

Blueprint III Training Exemplar for Webpage

Blueprint III Training Exemplar (Caroline Wandle, Tufts University)

Competence Domain(s) that Relates to Program Objective

(check all that apply):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Data-Based Decision Making & Accountability | <input type="checkbox"/> Interpersonal & Collaborative Skills |
| <input checked="" type="checkbox"/> Systems-Based Service Delivery | <input checked="" type="checkbox"/> Diversity Awareness & Sensitive Service Delivery |
| <input checked="" type="checkbox"/> Enhancing the Development of Cognitive & Academic Skills | <input type="checkbox"/> Technological Applications |
| <input type="checkbox"/> Enhancing the Development of Wellness, Social Skills, & Life Competencies | <input type="checkbox"/> Professional, Legal, Ethical, & Social Responsibility |

Program Objective:

Competence in meeting the needs of students and families from various racial, cultural, ethnic, socioeconomic and gender-related groups.

Description of Way(s) Program Addresses Program Objective:

This objective is addressed through the following courses, practica, and internship experiences:

Prepracticum Seminar (first year) - Organization and Operation of Schools, including site visits to urban schools, collaborations with teachers, observations of school psychologists and pupil personnel teams.
Education 142-Education of Exceptional Children
Education 249 -Multicultural Issues in Counseling and Psychotherapy
Education 243-Assessment and Diagnosis of Cognitive Abilities
Education 246-Personality Assessment of Children and Adolescents
Education 245- Lifespan Human Development
Education 252- Group Dynamics
Education 254- Developmental Psychopathology in Educational Settings
Education 238-Theory and Process of Psychotherapeutic Interventions: Cognitive-Behavioral and Family Systems
Education 231-232 -Practicum in School Psychology
Education 257-258-Internship in School Psychology
Elective in Social and Cultural Foundations
Elective in Exceptionalities in Learning

Description of Way(s) Program Assesses Student/Trainee Progress on Objective:	Description of Way(s) Program Documents Student Attainment of Objective:
<ul style="list-style-type: none"> Review of students' grades in coursework relevant to this objective. 	<ul style="list-style-type: none"> The Graduate School's Policy on Grading requires that all students obtain a grade of B- or better in graduate work to maintain graduate level standing. The Program adheres to this standard in all coursework.
<ul style="list-style-type: none"> Students are evaluated in the pre-practicum by the two faculty members who co-teach this experience as well as by their field supervisor at the end of the fall and spring semesters using the <i>Field Supervisor's Mid Year</i> and <i>Year End Evaluation of the Pre-practicum</i> form. 	<ul style="list-style-type: none"> Ratings for the pre-practicum range from C(unsatisfactory) to B (Adequate) to A(Superior). Student attainment is indicated by ratings of B or above on prepractica objectives that are relevant to this overall training objective.
<ul style="list-style-type: none"> <i>Field Supervisor's Mid Year and Field Supervisor's Year End Evaluation of the Practicum</i> is completed by the student's field supervisor during the appropriate semesters. 	<ul style="list-style-type: none"> Field supervisor's ratings for performance during the practicum range from C (unsatisfactory) to B (Adequate) to A (Superior). Student attainment is indicated by ratings of B or above on practicum objectives that are relevant to this overall training objective.
<ul style="list-style-type: none"> Internship field supervisors rate student attainment of this objective using the <i>Internship Training Plan Mid Year and Year End Evaluation</i> form at the end of the fall and spring semesters respectively. 	<ul style="list-style-type: none"> The <i>Internship Training Plan</i> evaluation form uses a three point scale ranging from A (superior) to B (Adequate) to C (unsatisfactory). Student attainment is demonstrated by a score of B or better on this training objective by the field intern supervisor by the spring semester evaluation.
<ul style="list-style-type: none"> Faculty evaluation of the Competence in meeting the needs of students and families from various racial, cultural, ethnic, socioeconomic and gender-related backgrounds objective contained in Student Portfolio. 	<ul style="list-style-type: none"> The <i>School Psychology Portfolio Evaluation Rubric</i> rates performance on each objective on a three point scale: Superior, Adequate, and Unsatisfactory, using three standards, organization of material, clarity of presentation and products presented. Students must achieve at least a score of adequate on all three standards for this objective to demonstrate attainment.
<ul style="list-style-type: none"> Faculty evaluation of intern performance on the 2 required problem solving intervention case studies. 	<ul style="list-style-type: none"> The <i>Case Study Performance Expectations</i> employ a scale from excellent (A, 6-7 points) to satisfactory (B, 3-5 points) to needs improvement (C, 0-2 points) for each section of the four steps of the

problem solving model. Attainment is indicated by at least a B- on each case study. Specific components of the case study require considerations of the impact of diversity during problem solving and intervention.