence	Able to respond to increasingly complex situations with greater independence	Below Meets Exceeds No-Opp
<b>v. Communications and Interpersonal Skills</b>				
Overall Rating of <i>Below Meets Exceeds Expectancy</i>				
Develop and maintain effective relationships with colleagues, communities, organizations, supervisors, supervisees, and clients	Lacks ability to establish and maintain effective relationships with one or more of those groups	Is able to establish and maintain effective relationships with a range of individuals and groups	Is able to establish and maintain effective relationships with all, but excels in effectiveness with one or more of those of groups	Below Meets Exceeds
Able to communicate thoughts in written form for the intended audience demonstrating a thorough grasp of professional language and concepts	Demonstrates marginal written communication skills that take into consideration the audience	Demonstrates the ability to communicate in written form that considers the audience (i.e., technical writing v. psychological report)	Demonstrates high level of competency in written communication for all purposes	Below Meets Exceeds
Able to communicate thoughts in oral form for the intended audience and effectively communicate professional concepts	Demonstrates marginal oral communication skills that take into consideration the audience	Demonstrates the ability to communicate in oral form that considers the audience (child, parent, teacher, other professional)	Demonstrates high level of competency in oral communication for all purposes	Below Meets Exceeds
Interpersonal skills across systems for effective relationships	Lacks ability to establish appropriate relationships	Demonstrates the ability to work with others across disciplines and engage in	Demonstrates leadership ability in establishing	Below Meets

	across individuals and systems	cross-disciplinary problem-solving	cross-disciplinary collaboration	Exceeds
Engaging in difficult dialogues	Avoids conflict rather than engaging in difficult conversations	Demonstrates the ability (in practice or role play) to engage in difficult conversations and resolve conflict	Demonstrates the ability to engage in difficulty conversations and resolve conflict across settings	Below Meets Exceeds No Opp.
<b>vi. Assessment</b>				
Overall Rating of <i>Below Meets Exceeds</i> Expectancy				
Demonstrates knowledge of diagnostic classification systems, functional and dysfunctional behaviors, and client strengths and psychopathology	Unable to articulate knowledge of diagnostic systems, functional behaviors, client strengths or psychopathology	At least minimally demonstrates knowledge and understanding in this area	Mastery of diagnostic classification systems, functional and dysfunctional behaviors, and client strengths and psychopathology	Below Meets Exceeds
Demonstrate understanding of human behavior within contexts (e.g., family, social, societal, and cultural)	Unable to integrate context in understanding of human behavior	Demonstrates ability to apply understanding of human behavior in relation to context with or without prompt	Spontaneously integrates understanding of behavior within context	Below Meets Exceeds
Demonstrates understanding and use of Special Education classifications/eligibility categories and potential interaction of cognitive/academic deficits and functional/dysfunctional behaviors	Unable to articulate understanding of IDEA classification or interaction of cognitive/academic status with functional/dysfunctional behavior	Able to articulate and apply understanding of IDEA classification or interaction of cognitive/academic status with functional/dysfunctional behavior	Proficient in IDEA and interaction of cognitive/academic status with functional/dysfunctional behavior	Below Meets Exceeds No Opp.
Able to plan assessment that uses multiple methods and multiple sources appropriate to the characteristics of the individual and the purpose of the assessment	Assessment planning not consistent with multiple methods/sources or characteristics of the individual and goal of assessment	Assessment planning uses multiple methods and multiple methods appropriate to individual and goal of assessment with minimal guidance	Able to plan a comprehensive assessment, using multiple methods, multiple sources, and different measures appropriate to the individual and goal, with consideration of context independently	Below Meets Exceeds No Opp.
Ability to select appropriate evidence based methods of evaluation that reflect science of measurement and psychometrics	Not able to select appropriate methods based on psychometrics	Can select appropriate methods with consideration of psychometric properties	Can select appropriate methods with consideration of psychometric properties, as well as consideration of individual and cultural diversity	Below Meets Exceeds
Ability to choose measures with consideration of individual and cultural diversity	Not able to select measures with consideration of individual and cultural diversity	Can select appropriate methods with consideration of individual and cultural diversity	Can select appropriate methods with consideration of psychometric properties, as well as consideration of individual and cultural diversity	Below Meets Exceeds
Ability to accurately administer and score assessment measures	Not able to meet expectancy for adherence to standardization of administration and scoring	Able to administer and score measures consistent with standardization with minimal to no errors	Excels in ability to administer and score measures with standardization	Below Meets Exceeds
Ability to interpret results and develop diagnoses and/or case formulations	Not able to integrate information for diagnosis and case conceptualization	Able to integrate information for diagnosis and case conceptualization	Proficient in integrating information for differential diagnosis and case conceptualization	Below Meets Exceeds

Ability to generate appropriate recommendations and/or treatment plans/BIP	Not able to generate recommendations for intervention, accommodations and modifications to meet needs identified	Able to generate recommendations for intervention, accommodations and modifications to meet needs identified	Proficient at generation of recommendations for intervention, accommodations and modifications to meet needs identified	Below Meets Exceeds
Ability to write a clear and comprehensive professional report	Report writing is not clear or comprehensive	Able to write a clear and comprehensive professional report with minimal revision	Able to write a clear and comprehensive professional report independently	Below Meets Exceeds No Opp.
Ability to communicate orally and in writing the findings and implications of the assessment accurately and to a range of audiences	Not able to communicate findings and implications for differing audiences	Able to communicate findings and implications for differing audiences	Able to communicate findings and implications for differing audiences with proficiency	Below Meets Exceeds No Opp.
<b>vii. Intervention</b>				
Overall Rating of <i>Below Meets Exceeds</i> Expectancy				
Establish and maintain effective relationships with recipients of services	Not able to establish or maintain rapport with clients	Able to establish and maintain effective relationships with clients	Able to establish and maintain strong and effective relationships with clients	Below Meets Exceeds No Opp
Develop evidence-based intervention plans specific to service delivery goals	Not able to develop a treatment/intervention plan to address identified needs	Able to develop evidence-based intervention/treatment plans to meet needs	Proficient at developing evidence-based intervention/treatment plans to meet needs	Below Meets Exceeds No Opp
Implement interventions informed by current scientific literature, assessment findings, diversity characteristics and contextual variables	Not able to implement interventions informed by these variable	Able to implement interventions informed by current scientific literature, assessment findings, diversity characteristics and contextual variables	Proficient at implementing interventions informed by current scientific literature, assessment findings, diversity characteristics and contextual variables	Below Meets Exceeds No Opp.
Demonstrate the ability to apply the relevant research literature to clinical decision-making	Not able to apply relevant research	Demonstrate the ability to apply the relevant research literature to clinical decision-making	Proficient in the ability to apply the relevant research literature to clinical decision-making	Below Meets Exceeds No Opp
Modify and adapt evidence based approaches effectively when a clear evidence-base is lacking	Not able to adapt evidence based approaches	Able to modify and adapt evidence based approaches effectively when a clear evidence-base is lacking	Proficient at appropriately modifying and adapting EBA when a clear EB is lacking	Below Meets Exceeds No Opp
Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation	Does not use data to evaluate or modify	Evaluates intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation	Proficient in evaluating intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation	Below Meets Exceeds No Opp
Identify and implement appropriate academic and behavioral evidence based options	Not able to identify or implement an EB intervention program to address either academic or behavioral concerns	Demonstrates the ability to use data to identify or implement an EBI to address either academic or behavioral concerns	Demonstrates the ability to identify, adapt as needed, and implement EBI to address a range of presenting problems	Below Meets Exceeds No Opp
<b>viii. Supervision (and for CEHD Teaching)</b>				
Overall Rating of <i>Below Meets Exceeds</i> Expectancy				

Ability to transmit subject matter to others	Lacks ability to explain subject matter in the discipline	Demonstrates ability to explain the subject matter in the discipline (indicate #)  Guest Lectures ____ Class presentations ____ In-Service _____	Demonstrates advanced pedagogical skills necessary to explain the subject matter in the discipline to varied audiences CTE Certification _____	Below Meets Exceeds
Ability to provide supervision for clinical skills	Lacks ability to transmit knowledge and skills to others in practice	Demonstrates emerging ability to provide guidance and scaffold others in the practice of clinical skills	Demonstrates advanced ability to provide guidance and scaffold other in the practice of clinical skills	Below Meets Exceeds No Opp
Understanding and Knowledge of Models and Practices of Supervision	Lacks understanding and knowledge of models and practices of supervision	Demonstrates understanding and knowledge of models and practices of supervision	Demonstrates understanding and knowledge of models and practices and has reflected on future role as supervisor	Below Meets Exceeds No Opp.
<b>ix. Consultation and interprofessional/interdisciplinary skills</b>				
Overall Rating of <i>Below Meets Exceeds Expectancy</i>				
Demonstrate knowledge and respect for the roles and perspectives of other professions	Does not demonstrate knowledge and respect of other professions	Demonstrates knowledge and respect for the roles and perspectives of other professions	Demonstrate exceptional knowledge and respect for the roles and perspectives of other professions	Below Meets Exceeds No Opp
Understanding and Knowledge of Consultation Models and Practices	Does not demonstrate knowledge of models and practices	Demonstrates knowledge of consultation models and practices	Identifies that appropriate consultation model/practice may vary as a function of context	Below Meets Exceeds No Opp
Application of consultation (teacher, parent, conjoint, systems)	Does not demonstrate the ability to assist others in response to client needs or goals	Demonstrates adequate ability to provide expert guidance or professional assistance to caregivers, teachers, or system administrators in response to "client" needs or goals	Demonstrates strong ability to provide expert guidance or professional assistance to caregivers, teachers, AND system administrators in response to "client" needs or goals	Below Meets Exceeds No Opp.

**Annual Review of Academic Expectations and Clinical Competencies**

School Psychology Doctoral Program – Revised August 2018

Completed by SPSY FACULTY STUDENT

Student Name: \_\_\_\_\_ Year in Program: \_\_\_\_\_

Advisor/Chair: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Additional Comments

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Explanation for any expectations not met provided by the student when concerns shared (due process followed)

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Remediation Plan components and time line if appropriate:

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