



School Psychology Program Student Handbook



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

The Department of 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 (4 classes per semester) or part-time (one or two classes per semester) basis.

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

Definition of the School Psychologist

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

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

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

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

Quote from:

<http://www.nasponline.org/about-school-psychology/who-are-school-psychologists>

Personal Characteristics

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

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

Program Mission

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

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

West Texas A&M University is a diverse and inclusive student-centered community of learners that:

- Provides a technology-rich, academically rigorous educational experience at the undergraduate and graduate levels;
- Cultivates opportunities to develop critical thinking and problem solving skills, information literacy, and ethical behavior;
- Directs resources in support of empowering co-curricular experiences;
- Maintains focus on the development of future leaders for our community, the state, the nation, and the world; and
- Serves through education, research, and consultation as a catalyst for economic development and enhancement of the quality of life for the region.

Program Philosophy

The program training philosophy is based on the school psychologist as a producer, consumer, and translator of psychological and educational research. The school psychologist has strong skills in experimental design, statistics, and program evaluation which provide the foundation for basic and applied research. In addition, this foundation provides the basis for the data-based problem solving skills of the practicing school psychologist who makes use of the latest educational and psychological research in designing individualized and empirically validated interventions to meet the academic, social, and emotional needs of children and youth. This philosophy is consistent with the scientist-practitioner model of graduate training, wherein students become both competent researchers and also 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, 2010).

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

- *Interventions and Mental Health Services to Develop Social and Life Skills -*
 - School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
 - School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.
- *School-Wide Practices to Promote Learning –*
 - School psychologists have knowledge of school and systems structure, organization, and theory general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
 - School psychologists, in collaboration with others, *demonstrate* skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.
- *Preventive and Responsive Services –*
 - School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
 - School psychologists in collaboration with others demonstrate skills to promote services, that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
- *Family-School Collaboration Services –*
 - School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
 - School psychologists, in collaboration with others demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate

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

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

Program Goals & Training Objectives: Principles

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

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

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

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

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

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

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

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

Program Goals & Training Objectives

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

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

	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.	<p>3.1 Students will demonstrate knowledge of consultation models.</p> <p>3.2 Students will demonstrate knowledge of methods of indirect service delivery.</p> <p>3.3 Students will apply skills in indirect service delivery.</p> <p>3.4 Students will demonstrate knowledge of families, classrooms, schools, and communities as systems.</p> <p>3.5 Students will apply skills in working within multiple systems to facilitate child growth.</p>
4. Demonstrate sensitivity to and appreciation of diversity.	<p>4.1 Students will demonstrate an understanding of human diversity and multicultural awareness.</p> <p>4.2 Students will demonstrate an understanding of individual differences.</p> <p>4.3 Students will demonstrate knowledge of typical and atypical development.</p>
5. Demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.	<p>5.1 The student will demonstrate knowledge of the best practices in provision of school psychological services.</p> <p>5.2 Students will demonstrate skills in the best practices in provision of school psychological services.</p> <p>5.3 Students will demonstrate knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP).</p> <p>5.4 Students will demonstrate knowledge of the legal principles underlying professional practice of school psychology.</p> <p>5.5 Students will demonstrate knowledge of the laws and regulations underlying special education eligibility.</p> <p>5.6 Students will demonstrate skills in ethical and legal decision making in professional practice.</p>

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

Year 1 Fall 12 hours	PSYC 6351 Assessment I PSYC 6312 Proseminar I (Biology) PSYC 6310 Advanced Statistics PSYC 6369 Professional School Psych
Year 1 Spring 12 hours	PSYC 6352 Assessment II PSYC 6313 Proseminar II (Learning) PSYC 6340 Seminar in Human Dev PSYC 6373 Brief Psych Interventions
Year 1 Summer 12 hours	EDSP 6364 Legal Issues in Sp Ed (Sp) or EDLD 6304 Educational Law (SU II) PSYC 6361 Child Psychopathology EDSP 6352 Instruct Prog/Intel Dis (SU II) or EDSP 6356 Adv Remediation Tech (Sp) EDSP 6358 Sem in Multi Impairments (SU I) or EDLD 6330 Special Pop (SU II) or EDSP 6354 Theories of LD/ED/BD (Fall) or EPSY 6350 Exc Child/Mainstream (Fall/Sp)
Year 2 Fall 12 hours	PSYC 6353 Assessment III PSYC 6099 Practica in Assessment PSYC 6315 Proseminar III (Social/Cultural) PSYC 6377 Behavior Modification
Year 2 Spring 12 hours	PSYC 6371 School Consultation PSYC 6099/6399 Practica in Interventions PSYC 6378 Program Evaluation and Applied Research PSYC 6375 Interventions for Children and Adolescents or COUN 6324 Counseling Techniques w/ Children (SU I)
Year 2 Summer	<i>Take Comprehensive Examinations Take Praxis II</i>
Year 3 Fall	PSYC 6098 School Psych Internship
Year 3 Spring	PSYC 6098 School Psych Internship

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

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

Requirements for Admission to the School Psychology Track

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

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.

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

Yearly Review of Student Progress & 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 evaluation will occur in the form of a brief oral examination to be held for all students not currently eligible for comprehensive examinations. Ratings used for the comprehensive examinations will be used in this evaluation, and feedback will be given to students on their performance and mastery of all core course content. Both the “Yearly Review of Student Progress” and oral examination 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, he/she will be placed on academic probation for a length of time determined by the Dean of the Graduate School and may be suspended.

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

Yearly Review of Student Progress

Student Name: _____

Advisor: _____

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

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

Academic Progress:

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

Progress Toward Timely Completion of the Plan of Study:

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

Personal Characteristics:

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

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

1. Commitment to the profession

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

2. Commitment to students

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

3. Commitment to diversity

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

4. Strong communication skills

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

5. Strong interpersonal skills

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

6. Strong work habits

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

7. Adaptability and flexibility

Student Rating (please circle):

Weak Somewhat Weak Average Somewhat Strong Strong

Evidence: _____

Areas of Strength:

Areas of Concern:

The Electronic Portfolio

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

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

Other suggested items to include:

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

The Adoptive School

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

Adoptive School Letter

Date _____

Dear _____,

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

The responsibilities of an “adopting” school would include:

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

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

Sincerely,

Kenneth Denton, PhD, L.S.S.P.
Director, School Psychology Graduate Program



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

Administrator Signature

The Comprehensive Examination in School Psychology

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

The written component of the Comprehensive Examination in School Psychology consists of a multiple choice Praxis II-type section that covers school psychology professional knowledge and competencies as well as an essay section that addresses the broad psychological foundations of school psychology. Students must pass both sections to receive credit for the written portion of the exam. The oral portion of the exam will consist of questions from faculty based on a case scenario and core concepts provided throughout the program course of study. In addition, students will develop and present a “training” and overview on a topic or case study provided by faculty in advance.

Students must achieve 70% correct or better on the multiple-choice questions to pass that portion of the exam. Students must score a Pass or better on 3 of the 4 essay questions to succeed with that portion of the test. The participating faculty must rate the student’s performance on the oral component of the exam as a Pass or better in order to pass that portion of the exam. Rating scales will be completed by faculty to aid this decision. The oral component of the exam is based on one case study, to which the student must apply a broad knowledge of psychological principles, and the accuracy and effective coverage of the professional presentation topic.

Students are eligible to take comps during the final spring and summer of their plan of study if they have no remaining incomplete coursework and a graduate grade point average of 3.0 or better. If a student fails either component 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.

Practica



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

The Weekly Time Log must be completed and submitted to the University Supervisor. Please submit a copy electronically to the University Supervisor on a weekly basis. Print out a hard copy for signatures.

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

Total Number of Hours Spent in Professional Activities

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

Signature of Student

Signature of University Supervisor

Signature of Site Contact

Practica Site Evaluation

Practica Student: _____
Site Administrator: _____
Practica Placement: _____
Period of Evaluation: _____

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

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

Comments:

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

Comments:

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

Comments:

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

Site Administrator _____ Date _____

Student _____ Date _____



Assessment & Interventions Practica Student Performance Evaluation Form

This practica evaluation 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.

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, 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...demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.” <i>Examples: Seeks/attends training, evaluates student outcomes/goals, assists with effective RTI programs, etc.</i>			
1.1 The student will demonstrate knowledge of the general foundations of psychology.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

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

1.8 The student will demonstrate knowledge of the concepts of primary, secondary, and tertiary prevention.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
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.	<p>This goal aligns primarily with NASP standards of preparation and practice 2.1, 2.3, 2.4, 2.5, and 2.6. “School psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs...to implement and evaluate services that support cognitive and academic skills...socialization, learning, and mental health...effective and supportive learning environments...and to implement effective crisis preparation, response, and recovery.”</p> <p><i>Examples: Conducts FIEs, conducts FBAs and BIPs, participates in IEPs/ARDs, provides trainings, conducts counseling, conducts social skills, assists with RTI programs, promotes safety, assists with crisis responses, etc.</i></p>			
2.1 The student will demonstrate knowledge of the concepts of data-based decision-making.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.2 The student will apply skills in data-based decision-making.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.3 The student will demonstrate knowledge of direct methods of service delivery including counseling and crisis intervention.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.4 The student will apply skills direct service delivery.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

2.5 The student will apply skills in the prevention and treatment of academic, behavioral, and mental health problems.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.6 The student will demonstrate knowledge of prevention services most appropriate to universal, selected, and targeted populations.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
Utilize their consultative and communication skills to share their knowledge of educational and psychological research with parents, teachers, administrators, and others to meet the needs of children and youth.	<p>This goal aligns primarily with NASP standards of preparation and practice 2.2 and 2.7. “School psychologists have knowledge of varied methods of consultation, collaboration, communication, applicable to individuals, families, groups and systems and used to promote effective implementation of services...demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs...to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.”</p> <p><i>Examples: Provides consultation to educators, collaborates with other professionals, communicates well with parents, assists with classroom management, clearly communicates data/results, etc.</i></p>			
3.1 The student will demonstrate knowledge of consultation models.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.2 The student will demonstrate knowledge of methods of indirect service delivery.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.3 The student will apply skills in indirect service delivery.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

3.4 The student will demonstrate knowledge of families, classrooms, schools, and communities as systems.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.5 The student will apply skills in working within multiple systems to facilitate child growth.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
Demonstrate sensitivity to and appreciation of diversity.	<p>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; principles and research related to diversity factors for children, families and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity...demonstrate skills to provide professional services that promote effective functioning for individuals, families and school with diverse characteristics, cultures and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.”</p> <p><i>Examples: Tailors evaluations and psychological services based on culture, makes recommendations based on individual needs, facilitates partnerships with parents, understands background of school setting, etc.</i></p>			
4.1 The student will demonstrate an understanding of human diversity and multicultural awareness.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
4.2 The student will demonstrate an understanding of individual differences.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

4.3 The student will demonstrate knowledge of typical and atypical development.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
Demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.	<p>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...demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</p> <p><i>Examples: Complies with all policies and regulations, maintains records, attends supervision ready, etc.</i></p>			
5.1 The student will demonstrate knowledge of the best practices in provision of school psychological services.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.2 The student will demonstrate skills in the best practices in provision of school psychological services.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.3 The student will demonstrate knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP).	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

5.4 The student will demonstrate knowledge of the legal principles underlying professional practice of school psychology.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.5 The student will demonstrate knowledge of the laws and regulations underlying special education eligibility.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.6 The student will demonstrate skills in ethical and legal decision making in professional practice.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
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.			
6.1 The student will demonstrate professional work habits including punctuality, regular attendance, appropriate language, professional dress and behavior in the practicum setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
6.2 The student will abide by school regulations and procedures in the practicum setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

6.3 The student will fulfill all assigned responsibilities in the practicum setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
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: _____

Practica Experience Evaluation

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

Please respond to the quantitative questions using the following scale:

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

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

9. 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 practica's strengths?

13. What are the practica's weaknesses?

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

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

16. How could the practica be improved?

17. How can the practica 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 practica did you complete this semester?
Assessment or Intervention
(Please circle)

Internship

The School Psychology Internship

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

Several important policies and guidelines apply to the internship experience:

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

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

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

Signature of Intern

Date

School Psychology Program Faculty

Date

RE: _____

Internship Contract
Between
West Texas A&M University and

(School System)

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

The following are general agreements by the parties involved:

A. Responsibilities of the University

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

- To provide field-based contacts each semester to meet with the intern and the field-based supervisor.

B. Responsibilities of the School System or Facility

- To provide field experience sites for students from West Texas A&M University.
- To designate or provide for an on-site supervisor who is licensed or certified as a School Psychologist and to provide time for this supervisor to meet with the student on a weekly basis (2 hours per week is required for a full-time experience). This individual should have no more than 3 interns under his or her supervision at any given time and should have at least 3 years of experience as a school psychologist.
- A commitment to the internship as a training experience as evidenced by provision of experiences appropriate to the attainment of the Internship learning objectives for students including, but not limited to those found on the Necessary Internship Experiences form.
- An understanding that the intern is still in training and assigned workloads should be reflective of intern status. This is typically a reduction from a full-time load, but is dependent on School System needs. Time must be allotted within this workload to allow for supervision meetings, supervision of work products, training, and travel.
- To allow the intern to participate in continuing professional development activities.
- To provide the intern with appropriate compensation, which is to be negotiated directly between the intern and the district.
- To provide the intern with appropriate support and resources including office space, provision of adequate supplies and materials, access to office equipment and secretarial services as appropriate, and reimbursement for job-related travel and expenses that is consistent with district policies.
- To provide the following compensation for the student: _____

C. Responsibilities of the Student:

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

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

Necessary Internship Experiences

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

1. Psychoeducational Assessment - This should include opportunities for the student to engage in the evaluation of a broad variety of cognitive, achievement, behavioral, and interpersonal difficulties and to share the results of such evaluations in writing in psychoeducational reports and verbally in discussions with parents, teachers, administrators and (when appropriate) children.

2. Counseling - This should include opportunities for group and individual therapeutic interventions with children experiencing emotional or interpersonal difficulties.
3. Behavior Management - This should include opportunities for the student to analyze behavioral difficulties and provide behavioral interventions.
4. Consultation - This should include opportunities for the student to work with parents, teachers, administrators, and other school staff in problem-solving related to student concerns. Students also need opportunities to network with other community professionals who serve children (e.g., pediatricians, mental health workers, social services investigators).
5. Systems-Level - This should include opportunities for the student to provide service to the larger school and/or district community through knowledge of psychological skills and principles. Such opportunities may include performing a school or district needs assessment, conducting a program evaluation, and providing training to parents or school staff.
6. Primary Prevention - This should include opportunities for the student to be involved in the prevention of child difficulties through involvement in school-based prevention programs (e.g., conflict mediation training), classroom guidance activities, or other activities that emphasize a prevention rather than a treatment focus.
7. Crisis Intervention - This should include opportunities for the student to use crisis management and intervention skills in dealing with school emergencies. This may include dealing with a suicidal or potentially violent student or helping children and school personnel in the aftermath of a death, accident, violent incident, or national disaster.

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 consultation cases and reports, which may involve functional behavior assessments and/or behavior intervention plans (FBA/BIP), academic concerns, behavioral concerns, 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 case and report, which may involve individual or group sessions. The case will involve a report of goals and outcomes, using Goal Attainment Scaling and/or Effect Size calculation to document progress.

3. One Full Individual Evaluation (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.

 (Name of School System)

 (Name of Site Based Supervisor)

 (Name of Program Field Coordinator)

 (Signature of Site Based Supervisor) (Date)

 (Signature Program Coordinator) (Date)

 (Name of School System Administrator)

 (Name of WTAMU Administrator)

 (Signature of School Administrator) (Date)

 (Signature of WTAMU Admin) (Date)

 (Name of Student Intern)

 (Name of Faculty Supervisor)

 (Signature of Student Intern) (Date)

 (Signature of Faculty Supervisor) (Date)



Weekly Time Log of School Psychology Internship Experiences

The Weekly Time Log must be completed and submitted to the University Supervisor. Please submit a copy electronically to the University Supervisor on a weekly basis. Print out a hard copy for signatures.

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



WEST TEXAS A&M UNIVERSITY

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.

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, 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...demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels." <i>Examples: Seeks/attends training, evaluates student outcomes/goals, assists with effective RTI programs, etc.</i>			
1.1 The intern will demonstrate knowledge of the general foundations of psychology.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.2 The intern will demonstrate knowledge of the general foundations of education.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

1.3 The intern will demonstrate knowledge of experimental design.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.4 The intern will demonstrate knowledge of basic statistics.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.5 The intern will apply skills in experimental design, statistics, and communication of research results.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.6 The intern will demonstrate knowledge of the concepts underlying formative and summative program evaluation.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.7 The intern will apply skills in program evaluation to conduct a formative program evaluation.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
1.8 The intern will demonstrate knowledge of the concepts of primary, secondary, and tertiary prevention.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
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 demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs...to implement and evaluate services that support cognitive and academic skills...socialization, learning, and mental health...effective and supportive learning environments...and to implement effective crisis preparation, response, and recovery.”			

	<i>Examples: Conducts FIEs, conducts FBAs and BIPs, participates in IEPs/ARDs, provides trainings, conducts counseling, conducts social skills, assists with RTI programs, promotes safety, assists with crisis responses, etc.</i>			
2.1 The intern will demonstrate knowledge of the concepts of data-based decision-making.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.2 The intern will apply skills in data-based decision-making.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.3 The intern will demonstrate knowledge of direct methods of service delivery including counseling and crisis intervention.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.4 The intern will apply skills direct service delivery.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.5 The intern will apply skills in the prevention and treatment of academic, behavioral, and mental health problems.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
2.6 The intern will demonstrate knowledge of prevention services most appropriate to universal, selected, and targeted populations.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

Utilize their consultative and communication skills to share their knowledge of educational and psychological research with parents, teachers, administrators, and others to meet the needs of children and youth.	<p>This goal aligns primarily with NASP standards of preparation and practice 2.2 and 2.7. “School psychologists have knowledge of varied methods of consultation, collaboration, communication, applicable to individuals, families, groups and systems and used to promote effective implementation of services...demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs...to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.”</p> <p><i>Examples: Provides consultation to educators, collaborates with other professionals, communicates well with parents, assists with classroom management, clearly communicates data/results, etc.</i></p>			
3.1 The intern will demonstrate knowledge of consultation models.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.2 The intern will demonstrate knowledge of methods of indirect service delivery.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.3 The intern will apply skills in indirect service delivery.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.4 The intern will demonstrate knowledge of families, classrooms, schools, and communities as systems.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
3.5 The intern will apply skills in working within multiple systems to facilitate child growth.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

Demonstrate sensitivity to and appreciation of diversity.	<p>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; principles and research related to diversity factors for children, families and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity...demonstrate skills to provide professional services that promote effective functioning for individuals, families and school with diverse characteristics, cultures and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.”</p> <p><i>Examples: Tailors evaluations and psychological services based on culture, makes recommendations based on individual needs, facilitates partnerships with parents, understands background of school setting, etc.</i></p>			
4.1 The intern will demonstrate an understanding of human diversity and multicultural awareness.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
4.2 The intern will demonstrate an understanding of individual differences.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
4.3 The intern will demonstrate knowledge of typical and atypical development.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
Demonstrate adherence to the highest standards of practice with an awareness of legal and ethical implications.	<p>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...demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</p> <p><i>Examples: Complies with all policies and regulations, maintains records, attends supervision ready, etc.</i></p>			

5.1 The intern will demonstrate knowledge of the best practices in provision of school psychological services.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.2 The intern will demonstrate skills in the best practices in provision of school psychological services.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.3 The intern will demonstrate knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP).	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.4 The intern will demonstrate knowledge of the legal principles underlying professional practice of school psychology.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.5 The intern will demonstrate knowledge of the laws and regulations underlying special education eligibility.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
5.6 The intern will demonstrate skills in ethical and legal decision making in professional practice.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				

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 contract.			
6.1 The intern will demonstrate professional work habits including punctuality, regular attendance, appropriate language, professional dress and behavior in the internship setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
6.2 The intern will abide by school regulations and procedures in the internship setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
6.3 The intern will fulfill all assigned responsibilities in the internship setting.	Well Developed <input type="checkbox"/>	Developed <input type="checkbox"/>	Emerging <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Evidence, Observations, & Notes				
The intern'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 intern's ability to achieve this goal.			
Evidence, Observations, & Notes				
Further Comments:				

Continuation of Intern Performance Evaluation Form:

Total Internship Hours to Date: _____

Intern Signature: _____

Date: _____

Site Supervisor Signature: _____

Date: _____

University Supervisor Signature: _____

Date: _____

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

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

Site Supervisor Signature: _____

Date: _____

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

University Supervisor Signature: _____

Date: _____

Internship Experience Evaluation

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

Please respond to the quantitative questions using the following scale:

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

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

13. What are the internship's strengths?

14. What are the internship's weaknesses?

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

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

17. How could the internship be improved?

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

19. Other comments:

Praxis II

The Praxis II Specialty Examination in School Psychology

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

All students completing the School Psychology Program must take the Praxis II Specialty Examination in School Psychology and achieve a passing score (according to Texas L.S.S.P. guidelines) in order to graduate from the program. As of 4/30/15 the cut-off score in Texas was 147. The NASP National Certification (NCSP) score minimum is also 147.

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

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

The Praxis II Specialty Examination in School Psychology is a multiple-choice test consisting of 140 items. Four broad areas are covered – professional practices, practices that permeate all aspects of service delivery (30%), direct and indirect services for children, families, and schools (23%), systems-level services (16%), and foundations of school psychological service delivery (31%). Further information about the test and sample questions can be obtained at <https://www.ets.org/s/praxis/pdf/5402.pdf>.

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

Professional Memberships

Texas Association of School Psychologists (TASP)

Mission Statement

The Texas Association of School Psychologists (TASP) is a state affiliate of the National Association of School Psychologists (NASP). TASP was formed in 1993, becoming the 49th state to have a separate organization for school psychologists. The 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:

All children and youth thrive in school, at home, and throughout life.

Mission:

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

Values:

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

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

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

Excellence: NASP is committed to honesty and to treating others with dignity and respect.

Integrity: NASP understands and honors individual, cultural and other contextual differences in our own interactions and as they shape student's development.

Student-Centered: NASP strategically selects goals and activities focused on the needs of students and their families.

Visionary Leadership: NASP approaches our work with optimism, energy, and confidence, 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.

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

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

According to the National Association of School Psychologists:

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

Annual Program & Curriculum Evaluation

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

Please respond to the quantitative questions using the following scale:

1	2	3	4	5	6	7
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, 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, 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, and emotional needs of youth to determine their effectiveness.

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

9. 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? 1 or 2