

## Appendix I

# Information Technology Knowledge & Skills-Self-Rating

### University of Wisconsin-River Falls School Psychology Training Program Technology Competency Self-Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Year in Program: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> (Practicum) or 4<sup>th</sup> (Intern)

Schools are reliant on technology to support information access and dissemination. As such, it is crucial that UW-RF school psychologists-in-training develop a facility in computer and technology use. The UW-RF school psychology training program has established a menu of technology related activities viewed as essential to school psychologists. Mastery of the 'Information Technology' domain is viewed by NASP and the Wisconsin DPI as a fundamental training domain

Below you'll find a technology competency self-assessment measure. Each UW-RF school psychologist-in-training should regularly revisit this matrix to ensure that there is consistent growth in skill development – such that by the time the student reaches the specialist level internship, all of these skills have been mastered to at least a level beyond familiarity and approaching expertise.

Please rate your technology skills using the following rating scale:

#### Rating Scale

- 1 Not familiar with or need substantial improvement with this skill
- 2 Average level of performance with this skill
- 3 Above Average level of performance with this skill
- 4 Independent/exceptional level of performance with this skill

Skill	Self-Assessment Rating	Where/how skills were gained (Coursework? Other?)	Initials and Date
Familiarity with available media for information storage (e.g., CD-RW, flash drive)			
Has established skills with a multimedia PC or MAC computer (desktop control, printing, saving, file organization)			
Has established means for accessing computers in all relevant work environments (home, UW-RF, practicum site, internship site, etc.)			
Has established word processing skills (can enter and edit text with advanced skills)			
Has established skills in at least two test scoring software programs (e.g., BASC, Wechsler, WJ-III, etc.)			

Has established skills in DATA ENTRY on statistical analysis software (e.g., SPSS, Excel)			
Has established skills in data ANALYSIS on statistical analysis software (e.g., SPSS, Excel)			
Has established skills in intervention progress monitoring software (e.g., ChartDog, AIMSweb)			
Can create desktop presentations (e.g., PowerPoint); can facilitate slide transitions, text animation, and graphics for professional presentation			
Has established skills with computer-based telecommunication to access information and enhance professional productivity (e.g., email, listserv, skilled evaluation of websites, can download files, etc.)			
Has established skills in accessing information and enhancing professional productivity through accessing CD-ROM files (e.g., NASP resources, convention resources)			
Demonstrates an extensive awareness of resources for adaptive assistive devices for students with special needs			
Has familiarity with distance learning technologies and has personally experienced learning of a skill in this manner (e.g., D2L, Blackboard, discussion boards, etc.)			
Has developed a set of web-page link "favorites" that have relevance to interests within school psychology			
Practices responsible, professional, ethical, and legal use of technology, information, and software resources.			

*Note: Special Thanks to the Kent State University School Psychology Training Program for supplying a sample from which this assessment form was developed (retrieved from NASP Program Approval Board - Program Assessment and Accountability Document (2<sup>nd</sup> Ed, p. 51).*