



# School Psychology Program Student Handbook



## **Table of Contents:**

### **Section I – About the Program**

- School Psychology Program Description
- Definition of the School Psychologists
- Personal Characteristics of the School Psychologist
- Program Mission
- Training Philosophy
- Program Goals and Training Objectives: National Standards
- Program Goals and Training Objectives: Principles
- Program Goals and Training Objectives
- Plan of Study – Course Requirements
- Steps to Admission
- Requirements for Admission/School Psychology Program
- Yearly Review of Progress and Dismissal Procedures
- Yearly Review of Student Progress (form)
- The Adoptive School
- Final Evaluation: Comprehensive Examination & Electronic Portfolio Assessment
- Portfolio Documentation and Rubric

### **Section II - Practica**

- Practicum Agreement
- Weekly Time Log of School Psychology Practicum Experiences (form)
- Practica Site Final Evaluation (form)
- Assessment and Interventions Practica Student Performance Evaluation (form)
- Practicum Experience Evaluation (form)

### **Section III - Internship**

- The School Psychology Internship
- Understanding of Internship Designation (form)
- Internship Contract between WTAMU and School System
- Weekly Time Log of School Psychology Internship Experiences (form)
- Summary of Internship Site Visit (form)
- Intern Performance Evaluation (form)
- Internship Experience Evaluation (form)

### **Section IV – Praxis II**

### **Section V – Professional Memberships & Conferences**

- Texas Association of School Psychologists
- National Association of School Psychologists

### **Section VI – Performance Based Program Assessment and Accountability**

- Program Assessment Grid
- Program Goals and Domain/Standards Alignment Grid
- Annual Program and Curriculum Evaluation (form)

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

The Department of Psychology, Sociology, & Social Work 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 (three or four classes per semester) basis, with the degree completed in 3-4 years, or part-time (one or two classes per semester) basis, with the degree completed in 5-6 years.

\*Note - Requirements for licensure vary from one profession to another and from state to state. If you are interested in professional licensure, please check with the appropriate licensing body in the state where you intend to practice. The specialist degree in school psychology at WTAMU may or may not meet requirements for licensure or certification in other states. Here is a resource from the National Association of School Psychology (NASP) that may help you get started on this process: <http://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements>

## 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 are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community (NASP, 2017).*

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-school-psychology/who-are-school-psychologists>

## 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 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.
5. 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.
6. 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.
7. 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 and beyond to succeed academically, socially, behaviorally, 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:

The mission of West Texas A&M University is to provide intellectually challenging, critically reflective, regionally-responsive, and inclusive academic programs that discover, interpret, apply, and disseminate knowledge for preparing the next generation of global citizens.

## 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, behavioral, and emotional needs of children and youth. This philosophy is consistent with the scientist-practitioner model of graduate training, wherein students become both competent researchers and also effective problem-solvers who can skillfully apply this relevant research. 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](http://www.apa.org/divisions/div50/about_president.html)

## Program Goals and Training Objectives: National Standards

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* –
  - School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
- *Consultation and Collaboration* –
  - School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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 effectively with others.
- *Academic Interventions and Instructional Supports* –
  - School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.



- *Mental and Behavioral Interventions and Instructional Supports -*
  - School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with other, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
- *School-Wide Practices to Promote Learning –*
  - School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
- *Services to Promote Safe and Supportive Schools –*
  - School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
- *Family, School, and Community Collaboration –*
  - School psychologists understand principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.
- *Equitable Practices for Diverse Student Populations –*
  - School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and

learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

- *Research and Evidence-Based Practice –*

- School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at 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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

## **Program Goals & Training Objectives: Principles**

The overarching 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 (2010). 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 program **goals** are derived from the NASP principles for training (2010). The **objectives** of the School Psychology program at West Texas A&M University are designed to meet the program goals and include the following:

<b>Goals</b> <b>To train and prepare school psychologists to:</b>	<b>Objectives:</b>
<p>1. Apply their knowledge and basic research skills to the study of:</p> <ul style="list-style-type: none"> <li>- Academic, social, behavioral, and emotional needs of youth</li> <li>- Means of preventing or remediating problems in these areas</li> <li>- Evaluating existing programs designed to meet these needs to determine their effectiveness</li> </ul>	<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.</p> <p>1.8 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 prevention services most appropriate to universal, selected, and targeted populations.</p>
<p>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>	<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>
<p>4. Demonstrate sensitivity to and appreciation of diversity.</p>	<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>
<p>5. Demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.</p>	<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>

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

Year 1 Fall 12 hours	PSYC 6351 Assessment I PSYC 6312 Seminar in BioPsychology PSYC 6315 Social and Cultural Foundations of Psychology PSYC 6369 Professional Seminar in School Psychology
Year 1 Spring 12 hours	PSYC 6352 Assessment II PSYC 6313 Seminar in Learning PSYC 6340 Seminar in Human Dev PSYC 6378 Program Evaluation and Applied Research
Year 1 Summer 12 hours	PSYC 6370 Legal, Ethical, and Multicultural Issues in Schools PSYC 6361 Advanced Child Psychopathology PSYC 6372 School Climate and Systems EDSP 6354 Instructional Programming for Students: High-Incidence Disabilities
Year 2 Fall 12 hours	PSYC 6353 Assessment III PSYC 6099/6399 Practicum (in Assessment) PSYC 6310 Advanced Statistics in Psychology PSYC 6377 Behavior Modification
Year 2 Spring 12 hours	PSYC 6371 School Consultation and Collaboration PSYC 6099/6399 Practica (in Interventions) PSYC 6373 Psychological Interventions PSYC 6375 Intervention for Children and Adolescents
Year 2 Summer	<i>Take Comprehensive Examinations</i> <i>Take Praxis II</i>
Year 3 Fall	PSYC 6098 School Psychology Internship
Year 3 Spring	PSYC 6098 School Psychology Internship

\*Many courses are on a two-year rotation and may not be available in the same order/semester as listed here. Advisors will work with you to establish a schedule for your plan of study upon admission. Practicum courses will be taken toward the end of your degree plan, and internship will be completed after all other coursework.

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

1. If you are **not** a psychology major, you need to meet the requirements for the Substantial Equivalent (those courses which are prerequisites for the courses in the plan of study: General Psychology, Human/Child Development, Abnormal Psychology, Learning/Cognitive, and a Statistics class that covers ANOVA thoroughly).
2. 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 completed online through the application portal at <https://www.wtamu.edu/academics/graduate-school/apply/index.html#apply>.
3. 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. These should be sent directly to the Graduate School online through the application portal at <https://www.wtamu.edu/academics/graduate-school/apply/index.html#apply>.
4. Arrange for official copies of all graduate and undergraduate transcripts to be sent directly to the Graduate School.
5. Complete the Program Application for Admission. The application can be completed after the Graduate School application, online through the application portal.
6. Upload 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 during and after obtaining your degree.
7. Upload a sample of your best professional writing (for example, a research paper from a previous class on any subject).
8. The admissions committee may contact you to arrange a personal interview. A phone/virtual interview may be scheduled if an in-person interview is not practical.
9. Students who wish to have graduate course credit transferred to the degree from previous work will need to provide transcripts and syllabi. These materials will be reviewed for direct equivalency to courses on the program degree plan. According to WTAMU Graduate School policy, students may only receive credit for up to one-third of the total hours in any degree (22 hours, in this case).
10. The priority deadline for applications is April 1<sup>st</sup> for fall admissions. Additional spots may be filled until August 1<sup>st</sup>. Spring admission is available on a limited basis.

Graduate School Contact: [graduateschool@wtamu.edu](mailto:graduateschool@wtamu.edu); WT Box 60215, Canyon, TX 79016

## Requirements for Admission to the School Psychology Program

1. A grade point average of 3.0 in the last 60 hours of coursework.
2. A Bachelor's degree in psychology  
OR  
Substantial Equivalent - Consisting of the following courses which are prerequisites for the courses in the plan of study: General Psychology, Human/Child Development, Abnormal/Personality Psychology, Learning/Cognitive, and Statistics (must be a class that covers ANOVA thoroughly)\*
3. Strong academic and professional potential including evidence of positive personal characteristics (you can view these on the personal characteristics page)
4. 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 during and after obtaining the degree
5. A sample of the applicant's best professional writing (for example, a research paper from a previous class on any subject)
6. Three professional references
7. A personal interview with the admissions committee may be conducted

A conditional admission may be offered to students who do not meet the requirements stated above. Students with conditional admissions will be assessed each semester until conditions are met and full admission is granted.

Additionally, Texas requires that candidates for licensure have no criminal convictions other than minor traffic violations. This is not a requirement for admission to the program, but candidates who have a concern about their ability to obtain licensure should contact program advisors to discuss options. The Texas Behavioral Health Executive Council has information on this process here: <https://www.bhec.texas.gov/wp-content/uploads/2020/08/Application-for-Criminal-History-Evaluation-Letter-2020August.pdf>

Decisions for admission will be based solely on the quality of the material listed above. The WTAMU School Psychology Program does not discriminate based on race, color, religion, sex, age, disability, national origin, or veteran status. The program will also provide any and all necessary and reasonable accommodations to allow access to and benefit from training and experiences. If you feel you may be in need of services or accommodation, you may choose to contact your advisor, the Student Disability Services (SDS), Student Success Center, or the Student Counseling Services Center for free.

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



## Yearly Review of Student Progress & Dismissal Procedures

### **Annual Student Progress Evaluation:**

Students will be evaluated annually based on academic progress, mastery of curriculum, and personal and professional characteristics and behavior. Annual review of progress will take place in two ways.

First, students will be reviewed by psychology faculty on the *Yearly Review of Student Progress* form (see below). Students will have a chance to rate and provide feedback on their own performance in the rated areas as well. Weak performance in any area will be a matter of concern, and probation or dismissal are possible outcomes. A decision to dismiss a student based on these evaluations will be made by unanimous agreement among psychology faculty. If dismissal is not agreed, the student will automatically be placed on probation for the following semester, and a remediation plan will be documented and must be completed before registration in another course.

Recommendations for probation or dismissal may be made at times other than the annual evaluation. Possible causes for probation or dismissal at these times are:

- Unapproved periods of absence from the graduate program
- Legal or ethical judgment violations
- Violations of academic or scientific honesty (e.g., plagiarism, falsification of research data)
- Serious instances of unprofessional behavior

A second yearly review of the *Electronic Portfolio* will be conducted each spring. Progress and ratings on the portfolio will be used to provide feedback and determine demonstrations of competencies. Both the *Yearly Review of Student Progress* and *Electronic Portfolio* ratings will be kept in the student's file for future review as needed.

### **Required Grades:**

Any grade of “D” or “F” in any course will result in the student being considered for dismissal from the program. These grades are grounds for dismissal, and a

decision to dismiss a student based on these grades will be made by unanimous agreement among psychology faculty. If dismissal is not agreed, the student will automatically be placed on probation for the following semester, and a remediation plan will be documented and must be completed before registration in another course. Grades of “D” or “F” will not count toward completion of a degree.

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in their graduate work as established by the Graduate School and the Psychology Program. The Graduate School requires that graduate students maintain a 3.0 grade point average in all coursework that applies toward their degree. If a graduate student’s GPA falls below a 3.0, they will be placed on academic probation for a length of time determined by the Dean of the Graduate School and may be suspended.

Graduate students are expected to complete their coursework as required. Incomplete grades are allowed only in exceptional circumstances (documentation is required) and at the discretion of the course instructor. To be considered, students should have a strong attendance record and the absence of a history of late submissions on assigned papers, projects, or other assignments. According to WTAMU guidelines, incomplete courses must be completed within no more than one calendar year. If the required course work is not completed within that time frame, or that agreed upon with the instructor, a final grade of F will be assigned for the course and the student will then be considered for dismissal from the program.

## 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 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. 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. Strong communication skills

Student Rating (please circle):

Weak                  Somewhat Weak                  Average                  Somewhat Strong                  Strong

Evidence: \_\_\_\_\_  
\_\_\_\_\_

5. Strong interpersonal skills

Student Rating (please circle):

Weak            Somewhat Weak            Average            Somewhat Strong            Strong

Evidence: \_\_\_\_\_  
\_\_\_\_\_

6. Strong work habits

Student Rating (please circle):

Weak            Somewhat Weak            Average            Somewhat Strong            Strong

Evidence: \_\_\_\_\_  
\_\_\_\_\_

7. Adaptability and flexibility

Student Rating (please circle):

Weak            Somewhat Weak            Average            Somewhat Strong            Strong

Evidence: \_\_\_\_\_  
\_\_\_\_\_

Areas of Strength:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Areas of Concern:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## **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 may 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.



## Adoptive School Letter

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.

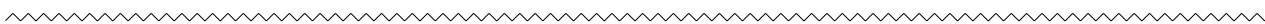
The responsibilities of an “adopting” school would include:

- 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,

Kenneth Denton, PhD, 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

## Final Evaluation Comprehensive Examination and Portfolio Assessment

### COMPREHENSIVE EXAMINATION

The program faculty has adopted a comprehensive exam and portfolio model for final evaluation of domains and competencies. The *Comprehensive 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 Examination* is comprised of three parts: A multiple-choice portion, an oral defense of a case study, and an oral presentation.

**The written, multiple-choice** portion of the *Comprehensive Examination* in School Psychology consists of a multiple-choice Praxis-II-type section that covers school psychology professional knowledge, foundations, and competencies. Students must achieve 70% correct or better on the multiple-choice questions to pass that portion of the exam. This portion is designed to mimic the structure of the Praxis-II, help prepare students for study of the Praxis-II, and allow coverage of foundations of psychology from all program faculty.

**The oral** portion of the exam will consist of a presentation/defense, review, and questions from faculty regarding a previously completed case study (typically one completed during practicum). In addition, students will develop and present a “training” and overview on a topic provided by faculty in advance. Students must score a rating of “Pass” or better on both oral components to succeed with that portion of the test. Rating scale/rubrics will be completed by participating faculty to aid this decision, rated on a scale of 1-Unsatisfactory to 4-Well Developed. The preponderance of these ratings will be used to determine a “Pass” or “Fail” on each portion.

Students are eligible to take the *Comprehensive Examination* during the final spring and summer of their plan of study (prior to internship) if they have no remaining incomplete coursework and a graduate grade point average of 3.0 or better. If a student fails any portion (3) of the *Comprehensive Examination*, they will be permitted one retake of that component (must be scheduled in a subsequent semester from the original examination). Failure of a retake of an examination results in the student’s dismissal from the program. Remediation plans for preparation of a retake will be documented and must be performed before a retake is permitted. Further information on the *Comprehensive Exam* structure, scoring, and preparation will be covered in the School Psychology Professional Seminar and during Yearly Reviews.

## SCHOOL PSYCHOLOGY ELECTRONIC PORTFOLIO

All students are required to complete a comprehensive portfolio. The *Electronic Portfolio* is an electronic repository of important information and documentation on student progress throughout the School Psychology Program. Each student will be required to develop an *Electronic Portfolio* that demonstrates competencies in each of the 10 domains put forth by the NASP Practice Model (2010). With each domain, students will include a *rationale statement* and a *reflective statement*. The *rationale statement* will serve as an introduction, briefly describing the documents that are included in the section, a rationale or justification for including the documents and then a description with a clear connection between the document/artifact and the knowledge, skills, and work characteristics related to the domain. The *reflective statement* within each domain would allow the students to evaluate the strengths and weaknesses of the documents and of their skills. As part of the reflective statement, students can also identify future plans to increase competency in each of the domains.

Documentation requirements and recommendations are listed below. All potential documents/artifacts that are printed in **bold** are required by all students, whereas the other documents/artifacts could be used to demonstrate competency depending on individual experiences in practicum and internship. This list is not inclusive. Students are expected to include individual or suggested artifacts, beyond those designated as required. If students have an experience during coursework, practicum, or internship that may qualify for one of the 10 NASP domains, they should consult with a faculty mentor for guidance on including it in the portfolio. It is the student's responsibility to ensure collection of material that is appropriate and relevant for evaluation. Please note that in order to complete the required case studies, students will need to begin the referral process very early in the semester in order to obtain parent consent, case assessment and conceptualization, and sufficient baseline and intervention data points. All information and documents must have all identifying information removed before the file is uploaded.

A detailed rubric for each case study and psychoeducational report will be scored in accordance with the course and internship requirements for the respective documents. In each portfolio, the school psychology faculty will score all documents and statements on the following rating scale: Well Developed (4), Developed (3), Emerging (2), or Unsatisfactory (1). In order to pass the portfolio, all domains will need to be rated with an average of at least a level 3, with no artifact rated less than a 2.

Portfolios will be reviewed toward the end of each semester for formative feedback. The Winter review will be a brief review to make sure all documents are accounted for, whereas the Spring review will be used as a component of the *Yearly Review of Student Progress* process, with more thorough feedback according to scores. Then, the final portfolio will be assessed for final competency at the end of internship. Students will be given information for the location, upload, and organization of artifacts in the portfolio. It is recommended that students keep a back-up of important documentation for future use. The program may use this information collectively (without identifying information) to review the program goals and progress as well.

# PORTFOLIO DOCUMENTATION & RUBRIC

Student Name: \_\_\_\_\_ Date Finalized and Approved: \_\_\_\_\_

Non-Domain Related Documents:	Submitted	Faculty Initials
Undergraduate transcripts		
Graduate transcripts, annotated with ties to 10 Domains		
Vita or resume		
Practica agreement		
Practica student performance evaluation forms		
Practica logs		
Internship contract		
Internship logs		
Internship student performance evaluation forms		
Summary of Internship site visit		
Comprehensive examination results		
Praxis II test results		
Yearly program evaluations of student progress		
Recommendation letters (1 required, 3 recommended)		
Adopting school forms (dependent on 6369 course)		
Other items: _____		
Final Approval for Non-Domain Related Documents		
Domain I: Data-based Decision Making and Accountability	Score	Faculty Initials
Rationale Statement		
Functional Behavioral Assessments		
Assessment report that ties recommendations to data and demonstrates effectiveness (could be part of a case study)		
Assessment competency video		
Tier 1 & Tier 2. Intervention data		
Progress monitoring and result decisions data (e.g., single-case design)		
Case study		
Program Evaluation or schoolwide data that shows improved outcomes		
Appropriate research paper or presentation on this topic		
Video of school workshop/training presentation on this topic		
Table of assessment measures learned & administered		

Observational notes demonstrating competency in this domain		
Other items: _____		
<b>Reflective Statement</b>		
Final Domain Average & Approval		
<b>Domain II: Consultation and Collaboration</b>	<b>Score</b>	<b>Faculty Initials</b>
<b>Rationale Statement</b>		
<b>Case study with PBIS data included (behavioral or academic)</b>		
<b>Summary reports on a consultation (including goals, strategies, &amp; outcomes)</b>		
Summary reports of collaboration on a school-based project (e.g., class-wide interventions, building-wide program [showing evidence of your role])		
Transcript of consultation		
Consultation self-analysis and/or reflection		
Summary report of family consultation		
Appropriate research paper or presentation on this topic		
Video of school workshop/training presentation on this topic		
Observational notes demonstrating competency in this domain		
Other items: _____		
<b>Reflective Statement</b>		
Final Domain Average & Approval		
<b>Domain III: Interventions and Instructional Support to Develop Academic Skills</b>	<b>Score</b>	<b>Faculty Initials</b>
<b>Rationale Statement</b>		
<b>Academic Intervention case study with RTI/MTSS data included</b>		
<b>Intervention worksheets with explanation/interpretation</b>		
<b>Curriculum-based assessments and intervention documentation (can come from coursework)</b>		
Recommendations and data to support effectiveness from cases		
Presentations to educators on effective instruction in reading and math		
Tier 1 & Tier 2 intervention data		
Description or copy of learning aids, lessons, or materials implemented		
Assessment of learning difficulties and evidence-based recommendations		
Appropriate research paper or presentation on this topic		

Video of school workshop/training presentation on this topic		
Observational notes demonstrating competency in this domain		
Other items: _____		
<b>Reflective Statement</b>		
Final Domain Average & Approval		
<b>Domain IV: Interventions and Mental Health Services to Develop Social and Life Skills</b>	<b>Score</b>	<b>Faculty Initials</b>
<b>Rationale Statement</b>		
<b>Positive Behavior Support Plan: Functional Behavior Assessment and Behavior Intervention Plan (individual or schoolwide)</b>		
<b>Psychological services reports (deidentified)</b>		
Behavior/Social-emotional case study with PBIS data included		
Class-wide, small group or individual interventions focused on development of social skills (with data to support progress on goals)		
Assessment of emotional/behavioral difficulties and evidence-based recommendations		
Sample Social Skills Lessons (with data on effects)		
Documentation of involvement in school-wide behavioral support		
Any counseling documentation: treatment plan, summary report, or other supporting documents.		
Appropriate research paper or presentation on this topic		
Video of school workshop/training presentation on this topic		
Crisis intervention plan		
Observational notes demonstrating competency in this domain		
Other items: _____		
<b>Reflective Statement</b>		
Final Domain Average & Approval		
<b>Domain V: School-Wide Practices to Promote Learning</b>	<b>Score</b>	<b>Faculty Initials</b>
<b>Rationale Statement</b>		
<b>Supervisor evaluation of effective relationships within school settings</b>		
Evidence of System policy development or implementation		
Evidence of School committee work on school climate		
Evidence of work with school committees on school safety/school goals/achievement		

Legislative or regulation advocacy work		
Universal screening/assessment		
Appropriate research paper or presentation on this topic		
Video of school workshop/training presentation on this topic		
Observational notes demonstrating competency in this domain		
Other items: _____		
<b>Reflective Statement</b>		
Final Domain Average & Approval		
<b>Domain VI: Preventive &amp; Responsive Services</b>	<b>Score</b>	<b>Faculty Initials</b>
<b>Rationale Statement</b>		
<b>Evidence of crisis response in the school (efforts to support educators and students following a tragedy)</b>		
Evidence of school-wide mental health activities (e.g., suicide prevention, bully-proofing programs, or peer mediation)		
Provision of mental health services/counseling groups		
Appropriate research paper or presentation on this topic		
Video of school workshop/training presentation on this topic		
Observational notes demonstrating competency in this domain		
Other items: _____		
<b>Reflective Statement</b>		
Final Domain Average & Approval		
<b>Domain VII: Family-School Collaboration Services</b>	<b>Score</b>	<b>Faculty Initials</b>
<b>Rationale Statement</b>		
<b>Case study evidence</b>		
<b>ARD Meeting Observational Notes</b>		
<b>Evidence of outreach to families</b>		
Community or family needs assessment		
Interventions that combine home and school efforts		
Coordination of services across home, school, &/or community		
Presentations to families		
Appropriate research paper or presentation on this topic		
Parent interview		
Video of school workshop/training presentation on this topic		
Observational notes demonstrating competency in this domain		
Other items: _____		



<b>Reflective Statement</b>		
Final Domain Average & Approval		
<b>Domain VIII: Diversity in Development and Learning</b>	<b>Score</b>	<b>Faculty Initials</b>
<b>Rationale Statement</b>		
<b>Demographics report from each practicum and internship site</b>		
<b>Recommendations that account for diverse groups</b>		
<b>Evidence of work with English Language Learners (this could include interview/observation of these services)</b>		
Interventions/supports offered to diverse groups		
Documentation of appropriate use of interpreters		
Translation of school material into various languages		
Evidence of involvement of cultural experts in decision making that impacts students with unique needs or from diverse backgrounds		
Self-awareness and reflection report		
Assessments that account for differences		
Appropriate research paper or presentation on this topic		
Video of school workshop/training presentation on this topic		
Observational notes demonstrating competency in this domain		
Other items: _____		
<b>Reflective Statement</b>		
Final Domain Average & Approval		
<b>Domain IX: Research and Program Evaluation</b>	<b>Score</b>	<b>Faculty Initials</b>
<b>Rationale Statement</b>		
<b>Appropriate use of single-case design studies</b>		
<b>Psychoeducational reports (deidentified)</b>		
<b>Documentation of recommended interventions that are evidence-based</b>		
Program evaluation – possibly a review of evaluation of curriculum		
Review and evaluation of programs implemented in other domains		
FBA/BIP with evidence or plan for monitoring and decision-making		
Poster or paper presentation		
Research paper that demonstrates research methodology knowledge or skills		
Appropriate use of needs assessment and report		
Appropriate research paper or presentation on this topic		

Video of school workshop/training presentation on this topic		
Observational notes demonstrating competency in this domain		
Other items: _____		
<b>Reflective Statement</b>		
Final Domain Average & Approval		
<b>Domain X: Legal, Ethical, and Professional Practice</b>	<b>Score</b>	<b>Faculty Initials</b>
<b>Rationale Statement</b>		
<b>Description of ethical dilemma, problem-solving steps-followed, and resolution</b>		
<b>Practicum and Intern Supervisor evaluations</b>		
<b>Case brief/References</b>		
Evidence of using legal knowledge to protect the rights of children and the organizations that serve them		
Evidence of active involvement in local/state/national association:		
TASP Membership Card & Summary of TASP Activities		
NASP Membership Card & Summary of NASP Activities		
Appropriate research paper or presentation on this topic		
Video of school workshop/training presentation on this topic		
Observational notes demonstrating competency in this domain		
Other items: _____		
<b>Reflective Statement</b>		
Final Domain Average & Approval		

# Practica

RE: \_\_\_\_\_

**Practicum Agreement  
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 how field-based experiences will be provided. Hereafter, \_\_\_\_\_ will be referred to as “The School System” and "The University" will refer to the WTAMU 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/coordinator 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 practicum.
  - 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.
  - Ensure that the student has met the requirements to be officially registered in the practicum 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 (120 per semester).
- To provide field-based contacts each semester to meet with the student 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 (LSSP in Texas) and to provide time for this supervisor to meet with the student on a weekly basis (1 hour per week is required for a full-time experience). This individual should have no more than 2 students under his or her supervision at any given time and should have at least 3 years of experience as a school psychologist.
- A commitment to the practicum as a training experience as evidenced by provision of experiences appropriate to the attainment of the practicum learning objectives for students including, but not limited to those found on the Practicum Requirements form (appendix A) in this agreement.
- An understanding that the student is still in training and assigned workloads should be reflective of student status. Time must be allotted within this workload to allow for supervision meetings, supervision of work products, training, and travel.
- To allow the student to participate in continuing professional development activities, as appropriate.

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 practicum course.
- Meet with on-site supervisor on a weekly basis to review documentation of experience, 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. Final products for the requirements listed

in the Practicum Requirements form (appendix A) in this agreement must be submitted to the University and completely de-identified.

- 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 all 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.

\_\_\_\_\_  
(Name of School System)

\_\_\_\_\_  
(Name of Site Based Supervisor)

\_\_\_\_\_  
(Name of Program Field Coordinator)

\_\_\_\_\_  
(Signature of Site Based Supervisor) (Date)

\_\_\_\_\_  
(Signature of Program Field Coordinator) (Date)

\_\_\_\_\_  
(Name of School System Administrator)

\_\_\_\_\_  
(Name of WTAMU Administrator)

\_\_\_\_\_  
(Signature of School System Administrator) (Date)

\_\_\_\_\_  
(Signature of WTAMU Administrator) (Date)

\_\_\_\_\_  
(Name of Student Intern)

\_\_\_\_\_  
(Name of Faculty Supervisor)

\_\_\_\_\_  
(Signature of Student Intern) (Date)

\_\_\_\_\_  
(Signature of Faculty Supervisor) (Date)

# Appendix A

## Practicum Requirements

### **Experiences and Activities:**

The practicum serves as a field-based experience in training, providing an opportunity for the student to gain and 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. These are necessary for the student to have the ability to be licensed and/or certified in the field. The following is a listing (not exhaustive) of the types of activities that are necessary for the student 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. **Direct Intervention** - This should include opportunities for group and individual therapeutic interventions with children experiencing emotional or interpersonal difficulties, or opportunities for the student to analyze academic or behavioral difficulties and provide interventions.
3. **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).
4. **Systems-Level** - This should include opportunities for the student to gain insight on services 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, working or observing teams, or providing training to parents or school staff.
5. **Prevention & Crisis Intervention** - This should include opportunities for the student to gain insight on the use of crisis prevention, management, intervention skills in dealing with school emergencies, or prevention activities.

**Documentation:**

To help ensure the completion of appropriate practicum experiences and to provide concrete products for evaluation of competencies and the positive impact for children, the following documentation and work products will be required:

1. Weekly activity logs, which reflect a total of 120 hours each semester, or 240 hours for the academic year, by the end of the second semester. In addition to some activities that reflect fulfillment of the above experiences, they must also show:
  - a. Observation of bilingual, ESL, ELL, or LEP classrooms, lessons, or interview with personnel responsible for these services.
  - b. Observation of classrooms/settings across all school levels/ages (e.g., not just one campus).
  - c. Conduct, interpret, or review an assessment that has bilingual or translated components.
  - d. Observe or participate in an ARD Meeting.
  - e. Review a previously completed FIE and FBA/BIP or behavior plan.
  - f. Review previously documented counseling goals and progress.
2. At least two Full Individual Evaluation (FIE) reports, which may involve assessment for special education eligibility in any category. This will involve legally defensible reports, using easily understood language, to include specific, data-based recommendations for accommodations and interventions.
3. At least three consultation or intervention activity summaries, which must include at least one functional behavior assessment and/or behavior intervention plan (FBA/BIP) and one ongoing teacher consultation. Other activities may include consultation, counseling, functional behavior assessments and/or behavior intervention plans (FBA/BIP), academic interventions, behavioral interventions, or classroom/system interventions/training.
4. A summary report of an intervention that includes progress monitoring data and a measure of effectiveness. This may be an intervention involving consultation, counseling, functional behavior assessments and/or behavior intervention plans (FBA/BIP), academic concerns, behavioral concerns, or classroom/system concerns. The case may use a single-case design, Goal Attainment Scaling, and/or Effect Size to document progress on the interventions and effectiveness.
5. Evaluation of the student's performance and progress, completed at the end of each semester.





## 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.

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)		
<b>Total Hours for All Practicum Activities</b>		

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of University Supervisor

\_\_\_\_\_  
Signature of Site Contact

## Practica Site Final 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 form will be completed at the end of each semester of practica (including both 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. Evidence, Observation, or Notes are required for support of ratings of each objective. Please refer to Appendix A and Appendix B of the NASP Standards for Graduate Preparation of School Psychologists (2010) for more information on the practice model and examples (attached).

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

Practicum Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_  Assessment  Intervention

Goals & Objectives	Ratings and Support			
<b>Apply knowledge and basic research skills to the study of: 1) Academic, social, behavioral, and emotional needs of youth, 2) Means of preventing or remediating problems in these areas, 3) Evaluating existing programs designed to meet these needs to determine their effectiveness</b>	This goal aligns primarily with NASP standards of preparation and practice <b>2.9</b> , and also with 2.1, 2.3, 2.4, 2.5, and 2.6: “School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings...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, and analysis to support effective practices at the individual, group, and/or systems levels.” <i>Examples: Seeks/attends training, evaluates student outcomes/goals, assists with effective RTI/MTSS programs, provides trainings or skill development, conducts progress monitoring, evaluates effectiveness of services, uses a problem-solving model, etc.</i>			
1.1 The student will demonstrate knowledge of the general foundations of psychology.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>

Evidence, Observations, & Notes				
1.2 The student will demonstrate knowledge of the general foundations of education.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.3 The student will demonstrate knowledge of experimental design.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.4 The student will demonstrate knowledge of basic statistics.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.5 The student will apply skills in experimental design, statistics, and communication of research results.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.6 The student will demonstrate knowledge of the concepts underlying formative and summative program evaluation.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.7 The student will apply skills in program evaluation to conduct a formative program evaluation.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.8 The student will demonstrate knowledge of the concepts of primary, secondary, and tertiary prevention.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>

Evidence, Observations, & Notes				
<b>Apply 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, behavioral and emotional needs of youth.</b>	<p>This goal aligns primarily with NASP standards of preparation and practice <b>2.1, 2.3, 2.4, 2.5, and 2.6</b>:  “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...to implement and evaluate services that support cognitive and academic skills...socialization, learning, and mental health...effective and supportive learning environments...and to implement effective crisis preparation, response, and recovery.”</p> <p><i>Examples: Conducts FIEs (full evaluations), conducts FBAs and BIPs, participates in IEPs/ARDs, develops appropriate goals, provides trainings, conducts progress monitoring, evaluates effectiveness of services, conducts counseling, conducts social skills, assists with RTI/MTSS programs, promotes safety, assists with crisis responses, ensures intervention fidelity, etc.</i></p>			
2.1 The student will demonstrate knowledge of the concepts of data-based decision-making.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.2 The student will apply skills in data-based decision-making.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.3 The student will demonstrate knowledge of direct methods of service delivery including counseling and crisis intervention.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.4 The student will apply skills direct service delivery.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

2.5 The student will apply skills in the prevention and treatment of academic, behavioral, and mental health problems.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.6 The student will demonstrate knowledge of prevention services most appropriate to universal, selected, and targeted populations.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
<b>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.</b>	<p>This goal aligns primarily with NASP standards of preparation and practice <b>2.2 and 2.7</b>: “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...demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs...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.”</p> <p><i>Examples: Provides consultation to educators, collaborates with other professionals, communicates well with parents, invites feedback from families and agencies, assists with classroom management, clearly communicates data/results, is a positive team member, considers the home setting, etc.</i></p>			
3.1 The student will demonstrate knowledge of consultation models.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.2 The student will demonstrate knowledge of methods of indirect service delivery.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.3 The student will apply skills in indirect service delivery.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

3.4 The student will demonstrate knowledge of families, classrooms, schools, and communities as systems.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.5 The student will apply skills in working within multiple systems to facilitate child growth.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
<b>Demonstrate sensitivity to and appreciation of diversity.</b>	<p>This goal aligns primarily with NASP standards of preparation and practice <b>2.8</b>, and also with 2.7 and 2.10: “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...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.”</p> <p><i>Examples: Tailors evaluations and psychological services based on culture, makes recommendations based on individual needs, facilitates partnerships with parents, understands background of school setting, responsive to language in assessment, etc.</i></p>			
4.1 The student will demonstrate an understanding of human diversity and multicultural awareness.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
4.2 The student will demonstrate an understanding of individual differences.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

4.3 The student will demonstrate knowledge of typical and atypical development.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
<b>Demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.</b>	<p>This goal aligns primarily with NASP standards of preparation and practice <b>2.10</b>, and with all other standards: “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... 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.</p> <p><i>Examples: Complies with all policies and regulations, maintains records, attends supervision prepared, establishes positive collaborations, advocates for the profession, etc.</i></p>			
5.1 The student will demonstrate knowledge of the best practices in provision of school psychological services.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.2 The student will demonstrate skills in the best practices in provision of school psychological services.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.3 The student will demonstrate knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP).	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.4 The student will demonstrate knowledge of the legal principles	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>



underlying professional practice of school psychology.				
Evidence, Observations, & Notes				
5.5 The student will demonstrate knowledge of the laws and regulations underlying special education eligibility.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.6 The student will demonstrate skills in ethical and legal decision making in professional practice.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
<b>Demonstrate adherence to the personal characteristics that embody professional school psychology.</b>	Professional characteristics are consistent with program standards and reviewed annually for each year the student is in the program. This goal aligns primarily with NASP standards of preparation and practice <b>2.10</b> , and also with the practicum requirements and agreement.			
6.1 The student will demonstrate professional work habits including punctuality, regular attendance, appropriate language, professional dress and behavior in the practicum setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
6.2 The student will abide by school regulations and procedures in the practicum setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
6.3 The student will fulfill all assigned responsibilities in the practicum setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

<b>The student's professional work has a measurable positive impact on children, youth, families, and other consumers.</b>	This goal aligns with <b>all</b> NASP standards of preparation and practice. This goal does not require a rating as above, but instead your indication of the student's ability to achieve this goal.
Evidence, Observations, & Notes	
Further Comments:	

Total Practica Hours to Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

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

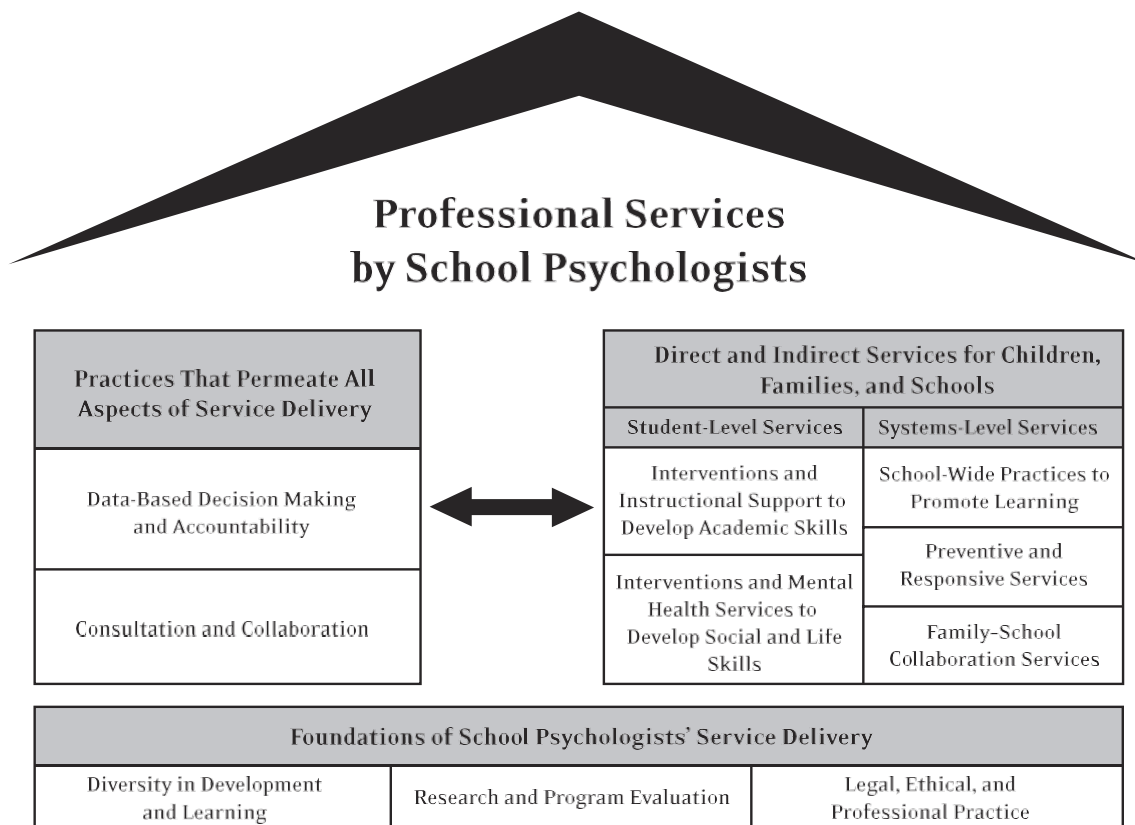
Site Supervisor Signature: \_\_\_\_\_

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

University Supervisor Signature: \_\_\_\_\_

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

## APPENDIX A. MODEL OF COMPREHENSIVE AND INTEGRATED SERVICES BY SCHOOLPSYCHOLOGISTS



## APPENDIX B. EXPANDED DESCRIPTION OF DOMAINS OF SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE WITHIN A MODEL OF COMPREHENSIVE AND INTEGRATED SERVICES BY SCHOOL PSYCHOLOGISTS

Within the model of comprehensive and integrated services, illustrated in Appendix A, school psychologists apply knowledge and skills across 10 domains of school psychology. The domains are highly interrelated and not mutually exclusive, and should be reflected across the school psychology program of study. As noted in Standards 2.1 to 2.10, the school psychology program ensures that all candidates demonstrate basic competencies in 10 broad domains of school psychology. Further, the school psychology program determines that candidates 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. The NASP (2010) *Model for Comprehensive and Integrated School Psychological*

*Services* presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the 10 domains.

Below, an expanded list of *sample areas of knowledge and skills in the domains* is provided, and programs may find the examples useful in defining expected candidate competencies. The examples in the descriptions below are not intended to reflect the possible full range of competencies for school psychologists, but instead identify examples of knowledge and skills that school psychology graduate programs may consider when identifying their own goals and objectives for their candidates. The examples of knowledge and skills below are intended to serve only as *general guides* for the school psychology program. The program may elect to emphasize specific knowledge and skill areas outlined in the descriptions below or may elect to identify additional knowledge and skills areas, depending on program goals and objectives, areas of specialization, specialist- or doctoral-level preparation, roles and functions for which candidates are being prepared, etc.

## 2.1 Data-Based Decision Making and Accountability

Examples of areas in which school psychologists have *knowledge* include the following:

- Assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics
- Varied methods of assessment and data collection in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and their psychometric properties
- Assessment and data collection methods useful in identifying strengths and needs and in documenting problems of children, families, and schools
- Strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services
- Assessment and data collection methods to measure response to, progress in, and effective outcomes of services

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery
- Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice
- Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics
- Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness
- Access information and technology resources to enhance data collection and decision making
- Measure and document effectiveness of their own services for children, families, and schools

## 2.2 Consultation and Collaboration

Examples of areas in which school psychologists have *knowledge* include the following:

- Varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems
- Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others
- Consultation, collaboration, and communication strategies effective across situations, contexts, and diverse characteristics
- Methods for effective consultation and collaboration that link home, school, and community settings

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery
- Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics
- Consult and collaborate at the individual, family, group, and systems levels
- Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others
- Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others
- Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services

## 2.3 Interventions and Instructional Support to Develop Academic Skills

Examples of areas in which school psychologists have *knowledge* include the following:

- Biological, cultural, and social influences on cognitive and academic skills

- Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics
- Evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics
- Curriculum and instructional strategies that facilitate children’s academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.
- Techniques to assess learning and instruction and methods and technology resources for using data in decision making, planning, and progress monitoring
- Information and assistive technology resources to enhance children’s cognitive and academic skills

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
- Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home–school collaboration, instructional consultation, and other evidence-based practices
- Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children’s cognitive and academic skills
- Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services

## 2.4 Interventions and Mental Health Services to Develop Social and Life Skills

Examples of areas in which school psychologists have *knowledge* include the following:

- Biological, cultural, social, and situational influences on behavior and mental health and behavioral and

emotional impacts on learning, achievement, and life skills

- Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics
- Evidence-based strategies to promote social–emotional functioning and mental health
- Strategies in social–emotional, behavioral, and mental health services that promote children’s learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc.
- Techniques to assess socialization, mental health, and life skills and methods and technology resources for using data in decision making, planning, and progress monitoring

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
- Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home–school collaboration, and other evidence-based practices
- Integrate behavioral supports and mental health services with academic and learning goals for children
- Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning
- Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services

## 2.5 School-Wide Practices to Promote Learning

Examples of areas in which school psychologists have *knowledge* include the following:

- School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings
- Psychological and educational principles and research related to organizational development and systems theory
- Issues and needs in schools, communities, and other settings, including accountability requirements; local, state, and federal policies and regulations; and technology resources
- Evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, etc.
- Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities
- Create and maintain effective and supportive learning environments for children and others within a multitiered continuum of school-based services.
- Develop school policies, regulations, services, and accountability systems to ensure effective services for all children

## 2.6 Preventive and Responsive Services

Examples of areas in which school psychologists have *knowledge* include the following:

- Psychological and educational principles and research related to resilience and risk factors in learning and mental health
- Methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being across diverse situations, contexts, and characteristics

- Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being
- Evidence-based strategies for effective crisis prevention, preparation, and response

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks
- Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services
- Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families
- Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics
- Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services

## 2.7 Family-School Collaboration Services

Examples of areas in which school psychologists have *knowledge* include the following:

- Characteristics of families, family strengths and needs, family culture, and family-school interactions that impact children's development
- Psychological and educational principles and research related to family systems and their influences on children's academic, motivational, social, behavioral, mental health, and social characteristics
- Evidence-based strategies to improve outcomes for children by promoting collaboration and partnerships among parents, schools, and community agencies, and by increasing family involvement in education

- Methods that improve family functioning and promote children’s learning, social development, and mental health, including, for example, parent consultation, conjoint consultation, home–school collaboration, and other evidence-based practices.

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children
- Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families
- Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children
- Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns

## 2.8 Diversity in Development and Learning

Examples of areas in which school psychologists have *knowledge* include the following:

- Individual differences, abilities, disabilities, and other diverse characteristics of people in settings in which school psychologists work
- Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social–emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status)
- Evidence-based practices in psychology and education to enhance services for children and families and in schools and communities and effectively address potential influences related to diversity

- Strategies for addressing diversity factors in design, implementation, and evaluation of all services

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery
- In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts
- In schools and other agencies, advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed
- Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics

## 2.9 Research and Program Evaluation

Examples of areas in which school psychologists have *knowledge* include the following:

- Research design, measurement, and varied methods of data collection techniques used in investigations of psychological and educational principles and practices
- Statistical and other data analysis techniques sufficient for understanding research and interpreting data in applied settings
- Program evaluation methods at the individual, group, and/or systems levels
- Technology and information resources applicable to research and program evaluation
- Techniques for judging research quality; synthesizing results across research relevant for services for

children, families, and schools; and applying research to evidence-based practice

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery
- Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels
- Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels
- In collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings

## 2.10 Legal, Ethical, and Professional Practice

Examples of areas in which school psychologists have *knowledge* include the following:

- History and foundations of school psychology
- Multiple school psychology service delivery models and methods
- Ethical and professional standards for school psychology
- Legal standards and regulations relevant for practice in settings in which school psychologists work
- Factors related to professional identity and effective practice as school psychologists
- Relevant information sources and technology

- Methods for planning and engaging in continuing education

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Provide services consistent with ethical and professional standards in school psychology
- Provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work
- Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals
- 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
- Utilize supervision and mentoring for effective school psychology practice
- Engage in effective, collaborative professional relationships and interdisciplinary partnerships
- In collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children
- Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth
- Engage in career-long self-evaluation and continuing professional development



## Practicum Experience Evaluation

This is an anonymous survey designed to gain quantitative and qualitative information about the practicum 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>

- The practicum has prepared me to apply my knowledge and basic research skills to the study of academic, social, behavioral, 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:

- The practicum has prepared me to apply my knowledge and basic research skills to the means of preventing or remediating problems in the academic, social, behavioral, 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:

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

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

Disagree                      Disagree                      Slightly                      Agree

Comments:

4. The practicum 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 practicum 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, behavioral, 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 practicum 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 practicum 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 practicum 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.** 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:

**10.** 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:

**11.** 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:

**12.** What are the practicum's strengths?

**13.** What are the practicum's weaknesses?

**14.** What factors contributed to your success in the practicum?

- 15.** What factors have been barriers to your success in the practicum?
- 16.** How could the practicum be improved?
- 17.** How can the practicum assist you in developing the personal characteristics necessary for success as a school psychologist?
- 18.** Did your work have a measurable positive impact on children, youth, families and other consumers?
- 19.** Other comments:
- 20.** Which practicum 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 Student Handbook*.
8. The student must register for at least 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.

## Understanding of Intern Designation

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 how field-based experiences will be provided. Hereafter, \_\_\_\_\_ will be referred to as "The School System" and "The University" will refer to the WTAMU 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.
- Ensure 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 (LSSP in Texas) 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 3 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 in this agreement.
- An understanding that the intern is still in training and assigned workloads should be reflective of intern status. This is typically a reduction from a full-time load, but is dependent on School System needs. Time must be allotted within this workload to allow for supervision meetings, supervision of work products, training, and travel.
- To allow the intern to participate in continuing professional development activities.
- To provide the intern with appropriate support and resources including monetary compensation commensurate with position, 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 negotiated directly between the intern and the district 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, 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. Final products for the requirements listed in the Necessary Internship Experiences form in this agreement must be submitted to the University and completely de-identified.
- 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. These are necessary for the student to have the ability to be licensed and/or certified in the field. 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.

To help ensure the completion of appropriate internship experiences and to provide a concrete product for evaluation of competencies and the positive impact for children, the following work products will be required as de-identified reports/summaries:

1. Two intervention or consultation cases and reports, which must involve one *Behavioral Case Study* concern/referral and one *Academic Case Study* concern/referral. These may include functional behavior assessments and/or behavior intervention plans(FBA/BIP), response-to-intervention, or classroom/system concerns. The cases will use a single-case design to document progress on the interventions. Reports will include goals and charts to determine effects.

2. One *Counseling Service Report*, which may involve individual or group sessions. The case will involve a report of goals and outcomes, using Goal Attainment Scaling and/or Effect Size calculation to document progress.
  
3. One *Full Evaluation Report (FIE)* report, which may involve assessment for special education eligibility in any category. The case will involve a legally defensible report, using easily understood language, to include specific, data-based recommendations for accommodations and interventions.

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(Name of School System)

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(Name of Site Based Supervisor)

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(Name of Program Field Coordinator)

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(Signature of Site Based Supervisor)      (Date)

---

(Signature of Program Field Coordinator)      (Date)

---

(Name of School System Administrator)

---

(Name of WTAMU Administrator)

---

(Signature of School System Administrator) (Date)

---

(Signature of WTAMU Administrator)      (Date)

---

(Name of Student Intern)

---

(Name of Faculty Supervisor)

---

(Signature of Student Intern)      (Date)

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(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.

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)		
<b>Total Hours for All Internship Activities</b>		

\_\_\_\_\_  
 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:

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Signature of Site Supervisor

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Signature of University Supervisor

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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 and completion of the program. Evidence, Observation, or Notes are required for support of ratings of each objective. Please refer to Appendix A and Appendix B of the NASP Standards for Graduate Preparation of School Psychologists (2010) for more information on the practice model and examples (attached).

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

Internship Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_  Mid-Year  Final

Goals & Objectives	Ratings and Support			
<b>Apply knowledge and basic research skills to the study of: 1) Academic, social, behavioral, and emotional needs of youth, 2) Means of preventing or remediating problems in these areas, 3) Evaluating existing programs designed to meet these needs to determine their effectiveness</b>	<p>This goal aligns primarily with NASP standards of preparation and practice <b>2.9</b>, and also with 2.1, 2.3,2.4, 2.5, and 2.6: “School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings...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, and analysis to support effective practices at the individual, group, and/or systems levels.”</p> <p><i>Examples: Seeks/attends training, evaluates student outcomes/goals, assists with effective RTI/MTSS programs, provides trainings or skill development, conducts progress monitoring, evaluates effectiveness of services, uses a problem-solving model, etc.</i></p>			
1.1 The intern will demonstrate knowledge of the general foundations of psychology.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

1.2 The intern will demonstrate knowledge of the general foundations of education.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.3 The intern will demonstrate knowledge of experimental design.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.4 The intern will demonstrate knowledge of basic statistics.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.5 The intern will apply skills in experimental design, statistics, and communication of research results.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.6 The intern will demonstrate knowledge of the concepts underlying formative and summative program evaluation.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.7 The intern will apply skills in program evaluation to conduct a formative program evaluation.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.8 The intern will demonstrate knowledge of the concepts of primary, secondary, and tertiary prevention.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
<b>Apply knowledge of educational and psychological research to data-based</b>	This goal aligns primarily with NASP standards of preparation and practice <b>2.1, 2.3, 2.4, 2.5, and 2.6:</b> “School psychologists demonstrate skills to use psychological and educational assessment, data collection			



<p><b>problem solving and the design and implementation of individualized and empirically validated interventions to meet the academic, social, behavioral and emotional needs of youth.</b></p>	<p>strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs...to implement and evaluate services that support cognitive and academic skills...socialization, learning, and mental health...effective and supportive learning environments...and to implement effective crisis preparation, response, and recovery.”</p> <p><i>Examples: Conducts FIEs (full evaluations), conducts FBAs and BIPs, participates in IEPs/ARDs, develops appropriate goals, provides trainings, conducts progress monitoring, evaluates effectiveness of services, conducts counseling, conducts social skills, assists with RTI/MTSS programs, promotes safety, assists with crisis responses, ensures intervention fidelity, etc.</i></p>			
<p>2.1 The intern will demonstrate knowledge of the concepts of data-based decision-making.</p>	<p>Well Developed <input type="checkbox"/></p>	<p>Developed <input type="checkbox"/></p>	<p>Emerging <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>Evidence, Observations, &amp; Notes</p>				
<p>2.2 The intern will apply skills in data-based decision-making.</p>	<p>Well Developed <input type="checkbox"/></p>	<p>Developed <input type="checkbox"/></p>	<p>Emerging <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>Evidence, Observations, &amp; Notes</p>				
<p>2.3 The intern will demonstrate knowledge of direct methods of service delivery including counseling and crisis intervention.</p>	<p>Well Developed <input type="checkbox"/></p>	<p>Developed <input type="checkbox"/></p>	<p>Emerging <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>Evidence, Observations, &amp; Notes</p>				
<p>2.4 The intern will apply skills direct service delivery.</p>	<p>Well Developed <input type="checkbox"/></p>	<p>Developed <input type="checkbox"/></p>	<p>Emerging <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>Evidence, Observations, &amp; Notes</p>				
<p>2.5 The intern will apply skills in the prevention and treatment of academic, behavioral, and mental health problems.</p>	<p>Well Developed <input type="checkbox"/></p>	<p>Developed <input type="checkbox"/></p>	<p>Emerging <input type="checkbox"/></p>	<p>Unsatisfactory <input type="checkbox"/></p>
<p>Evidence, Observations, &amp; Notes</p>				

2.6 The intern will demonstrate knowledge of prevention services most appropriate to universal, selected, and targeted populations.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
<b>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.</b>	<p>This goal aligns primarily with NASP standards of preparation and practice <b>2.2 and 2.7</b>: “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...demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs...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.”</p> <p><i>Examples: Provides consultation to educators, collaborates with other professionals, communicates well with parents, invites feedback from families and agencies, assists with classroom management, clearly communicates data/results, is a positive team member, considers the home setting, etc.</i></p>			
3.1 The intern will demonstrate knowledge of consultation models.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.2 The intern will demonstrate knowledge of methods of indirect service delivery.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.3 The intern will apply skills in indirect service delivery.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.4 The intern will demonstrate knowledge of families, classrooms, schools, and communities as systems.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

3.5 The intern will apply skills in working within multiple systems to facilitate child growth.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
<b>Demonstrate sensitivity to and appreciation of diversity.</b>	<p>This goal aligns primarily with NASP standards of preparation and practice <b>2.8</b>, and also with 2.7 and 2.10: “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...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.”</p> <p><i>Examples: Tailors evaluations and psychological services based on culture, makes recommendations based on individual needs, facilitates partnerships with parents, understands background of school setting, responsive to language in assessment, etc.</i></p>			
4.1 The intern will demonstrate an understanding of human diversity and multicultural awareness.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
4.2 The intern will demonstrate an understanding of individual differences.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
4.3 The intern will demonstrate knowledge of typical and atypical development.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
<b>Demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.</b>	<p>This goal aligns primarily with NASP standards of preparation and practice <b>2.10</b>, and with all other standards: “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</p>			

	<p>identity and effective practice as 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.</p> <p><i>Examples: Complies with all policies and regulations, maintains records, attends supervision prepared, establishes positive collaborations, advocates for the profession, etc.</i></p>			
5.1 The intern will demonstrate knowledge of the best practices in provision of school psychological services.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.2 The intern will demonstrate skills in the best practices in provision of school psychological services.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.3 The intern will demonstrate knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP).	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.4 The intern will demonstrate knowledge of the legal principles underlying professional practice of school psychology.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.5 The intern will demonstrate knowledge of the laws and regulations underlying special education eligibility.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

5.6 The intern will demonstrate skills in ethical and legal decision making in professional practice.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
<b>Demonstrate adherence to the personal characteristics that embody professional school psychology.</b>	Professional characteristics are consistent with program standards and reviewed annually for each year the student is in the program. This goal aligns primarily with NASP standards of preparation and practice <b>2.10</b> , and also with the internship requirements and contract.			
6.1 The intern will demonstrate professional work habits including punctuality, regular attendance, appropriate language, professional dress and behavior in the internship setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
6.2 The intern will abide by school regulations and procedures in the internship setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
6.3 The intern will fulfill all assigned responsibilities in the internship setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
<b>The intern's professional work has a measurable positive impact on children, youth, families, and other consumers.</b>	This goal aligns with <b>all</b> NASP standards of preparation and practice. This goal does not require a rating as above, but instead your indication of the intern's ability to achieve this goal.			
Evidence, Observations, & Notes				
Further Comments:				

*Continuation of Intern Performance Evaluation Form:*

Total Internship Hours to Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_

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

Site Supervisor Signature: \_\_\_\_\_

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

University Supervisor Signature: \_\_\_\_\_

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

**\*Sign below only at the final evaluation**

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

Site Supervisor Signature: \_\_\_\_\_

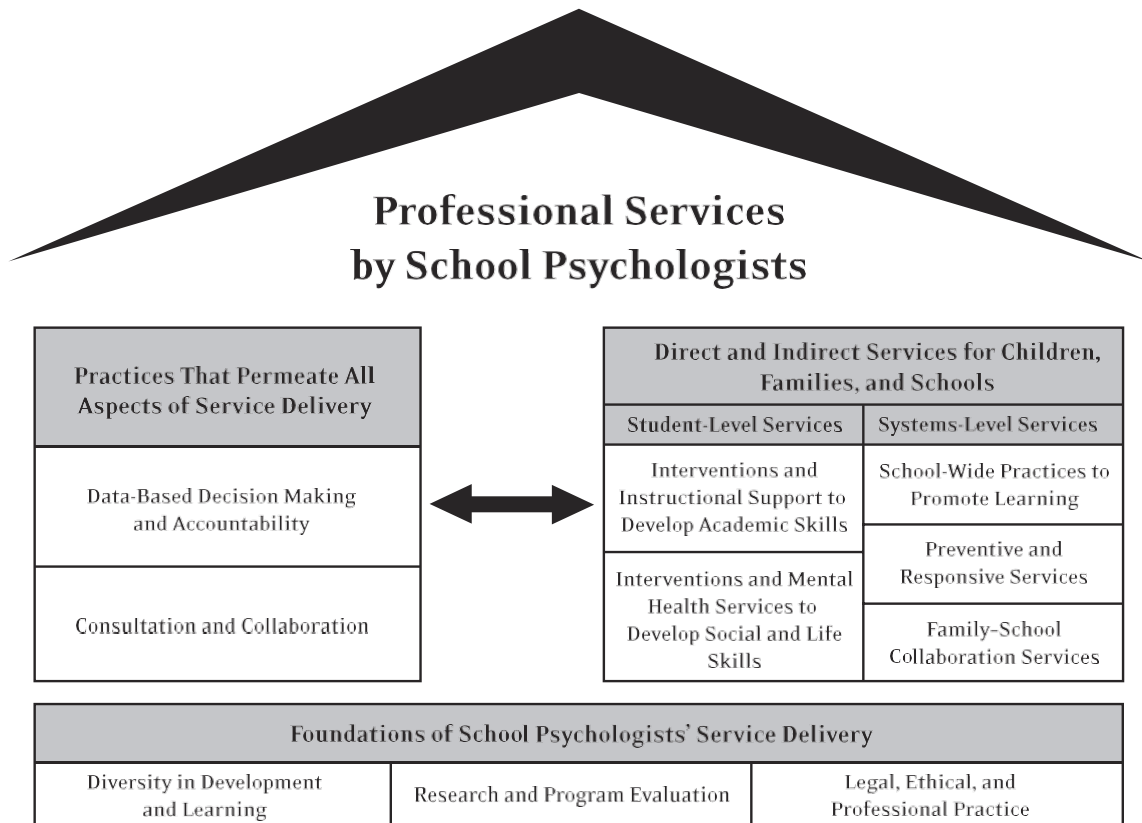
Date: \_\_\_\_\_

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

University Supervisor Signature: \_\_\_\_\_

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

## APPENDIX A. MODEL OF COMPREHENSIVE AND INTEGRATED SERVICES BY SCHOOL PSYCHOLOGISTS



## APPENDIX B. EXPANDED DESCRIPTION OF DOMAINS OF SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE WITHIN A MODEL OF COMPREHENSIVE AND INTEGRATED SERVICES BY SCHOOL PSYCHOLOGISTS

Within the model of comprehensive and integrated services, illustrated in Appendix A, school psychologists apply knowledge and skills across 10 domains of school psychology. The domains are highly interrelated and not mutually exclusive, and should be reflected across the school psychology program of study. As noted in Standards 2.1 to 2.10, the school psychology program ensures that all candidates demonstrate basic competencies in 10 broad domains of school psychology. Further, the school psychology program determines that candidates 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. The NASP (2010) *Model for Comprehensive and Integrated School Psychological Services* presents specific school psychology practices and

provides more detail about the integrated and comprehensive nature of the 10 domains.

Below, an expanded list of *sample areas of knowledge and skills in the domains* is provided, and programs may find the examples useful in defining expected candidate competencies. The examples in the descriptions below are not intended to reflect the possible full range of competencies for school psychologists, but instead identify examples of knowledge and skills that school psychology graduate programs may consider when identifying their own goals and objectives for their candidates. The examples of knowledge and skills below are intended to serve only as *general guides* for the school psychology program. The program may elect to emphasize specific knowledge and skill areas outlined in the descriptions below or may elect to identify additional knowledge and skills areas, depending on program goals and objectives, areas of specialization, specialist- or doctoral-level preparation, roles and functions for which candidates are being prepared, etc.

## 2.1 Data-Based Decision Making and Accountability

Examples of areas in which school psychologists have *knowledge* include the following:

- Assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics
- Varied methods of assessment and data collection in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and their psychometric properties
- Assessment and data collection methods useful in identifying strengths and needs and in documenting problems of children, families, and schools
- Strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services
- Assessment and data collection methods to measure response to, progress in, and effective outcomes of services

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery
- Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice
- Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics
- Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness
- Access information and technology resources to enhance data collection and decision making
- Measure and document effectiveness of their own services for children, families, and schools

## 2.2 Consultation and Collaboration

Examples of areas in which school psychologists have *knowledge* include the following:

- Varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems
- Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others
- Consultation, collaboration, and communication strategies effective across situations, contexts, and diverse characteristics
- Methods for effective consultation and collaboration that link home, school, and community settings

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery
- Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics
- Consult and collaborate at the individual, family, group, and systems levels
- Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others
- Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others
- Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services

## 2.3 Interventions and Instructional Support to Develop Academic Skills

Examples of areas in which school psychologists have *knowledge* include the following:

- Biological, cultural, and social influences on cognitive and academic skills



- Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics
- Evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics
- Curriculum and instructional strategies that facilitate children's academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.
- Techniques to assess learning and instruction and methods and technology resources for using data in decision making, planning, and progress monitoring
- Information and assistive technology resources to enhance children's cognitive and academic skills

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
- Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices
- Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills
- Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services

## 2.4 Interventions and Mental Health Services to Develop Social and Life Skills

Examples of areas in which school psychologists have *knowledge* include the following:

- Biological, cultural, social, and situational influences on behavior and mental health and behavioral and

emotional impacts on learning, achievement, and life skills

- Human developmental processes related to social-emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics
- Evidence-based strategies to promote social-emotional functioning and mental health
- Strategies in social-emotional, behavioral, and mental health services that promote children's learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc.
- Techniques to assess socialization, mental health, and life skills and methods and technology resources for using data in decision making, planning, and progress monitoring

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
- Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home-school collaboration, and other evidence-based practices
- Integrate behavioral supports and mental health services with academic and learning goals for children
- Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children's mental health, socialization, and learning
- Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services

## 2.5 School-Wide Practices to Promote Learning

Examples of areas in which school psychologists have *knowledge* include the following:

- School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings
- Psychological and educational principles and research related to organizational development and systems theory
- Issues and needs in schools, communities, and other settings, including accountability requirements; local, state, and federal policies and regulations; and technology resources
- Evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.
- Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities
- Create and maintain effective and supportive learning environments for children and others within a multitiered continuum of school-based services.
- Develop school policies, regulations, services, and accountability systems to ensure effective services for all children

## 2.6 Preventive and Responsive Services

Examples of areas in which school psychologists have *knowledge* include the following:

- Psychological and educational principles and research related to resilience and risk factors in learning and mental health
- Methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being across diverse situations, contexts, and characteristics

- Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being
- Evidence-based strategies for effective crisis prevention, preparation, and response

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks
- Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services
- Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families
- Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics
- Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services

## 2.7 Family–School Collaboration Services

Examples of areas in which school psychologists have *knowledge* include the following:

- Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children’s development
- Psychological and educational principles and research related to family systems and their influences on children’s academic, motivational, social, behavioral, mental health, and social characteristics
- Evidence-based strategies to improve outcomes for children by promoting collaboration and partnerships among parents, schools, and community agencies, and by increasing family involvement in education

- Methods that improve family functioning and promote children’s learning, social development, and mental health, including, for example, parent consultation, conjoint consultation, home–school collaboration, and other evidence-based practices.

Examples of areas in which school psychologists demonstrate *skills*, in collaboration with others, include the following:

- Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children
- Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families
- Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children
- Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns

## 2.8 Diversity in Development and Learning

Examples of areas in which school psychologists have *knowledge* include the following:

- Individual differences, abilities, disabilities, and other diverse characteristics of people in settings in which school psychologists work
- Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social–emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status)
- Evidence-based practices in psychology and education to enhance services for children and families and in schools and communities and effectively address potential influences related to diversity

- Strategies for addressing diversity factors in design, implementation, and evaluation of all services

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery
- In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts
- In schools and other agencies, advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed
- Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics

## 2.9 Research and Program Evaluation

Examples of areas in which school psychologists have *knowledge* include the following:

- Research design, measurement, and varied methods of data collection techniques used in investigations of psychological and educational principles and practices
- Statistical and other data analysis techniques sufficient for understanding research and interpreting data in applied settings
- Program evaluation methods at the individual, group, and/or systems levels
- Technology and information resources applicable to research and program evaluation
- Techniques for judging research quality; synthesizing results across research relevant for services for

children, families, and schools; and applying research to evidence-based practice

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery
- Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels
- Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels
- In collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings

## 2.10 Legal, Ethical, and Professional Practice

Examples of areas in which school psychologists have *knowledge* include the following:

- History and foundations of school psychology
- Multiple school psychology service delivery models and methods
- Ethical and professional standards for school psychology
- Legal standards and regulations relevant for practice in settings in which school psychologists work
- Factors related to professional identity and effective practice as school psychologists
- Relevant information sources and technology

- Methods for planning and engaging in continuing education

Examples of areas in which school psychologists demonstrate *skills* include the following:

- Provide services consistent with ethical and professional standards in school psychology
- Provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work
- Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals
- 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
- Utilize supervision and mentoring for effective school psychology practice
- Engage in effective, collaborative professional relationships and interdisciplinary partnerships
- In collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children
- Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth
- Engage in career-long self-evaluation and continuing professional development

## 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:*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<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, behavioral, and emotional needs of youth.

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

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, behavioral, and emotional areas.

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

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, behavioral, 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, behavioral, 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. 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:

10. 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:

**11.** 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:

**12.** 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:

**13.** What are the internship's strengths?

**14.** What are the internship's weaknesses?

**15.** What factors contributed to your success in the internship?

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



**17.** How could the internship be improved?

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

**19.** 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 4/30/15 the cut-off score in Texas was 147. The NASP National Certification (NCSP) score minimum is also 147.

It is suggested that students take the Praxis II examination before beginning the Internship year. In some cases it may be to the student's advantage to take the exam earlier. 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 (or BHEC).

The Praxis II Specialty Examination in School Psychology is a multiple-choice test consisting of 140 items. Four broad areas are covered – professional practices, practices that permeate all aspects of service delivery (30%), direct and indirect services for children, families, and schools (23%), systems-level services (15%), and foundations of school psychological service delivery (32%). Further information about the test and sample questions can be obtained at <https://www.ets.org/s/praxis/pdf/5402.pdf>.

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 and the final spring of study.

# **Professional Memberships & Conferences**

## **Memberships & Conferences**

Students in the School Psychology Program are highly encouraged to join and be involved in state and national organizations that represent and support the field of school psychology. There are discounts typically available for student membership, conference registration/housing, and insurance, in addition to student scholarships and awards. Students in the program may have opportunities to present research or projects at conferences as a result of program activities. These organizations provide excellent resources and networking that are instrumental in professional practice and growth.

Program faculty make professional organization involvement and conference attendance a priority. When conferences are scheduled during the semester, classes will be encouraged to attend with instructors, and program gatherings are arranged whenever possible. Information and opportunities will be shared throughout the program. The following sections provide some basic information about the state and national organizations.

# Texas Association of School Psychologists (TASP)

## Mission Statement

The Texas Association of School Psychologists is a professional organization that supports and advocates for school psychologists having a positive impact on school systems to improve academic skills, social-emotional functioning, and mental-behavioral health for all students.

The core values of TASP as set forth in the Constitution and By-Laws are:

- **Advocacy:** TASP engages in actions and activities that seek to positively influence outcomes directly affecting the lives of the students, families, and schools we serve.
- **Collaborative Relationships:** TASP partners with allied organizations, agencies, and others to develop and achieve shared goals.
- **Continuous Improvement:** TASP sets challenging objectives and measures the effectiveness of organizational processes.
- **Diversity:** TASP embraces individual, cultural, and other contextual differences in our own interactions and as they shape students' development.
- **Excellence:** TASP promotes the highest standards for service delivery and resource deployment.
- **Integrity:** TASP is committed to honesty and to treating others with dignity and respect.
- **Student-Centered:** TASP supports goals and activities focused on the needs of students and their families.
- **Visionary Leadership:** TASP leads with enthusiasm and confidence, while working pragmatically in the present and striving toward an optimistic future.

For application and membership information, visit:

<http://txasp.org/membership>

# National Association of School Psychologists (NASP)

## **Vision:**

The NASP vision is that all children and youth access the learning, behavior, and mental health support needed to thrive in school, at home, and throughout life.

## **Mission:**

NASP empowers school psychologists by advancing effective practices to improve students' learning, behavior, and mental health.

## **Values:**

**Integrity:** NASP is committed to high standards, ethical principles, social justice, honesty, fairness, and treating others with dignity and respect.

**Diversity:** NASP honors individual, cultural, and other contextual differences in our own interactions and as they shape students' development.

**A Focus on Children and Youth:** NASP prioritizes the needs of children, youth, and families in all activities.

**Advocacy:** NASP promotes equitable schooling and positively influences outcomes, directly affecting the lives of children, youth, families, and the school communities we serve.

**Collaborative Relationships:** NASP partners with allied organizations, agencies, and others to develop and achieve shared goals.

**Continuous Improvement:** NASP sets challenging objectives and evaluates the effectiveness of organizational processes and professional practices.

**Visionary Leadership:** NASP approaches its work with optimism, energy, and professionalism, working pragmatically with "what is" while moving toward "what can be."

For application and membership information, visit:

<http://www.nasponline.org/membership-and-community/join-nasp>

# **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.

<b><u>Component of the Program</u></b>	<b><u>Where and How Evaluated?</u></b>	<b><u>How are Results Used?</u></b>
Student Performance Across the Domains of Training	<ol style="list-style-type: none"> <li>1. Performance on class assignments</li> <li>2. Course grades</li> <li>3. Academic &amp; Behavioral Case Studies</li> <li>4. Yearly review of student progress</li> <li>5. Practica student performance evaluation</li> <li>6. Intern performance evaluation</li> <li>7. Comprehensive Examinations</li> <li>8. Portfolio Assessment</li> <li>9. Praxis-II Examination</li> </ol>	<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"> <li>1. Performance on class assignments</li> <li>2. Academic &amp; Behavioral Case Studies</li> <li>3. Psychological service</li> </ol>	<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</p>

	<p>effectiveness reports</p> <ol style="list-style-type: none"> <li>4. Practica student performance evaluation</li> <li>5. Intern performance evaluation</li> <li>6. Portfolio Assessment</li> </ol>	<p>and to revamp and improve in areas of demonstrated weakness</p>
<p>Student Personal/Professional Characteristics</p>	<ol style="list-style-type: none"> <li>1. Yearly review of student progress</li> <li>2. Practica student performance evaluation</li> <li>3. Intern performance evaluation</li> <li>4. Portfolio Assessment</li> </ol>	<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 helping student to develop the necessary personal/professional characteristics and to revamp and improve in areas of demonstrated weakness</p>
<p>Faculty Performance</p>	<ol style="list-style-type: none"> <li>1. Quantitative student ratings on University survey</li> <li>2. Qualitative course evaluations individualized by course and instructor</li> <li>3. Annual program and curriculum evaluation</li> </ol>	<p>Individually – Used as a component of faculty retention &amp; promotion process and annual evaluations; Used to help develop individual improvement plans</p> <p>Collectively – Used to determine strengths &amp; weaknesses in the areas of curriculum, teaching methods, &amp; course delivery and to revamp and improve in areas of demonstrated weakness</p>
<p>Supervisor Performance</p>	<ol style="list-style-type: none"> <li>1. Practicum experience evaluation</li> </ol>	<p>Individually – Used to determine effectiveness of site &amp; University supervisors and individual needs for replacement/improvement</p>

	<ol style="list-style-type: none"> <li>2. Internship experience evaluation</li> <li>3. Annual program and curriculum evaluation</li> <li>4. Portfolio Assessment</li> </ol>	<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>
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According to the National Association of School Psychologists:

*School psychology training programs: ...use systematic, performance-based evaluation and accountability procedures to improve the quality of the program...implement{s} well-designed, valid methods to assess the knowledge and skills of candidates and collects assessment data to determine that candidates attain adequate competencies in the domains and integrate competencies across domains in delivering a comprehensive range of services...{include} specific, required activities and systematic development and evaluation of skills that are consistent with goals of the program...{include} both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice...{demonstrate} formative and summative performance-based evaluation of intern performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed...{demonstrate} effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers...{ensure} ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available and provided primarily by school psychology program faculty members.*

## Program Goal & Domain/Standards Alignment

Program Goals	NASP 10 Domains of Practice (& Standards of School Psychology Graduate Education & Practice) - (2010)									
	2.1 (2)	2.2 (3)	2.3 (4.1)	2.4 (4.2)	2.5 (5.1)	2.6 (5.2)	2.7 (6)	2.8 (7)	2.9 (8.1)	2.10 (8.2)
1. Apply knowledge and basic research skills to the study of: a. Academic, social, behavioral, and emotional needs of youth b. Means of preventing or remediating problems in these areas c. Evaluating existing programs designed to meet these needs to determine their effectiveness	x		x	x	x	x			<b>X</b>	
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.	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>			x	
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.		<b>X</b>					<b>X</b>			
4. Demonstrate sensitivity to and appreciation of diversity.							x	<b>X</b>		x
5. Demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.										<b>X</b>
Demonstrate adherence to the personal characteristics that embody professional school psychology.										x

\* Bold X indicates major alignment; small x indicates minor alignment

## 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, behavioral, 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, behavioral, 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, behavioral, 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, behavioral, 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. 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:

**10.** 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:

**11.** What are the program's strengths?

**12.** What are the program's weaknesses?

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

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

**15.** How could the program be improved?



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

**17.** Other comments:

**18.** What is your year in the program (please circle)? 1, 2, 3+