School Psychology Program
Student Handbook

West Texas A&M University

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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 classes per semester) basis, with the degree completed in 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. They bring 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

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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 <u>committed to their profession</u>. 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 <u>meeting the needs of children and families</u>. 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 <u>diversity</u>. 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 <u>excellent communication skills</u>. 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 <u>strong interpersonal skills</u>. 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 <u>reliable</u>. 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 <u>flexibility and tolerance for ambiguity</u>. 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 the world 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 comprehensive academic programs that discover, interpret, apply, and disseminate knowledge for preparing the next generation of citizens in Texas, the nation, and the world.

This also fulfills the Terry B. Rogers College of Education and Social Sciences mission and vision:

We endeavor to advance society by developing professionals to lead, serve, and educate.

We envision a safe and just world where hope is inspired, knowledge is valued, and communities welcome all perspectives and ideas with respect and kindness.

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

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, 2020).

- *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 -*

  o 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 –*

  o 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 –*

  o 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 –*

  o 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 –*

  o 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 –*

  o 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 –*

  o 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 (2020). These standards reflect the following principles and core beliefs.

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 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.

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Program Goals & Training Objectives

The program **goals** are derived from the NASP **principles** for training (2020). The **objectives** of the School Psychology program at West Texas A&M University are designed to meet the program goals and include the following:

Goals To train and prepare school psychologists to:	Objectives:
1. Apply their knowledge and basic research skills to the study of: - Academic, social, behavioral, and emotional needs of youth - Means of preventing or remediating problems in these areas - Evaluating existing programs designed to meet these needs to determine their effectiveness	1.1 Students will demonstrate knowledge of the general foundations of psychology. 1.2 Students will demonstrate knowledge of the general foundations of education. 1.3 Students will demonstrate knowledge of experimental design. 1.4 Students will demonstrate knowledge of basic statistics. 1.5 Students will apply skills in experimental design, statistics, and communication of research results. 1.6 Students will demonstrate knowledge of the concepts underlying formative and summative program evaluation. 1.7 Students will apply skills in program evaluation to conduct a formative program evaluation. 1.8 Students will demonstrate knowledge of the concepts of primary, secondary, and tertiary prevention.
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.	2.1 Students will demonstrate knowledge of the concepts of data-based decision making. 2.2 Students will apply skills in data-based decision making. 2.3 Students will demonstrate knowledge of direct methods of service delivery including counseling and crisis intervention. 2.4 Students will apply skills direct service delivery.

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

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

Year 1 Fall 9 hours	PSYC 6310 Advanced Statistics in Psychology PSYC 6369 Professional Seminar in School Psychology PSYC 6373 Psychological Interventions
Year 1 Spring 9 hours	PSYC 6313 Seminar in Learning PSYC 6340 Seminar in Human Development PSYC 6375 Intervention for Children and Adolescents
Year 1 Summer 6 hours	PSYC 6361 Advanced Child Psychopathology PSYC 6372 School Climate and Systems
Year 2 Fall 9 hours	PSYC 6312 Seminar in Biological Psychology PSYC 6315 Social and Cultural Foundations of Psychology PSYC 6351 Assessment I
Year 2 Spring 9 hours	PSYC 6352 Assessment II PSYC 6377 Behavior Modification PSYC 6378 Program Evaluation and Applied Research
Year 2 Summer 6 hours	PSYC 6370 Legal, Ethical, and Multicultural Issues in Schools and Practice EDSP 6354 Instructional Programming for Students: High-Incidence Disabilities
Year 3 Fall 6 hours	PSYC 6353 Assessment III PSYC 6099/6399 Practicum (in Assessment)
Year 3 Spring 6 hours	PSYC 6371 Consultation and Collaboration in Schools and Practice PSYC 6099/6399 Practica (in Interventions)
Year 3 Summer	*Take Comprehensive Examinations* *Take Praxis II*
Year 4 Fall	PSYC 6098 School Psychology Internship
Year 4 Spring	PSYC 6098 School Psychology Internship

***Most 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/Psychopathology, 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 virtual, personal interview.

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 February 1st for fall admissions. Additional spots may be filled until August 1st. Spring admission is available on a limited basis.

Graduate School Contact: graduateschool@wtamu.edu; WT Box 60215, Canyon, TX 79016

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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/Psychopathology, 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/applying-for-a-license/index.html

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 six months. 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.

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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:

_____
_____
_____
_____

Plan for Improvement:

_____
_____
_____
_____
_____
_____

Please Check ONE:

_____ The student is making satisfactory progress towards completion of the program.

_____ The student is generally making satisfactory progress towards completion of the program. The Plan for Improvement must be implemented for successful completion.

_____ The student is not making satisfactory progress towards completion of the program and dismissal is recommended.

_____
Student Signature   Date

_____
Program Director Signature   Date

_____
Advisor Signature   Date

Student Comments:

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)

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- 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 two parts: An oral defense of a case study and an oral presentation.

The oral 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 (2020). 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. Each domain will require 3 artifacts and no more than 6. Therefore, students should think critically about activities and items that best represent abilities, with an emphasis on skills over knowledge. 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. 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 2.5.

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

Non-Domain Related Documents: (^α will be added by program faculty upon completion)	Submitted	Faculty Initials
Undergraduate transcripts^α		
Graduate transcripts (unofficial from WT is acceptable)		
Vita or resume		
Practica agreement		
Practica logs^α		
Practica student performance evaluations^α		
Internship contract		
Internship logs^α		
Internship student performance evaluations^α		
Summary of Internship site visits^α		
Comprehensive examination results^α		
Praxis II test results		
Yearly program evaluations of student progress^α		
Additional Items (no more than 3):		
Recommendation letters		
Adopting school forms (dependent on course requirements)		
Other items: _____		
Final Approval for Non-Domain Related Documents		
Domain I: Data-based Decision Making and Accountability	Score	Faculty Initials
Rationale Statement		
Comprehensive Psychoeducational Evaluation report (ties recommendations to data)*		
Case Study report (problem-solving process)*		
Additional Items (at least 1 & no more than 3):		
Functional Behavioral Assessment		
Assessment competency video		
Progress monitoring and result decisions data (e.g., single-case design)		
Program Evaluation or schoolwide data that shows outcomes		
Table of assessment measures learned & administered		
Tier 1 & Tier 2 intervention data		

	Score	Faculty Initials
Appropriate research paper or presentation on this topic**		
Video or file of school workshop/training presentation**		
Observational notes demonstrating competency in this domain		
Other items: _____		
Reflective Statement		
Final Domain Average & Approval		
Domain II: Consultation and Collaboration	**Score**	**Faculty Initials**
Rationale Statement		
Case Study report (problem-solving process; focus here is on collaboration)*		
Consultation Summary report (including goals, strategies, & outcomes)		
Additional Items (at least 1 & no more than 3):		
Summary report of collaboration on a school-based project (e.g., class-wide interventions, building-wide program [showing evidence of your role])		
Summary report of family consultation		
Transcript of consultation		
Consultation self-analysis and/or reflection		
Appropriate research paper or presentation on this topic**		
Video or file of school workshop/training presentation**		
Observational notes demonstrating competency in this domain		
Other items: _____		
Reflective Statement		
Final Domain Average & Approval		
Domain III: Interventions and Instructional Support to Develop Academic Skills	**Score**	**Faculty Initials**
Rationale Statement		
Academic Case Study report (problem-solving process)*		
Intervention materials with explanation of implementation		
Additional Items (at least 1 & no more than 3):		
Curriculum-based assessments and intervention documentation (can come from coursework)		
Recommendations and data to support effectiveness from cases		

	Score	Faculty Initials
Presentations to educators on effective instruction and/or interventions		
Description or copy of learning aids, lessons, or materials implemented		
Assessment of learning difficulties and evidence-based recommendations		
Tier 1 & Tier 2 intervention data		
Appropriate research paper or presentation on this topic**		
Video or file of school workshop/training presentation**		
Observational notes demonstrating competency in this domain		
Other items: _____		
Reflective Statement		
Final Domain Average & Approval		
Domain IV: Interventions and Mental Health Services to Develop Social and Life Skills	**Score**	**Faculty Initials**
Rationale Statement		
Behavioral Case Study report (problem-solving process)*		
Counseling Service report*		
Functional Behavior Assessment and Behavior Intervention Plan		
Additional Items (no more than 3):		
Class-wide, small group or individual interventions focused on development of social skills		
Assessment of emotional/behavioral difficulties and evidence-based recommendations		
Crisis intervention plan		
Sample Social Skills Lessons		
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 or file of school workshop/training presentation**		
Observational notes demonstrating competency in this domain		
Other items: _____		
Reflective Statement		
Final Domain Average & Approval		

Domain V: School-Wide Practices to Promote Learning	Score	Faculty Initials
Rationale Statement		
Case Study report (problem-solving process; focus here is on collaboration at multiple levels)*		
Documentation of Systems Change effort (MTSS, PBIS, climate, etc.)		
Additional Items (at least 1 & no more than 3):		
Supervisor evaluation of effective relationships within school settings		
Evidence of system policy development or implementation		
Evidence of school committee work on school climate/process		
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 or file of school workshop/training presentation**		
Observational notes demonstrating competency in this domain		
Other items: _____		
Reflective Statement		
Final Domain Average & Approval		
Domain VI: Safe & Supportive; Preventive & Responsive Services	Score	Faculty Initials
Rationale Statement		
Documentation of crisis response and/or analysis and development of prevention systems (e.g., support/team following crisis, PBIS development/implementation, mental health screenings, etc.)		
Additional Items (at least 2 & no more than 5):		
Evidence of school-wide mental health activities (e.g., suicide prevention, bully-proofing programs, or peer mediation)		
Provision of mental health services/counseling groups		
Documentation of coordination of services with community		
Summary of school PBIS matrix		
Summary of school crisis plan		
Local, State, or National advocacy documentation		
Appropriate research paper or presentation on this topic**		

	Score	Faculty Initials
Video or file of school workshop/training presentation**		
Observational notes demonstrating competency in this domain		
Other items: _____		
Reflective Statement		
Final Domain Average & Approval		
Domain VII: Family-School Collaboration Services	**Score**	**Faculty Initials**
Rationale Statement		
Case Study report (problem-solving process; focus here is on collaboration at multiple levels)*		
ARD/IEP Meeting forms and/or minutes with contributions		
Evidence of outreach and engagement with families		
Additional Items (no more than 3):		
Community or family needs assessment		
Development of policy to facilitate collaborative engagement		
Interventions that combine home and school efforts		
Coordination of services across home, school, &/or community		
Parent interviews		
Appropriate research paper or presentation on this topic**		
Video or file of school workshop/training presentation**		
Observational notes demonstrating competency in this domain		
Other items: _____		
Reflective Statement		
Final Domain Average & Approval		
Domain VIII: Diversity in Development and Learning	**Score**	**Faculty Initials**
Rationale Statement		
Documentation that diversity and language was considered and informed the development and/or implementation of services and/or a psychoeducational assessment (i.e., service or evaluation report)*		
Documentation of diverse family consultation or engagement in analysis of individual or systems services		
Demographics report from practicum and/or internship site		
Additional Items (no more than 3):		
Interventions/supports offered to diverse groups		
Local, State, or National advocacy documentation		

	Score	Faculty Initials
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 from diverse backgrounds		
Evidence of work with English Language Learners (e.g., assessment data; curriculum, etc.)		
Recommendations that account for diverse groups		
Self-awareness and reflection report		
Appropriate research paper or presentation on this topic**		
Video or file of school workshop/training presentation**		
Observational notes demonstrating competency in this domain		
Other items: _____		
Reflective Statement		
Final Domain Average & Approval		

Domain IX: Research and Program Evaluation	Score	Faculty Initials
Rationale Statement		
Case Study report (problem-solving process; focus here is on single-case analysis)*		
Comprehensive Psychoeducational Evaluation report (ties recommendations to data)*		
Additional Items (at least 1 & no more than 3):		
Program evaluation report		
Review and evaluation of programs implemented in other domains		
Documentation of team involvement in development and/or analysis of school services or programs		
Poster or paper presentation at a conference		
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 or file of school workshop/training presentation**		
Observational notes demonstrating competency in this domain		
Other items: _____		
Reflective Statement		
Final Domain Average & Approval		

Domain X: Legal, Ethical, and Professional Practice	Score	Faculty Initials
Rationale Statement		
Documentation of an ethical dilemma, problem-solving steps followed, and resolution		
Additional Items (at least 2 & no more than 5):		
Evidence of using legal knowledge to protect the rights of children and the organizations that serve them		
Self-monitoring data/report to inform practice		
Practicum and Intern supervisor/mentor evaluations		
Evidence of active involvement in local/state/national association		
Documentation of professional development		
TASP Membership Card & Summary of TASP Activities		
NASP Membership Card & Summary of NASP Activities		
Appropriate research paper or presentation on this topic**		
Video or file of school workshop/training presentation**		
Observational notes demonstrating competency in this domain		
Other items: _____		
Reflective Statement		
Final Domain Average & Approval		

* These items are the major artifacts (Academic Case Study, Behavioral Case Study, Counseling Service Report, and Psychoeducational Evaluation Report) that also have detailed rubrics. Only *one* of each will be rated for overall completion, but can be copied into multiple Domains
** These items should contain evidence of the activity and impact/ratings

Practica

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.

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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)		
Total Hours for All Practicum Activities		

_____
Signature of Student

_____
Signature of University Supervisor

_____
Signature of Site Contact/Supervisor

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WTAMU School Psychology Specialist Program
Individual University Supervision Expectations

1. During practicum, students must meet with the faculty supervisor individually, no less than 1 hour every 2 weeks. This university supervision must be documented as at least 1 hour across each 2 weeks, on average (in addition to class/group).

2. If canceled, it is the student's responsibility to make up the time to document the hour.

3. University supervision is to be in-person, with Zoom only as a back-up option in cases of emergency. If via Zoom, the student should arrange to be engaged and in a location that allows focus on supervision.

4. University supervision will be scheduled at the same time each week, unless there is an emergency (see #2 above).

5. Students should be prepared with relevant questions for progress and an update on goals during each session.

6. Students should bring a copy of all reports, drafts, files, or any other relevant documentation for all activities under discussion (may be digital).

7. Students should have final copies of reports, ready to sign, that are up for deadlines before the next session (may be digital).

8. Students should have a log of hours documenting activities since the last session, ready to discuss (may be digital).

9. Students will set a goal for hours and activities to report for each session.

10. University supervisors commit to reviewing and being prepared for discussions on progress.

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Practicum Supervision Log

Student: _____

Date: _____ Time: _____ Zoom:

Practicum Hours To-Date: _____   Supervision Hours To-Date: _____

Student Hour Logs Last Date: _____

Student Questions/Concerns:

Case/Activity Consultation:

Progress on Goals:

Goals for Next Session:

Notes on Session, Materials, Professionalism, Etc.:

Upcoming Deadlines or Missing Reports:

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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 they display 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_____

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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 the *NASP Domains of School Psychology Graduate Education and Practice* (2020) for more information on the practice model and examples (attached).

Name: _____   Practicum Site: _____

Supervisor: _____   Date: _____   Assessment   Intervention

Goals & Objectives	Ratings and Support
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	This goal aligns primarily with NASP standards of preparation and practice **2.9**, 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…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." *Examples: Seeks/attends training, evaluates student outcomes/goals, assists with effective RTI/MTSS programs, provides trainings or skill development, conducts progress monitoring, evaluateseffectiveness of services, uses a problem-solving model, etc.*

1.1 The student will demonstrate knowledge of the general foundations of psychology.	Well Developed ☐	Developed ☐	Emerging ☐	Unsatisfactory ☐	No Opportunity ☐

Evidence, Observations, & Notes									
1.2 The student will demonstrate knowledge of the general foundations of education.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
1.3 The student will demonstrate knowledge of experimental design.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
1.4 The student will demonstrate knowledge of basic statistics.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
1.5 The student will apply skills in experimental design, statistics, and communication of research results.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
1.6 The student will demonstrate knowledge of the concepts underlying formative and summative program evaluation.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
1.7 The student will apply skills in program evaluation to conduct a formative program evaluation.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
1.8 The student will demonstrate knowledge of the concepts of primary, secondary, and tertiary prevention.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □

Evidence, Observations, & Notes	
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.	This goal aligns primarily with NASP standards of preparation and practice **2.1, 2.3, 2.4, 2.5, and 2.6.** "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 MTSS…to implement and evaluate services that support academic skill development...promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health…create and maintain safe, effective and supportive learning environments…and to implement effective crisis prevention, protection, mitigation, response, and recovery." *Examples: Conducts FIEs (full evaluations), conducts FBAs and BIPs, participates in IEPs/ARDs, develops appropriate goals, provides trainings, conducts progress monitoring, evaluates effectivenessof services, conducts counseling, conducts social skills, assists with RTI/MTSS programs, promotes safety, assists with crisis responses, ensures intervention fidelity, etc.*

2.1 The student will demonstrate knowledge of the concepts of data-based decision-making.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					

2.2 The student will apply skills in data-based decision-making.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					

2.3 The student will demonstrate knowledge of direct methods of service delivery including counseling and crisis intervention.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					

2.4 The student will apply skills direct service delivery.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					

2.5 The student will apply skills in the prevention and treatment of academic, behavioral, and mental health problems.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
2.6 The student will demonstrate knowledge of prevention services most appropriate to universal, selected, and targeted populations.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
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.	This goal aligns primarily with NASP standards of preparation and practice **2.2 and 2.7**. "School psychologists understand varied methods and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services…demonstrate skills to consult, collaborate, and communicate effectively with others…to develop collaboration between families and schools…design, implement, and evaluate services that respond to culture and context…facilitate family and school partnership and interactions with community agencies to enhance academic and social-behavioral outcomes for children." *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.*				
3.1 The student will demonstrate knowledge of consultation models.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
3.2 The student will demonstrate knowledge of methods of indirect service delivery.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
3.3 The student will apply skills in indirect service delivery.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □

Evidence, Observations, & Notes									

3.4 The student will demonstrate knowledge of families, classrooms, schools, and communities as systems.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
3.5 The student will apply skills in working within multiple systems to facilitate child growth.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									

Demonstrate sensitivity to and appreciation of diversity.	This goal aligns primarily with NASP standards of preparation and practice **2.8**, and also with 2.7. "School psychologists have knowledge of individual differences, abilities, disabilities and other diverse characteristics and of the impact they have on development and learning…demonstrate skills to provide professional services that promote effective functioning for individuals, families and school with diverse characteristics, cultures and backgrounds through an ecological lens across multiple contexts...ensures that each student receives what they need to benefit from these opportunities." *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.*								
4.1 The student will demonstrate an understanding of human diversity and multicultural awareness.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
4.2 The student will demonstrate an understanding of individual differences.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
4.3 The student will demonstrate knowledge of typical and atypical development.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □

Evidence, Observations, & Notes					

Demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.	This goal aligns primarily with NASP standards of preparation and practice **2.10**, 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… 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." *Examples: Complies with all policies and regulations, maintains records, attends supervisionprepared, establishes positive collaborations, advocates for the profession, etc.*				
5.1 The student will demonstrate knowledge of the best practices in provision of school psychological services.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
5.2 The student will demonstrate skills in the best practices in provision of school psychological services.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
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 □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
5.4 The student will demonstrate knowledge of the legal principles underlying professional practice of school psychology.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □

Evidence, Observations, & Notes									
5.5 The student will demonstrate knowledge of the laws and regulations underlying special education eligibility.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
5.6 The student will demonstrate skills in ethical and legal decision making in professional practice.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
Demonstrate adherence to the personal characteristics that embody professional school psychology.	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 **2.10**, 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	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
6.2 The student will abide by school regulations and procedures in the practicum setting.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
6.3 The student will fulfill all assigned responsibilities in the practicum setting.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity □
Evidence, Observations, & Notes									
The student's professional work has a measurable positive impact on children, youth, families, and other consumers.	This goal aligns with **all** 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: _____

Figure 1. The NASP Practice Model

Figure 1. The NASP Practice Model

The *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model) describes the services provided by school psychologists to students, families, and schools. The model generally does not differentiate the services provided by school psychologists prepared at the doctoral and specialist levels. Rather, the model promotes a high level of services to meet the academic, social, behavioral, and emotional needs of all children and youth. It may be noted, however, that work experience, advanced graduate education, and professional development may result in specific skills and advanced knowledge of individual school psychologists. Among groups of school psychologists, not everyone will acquire skills to the same degree of proficiency across all domains of practice. However, all school psychologists are expected to possess at least a basic level of competency in all of the domains of practice described in this model.

Practica Student Performance Evaluation
Rating Guide

The *Practica Student Performance Evaluation* forms will be completed at the end of each semester of practicum. The student will begin each evaluation with a self-assessment, followed by ratings from the Site Supervisor and then University Supervisor. The forms 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 the *NASP Domains of School Psychology Graduate Education and Practice* (2020) for more information on the practice model and examples (attached to forms).

Ratings should reflect the knowledge and skill development displayed by the student each semester. Ratings will be made on a 4-point Likert scale. Ratings should be made according to expectations for students at each current level (i.e., compared to 1st semester practicum, 2nd semester practicum, 1st semester interns, 2nd semester interns, etc.), not compared to licensed and/or experienced school psychologists/specialists. Please use the following rating guide:

1 – Unsatisfactory:
- A lack of knowledge or skill development when needed
- Needs or would need more supervision or guidance than is reasonable

2 – Emerging:
- Foundational knowledge or early/basic skills when needed
- May not be able to fully integrate or communicate knowledge in the domain
- May not be able to fully apply skills in the domain
- Needs or would need more supervision or guidance than expected

3 – Developed:
- Knowledge or skills that are somewhat beyond early/basic development
- Able to integrate or communicate knowledge in the domain
- Able to apply skills in the domain
- Needs or would need no more supervision than expected

4 – Well Developed:
- Advanced or integrated knowledge
- Advanced or independent skills
- Fluently integrates and communicates knowledge in the domain
- Displays skills in the domain
- May go beyond expectations or seek additional opportunities for development
- Needs or would need less supervision than expected

N/O – No Opportunity:
- May be expected when the school has no need or referral for specific services or experiences
- May be expected when a supervisor believes the student is not ready for the domain
- It is expected this will be given most often for advanced skills in practicum
- *This rating should not be given across both semesters during internship*

Program goal and objective alignment with the *NASP Domains of School Psychology Graduate Education and Practice* (2020) are indicated on the evaluation forms in each domain. Examples of evidence, observations, or demonstration of the knowledge and skills are provided on the evaluation forms in each domain. In addition, the *NASP Practice Model of Comprehensive and Integrated School Psychological Services* and *Expanded Description of Domains* are attached to the forms for additional information and examples to aid in ratings

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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
Strongly Disagree	*Disagree*	*Slightly Disagree*	*Unsure*	*Agree Slightly*	*Agree*	*Strongly Agree*

1. 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
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

2. 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
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

Comments:

3. 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
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly 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 *Internship Guidebook*.
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 year (preference for 2, depending on location). 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.

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Internship Requirements

The internship serves as the final culminating experience in training, providing anopportunity 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 forthe 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) ofthe 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 thestudent 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 individualtherapeutic interventions with children experiencing emotional or interpersonal difficulties.

3. Behavior Management - This should include opportunities for the student toanalyze behavioral difficulties and provide behavioral interventions.

4. Consultation - This should include opportunities for the student to work withparents, teachers, administrators, and other school staff in problem-solving related to student concerns. Students also need opportunities to network withother 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 provideservice to the larger school and/or district community through knowledge ofpsychological 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 preventionrather than a treatment focus.

7. Crisis Intervention - This should include opportunities for the student to usecrisis management and intervention skills in dealing with school emergencies. This may include dealing with a suicidal or potentially violentstudent 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, Effect Size calculation, or other standard metric 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.

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 (f)). 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 (see TSBEP Board Rules, 463.3 (a)).

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

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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)		
Total Hours for All Internship Activities		

_____
Signature of Student

_____
Signature of University Supervisor

_____
Signature of Site Supervisor

Summary of Internship Site Visit

Intern:
Site Supervisor:
University Supervisor:
Internship Site:
Date of Visit:

Summary of Activities Observed and/or Requested:

Problems/Issues Addressed:

Recommendations for Student Growth:

_____

Signature of Site Supervisor

_____

Signature of University Supervisor

_____

Signature of Student Intern

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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 the *NASP Domains of School Psychology Graduate Education and Practice* (2020) for more information on the practice model and examples (attached to forms).

Name: _____   Internship Site: _____

Supervisor: _____   Date: _____   Mid-Year   Final

Goals & Objectives	Ratings and Support				
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	This goal aligns primarily with NASP standards of preparation and practice **2.9**, 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…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." *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.*				
1.1 The student will demonstrate knowledge of the general foundations of psychology.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					

1.2 The student will demonstrate knowledge of the general foundations of education.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity	□
Evidence, Observations, & Notes										
1.3 The student will demonstrate knowledge of experimental design.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity	□
Evidence, Observations, & Notes										
1.4 The student will demonstrate knowledge of basic statistics.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity	□
Evidence, Observations, & Notes										
1.5 The student will apply skills in experimental design, statistics, and communication of research results.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity	□
Evidence, Observations, & Notes										
1.6 The student will demonstrate knowledge of the concepts underlying formative and summative program evaluation.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity	□
Evidence, Observations, & Notes										
1.7 The student will apply skills in program evaluation to conduct a formative program evaluation.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity	□
Evidence, Observations, & Notes										
1.8 The student will demonstrate knowledge of the concepts of primary, secondary, and tertiary prevention.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity	□
Evidence, Observations, & Notes										

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.	This goal aligns primarily with NASP standards of preparation and practice **2.1, 2.3, 2.4, 2.5, and 2.6.** "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 MTSS…to implement and evaluate services that support academic skill development...promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health…create and maintain safe, effective and supportive learning environments…and to implement effective crisis prevention, protection, mitigation, response, and recovery." *Examples: Conducts FIEs (full evaluations), conducts FBAs and BIPs, participates in IEPs/ARDs, develops appropriate goals, provides trainings, conducts progress monitoring, evaluates effectivenessof services, conducts counseling, conducts social skills, assists with RTI/MTSS programs, promotes safety, assists with crisis responses, ensures intervention fidelity, etc.*				
2.1 The student will demonstrate knowledge of the concepts of data-based decision-making.	Well Developed ☐	Developed ☐	Emerging ☐	Unsatisfactory ☐	No Opportunity ☐
Evidence, Observations, & Notes					
2.2 The student will apply skills in data-based decision-making.	Well Developed ☐	Developed ☐	Emerging ☐	Unsatisfactory ☐	No Opportunity ☐
Evidence, Observations, & Notes					
2.3 The student will demonstrate knowledge of direct methods of service delivery including counseling and crisis intervention.	Well Developed ☐	Developed ☐	Emerging ☐	Unsatisfactory ☐	No Opportunity ☐
Evidence, Observations, & Notes					
2.4 The student will apply skills direct service delivery.	Well Developed ☐	Developed ☐	Emerging ☐	Unsatisfactory ☐	No Opportunity ☐
Evidence, Observations, & Notes					
2.5 The student will apply skills in the prevention and treatment of academic, behavioral, and mental health problems.	Well Developed ☐	Developed ☐	Emerging ☐	Unsatisfactory ☐	No Opportunity ☐
Evidence, Observations, & Notes					

2.6 The student will demonstrate knowledge of prevention services most appropriate to universal, selected, and targeted populations.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					

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.	This goal aligns primarily with NASP standards of preparation and practice **2.2 and 2.7**. "School psychologists understand varied methods and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services…demonstrate skills to consult, collaborate, and communicate effectively with others…to develop collaboration between families and schools…design, implement, and evaluate services that respond to culture and context…facilitate family and school partnership and interactions with community agencies to enhance academic and social-behavioral outcomes for children." *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.*

3.1 The student will demonstrate knowledge of consultation models.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
3.2 The student will demonstrate knowledge of methods of indirect service delivery.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
3.3 The student will apply skills in indirect service delivery.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
3.4 The student will demonstrate knowledge of families, classrooms, schools, and communities as systems.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □

Evidence, Observations, & Notes									
3.5 The student will apply skills in working within multiple systems to facilitate child growth.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity	□
Evidence, Observations, & Notes									

Demonstrate sensitivity to and appreciation of diversity.

This goal aligns primarily with NASP standards of preparation and practice **2.8**, and also with 2.7. "School psychologists have knowledge of individual differences, abilities, disabilities and other diverse characteristics and of the impact they have on development and learning…demonstrate skills to provide professional services that promote effective functioning for individuals, families and school with diverse characteristics, cultures and backgrounds through an ecological lens across multiple contexts...ensures that each student receives what they need to benefit from these opportunities."

Examples: Tailors evaluations and psychological services based on culture, makes recommendationsbased on individual needs, facilitates partnerships with parents, understands background of school setting, responsive to language in assessment, promote strengths, etc.

4.1 The student will demonstrate an understanding of human diversity and multicultural awareness.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity	□
Evidence, Observations, & Notes									
4.2 The student will demonstrate an understanding of individual differences.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity	□
Evidence, Observations, & Notes									
4.3 The student will demonstrate knowledge of typical and atypical development.	Well Developed	□	Developed	□	Emerging	□	Unsatisfactory	□	No Opportunity	□
Evidence, Observations, & Notes									

Demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.

This goal aligns primarily with NASP standards of preparation and practice **2.10**, 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… 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." *Examples: Complies with all policies and regulations, maintains records, attends supervisionprepared, establishes positive collaborations, advocates for the profession, etc.*				
5.1 The student will demonstrate knowledge of the best practices in provision of school psychological services.	Well Developed ☐	Developed ☐	Emerging ☐	Unsatisfactory ☐	No Opportunity ☐
Evidence, Observations, & Notes					
5.2 The student will demonstrate skills in the best practices in provision of school psychological services.	Well Developed ☐	Developed ☐	Emerging ☐	Unsatisfactory ☐	No Opportunity ☐
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 ☐	Developed ☐	Emerging ☐	Unsatisfactory ☐	No Opportunity ☐
Evidence, Observations, & Notes					
5.4 The student will demonstrate knowledge of the legal principles underlying professional practice of school psychology.	Well Developed ☐	Developed ☐	Emerging ☐	Unsatisfactory ☐	No Opportunity ☐
Evidence, Observations, & Notes					
5.5 The student will demonstrate knowledge of the laws and regulations underlying special education eligibility.	Well Developed ☐	Developed ☐	Emerging ☐	Unsatisfactory ☐	No Opportunity ☐
Evidence, Observations, & Notes					

5.6 The student will demonstrate skills in ethical and legal decision making in professional practice.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
Demonstrate adherence to the personal characteristics that embody professional school psychology.	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 **2.10**, and also with the internship requirements and agreement.				
6.1 The student will demonstrate professional work habits including punctuality, regular attendance, appropriate language, professional dress and behavior in the internship setting.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
6.2 The student will abide by school regulations and procedures in the internship setting.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
6.3 The student will fulfill all assigned responsibilities in the internship setting.	Well Developed □	Developed □	Emerging □	Unsatisfactory □	No Opportunity □
Evidence, Observations, & Notes					
The student's professional work has a measurable positive impact on children, youth, families, and other consumers.	This goal aligns with **all** 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 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: _____

Rating Guide

The *Intern Performance Evaluation* forms will be completed at the end of each semester of internship. The student will begin each evaluation with a self-assessment, followed by ratings from the Site Supervisor and then University Supervisor. The forms 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 the *NASP Domains of School Psychology Graduate Education and Practice* (2020) for more information on the practice model and examples (attached to forms).

Ratings should reflect the knowledge and skill development displayed by the student each semester. Ratings will be made on a 4-point Likert scale. Ratings should be made according to expectations for students at each current level (i.e., compared to 1st semester practicum, 2nd semester practicum, 1st semester interns, 2nd semester interns, etc.), not compared to licensed and/or experienced school psychologists/specialists. Please use the following rating guide:

1 – Unsatisfactory:
       A lack of knowledge or skill development when needed
       Needs or would need more supervision or guidance than is reasonable
2 – Emerging:
       Foundational knowledge or early/basic skills when needed
       May not be able to fully integrate or communicate knowledge in the domain
       May not be able to fully apply skills in the domain
       Needs or would need more supervision or guidance than expected
3 – Developed:
       Knowledge or skills that are somewhat beyond early/basic development
       Able to integrate or communicate knowledge in the domain
       Able to apply skills in the domain
       Needs or would need no more supervision than expected
4 – Well Developed:
       Advanced or integrated knowledge
       Advanced or independent skills
       Fluently integrates and communicates knowledge in the domain
       Displays skills in the domain
       May go beyond expectations or seek additional opportunities for development
       Needs or would need less supervision than expected
N/O – No Opportunity:
       May be expected when the school has no need or referral for specific services or experiences
       May be expected when a supervisor believes the student is not ready for the domain
       It is expected this will be given most often for advanced skills in practicum
       This rating should not be given across both semesters during internship

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Internship Experience Evaluation

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

Please respond to the quantitative questions using the following scale:

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

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 Examination
in School Psychology

The Praxis Examination for School Psychologists (5403) 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 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 9/01/23 the cut-off score in Texas is 155. The NASP National Certification (NCSP) score minimum is also 155.

It is suggested that students take the Praxis 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) and NASP.

The Praxis Examination for School Psychologists is a multiple-choice test consisting of 125 items. Four broad areas are covered – professional practices, practices that permeate all aspects of service delivery (32%), direct and indirect services for children, families, and schools (23%), systems-level services (20%), and foundations of school psychological service delivery (25%). Further information about the test and sample questions can be obtained at https://www.ets.org/s/praxis/pdf/5403.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 to promote the learning, behavior, and mental health of all children and youth.

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.

Component of the Program	Where and How Evaluated?	How are Results Used?
Student Performance Across the Domains of Training	1. Performance on class assignments 2. Course grades 3. Academic & Behavioral Case Studies 4. Yearly review of student progress 5. Practica student performance evaluation 6. Intern performance evaluation 7. Comprehensive Examinations 8. Portfolio Assessment 9. Praxis Examination	Individually – Used to develop student improvement plans; Determine progress through the Program; Determine readiness for practice Collectively – Used to determine Program's success at training across the Domains of Practice and to revamp and improve in areas of demonstrated weakness
Student Impact on Consumers	1. Performance on class assignments 2. Academic & Behavioral Case Studies	Individually – Used to develop student improvement plans; Determine readiness for practice Collectively – Used to determine Program's success at training

	3. Psychological service effectiveness reports 4. Practica student performance evaluation 5. Intern performance evaluation 6. Portfolio Assessment	students to impact consumers and to revamp and improve in areas of demonstrated weakness
Student Personal/Professional Characteristics	1. Yearly review of student progress 2. Practica student performance evaluation 3. Intern performance evaluation 4. Portfolio Assessment	Individually – Used to develop student improvement plans; Determine progress through the Program; Determine readiness for practice 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
Faculty Performance	1. Quantitative student ratings on University survey 2. Qualitative course evaluations individualized by course and instructor 3. Annual program and curriculum evaluation	Individually – Used as a component of faculty retention & promotion process and annual evaluations; Used to help develop individual improvement plans Collectively – Used to determine strengths & weaknesses in the areas of curriculum, teaching methods, & course delivery and to revamp and improve in areas of demonstrated weakness
Supervisor Performance	1. Practicum experience evaluation	Individually – Used to determine effectiveness of site & University

	2. Internship experience evaluation 3. Annual program and curriculum evaluation 4. Portfolio Assessment	supervisors and individual needs for replacement/improvement 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

According to the National Association of School Psychologists:

The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program…The program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics consistent with the NASP Practice Model, including results on licensing exams, course-embedded methods, practicum and intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools…Systematic procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations) are used, as appropriate to evaluate and improve the program.

Program Goal & Domain/Standards Alignment

Program Goals	NASP 10 Domains of Practice (& Standards for Graduate Preparation of School Psychologists) - (2020)									
	1 (2.1)	2 (2.2)	3 (2.3)	4 (2.4)	5 (2.5)	6 (2.6)	7 (2.7)	8 (2.8)	9 (2.9)	10 (2.10)
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**			**X**	
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.	**X**		**X**	**X**	**X**	**X**			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.		**X**					**X**			
4. Demonstrate sensitivity to and appreciation of diversity.							x	**X**		x
5. Demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.										**X**
Demonstrate adherence to the personal characteristics that embody professional school psychology.										x

* Bold **X** indicates major alignment; 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
Strongly Disagree	*Disagree*	*Slightly Disagree*	*Unsure*	*Agree Slightly*	*Agree*	*Strongly Agree*

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
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

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
Strongly Disagree	Disagree	Slightly Disagree	Unsure	Agree Slightly	Agree	Strongly Agree

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, 4+