



School Psychology Graduate Program Handbook



 WEST TEXAS A&M UNIVERSITY

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School Psychology Program Student Handbook

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West Texas A&M University
Description of the School Psychology
Graduate Program in Psychology

The Department of Behavioral Sciences at West Texas A&M University offers a graduate degree program at the Specialist level that provides training in school psychology. The program is designed to meet both the requirement for state licensure (L.S.S.P.) and national certification (N.C.S.P.). Graduates of the program will be prepared for employment as school psychologists in public schools or other related organizations and agencies.

The program is designed to be accessible to working students and all classes will be offered on nights and/or weekends. Some classes will also contain web-based components of training. Students may opt to complete the program on either a full-time (4 classes per semester) or part-time (one or two classes per semester) basis.

Definition of the School Psychologist

The School Psychology Program at West Texas A&M University has adopted the following definition of the school psychologist:

The School Psychologist is a mental health professional who provides psychological services within the public schools. He or she is a data-based problem solver with broad and specialized training in both psychology and education. As stated by our professional organization, the National Association of School Psychologists (NASP):

School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students (NASP, 2011).

The school psychologist is licensed and/or certified to provide school psychological services. He or she brings skills in problem-solving, assessment, consultation, individualized academic and therapeutic interventions, primary prevention, and systems-level change to the schools. The school psychologist is sensitive to and appreciative of diversity and maintains the highest standards of practice with a keen awareness of the legal and ethical implications of his or her work.

Quote from:

http://www.nasponline.org/about_sp/whatis.aspx

Personal Characteristics

The School Psychology Program at West Texas A&M University is committed to an ongoing assessment of the program, the faculty, and the students. One aspect of this assessment is an appraisal of the student's personal characteristics and work habits which are reviewed as a component of the yearly student evaluation. The following personal characteristics are considered to be essential to the effective practice of School Psychology:

1. School psychologists are committed to their profession. They are aware of and meet the ethical and practice standards of their profession. They participate in professional organizations. Experienced school psychologists provide mentorship and guidance to those entering the profession.
2. School psychologists are committed to meeting the needs of children and families. They serve as advocates for children's needs. They work to promote system level change to better meet the needs of children and their families.
3. School psychologists are committed to diversity. They realize the essential worth of all people and the energy and wealth of ideas and experience that can be gained through diversity. They realize that good professional practice requires skills in assessment, consultation, counseling, and data-based decision-making with individuals from a broad variety of cultures and backgrounds. School psychologists work to increase tolerance and respect for all individuals regardless of gender, disability, racial or ethnic identity, social or economic status, religion, or sexual orientation.
4. School psychologists are aware of the importance of technology as a tool as well as the ethical and practical considerations of its use. They work to use technology to increase efficiency in their work and access of services to children.
5. School psychologists display excellent communication skills. They are good listeners who utilize active listening techniques and display empathy. They can clearly communicate their ideas and complex information orally, and in writing, to diverse audiences such as parents, teachers, fellow school psychologists, and other professionals.
6. School psychologists display strong interpersonal skills. They are warm, empathetic, and compassionate. They are able to relate to a broad variety of individuals and form productive professional relationships. They are able to function effectively as a member of a multidisciplinary team.
7. School psychologists are reliable. They can be depended upon to meet their professional obligations in a timely manner. They display initiative and leadership on the job.
8. School psychologists display flexibility and tolerance for ambiguity. They are able to negotiate the complex social system of schools with patience and good humor.

Program Mission

The mission of the School Psychology Program at West Texas A&M University is to help children and youth of the Panhandle succeed academically, socially, and emotionally through preparation of well-trained professional school psychologists to work within the public schools.

The Program is also committed to the larger University's mission:

West Texas A&M University, a member of The Texas A&M University System, is a student-centered, learning community dedicated to educating tomorrow's leaders through innovative academic and co-curricular undergraduate and graduate programs. The University serves as the principal academic and cultural center of a multi-state region and is a significant catalyst for economic development by expanding the frontiers of knowledge through education, research, and consultation. Its faculty and staff prepare students for leadership roles both in their chosen careers and as citizens of the nation and the world. West Texas A&M University is committed to providing a technology-rich education, constantly improving its academically challenging educational experience, and engaging students through effective teaching and practical experiences involving inquiry, discussion, research, creative activities, experiential learning, and service. The University is committed to the intellectual, professional, and social growth of students by providing an education grounded in the liberal arts and opportunities to develop strong critical thinking and problem-solving skills, an understanding of cultural diversity, a commitment to ethical behavior, an appreciation for the fine arts and humanities, and a desire for life-long learning.

Program Philosophy

The program training philosophy is based on the school psychologist as a producer, consumer, and translator of psychological and educational research. The school psychologist has strong skills in experimental design, statistics, and program evaluation which provide the foundation for basic and applied research. In addition, this foundation provides the basis for the data-based problem solving skills of the practicing school psychologist who makes use of the latest educational and psychological research in designing individualized and empirically validated interventions to meet the academic, social, and emotional needs of children and youth. George Miller, in his 1969 APA presidential address, told “psychologists to ‘give psychology away’ by sharing its findings with the general public in ways they could apply to their daily lives (Fowler, 1999).” The school psychologist meets this challenge daily through the use of consultation in which the results of the latest scientific research are shared with parents, teachers, administrators, and others to assist in helping to meet the needs of children and youth.

Quote from the APA Monitor at:

http://www.apa.org/divisions/div50/about_president.html

Program Goals and Training Objectives

The West Texas A & M University School Psychology Program goals and objectives are designed to prepare graduates to provide comprehensive and integrated services across the following 10 general domains of practice based on the National Association of School Psychologists' *Standards for Graduate Preparation of School Psychologists* (NASP, 2010).

- *Data-Based Decision Making and Accountability* –
 - School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
 - As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
- *Consultation and Collaboration* –
 - School psychologists have knowledge of varied methods of consultation, collaboration, communication, applicable to individuals, families, groups and systems and used to promote effective implementation of services.
 - As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.
- *Intervention and Instructional Support to Develop Academic Skills* –
 - School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
 - School psychologists in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

- *Interventions and Mental Health Services to Develop Social and Life Skills -*
 - School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
 - School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

- *School-Wide Practices to Promote Learning –*
 - School psychologists have knowledge of school and systems structure, organization, and theory general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
 - School psychologists, in collaboration with others, *demonstrate* skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

- *Preventive and Responsive Services –*
 - School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
 - School psychologists in collaboration with others demonstrate skills to promote services, that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

- *Family-School Collaboration Services –*
 - School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
 - School psychologists, in collaboration with others demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate

family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

- *Diversity in Development and Learning* –
 - School psychologists have knowledge of individual differences, abilities, disabilities and other diverse characteristics; principles and research related to diversity factors for children, families and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
 - School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families and school with diverse characteristics, cultures and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.
- *Research and Program Evaluation* –
 - School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
 - School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement analysis, and program evaluation to support effective practices as the individual, group, and/or systems levels.
- *Legal, Ethical, and Professional Practice* –
 - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
 - School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Program Goals & Training Objectives

The goal of the specialist in school psychology program is to develop competencies in graduates to function in school psychology in public or private schools. To reach this goal, the program curriculum is designed to be consistent with the training standards adopted by the National Association of School Psychologists. These standards reflect the following principles.

Prepare students with a foundation in knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts.

Prepare students to use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.

Prepare students to apply their knowledge and skills by creating and maintaining safe, supportive, fair and effective learning environments and enhancing family-school collaboration for all students.

Prepare students to demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.

Prepare students to apply relevant legal and ethical principles as well as cultural sensitivity and self awareness to professional service and practice.

Prepare students to ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families and schools.

Prepare students to integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers.

Program Goals & Training Objectives

The **objectives** of the School Psychology program at West Texas A&M University are designed to meet the program goals and include the following:

Goals To train and prepare school psychologists to:	Objectives:
<p>1. Apply their knowledge and basic research skills to the study of:</p> <ul style="list-style-type: none"> - Academic, social, and emotional needs of youth - Means of preventing or remediating problems in these areas - Evaluating existing programs designed to meet these needs to determine their effectiveness 	<p>1.1 Students will demonstrate knowledge of the general foundations of psychology.</p> <p>1.2 Students will demonstrate knowledge of the general foundations of education.</p> <p>1.3 Students will demonstrate knowledge of experimental design.</p> <p>1.4 Students will demonstrate knowledge of basic statistics.</p> <p>1.5 Students will apply skills in experimental design, statistics, and communication of research results.</p> <p>1.6 Students will demonstrate knowledge of the concepts underlying formative and summative program evaluation.</p> <p>1.7 Students will apply skills in program evaluation to conduct a formative program evaluation. Students will demonstrate knowledge of the concepts of primary, secondary, and tertiary prevention.</p>
<p>2. Apply their knowledge of educational and psychological research to data-based problem solving and the design and implementation of individualized and empirically validated interventions to meet the academic, social, and emotional needs of youth.</p>	<p>2.1 Students will demonstrate knowledge of the concepts of data-based decision making.</p> <p>2.2 Students will apply skills in data-based decision making.</p> <p>2.3 Students will demonstrate knowledge of direct methods of service delivery including counseling and crisis intervention.</p> <p>2.4 Students will apply skills direct service delivery.</p> <p>2.5 Students will apply skills in the prevention and treatment of academic, behavioral, and mental health problems.</p> <p>2.6 Students will demonstrate knowledge of</p>

	prevention services most appropriate to universal, selected, and targeted populations.
3. Utilize their consultative and communication skills to share their knowledge of educational and psychological research with parents, teachers, administrators, and others to meet the needs of children and youth.	<p>3.1 Students will demonstrate knowledge of consultation models.</p> <p>3.2 Students will demonstrate knowledge of methods of indirect service delivery.</p> <p>3.3 Students will apply skills in indirect service delivery.</p> <p>3.4 Students will demonstrate knowledge of families, classrooms, schools, and communities as systems.</p> <p>3.5 Students will apply skills in working within multiple systems to facilitate child growth.</p>
4. Demonstrate sensitivity to and appreciation of diversity.	<p>4.1 Students will demonstrate an understanding of human diversity and multicultural awareness.</p> <p>4.2 Students will demonstrate an understanding of individual differences.</p> <p>4.3 Students will demonstrate knowledge of typical and atypical development.</p>
5. Demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.	<p>5.1 The student will demonstrate knowledge of the best practices in provision of school psychological services.</p> <p>5.2 Students will demonstrate skills in the best practices in provision of school psychological services.</p> <p>5.3 Students will demonstrate knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP).</p> <p>5.4 Students will demonstrate knowledge of the legal principles underlying professional practice of school psychology.</p> <p>5.5 Students will demonstrate knowledge of the laws and regulations underlying special education eligibility.</p> <p>5.6 Students will demonstrate skills in ethical and legal decision making in professional practice.</p>
6. Integrate technological applications to facilitate all the above goals.	<p>6.1 Students will demonstrate knowledge of the applications of technology to the practice of school psychology.</p> <p>6.2 Students will demonstrate knowledge of the legal and ethical issues related to the use of technology within the practice of School Psychology.</p>

**School Psychology Plan of Study
Fast Track
(Coursework completed in two years)**

Year 1 Fall 12 hours	PSYC 6351 Assessment I PSYC 6312 Proseminar I (Biology) PSYC 6315 Proseminar III (Social/Cultural) PSYC 6310 Advanced Statistics
Year 1 Spring 12 hours	PSYC 6352 Assessment II PSYC 6313 Proseminar II (Learning) PSYC 6340 Seminar in Human Dev PSYC 6373 Brief Psych Interventions
Year 1 Summer 12 hours	PSYC 6369 Professional School Psych PSYC 6361 Child Psychopathology PSYC 6378 Program Evaluation and Applied Research EDSP 6367 Adv Current Adaptation or EDSP 6356 Adv Remediation Tech
Year 2 Fall 12 hours	PSYC 6353 Assessment III PSYC 6099 Practica in Assessment PSYC 6377 Behavior Modification EDSP 6354 Theories of LD/ED/BD or EDSP 6358 Seminar in Multiple Impairments or EDAD 6330 Special Populations
Year 2 Spring 12 hours	PSYC 6375 Clinical Intervention or EPSY 6324 Counseling Techniques w/ Children PSYC 6099/6399 Practica in Interventions PSYC 6371 School Consultation EDSP 6364 Legal Issues in Sp Ed or EDAD 6304 Educational Law
Year 2 Summer	Take Comprehensive Examinations Take Praxis II
Year 3 Fall	PSYC 6098 School Psych Internship
Year 3 Spring	PSYC 6098 School Psych Internship

West Texas A&M University School Psychology Graduate Program Steps to Admission

1. Take the Graduate Record Exam (GRE). Arrangements for taking the test may be made at <http://www.gre.org/> or by mail.
2. If you are **not** a psychology major **and** have **not** met the requirements for the Substantial Equivalent (those courses which are prerequisites for the courses in the plan of study: General Psychology, Human Development, Abnormal Psychology, Learning, and a Statistics class that covers ANOVA thoroughly), then take the GRE psychology subject test. Arrangements for taking the test may be made at <http://www.gre.org/> or by mail.
3. Apply to the Graduate School (Remember, admission to the Graduate School is required for admission to the Program but acceptance by the Graduate School does **not** ensure acceptance by the Program!). The Graduate School Application can be printed or completed online at http://www.wtamu.edu/admissions/apply_graduate.aspx.
4. Arrange for three professional references on the required forms. Be sure to ask each reference if they would mind being contacted personally to answer questions. You may have these sent directly to the Program or include them with your application for admission. The reference forms can be printed or completed online at <http://www.wtamu.edu/academics/psychology-graduate-program.aspx>.
5. Arrange for official copies of all graduate and undergraduate transcripts to be sent directly to the Program.
6. Send in your Application for Admission to the Psychology Program. The application can be printed or completed online at <http://www.wtamu.edu/academics/psychology-graduate-program.aspx>.
7. Send in a personal statement of not more than 500 words explaining why you would like to become a school psychologist and what you plan to do after obtaining your degree.
8. Send in a sample of your best professional writing (for example, a research paper from a previous class on any subject).
9. The admissions committee **may** contact you to arrange a personal interview. A phone interview may be scheduled if an in-person interview is not practical.
10. The deadline for applications is April 1st for fall admissions. Spring admission is available on a limited basis.

Requirements for Admission to the School Psychology Track

1. A grade point average of 3.0 in the last 60 hours of coursework.
2. The applicant must score at the 50th percentile or higher on the verbal scale, 25th percentile or higher on the quantitative scale, and a 4.0 or higher on the analytical writing scales of the Graduate Record Exam (GRE).
3. A Bachelor's degree in psychology
OR
A score on the GRE psychology subject test of 50% or higher (within the last 6 years)
OR
Substantial Equivalent - Consisting of the following courses which are prerequisites for the courses in the plan of study: General Psychology, Human Development, Abnormal Psychology, Learning, and Statistics (must be a class that covers ANOVA thoroughly)*
4. Strong academic and professional potential including evidence of positive personal characteristics (you can view these on the personal characteristics page)
5. A personal statement of not more than 500 words explaining why the applicant would like to become a school psychologist and what they plan to do after obtaining the degree
6. A sample of the applicant's best professional writing (for example, a research paper from a previous class on any subject)
7. A personal interview with the admissions committee
8. Three professional references
9. No criminal convictions other than minor traffic violations (this is a requirement for licensure)

*The Department has committed to offering these courses in a format that will be accessible to both full and part-time students using a combination of methods including credit by examination, online offerings, and evening and summer classes.

Yearly Review of Student Progress

Student Name: _____

Advisor: _____

The School Psychology Program at West Texas A&M University is committed to an ongoing assessment of the program, the faculty, and the students. This form is designed to provide an annual summary of the student's performance across the program. The form will be completed annually at a faculty meeting and shared with each student by his or her advisor.

Please provide ratings and evidence of the student's performance in each of the following areas:

Academic Progress:

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

Progress Toward Timely Completion of the Plan of Study:

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

Personal Characteristics:

The following personal characteristics are considered to be essential to the effective practice of School Psychology:

School psychologists are committed to their profession. They are aware of and meet the ethical and practice standards of their profession. They participate in professional organizations. Experienced school psychologists provide mentorship and guidance to those entering the profession. School psychologists are committed to meeting the needs of children and families. They serve as advocates for children's needs. They work to promote system level change to better meet the needs of children and their families. School psychologists are committed to diversity. They realize the essential worth of all people and the energy and wealth of ideas and experience that can be gained through diversity. They realize that good professional practice requires skills in assessment, consultation, counseling, and data-based decision-making with individuals from a broad variety of cultures and backgrounds. School psychologists work to increase tolerance and respect for all individuals regardless of gender, disability, racial or ethnic identity, social or economic status, religion, or sexual orientation. School psychologists are aware of the importance of technology as a tool as well as the ethical and practical considerations of its use. They work to use technology to increase efficiency in their work and access of services to children. School psychologists display excellent communication skills. They are good listeners who utilize active listening techniques and display empathy. They can clearly communicate their ideas and complex information orally, and in writing, to diverse audiences such as parents, teachers, fellow school psychologists, and other professionals. School psychologists display strong interpersonal skills. They are warm, empathetic, and compassionate. They are able to relate to a broad variety of individuals and form productive professional relationships. They are able to function effectively as a member of a multidisciplinary team. School psychologists are reliable. They can be depended upon to meet their professional obligations in a timely manner. They display initiative and leadership on the job. School psychologists display flexibility and tolerance for ambiguity. They are able to negotiate the complex social system of schools with patience and good humor.

1. Commitment to the profession

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

2. Commitment to students

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

3. Commitment to diversity

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

4. Commitment to technology

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

5. Strong communication skills

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

6. Strong interpersonal skills

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

7. Strong work habits

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

8. Adaptability and flexibility

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

The Electronic Portfolio

The Electronic Portfolio is an electronic depository of important information and documentation on student progress throughout the School Psychology Program. Each student is required to develop an Electronic Portfolio, which will be stored on the University's server as well as on a CD kept by the individual student. The Program may use this information collectively (without identifying student information) to review the Program's success at meeting training goals. Students may select the appropriate components of their portfolio to design individualized portfolios to share with potential employers or internship sites. All information and documents that can be linked to individual clients (such as psychoeducational reports, case studies, etc.) **must** have all identifying information removed before the file is saved to the electronic portfolio. The portfolio should include:

1. Undergraduate and Graduate Transcripts
2. Vita or Resume
3. Matrix of Measures Used/Services Provided/Child Characteristics
4. TASP Membership Card
5. NASP Membership Card
6. Adopting School Form
7. Practica Student Performance Evaluation Forms
8. Practica Logs
9. Psychoeducational Reports (with identifying information removed)
10. Psychological Services Reports (with identifying information removed)
11. Functional Behavior Analysis Reports (with identifying information removed)
12. Comprehensive Examination Results
13. Internship Contract
14. Intern Student Performance Evaluation Forms
15. Internship Logs
16. Summary of Internship Site Visit
17. Praxis II Test Results
18. Yearly Program Evaluations of Student Progress
19. RTI/Progress Data of Case Study

Other suggested items to include:

1. Research Papers/Presentations
2. Examples of Outstanding Classwork
3. Evidence of Intervention Effects Reports
4. School Crisis Plan
5. Transcription of consultation skills
6. Recommendation Letters

The Adoptive School

The adoptive district/school is a public school that has agreed to serve as a "home" for the student during their years in the program as they become socialized to the role of the school psychologist. This district/school will serve as a site for completing practice observations, practice assessments, and other class assignments. Students may elect to complete their practica within their adoptive district/school, provided the district/school is in agreement.

Date _____

Dear _____,

The School Psychology training program at West Texas A&M University would like to invite you to serve as the “adopting” district/school for one of our graduate students, _____, during their school psychology studies. As a part of our new training program, we are working to get our students into schools in their own geographic area as early as possible in their training so they can learn how schools work and about the profession of school psychology.

The responsibilities of an “adopting” school would include:

- Allowing the graduate student to learn the written and unwritten rules of working in your district/school
- Letting the graduate student connect with teachers and other educational professionals in your district/school who would be willing to be interviewed by the student about their jobs
- Allowing the graduate student to work with appropriate students in completing their assignments (those students selected by your district/school staff as appropriate and with parent permission)
- Allowing the graduate student to observe procedures and activities in your district/school

All graduate students will receive regular university supervision of their activities. We believe your assistance will help us to train students who are well prepared to meet the challenges of Panhandle schools. Thank you.

Sincerely,

Lana Fry, M.A., L.S.S.P.
Director, School Psychology Graduate Program

I _____ agree for my district/school, _____
to serve as the adopting school for _____, during their School
Psychology training.

Administrator Signature

The Comprehensive Examination in School Psychology

The program faculty has adopted a comprehensive exam model. As such, the examination is based upon your course work as well as a broad sampling of the knowledge base of school psychology. Students are advised to develop a thorough program of self-study in preparation for the exam. The Comprehensive Exam is comprised of two parts – A written component and an oral component.

The written component of the Comprehensive Examination in School Psychology consists of a multiple choice Praxis II-type section that covers school psychology professional knowledge and competencies as well as an essay section that addresses the broad psychological foundations of school psychology. Students must pass both sections to receive credit for the written portion of the exam. The oral portion of the exam will consist of questions from faculty based on case scenarios and core concepts provided throughout the program course of study

Students must achieve 70% correct on the multiple-choice questions to pass that portion of the exam. Students must score a Pass or better on 3 of the 4 essay questions to succeed with that portion of the test. The participating Faculty must unanimously rate the student's performance on the oral component of the exam as a Pass or better in order to pass that portion of the exam. The oral component of the exam is based on two case studies (one assessment and one consultative) to which the student must apply a broad knowledge of psychological principles.

Students are eligible to take comps during the final Summer of their plan of study if they have no remaining incomplete coursework and a graduate grade point average of 3.0 or better. Further information on the Comprehensive Exam structure, scoring, and preparation will be covered in the School Psychology Professional Seminar.

Practica



**Weekly Time Log of School
Psychology Practicum Experiences**

The Weekly Time Log must be completed and submitted to the University Supervisor. Please submit a copy electronically to the University Supervisor on a weekly basis. Print out a hard copy for signatures. These hard copies may be submitted collectively at the end of each semester.

Student Name:
 Practica Site:
 Site Supervisor/Contact:
 University Supervisor:
 Week Of:
 Date Submitted:

Total Number of Hours Spent in Professional Activities

Activity	Hours for Week	Total Hours to Date
Data-Based Decision-Making (testing, report writing, etc.)		
Consultation & Indirect Services (individual & group consultations, parent & teacher conferences, ARD meetings, etc.)		
Counseling & Direct Services (individual & group therapy, crisis intervention, etc.)		
Inservice/Training (trainings attended, trainings taught or facilitated, research for cases, etc.) List Topics:		
Supervision (site supervision, university supervision, individual & group supervision, live and online supervision)		
Other Activities (Please List)		
Total Hours for All Practicum Activities		

Signature of Student

Signature of University Supervisor

Signature of Site Contact

Practica Site Evaluation

Practica Student: _____

Site Administrator: _____

Practica Placement: _____

Period of Evaluation: _____

Please provide your feedback regarding the practica student's level of competence and professional practice. Your ratings should be based on actual observation and/or reports of performance received from school personnel, parents, and other individuals who are directly associated with the student's practice.

The student's competence and professionalism is very well-developed and he/she displays necessary skills for this placement.

Comments:

The student's competence and professionalism meets expectations with moderate supervision.

Comments:

The student's competence and professionalism is unsatisfactory and in need of additional training and/or maturation to be effective. A remediation plan is necessary.

Comments:

A conference was held with the student on _____ to discuss the results of this evaluation.

Site Administrator _____ Date _____

Student _____ Date _____

Assessment & Interventions Practica Student Performance Evaluation Form

This practica evaluation will be completed at the end of each semester of practica (including both the Assessment and Interventions). The student will begin each evaluation with a self-assessment, followed by ratings from the Site Supervisor and the University Supervisor. The form must be fully completed and submitted before a grade can be assigned.

Objectives:	Evidence of Attainment in Assessment Practica:	Evidence of Attainment in Interventions Practica:
1.8 The practica student will demonstrate knowledge of the general foundations of psychology. 1.9 The practica student will demonstrate knowledge of the general foundations of education. 1.10 The practica student will demonstrate knowledge of experimental design. 1.11 The practica student will demonstrate knowledge of basic statistics. 1.12 The practica student will apply skills in experimental design, statistics, and communication of research results. 1.13 The practica student will demonstrate knowledge of the concepts underlying		

<p>formative and summative program evaluation.</p> <p>1.14 The practica student will apply skills in program evaluation to conduct a formative program evaluation. Students will demonstrate knowledge of the concepts of primary, secondary, and tertiary prevention.</p>		
<p>2.7 The practica student will demonstrate knowledge of the concepts of data-based decision making.</p> <p>2.8 The practica student will apply skills in data-based decision making.</p> <p>2.9 The practica student will demonstrate knowledge of direct methods of service delivery including counseling and crisis intervention.</p> <p>2.10 The practica student will apply skills direct service delivery.</p> <p>2.11 The practica student will apply skills in the prevention and treatment of academic, behavioral, and mental health problems.</p> <p>2.12 The practica student will demonstrate knowledge of prevention services most appropriate to universal, selected, and targeted populations.</p>		
<p>3.6 The practica student will demonstrate</p>		

<p>knowledge of consultation models.</p> <p>3.7 The practica student will demonstrate knowledge of methods of indirect service delivery.</p> <p>3.8 The practica student will apply skills in indirect service delivery.</p> <p>3.9 The practica student will demonstrate knowledge of families, classrooms, schools, and communities as systems.</p> <p>3.10The practica student will apply skills in working within multiple systems to facilitate child growth.</p>		
<p>4.4 The practica student will demonstrate an understanding of human diversity and multicultural awareness.</p> <p>4.5 The practica student will demonstrate an understanding of individual differences.</p> <p>4.6 The practica student will demonstrate knowledge of typical and atypical development.</p>		
<p>5.7 The practica student will demonstrate knowledge of the best practices in provision of school psychological services.</p> <p>5.8 The practica student will demonstrate skills in the best practices in provision of school</p>		

<p>psychological services.</p> <p>5.9 The practica student will demonstrate knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP).</p> <p>5.10 The practica student will demonstrate knowledge of the legal principles underlying professional practice of school psychology.</p> <p>5.11 The practica student will demonstrate knowledge of the laws and regulations underlying special education eligibility.</p> <p>5.12 The practica student will demonstrate skills in ethical and legal decision making in professional practice.</p>		
<p>6.3 The practica student will demonstrate knowledge of the applications of technology to the practice of school psychology.</p> <p>6.4 The practica student will demonstrate knowledge of the legal and ethical issues related to the use of technology within the practice of School Psychology.</p>		
<p>7.1 The practica student will demonstrate professional work habits including punctuality, regular attendance, appropriate language,</p>		

Practica Experience Evaluation

This is an anonymous survey designed to gain quantitative and qualitative information about the practica component of the West Texas A&M School Psychology Program. The results will be used as a part of the Performance-Based Program Assessment & Accountability System for ongoing program improvement.

Please respond to the quantitative questions using the following scale:

1	2	3	4	5	6	7
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Unsure</i>	<i>Agree Slightly</i>	<i>Agree</i>	<i>Strongly Agree</i>

- 1.** The practica has prepared me to apply my knowledge and basic research skills to the study of academic, social, and emotional needs of youth.

1	2	3	4	5	6	7
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Unsure</i>	<i>Agree Slightly</i>	<i>Agree</i>	<i>Strongly Agree</i>

Comments:

- 2.** The practica has prepared me to apply my knowledge and basic research skills to the means of preventing or remediating problems in the academic, social, and emotional areas.

1	2	3	4	5	6	7
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Unsure</i>	<i>Agree Slightly</i>	<i>Agree</i>	<i>Strongly Agree</i>

Comments:

3. The practica has prepared me to apply my knowledge and basic research skills to the evaluation of existing programs designed to meet to the academic, social, and emotional needs of youth to determine their effectiveness.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

4. The practica has prepared me to apply knowledge of educational and psychological research to data-based problem-solving.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

5. The practica has prepared me to apply knowledge of educational and psychological research to the design and implementation of empirically validated interventions to meet the academic, social, and emotional needs of youth.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

6. The practica has prepared me to utilize consultative and communication skills to share my knowledge of educational and psychological research with parents, teachers, administrators, and others to meet the needs of children and youth.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

7. The practica has prepared me to demonstrate sensitivity to and appreciation of diversity.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

8. The practica has prepared me to demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

9. The practica has prepared me to integrate technological applications to facilitate my professional goals.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

10. My site supervisor has been available and helpful in meeting my professional goals.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

11. My university supervisor has been available and helpful in meeting my professional goals.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

12. Practica assignments have been valuable in helping me to meet my professional goals.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

13. What are the practica's strengths?

14. What are the practica's weaknesses?

15. What factors contributed to your success in the practica?

16. What factors have been barriers to your success in the practica?

17. How could the practica be improved?

18. How can the practica assist you in developing the personal characteristics necessary for success as a school psychologist?

19. Did your work have a measurable positive impact on children, youth, families and other consumers?

20. Other comments:

21. Which practica did you complete this semester?
Assessment or Intervention
(Please circle)

Internship

The School Psychology Internship

The School Psychology Internship is the final culminating experience in the school psychology student's training. The internship is a 1200+ hour supervised experience in a school setting in which the student provides the full spectrum of school psychological services. This experience provides the intern with the opportunity to integrate the knowledge and skills learned in the program and apply them to a real world setting, with the support and guidance of both an experienced field supervisor and a university supervisor.

Several important policies and guidelines apply to the internship experience:

1. Since the school psychology internship is designed to be a culminating experience, students must have completed all course work and practica before beginning the internship.
2. The internship must be at least 1200 hours and occur in a school setting.
3. The intern must be appropriately compensated for the internship.
4. The student may complete the internship over the course of one academic year full-time or two years half time.
5. Students must have a completed and signed contract on file BEFORE beginning the internship.
6. The School Psychology Program has the final say in the acceptance or appropriateness of potential internship sites. The Field Placement Coordinator or other faculty will contact potential sites before a final decision is made to discuss supervision requirements, supervisor credentials, and the range of services the student will be expected to provide.
7. The contract and all necessary internship forms and requirements can be found in the School Psychology Program Handbook.
8. The student must register for 3 hours of internship credit per full-time semester of internship.
9. Interns must receive at least 2 hours per week of field-based supervision from an appropriately credentialed and experienced school psychologist. A university supervisor will provide further supervision via live and/or online communication and a site visit at least once per semester. The internship must allow the student exposure to a wide variety of professional experiences. Please see the Necessary Internship Experiences listing in the contract for specific details.

Requirements for licensure as an LSSP in the state of Texas include a documented internship of a minimum of 1200 hours. This internship must be completed in at least one year but not more than two (see TSBEP Board Rules, 463.9 (c)). Individuals in this program must be designated as interns and be supervised by an LSSP. Completion of the internship in one year requires full time employment as an LSSP intern. Anyone wishing to complete the internship in one year must document provision of full time services in this capacity. Although the intern may hold other certification/licensure, it will be important that the intern document that services provided during the internship year have been provided under their intern designation and have been supervised by an LSSP.

Failure to document work in the capacity of LSSP intern full time for one year will result in a failure to meet LSSP intern requirements within that year and will require additional part time internship work the following year. If you have any questions, please seek clarification before undertaking internship.

Signature of Intern

Date

School Psychology Program Faculty

Date

RE: _____

Internship Contract
Between
West Texas A&M University and

(School System)

This memorandum of agreement between the School Psychology Program at West Texas A&M University and _____ defines the general basis of field-based experiences will be provided. Hereafter, _____ will be referred to as "The School System" and "The University" will refer to the School Psychology Program.

The following are general agreements by the parties involved:

A. Responsibilities of the University

- To designate a faculty member who will serve as the university supervisor and liaison between the School System and the University and be responsible for guiding students in their experiences.
- To provide projected schedules of student's time commitment to the School System prior to beginning the field experience.
- To provide information to the School System regarding policies and required learning experiences within the internship.
- To hold students responsible for keeping the appropriate personnel in the School System informed of plans and time commitments related to the experience.
- To function within established policies and procedures of the school system.
- Insure that the student has met the requirements to be officially registered in the internship course and is thereby covered by malpractice insurance provided by the State Board of Risk Management.
- Agree to provide opportunities for the student to meet the minimum number of clock hours required for the field experience (1200).
- To provide field-based contacts each semester to meet with the intern and the field-based supervisor.

B. Responsibilities of the School System or Facility

- To provide field experience sites for students from West Texas A&M University.

- To designate or provide for an on-site supervisor who is licensed or certified as a School Psychologist and to provide time for this supervisor to meet with the student on a weekly basis (2 hours per week is required for a full-time experience). This individual should have no more than 2 interns under his or her supervision at any given time and should have at least 2 years of experience as a school psychologist.
- A commitment to the internship as a training experience as evidenced by provision of experiences appropriate to the attainment of the Internship learning objectives for students including, but not limited to those found on the Necessary Internship Experiences form.
- To allow the intern to participate in continuing professional development activities.
- To provide the intern with appropriate compensation which is to be negotiated directly between the intern and the district.
- To provide the intern with appropriate support and resources including office space, provision of adequate supplies and materials, access to office equipment and secretarial services as appropriate, and reimbursement for job-related travel and expenses that is consistent with district policies.
- To provide the following compensation for the student: _____

C. Responsibilities of the Student:

- Provide weekly log of hours signed by supervisor documenting the type of activity, the setting, and the number of hours and semester summary of hours.
- Register for and meet all the requirements of the internship course.
- Meet with on-site supervisor on a weekly basis to review documentation of experience and to complete demonstration of experience and to complete demonstration of competency requirements.
- Seek additional supervision as needed from the on-site supervisor or the faculty supervisor as appropriate.
- Provide all documentation of field experiences including logs, summaries, competency evaluation, and work samples prior to the reporting of the course grade.
- To function within the established policies and procedures of the school system and in accordance with the ethical standards of the National Association of School Psychologists.

Unless terminated as hereinafter provided, this agreement is effective for the fiscal year ending _____. This agreement may be modified at any time upon the mutual written agreement of both parties, but no such modification shall be effective to extend the agreement beyond the end of the fiscal year in which such modification is made. In addition, this agreement may be terminated by either party upon thirty (30) days written notice sent by registered mail to the other party.

Necessary Internship Experiences

The internship serves as the final culminating experience in training, providing an opportunity for the student to apply knowledge and skills to the actual practice of school psychology. For this reason, a broad variety of activities are necessary for the student to gain practice and proficiency in the many professional skills of the school psychologist. The following is a listing (not exhaustive) of the types of activities that are necessary for the intern to gain such practice and demonstrate such proficiency:

1. **Psychoeducational Assessment** - This should include opportunities for the student to engage in the evaluation of a broad variety of cognitive, achievement, behavioral, and interpersonal difficulties and to share the results of such evaluations in writing in psychoeducational reports and verbally in discussions with parents, teachers, administrators and (when appropriate) children.
2. **Counseling** - This should include opportunities for group and individual therapeutic interventions with children experiencing emotional or interpersonal difficulties.
3. **Behavior Management** - This should include opportunities for the student to analyze behavioral difficulties and provide behavioral interventions.
4. **Consultation** - This should include opportunities for the student to work with parents, teachers, administrators, and other school staff in problem-solving related to student concerns. Students also need opportunities to network with other community professionals who serve children (e.g., pediatricians, mental health workers, social services investigators).
5. **Systems-Level** - This should include opportunities for the student to provide service to the larger school and/or district community through knowledge of psychological skills and principles. Such opportunities may include performing a school or district needs assessment, conducting a program evaluation, and providing training to parents or school staff.
6. **Primary Prevention** - This should include opportunities for the student to be involved in the prevention of child difficulties through involvement in school-based prevention programs (e.g., conflict mediation training), classroom guidance activities, or other activities that emphasize a prevention rather than a treatment focus.

7. Crisis Intervention - This should include opportunities for the student to use crisis management and intervention skills in dealing with school emergencies. This may include dealing with a suicidal or potentially violent student or helping children and school personnel in the aftermath of a death, accident, violent incident, or national disaster.

(Name of School System)

(Name of Site Based Supervisor)

Lana Fry, MA, LSSP
School Psychology Field
Experiences Coordinator

(Signature of Site Based Supervisor) (Date)

(Signature) (Date)

(Name of School System Administrator)

Jenifer Kunz, Ph.D
Division Chair
Behavioral Sciences

(Signature of School Administrator) (Date)

(Signature) (Date)

(Name of Student Intern)

(Name of Faculty Supervisor)

(Signature of Student Intern) (Date)

(Signature of Faculty Supervisor) (Date)

Weekly Time Log of School Psychology Internship Experiences

The Weekly Time Log must be completed and submitted to the University Supervisor. Please submit a copy electronically to the University Supervisor on a weekly basis. Print out a hard copy for signatures. These hard copies may be submitted collectively at the end of each semester.

Student Name:
 Internship Site:
 Site Supervisor:
 University Supervisor:
 Week Of:
 Date Submitted:

Total Number of Hours Spent in Professional Activities

Activity	Hours for Week	Total Hours to Date
Data-Based Decision-Making (testing, report writing, etc.)		
Consultation & Indirect Services (individual & group consultations, parent & teacher conferences, ARD meetings, etc.)		
Counseling & Direct Services (individual & group therapy, crisis intervention, etc.)		
Inservice/Training (trainings attended, trainings taught or facilitated, research for cases, etc.) List Topics:		
Supervision (site supervision, university supervision, individual & group supervision, live and online supervision)		
Other Activities (Please List)		
Total Hours for All Internship Activities		

Signature of Student

Signature of University Supervisor

Signature of Site Supervisor

Summary of Internship Site Visit

Intern:

Site Supervisor:

University Supervisor:

Internship Site:

Date of Visit:

Summary of Activities Observed and/or Requested:

Problems/Issues Addressed:

Recommendations for Student Growth:

Signature of Site Supervisor

Signature of University Supervisor

Signature of Student Intern

Intern Performance Evaluation Form

This intern evaluation form will be completed at the end of each semester of internship. The intern will begin each evaluation with a self-assessment, followed by ratings from the Site Supervisor and the University Supervisor. The form must be fully completed and submitted before a grade can be assigned.

Objectives:	Evidence of Attainment in First Semester of Internship:	Evidence of Attainment in Second Semester of Internship:
<p>1.15The intern will demonstrate knowledge of the general foundations of psychology.</p> <p>1.16The intern will demonstrate knowledge of the general foundations of education.</p> <p>1.17The intern will demonstrate knowledge of experimental design.</p> <p>1.18The intern will demonstrate knowledge of basic statistics.</p> <p>1.19The intern will apply skills in experimental design, statistics, and communication of research results.</p> <p>1.20The intern will demonstrate knowledge of the concepts underlying formative and summative program evaluation.</p> <p>1.21The intern will apply skills in program evaluation to conduct a</p>		

<p>formative program evaluation. Students will demonstrate knowledge of the concepts of primary, secondary, and tertiary prevention.</p>		
<p>2.13The intern will demonstrate knowledge of the concepts of data-based decision making.</p> <p>2.14The intern will apply skills in data-based decision making.</p> <p>2.15The intern will demonstrate knowledge of direct methods of service delivery including counseling and crisis intervention.</p> <p>2.16The intern will apply skills direct service delivery.</p> <p>2.17The intern will apply skills in the prevention and treatment of academic, behavioral, and mental health problems.</p> <p>2.18The intern will demonstrate knowledge of prevention services most appropriate to universal, selected, and targeted populations.</p>		
<p>3.11The intern will demonstrate knowledge of consultation models.</p> <p>3.12The intern will demonstrate knowledge of methods of indirect service delivery.</p> <p>3.13The intern will apply skills in indirect service delivery.</p> <p>3.14The intern will</p>		

<p>demonstrate knowledge of families, classrooms, schools, and communities as systems.</p> <p>3.15 The intern will apply skills in working within multiple systems to facilitate child growth.</p>		
<p>4.7 The intern will demonstrate an understanding of human diversity and multicultural awareness.</p> <p>4.8 The intern will demonstrate an understanding of individual differences.</p> <p>4.9 The intern will demonstrate knowledge of typical and atypical development.</p>		
<p>5.13 The intern will demonstrate knowledge of the best practices in provision of school psychological services.</p> <p>5.14 The intern will demonstrate skills in the best practices in provision of school psychological services.</p> <p>5.15 The intern will demonstrate knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP).</p> <p>5.16 The intern will demonstrate knowledge of the legal principles underlying professional practice of school psychology.</p> <p>5.17 The intern will demonstrate knowledge</p>		

<p>of the laws and regulations underlying special education eligibility.</p> <p>5.18 The intern will demonstrate skills in ethical and legal decision making in professional practice.</p>		
<p>6.5 The intern will demonstrate knowledge of the applications of technology to the practice of school psychology.</p> <p>6.6 The intern will demonstrate knowledge of the legal and ethical issues related to the use of technology within the practice of School Psychology.</p>		
<p>7.4 The intern will demonstrate professional work habits including punctuality, regular attendance, appropriate language, professional dress and behavior in the internship setting.</p> <p>7.5 The intern will abide by school regulations and procedures in the internship setting.</p> <p>7.6 The intern will fulfill all assigned responsibilities in the internship setting.</p>		
<p>The intern's professional work has a measurable positive impact on children, youth, families, and other consumers.</p>		
<p>Further Comments:</p>		

	Total Internship Hours to Date: <hr/> Signature of Intern Date <hr/> Signature of University Supervisor Date <hr/> Signature of Site Supervisor Date	Total Internship Hours to Date: <hr/> Signature of Intern Date <hr/> Signature of University Supervisor Date <hr/> Signature of Site Supervisor Date

I certify that I believe this intern is ready for certification and/or licensure in the field of School Psychology.

Signature of Site Supervisor Date

I certify that I believe this intern is ready for certification and/or licensure in the field of School Psychology.

Signature of University Supervisor Date

Internship Experience Evaluation

This is an anonymous survey designed to gain quantitative and qualitative information about the internship component of the West Texas A&M School Psychology Program. The results will be used as a part of the Performance-Based Program Assessment & Accountability System for ongoing program improvement.

Please respond to the quantitative questions using the following scale:

1	2	3	4	5	6	7
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Unsure</i>	<i>Agree Slightly</i>	<i>Agree</i>	<i>Strongly Agree</i>

1. The internship has prepared me to apply my knowledge and basic research skills to the study of academic, social, and emotional needs of youth.

1	2	3	4	5	6	7
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Unsure</i>	<i>Agree Slightly</i>	<i>Agree</i>	<i>Strongly Agree</i>

Comments:

2. The internship has prepared me to apply my knowledge and basic research skills to the means of preventing or remediating problems in the academic, social, and emotional areas.

1	2	3	4	5	6	7
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Unsure</i>	<i>Agree Slightly</i>	<i>Agree</i>	<i>Strongly Agree</i>

Comments:

3. The internship has prepared me to apply my knowledge and basic research skills to the evaluation of existing programs designed to meet to the academic, social, and emotional needs of youth to determine their effectiveness.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

4. The internship has prepared me to apply knowledge of educational and psychological research to data-based problem-solving.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

5. The internship has prepared me to apply knowledge of educational and psychological research to the design and implementation of empirically validated interventions to meet the academic, social, and emotional needs of youth.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

6. The internship has prepared me to utilize consultative and communication skills to share my knowledge of educational and psychological research with parents, teachers, administrators, and others to meet the needs of children and youth.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

7. The internship has prepared me to demonstrate sensitivity to and appreciation of diversity.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

8. The internship has prepared me to demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

9. The internship has prepared me to integrate technological applications to facilitate my professional goals.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

10. My site supervisor has been available and helpful in meeting my professional goals.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

11. My university supervisor has been available and helpful in meeting my professional goals.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

12. Internship assignments have been valuable in helping me to meet my professional goals.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

13. I feel prepared for independent practice in school psychology.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

14. What are the internship's strengths?

15. What are the internship's weaknesses?

16. What factors contributed to your success in the internship?

17. What factors have been barriers to your success in the internship?

18. How could the internship be improved?

19. How can the internship assist you in developing the personal characteristics necessary for success as a school psychologist?

20. Other comments:

Praxis II

The Praxis II Specialty Examination in School Psychology

The Praxis II Specialty Examination in School Psychology is a professional examination administered by the Educational Testing Service (ETS). The development of this examination was overseen by the National Association of School Psychologists (NASP) in order to develop a test that could be given nationally to assure professional competence among school psychology practitioners.

All students completing the School Psychology Program must take the Praxis II Specialty Examination in School Psychology and achieve a passing score (according to Texas L.S.S.P. guidelines) in order to graduate from the program. As of 4/30/10 the cut-off score in Texas was 165. The NASP National Certification (NCSP) score minimum is also 165.

It is suggested that students take the Praxis II examination early in the Internship year. In some cases it may be to the student's advantage to take the exam earlier. The exam is offered at ETS testing sites in September, November, January, March, April, and June. Registration materials for the exam can be obtained on the web at: <http://www.ets.org/praxis>

When you specify recipients of your test results, be sure to have a copy sent to the program and to the Texas State Board of Examiners of Psychologists.

The Praxis II Specialty Examination in School Psychology is a multiple-choice test consisting of 120 items. Six broad areas are covered – data-based decision making (35%), research-based academic practices (12%), research-based behavioral and mental health practices (16%), consultation and collaboration (12%), applied psychological foundations (13%), and ethical, legal, and professional foundations (12%). Further information about the test and sample questions can be obtained at <http://www.ets.org/praxis/prepare/materials/0401>

It is suggested that students develop an independent program of study for the examination early. The program traditionally presents a session on study tips each semester during the Professional Seminar.

Professional Memberships

Texas Association of School Psychologists (TASP)

Mission Statement

The Texas Association of School Psychologists (TASP) is a state affiliate of the National Association of School Psychologists (NASP). TASP was formed in 1993, becoming the 49th state to have a separate organization for school psychologists. The purposes of TASP as set forth in the Constitution and By-Laws are:

- To advance school psychology as both a science and a profession with the ultimate goal of providing and promoting learning, emotional and social development, and mental health of all children in Texas.
- To stimulate and advance quality education for all children through the integration of theory into practice.
- To encourage and provide opportunities for the professional growth of school psychologists and related professions.
- To inform the public and professional organizations about the services and practice of psychology in the schools.
- To promote and advance interests and concerns of the membership through a statewide organization.
- To advance the standards of the profession of school psychology.

For application and membership information, visit:

<http://txasp.org/civicrm/contribute/transact?reset=1&id=1>

National Association of School Psychologists (NASP)

Vision

The National Association of School Psychologists (NASP) is the premier source of knowledge, professional development, and resources, empowering school psychologists to ensure that all children and youth attain optimal learning and mental health.

Mission

NASP represents school psychology and supports school psychologists to enhance the learning and mental health of all children and youth.

Goals

- Professional Competency

Ensure that all school psychologists have the skills and competencies needed to meet the learning and mental health needs of all children and youth.

- Advocacy

Advocate for the value of school psychological services and for appropriate research-based education and mental health services for all children, youth, and families.

- Diversity

Enhance the association's responsiveness, through a focus on behavior, attitudes, and policy, to populations whose diversity may be expressed in terms of race, ethnicity, gender and gender expression, sexual orientation, socioeconomic status, ability, religion, and/or language.

- Member Services

Provide quality membership services to school psychologists engaged in multiple professional roles.

- Operational Excellence

Maintain an effective infrastructure (e.g., governance, national office, and financial) to enable efficient and responsive service to all constituents.

- External Relationships & Communications

Promote the work and value of school psychologists to the general public and enhance collaboration with key stakeholders.

For application and membership information, visit:

http://www.nasponline.org/membership/membership_joinrenew.aspx

Performance-Based Program Assessment and Accountability

Performance-Based Program Assessment and Accountability

The School Psychology Program at West Texas A&M University is committed to a system of continuous self-evaluation and self-improvement.

<u>Component of the Program</u>	<u>Where and How Evaluated?</u>	<u>How are Results Used?</u>
Student Performance Across the Domains of Training	<ol style="list-style-type: none"> 1. Performance on class assignments 2. Course grades 3. Yearly review of student progress 4. Practica student performance evaluation 5. Intern performance evaluation 6. Comprehensive Examinations 7. Praxis-II Examination 	<p>Individually – Used to develop student improvement plans; Determine progress through the Program; Determine readiness for practice</p> <p>Collectively – Used to determine Program’s success at training across the Domains of Practice and to revamp and improve in areas of demonstrated weakness</p>
Student Impact on Consumers	<ol style="list-style-type: none"> 1. Performance on class assignments 2. Direct service intervention project 3. Indirect service intervention project 4. Practica student performance evaluation 5. Intern performance evaluation 	<p>Individually – Used to develop student improvement plans; Determine readiness for practice</p> <p>Collectively – Used to determine Program’s success at training students to impact consumers and to revamp and improve in areas of demonstrated weakness</p>
Student Personal/Professional	<ol style="list-style-type: none"> 1. Yearly review of student progress 	Individually – Used to develop student improvement plans;

Characteristics	<ol style="list-style-type: none"> 2. Practica student performance evaluation 3. Intern performance evaluation 	<p>Determine progress through the Program; Determine readiness for practice</p> <p>Collectively – Used to determine program’s success at helping student to develop the necessary personal/professional characteristics and to revamp and improve in areas of demonstrated weakness</p>
Faculty Performance	<ol style="list-style-type: none"> 1. Quantitative student ratings on University survey 2. Qualitative course evaluations individualized by course and instructor 3. Annual program and curriculum evaluation 	<p>Individually – Used as a component of faculty retention & promotion process and annual evaluations; Used to help develop individual improvement plans</p> <p>Collectively – Used to determine strengths & weaknesses in the areas of curriculum, teaching methods, & course delivery and to revamp and improve in areas of demonstrated weakness</p>
Supervisor Performance	<ol style="list-style-type: none"> 1. Annual practica experience evaluation 2. Annual internship experience evaluation 	<p>Individually – Used to determine effectiveness of site & University supervisors and individual needs for replacement/improvement</p> <p>Collectively – Used to determine Program’s success at recruiting, training, and interacting with site supervisors and to revamp and improve in areas of demonstrated weakness</p>

According to the National Association of School Psychologists:

School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers. Further guidance regarding the assessment of candidate performance is provided in a companion ... Systematic, valid procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations, alumni follow-ups) are used, as appropriate, to evaluate and improve components of the program ... The program applies specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability) ... The program employs a systematic, valid process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

Annual Program & Curriculum Evaluation

This is an anonymous survey designed to gain quantitative and qualitative information about the performance of the West Texas A&M School Psychology Program. The results will be used as a part of the Performance-Based Program Assessment & Accountability System for ongoing program improvement.

Please respond to the quantitative questions using the following scale:

1	2	3	4	5	6	7
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Unsure</i>	<i>Agree Slightly</i>	<i>Agree</i>	<i>Strongly Agree</i>

- 1.** The program has prepared me to apply my knowledge and basic research skills to the study of academic, social, and emotional needs of youth.

1	2	3	4	5	6	7
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Unsure</i>	<i>Agree Slightly</i>	<i>Agree</i>	<i>Strongly Agree</i>

Comments:

- 2.** The program has prepared me to apply my knowledge and basic research skills to the means of preventing or remediating problems in the academic, social, and emotional areas.

1	2	3	4	5	6	7
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Unsure</i>	<i>Agree Slightly</i>	<i>Agree</i>	<i>Strongly Agree</i>

Comments:

3. The program has prepared me to apply my knowledge and basic research skills to the evaluation of existing programs designed to meet to the academic, social, and emotional needs of youth to determine their effectiveness.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

4. The program has prepared me to apply knowledge of educational and psychological research to data-based problem-solving.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

5. The program has prepared me to apply knowledge of educational and psychological research to the design and implementation of empirically validated interventions to meet the academic, social, and emotional needs of youth.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

6. The program has prepared me to utilize consultative and communication skills to share my knowledge of educational and psychological research with parents, teachers, administrators, and others to meet the needs of children and youth.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

7. The program has prepared me to demonstrate sensitivity to and appreciation of diversity.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

8. The program has prepared me to demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

9. The program has prepared me to integrate technological applications to facilitate my professional goals.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

10. Program faculty have been available and helpful in meeting my professional goals.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

11. Coursework has been valuable in helping me to meet my professional goals.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

12. What are the program's strengths?

13. What are the program's weaknesses?

14. What factors have contributed to your success in the program?

15. What factors have been barriers to your success in the program?

16. How could the program be improved?

17. How can the program assist you in developing the personal characteristics necessary for success as a school psychologist?

18. Other comments:

19. What is your year in the program? 1 or 2