

School Psychology

Educational Specialist Degree Program

Student Handbook 2020-2021

Department of
Counseling Psychology and Special Education



DAVID O. MCKAY SCHOOL OF EDUCATION

340 MCKB, Brigham Young University
Provo, UT 84602-5093
(801) 422-3857
<http://education.byu.edu/cpse>

Table of Contents

| | |
|--|----|
| INTRODUCTION..... | 4 |
| PROGRAM OBJECTIVES | 6 |
| OUR ALLIANCE WITH THE UNIVERSITY | 8 |
| FACULTY..... | 9 |
| AFFILIATED PROFESSIONAL AND STUDENT ORGANIZATIONS..... | 11 |
| THE ADVISORY SYSTEM/ DEGREE REQUIREMENTS..... | 12 |
| BYU FINGERPRINT BACKGROUND CLEARANCE / PHOTO ID POLICY | 13 |
| FBI/BCI FINGERPRINT BACKGROUND CHECK..... | 13 |
| CURRICULUM AND SCHEDULING | 14 |
| PROGRAM OF STUDY..... | 16 |
| ACADEMIC ITEMS..... | 17 |
| Transfer Credit | 17 |
| GPA Requirements | 17 |
| Student Complaint/Academic Grievance Procedures | 17 |
| Appeal of Termination..... | 18 |
| ACADEMIC & PROFESSIONAL ETHICS | 18 |
| STUDENT EVALUATION | 19 |
| Student Evaluation Methods | 19 |
| Praxis..... | 19 |
| End of Semester Evaluations | 20 |
| COMPREHENSIVE EXAMS | 22 |
| Application for Graduation | 23 |
| LICENSURE PROCESS..... | 23 |
| THESIS GUIDELINES..... | 23 |
| THESIS AND IRB APPROVAL TO CONDUCT RESEARCH STUDY | 24 |
| FIELD-BASED EXPERIENCES-POLICIES | 25 |
| SUPERVISION..... | 26 |
| INTERNSHIP PREREQUISITES AND RESPONSIBILITIES..... | 29 |
| PRACTICUM AND INTERNSHIP PORTFOLIO | 31 |
| LICENSING IN UTAH..... | 37 |
| APPENDIX A: End of Semester Evaluations | 38 |
| APPENDIX B: Practicum: Forms & Evaluations..... | 42 |
| Overview of Practicum | 43 |
| Practicum Assignment List and Portfolio | 46 |
| Summary of Practicum Hours..... | 48 |
| Practicum/Intern Competency-Based Evaluation Form (DOMAINS I-X)..... | 50 |
| Evaluating Professional Skills & Dispositions..... | 54 |
| Field Experience Demographics Worksheet..... | 55 |
| Brigham Young University School Psychology Program..... | 56 |
| Student's Evaluation of Supervisor | 56 |
| Steps in Resolving an Ethical Dilemma..... | 59 |
| Practicum Report Writing Format..... | 60 |

| | |
|--|-------------------------------------|
| Rubric for Evaluating Portfolio | 65 |
| Practicum Goal Setting Chart..... | 76 |
| PRACTICUM FALL SEMESTER CPSE 610..... | 78 |
| PRACTICUM FALL SEMESTER CPSE 614..... | 79 |
| PRACTICUM FALL SEMESTER CPSE 609..... | 80 |
| APPENDIX C: INTERNSHIP FORMS & EVALUATIONS | 89 |
| Internship Overview..... | 90 |
| Intern Goal Setting Chart | 97 |
| Behavior Intervention Plan..... | Error! Bookmark not defined. |
| Individual Intervention/Counseling Case Notes | 99 |
| Intern Conceptual Format for Individual Intervention: “SOAP” | 101 |
| Session Summary Report | 101 |
| Group Intervention/Counseling Record..... | 102 |
| Case Consultation Notes..... | 105 |
| Internship School Psychology Portfolios | 107 |
| Information Required for Credential | 120 |
| Psycho-Educational Report Rubric..... | 122 |
| CASE STUDY RUBRIC | 126 |
| FIELD BASED EVALUATIONS..... | 131 |
| Internship Exit Interview..... | 136 |
| APPENDIX D: Miscellaneous Forms..... | 137 |
| Thesis Prospectus Approval Form | 138 |
| Consent Form for Use of Student Work | 140 |
| Consent Form for Obtaining Data from Future Employer(s)..... | 141 |

INTRODUCTION

Welcome

On behalf of our faculty, we are pleased to welcome you to our School Psychology graduate program. You were selected from a large group of highly qualified applicants. We appreciate the opportunity to prepare exceptional students for careers in school-based psychological services. Our faculty members are competent and caring people. They have earned the reputation for being available, approachable, and fair. Faculty hold high expectations for themselves and for our students.

We have worked diligently to craft a strong School Psychology program aligned with the National Association of School Psychology (NASP) standards and have been approved by NASP since 2008, which provides additional evidence that our graduates are prepared to facilitate positive changes for children. We have studied accreditation standards, reviewed current literature, and drawn from our experience to determine the content and scope of our program. We think you will find the program to be highly relevant, comprehensive, well organized, demanding, and enjoyable.

Our program offers training in school psychology with a special emphasis on interventions tailored to the unique needs of the individual or group. Our coursework and structured field experiences contribute to developing graduates who are competent in using a variety of strategies to facilitate educational gains for youth. Additionally, we are fortunate at BYU to add a unique dimension of spirituality. We prepare school-based professionals, both intellectually and spiritually, to value the worth of an individual and to understand and appreciate their unique challenges and strengths; we see diversity as a strength.

Your total life experience will be impacted by your experiences in graduate school. As you study to become a helping professional, the faculty will challenge you to reflect and examine your openness to change and growth. You will develop meaningful professional and personal relationships with other graduate students and with faculty, shaping your professional identity and your potential to positively impact others' lives.

As you progress through the program's courses and school-based experiences, you will acquire knowledge, skills, and dispositions/work characteristics required of helping professionals. Success in these three areas will prepare you for a professional life that promises opportunity and personal satisfaction. Most importantly, success in these realms will assist you in advocating for students, providing services that compliment a supportive and positive learning environment. The knowledge base is clearly outlined in a sequence of courses. Building on academic knowledge, essential skills are practiced and honed during practicum and internship. Our graduate students are mentored by skilled supervisors who model competency and nurture professional behaviors. Additionally, in university classes professionalism is enhanced through a variety of individual and group experiences.

As faculty, we view ourselves as partners with our students in learning and growing. We believe that you will enjoy this experience and find great reward in hard work and devotion to your studies. We wish you success in this challenging and rewarding undertaking.

Ellie L. Young, Ph.D., NCSP
School Psychology Program Coordinator

Program Description

The Educational Specialist (Ed.S.) program in School Psychology (SP) is housed in the Department of Counseling Psychology and Special Education (CPSE) in Brigham Young University's David O. McKay School of Education.

Our program is based upon a scientist-practitioner model of training. This model is an integrated approach to training that acknowledges the interdependence of theory, research, and practice.

The SP Program emphasizes the psychological, educational, developmental, preventative and intervention functions of school psychologists. Our students intervene in educational settings with young people who are experiencing developmental challenges, social/emotional distress, and personal and academic difficulties. Additionally, our program prepares students to consult and collaborate with caretakers and families, teachers, special educators, administrators, and community-based professionals, promoting optimal growth for individuals, groups, and systems in our multicultural society.

Our SP program provides a major focus on instructional strategies and interventions based on high quality data and effective consultation that are designed to increase student success both interpersonally and academically. Over the past decade, the challenge of meeting children's social and emotional well-being and educational needs has increasingly become a responsibility for school psychologists. Our faculty has expertise in providing behavioral and emotional support and designing both academic and behavioral/emotional instructional strategies to meet specific child needs. Our students also develop competencies in academic assessment and intervention and an understanding of how social and behavioral competencies intersect with academic skills. Students learn to use curriculum-based evaluation and corresponding progress-monitoring to ensure that students with academic weaknesses make achievement gains. School psychology students are also skilled in evaluating learning environments, helping educators improve teaching, building and maintaining positive interactions and growth.

Graduates of the program are prepared for Utah SP licensure. Graduates are also strongly encouraged to become Nationally Certified School Psychologists by applying and being successfully reviewed by the National Association of School Psychologists.

Among SP programs, our program is distinctly unique because, like its parent institution, it “seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives” (“The Aims of a BYU Education,” *BYU Undergraduate Catalog*). Students, faculty, and staff in SP agree to conduct their lives in harmony with ethical and moral values highlighted in the university's Honor Code statement. The Honor Code is printed in the university catalog and summarized briefly in this handbook. Our program faculty believes that the most effective school psychologists, regardless of personal religious affiliation, are those who abide by high standards of ethical and professional conduct. We also believe that truth may be obtained through both scientific inquiry and spiritual or revealed sources. Faculty members believe that the integration of these areas has great potential for increasing school psychologists' capacity to provide effective support. Faculty members are therefore committed to integrating psychological, academic, and spiritual sources of knowledge. Faculty members are also committed to promoting mutual enrichment in a multicultural context.

PROGRAM OBJECTIVES

Program Mission Statement

Aligned with the mission of Brigham Young University, the BYU School Psychology Program seeks to prepare skilled, compassionate professionals who creatively problem solve with keen intellect, strong faith, and moral character. We strive to instill within them the desire to continue learning and serving others throughout their lives.

Specifically, we prepare school psychologists to enhance positive development for all students:

- Using a variety of professional resources and research-supported models, interventions, and prevention strategies to facilitate and optimize student learning, carefully considering educational, emotional, and behavioral adaptation
- Assessing both students and their educational environments, sensitively responding to the complexity of diverse contexts and individual characteristics
- Collaborating with school personnel, students' family members, and others in the community to maximize the effectiveness of interventions
- Documenting the effectiveness of interventions by collecting data, tracking progress over time, and adjusting interventions as needed to maximize positive change

The philosophical foundations of our program align with the Conceptual Framework of the David O. McKay School of Education Educator Preparation Programs (<http://education.byu.edu/deans/mission.html>).

Our courses and field-based experiences strive to help students develop spiritual strength, intellectual capacity, noble character, and a desire for lifelong learning and service. We endorse the aims of a BYU education, including academic excellence, social competence, and meaningful collaboration.

This graduate program evaluates students in these three areas: (1) Knowledge, (2) Performance/Skills, and (3) Professional Dispositions/Work Characteristics. These general overriding areas inform the more specific training objectives of the program, in particular preparing students for competencies as outlined in the NASP Training standards. These 10 specific competencies are listed in the knowledge section below and are also the basis for the Practicum/Internship section of this handbook.

Knowledge

Through their coursework and experience as they progress in the program, students will gain *knowledge* about the following general topic areas that are aligned with the practice model developed by NASP:

Domain 1: Data-Based Decision Making

Domain 2: Consultation and Collaboration

Domain 3: Academic Interventions and Instructional Supports

Domain 4: Mental and Behavioral Health Services and Interventions

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Services to Promote Safe and Supportive Schools

Domain 7: Family, School, and Community Collaboration

Domain 8: Equitable Practices for Diverse Student Populations

Domain 9: Research and Evidence-Based Practice

Domain 10: Legal, Ethical, and Professional Practice

Performance/Skills

Students will demonstrate effective *performance* in the 10 NASP domains of competency and more specifically in:

- Demonstrating ethical behavior as defined by NASP professional guidelines and standards
- Intervening effectively at preventative, developmental, and responsive levels, using data to make decisions
- Providing direct and indirect levels of intervention
- Implementing socially and culturally appropriate individualized strategies and interventions for individuals and groups from diverse backgrounds
- Developing effective interviewing and consultation skills
- Consulting and working collaboratively with others (students, parents, teachers, administrators, counseling/psychology staff, resource staff, paraprofessionals, Special Educators, and other supportive personnel and professionals)
- Formulating behavior and academic intervention plans based on multiple sources of data, particularly including parent/guardian input
- Monitoring and modifying interventions to increase effectiveness
- Competently providing individual and group counseling interventions
- Selecting, administering, scoring, and interpreting a variety of standardized and non-standardized assessment instruments
- Interpreting data and making recommendations for interventions that are congruent with psychometric concepts, environmental factors, and demographic variables (family situation, culture, ethnicity, age, gender)
- Communicating information accurately and sensitively in written and oral communication

Professional Dispositions/Work Characteristics

Students will develop and maintain *professional dispositions/work characteristics* consistent with educational training and their personal and professional role, by:

- Maintaining effective, positive working relationships with faculty, staff, supervisors, colleagues, families, and students
- Understanding, respecting, and appreciating human diversity; demonstrating multicultural competence
- Demonstrating flexibility, curiosity about opposing viewpoints, and patience in difficult situations
- Remaining current with professional standards and services
- Acquiring and portraying personal traits necessary for providing professional services
- Meeting professional obligations in a timely and responsible manner
- Understanding and incorporating the BYU University Honor Code
- Providing services with integrity and in an ethical, legal, moral, and professional manner
- Valuing and committing to lifelong learning and service by increasing knowledge, developing new skills, and setting and achieving goals for personal improvement

OUR ALLIANCE WITH THE UNIVERSITY

Our Educational Specialist Program in SP is one of three graduate programs in the Department of Counseling Psychology and Special Education. The other two programs are the Ph.D. Program in Counseling Psychology and the M.S. Program in Special Education. Our department is housed in the David O. McKay School of Education.

Brigham Young University is considered to be primarily an undergraduate institution with a few selective graduate programs. We have been fortunate to receive the necessary resources to offer high quality programs due to the generosity of members of the Church of Jesus Christ of Latter-day Saints (BYU's sponsoring religious institution). We are expected to be wise stewards of these resources and support the university's codes of conduct, as described below.

General Honor Code Statement

Brigham Young University exists to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles. Members of the faculty, administration, staff, and student body at BYU are selected and retained from among those who voluntarily live the principles taught by Jesus Christ (although they need not be Christians). Observance of such conduct is a specific condition of employment, admission, continued enrollment, and graduation. Individuals who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except they are encouraged to attend the church of their choice. All who represent BYU are to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. By accepting appointment on the faculty, continuing in employment, or continuing class enrollment, individuals evidence their commitment to observe the Honor Code standards approved by the Board of Trustees "at all times and . . . in all places" (Mosiah 18:9).

"We believe in being honest, true, chaste, benevolent, virtuous, and in doing good to all men. . . . If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things." —*Thirteenth Article of Faith of the Church of Jesus Christ of Latter-day Saints*

As a matter of personal commitment, students, faculty, and staff of Brigham Young University seek to demonstrate in daily living on and off campus the moral virtues encompassed in the gospel of Jesus Christ:

- Be honest
- Obey the law and all campus policies
- Live a chaste and virtuous life
- Respect others
- Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse
- Encourage others in their commitment to comply with the Honor Code
- Observe Dress and Grooming Standards
- Participate regularly in church services
- Use clean language

Specific policies embodied in the Honor Code include (1) the Academic Honesty Policy, (2) the Dress and Grooming Standards, (3) the Residential Living Standards, and (4) the Continuing Student Ecclesiastical Endorsement Requirement -- as stated on the Honor Code website <http://honorcode.byu.edu/>. All students shall be required to conduct themselves in a manner consistent with the principles of The Church of Jesus Christ of Latter-day Saints and the BYU Honor Code. Furthermore, all students are required to abstain from possessing, serving, or consuming alcoholic beverages, tobacco, tea, coffee, or harmful drugs. Involvement with gambling;

pornographic, erotic, or indecent material; disorderly, obscene, or indecent conduct or expressions; or with other offensive materials, expressions, or conduct or disruption of the peace that, in the sole discretion and judgment of the university, is inconsistent with the principles of the Church and the BYU Honor Code is not permitted in student housing. All guests of students must comply with the Residential Living Standards while on the premises of university-approved housing. All students are required to know the Dress and Grooming Standards and abide by them. (The standards expressed above apply to students at all times whether on or off campus.) For additional information refer to the honor code website: <http://honorcode.byu.edu/>

Multicultural Contexts: Promoting Mutual Enrichment in our Learning Community

Brigham Young University promotes an enriched environment in which differences of race, ethnicity, culture, gender, language, age, abilities, geographic origin, etc. contribute to enhanced learning. Relevant university policies and aims may be found at <https://multicultural.byu.edu/>. We work closely with the BYU Multicultural Services Office and promote multicultural competence in our SP program.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. For students with a disability that impairs their ability to successfully complete their graduate program, please contact the University Accessibility Center (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center. If assistance is needed or if a student believes they have been unlawfully discriminated against on the basis of disability, they may seek resolution through established grievance policy and procedures. Contact the Equal Employment Office at 801-422-5895, D-295 ASB. Please refer to the following web-link for information about resources, guidelines, orientation, and technology: <https://uac.byu.edu/>

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. The BYU policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor and contact the Human Resources Office at 801-422-5011, 801-422-5895. If this is an employment issue contact BYU's Equal Employment Office at 801-422-5895 or 888-238-1062 (24 hour-hotline—reports can be made verbally or in writing); or contact the Honor Code Office at 801-422-2847. If you or someone you know has been the victim of sexual assault, and want to talk with someone confidentially, call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. lisa_leavitt@byu.edu; advocate@byu.edu; 801-422-9071. Her office is located in 1500 WSC on the BYU campus. More information is available at this website: <https://titleix.byu.edu/>

FACULTY

Full-Time Faculty

Allen, G. E. Kawika, PhD, University of Missouri, 2011. *Assistant Professor*. Counseling Psychology Core Faculty. Multicultural psychology, counseling/psychotherapy process and outcome, religiosity/spirituality, psychological well-being/adjustment, specifically among Polynesians/Polynesian Americans. (gekawika_allen@byu.edu)

- Fischer, Lane, PhD, University of Minnesota, 1991. *Associate Professor*. School Psychology Core Faculty. Psychometrics, Assessment of Psychopathology, Child and Adolescent Psychotherapy, Spirituality & Psychotherapy, Ethics. (lane_fischer@byu.edu)
- Gabrielsen, Terisa, PhD, University of Utah, 2012. *Associate Professor*. School Psychology Core Faculty. Autism, ADHD, Interdisciplinary Assessment and Intervention, Health Care and Education, Gifted Education. (Terisa_Gabrielsen@byu.edu)
- Heath, Melissa A., PhD, Texas A&M University, 1996. *Professor*. School Psychology Core Faculty. Social Emotional Learning, Bibliotherapy, Grief, Youth Suicide Prevention, School-Based Crisis Intervention. (melissa_heath@byu.edu)
- Jackson, Aaron P., PhD, University of Missouri Columbia, 1993. *Associate Professor*. Academic and Career Development of Native Americans, Counseling Philosophy and Theory. (aaron_jackson@byu.edu)
- Miramontes, Nancy, EdS, School Psychology, Brigham Young University, 2010, *Assistant Clinical Professor*, Certified School Psychologist. Coordinates and supports field-based student experiences. (nancy.miramontes@byu.edu)
- Smith, Timothy B., PhD, Utah State University, 1997. *Professor*. School Psychology Core Faculty. Multicultural Psychology & Education, Spirituality, Identity Development, Quality Relationships. (tim_smith@byu.edu)
- Young, Ellie L., PhD, University of South Florida, 2001. *Associate Professor*. School Psychology Program Coordinator, School Psychology Core Faculty. Positive Behavioral Support in Secondary Settings, Screening, Gender Issues in Education, Self-concept. (ellie_young@byu.edu)

Joint Appointment Clinical Faculty (CPSE Department & CCC or CITES)

- Caldarella, Paul, PhD, Utah State University, 1998. *Professor*. Joint Appointment Faculty (CPSE and CITES), Licensed Psychologist (UT) and Utah Certified School Psychologist. Teaches Ethics, Professional Roles and Standards and Thesis. Serves as the Executive Director of BYU Positive Behavior Support Initiative. (paul_caldarella@byu.edu)
- Griner, Derek, PhD, Brigham Young University, 2008. *Associate Clinical Professor*. Individual and group psychotherapy, Couples Counseling, Multicultural Counseling. (Derek_griner@byu.edu)
- Nielsen, Stevan Lars, PhD, University of Washington, 1984. *Clinical Professor*. Rational Emotive Behavior Therapy, Behavioral and Cognitive Therapy, Individual and Group Psychotherapy, Training and Supervision
- Hansen, Kristina, PhD, Brigham Young University, 2012. *Associate Clinical Professor*. Individual and Group Psychotherapy, Identity Development, Anxiety and Depression, Women's Issues (kristina_hansen@byu.edu)
- Worthen, Vaughn, PhD, University of Kansas, 1993. *Clinical Professor*. Career Counseling, Positive Psychology, Psychotherapy Supervision. (Vaughn_worthen@byu.edu)
- Wheeler, Louise, PhD, Brigham Young University, 2017. *Assistant Clinical Professor*. Multicultural Psychology. Racial and Sexual Trauma. (louise_wheeler@byu.edu).

AFFILIATED PROFESSIONAL AND STUDENT ORGANIZATIONS

National Association of School Psychologists (NASP); Utah Association of School Psychologists (UASP)

All students are encouraged to become involved in NASP (<https://www.nasponline.org/>) and UASP (<https://uasp.wildapricot.org/>) and affiliate as student members. Early involvement with these organizations assists students in becoming familiar with professional services and support that will become especially valuable after completing internship and preparing for licensure and fulltime employment as a school psychologist. Students are encouraged to accompany faculty members and attend NASP and UASP meetings/conventions; support for registration fees and travel costs for conference attendance (\$75-\$250) may be available from the CPSE department, particularly when the student is listed as a “first presenter.”

BYU Student Organization

The program sponsors a student organization (BYU SP Graduate Students) that is affiliated with the more general BYU Graduate Student Association. A faculty member is designated annually to serve as an advisor to each cohort. Graduate students elect leaders annually, including one NASP representative (representing all cohorts), a student-faculty representative for each cohort, and a social chair for each cohort. The purpose of the student organization is to promote opportunities for professional, academic, social, recreational, and service activities. The student-faculty representative of each cohort is responsible for attending faculty meetings and representing students in program decision-making. The representative is also responsible for reporting student concerns and suggestions to the faculty advisor.

THE ADVISORY SYSTEM

Advisory Chairs, Committees, and Program of Study

After acceptance into the program, students are assigned a temporary faculty advisor. In addition to providing support, advisors convey information and feedback to students regarding progress in the program and feedback from evaluations. If needed, faculty advisors also assist in outlining plans for student improvement and monitoring student improvement. Students are encouraged to consult with their advisor for assistance in registering for their first semester. Faculty advisors also help students develop their “Program of Study,” which will be due by the last day of Winter Semester classes. Students confirm their official thesis chair and advisory committee in the Graduate Progress system, the student selects a committee chair and members and send a request through the system for them to agree to serve on the committee.

Typically, during winter semester of the first year, the student initiates conversation with faculty members in order to solidify their permanent faculty advisor (chair). The chair must be a faculty member in the CPSE department and have graduate faculty status. The committee consists of the chair and two committee members who also have graduate faculty status. Committee members should be from a related discipline, such as special education, statistics, or teacher education. Students are strongly encouraged to have a committee member from outside of the CPSE department.

During winter semester of their first year, after finalizing a thesis topic, students confirm their official thesis chair and advisory committee. The thesis committee chair becomes the student’s faculty advisor.

In regard to the program of study, any exceptions to required course work or program requirements must be presented to the thesis committee for approval. The student prepares a written request that is presented in faculty meeting by the faculty chair. After a program of study is approved, the information contained on the Program of study becomes the basis for generating the “Graduate Progress Report.” This report is available online through the Graduate Progress webpage. After submitting the Program of study, any future changes in courses or committee members must be coordinated through the student’s Advisory committee and the Program Manager.

Full Time Status

Students advance through the program as a cohort. The program is a 3-year, full-time, day school program and therefore students must be available to attend day and some evening classes full-time. Because of heavy academic demands, students may not enroll in more than 15 academic credits per semester without written permission from their advisory committee. To ensure success in academic course work, it is also recommended that students restrict employment commitments to no more than 20 hours per week.

The minimal University enrollment standards include (1) register for at least two semester hours each semester or term in which you are using university resources, and (2) register for a minimum of six semester hours during each academic year. While these requirements are minimal university standards, the program schedule requires approximately 12 credit hours each semester. Refer to the *Graduate Catalog* (<https://gradstudies.byu.edu/>) for more specific information including enrollment requirements for international students.

Bachelor’s Degree Requirement

The completion of a bachelor’s degree at an appropriately accredited institution is required for acceptance into the SP Educational Specialist program. A bachelor’s degree in education, family sciences, psychology, sociology, social work, or the social sciences is preferred. A student may be admitted with a bachelor’s degree in a less relevant program (such as English or Business), but may be required to complete appropriate prerequisite courses as part of

the SP program. In such situations, the student may be required to complete additional undergraduate coursework prior to entering the program.

Fingerprinting Requirement

Students must maintain an appropriate background check while in the program and through graduation. Students must complete the fingerprinting process during their first semester in the program. If students fail to pass the background clearance, their status in the program may be in jeopardy.

BYU FINGERPRINT BACKGROUND CLEARANCE / PHOTO ID POLICY

Inherent in all BYU education programs and numerous research projects conducted by the BYU campus community is the requirement to access public and private schools. Public awareness has mandated improved safeguards that monitor access to schoolchildren by non-school personnel. Due to recent Utah legislation and BYU administrative directives, it has become necessary to realign our current fingerprint background clearance practices.

State law requires a fingerprint background clearance before a participating in practicum or internship activities, and before a temporary student teaching license or standard teaching license can be issued. Requests for fingerprint background clearance are submitted through both the Utah Bureau of Criminal Identification (BCI) and the Federal Bureau of Investigation (FBI). In compliance with State law and a mutual agreement between BYU and BYU Partnership school districts, the following policy is in effect:

BYU faculty, staff, and students must now be properly identified with a BYU Educator Preparation Program (EPP) ID card and provide evidence of fingerprint background clearance before accessing public/private K-12 schools in both partnership and non-partnership schools.

FBI/BCI FINGERPRINT BACKGROUND CHECK

If you have NOT previously had a teaching license with the State of Utah, go to the Educational Advisement Center website (<https://education.byu.edu/advisement/fingerprint>) and following their directions for obtaining a fingerprint background clearance.

If you do not have a US Social Security Number you must obtain one at <http://www.ssa.gov/ssnumber/>

You have 60 days from the date on the LiveScan authorization form to have your fingerprints taken. If you go beyond the 60 days you must re-register and pay an additional registration fee.

If you have previously had a teaching license with the State of Utah, do the following:

Go to Education Student Services, 350 MCKB, to discuss the status of your licensing/background clearance and receive further directions.

Once fingerprints have been processed and backgrounds have been cleared by the BCI/FBI, the ESS will print an EPP Photo ID Card with a predesigned security overlay. The cards will include the individual's photo, name, BYU student or employee number, and fingerprint background clearance expiration date. Once printed, the ESS will email the student to pick up the card. The card will expire in three years.

More information is available at this website: <https://education.byu.edu/advisement/fingerprint>

CURRICULUM AND SCHEDULING

The program curriculum consists of a minimum of 70 semester hours of credit—50 credit hours of academic course work, 6 credit hours of thesis (CPSE 699-R), 5 credit hours of practicum (CPSE 678-R), 6 credit hours of internship (CPSE 688-R), and 3 credit hours of elective/optional coursework. Eleven semester hours of field experience (5 hours of practicum and 6 hours of internship) are required. Students begin internship in their 3rd year after all program coursework has been completed and after being approved by the faculty as ready to serve an internship. In conjunction with academic courses, every effort is made to enhance skill development through school-based practical experience. For example, students enrolled in CPSE 647 Intellectual Assessment first demonstrate mastery of the specific test administration, then assess students in school-based practicum sites (under supervision). As a practicum and internship requirement, students provide school-based individual and group interventions, targeting a specific problem or need, identifying appropriate and research-based intervention, conducting interventions over a 6-week period, and monitoring the effectiveness of intervention.

Recommended Course Sequencing

Below is a list of all required courses and the sequence in which the courses are offered. Most courses build on previous courses and prepare students for increasingly involved roles in field experiences. Faculty approval must be obtained in special situations where students are not able to register for the proper sequence of courses.

***Course offerings may vary slightly for specific semesters. You should check with the department secretary and program coordinator for current schedules before registering.*

First Year – Fall Semester

- 649 Human Growth and Development (3)
- 605 Ethics, Professional Roles, and Standards (3)
- 646 Counseling Theory and Interventions (3)
- 651 Statistics 1: Foundations (3)
- 699-R Thesis (2)

First Year – Winter Semester

- 606 Psycho-Educational Foundations (3)
- 607 Bilingual Assessment (1.5)
- 611 Special Education Law (1.5)
- 647 Psychometric Foundations and Assessment of Intelligence (3)
- 629 Introduction to Research (3)
- 699-R Thesis (2)

First Year – Spring Term

- 699-R Thesis (2)
- 622 Learning Theories (3) or IP & T 620 (3)
- 655 Crisis Intervention (3)

First Year – Summer Term

Core academic courses are not offered during summer term.

Second Year – Fall Semester

- 610 Consultation with School and Family (3)
- 609 Academic Interventions for Children with Learning Problems (4)
- 614 Behavioral Assessment and Intervention (3)
- 678-R Practicum: Counseling and School Psychology (2)

Second Year – Winter Semester

- 602 Child Social/Emotional Assessment & Intervention (4)
 678-R Advanced Practicum: School Psychology (2)
 751 Counseling Multicultural and Diverse Populations (3)

Second Year – Spring Term

- 608 Biological Basis of Behavior (3)
 678-R Advanced Practicum: School Psychology (1)
 Elective Course

Elective Courses

- *648 *Group Counseling and Interventions (3) (optional)*
 *613 *Autism Seminar (variable hours)*
 *690R *Transition planning*
 *677 *Clinic-based Practicum in School Psychology*
 *656 *Spiritual Values and Methods in Psychotherapy (3) (optional)*

Third Year – Fall Semester

- 688-R Internship: School Psychology (2)*

Third Year – Winter Semester

- 688-R Internship: School Psychology (2)

Third Year – Spring Term

- 688-R Internship: School Psychology (2)

Please note: Students completing course requirements, practicum activities, or internship activities in a school setting or non-school setting **must** officially register for a minimum of 1 hour of practicum or internship supervision credit under a university faculty member.

* Prior to **applying** for an internship, students must have successfully defended their thesis prospectus. Students must have successfully completed all academic coursework and practica prior to entering an internship (CPSE 688-R), and have received faculty approval indicating readiness for internship.

PROGRAM OF STUDY

DEPARTMENT OF COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION

School Psychology Ed.S.

2020 Cohort

Name:

BYU ID:

| Dept | Course Number | Hours | Course Description | *Substitute Course Info |
|--------------------|---------------|----------------------------------|-------------------------------|-------------------------|
| CPSE | 606 | 3 | Psy Ed Fdn Couns | |
| CPSE | 605 | 3 | Ethics, Prof Roles, Standards | |
| CPSE | 646 | 3 | Couns Theory Interv | |
| CPSE | 649 | 3 | Hum Grth & Dev | |
| CPSE | 614 | 3 | Behav Asmt/Intv | |
| CPSE | 647 | 3 | Psychomet & Intell | |
| CPSE | 610 | 3 | Consult W/Schl&Fam | |
| CPSE | 609 | 4 | Academic Asmt/Intv | |
| CPSE | 678R | 5 | Adv Prac Con/Sch P | |
| CPSE | 602 | 4 | Chld Soc/Emo Assmt | |
| CPSE | 622 | 3 | Prin & Theor Learning | |
| CPSE | 655 | 3 | Crisis Intervntn | |
| CPSE | 629 | 3 | Introduction to Research | |
| CPSE | 688R | 6 | Intrn Coun Sch Psy | |
| CPSE | 751 | 3 | Coun Mult Divr Pop | |
| CPSE | 608 | 3 | Bio Bases of Behav | |
| CPSE | 651 | 3 | Statistics I: Foundations | |
| CPSE | 699R | 6 | Thesis | |
| CPSE | 607 | 1.5 | Bilingual Assessment | |
| CPSE | 611 | 1.5 | Special Ed Law | |
| Sub-total | | 67 hours | | |
| | | | | |
| ELECTIVE (3 hours) | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | 70 minimum hours required | | |

*as approved by Advisory Committee; evidenced by equivalent class.

| | | |
|---------------------------|--------------|------|
| Committee Chair Signature | Printed Name | Date |
| | | |
| Member Signature | Printed Name | Date |

| | | |
|------------------|--------------|------|
| | | |
| Member Signature | Printed Name | Date |
| | | |

ACADEMIC ITEMS

Transfer Credit

The minimum standards for transferring graduate school credit from another university are as follows: (a) A student may only transfer credits with a “B” or better grade. Pass/fail courses are not transferable. (b) Student’s transcript must accompany request. In most cases, the Office of Graduate Studies will have the official transcript as part of the student’s initial application process. (c) The content of the course being transferred must be comparable to the equivalent BYU course. (d) The student’s syllabus describing the course content must accompany the request. (e) Transferred credit must have formal full-faculty approval. The student writes a request for transferring credit. Their faculty advisor proposes the request in faculty meeting, where a formal vote is taken. (f) After receiving approval, the student works with the Program Manager to include transfer courses in the Program of Study in the Graduate Progress system. (g) Transferred credit may not exceed 15 credit hours.

GPA Requirements

The *BYU Graduate Catalog* specifies that a grade point average (GPA) at or above 3.0 in classes that are part of a student’s “graduate program of study” is required for graduation. This GPA is also required for continuation in the SP Program. Grades below a B will be reviewed during end-of-semester evaluations and remediation plans outlined to provide the student an opportunity to demonstrate competency. “D” credit will not apply toward a graduate degree.

Student Complaint/Academic Grievance Procedures

There may be occasions when a student believes her/his academic work or conduct has been unfairly or inadequately evaluated by the faculty. Usually such differences of opinion can be amicably resolved between the student and instructor. Students are encouraged to discuss concerns with faculty, particularly their faculty chair. Conversations will typically address most complaints/grievances. However, a student has the right to submit a complaint or grievance about any aspect of their program. If not, there are procedures established to encourage a satisfactory resolution of academic grievances by a formal procedure. Additional information from the current graduate catalog is located at the following link: <https://www.byu.edu/gradstudiesinfo/graduate-studies-policy-handbook>

The SP Educational Specialist Program follows the policies and procedures for graduate student termination, appeals, and grievances outlined in the current *BYU Graduate Catalog*. (<https://www.byu.edu/gradstudiesinfo/graduate-studies-policy-handbook>). Termination of graduate status may result from failure to certain requirements of admission, registration, program progress or performance.

Termination of graduate status may result if a student:

1. Fails to satisfactorily complete the conditions of acceptance.
2. Fails to fulfill the university’s minimum registration requirement.
3. Makes a request to withdraw (with the intent to pursue a degree at another university, for personal reasons, or in response to a department recommendation).

4. Receives a “marginal/needs improvement” or “unsatisfactory” rating in an end of semester evaluations by the academic department and after formulating a remediation plan, fails to make satisfactory progress on or before the next semester’s evaluation. Although there may be a variety of reasons for failing to meet criteria for satisfactory progress, if the student is unable or unwilling to comply with conditions for continuance as outlined by the department, student’s participation in the program may be terminated.
5. Fails to make what the department or the university deems to be satisfactory progress toward a graduate degree.
6. Fails the program’s comprehensive examination[s].
7. Violates the university’s standards of conduct or Honor Code.
8. Exceeds the time limit (five years for Specialist degree).

Appeal of Termination

If a student is dismissed or facing dismissal, the student may respond to or appeal that termination or impending termination. Such responses or appeals should be directed, in writing, to the Department Chair. If further consideration is desired, the student may appeal to the Dean of the School of Education. Ultimately, a final appeal may be made to the Dean of Graduate Studies, who, if circumstances warrant, may appoint a committee of impartial faculty members to review the matter.

ACADEMIC & PROFESSIONAL ETHICS

In addition to the Brigham Young University Honor Code, the SP Program adheres to the *Ethical Principles of Psychologists* [APA; <http://www.apa.org/ethics/code/index.aspx>] and the *Professional Conduct Manual: Principles for Professional Ethics* of the National Association of School Psychologists (NASP) <https://www.nasponline.org/standards-and-certification/professional-ethics>.

Ethical dilemmas can arise very quickly. Such dilemmas are often complicated and, if not handled correctly, can have devastating consequences for both the practicum or intern student and those they are serving. Prior to any practicum or field-based experiences, during the CPSE 605 Ethics class, students are provided the web links to APA, and NASP ethical standards. Students are expected to know and abide by these standards. Faculty members are available for consultation regarding ethical dilemmas.

STUDENT EVALUATION

Student Evaluation Methods

Students' evaluations are based on three domains (knowledge, performance/skills, and dispositions/professional work characteristics) and progress progress. Each student is evaluated at the end of each fall and winter semester during their three years in the program. This evaluation process and form is required by the Office of Graduate Studies and Counseling Psychology and Special Education Department. The evaluation form is found Appendix A of this handbook. These end of semester evaluations yield a rating of each student as either *satisfactory*, *needs improvement*, or *unsatisfactory* in each of the three domains, program progress, and an overall rating. This evaluation typically is completed during faculty meeting, when faculty can holistically review students' progress and needs in integrated domains. This evaluation provides a summary, global evaluation of student progress.

A letter is sent to each student indicating the rating given and the reasons for any “needs improvement” or “unsatisfactory” ratings. This evaluation is intended to identify and facilitate remediation of any deficiencies in a timely manner and to convey student progress and standing in the program. These evaluations are shared with the student and with the Office of Graduate Studies. Additionally, students are evaluated for their progress in meeting time lines and program requirements.

An improvement plan is based upon evidences of concerns, i.e., faculty observations over time in classes or field-based setting. The statement of concern may also highlight previous, intermediate steps to address problems, such as less formal or structured consultation with faculty or supervisors and the student's response to early intervention. Student strengths also are noted. Specific, behavioral, measurable goals are set with the student in the improvement plan. Strategies to provide appropriate support, instruction and supervision are documented. Future meetings are scheduled to determine progress and outcomes.

Evaluation of Knowledge

Students acquire knowledge grounded in the 10 training domains outlined by the National Association of School Psychologists (NASP). Students learn historical, philosophical, social, psychological, and research foundations. Knowledge is demonstrated by grades in required courses, evaluation of applied knowledge in role-play and practice, successful completion of projects, and written examinations. An additional component of student knowledge is also reflected in the effectiveness of student work in practicum and internship settings. Ultimately, success in practicum and internship experiences may be the more revealing aspect of a student's theoretical and knowledge basis. Students' knowledge, as evidenced by grades, is also evaluated during Fall and Winter End-of-Semester-Evaluations.

Toward the end of the program, the internship portfolio, including an evaluation of case studies, and Praxis exam scores provide a final assessment of student knowledge. Particularly, the internship portfolio provides students the opportunity to demonstrate competency in the 10 domains of NASP training standards. Students also receive Fall and Winter semester evaluations from their site-supervisors and faculty.

Praxis

All students are required to take and pass the School Psychology Praxis II exam before beginning their internship year. Our program uses the passing score cutoff set by NASP for the NCSP (147 as of June 2016). All students are required to document a passing score prior to May 1 of the student's graduating year. As of September 2014, the School Psychologist Praxis was available in a computer-based version. The ETS number for the computer-based version of the School Psychology Praxis Exam is 5402.

Evaluation of Performance/Skill

Students acquire essential skills as they complete practicum and internship experiences. Students practice these skills in a supervised setting. They demonstrate, in a planned, structured, and sequenced manner, that these competencies have been acquired at an acceptable level. Additionally, students employ these skills, tailoring application to fit the needs of individuals and groups from diverse populations. Specific skills are demonstrated and evaluated through performance in supervised experiences, video recording (with parent/student permission) of field-based work, performance evaluations, and work samples and documentation in the intern's comprehensive final portfolio.

Field-based supervisors are provided evaluation forms and instructions for assessing student competencies. The results of site-based student evaluations are incorporated into the end-of-semester student evaluations conducted in faculty meeting. Additionally, frequent formal and informal assessments are made by field-based and university supervisors who consult frequently with faculty regarding student progress. A copy of each of the respective evaluation forms is provided in the Practicum/Internship section of the student handbook. End of semester evaluations also provide an opportunity for faculty to meet and discuss students' performance and skills demonstrated in field-based settings.

Evaluation of Professional Dispositions and Work Characteristics

Interpersonal skills and professional dispositions are a major consideration when evaluating potential students for admission into the SP Program. Students must demonstrate honesty, integrity, emotional stability, mature judgment, effective communication, ethical conduct, and the ability to foster helping relationships. Students must value and exhibit the professional and ethical standards of NASP. Being open and willing to make use of supervision and feedback from faculty and supervisors is another important characteristic. Students must be cooperative, reliable, responsible, and be found in compliance with school, agency, and university policies and professional guidelines during practicum and internship.

End of Semester Evaluations

End of semester evaluations continue to provide time for faculty to review students' professional dispositions and work characteristics. These evaluations are required by BYU Graduate Studies and will be completed at the end of fall and winter semesters. Field-based supervisors and faculty experiences and specific data from coursework and other evaluations will be included. Each evaluation will review the student's knowledge, skills, and disposition/work characteristics.

Knowledge

- Acceptable grades in course work
- Application of knowledge in applied/practical settings
- Comprehensive examinations; portfolio progress

Performance

- Practicum/Internship evaluations
- On-site evaluations
- Evaluations of university supervisors
- Performance evaluations
- Performance in research work

Disposition/Work Characteristics

Ethical performance and professionalism
 Interactions with faculty, site-supervisors, school administrators
 Interactions with students/clients
 Compliance with BYU Honor Code
 Regular contact with advisory chair

The following rating scale will be used:

Satisfactory: Performance is adequate or above. Student is making satisfactory progress. No concerns are evident or have been addressed through informal means.

Marginal (Needs Improvement): Performance is inadequate, and requires plan for improvement (including specific tasks, timeline, and faculty contact). Examples include (but are not limited to) unsatisfactory grades, progress towards thesis completion, notable concerns about performance in practicum or internship, unprofessional behavior or attitudes, lack of responsiveness to faculty attempts to address problems, or noncompliance with honor code or professional ethics.

Unsatisfactory: Student's performance is well below expected level and requires plan for remediation (including specific tasks, timeline, and faculty contact), or student has shown unwillingness to respond to a previous remediation plan outlined to bring marginal performance to satisfactory level. Examples include (but are not limited to) unsatisfactory grades in more than one class, limited or no progress towards thesis completion, significant concerns about performance in practicum or internship, unprofessional behavior or attitudes, lack of responsiveness to faculty attempts to address problems, or noncompliance with honor code or professional ethics.

General instructions from "Office of Graduate Studies Policies and Procedures Manual"

<https://gradstudies.byu.edu/page/policies-and-procedures>

Students making marginal or unsatisfactory progress are informed:

- What they need to do to make satisfactory progress
- When each task needs to be accomplished
- What faculty member(s) they should contact for more information or support
- What will happen if these tasks are not accomplished (e.g., and unsatisfactory rating for the next semester, termination from the program, etc.)

If a student receives a marginal and an unsatisfactory or two unsatisfactory ratings in succession, the department will:

Terminate the student's program at the conclusion of the semester or submit a petition to Graduate Studies making a convincing case that the student be given another semester to demonstrate satisfactory progress. A copy of a contract listing student and faculty responsibilities and a time line should be attached.

If a student receives marginal rating in one semester and is not making satisfactory progress in the next semester, the student should be rated as making unsatisfactory progress. In other words, a student should not be rated as making marginal progress in two sequential semesters. Failing to correct marginal progress is unsatisfactory.

COMPREHENSIVE EXAMS

Comprehensive examinations are required to demonstrate students' knowledge of program's primary content. The BYU SP Program requires two parts to the comprehensive exams: (a) the Praxis series 0400 for school psychologists and (b) a comprehensive portfolio demonstrating competency in the 10 NASP and including two comprehensive case studies, psychoeducational reports, and a program evaluation. One case study must address a behavioral/social-emotional concern and the other case study must address an academic problem.

Final Comprehensive Evaluation

Students demonstrate competency during internship by completing the following requirements:

1. Praxis Series Test 5402: School Psychology:

Students must score at or above 147 on the Praxis School Psychology exam (the score set by NASP for NCSP). Educational Testing Service (ETS) administers this examination. Students must register for the Praxis exam so their passing scores can be reported to the Program prior to May 1 of their graduation year; students are required to take the Praxis Exam by November 1 of their internship year. Additional information is available on these websites: <https://www.ets.org/praxis/prepare/materials/5402>.

2. Internship Portfolio:

The comprehensive final project is an internship portfolio documenting competency in 10 NASP training domains. Although each intern participates in semester evaluations conducted by university faculty and intern site supervisors, in addition to formal summative evaluations, the intern is required to document experiences and competencies in each of the 10 domains listed in the internship syllabus. These domains are based on the NASP program training standards and practice model. The purpose of the portfolio is to provide tangible evidence of the intern's work, experiences, and competencies over the course of their training, particularly during their internship year.

Additionally, the portfolio must include **two** case studies completed **during** internship year, one that documents facilitation of positive change for a child with an **academic problem** and one for a child with a **behavioral/social-emotional** concern. This allows students to demonstrate knowledge and professional expertise in collaborating with families, schools, and community-based professionals. The case study requires students to design, implement, and evaluate an intervention that effectively responds to the educational and mental health needs of a child or youth. Students are also required to complete a **program evaluation** in one of their internship schools. Students should use the Program Evaluation Project Rubric form. The case studies, program evaluation, and the portfolio demonstrate that the intern competencies lead to positive change for children. Case studies must follow the NASP guidelines. The case study rubric is available from program faculty and is integrated into all relevant coursework. Students are also required to include the effect sizes using their data points in both case studies. At least two psycho-educational reports will be reviewed by faculty. Students *must* organize these reports using the program template for reports, which is found in this handbook. Students are encouraged to include multiple reports and artifacts so that reviewers will have a sense of student's skills in multiple domains. Students must earn passing scores (at least a 2).

GRADUATION

Application for Graduation

Students must apply for graduation toward the middle of their final semester (or at least two week in advance of the date of their Thesis Defense.)

During the final semester prior to graduation, students must either register or pay an equivalent registration fee to the Office of Graduate Studies for at least 2 semester hours of credit. Typically, students will earn these credits by registering for the last hours of the “SP Internship” (CPSE 688R) during spring term.

Typically, students graduate in June after completing their internship in May or June and it is typical for their degree to be posted in July.

LICENSURE PROCESS

Internship License

Students must have an internship license issued by the Utah State Board of Education (USBE). When students are approved by faculty for internship, their student ID numbers are submitted to the McKay School of Education Advisement Center who works with USBE to approve students for the appropriate licensure while completing their internship.

Utah Licensure as School Psychologists

When students have successfully completed program requirements and their EdS degree is posted on their transcript, the Program Manager will prepare a set of license recommendation documents to be approved by the program’s Graduate Coordinator and forwarded to the Education Advisement Center who will verify that requirements have been met and then enter the license recommendation on the Utah State Office of Education website. Student must have current fingerprint clearance at the time of graduation in order for their licensure recommendation to be submitted.

The McKay School of Education Student Services Office will contact the students with instructions for going online at the Utah State Office of Education to complete the licensure process.

Students seeking credentialing in other states are strongly encouraged to complete all graduation requirements during their final Spring Term (June Graduation) so that their degree can typically be posted in July.

Credential and Practice Caution

It is important to recognize that faculty members do not issue a license for practicing school psychology. The faculty “endorses” students for the credential. The faculty endorses students who qualify, based on successful completion and graduation from the program. This includes successful completion of course work, supervised experience, and demonstrated competence.

THESIS GUIDELINES

As part of the program, all students are required to complete a thesis. Students are required to complete 6 hours of “thesis credit” prior to internship year. Before interviewing for an internship position, students must successfully defend their thesis prospectus. A thesis class, 699-R, is provided to support students in writing their prospectus, completing research, and writing their thesis.

Your chair and the program graduate coordinator will guide you through the process of writing your thesis prospectus and the final manuscript after you have collected and analyzed your data. Information that will assist you in writing the thesis is on this website: http://education.byu.edu/research/dissertation_aids.html

The Thesis Prospectus Approval is required to be completed as students successfully defend their prospectuses. Students should consult with the Program Manager to coordinate the Committee approvals following the prospectus defense meeting.

An optional co-authorship agreement form is available for use by the student and committee as the thesis progresses toward completion and possible publication.

THESIS AND IRB APPROVAL TO CONDUCT RESEARCH STUDY

- All students who are involved with any type of data collection that involves human subjects, data analysis, or who are involved with faculty or independent research efforts are required to take and pass the CITI course (free for BYU students). The following Internet link has information about the online CITI course: <https://irb.byu.edu/citi-training>
- Following successful completion of the online CITI course, students must share a copy of their CITI human subjects training course completion certificate with the department secretary when they turn in their signed thesis prospectus form.
- Students who are conducting a new research study that involves human subjects will work with their faculty advisor who will secure Institutional Review Board (IRB) approval. Students may not begin collecting data with human subjects until all university requirements related to the IRB are met (e.g., district approval).
- Faculty supervisors will be responsible to include students' research on their Institutions Review Board approvals as either co-PIs or research assistants.

Thesis Defense Procedures

Prior to the Defense Meeting

Ready for Defense:

After students have completed their research or project, they upload their written work into the progress milestone called "Ready for Defense" and click on the "send request to certify Ready for Defense" buttons for the committee members in the Graduate Progress system. This is where they will share their written work with their committee to read and make comments for edits needed.

Defense:

Once all committee members have approved, students will work with their committee to find a time agreeable to all for the defense meeting. Then students will work with the graduate program manager to officially schedule the date and time for their defense.

After a defense, students may be asked to make further edits in their work and their defense status will be listed as Qualifications. After all revisions have been made by the student, the committee chair will submit the "Pass" status once he/she is satisfied.

Thesis Submission Process

Using the information available on the School of Education's "Thesis & Dissertation Aids" webpage, https://education.byu.edu/research/dissertation_aids.html students will prepare a Word copy of their thesis to be submitted, along with a copy of the completed formatting checklist, to the Program's Graduate Coordinator, who will forward it to the Dean's Office.

After the revisions required by the Dean's Office have been completed, then the student converts the Word document to PDF format (according to MSE guidelines) and submits the PDF copy to the Dean's Office for review. After the student makes any revisions required by the Dean's Office, they will upload the final PDF version on Graduate Progress (select the ETD button). Following a 1st approval by Graduate Studies, they will route the PDF to the Graduate Coordinator and Dean's Office again for final approval.

"T" grades for CPSE 699R are entered on the student's transcript until the thesis is successfully defended. After completing the thesis, the "T" grades will be changed to "P" grades.

FIELD-BASED EXPERIENCES

Five credit hours of practicum (CPSE 678-R) and six credit hours of internship (CPSE 688-R) are required for graduation (see **Curriculum and Scheduling** portion of this Handbook). The Practicum Syllabus is in the **Overview of Practicum** portion of this Handbook and the Internship Syllabus is in Appendix C. Students may not begin internship until all program coursework requirements and practicum hours have been completed successfully.

Students are required to provide their own transportation to and from practicum and internship sites. At some point, they will be required to travel to sites that are not easily accessed by public transportation; students need to plan for this opportunity early in the program.

Program Policies Affecting Practicum and Internship Students

If a student is involved in any work outside the program that involves using psychological and/or assessment skills, the student is required to inform the program director in writing. Program approval is required for any type of school psychology work outside the university or beyond practicum and internship assignments, and they must be registered for practicum hours (prior to internship) or internship hours (during internship) in order to provide appropriate supervision. This policy is intended to protect students and those they serve.

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Child Abuse/Neglect Hotline: If you suspect child abuse or neglect is occurring, call the 24/7 intake line: 1-855-323-3237. If the child is in immediate danger call 911 first. Merely reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does *not* satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child. It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine.

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

SUPERVISION

Field supervisors play an essential role in the training and preparation of school psychologists. The supervisor provides leadership, guidance, supervision and role modeling which contribute to the professional development of practicum and internship students.

The on-site supervisor should meet the following criteria:

- Hold the minimum of a master's degree in school psychology and hold appropriate state certifications and/or licenses
- Have a minimum of three years of pertinent professional experience
- Demonstrate knowledge of the program's expectations, requirements, and evaluation procedures for students
- Participate in training and be familiar with the university's supervision model
- Model best practice, practice ethically, and exemplify enthusiasm for the profession.

Supervision: Beginning the Mentoring Relationship

The following suggestions and recommendations may help site-based supervisors to facilitate an effective and mutually beneficial relationship for supervision:

The first meeting is an opportunity to get acquainted. Exchanging information regarding academic and experiential backgrounds will help to build a mutually supportive and meaningful relationship. This first meeting should include the following:

- Identify specific goals and objectives that the practicum/intern student may want to attain during the practicum/internship experience.
- Determine the goals and expectations attached to coursework and internship. Take time to plan and schedule available opportunities to ensure that the practicum/intern student will meet requirements in a timely manner.

- Discuss the practicum/intern evaluation forms. At the middle and end of the semester site-based supervisors will be asked to evaluate the practicum/intern student's performance (see Evaluations in Practicum/Internship Appendix).
- Review the supervisor's work expectations and assignments with the student.
- Clarify expectations regarding aspects of the typical day (when to arrive, when to take lunch, irregularities in schedules).
- Be sure to exchange contact information (e-mail addresses, school phone numbers, personal phone numbers) so you can communicate during the week.
- Help the practicum/intern student understand the function and procedures of the assigned school. Orient the student to the district's and school's structure (policies, official forms, available services, departmental divisions, who's in charge, etc.).
- Discuss the general efforts to provide prevention, consultation, varying levels of assessment, and interventions.
- Review office logistics and introduce the student to the secretary, principal, special education teachers and other key individuals. Show the student where files and supplies are kept, how to operate office machines, etc.
- Give the student a tour of the school. Identify staff rooms, rooms for evaluations and counseling, restrooms and special education classrooms. Introduce the student to building administrators and as many teachers as feasible.

Field-Based Supervisor Responsibilities

Field-based (on-site) supervisors should supervise no more than two students per semester. The supervisor should obtain release time from some district responsibilities for internship supervision.

Documenting Supervision

Supervision must be documented in the student's weekly time log. On-site supervision should be scheduled, face-to-face, and individualized. All records, official forms, reports, case notes, and work must be co-signed by the supervising school psychologist.

Practicum Supervision

Practicum students meet **1 hour per week** for on-site supervision with a supervising licensed school psychologist and every week for small group supervision with a BYU faculty supervisor (1 ½ hour group supervision per week). Minimally (across the student's second year in the program), **for the required 300 hours of practicum experience in the schools**, students must log a total of **30 hours** of on-site supervision and **45 hours** of university-based group supervision.

Site-Based Supervisor's Evaluation of Student Performance

Supervisors of practicum students and interns will complete a formal evaluation of student's competencies in each of the 10 NASP domains at the end of Fall and Winter semesters. These evaluation forms on in the appendices of this manual. Students' professional skills and dispositions also are evaluated by the field-based supervisor approximately half way through both Fall and Winter semesters. However, if problems or difficulties arise during the semester, the supervisor will communicate concerns with the designated BYU faculty supervisor teaching practicum or internship. If the supervisor has concerns regarding the student they should discuss the problem with the practicum student or intern, specifying expectations, then call the university supervisor to discuss the issue and develop appropriate remedial measures. In addition to the formal Fall and Winter evaluations, Practicum students are also evaluated by the faculty practicum coordinator during Spring term as Practicum students complete final course work, their practicum portfolio, and assignments prior to internship.

Field-based supervisors are responsible for **double-checking the scoring** on all protocols completed by practicum students and to spot check a reasonable number of internship protocols. It is essential that the supervisor **co-signs all written reports, case notes, paperwork provided to the parent, and any paperwork that becomes a part of the school's permanent records**. The supervision time each week is an ideal time to accomplish these supervisory tasks.

Students should be introduced and referred to as either a "School Psychology Intern" or a "School Psychology Practicum Student." This should be clearly indicated on all of the student's work (reports, case notes, and other papers the student signs).

Student Evaluation of Field-Based Supervisors and Practicum/Internship Sites

Intern Supervision

The intern supervisor will meet with the intern on a regularly scheduled basis for 2-hours per 40-hour work week **(minimum of 72 hours of individualized on-site supervision during the 1,200+ hour internship)**. Additionally, interns in Utah meet every other week for group supervision with a BYU faculty supervisor **(minimum of 25.5 hours of university-based group supervision during the 1,200+ hour internship)**. Those interns who are employed at distant locations (usually out-of-state) will make special arrangements with the internship coordinator to meet the group supervision requirement and to maintain regular communication with a BYU faculty supervisor. Interns, intern supervisors, and BYU faculty members abide by the internship agreement form.

BYU Faculty Internship Supervisor Responsibilities

BYU Faculty teaching Intern Group Supervision, CPSE 688-R will be responsible for:

- (1) Minimum of one site visit per semester (typically this is in conjunction with Intern's semester evaluation). Two phone calls or emails to site-supervisors per semester. One of these phone calls/email will provide a preliminary, mid-semester informal evaluation of an intern's progress and develop additional supports, if needed.
- (2) Out-of-area Interns will not receive site visits from BYU faculty. Additionally, a minimum of two phone calls or e-mails per semester between BYU faculty, site supervisors, and school administrators will assist in evaluating the work of out-of-area Interns.
- (3) Reviewing Intern's progress and portfolio progress during semester.
- (4) Reviewing one report per semester and monthly time log check to ensure adequate supervision services.
- (5) Reviewing one case study per semester with Case Study Rubric (for each Intern).
- (6) Ensuring that the intern has a diversified training experience and also has adequate office space, support services, professional development activities, and released time for internship supervision.
- (7) Providing immediate feedback about emergencies or critical incidents to BYU Intern Coordinator.
- (8) Collaborating with the BYU Intern Coordinator and Program Director to resolve situations negatively impacting the student intern and advocating on behalf of the intern with the school-based supervisor and school district administration as needed.
- (9) Collecting Interns' paperwork for BYU Intern Coordinator and Program Coordinator: (a) Interns' and Site-Supervisors' contact information, (b) Internship agreement (c) On-Site Supervisor's Evaluation of School Psychology Interns (Fall and Winter), (d) Interns' Site Evaluation (Fall and Winter), and (e) Interns' evaluations of supervision (Fall and Winter).

INTERNSHIP

The internship is a culminating experience in the student's preparation, provided at or near the end of the formal training period, after the completion of 64 graduate course hours and a minimum of 300 clock hours of supervised practicum. The internship requires at least 1200 hours of full-time involvement for a period of one year, or 600 hours of part-time involvement in two consecutive years. The intern is assigned to the same time schedule and calendar time as other school psychologists and mental health professionals employed at the internship site. Field-based supervisors and a university supervisor provide support and supervision for each intern. An internship is designed to be a closely supervised, comprehensive experience which requires the student to combine the acquired knowledge base, applied skills and problem solving skills to promote a positive educational and mental health environment at both individual and systems levels. The internship integrates all previous learning and experience where the intern provides a broad range of prevention and intervention services. The intern works with diverse student populations with a wide range of presenting problems, consults and collaborates with community services and programs, utilizes varied intervention methodologies, and tracks student progress to determine the effectiveness of interventions. The intern typically receives a stipend from the hiring district.

Before students begin their internship, their practicum portfolios, work samples, and course work projects/assignments must provide evidence to the faculty that students are prepared to begin internship. If students' practicum or coursework does not provide evidence of needed competencies, the student will work with faculty to develop the needed learning activities in order to demonstrate the needed skills before beginning internship.

Interns are required to provide evidence of competencies in the 10 domains of professional practice identified by the National Association of School Psychologists. Specific (both required and suggested) activities to be completed within each domain are identified elsewhere in this document. If a student desires to complete other activities, it is suggested that they consult with the field and university-based supervisors, receiving approval in writing before proceeding.

Internship Placement Prerequisite

Internship placement is a three-way agreement among the student, training program, and school district. All three parties abide by the internship agreement form in this handbook.

School Districts' Responsibilities

1. Hire students as employees and take responsibility to supervise and direct students' work, according to standards set by NASP.
 - a. The intern works under the license of their assigned school psychology supervisor.
2. Collaborate with the training program, providing students with necessary training for internship requirements. These training requirements include a variety of experiences that align with the 10 NASP domains. One important outcome of the internship experience is the documentation that the intern can facilitate change for children.
3. Provide formative and summative evaluation to the student and training program, using evaluation forms provided by the SP Program. See evaluations in appendices in this handbook.
4. Provide resources necessary to complete assignments (i.e., office space, access to support services, reimbursement for approved expenses, and a safe and secure work environment).
5. Provide released time for supervision and professional development.
 - a. Interns must have two hours of individualized face-to-face supervision each week from a licensed school psychologist while working in a school setting, and from an appropriately licensed psychologist if working in a non-school setting.

Student's Responsibilities

1. Before accepting an internship position with a district, ensure that the district is an approved internship site by working with the internship coordinator to determine if all forms and agreements are complete.
2. A verbal agreement for accepting an internship placement is considered a formal agreement, and can not be retracted unless approved by the program faculty.
3. Work with the district leadership to sign an official contract with the district to provide SP services and abide by the contract terms.
4. Engage in individual supervision with district (site) supervisors and group supervision with program supervisors (internship class). Supervision is based on NASP and SP program standards.
5. Fulfill the program's requirements for internship grade and credit.
6. Using the program's evaluation forms, student completes three types of evaluation:
 - (a) an evaluation of their own competencies;
 - (b) an evaluation of their internship site; and
 - (c) an evaluation of internship supervision.
7. Interns complete a portfolio of work samples, based on the 10 NASP training domains, demonstrating positive outcomes for children and youth. This portfolio should include at least two case studies (one focused on a behavioral issue and the other focused on an academic problem), two psycho-educational reports, a program evaluation, and an ethical dilemma.
8. Interns are to apply for an intern license. In the process, they will need to complete an Ethics Review with the USBE (see <https://secure.utah.gov/elr/eee/index.html>). When they have completed the Ethics Review, they need to report the results to the internship coordinator. The internship coordinator will provide a list of students (with BYU ID numbers) who will be completing internships to the McKay School of Education Advisement Center.
9. Additionally, to apply for an intern license, you must be registered with the Utah State Board of Education (USBE) and have cleared fingerprints. If you do not have cleared fingerprints, information about fingerprinting is available from this link: <https://education.byu.edu/advisement/fingerprint>

The Program's Responsibilities

1. Ensures that students have completed prerequisite requirements before entering internship agreement with student and internship site.
 - (a) Students must complete all sequenced coursework and receive SP program approval prior to internship with a grade of B or better in each SP core course. However, courses in which a student receives a B- will be discussed by faculty to determine if the student's skills are sufficient for internship.
 - (b) Students are required to successfully defend their thesis prospectus prior to internship. Under special circumstances, the student may seek an extension, based on their committee's recommendation and the approval of the program coordinator.
 - (c) Students must complete and document a minimum of 300 hours of practicum experience.
 - (d) Students must receive a satisfactory rating in knowledge, skills, and dispositions/work characteristics for the winter semester student evaluation prior to internship year.
2. Consults with the site-supervisors regarding student development and performance. Provides site visits throughout the internship experience.
3. Ensures that the school district and school supervisor complete the terms of their agreement with the student, including compensation, reimbursement for expenses, released time for supervision and professional development, etc.
4. Provides regular group supervision for local interns (2 times per month) and individual phone contact or e-mail contact for out-of-state or interns serving in distant locations (2 times per month).
5. Submits grade and credit for internship hours as requirements are satisfactorily completed.

Applying for Internship

The application process for internship typically occurs during winter semester of the students' second year in the program. Students interested in applying for out of state internships should make the internship coordinator aware and begin their internship search as early as September of their practicum year. Students may not accept an out of state internship unless there is a signed internship master agreement with the internship provider on file with the university internship office.

Although students go through the internship application process prior to winter end-of-semester evaluations, internship placements are contingent upon faculty approval and satisfactory end-of-semester evaluation. To receive faculty approval for internship, students must (a) earn core class grades at or above the B minimum standard; (b) complete 300 practicum hours or more prior to internship; (c) satisfactorily complete program courses and requirements; and (d) receive satisfactory ratings in knowledge, skills, and dispositions/work characteristics in the second year, winter, end-of-semester student evaluation.

Students must also successfully complete their thesis prospectus meeting before applying for internships.

With the assistance of their faculty advisor and program coordinator, students with a “needs improvement” or “unsatisfactory” rating on their required student evaluations must construct improvement plans to address deficiencies. The SP core faculty must approve the growth plan and clear the student for internship placement. Prior to beginning an internship, students must be formally approved by faculty, indicating student readiness for internship.

PRACTICUM AND INTERNSHIP PORTFOLIO

During the second year of the program students complete course assignments and projects in school settings that are compiled into a portfolio relevant to practicum class (CPSE 678R).

All interns are required to complete a comprehensive portfolio during their internship. This section explains what to include in the internship portfolio. Evaluations of the portfolio are explained in the Appendix of practicum and internship forms and evaluations. The portfolio provides documentation of students' professional competencies across the 10 NASP domains. The internship portfolio is divided into 10 sections representing each of the 10 NASP domains (see <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice>). Each section or domain should begin with a rationale statement or introduction, briefly describing the artifacts included in the section, a rationale or justification for including the artifacts which describes a clear connection between the artifact and the knowledge, skills, and dispositions/work characteristics related to the domain. The student also includes a reflective statement that accurately evaluates both the strengths and the weaknesses of the artifacts and their skills. The student may also identify future efforts to increasing competency in the respective domain. Examples of previous students' portfolios are available from the program coordinator or internship coordinator. Two case studies, two psycho-educational reports, a program evaluation, and a summary of an ethical dilemma that are completed during the internship year are also required. One case study must focus on a child with an academic concern, and the other case study must focus on a child with a behavioral concern. Portfolios include the following sections:

Domain 1: Data-Based Decision-Making and Accountability

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

comes.

Artifacts to demonstrate competency:

- Examples of varied assessments (e.g., Functional Behavior Assessment (FUBA), Curriculum Based Evaluations (CBE), Psychoeducational Evaluations) that demonstrate that interventions are based on assessment data and that interventions are closely monitored by collecting data and using that data to make further intervention decisions.
- Case studies, with interventions and progress monitoring provided. One case study must address an academic concern and the other a behavioral/social-emotional problem.
- Program evaluation or school-wide data that shows improved outcomes in academic or behavioral/social-emotional aspects of schooling

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Artifacts to demonstrate competency:

- Data regarding student progress as a result of collaboration/consultation
- Case studies (documenting collaboration)
- Documentation of participation in team (e.g., district, school, or community) planning and decisions and improved student outcomes from participation
- Documentation of effective collaboration with teachers, specialists, administrators, parents and family members, community-based agencies, and physicians and medical personnel, etc. (brief narrative descriptions, letters of support from collaborators that document effective relationships that facilitated positive change, etc.)

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Artifacts to demonstrate competency:

- Data regarding student progress to academic interventions

- Data documenting involvement in planning and implementing early prevention and intervention work
- Curriculum-based assessments and intervention documentation
- Description or copy of learning aids, lessons, materials, applications, etc. implemented
- Documentation of involvement in school or district academic interventions

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Artifacts to demonstrate competency:

- Data regarding student progress to social, behavioral, and life skill interventions that identify appropriate developmental needs and expectations
- Behavioral assessments and intervention documentation (FUBA, BIP)
- Descriptions or copies of social and life skills counseling, lessons, materials, systems, groups, etc. that were implemented and that demonstrate an awareness of developmental levels
- Documentation of involvement in school or district behavioral or adaptive interventions or initiatives (e.g., Positive Behavior Support)

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Artifacts to demonstrate competency:

- Description of involvement (and outcomes from being involved) in systems interventions (school-wide or district) and committees, etc.
- Evidence of integration of general and special education interventions and activities
- Evidence of contributions to team meetings and decisions
- Evidence regarding policy change and development
- Supervisor evaluation of effective relationships within school settings

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Artifacts to demonstrate competence:

- Evidence of development and implementation of preventative initiatives in mental health that appropriately meet the developmental and cultural needs of the students whom they serve.
- Lesson plans for general or special education students that address mental health issues. The lessons will include objectives and means of measuring student learning. The lessons will have a foundation of empirical evidence.
- Intervention plans for a school-based crisis that reflect cultural influences of the respective setting and integrate appropriate community resources to best meet the needs of those served. Obtaining feedback and data about the effectiveness of intervention plans and revising the plans to increase effectiveness for future needs.
- Data-based intervention plans for students who are challenged by mental health issues.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Artifacts to demonstrate competence:

- Evidence of meetings with families (in collaboration with their field or university-based supervisor) and identifying family strengths and components of the family system that impact delivery of services and implementation of interventions. These meetings will result in families being an important and valued contributor in the intervention process.
- Documentation of school-based meetings that strengthen family systems
- Documentation of school-based initiative that respond to family needs
- Documentation of collaboration with community resources (faith-based groups, community agencies, private mental health professionals, or health care providers)

Domain 8: Equitable Practices for Diverse Student Populations

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

Artifacts to demonstrate competence:

- Self-rated research-based measure of multicultural competence
- Data regarding school demographics (FED form—see student handbook) and service utilization
- English Language Learner evaluations and outcomes that demonstrate culturally responsive evaluation and intervention practices
- Translation of school materials into various languages
- Documentation of effective use of interpreters
- Documentation of research/information about cultural issues in the school
- Documentation of responsive support of culturally and linguistically diverse students
- Materials/references/resources/crisis intervention resources developed for teachers/parents/students with respect to cultural and linguistic issues
- Descriptions of interventions regarding multicultural acceptance, anti-racism, acculturation/cultural issues, etc.
- Evidence of involvement of cultural experts in decision making that impacts students with unique needs and those from diverse backgrounds

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Artifacts to demonstrate competence:

- Evidence that interventions are evidenced-based by providing citation of references in intervention plans.
- Summaries of a personal research project (thesis) that contributes to the understanding of human nature. Sharing research findings with other practitioners, teachers, staff, and parents.
- Program evaluations (e.g., school-wide interventions, comprehensive guidance programs, after school programs) that summarize and identify program outcomes and implications for future practice, using aggregated data if appropriate.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Artifacts to demonstrate competence:

- Summary of a situation that required using a problem solving model to determine an ethical approach to resolving the problem

- Evidence of using legal knowledge to protect the rights of children and the organizations that serve them
- Summary of personal roles and functions of a school psychologist within their current work setting
- Evidence of completed appropriate professional development activities and document how the professional development activity made a positive difference in the education of a child.

LICENSING IN UTAH

Internship License

Students must have an internship license issued by the Utah State Board of Education (USBE). When students are approved by faculty for internship, their student ID numbers are submitted to the McKay School of Education Advisement Center who works with USBE to approve students for the appropriate licensure while completing their internship.

R277-506-3. School Psychologist

Current as of May 3, 2021

Retrieved from <https://www.schools.utah.gov/file/a1dfc2b7-3b09-4fd3-8925-c3821ef24ad3>

A. A candidate for the Level 1 School Psychologist License area of concentration shall have:

R277-306-2. School Psychologist Preparation Programs.

- (1) A Utah institution of higher education may seek approval by the Board for a school psychologist preparation program if the program:
 - (a) results in a masters degree or higher in school psychology;
 - (b) meets the 2010 Standards for Graduate Preparation of School Psychologists created by the National Association of School Psychologists (NASP);
 - (c) prepares candidates to provide comprehensive and integrated services across the ten general domains of school psychology as defined in the 2010 Model for Comprehensive and Integrated School Psychological Services;
 - (d) prepares candidates to follow the 2010 Principles for Professional Ethics created by NASP; and
 - (e) includes school-based clinical experiences for a candidate to observe, practice skills, and reflect on practices that: (i) are significant in number, depth, breadth, and duration; and (ii) are progressively more complex.
- (2) For a program applicant accepted after January 1, 2020, a school psychologist preparation program shall require multiple opportunities for a program applicant to successfully demonstrate the application of knowledge and skills gained through the program in a school-based setting in each of the following:
 - (a) administering varied models and methods of assessment and data collection for: (i) identifying strengths and needs of students; (ii) developing effective services and programs for students; and (iii) measuring progress and outcomes for students;
 - (b) implementing varied models and strategies of consultation, collaboration, and communication with individuals, families, groups, and systems;
 - (c) implementing varied strategies that promote social-emotional functioning and mental health in students; and collecting and analyzing data for evaluation and support of effective practices at the individual, group, and systems levels.

(3) An individual that holds the Nationally Certified School Psychologist (NCSP) credential issued by NASP meets the out of state licensing requirement for a professional school psychologist license area of concentration detailed in Subsection R277-301- 5(3)(c)(ii).

APPENDIX A: End of Semester Evaluations

Counseling Psychology & Special Education

End-of-Semester Graduate Student Evaluation

STUDENT _____ ADVISORY CHAIR _____ DATE: _____

RATING SCALE

Satisfactory

Performance is adequate or above.

Marginal (Needs Improvement)

Performance is inadequate. Requires plan for improvement (including specific tasks, timeline, and faculty contact)

Unsatisfactory

Student's performance is well below expected level and requires plan for improvement (including specific tasks, timeline, and faculty contact), or student has shown unwillingness to respond to a previous improvement plan outlined to bring marginal performance to satisfactory level.

| Knowledge | Rating |
|--|--------|
| Acceptable grades in course work | |
| Application of knowledge in applied/practical settings | |
| Comprehensive examinations; portfolio progress | |

| | |
|-------------------|-------|
| Comments/Feedback | S M U |
|-------------------|-------|

| Performance | Rating |
|---------------------------------------|--------|
| Practicum/Internship evaluations | |
| On-site evaluations | |
| Evaluations of university supervisors | |
| Performance evaluations | |
| Performance in research work | |

| | |
|-------------------|-------|
| Comments/Feedback | S M U |
|-------------------|-------|

| Dispositions/Work Characteristics | Rating |
|--|--------|
| Ethical performance and professionalism | |
| Interactions with faculty, site-supervisors, school administrators | |
| Interactions with students/clients | |

Compliance with BYU Honor Code
Regular contact with advisory chair

| | |
|--------------------------|--------------|
| Comments/Feedback | S M U |
|--------------------------|--------------|

| | |
|-------------------------|---------------|
| Program Progress | Rating |
|-------------------------|---------------|

Submission of program of study and committee in timely manner
Approval of prospectus
Progress or completion of thesis/dissertation
Courses completed in line with semester-by-semester outline in handbook

| | |
|--------------------------|--------------|
| Comments/Feedback | S M U |
|--------------------------|--------------|

| | |
|--|---------------|
| OVERALL RATING REPORTED TO OFFICE OF GRADUATE STUDIES | Rating |
|--|---------------|

| | |
|--------------------------|--------------|
| Comments/Feedback | S M U |
|--------------------------|--------------|

General instructions from “Office of Graduate Studies Policies and Procedures Manual”

Students making marginal or unsatisfactory progress are informed:

- what they need to do to make satisfactory progress
- when each task needs to be accomplished
- what faculty member(s) they should contact for more information or support
- what will happen if these tasks are not accomplished (e.g., and unsatisfactory rating for the next semester, termination from the program, etc.)

If a student receives a marginal and an unsatisfactory or two unsatisfactory ratings in succession, the department will:

Terminate the student’s program at the conclusion of the semester **OR**
Submit a petition to Graduate Studies making a convincing case that the student be given another semester to demonstrate satisfactory progress. A copy of a contract listing student and faculty responsibilities and a time line should be attached.

If a student receives marginal rating in one semester and is not making satisfactory progress in the next semester, the student should be rated as making unsatisfactory progress. In other words, a student should not be rated as making marginal progress in two sequential semesters. Failing to correct marginal progress is unsatisfactory.

APPENDIX B: Practicum: Forms & Evaluations

Overview of Practicum CPSE 678-R

| Major Focus of Practicum | | |
|---|--|--|
| Fall | Winter | Spring |
| CPSE 614 CPSE 610 CPSE 609 | CPSE 751 CPSE 602 | CPSE 608 Elective |
| Domain 1: Data-Based Decision-Making & Accountability Domain 2: Consultation & Collaboration Domain 3: Academic Interventions and Instructional Supports Domain 7: Family-School Collaboration Services | Domain 4: Mental and Behavioral Health Services and Interventions Domain 5: School-Wide Practices to Promote Learning Domain 6: Services to Promote Safe and Supportive Schools Domain 8: Equitable Practices for Diverse Student Populations | Domain 5: School-Wide Practices to Promote Learning Domain 6: Services to Promote Safe and Supportive Schools Domain 9: Research and Program Evaluation |
| All Practicum experiences build on the competencies of DOMAIN 10: Legal, Ethical, and Professional Practice samples in the student's portfolio document competencies. Over the course of the practicum year (2nd year of program), students build on competencies. Though each semester course content and activities focus primarily on a few of the NASP training domains, as the students gain competency, these areas of competency overlap. Each semester, students continue honing their skills and are expected to demonstrate increasing competency in all NASP domains. | | |

Course Description

Practicum is designed to provide skill building experiences for school psychology students in their second year. Students are assigned to either an elementary, secondary, or alternative school setting (or a combination of settings) for 10 hours per week over a 13 week period, totaling a minimum of 130 hours of practicum experience per fall and Winter semesters and approximately 40 hours during Spring term, totaling a minimum of 300 hours of practicum prior to internship. This experience requires students to take an active role in consulting and collaboration; collecting data and conducting assessment for intervention; designing, implementing, monitoring, and refining interventions based on data-based decision making (individual, classroom, and school wide); providing counseling intervention (group and individual); and participating in other school psychology roles and functions.

The Practicum is a closely supervised experience, providing opportunities to fulfill assignments associated with university courses. Practicum also provides students with the opportunity to develop and demonstrate competencies. During **Fall semester**, students primarily focus on developing and demonstrating competencies in behavioral assessment (CPSE 614), consultation and program evaluation (CPSE 610), and academic assessment and intervention (CPSE 609). During **Winter semester** practicum focuses primarily on social/emotional assessment and intervention (CPSE 602); a multicultural project to demonstrate competency in serving students and families from diverse backgrounds (CPSE 751). During **Spring term**, students may return to the content from crisis intervention (CPSE 655) and integrating practices from all domains. During practicum students complete two case studies (one academic and one behavioral), two psychoeducational assessments and reports (one that is specifically focused on a behavioral/social emotional concern), a program evaluation, and a summary of addressing an ethical dilemma.

During practicum, students are required to integrate their knowledge with practice. Additionally, assigned readings, summaries of current research, reviews of intervention strategies, and class presentations on pertinent topics are reviewed during practicum class. This provides students with an arsenal of cutting edge research-based interventions. Students put their knowledge into practice as they problem solve in their school setting, developing prevention/intervention plans, collecting data, and monitoring effectiveness of interventions. Students are required to collect work samples, qualitative and quantitative data demonstrating their competency. Their developing professional competency must be linked to data and provide evidence of the ability to use data to create a positive impact in the lives of children, families, and schools.

In summary, practicum provides “hands-on” opportunities to blend academic learning and research with practice. Students are required to document their work, keeping a time log of activities and compiling a portfolio with work samples and data to demonstrate the effectiveness of their work during their practicum year. In particular, students are required to document data-based decision making and to monitor the effectiveness of interventions across time.

Supervision

Each practicum student is assigned to a site-based supervisor who holds a valid state license as a school psychologist or, in a non-school setting, a licensed psychologist. All sites and supervisors must be cleared by the faculty. **The site supervisor provides one hour of planned, face-to-face, individualized supervision each week. Site supervisors model professional activities and also directly observe the practicum student in the school setting, providing feedback and suggestions for improvement.** Practicum students also attend and participate in 1 ½ hours of weekly group supervision conducted by university faculty when they enroll in CPSE 678R. The university professor visits students on-site each semester to observe, monitor, document, and evaluate student practicum activities and developing competencies.

Time Log

Students maintain a time log documenting their activities; an excel file with formulas for the excel spreadsheet are provided. The site supervisors review monthly time logs and a summary of logged hours of semester activities. The university professor reviews monthly and semester time log summaries. During each week of practicum, students should average 10 hours of activities.

Practicum Portfolio

Practicum students collect and organize evidence of their developing competencies that are part of their Practicum Portfolio. For example, work samples may include case consultation notes, CPSE 610 – family project, assessments and reports identifying research-based interventions and demonstrating data-based decision making, and formative and summative evaluations of site-based and university supervisors. Additionally, the portfolio should also include class projects that align with each of the NASP domains. The practicum syllabus contains a list of required elements to be included in the portfolio. The faculty supervisor visits the site and evaluates student progress in relation to course projects and assignments. The portfolio is not a large amount of material, but rather the sum of projects and assignments completed during second year classes.

Goal Setting

Practicum students should set two to three goals each semester. For example, for fall semester students could set goals in the areas of consultation and collaboration, one goal in the area of academic assessment and intervention, and another related to behavioral assessment and intervention. Students need to review their personal goals each month, documenting progress and concerns. Realistic and meaningful goal setting provides students with the opportunity to monitor personal and professional growth. Goal statements should identify activities that will be used to complete the desired outcome. Within the goal statement, students must answer the question, “How

will I know if I have met my goal?" In advance, students must identify means of charting progress and documenting outcomes. Students complete a formal update on progress midterm and end-of-semester.

Learning Outcomes

Developing Professional Skills A formal assessment of professional development is completed during fall and winter semesters of the student's second year (during practicum). The site supervisor completes this checklist, **HERE** evaluating the practicum student's professional & ethical behavior; commitment and responsiveness to human diversity; knowledge & expertise in communicating effectively with teacher, students, support staff, and administrators; effective interpersonal relations; flexibility; initiative and dependability; respect for an individual's and family's confidentiality; strong professional work ethic.

During the first semester of practicum, students are assigned a school setting and on-site school psychology supervisor. Practicum students are also required to consult with teachers and parents/guardians. Additionally, students are required to complete a ***family consultation project, an academic intervention project, and a behavioral intervention project***, utilizing skills acquired in CPSE 610, CPSE 609, and CPSE 614. Projects are outlined in the CPSE 610, CPSE 609, and CPSE 614 class syllabi. In conjunction with these two courses, students implement a consultation project that focuses on teaching parents to provide positive behavioral supports to a child with problematic behavior. The requirements for the project are included in the 610 syllabus. Professors teaching courses during fall and winter coordinate class projects, sharing supervision responsibilities with the practicum teachers. The BYU practicum teacher completes two site visits each semester to observe, document, and evaluate developing competencies and objectives stated in course syllabi.

During **Winter semester** of the second year, practicum students continue to work 10 hours per week in school settings, and complete projects required in CPSE 602 and other required courses. This second semester of practicum requires students to take an even greater role in providing interventions, including counseling, consulting, assessment for intervention, monitoring student progress to identify effectiveness of interventions, etc. Students fulfill assignments related to their university coursework: assessment for emotional/behavioral disturbance (1 full psycho-educational assessment for intervention, with a report that includes research-based interventions); multicultural counseling assignments; standardized and curriculum-based academic assessment and interventions; and activities which encourage the integration of theory and practice. Similar to the previous semester, the practicum teacher and the university professors teaching courses during the winter semester coordinate activities. The practicum teacher assists in monitoring student's assignments and projects, supervising site based activities and coordinating the in-class learning with site based experiences. The practicum teacher evaluates the student's on-site performance, providing feedback regarding student competency. Additionally, practicum teachers assist in completing evaluations related to students' university course work and projects (see syllabi and rubrics for 2nd year Fall and Winter semesters).

Developing Effective Counseling Intervention Skills

Prior to internship, students are responsible for a minimum of 1 individual intervention/counseling case and 1 group intervention/counseling case, obtaining signed permission to counsel students from parent/guardian, and meeting with individual/group members a minimum of 6 sessions. Students are required to research relevant topics; plan counseling goals based on research-based intervention strategies; collect data to monitor identified issue/behavior problem document, monitoring the progress of identified children and adolescents; and keep case notes, share notes and logs with supervisors. Assistance with these cases is provided in practicum class and in CPSE 602, winter semester.

Practicum Assignment List and Portfolio

To be completed by the practicum student

Student: _____ Date: _____

(1) _____ Complete & document a minimum of 300 practicum hours during 2nd year – minimum of 130 practicum hours per semester in school setting during fall and winter semesters and a minimum of 30 hours in spring. Log all hours in excel spread sheet.

(2) _____ **PORTFOLIO:** *forms and 10 domains are due at the end of fall and spring semester*

- **Evaluations:** _____
 - Fall Winter/Spring
 - _____ End of semester Site-Supervisor & Student's Competency-Based Evaluation Form
 - _____ End of semester Site-Supervisor's Evaluating Professional Work Characteristics
 - _____ End of semester Student Practicum Site Evaluation
 - _____ End of semester Student Evaluation of Supervisor
 - _____ Faculty Site Visit: observation/evaluation of student competencies
 - _____ Spring: Faculty evaluation of portfolio
- **Paperwork:** _____
 - Fall Winter/Spring
 - _____ Time Log totals and time distribution
 - _____ Field Experience Demographics Worksheet
 - _____ List of Assessment Instruments (formal and informal)
 - _____ 9-Step in Resolving an Ethical Dilemma
 - _____ Practicum Goal Setting Chart - with mid semester & end-of-semester updates
 - _____ Spring IEP goals and end-of-term update
 - _____ Winter: Assessment Report: Evaluation Form completed by BYU prac supervisor
 - _____ *or* _____ Individual Case Consultation notes
 - _____ *or* _____ Group Counseling and Case Consultation notes
 - _____ NASP Domain overviews, description of practicum activities demonstrating competency in the 10 domains, and reflective summary statements.
 - _____ Spring: Graded projects/reports from academic courses for this school year
 - ☐ Family Consultation Project
 - ☐ Behavioral Intervention
 - ☐ 2 Psycho-Educational Evaluations
 - ☐ Academic Intervention Project

- ☐ Multicultural and Crisis assignments
- ☐ Program Evaluation Summary
- ☐ Other assignments/projects supporting competencies in 10 domains

Practicum Student: _____

Date: _____

Summary of Practicum Hours

To be completed by the site-supervisor, practicum student, and faculty supervisor
Fall, Winter, & Spring Semester Practicum Hours

_____ Total practicum hours for fall semester
 _____ Total practicum hours for winter semester
 _____ Total practicum hours for spring term

_____ **TOTAL HOURS for Practicum**

SITE-SUPERVISION:

_____ Total site-based supervision hours for fall semester
 _____ Total site-based supervision hours for winter semester
 _____ Total site-based supervision hours for spring term

_____ **TOTAL SITE-BASED SUPERVISION HOURS for Practicum**

Note: For each 10 hours in the school setting, practicum students should receive 1 hour of individualized supervision. Site-based supervision for a full semester should equal approximately **13-15 hours** of individualized supervision.

GROUP SUPERVISION:

_____ Total semester hours of GROUP SUPERVISION provided by BYU Faculty Supervisor

Note: Practicum students attend 1 ½ hours of group supervision each week of practicum during a full semester. Group supervision during a semester should equal **21 hours**.

Practicum Student: _____ **Date:**

(signature)

Fall BYU Faculty Supervisor: _____ **Date:**

(signature)

Winter BYU Faculty Supervisor: _____ **Date:**

(signature)

Spring BYU Faculty Supervisor: _____ **Date:**

(signature)

Site: _____ Site

Supervisor: _____

Site: _____ Site

Supervisor: _____

Site: _____ Site

Supervisor: _____

Practicum/Intern Competency-Based Evaluation Form (DOMAINS I-X)

On-Site Supervisor's Evaluation of School Psychology Practicum Students/Interns:

Because we recognize that professional competencies are developed over time and are part of a learning process, your supervisors will provide two types of ratings for each competency area. This assessment is meant to help you and your supervisor know which areas are your strengths and which areas are emerging skills requiring focused effort and additional supervision.

To be completed by faculty supervisor

Practicum/Intern Competency (DOMAINS I-X) Evaluation Form

Response Legend:

0 = Student cannot do with supervision

1 = Student can do with some supervision

2 = Student can do independently

3 = Student can do independently, fluently and can transfer the skill to a variety of tasks or settings

N/O = No opportunity to observe

DOMAIN I: Data-Based Decision-Making and Accountability

0 1 2 3 N/O

Uses varied models and methods of assessment and data collection

Demonstrates ability to translate assessment results into evidence-based services and measure progress and outcomes

Effectively uses technology to gather, evaluate, summarize, and share data

DOMAIN II: Consultation and Collaboration

0 1 2 3 N/O

Collaborates with others using positive interpersonal skills (e.g., reflective listening) in planning and decision-making processes to facilitate positive outcomes

Uses effective consultation skills with individuals of diverse backgrounds and characteristics

Uses effective consultation skills with groups and/or systems

Demonstrates flexibility, understanding of opposing viewpoints, and patience in difficult situations

DOMAIN III: Interventions and Instruction Support to Develop Academic Skills

0 1 2 3 N/O

Applies knowledge of biological, cultural, and social influences on academic skills

Develops appropriate academic goals and implements strategies to measure outcomes for students with different abilities, disabilities, strengths, and needs

Uses effective assessment strategies to determine interventions

Uses the ICEL framework (Instruction, Curriculum, Environment, Learning) to implement instructional strategies and measure outcomes

DOMAIN IV: Interventions and Mental Health Services to Develop Social and Life Skills

0 1 2 3 N/O

Applies knowledge of biological, cultural, developmental, and social influences on behavior, emotional well-being, and life skills

Applies, and measures the impact of, evidence-based strategies to promote social-emotional functioning and mental health for all students

Develops goals with interventions that can be implemented in various settings (e.g., school, home, community), as appropriate

DOMAIN V: School-Wide Practices to Promote Learning

0 1 2 3 N/O

Demonstrates understanding of special education procedures and practices

Applies knowledge of evidence-based school-wide practices that promote learning and/or mental health

Works effectively to develop or advocate for policy and practice to create and maintain effective learning environments

DOMAIN VI: Preventative and Responsive Services

0 1 2 3 N/O

Develops and implements initiatives/interventions in social-emotional wellbeing and academic learning that effectively meet developmental and cultural needs of the students and families

Applies knowledge of multi-tiered systems of support to implement effective prevention services in academic and social-emotional wellbeing

Applies evidence-based strategies for effective crisis response

DOMAIN VII: Family-School Collaboration Services

0 1 2 3 N/O

Designs, implements, and evaluates interventions/instructional strategies that promote family-school collaboration

Provides support for families when participating in school activities to help caregivers feel valued and needed in the collaboration process

Creates links between schools, families, and community resources

DOMAIN VIII: Diversity* in Development and Learning

0 1 2 3 N/O

Consistently interacts with respect, acceptance, and inclusiveness towards all members of the school community

Uses the problem-solving process to develop, implement, and evaluate evidence-based strategies to promote fair and equitable school practices

Applies knowledge of diversity and individual differences in the design, implementation, and evaluation of services

*Diversity factors include ethnicity, race, ableness, language, religion, access to resources, gender, socio-economic status, sexual orientation

DOMAIN IX: Research and Program Evaluation

0 1 2 3 N/O

Assists school personnel in collecting and using data (including fidelity of implementation) to improve student or school outcomes

Translates robust research into effective school psychology practice and intervention

Conducts program evaluation to improve school practices and student outcomes

DOMAIN X: Legal, Ethical, and Professional Practice

0 1 2 3 N/O

Abides by ethical, professional, and legal standards in daily practice

Participates in professional organizations and advocacy related to School Psychology

Actively engages in professional development and life-long learning

Uses supervision and mentoring to improve practices

Considering all areas of a student's performance, give examples of their strengths, skills, and abilities that contribute to their work as a school psychologist.

List areas for growth and additional experiences to assist in the student's professional development. Please give specific examples of experiences that would be helpful to this student.

Evaluating Professional Skills & Dispositions

Completed by Field-based Supervisors

Please provide feedback regarding your observations of this Practicum/Internship student's professional skills and disposition.

Supervisors of interns only—please consult with building administrators before completing this form.

Response Legend:

0 = Never **1** = Sometimes **2** = Often **3** = Almost always or always **N/O** = No opportunity to observe

| Professional Skills & Dispositions | | | | | |
|---|---|---|---|---|-----|
| | 0 | 1 | 2 | 3 | N/O |
| Student adheres to ethical standards of behavior (e.g., maintains confidentiality, shows honesty and integrity in all aspects of their work, works within their level of competence) | | | | | |
| Student communicates effectively with teachers, students, support staff, caregivers, and administrators | | | | | |
| Student effectively adapts and adjusts to the multiple demands of a school setting | | | | | |
| Student seeks and positively responds to feedback | | | | | |
| Student manages time well (e.g., arrives on time, stays for the entire school day, is prepared, meets deadlines) | | | | | |
| Student demonstrates a strong professional work ethic (e.g., seeks to contribute beyond expectations, finds meaningful work to do without being asked, sees needs and meets them without being prompted, works independently) | | | | | |
| Student presents themselves in a professional manner (e.g., dresses in a professional manner, addresses others with formal titles, shows respect for all persons) | | | | | |
| Student shows an eagerness to learn and develop new skills | | | | | |

What strengths does the student demonstrate in this area *(please provide specific examples and observations)*?

What are specific targets for improvement for this student *(please provide specific examples)*?

Field Experience Demographics Worksheet

To be completed by the Practicum student

This form details information about schools served by university students. Each semester during practicum and internship, university students record their interaction with students of diversity.

School Name:1. _____

2. _____

3. _____

Each school's academic information is under the "Performance" link here:
<https://utahschoolgrades.schools.utah.gov/>

HOME **PERFORMANCE** PROFILE

| | School 1 | School 2 | School 3 |
|--|----------|----------|----------|
| Language Arts Status / Progress | | | |
| Math Status / Progress | | | |
| Science Status / Progress | | | |

Each school's demographic information is under the "Profile" link here:
<https://utahschoolgrades.schools.utah.gov/>

HOME PERFORMANCE **PROFILE**

| | School 1 | School 2 | School 3 |
|---|----------|----------|----------|
| Average Daily Attendance (%) | | | |
| Total Number of Students Enrolled | | | |
| % American Indian/Alaska Native | | | |
| % Asian | | | |
| % African American | | | |
| % Hispanic | | | |
| % Pacific Islander | | | |
| % Caucasian | | | |
| % Multi-Racial | | | |
| % English Language Learners | | | |
| % Economically Disadvantaged | | | |
| % Students with Disabilities | | | |
| Elementary Title 1 program(s) yes / no | | | |

When children who are economically disadvantaged make up at least 40% of enrollment, schools are eligible to use Title I funds to operate schoolwide programs that serve all children in the school in order to raise the achievement of the lowest-achieving students.

Brigham Young University School Psychology Program

Student's Evaluation of Supervisor

SUGGESTED USE: The university faculty supervisor obtains feedback on the student's supervision by asking students to complete this form. The evaluation is completed at the end of Fall (prior to December 20) for practicum students and Winter semesters (prior to April 20) for both practicum and interns.

The purposes are twofold: (1) to provide the university with feedback for improving supervision and (2) to encourage students to evaluate their own experience regarding supervision.

Printed by permission from Dr. Harold Hackney, Assistant Professor, Purdue University. This form was designed by two graduate students based upon material drawn from Counseling Strategies and Objectives by H. Hackney and S. Nye, Prentice-hall, 1973. This form originally was printed in Chapter 10 in the Practicum Manual for Counseling and Psychotherapy by K. Dimick and F. Krause, Muncie, IN: Accelerated Development, 1980.

- ☐ **Practicum Student/Intern**
- ☐ **Site-Supervisor**
- ☐ **Supervision Time Period**

Start Date

Current Date

☐ **Evaluation**

DIRECTIONS: School Psychology practicum students evaluate their on-site supervision. Select the number that best represents how you, the student, feel about the supervision you received. After the form is completed, BYU faculty review the student's comments and ratings. Faculty may suggest a meeting to discuss the student's supervision.

Response Legend:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1 2 3 4 5

Supervisor gave time and energy in supporting me through my practicum experience.

Supervisor accepted and respected me as a person.

Supervisor provided me with an orientation & understanding of school policies, procedures and relevant information to facilitate my work at the site (i.e., introduced me to faculty/staff, explained school schedules, explained special programs as applicable, etc...).

Supervisor was consistent and flexible in supervision.

Supervisor provided me with constructive feedback relative to my strengths and weaknesses to help me achieve specific concrete goals for myself during the practicum/intern experience.

Supervisor offered clarifications and resource information when I requested or needed it.

Supervisor provided constructive oral and written feedback relative to my strengths and weaknesses.

Supervisor provided, or assisted me in securing, appropriate training experiences on skills and topics related to my class assignments in School Psychology.

Supervisor demonstrated a commitment to ethical and legal principles regarding the practice of School Psychology

Applied his/her criteria fairly in evaluating my performance.

*** Would you recommend this supervisor for future supervision of BYU School Psychology students?**

Yes* or *No

*** Additional Comments and/or Suggestions**

Brigham Young University School Psychology Program

Student's Evaluation of Site

DIRECTIONS: Student completes this form at the end of each semester during practicum and/or internship (Fall and Winter). Student makes a copy for their own records/portfolio. Student turns this form in to the university supervisor or practicum/internship coordinator.

- * Practicum Student/Intern
- * Site-Supervisor
- * District & School Assignment(s)
- * Dates of Placement
- * Faculty Liason
- * Evaluation

Rate the following questions about your site and experience by the following:

Response Legend:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The roles and responsibilities of my field-based school psychology supervisor were clearly defined and implemented. | | | | | |
| A positive school climate was demonstrated through the actions and communications of administration, supervisor, and other professionals. | | | | | |
| Effective data-based decision making was observed and valued in this setting. | | | | | |
| Opportunities to consult and collaborate with other educators and families were part of this practicum experience. | | | | | |
| I saw evidence of culturally competent practices at this site. | | | | | |
| I had opportunities to work in culturally competent ways at this site. | | | | | |
| I had support from my supervisor and other educators to complete my assignments at this site. | | | | | |
| I had opportunities to participate in the development and implementation of school-wide practices to promote student learning | | | | | |
| I had opportunities to participate in the development of preventive and responsive services | | | | | |
| I had opportunities to intervene with students who were struggling with academic skills. | | | | | |

What were some of the site's strengths in supporting practicum students?

How can the site improve in their support of practicum students?

I would recommend this site as appropriate training location for future School Psychology students.

** adapted from U of Connecticut

Steps in Resolving an Ethical Dilemma

To be completed by the practicum student

Date: _____

- (1) Identify the problem or dilemma.
- (2) Identify the potential issues involved.
- (3) Review the relevant ethics codes.
- (4) Know the applicable laws and regulations.
- (5) Obtain consultation.
- (6) Consider possible and probable courses of action.
- (7) Enumerate the consequences of various decisions.
- (8) Decide on what appears to be the best course of action.
- (9) Document your actions.

BYU School Psychology Program

Practicum Report Writing Format

A recommended practice for conducting the psycho-educational assessment is the Referral Question Consultation Model. The report must also reflect the “problem solving model.” In this model, assessment personnel:

- Review all existing data, including cum file and computer based information (e.g., current attendance, number of office discipline referrals, history of schools attended, end-of-year testing, benchmark data, and services received).
- Meet with the referral source to behaviorally define initial concerns and need for additional data to inform instructional decisions.
- Identify some initial hypothesis, and determine the goal of the assessment.
- Determine which tests will specifically answer the referral questions and facilitate the link between assessment and interventions and instructional strategies. Develop a multi-trait, multi-method assessment procedure that will answer the referral question.
- Apply the assessment and background data to answer the referral questions, Identify and select intervention strategies and recommendations, and
- Develop a written report that explicitly answers the referral questions, includes interventions and instructional strategies to address the referral concern, and integrates the assessment data.

Psycho-Educational Report Rubric

| Report Element | 0 = Unsatisfactory | 1 = Basic | 2 = Proficient | 3 = Exemplary |
|--|---|---|---|--|
| Introduction <i>Evidence of describing student in detail, including details of the referral question</i> | Insufficient identifying information to interpret results Or the referral question only addresses special education eligibility | Includes de-identified <ul style="list-style-type: none"> • Name • Age • Date of birth • Grade • School • Caregiver name • Teacher name • Hearing results and date • Vision results and date • Name and position of referral source And includes a referral question that addresses learning and/or social-emotional-behavioral needs | And includes a referral question that addresses both student strengths and needs And describes all suspected barriers to learning and school functioning | And contextualizes the information to the family, school, and classroom |
| Assessments Administered <i>Evidence of choosing</i> | List of assessments administered is missing or only includes | All sources of data (e.g., record reviews, interviews, observations, and tests/measures) are included, and the instrument name is written | And selected data sources reflect an understanding | And assessments reflect a parsimonious approach to |

| Report Element | 0 = Unsatisfactory | 1 = Basic | 2 = Proficient | 3 = Exemplary |
|--|--|---|---|--|
| <i>appropriate assessment procedures and measures with respect to the referral question, all areas of suspected disability, and diversity of language and/or background and circumstances</i> | acronyms or is otherwise incomplete | out (in addition to edition and acronym) <u>And</u> includes dates of administration, names, and positions of those who administered assessments or collected data | g of student and family background (e.g., culture, diversity, language proficiency) | answering the referral question |
| Review of Records and History <i>Evidence of integrating information from other providers, from educational history, and prior assessments (e.g., end-of year testing, curriculum-based measures, classroom work).</i> | No statement regarding review of records | Includes brief summary of relevant data including current educational performance and developmental history from the available records | <u>And</u> integrates data from the records into other areas of the report | <u>And</u> explicitly states how data from review of records led to the development of the assessment plan |
| Interviews <i>Evidence of collaboration with caregivers, teachers, and related providers. Student</i> | No interview data in the report | Actively seeks and includes interview data with the following individuals, as appropriate: <ul style="list-style-type: none"> • Teacher • Caregiver • Related services providers • Student | <u>And</u> synthesizes interview data from various sources <u>And</u> integrates interview | <u>And</u> integrates student's strengths, weaknesses, and describes when they are at their best. |

| Report Element | 0 = Unsatisfactory | 1 = Basic | 2 = Proficient | 3 = Exemplary |
|---|--|---|---|---|
| <i>interviews are conducted as appropriate</i> | | Includes an explanation regarding interviewee unavailability | data into other areas of report <u>And</u> includes only relevant data <u>And</u> respects confidentiality of information disclosed by interviewees | |
| Observations <i>Evidence of behavioral observations across settings and time related to referral question and suspected areas of disability</i> | No observational data in the report <u>Or</u> no statement regarding a student's behavior during the assessment process and no implications for test interpretation | Includes possible limitations of assessment results based on specific student behaviors observed during testing (e.g., frequently out of seat, not following directions, easily frustrated). <u>And</u> includes the required formal observations outside of the assessment setting (e.g., classroom) that address the referral question. See https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507 and refer to the evaluation criteria for each disability category. | <u>And</u> includes the appropriate number of observations in multiple settings to thoroughly address the referral question | <u>And</u> integrates behavioral observation data throughout the report <u>And</u> contextualizes the behavioral observations to the specific school, culture, or community. |
| Test Results <i>Evidence of ability to report and interpret relevant test results</i> | Test results are not interpreted in the report | Refers reader to <i>Data Summary</i> section for full reporting of results, including specific test scores, confidence intervals, and other specific details <u>And</u> reports findings in terms of a student's strengths and weaknesses | <u>And</u> organizes test results by functional domains (e.g., intellectual, academic, social-emotion) rather than by tests administered | <u>And</u> integrates strengths and weaknesses of assessments/measures when reporting test results |

| Report Element | 0 = Unsatisfactory | 1 = Basic | 2 = Proficient | 3 = Exemplary |
|---|---|---|---|---|
| | | | <u>And</u> integrates test results (e.g., shows how DIBELS and standardized testing are similar or different) | |
| Summary <i>Evidence of interpreting and integrating results in terms of effect on daily life and learning of the student</i> | Summary is missing from report <u>Or</u> Summary is present but includes new information not previously mentioned <u>Or</u> Duplicates test results section without integration | Includes brief summary of student information, referral question, and integrated test results in terms of domains of function rather than test names <u>And</u> does not include specific test scores | Discusses what results mean in terms of answering the referral question(s) <u>And</u> what results mean in everyday life, especially the classroom | <u>And</u> organizes summary to show logical progression to conclusion |
| Recommendations <i>Evidence of knowledge of evidence-based interventions linked specifically to findings, referral question, and possible areas of disability</i> | Recommendations missing, exceptionally brief (e.g., one sentence), or are clearly from a boilerplate template, or are unrelated to referral question or test results | Includes minimum of three recommendations to address one or more of the following: <ul style="list-style-type: none">• Referral question• Safety concerns• Learning impairment/barriers | <u>And</u> rationale for each recommendation, integrated with other areas of report, including how to access resources recommended | <u>And</u> examples of recommended procedures or interventions <u>Or</u> Strategies to measure the outcomes of implemented recommendations <u>Or</u> |

| Report Element | 0 = Unsatisfactory | 1 = Basic | 2 = Proficient | 3 = Exemplary |
|---------------------------|-------------------------------|------------------|---------------------------|----------------------|
|---------------------------|-------------------------------|------------------|---------------------------|----------------------|

Directs reader to evidence for the intervention

Data Summary

Evidence of knowledge of multiple domains of functioning (e.g., cognitive, adaptive, academic) and associated assessments as well as effective communication of the meaning of scores in an individual's everyday life

Scores are not reported or interpreted anywhere in the report

Includes

- Purpose of each instrument
- Each assessment that produced a score (e.g., standard/T-scores with percentile ranks)
- Qualitative descriptors for each reported standard or T-score

And includes descriptions of abilities or characteristics reflected in scores

And student strengths and weaknesses are highlighted while emphasizing patterns of scores

And does not over-interpret subdomains or individual subscale scores

And tables, figures, and graphics are clear and easy to follow

And includes limitations of each measure, as needed

Rubric for Evaluating Portfolio

To be completed by faculty supervisor

Portfolio Rubric for NASP Practice Model Domain 1: Data-Based Decision and Accountability

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|--|--|--|--|--|
| Collecting student and/or group data to identify students' strengths and instructional needs | <p>Candidate lacks systematic use of data.</p> <p>Candidate uses data that lack evidence of reliability and validity.</p> <p>Candidate does not evaluate student/group strengths.</p> | <p>Candidate gathers data that align with problem identification that includes both:</p> <ul style="list-style-type: none"> • student/group strengths and needs • differences between expected and actual performance. | <p><u>And</u> candidate accounts for multiple data types and sources (e.g., direct observation, interviews with teacher/caregivers, assessments, record reviews).</p> | <p><u>And</u> data are integrated to create plausible explanations (e.g., instruction, curriculum, or home environment) that contribute to identifying effective instructional strategies to address the referral question.</p> <p>Candidate identifies specific reasons for strengths and needs.</p> |
| Using data to inform the development of effective services and programs | <p>Candidate recommends services that are not evidence-based.</p> <p>Candidate recommends services that are not connected to data collection.</p> <p>Candidate does not include actionable and measurable recommendations, interventions, or instructional strategies.</p> | <p>Candidate identifies evidence-based services (with sufficient references) that are connected to data collection.</p> | <p><u>And</u> candidate develops evidence-based recommendations that specifically target the students'/groups' identified needs.</p> | <p><u>And</u> candidate includes recommendations or interventions that include preliminary observations or data demonstrating viability of recommendations specific to the student evaluated.</p> |
| Using data for accountability (progress and outcomes) | <p>Candidate does not identify ways to monitor progress or outcomes.</p> | <p>Candidate uses data to monitor progress without evidence of reliability and validity.</p> | <p>Candidate reports implemented outcomes using reliable and valid data to monitor progress.</p> <p>And candidate includes a plan for collecting intervention fidelity data.</p> | <p><u>And</u> candidate uses progress-monitoring data, fidelity data, and input from students, caregivers, or other educators to adapt interventions to continue to improve student outcomes.</p> |
| Domain Reflections | <p>Candidate describes tasks performed without self-</p> | <p>Candidate describes some activities that require competency in</p> | <p>Candidate identifies specific instances of strengths and areas</p> | <p>Candidate includes specific, actionable plans (e.g., seek</p> |

| | | | | |
|--|--|--|---|---|
| | evaluation or analysis and does not reflect on specific data-based decision-making activities. | data-based decision making and accountability. And candidate identifies some personal strengths and areas for growth related to data-based decision making and accountability. | for growth in data-based decision-making and accountability. And candidate describes ways to address areas for further development of data-based decision-making. | supervision from a specific person by certain date, read a specific book) for maintenance of data-based decision making in a variety of contexts (e.g., individual student data, school-wide data). And candidate accounts for contextual considerations. |
|--|--|--|---|---|

Portfolio Rubric for NASP Practice Model Domain 2: Consultation and Collaboration

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|--|--|--|---|
| Applying consultation, collaboration, and communication strategies applicable to individuals, families, schools, and systems. | Candidate demonstrates little or no evidence of application of consultation, collaboration, and communication strategies. No evidence of direct contact with caregivers or teachers. | Candidate demonstrates preliminary or introductory consultation, collaboration, and communication strategies with caregivers or teachers that reflects basic skills. | Candidate demonstrates professional consultation, collaboration, and communication strategies, considers the acceptability of recommendations by relevant stakeholders, and documents ongoing communication with caregivers, teachers, and stakeholders. | Candidate demonstrates advanced application of varied models and strategies of consultation, collaboration, and communication And demonstrates concerted efforts to apply that knowledge to ongoing communication efforts with relevant stakeholders. |
| Applying a consultative problem-solving approach to promote effective implementation of student services and communicating effectively with caregivers, teachers, and others. | Candidate does not show evidence of consultation or collaboration at any of the problem-solving stages. Candidate shows minimal to no contact with key team members. | Candidate shows evidence of effective communication with caregivers during initial problem identification and analysis stages of the problem-solving model. | And candidate shows evidence of effective collaboration during intervention planning and intervention implementation stages to ensure intervention acceptability. | And candidate shows evidence of a culmination meeting to resolve or terminate an intervention where candidate offers follow-up or transition resources to the child and caregivers. |

| | | | | |
|--------------------|--|--|---|---|
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific consultation or collaboration activities. | Candidate describes some activities that require competency in consultation and collaboration strategies. And candidate identifies some personal strengths and areas for growth related to consultation and collaboration. | Candidate identifies specific instances of strengths and areas for growth in consultation and collaboration. And candidate describes ways to address areas for further development of consultation and collaboration. | And candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for maintenance of consultation and collaboration skills. And candidate accounts for contextual considerations. |
|--------------------|--|--|---|---|

Portfolio Rubric for NASP Practice Model Domain 3: Interventions and Instructional Support to Develop Academic Skills

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|---|---|--|---|
| Developing and implementing evidence-based strategies to improve student performance and meet state and local benchmarks. | Candidate lacks systematic use of data to address academic problems. Candidate does not show evidence of using benchmarks as goals for student learning. | Candidate uses data from only one source to develop and implement academic supports, interventions, and instructional strategies. | Candidate accounts for multiple data types and sources (e.g., students' class work, end-of-year testing, standardized assessments, curriculum-based assessment) to identify gaps between performance and expectations and collaboratively develops instructional strategies to address those gaps. And when instructional strategies are included, candidate includes qualitative sources of fidelity data or has a plan for collecting fidelity data. | And candidate's recommended instructional supports/interventions show evidence of considering contextual needs of the classroom and school. Candidate includes examples of collaboration focused on both individual and group data. When instructional strategies are included, candidate includes systematically collected quantitative fidelity data and ensures high-quality intervention implementation. |
| Using evidence-based strategies to improve student engagement and learning at school. | Candidate does not include evidence of collaboration to develop evidence-based strategies to improve student engagement and learning. | Candidate identifies evidence-based strategies to improve student learning and engagement. | Candidate uses evidence-based recommendations (with citations) that specifically target improving student engagement and learning (e.g., curriculum and instructional aspects of | And candidate artifacts include evidence of addressing both individual and group data to improve student engagement and learning at school. |

| | | | | |
|---|---|---|--|---|
| | | | learning are considered). | |
| Incorporating evidence-based instructional strategies for diverse learners to meet individual learning needs. | Candidate does not promote the use of evidence-based strategies to meet the needs of diverse learners. | Candidate includes minimal evidence that learning needs for diverse learners were considered and addressed. | Candidate incorporates and describes evidence-based strategies adapted to the needs of diverse learners. | And candidate addresses intersectionality of multiple sources of diversity (e.g., ethnicity, gender, disability status, SES). |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific data-based decision-making activities. | Candidate describes some activities that require competency in data-based decision making and accountability. And candidate identifies some personal strengths and areas for growth related to data-based decision making and accountability. | Candidate identifies specific instances of strengths and areas for growth in data-based decision-making and accountability. And candidate describes ways to address areas for further development of data-based decision-making. | Candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for maintenance of data-based decision making in a variety of contexts (e.g., individual student data, school-wide data). And candidate accounts for contextual considerations. |

Portfolio Rubric for NASP Practice Model Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|--|--|--|--|---|
| Collaborating to provide a continuum of evidence-based mental health services (e.g., individual/group counseling, caregivers' education, school-wide initiatives) in response to student need. | Candidate does not show evidence of providing evidence-based services to develop social/life skills or mental health services. | Under supervision, candidate shows evidence of implementing a narrow range of mental health services or providing supports for students to develop social/life skills. | Candidate shows evidence of collaborating with other educators/caregivers to effectively implement and evaluate evidence-based curricula or services to broadly support mental health and development of social/life skills. And candidate includes student data showing services provided improve student outcomes. | And candidate adapts broad curricula to meet the needs of individual students. And candidate shows a continuum and a variety of evidence-based strategies to improve student emotional well-being. Candidate includes both individual and group activities with outcome and fidelity data. |
| Facilitating the design and | Candidate does not show evidence of | Candidate identifies and | And candidate implements evidence- | And candidate includes a wide variety of |

| | | | | |
|---|--|---|---|--|
| delivery of curricula to help prevent common student mental health and/or social/life skills challenges | effectively addressing students' emotional well-being. Candidate recommends or delivers services that do not address key social/life skills or high priority mental health needs. | provides evidence-based prevention services that address key student skills to enhance emotional well-being. | based prevention strategies that contribute to positive student outcomes (e.g., self-regulation, planning/organization, empathy, social/life skills, and decision making). | evidence of collaboration with caregivers/ educators to enhance student well-being. Or shows evidence of addressing systemic and contextual variables that contribute to positive student outcomes. |
| Using systematic decision making with educators/ caregivers to consider the antecedents, consequences, functions, and causes of behavior. | Candidate does not include antecedents, consequences, and functions of behavior. Candidate does not use data to design, implement, and evaluate effective behavior intervention plans. No evidence of collaboration with other educators/caregivers. | Candidate collaboratively uses data that include antecedents, consequences, and behavioral functions to design and implement behavior intervention plans. | And candidate collaboratively evaluates the effectiveness of the behavior intervention plan using data (e.g., student outcomes, fidelity of implementation). | And candidate uses student outcome and fidelity data to collaboratively inform next steps in the problem-solving process (e.g., candidate provides evidence of effectively contextualizing factors in the problem-solving process). |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific interventions and mental health services to develop social and life skills. | Candidate describes some activities that require competency in interventions and mental health services to develop social and life skills. And candidate identifies some personal strengths and areas for growth related to interventions and mental health services to develop social and life skills. | Candidate identifies specific instances of strengths and areas for growth in interventions and mental health services to develop social and life skills. And candidate describes ways to address areas for further development of interventions and mental health services to develop social and life skills. | Candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for expanding their skills in the domain of interventions and mental health services to develop social and life skills in a variety of contexts. And candidate accounts for contextual considerations. |

Portfolio Rubric for NASP Practice Model Domain 5: School-Wide Practices to Promote Learning

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|--|--|---|---|---|
| Participating in school or district committees to promote and effectively implement policies and practices that support effective discipline, instructional support, grading, home-school partnerships, student transitions, and other initiatives. | Candidate does not show evidence of participating in or advocating for effective policy development or practices that contribute to effective instructional settings and positive school settings. | Candidate shows evidence of attending a school or district committee or team meeting to promote effective instructional settings and positive school climate. | And candidate shows evidence and description of effective contributions to school/district committees and how contributions improved school climate, increased effective school-wide practices, etc. | And candidate provides evidence of taking a leadership role in school/district committees in implementing effective school-wide practices that contribute to highly effective instructional settings with a positive school climate. |
| Implementing multitiered systems of support. This could include (a) participating in conducting school-wide screening for academic and/or behavioral concerns, (b) helping school teams to use school-wide data to develop, implement, and evaluate universal prevention and early intervention strategies, or (c) effectively implementing Tier 2 and Tier 3 services for academic or behavioral needs. | Candidate does not show evidence of implementing, maintaining, or evaluating a continuum of tiered supports. | Candidate shows awareness of how students' needs can be addressed through tiered supports, early intervention, and academic/behavioral screening. | And candidate shows active participation in implementing some aspect of effective tiered student services. | And candidate provides evidence of distinct enhancement of the school's tiered student services through effective leadership and collaboration. |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific school-wide practices to promote learning. | Candidate describes some activities that require competency in school-wide practices to promote learning. And candidate identifies some personal strengths and areas for growth related to school-wide practices to promote learning. | Candidate identifies specific instances of strengths and areas for growth in school-wide practices to promote learning. And candidate describes or address areas for further development of school-wide | Candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for expansion of skills directly related to school-wide practices to promote learning in a variety of contexts. |

| | | | | |
|--|--|--|--------------------------------|--|
| | | | practices to promote learning. | And candidate accounts for contextual considerations. |
|--|--|--|--------------------------------|--|

Portfolio Rubric for NASP Practice Model Domain 6: Preventive and Responsive Services

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|---|---|--|--|
| Using principles and research related to resilience and risk factors that affect student learning and mental health. | Candidate responds to immediate problems without efforts to prevent mental health concerns or improve student learning. | Candidate identifies prevention and intervention practices to address precursors to learning and behavioral problems. | And provides evidence of their participation in evidence-based prevention and intervention practices that address specific precursors to specific learning and behavioral problems (e.g., school completion, truancy, bullying, and school violence). | And uses data to evaluate the effectiveness of evidence-based prevention and intervention practices to inform future practices. |
| Using principles and research related to resilience and risk factors that promote multi-tiered prevention efforts. | Candidate does not engage in multi-tiered prevention efforts. | Candidate engages in multi-tiered prevention efforts (e.g., academic and behavior screening) to support student learning, behavior, and social emotional development. | And uses data from multi-tiered prevention efforts to support school staff in designing interventions to meet students' needs. | And uses data to evaluate the effectiveness of multi-tiered prevention efforts that support student learning, behavior, and social-emotional development in the school community. |
| Application of principles and research related to resilience and risk factors that utilize evidence-based strategies for effective crisis response. | Candidate does not participate in crisis response planning efforts and does not participate in crisis response. | Candidate uses evidence-based strategies when participating in crisis response planning. | And participates in school crisis prevention and/or response teams while advocating for and supporting preventive crisis planning (e.g., promoting safe and violence-free schools and communities). | And uses data to evaluate the effectiveness of programs or interventions implemented for crisis prevention, crisis response, and crisis recovery. |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific skills relevant to preventive and responsive services. | Candidate describes some activities that require competency in preventive and responsive services. And candidate identifies some personal strengths | Candidate identifies specific instances of strengths and areas for growth in preventive and responsive services. And candidate describes ways to address areas for further development of | Candidate includes specific, actionable plans for growth in providing and supporting preventive and responsive services in a variety of contexts (e.g., multi-tiered prevention efforts; effective crisis response). |

| | | | | |
|--|--|---|-------------------------------------|--|
| | | and areas for growth related to preventive and responsive services. | preventive and responsive services. | And candidate accounts for contextual considerations. |
|--|--|---|-------------------------------------|--|

Portfolio Rubric for NASP Practice Model Domain 7: Family-School Collaboration Services

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|---|--|---|--|
| Applying knowledge of family systems, strengths, needs, and culture in the application of evidence-based strategies to support family influences on children's learning and mental and behavioral health. | Candidate does not show evidence of family system and cultural collaboration. | Candidate shows evidence of consideration of culture and family systems in collaboration planning and implementation. | And candidate implements a collaborative problem-solving model that includes data collection and demonstrates culturally sensitive strategies and accommodations of family systems, strengths and needs. | And candidate uses data to show positive outcomes of the collaboration process on a child's learning and/or mental and/or behavioral health. |
| Strengthening interactions among family, school, and community providers for enhancement of academic and social-behavioral outcomes for children. | Candidate provides evidence of collaboration within a single system only (e.g., school system only). | Candidate provides evidence of strengthening the relationship between family and school personnel, with both parties contributing to the problem-solving process to enhance child outcomes. | And candidate provides evidence of ongoing or extended collaboration among school and family that include strategies designed to be implemented in the home (e.g., parenting interventions) that fit the context of the child's family environment. | And candidate includes evidence of improved academic, mental, and/or behavioral performance as a result of the collaboration efforts between home, school, and community providers, including follow-up actions. |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific collaboration partners, activities, or elements. | Candidate describes some activities that require cultural competency and family systems. And candidate identifies some personal strengths and areas for growth related to collaboration skills and outcomes. | Candidate identifies specific instances of strengths and areas for growth in collaboration across cultures and family systems. And candidate describes ways to address areas for further development of collaborative partnerships among school, family and | Candidate includes specific, actionable plans (e.g., creating ongoing collaborative partnerships, identifying community partners) for maintenance of collaborative model of problem-solving with an emphasis on cultural and family system dynamics. |

| | | | | |
|--|--|--|----------------------------------|--|
| | | | community agencies or providers. | And candidate accounts for contextual considerations. |
|--|--|--|----------------------------------|--|

Portfolio Rubric for NASP Practice Model Domain 8: Diversity in Development and Learning

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|--|---|--|--|
| Applying knowledge of individual differences and biases while conceptualizing cases grounded in principles of fairness, respect, and justice. | Candidate does not address individual diversity or associated contexts (e.g., assumes that a student of White/European heritage does not have other aspects of diversity, focusing on deficits without considering lack of resources available). | Candidate conceptualizes cases in terms of strengths and needs, openly acknowledging student diversity (e.g., language abilities) and relevant contextual factors (e.g., access to after school resources). | And identifies and addresses specific contextual factors (e.g., multigenerational family dynamics, cultural worldviews regarding schooling, deference to authority figures), including factors beyond an individual student's control (e.g., resources, systemic sexism). | And identifies the intersections of contextual factors (e.g., how socioeconomic factors influence gender differences in access to academic resources) and their impact on students' performance (e.g., interviews confirm association between academic delays and distress from being bullied for having atypical development). |
| Providing services that appropriately align with the diverse characteristics, cultures, and backgrounds of those served. | Candidate recommends/provides services without accounting for student diversity or principles of fairness, respect, and justice. | Candidate identifies relevant aspects of diversity when recommending or providing services while considering principles of fairness, respect, and justice. | And candidate recommends services specifically adapted to relevant student/group needs and diversity while clearly applying principles of fairness, respect, and justice. | And candidate advocates for specific improvements in educational settings or includes outcome data from services that incorporated multiple considerations (e.g., language, culture, access to resources, abilities) to meet the specific needs of a student/group. |
| Domain Reflections | Candidate describes tasks performed without self-evaluation of own knowledge and skills relevant to diverse characteristics. | Candidate reports self-evaluation in terms of diversity considerations, such as racial background or | Candidate identifies specific instances of strengths and areas for growth in working effectively with diverse students. | Candidate includes specific, actionable plans (e.g., consult with a cultural broker) for working with diverse |

| | | | | |
|--|--|--|--|--|
| | | <p>language abilities.</p> <p>And candidate identifies some personal strengths and areas for growth related to diversity.</p> | <p>And candidate describes ways to improve multicultural competence (e.g., self-awareness, knowledge of other cultures, skills resolving cross-cultural misunderstandings).</p> | <p>populations across a variety of contexts (e.g., students' families, school systems).</p> <p>And candidate accounts for contextual considerations (e.g., school integration of diversity and openness to change).</p> |
|--|--|--|--|--|

Portfolio Rubric for NASP Practice Model Domain 9: Research and Program Evaluation

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|---|---|--|---|
| Applying knowledge of research methods and evidence-based practices when interpreting data in applied settings. | Candidate adheres to historical practices rather than evidence-based practices and relevant research. | Candidate includes research citations and uses evidence-based practices in applied settings. | And candidate identifies robust research and adapts research findings to design and implement instructional strategies or supports. | And facilitates caregiver, teacher, or administrator use of research to design instructional strategies or supports that reflect robust research. |
| Demonstrating skills in program evaluation as an application of research to school-based service delivery. | Candidate provides no evidence of research design, data collection, or analysis as part of a program evaluation. | Candidate collaborates to design, implement, and analyze data to evaluate a program or intervention at an individual, group, or system level. | And candidate provides evidence of delivering and interpreting results of the evaluation to stakeholders. | And candidate shows evidence of improved student academic, mental, and/or behavioral performance as a result of the collaborative efforts, including follow-up actions based on data provided. |
| Domain Reflections | Candidate describes tasks performed without self-evaluation of own knowledge and skills relevant to specific research or evaluation activities. | <p>Candidate describes some activities that involve research and evaluation skills.</p> <p>And candidate identifies some</p> | Candidate identifies specific instances of strengths and areas for growth in research activities and evaluation and interpretation skills. | Candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for expansion of skills directly related to |

| | | | | |
|--|--|---|---|--|
| | | personal strengths and areas for growth related to research and evaluation skills and outcomes. | And candidate describes ways to address areas for further development of research and evaluation skills as part of a collaborative team. | research and program evaluation. And candidate accounts for contextual considerations. |
|--|--|---|---|--|

Portfolio Rubric for NASP Practice Model Domain 10: Legal, Ethical, and Professional Practice

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|---|---|--|--|
| Assisting caregivers and educators in understanding educational regulations and procedures. | Candidate shows no evidence of assisting caregivers and school personnel in understanding educational regulations. | Candidate applies knowledge of educational and procedural regulations (e.g., FERPA, FAPE) that protect student rights with supervision. | Candidate provides evidence of independently assisting caregivers and school personnel to understand educational regulations that protect student rights. | And candidate proactively promotes educational regulations and procedures in professional decision making. |
| Applying knowledge of NASP Principles for Professional Ethics to make responsive and ethical decisions in promotion of fairness, respect, justice, and human diversity. | Candidate does not demonstrate knowledge of ethical and professional decision making, respect, fairness, justice, or human diversity. | Candidate demonstrates knowledge of relevant ethical codes that address an ethical problem or dilemma. | And documents efforts to obtain a consultation, considers possible and probable courses of action, and takes action to address an ethical problem or dilemma. | And candidate proactively promotes ethical decision making. |
| Demonstrating responsibility, adaptability, initiative, dependability, and skills using technology. | Candidate shows minimal evidence of responsibility, adaptability, initiative, dependability, or application of technological skills. | Candidate shows responsibility, adaptability, initiative, dependability, or application of skills using technology. | And demonstrates initiative to seek out and participate in optional professional development opportunities to gain and apply further understanding of relevant topics to the practice of school psychology. | And demonstrates evidence of leadership or innovation in professional practices (e.g., presenting at state and national conferences, training school personnel in relevant technologies). |
| Domain Reflections | Candidate describes tasks performed without self-evaluation of own knowledge and skills and | Candidate describes some activities that require competency in legal, ethical, and | Candidate identifies specific instances of strengths and areas for growth in legal, ethical, and | Candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a |

| | | | | |
|--|---|---|---|--|
| | relevant to legal, ethical, and professional practices. | professional practices. Candidate identifies some personal strengths and areas for growth related to legal, ethical, and professional practices. | professional practices. Candidate describes ways to address areas for further development of legal, ethical, and professional practices. | specific book) for maintenance of legal, ethical, and professional practices. Candidate accounts for contextual considerations. |
|--|---|---|---|--|

Example: Practicum Goal Setting Chart

Goal Plan for: _____ Date: _____

| | Objective | Activities | Indications of Success | Projected date of completion |
|-----|--|--|---|------------------------------|
| 1.0 | Demonstrate proficiency in using the problem solving process to respond to student, teacher, and parent concerns about student's learning or behavior. | With your supervisor, identify a student which has behavioral or academic concerns. Complete the problem solving process worksheet with your supervisor and other professionals or parents as is appropriate. | Review of problem problem-solving process in your journal. Record feedback from supervisor in journal. Record personal observations of process in your journal. Include problem-solving process worksheet in your portfolio. | March 10, 2021 |
| 1.1 | Demonstrate proficiency maintaining the problem-solving process through initial intervention, assessment, and monitoring interventions. | Maintain progress notes, assessment plans, and intervention summaries which document the effectiveness of intervention and assessment. | Progress notes. Reflections in journal. | March 10, 2021 |
| 1.2 | Demonstrate proficiency in administering standardized tests | Observe supervisor administer WISC Observe professional administer a measure of academic performance Co-score standardized tests (list specific tests) with supervisor or other professional | Notes in internship log Discussion with supervisor Protocols from activity | December 15, 2020 |
| 1.3 | Demonstrate proficiency in qualitatively reviewing assessment procedures | After co-scoring protocols discuss with supervisor the significance of test results Read two psychological reports and evaluate the usefulness of the information in developing interventions and informing the reader about quantitative results | Record highlights of discussion in journal Report reactions in journal | December 15, 2020 |

| | | | | |
|-----|---|--|---|-------------------|
| | | Draft a psychological report that contains qualitative information about assessment procedures | Psychological report | |
| 1.4 | Demonstrate proficiency in developing interventions from assessment | <p>Develop interventions based on assessment.</p> <p>Have a peer review recommendations and incorporate appropriate feedback into report</p> <p>Draft a psychological report and submit to instructor for review</p> | <p>Write recommendations based on assessment. Recommendations have evidence of efficacy and efficiency. Peer notes and second draft of report.</p> <p>Final draft of a psychological report that presents assessment data which leads to effective and efficient interventions.</p> | December 15, 2020 |

Practicum Goal Setting Chart

Practicum Plan for: _____ Date: _____

| NASP Domain | Objective | Activities | Indications of Success | Projected date of completion |
|-------------|-----------|------------|------------------------|------------------------------|
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Mid-semester Update:

End-of-semester Update:

PRACTICUM FALL SEMESTER

CPSE 610: Consultation in School, Family, & Organizational Systems

Family Consultation Project Objectives:

Demonstrate knowledge of change theory & the ethics of implementing activities to promote change

- Demonstrate sensitivity to multicultural, ethical and moral issues relevant to consultation, change and involvement of parents.
- Identify major sources of consultee difficulty and resistance to change, and demonstrate the knowledge to intervene effectively.

Demonstrate knowledge to use consultation to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

- Describe eight different types of activities or stages that characterize most instances of consultation.
- Learn skills and develop characteristics, which will allow you to initiate and implement collaboration, consultation and coordination of efforts with various school personnel and parents.
- Demonstrate the knowledge to work with a consultee to identify a target behavior.
- Design a feasible plan for collecting baseline data and work collaboratively with a consultee to develop intervention plans and follow up and evaluation of progress, and implementing modifications as needs arise.

- Develop competencies that allow you to contribute appropriately to staffings, conferences, SEOP and IEP meetings.
- Demonstrate knowledge of the principles to effectively facilitate change at a systems level.

Demonstrate knowledge of methods to involves families in education and service delivery

- Demonstrate knowledge of various family systems models and how each theory views family influences on student development, learning and behavior.
- Identify ways to implement and apply the National Standards for Parent/Family Involvement which include:
 1. providing and supporting effective home/school communication
 2. promoting and supporting effective parenting skills
 3. involving parents in meaningful ways to promote student learning
 4. fostering effective parent volunteer programs
 5. promoting collaborative school decision making and advocacy
 6. facilitating collaboration with community resources.

Demonstrate consultation skills in working effectively/collaboratively with teacher, parent, and student

- Complete the Family Project and report on this experience (in class presentation and completed paper documenting experiences.
 1. documenting all required aspects of project
 2. identifying target behavior, based on input from teachers and parents/guardians
 3. completing FUBA to determine purpose of behavior and context of behavior
 4. collaboratively developing behavioral intervention to address target behavior
 5. setting behavioral goal for child/student
 6. collecting data (baseline data, pre-intervention, & post-intervention)
 7. monitoring progress/improvement/impact of intervention on target behavior
 8. adjusting intervention and data collection as needed
 9. charting data using chart-dog on interventioncentral.org

PRACTICUM FALL SEMESTER

CPSE 614: Behavioral Assessment and Intervention

Course Objectives:

To learn the following;

1. How a functional approach to problem behavior differs from other approaches.
2. How to identify problem behaviors and choose appropriate replacement behaviors.
3. How to conduct a functional behavioral assessment using interviews and direct observations.
4. How to determine the function of problem behaviors.
5. How to link interventions to assessment results.
6. Various approaches to function based interventions including teaching replacement behaviors, improving the environment, and adjusting contingencies.
7. How to appropriately measure behavior.
8. How to develop a behavior intervention plan.
9. How to assess and monitor social validity, treatment integrity, and intervention outcomes.
10. How to program for generalization and maintenance of intervention outcomes.
11. The three levels of school-based prevention/intervention; primary, secondary, and tertiary.
12. A comprehensive list of strategies for addressing behavior problems in schools.

614 OUTCOMES (products) demonstrating mastery of course objectives:

- FBA – a formal written FBA

- BIP – a formal written BIP
- BIP Update Report – a preliminary report addressing the effects of the BIP
In this report practicum student presents data demonstrating the impact, or lack thereof, of the chosen BIP.
- Final FBA/BIP Project Report – a comprehensive written report of the FBA/BIP project, including data gathered, summarized, and interpreted. The summary of the FBA/BIP is written in the case study format.
- Presentation of Final Report – a classroom presentation of your FBA/BIP project
This presentation should include a brief 1-2 page handout for your audience.

PRACTICUM FALL SEMESTER

CPSE 609: Academic Assessment and Interventions

Course Objectives

1. Students will demonstrate competency in explaining the evidence supporting early academic interventions for children who do not meet learning expectations.
2. Students will demonstrate competency in designing assessments for academic problems. These assessments will use principles of curriculum-based assessment.
3. Students will demonstrate competency in designing group and individual evidence-based interventions (based on previous assessments) for academic problems. Students will incorporate means of monitoring progress of students and making intervention changes, when needed.
4. Students will demonstrate means of adjusting curriculum, instruction, or environmental factors to promote optimal learning.
5. Students will demonstrate intervention and monitoring skills in the context of a problem-solving process and will use their skills to improve the implementation of the Response to Intervention (RTI) model in their respective professional settings.
6. Students will demonstrate competency in collaborating and consulting with teachers and other professionals, and caregivers in designing and monitoring academic interventions.
7. Students will be able to describe how diversity issues (e.g. culture, race, ethnicity, socioeconomic status, religion, and gender) influence learning problems in school-aged children and adolescents. Assessment and intervention plans will be developmentally sensitive and culturally responsive. Students will demonstrate a compassionate, non-judgmental attitude and behaviors towards persons and families with learning problems.

Students will complete a project using curriculum-based measures (CBM) to assess and intervene with one student or a small group of students at their practicum site. The CBM assessment should include academic assessments in the primary area of concern, which could include one of the following: math, reading, and written language. The interventions must be minimally monitored for a six-week period, and graphed. The progress monitoring graphs need to include both goal lines and trend lines. If the interventions are not meeting the expectations of the team, the practicum student works with the school team to intensify instruction and interventions. This project must include baseline data

collection, a targeted, evidence-based invention with measurable outcomes. Students must document collaboration with the teacher, school administrator or respective school leader. Before students begin this project, they should seek instructor approval by creating a project plan in writing. Successfully completing this project will provide evidence that students can facilitate positive academic growth for youth in schools. The summary of this project is written in the case study format.

BYU On-Site Visit Form

Student Name:

Date/Time of Visit:

Location of Visit:

Questions for Students

Do you have a consistent time for meeting with your supervisor? And are you getting 2 hours a week of face-to-face individualized supervision? If not, let's problem-solve.

How would you describe your relationship with your supervisor? What feedback could BYU give your supervisor to increase his/her effectiveness?

What are your goals for the semester? What progress have you made with your goals? What do you need to meet your goals?

What is difficult for you as an intern/practicum student? How can we problem solve these challenges?

What do you enjoy most as an intern/practicum student? How can we maximize these experiences?

What feedback do you have about the internship/practicum class so far?

How can we make it better (more applicable)?

Questions for Supervisor

What do you feel are the strengths of the intern/practicum student?

What are the targets for growth? How are those targets for growth being addressed?

How does the student respond to corrective feedback?

Any items of feedback regarding the supervision process?

Notes:

Questions for Administrators (only for interns)

Is the intern performing duties and responsibilities to the best of your knowledge?

Is the intern is supporting your school team through collaborative efforts to the best of your knowledge?

Any items of feedback I can pass along to our program? Any items of feedback to our intern?

Notes:

Direct Observation Summary

Observation activity:

Noted strengths:

Noted areas for improvement:

Helpful tips and recommendations:

Internship Readiness Form

Practicum students are expected to have a wide variety of experiences that contribute to providing evidence of their competencies. These experiences are completed collaboratively with course instructors and practicum supervisors. In contrast, during internship, the intern completes the experiences independently.

| Competencies | |
|------------------------------------|--|
| Data-Based Decision Making: | |

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Experiences:

- Students have consulted with parents/teachers regarding a referral question, designed an evaluation that leads to interventions
 - CPSE 602, 609, 614, 610
- Students have used data to design and monitor outcomes of interventions (e.g., FUBA/BIP, DIBELS)
 - CPSE 609, 614
- Collected school-wide data to implement and monitor school-wide interventions
 - CPSE 678R, 602

Consultation and Collaboration:

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Experiences:

- Consulted with teachers, parents, or administrators that has resulted in an intervention with outcome data
 - CPSE 610, 609, 602, 614

Academic Interventions and Instructional Supports:

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Experiences:

- Consulted with teachers, parents, or administrators that has resulted in an academic intervention with outcome data. The interventions have evidence of integrating knowledge of biological, cultural, and social influences.
- Attend an IEP meeting and lead an IEP meeting or a portion of the IEP meeting
 - CPSE 610, 609, 649, 607

Mental and Behavioral Health Services and Interventions:

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.

Experiences:

- Consulted with teachers, parents, or administrators that has resulted in a behavioral/social/emotional intervention with outcome data. The interventions have evidence of integrating knowledge of biological, cultural, and social influences.
- Attend an IEP meeting and has led an IEP meeting or a portion of the IEP meeting
 - CPSE 610, 614, 602

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 learning and mental health.

Experiences:

- Attended a school team meeting that plans school-wide interventions
- Participate in some aspect of school-wide interventions
 - CPSE 610, 609, 602

Services to Promote Safe and Supportive Schools:

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.

Experiences:

- Participated crises response activities
 - CPSE 610, 655

Family, School, and Community Collaboration:

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 and mental health; and strategies to develop collaboration between families and schools.

Experiences:

- Consulted with parents regarding a child's need and have implemented interventions that support family needs
 - CPSE 610, 609, 614, 649, 602

Equitable Practices for Diverse Student Populations:

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Experiences:

- Gathered information that summarizes the demographic characteristics of their practicum site and used this information to inform their practice
- Other (TIM—please add experiences from your class)
 - CPSE 610, 609, 614, 649, 602

Research and Evidence-Based Practice:

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.

Experiences:

- Successfully defended their thesis prospectus
- Provides evidence that interventions are evidence-based
 - CPSE 629, 651, 699

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.

Experiences:

- Summarized two ethical dilemmas using the “steps in resolving an ethical dilemma” form
- Supervisor ratings show evidence of ethical work
- Has reviewed procedural safeguards for their practicum sites and explained those to parents
 - CPSE 605

Successfully and consistently demonstrates the following behaviors:

Student adheres to professional and ethical standards of behavior.

Student demonstrates a commitment to the understanding of & responsiveness to human diversity.

Student demonstrates knowledge & expertise in communicating effectively with teacher, students, support staff and administrators.

Student demonstrates effective interpersonal relations.

Student demonstrates flexibility.

Student demonstrates initiative and dependability.

Student respects individual and family’s rights of confidentiality.

Student demonstrates a strong professional work ethic.

Student is appropriately assertive in seeking supervision and feedback.

Student is familiar with the school environment and how their role fits in with the “big picture.”

APPENDIX C: INTERNSHIP FORMS & EVALUATIONS

School Psychology Internship Syllabus CPSE 688-R

Brigham Young University School Psychology Program¹

Internship Requirements

The internship requires a minimum of 1200 hours of full-time involvement for a period of one year, or 600 minimum hours of part-time involvement in two consecutive years. The intern will be assigned to the same time schedule and calendar time as other school psychologists and mental health professionals employed at the internship site. Field-based supervisors will review and initial intern's logs during weekly supervision. Each month the logs will be reviewed and initialed by the university-based supervisor. At this time the university supervisor can also review the on-site supervisor's formative evaluation of the intern.

Interns are required to provide evidence of competencies in the 10 domains of professional practice identified by the National Association of School Psychologists. Specific (both required and suggested) activities to be completed within each domain are identified elsewhere in this document. If a student desires to complete other activities, it is suggested that they consult with the field and university-based supervisors, receiving approval in writing before proceeding.

Supervision Requirements

This internship requires a school-based placement and leads to university endorsement for Utah licensure/certification in school psychology.

Field Supervision

The intern shall receive an average of at least two hours of scheduled, face-to-face, field-based supervision per full time week from an appropriately credentialed school psychologist. This is a NASP requirement. The field supervisor must have at least three years of full time school psychology experience as a licensed school psychologist. It is our preference that they supervisor has been employed in his or her present capacity for at least two years.

For school psychology licensure, students must receive at least two hours per week of individualized supervision by a school psychologist. Twice monthly, the intern also will receive 1.5 hours of scheduled, *group*, face-to-face supervision by either the school district in which the intern is placed, a neighboring district, or a nearby academic institution.

The field-based supervisor will be responsible for no more than two interns at any given time. Although the field-based supervisor provides ongoing evaluation of the intern's performance, skills, and disposition during the course of the internship experience, at the end of each semester, field-based supervisors complete an evaluation of the intern's performance in each of the 10 NASP domains. A university form for the intern's evaluation is provided. The ongoing evaluation should be done monthly by reviewing the student's internship plan, progress toward goals, and the university form. The University internship coordinator may request these monthly reviews as needed.

¹ Portions of this document were modeled after documents developed at Ball State University and San Diego State University, with their permission. We recognize and appreciate the work of other school psychology programs in strengthening the BYU program.

Requirements for CPSE 688R

Interns will compile a portfolio of their activities, documenting their competencies in each domain. (For each domain required and suggested activities are noted elsewhere in this document.) The portfolio demonstrates an attainment of emerging and attained professional knowledge and the application of that knowledge through skills and competency. Integrated into this demonstration of knowledge is a disposition of professionalism in the field. The portfolio is a variety of documents that provide evidence of professional competency. Artifacts should be connected to a rationale and reflective statement. This format facilitates students' connections between classroom and field-based experiences and encourages reflection and insight.

The portfolio includes a section for each of the competencies or documents listed below. Portfolio requires interns to provide evidence through artifacts and reflection that they demonstrate competency in each domain. Interns also include a rationale for including the respective artifacts, and a reflective statement that discusses the strengths of the artifacts and suggestions for improvement in that domain. Portfolios will be reviewed by two faculty members during the internship year.

Additional Requirements

1. Interns will read and understand the Utah standards for licensure in school psychology.
2. Interns will complete at least two case studies, suitable in format and quality for submission for credentialing as a Nationally Certified School Psychologist. One case study will focus on facilitating positive change for a student with an academic concern, and the other case study will focus on a student with a behavioral, social-emotional concern.
3. Students will complete two psycho-educational reports and one program evaluation. The guidelines and rubric for complete these are in TaskStream and available from program faculty.
4. Interns will document their hours and activities by maintaining the above mentioned required logs.
5. Students will act in an ethical manner as described by the NASP and APA ethical codes. Students will maintain the standards outlined in the BYU Honor Code.
6. Students will regularly attend CPSE 688R and meet course expectations.

Brigham Young University School Psychology Program

School Psychology Internship Agreement

Intern:
 Internship Site(s):
 District Supervisor(s):
 On-site Supervisor(s):
 Beginning/ending dates of internship:
 Compensation amounts:

General Considerations

Purpose of Agreement: The purpose of this document is to provide evidence of a formal agreement between the Brigham Young University (BYU) School Psychology Program and the _____ School District for the placement, supervision, and training activities of _____, a School Psychology intern. This is not a legal document or contract, but evidence of a good faith understanding and agreement on matters related to the internship experience.

Purpose of Internship: Internship is a cooperative arrangement involving the school psychology program, the intern, and the participating school district. The internship is a diversified, culminating training experience. It is completed after all coursework but prior to the completion of comprehensive exams and graduation. The internship requires 1200 hours or full-time involvement for a period of one year, or 600 hours of part-time involvement in two consecutive years. The intern shall be assigned to the same time schedule and calendar time as other school psychologists employed at the internship site.

Responsibilities of the Intern

Credit Registration: The intern shall register through BYU for 6 credits of CPSE 688R, School Psychology Internship, over the course of the internship year. This is usually accomplished by registering for 2 credits during Fall and Winter Semesters and during Spring Term.

Supervision: The intern shall be available for supervision and shall be responsive to supervision and direction provided by his or her supervisors.

Record Keeping: The intern shall maintain a weekly log of activities to verify the completion of activities necessary for the internship and to document the required clock hours. Interns will complete and turn in a monthly summary log reflecting total time spent in each area during the month, signed by the site-supervisor.

Responsibility to the School District: The intern shall complete all reasonable requirements and expectations agreed to for the internship experience.

Professional and Ethical Behavior: The intern shall perform all professional duties at the highest reasonable standard of care, and within the scope of the NASP *Principles for Professional Ethics* and other applicable ethical codes related to providing mental health services in a school setting.

*The intern will include a signed copy of this agreement in their internship portfolio.

Responsibilities of the School District

Provision of a Diversified Training Experience: The district will ensure that interns' roles within the school involve a variety of professional duties representing the many functions of a school psychologist.

The internship site will provide opportunities for a range of school psychological services consistent with the NASP Standards for graduate preparation of school psychologists (2020c) and NASP Model for comprehensive and integrated school psychological services (2020a). Most of the intern's time will be spent providing direct and indirect psychological services to children, youth, and/or families. In order to ensure breadth of training, interns must be given time, resources, supervision to provide a range of services that reflect the NASP Practice Model.

Field Supervision: The intern shall receive two hours of individualized, scheduled, formal, face-to-face supervision per week supplied by the student's on-site supervisor who is a licensed school psychologist. The field on-site supervisor shall have at least three years of full-time school psychology experience. For the field-based supervisor, two years of employment in his/her present capacity and training/experience in the supervision of school personnel are desirable. This internship requires a school-based placement and leads to university endorsement for Utah licensure in school psychology.

During each semester, site-based and university-based supervisors will provide formative evaluations of intern's experiences as recorded in time logs and materials. Materials, including protocols, observations, data, protocols, reports, etc., must be co-signed by the site-based supervisor. At the end of each semester, field site-based supervisors are required to provide the university supervisor with a written summative evaluation of the intern's performance. The evaluation form is provided by the university.

Compensation: Any salary, benefits, or internship stipend arrangements are negotiated directly between the intern and the school district. Any understanding for financial remuneration shall be specified in a written contractual agreement between the intern and the school district and shall be honored as such.

Professional Development: Interns shall have access to and released time to attend professional development activities sponsored by the district.

Reimbursement for Expenses and Other Support: The school district will provide a safe and secure work environment with reasonable support for assigned internship duties, including reimbursement for job-related expenses/travel consistent with district policies, provision of adequate supplies and materials, and access to clerical assistance, adequate office space, and equipment. This support shall be consistent with the availability afforded regular staff members.

Appropriateness of Assignments: The intern shall not be required to serve in capacities other than those for which s/he was appointed, consistent with the overall goals of the internship plan created collaboratively by the intern and her/his supervisor. The internship supervisor shall provide a variety of experiences consistent with the NASP Practice Model. The supervisor, intern and university supervisor shall discuss the intern's development in each of the competency areas during the semester review process and adjust the intern's assignment accordingly to allow the intern an opportunity to develop skills in all required areas.

Flexible Scheduling: Given that the intern is still completing university training requirements, the school district will allow for reasonable scheduling accommodations for the intern to attend to university meetings and to receive professional development training. The intern shall be considered a full-time, five-day-a-week employee; however, the district will accommodate the release time necessary to attend regularly scheduled university supervision and professional training activities. It is recommended that students and supervisors record, in writing, the intern's schedule (with release times) and provide this documentation to the university.

Responsibilities of the University Training Program

On-site Visits: The university supervisor will make an on-site visit (or phone conference call when the intern is reasonably close to campus) with the field supervisor and intern to review the intern's performance and documentation of competencies at least two times per semester. BYU will provide regularly scheduled university-based supervision through participation in CPSE 688R classes.

Arbitration: The university internship coordinator will intervene on behalf of student interns and negotiate with school districts as needed.

Consultation: A university faculty member will be assigned to supervise/consult interns on an as needed basis. For interns within Utah, this would be the instructor of the CPSE 688-R course that meets bi-weekly.

File: The university will maintain an individual file for each intern that includes all supervision information.

SIGNATURES OF AGREEMENT

| | |
|--|---------------|
| _____ School District Representative, Title | _____ Date |
| _____ School Psychology Intern | _____ Date |
| _____ University School Psychology Internship Coordinator Brigham Young University School Psychology Program | _____ Date |

Brigham Young University School Psychology Program

Intern's Contact Information and On-Site Supervisor Information

***Please turn this in to the BYU CPSE 688-R Faculty Instructor within 2 weeks of employment. Keep a copy for your portfolio.**

| | |
|---|---|
| Intern's Name: _____ Intern's Home Address: _____ Intern's Cell Phone: _____ Intern's e-mail address: _____ | |
| Beginning date of internship: _____ Ending date of internship: _____ | |
| School: Address: _____ School Phone: _____ Days at site: _____ | School: Address: _____ School Phone: _____ Days at site: _____ |
| On-Site Supervisor: Title: _____ Supervisor's E-mail address: _____ Supervisor's Phone: _____ | On-Site Supervisor: Title: _____ Supervisor's E-mail address: _____ Supervisor's Phone: _____ |
| Scheduled Individualized Supervision: Day of week _____ Time of day _____ Place _____ Additional information: _____ | Scheduled Individualized Supervision: Day of week _____ Time of day _____ Place _____ Additional information: _____ |

- What do you hope to learn during your internship year?
- What questions do you bring to this experience?
- What supervisor activities, methods, styles help you learn best?
- What concerns or suggestions do you have for this course?
- What demands do you have on your time that may challenge you in meeting the objectives of the course? (Are you working outside of the internship setting? Family demands? Experiencing significant life changes? Other?)

I have read the course syllabus. I received answers to questions I may have had. I understand the requirements and policies for this course.

Name

Date

Example: Intern Goal Setting Chart

Goal Plan for: _____ Date: _____

1. Demonstrate Competency in Data-Based Decision-Making and Accountability

| | Objective | Activities | Indications of Success | Projected date of completion |
|-----|--|--|--|------------------------------|
| 1.0 | Demonstrate proficiency in using the problem solving process to respond to student, teacher, and parent concerns about student's learning or behavior. | With your supervisor, identify a student which has behavioral or academic concerns. Complete the problem solving process worksheet with your supervisor and other professionals or parents as is appropriate. | Review of problem problem-solving process in your journal. Record feedback from supervisor in journal. Record personal observations of process in your journal. Include problem-solving process worksheet in your portfolio. | March 10, 2021 |
| 1.1 | Demonstrate proficiency maintaining the problem-solving process through initial intervention, assessment, and monitoring interventions. | Maintain progress notes, assessment plans, and intervention summaries which document the effectiveness of intervention and assessment. | Progress notes. Reflections in journal. | March 10, 2021 |
| 1.2 | Demonstrate proficiency in administering standardized tests | Observe supervisor administer WISC Observe professional administer a measure of academic performance Co-score standardized tests (list specific tests) with supervisor or other professional | Notes in internship log Discussion with supervisor Protocols from activity | December 15, 2020 |
| 1.3 | Demonstrate proficiency in qualitatively reviewing assessment procedures | After co-scoring protocols discuss with supervisor the significance of test results Read two psychological reports and evaluate the usefulness of the information in developing interventions and informing the reader about quantitative results | Record highlights of discussion in journal Report reactions in journal | December 15, 2020 |
| | | Draft a psychological report that contains qualitative information about assessment procedures | Psychological report | |
| 1.4 | Demonstrate proficiency in developing interventions from assessment | Develop interventions based on assessment. Have a peer review recommendations and incorporate appropriate feedback into report Draft a psychological report and submit to instructor for review | Write recommendations based on assessment. Recommendations have evidence of efficacy and efficiency. Peer notes and second draft of report. Final draft of a psychological report that presents assessment data which leads to effective and efficient interventions. | December 15, 2020 |

Intern Goal Setting Chart

Internship Plan for: _____ Date: _____

| NASP Domain | Objective | Activities | Indications of Success | Projected date of completion |
|-------------|-----------|------------|------------------------|------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Mid-Semester Update:

End of Semester Update:

Individual Intervention/Counseling Case Notes

University Intern/Practicum Student: _____

Student: _____ School _____

Dates of

Contact: _____

Reason for Referral/Initial Concerns:

Observations/Information from Interview:

Problem Identification (include data):

Measurable and Specific Goals:

Progress Monitoring and Outcomes: How will you know if the student made progress and achieved the goal? Answer who, what, where, when, and how and how questions about progress monitoring and outcome data.

Session Summaries

Session:

#1

#2

#3

#4

#5

6 Final Disposition (Referral, Closure, Evaluation, data collected and summary of data)

Practicum Student/ Intern

Site Supervisor

Intern Conceptual Format for Individual Intervention: “SOAP”

Session Summary Report

Date: _____

Session # _____

Practicum/Intern _____ Student _____

Subjective: (Student’s feelings, reported or observed)

Objective: (Facts, issues addressed during session)

Assessment: (Theoretical understanding, diagnosis -if applicable, prognosis, progress)

PLAN: (Plans/contract for next session)

Short term

Long term:

Collecting Data: What data will you collect to assist in monitoring student’s progress? Who will collect the data? Who will monitor and summarize the data? What data benchmark will determine success? Who will you share this data with in order to account for student’s progress?

| Group Intervention/Counseling Record | | | | | | | | | | | | |
|--------------------------------------|---------|------|-------|-----------------|----|----|----|----|----|----|----|----|
| Group | | | | | | | | | | | | |
| Day and Time of Group: | | | | | | | | | | | | |
| Student Name | Teacher | Room | Grade | Permission Slip | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

Goals of Group Intervention:

Collecting Data:

What data will you collect to assist in monitoring students' progress?

What baseline data will be collected?

Who will collect the data?

Who will monitor and summarize the data?

What data benchmark will determine success?

Who will you share this data with in order to account for students' progress?

What follow-up data will be collected?

#1 Session Summary

Date:

Topic/Activity/Goals:

Comments:

#2 Session Summary

Date:

Topic/Activity/Goals:

Comments:

#3 Session Summary

Date:

Topic/Activity/Goals:

Comments:

#4 Session Summary

Date:

Topic/Activity/Goals:

Comments:

#5 Session Summary

Date:

Topic/Activity/Goals:

Comments:

#6 Session Summary

Date:

Topic/Activity/Goals:

Comments:

#7 Session Summary

Date:

Topic/Activity/Goals:

Comments:

#8 Session Summary

Date:

Topic/Activity/Goals:

Comments:

Final Summary of Group Counseling: Specify goals, data collected to monitor the goals and summarize students' progress in meeting those goals. Specify necessary follow-up or additional support needed to ensure students success.

Practicum Student/Intern Signature

Supervisor's Signature

Case Consultation Notes

University Intern Student: _____
Student: _____ School _____
Dates of Contact: _____

Reason for Referral/Initial Concerns:

Observations/Information from Interview:

Diagnostic Impression:

Goals: Be specific (select measurable and observable behaviors)

Data Collection: How will you measure your goals? Who will collect data, what type of data will be collected?

Session Summaries

Session:

#1

#2

#3

#4

#5

6 Summary-Outcomes (Referral, Closure, Evaluation, data collected and summary of data)

Practicum Student/Intern

Site Supervisor

Internship School Psychology Portfolios

Although each intern participates in semester evaluations conducted by university faculty and intern site supervisors, in addition to formal summative evaluations, the intern is required to document experiences in each of the 10 NASP domains listed in the internship syllabus. These domains are based on the NASP program training standards. The purpose of the portfolio is to provide tangible evidence of the intern's work and experiences during their internship year. Two case studies, two psychoeducational reports, and a program evaluation that are completed during the internship year are also required. One case study must focus on a child with an academic concern, and the other case study must focus on a child with a behavioral concern. The rubrics for the required elements of the portfolio are included in this section of the handbook.

REVIEWING THE PORTFOLIO:

Approximate due dates:

- January 20 - Students will turn in final draft of one case study, one psychological report ,and 3 domains
- February 20 - Turn in next 3 domains
- March 20 - Turn in remaining 4 domains
- April 20 - Students turn in a second case study and psychological report and the final version of 10 domains for faculty review

Review Process: Two university faculty members will be assigned to review the intern's portfolio components throughout winter semester. Each domain of the portfolio contains selected samples of the intern's work and provides evidence of developing professional competency. The faculty reviewers rate each domain as Unsatisfactory (0), Not Implementing (1), Implementing Basic Practices, (2), or Implementing Proficient Practices, or (3) Implementing Exemplary Practices. Interns will receive written feedback regarding their final portfolio during spring term.

Portfolio Rubric for NASP Practice Model Domain 1: Data-Based Decision and Accountability

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|--|---|--|--|--|
| Collecting student and/or group data to identify students' strengths and instructional needs | <p>Candidate lacks systematic use of data.</p> <p>Candidate uses data that lack evidence of reliability and validity.</p> <p>Candidate does not evaluate student/group strengths.</p> | <p>Candidate gathers data that align with problem identification that includes both:</p> <ul style="list-style-type: none"> • student/group strengths and needs • differences between expected and actual performance. | <p><u>And</u> candidate accounts for multiple data types and sources (e.g., direct observation, interviews with teacher/caregivers, assessments, record reviews).</p> | <p><u>And</u> data are integrated to create plausible explanations (e.g., instruction, curriculum, or home environment) that contribute to identifying effective instructional strategies to address the referral question.</p> |

| | | | | |
|---|--|--|---|---|
| | | | | Candidate identifies specific reasons for strengths and needs. |
| Using data to inform the development of effective services and programs | <p>Candidate recommends services that are not evidence-based.</p> <p>Candidate recommends services that are not connected to data collection.</p> <p>Candidate does not include actionable and measurable recommendations, interventions, or instructional strategies.</p> | Candidate identifies evidence-based services (with sufficient references) that are connected to data collection. | And candidate develops evidence-based recommendations that specifically target the students'/groups' identified needs. | And candidate includes recommendations or interventions that include preliminary observations or data demonstrating viability of recommendations specific to the student evaluated. |
| Using data for accountability (progress and outcomes) | Candidate does not identify ways to monitor progress or outcomes. | Candidate uses data to monitor progress without evidence of reliability and validity. | <p>Candidate reports implemented outcomes using reliable and valid data to monitor progress.</p> <p>And candidate includes a plan for collecting intervention fidelity data.</p> | And candidate uses progress-monitoring data, fidelity data, and input from students, caregivers, or other educators to adapt interventions to continue to improve student outcomes. |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific data-based decision-making activities. | <p>Candidate describes some activities that require competency in data-based decision making and accountability.</p> <p>And candidate identifies some personal strengths and areas for growth related to data-based decision making and accountability.</p> | <p>Candidate identifies specific instances of strengths and areas for growth in data-based decision-making and accountability.</p> <p>And candidate describes ways to address areas for further development of data-based decision-making.</p> | <p>Candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for maintenance of data-based decision making in a variety of contexts (e.g., individual student data, school-wide data).</p> <p>And candidate accounts for</p> |

| | | | | |
|--|--|--|--|----------------------------|
| | | | | contextual considerations. |
|--|--|--|--|----------------------------|

Portfolio Rubric for NASP Practice Model Domain 2: Consultation and Collaboration

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|--|--|--|--|
| Applying consultation, collaboration, and communication strategies applicable to individuals, families, schools, and systems. | Candidate demonstrates little or no evidence of application of consultation, collaboration, and communication strategies. No evidence of direct contact with caregivers or teachers. | Candidate demonstrates preliminary or introductory consultation, collaboration, and communication strategies with caregivers or teachers that reflects basic skills. | Candidate demonstrates professional consultation, collaboration, and communication strategies, considers the acceptability of recommendations by relevant stakeholders, and documents ongoing communication with caregivers, teachers, and stakeholders. | Candidate demonstrates advanced application of varied models and strategies of consultation, collaboration, and communication And demonstrates concerted efforts to apply that knowledge to ongoing communication efforts with relevant stakeholders. |
| Applying a consultative problem-solving approach to promote effective implementation of student services and communicating effectively with caregivers, teachers, and others. | Candidate does not show evidence of consultation or collaboration at any of the problem-solving stages. Candidate shows minimal to no contact with key team members. | Candidate shows evidence of effective communication with caregivers during initial problem identification and analysis stages of the problem-solving model. | And candidate shows evidence of effective collaboration during intervention planning and intervention implementation stages to ensure intervention acceptability. | And candidate shows evidence of a culmination meeting to resolve or terminate an intervention where candidate offers follow-up or transition resources to the child and caregivers. |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific consultation or collaboration activities. | Candidate describes some activities that require competency in consultation and collaboration strategies. And candidate identifies some personal strengths and | Candidate identifies specific instances of strengths and areas for growth in consultation and collaboration. And candidate describes ways to address areas for further development of consultation and collaboration. | And candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for maintenance of consultation and collaboration skills. And candidate accounts for contextual considerations. |

| | | | | |
|--|--|---|--|--|
| | | areas for growth related to consultation and collaboration. | | |
|--|--|---|--|--|

Portfolio Rubric for NASP Practice Model Domain 3: Interventions and Instructional Support to Develop Academic Skills

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|--|---|---|--|
| Developing and implementing evidence-based strategies to improve student performance and meet state and local benchmarks. | <p>Candidate lacks systematic use of data to address academic problems.</p> <p>Candidate does not show evidence of using benchmarks as goals for student learning.</p> | Candidate uses data from only one source to develop and implement academic supports, interventions, and instructional strategies. | <p>Candidate accounts for multiple data types and sources (e.g., students' class work, end-of-year testing, standardized assessments, curriculum-based assessment) to identify gaps between performance and expectations and collaboratively develops instructional strategies to address those gaps.</p> <p>And when instructional strategies are included, candidate includes qualitative sources of fidelity data or has a plan for collecting fidelity data.</p> | <p>And candidate's recommended instructional supports/interventions show evidence of considering contextual needs of the classroom and school.</p> <p>Candidate includes examples of collaboration focused on both individual and group data.</p> <p>When instructional strategies are included, candidate includes systematically collected quantitative fidelity data and ensures high-quality intervention implementation.</p> |
| Using evidence-based strategies to improve student engagement and learning at school. | Candidate does not include evidence of collaboration to develop evidence-based strategies to improve student engagement and learning. | Candidate identifies evidence-based strategies to improve student learning and engagement. | Candidate uses evidence-based recommendations (with citations) that specifically target improving student engagement and learning (e.g., curriculum and instructional aspects of learning are considered). | And candidate artifacts include evidence of addressing both individual and group data to improve student engagement and learning at school. |
| Incorporating evidence-based instructional strategies for diverse learners | Candidate does not promote the use of evidence-based strategies to meet the | Candidate includes minimal evidence that learning needs for diverse learners | Candidate incorporates and describes evidence-based strategies | And candidate addresses intersectionality of multiple sources of diversity (e.g., |

| | | | | |
|------------------------------------|---|---|--|---|
| to meet individual learning needs. | needs of diverse learners. | were considered and addressed. | adapted to the needs of diverse learners. | ethnicity, gender, disability status, SES). |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific data-based decision-making activities. | Candidate describes some activities that require competency in data-based decision making and accountability. <u>And</u> candidate identifies some personal strengths and areas for growth related to data-based decision making and accountability. | Candidate identifies specific instances of strengths and areas for growth in data-based decision-making and accountability. <u>And</u> candidate describes ways to address areas for further development of data-based decision-making. | Candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for maintenance of data-based decision making in a variety of contexts (e.g., individual student data, school-wide data). <u>And</u> candidate accounts for contextual considerations. |

Portfolio Rubric for NASP Practice Model Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|--|--|--|--|---|
| Collaborating to provide a continuum of evidence-based mental health services (e.g., individual/group counseling, caregivers' education, school-wide initiatives) in response to student need. | Candidate does not show evidence of providing evidence-based services to develop social/life skills or mental health services. | Under supervision, candidate shows evidence of implementing a narrow range of mental health services or providing supports for students to develop social/life skills. | Candidate shows evidence of collaborating with other educators/caregivers to effectively implement and evaluate evidence-based curricula or services to broadly support mental health and development of social/life skills. <u>And</u> candidate includes student data showing services provided | <u>And</u> candidate adapts broad curricula to meet the needs of individual students. <u>And</u> candidate shows a continuum and a variety of evidence-based strategies to improve student emotional well-being. Candidate includes both individual and group activities with outcome and fidelity data. |

| | | | | |
|---|---|---|--|--|
| | | | improve student outcomes. | |
| Facilitating the design and delivery of curricula to help prevent common student mental health and/or social/life skills challenges | <p>Candidate does not show evidence of effectively addressing students' emotional well-being.</p> <p>Candidate recommends or delivers services that do not address key social/life skills or high priority mental health needs.</p> | Candidate identifies and provides evidence-based prevention services that address key student skills to enhance emotional well-being. | <u>And</u> candidate implements evidence-based prevention strategies that contribute to positive student outcomes (e.g., self-regulation, planning/organization, empathy, social/life skills, and decision making). | <p><u>And</u> candidate includes a wide variety of evidence of collaboration with caregivers/ educators to enhance student well-being.</p> <p><u>Or</u> shows evidence of addressing systemic and contextual variables that contribute to positive student outcomes.</p> |
| Using systematic decision making with educators/ caregivers to consider the antecedents, consequences, functions, and causes of behavior. | <p>Candidate does not include antecedents, consequences, and functions of behavior.</p> <p>Candidate does not use data to design, implement, and evaluate effective behavior intervention plans.</p> <p>No evidence of collaboration with other educators/caregivers.</p> | Candidate collaboratively uses data that include antecedents, consequences, and behavioral functions to design and implement behavior intervention plans. | <u>And</u> candidate collaboratively evaluates the effectiveness of the behavior intervention plan using data (e.g., student outcomes, fidelity of implementation). | <u>And</u> candidate uses student outcome and fidelity data to collaboratively inform next steps in the problem-solving process (e.g., candidate provides evidence of effectively contextualizing factors in the problem-solving process). |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific interventions and mental health services to develop social and life skills. | <p>Candidate describes some activities that require competency in interventions and mental health services to develop social and life skills.</p> <p><u>And</u> candidate identifies some personal strengths and areas for growth related to interventions and mental health services to develop social and life skills.</p> | <p>Candidate identifies specific instances of strengths and areas for growth in interventions and mental health services to develop social and life skills.</p> <p><u>And</u> candidate describes ways to address areas for further development of interventions and mental health services</p> | <p>Candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for expanding their skills in the domain of interventions and mental health services to develop social and life skills in a variety of contexts.</p> <p><u>And</u> candidate accounts for contextual considerations.</p> |

| | | | | |
|--|--|--|------------------------------------|--|
| | | | to develop social and life skills. | |
|--|--|--|------------------------------------|--|

Portfolio Rubric for NASP Practice Model Domain 5: School-Wide Practices to Promote Learning

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|--|--|---|---|---|
| Participating in school or district committees to promote and effectively implement policies and practices that support effective discipline, instructional support, grading, home-school partnerships, student transitions, and other initiatives. | Candidate does not show evidence of participating in or advocating for effective policy development or practices that contribute to effective instructional settings and positive school settings. | Candidate shows evidence of attending a school or district committee or team meeting to promote effective instructional settings and positive school climate. | <u>And</u> candidate shows evidence and description of effective contributions to school/district committees and how contributions improved school climate, increased effective school-wide practices, etc. | <u>And</u> candidate provides evidence of taking a leadership role in school/district committees in implementing effective school-wide practices that contribute to highly effective instructional settings with a positive school climate. |
| Implementing multitiered systems of support. This could include (a) participating in conducting school-wide screening for academic and/or behavioral concerns, (b) helping school teams to use school-wide data to develop, implement, and evaluate universal prevention and early intervention strategies, or (c) effectively | Candidate does not show evidence of implementing, maintaining, or evaluating a continuum of tiered supports. | Candidate shows awareness of how students' needs can be addressed through tiered supports, early intervention, and academic/behavioral screening. | <u>And</u> candidate shows active participation in implementing some aspect of effective tiered student services. | <u>And</u> candidate provides evidence of distinct enhancement of the school's tiered student services through effective leadership and collaboration. |

| | | | | |
|---|---|---|--|---|
| implementing Tier 2 and Tier 3 services for academic or behavioral needs. | | | | |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific school-wide practices to promote learning. | Candidate describes some activities that require competency in school-wide practices to promote learning. And candidate identifies some personal strengths and areas for growth related to school-wide practices to promote learning. | Candidate identifies specific instances of strengths and areas for growth in school-wide practices to promote learning. And candidate describes or address areas for further development of school-wide practices to promote learning. | Candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for expansion of skills directly related to school-wide practices to promote learning in a variety of contexts. And candidate accounts for contextual considerations. |

Portfolio Rubric for NASP Practice Model Domain 6: Preventive and Responsive Services

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|--|---|---|--|--|
| Using principles and research related to resilience and risk factors that affect student learning and mental health. | Candidate responds to immediate problems without efforts to prevent mental health concerns or improve student learning. | Candidate identifies prevention and intervention practices to address precursors to learning and behavioral problems. | And provides evidence of their participation in evidence-based prevention and intervention practices that address specific precursors to specific learning and behavioral problems (e.g., school completion, truancy, bullying, and school violence). | And uses data to evaluate the effectiveness of evidence-based prevention and intervention practices to inform future practices. |
| Using principles and research related to resilience and risk factors | Candidate does not engage in multi-tiered prevention efforts. | Candidate engages in multi-tiered prevention efforts (e.g., academic and behavior | And uses data from multi-tiered prevention efforts to support school staff in designing interventions | And uses data to evaluate the effectiveness of multi-tiered prevention efforts that support student |

| | | | | |
|---|---|---|---|--|
| that promote multi-tiered prevention efforts. | | screening) to support student learning, behavior, and social emotional development. | to meet students' needs. | learning, behavior, and social-emotional development in the school community. |
| Application of principles and research related to resilience and risk factors that utilize evidence-based strategies for effective crisis response. | Candidate does not participate in crisis response planning efforts and does not participate in crisis response. | Candidate uses evidence-based strategies when participating in crisis response planning. | And participates in school crisis prevention and/or response teams while advocating for and supporting preventive crisis planning (e.g., promoting safe and violence-free schools and communities). | And uses data to evaluate the effectiveness of programs or interventions implemented for crisis prevention, crisis response, and crisis recovery. |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific skills relevant to preventive and responsive services. | Candidate describes some activities that require competency in preventive and responsive services. And candidate identifies some personal strengths and areas for growth related to preventive and responsive services. | Candidate identifies specific instances of strengths and areas for growth in preventive and responsive services. And candidate describes ways to address areas for further development of preventive and responsive services. | Candidate includes specific, actionable plans for growth in providing and supporting preventive and responsive services in a variety of contexts (e.g., multi-tiered prevention efforts; effective crisis response). And candidate accounts for contextual considerations. |

Portfolio Rubric for NASP Practice Model Domain 7: Family-School Collaboration Services

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|---|---|---|---|
| Applying knowledge of family systems, strengths, needs, and culture in the application of evidence-based strategies to support family influences on children's learning and | Candidate does not show evidence of family system and cultural collaboration. | Candidate shows evidence of consideration of culture and family systems in collaboration planning and implementation. | And candidate implements a collaborative problem-solving model that includes data collection and demonstrates culturally sensitive strategies and accommodations of family systems, strengths and needs. | And candidate uses data to show positive outcomes of the collaboration process on a child's learning and/or mental and/or behavioral health. |

| | | | | |
|---|---|---|---|---|
| mental and behavioral health. | | | | |
| Strengthening interactions among family, school, and community providers for enhancement of academic and social-behavioral outcomes for children. | Candidate provides evidence of collaboration within a single system only (e.g., school system only). | Candidate provides evidence of strengthening the relationship between family and school personnel, with both parties contributing to the problem-solving process to enhance child outcomes. | <u>And</u> candidate provides evidence of ongoing or extended collaboration among school and family that include strategies designed to be implemented in the home (e.g., parenting interventions) that fit the context of the child's family environment. | <u>And</u> candidate includes evidence of improved academic, mental, and/or behavioral performance as a result of the collaboration efforts between home, school, and community providers, including follow-up actions. |
| Domain Reflections | Candidate describes tasks performed without self-evaluation or analysis and does not reflect on specific collaboration partners, activities, or elements. | Candidate describes some activities that require cultural competency and family systems. <u>And</u> candidate identifies some personal strengths and areas for growth related to collaboration skills and outcomes. | Candidate identifies specific instances of strengths and areas for growth in collaboration across cultures and family systems. <u>And</u> candidate describes ways to address areas for further development of collaborative partnerships among school, family and community agencies or providers. | Candidate includes specific, actionable plans (e.g., creating ongoing collaborative partnerships, identifying community partners) for maintenance of collaborative model of problem-solving with an emphasis on cultural and family system dynamics. <u>And</u> candidate accounts for contextual considerations. |

Portfolio Rubric for NASP Practice Model Domain 8: Diversity in Development and Learning

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|---|---|--|---|
| Applying knowledge of individual differences and biases while conceptualizing cases grounded in principles of fairness, | Candidate does not address individual diversity or associated contexts (e.g., assumes that a student of White/European heritage does not have other aspects of diversity, focusing on | Candidate conceptualizes cases in terms of strengths and needs, openly acknowledging student diversity (e.g., language abilities) and relevant contextual | <u>And</u> identifies and addresses specific contextual factors (e.g., multigenerational family dynamics, cultural worldviews regarding schooling, deference to | <u>And</u> identifies the intersections of contextual factors (e.g., how socioeconomic factors influence gender differences in access to academic resources) and their impact on students' performance (e.g., interviews confirm |

| | | | | |
|--|--|---|---|--|
| respect, and justice. | deficits without considering lack of resources available). | factors (e.g., access to after school resources). | authority figures), including factors beyond an individual student's control (e.g., resources, systemic sexism). | association between academic delays and distress from being bullied for having atypical development). |
| Providing services that appropriately align with the diverse characteristics, cultures, and backgrounds of those served. | Candidate recommends/provides services without accounting for student diversity or principles of fairness, respect, and justice. | Candidate identifies relevant aspects of diversity when recommending or providing services while considering principles of fairness, respect, and justice. | <u>And</u> candidate recommends services specifically adapted to relevant student/group needs and diversity while clearly applying principles of fairness, respect, and justice. | <u>And</u> candidate advocates for specific improvements in educational settings or includes outcome data from services that incorporated multiple considerations (e.g., language, culture, access to resources, abilities) to meet the specific needs of a student/group. |
| Domain Reflections | Candidate describes tasks performed without self-evaluation of own knowledge and skills relevant to diverse characteristics. | Candidate reports self-evaluation in terms of diversity considerations, such as racial background or language abilities. <u>And</u> candidate identifies some personal strengths and areas for growth related to diversity. | Candidate identifies specific instances of strengths and areas for growth in working effectively with diverse students. <u>And</u> candidate describes ways to improve multicultural competence (e.g., self-awareness, knowledge of other cultures, skills resolving cross-cultural misunderstandings). | Candidate includes specific, actionable plans (e.g., consult with a cultural broker) for working with diverse populations across a variety of contexts (e.g., students' families, school systems). <u>And</u> candidate accounts for contextual considerations (e.g., school integration of diversity and openness to change). |

Portfolio Rubric for NASP Practice Model Domain 9: Research and Program Evaluation

| Competency | 0 = Not Implementing | 1 = Implementing Basic Practices | 2 = Implementing Proficient Practices | 3 = Implementing Exemplary Practices |
|--|---|--|---|---|
| Applying knowledge of research methods and evidence-based practices when | Candidate adheres to historical practices rather than evidence-based practices and relevant research. | Candidate includes research citations and uses evidence-based practices in applied settings. | <u>And</u> candidate identifies robust research and adapts research findings to design and implement | <u>And</u> facilitates caregiver, teacher, or administrator use of research to design instructional strategies |

| | | | | |
|--|---|--|---|--|
| interpreting data in applied settings. | | | instructional strategies or supports. | or supports that reflect robust research. |
| Demonstrating skills in program evaluation as an application of research to school-based service delivery. | Candidate provides no evidence of research design, data collection, or analysis as part of a program evaluation. | Candidate collaborates to design, implement, and analyze data to evaluate a program or intervention at an individual, group, or system level. | And candidate provides evidence of delivering and interpreting results of the evaluation to stakeholders. | And candidate shows evidence of improved student academic, mental, and/or behavioral performance as a result of the collaborative efforts, including follow-up actions based on data provided. |
| Domain Reflections | Candidate describes tasks performed without self-evaluation of own knowledge and skills relevant to specific research or evaluation activities. | Candidate describes some activities that involve research and evaluation skills. And candidate identifies some personal strengths and areas for growth related to research and evaluation skills and outcomes. | Candidate identifies specific instances of strengths and areas for growth in research activities and evaluation and interpretation skills. And candidate describes ways to address areas for further development of research and evaluation skills as part of a collaborative team. | Candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for expansion of skills directly related to research and program evaluation. And candidate accounts for contextual considerations. |

Portfolio Rubric for NASP Practice Model Domain 10: Legal, Ethical, and Professional Practice

| Competency | 0 = <i>Not Implementing</i> | 1 = <i>Implementing Basic Practices</i> | 2 = <i>Implementing Proficient Practices</i> | 3 = <i>Implementing Exemplary Practices</i> |
|---|--|---|---|---|
| Assisting caregivers and educators in understanding educational regulations and procedures. | Candidate shows no evidence of assisting caregivers and school personnel in understanding educational regulations. | Candidate applies knowledge of educational and procedural regulations (e.g., FERPA, FAPE) that protect student rights with supervision. | Candidate provides evidence of independently assisting caregivers and school personnel to understand educational regulations that protect student rights. | And candidate proactively promotes educational regulations and procedures in professional decision making. |

| | | | | |
|---|---|---|---|--|
| Applying knowledge of NASP Principles for Professional Ethics to make responsive and ethical decisions in promotion of fairness, respect, justice, and human diversity. | Candidate does not demonstrate knowledge of ethical and professional decision making, respect, fairness, justice, or human diversity. | Candidate demonstrates knowledge of relevant ethical codes that address an ethical problem or dilemma. | <u>And</u> documents efforts to obtain a consultation, considers possible and probable courses of action, and takes action to address an ethical problem or dilemma. | <u>And</u> candidate proactively promotes ethical decision making. |
| Demonstrating responsibility, adaptability, initiative, dependability, and skills using technology. | Candidate shows minimal evidence of responsibility, adaptability, initiative, dependability, or application of technological skills. | Candidate shows responsibility, adaptability, initiative, dependability, or application of skills using technology. | <u>And</u> demonstrates initiative to seek out and participate in optional professional development opportunities to gain and apply further understanding of relevant topics to the practice of school psychology. | <u>And</u> demonstrates evidence of leadership or innovation in professional practices (e.g., presenting at state and national conferences, training school personnel in relevant technologies). |
| Domain Reflections | Candidate describes tasks performed without self-evaluation of own knowledge and skills and relevant to legal, ethical, and professional practices. | <p>Candidate describes some activities that require competency in legal, ethical, and professional practices.</p> <p>Candidate identifies some personal strengths and areas for growth related to legal, ethical, and professional practices.</p> | <p>Candidate identifies specific instances of strengths and areas for growth in legal, ethical, and professional practices.</p> <p>Candidate describes ways to address areas for further development of legal, ethical, and professional practices.</p> | <p>Candidate includes specific, actionable plans (e.g., seek supervision from a specific person by certain date, read a specific book) for maintenance of legal, ethical, and professional practices.</p> <p>Candidate accounts for contextual considerations.</p> |

Remediation: In the case of an intern demonstrating weakness or deficiency, earning a score of Not Implementing (0), or Implementing Basic Practices (1) in any of the 10 domains, case studies, psycho-educational reports, or program evaluation, work related experiences or activities, faculty mentor the student until competency is demonstrated.

Confidentiality: The portfolio must reflect an understanding and respect for confidentiality. All identifying information, including student (child/adolescent and family) names, should be blackened (unreadable), altered substantially, or removed from the work samples.

Students will complete the following information and include it in their internship portfolio. This information is required to apply for licensure.

Information Required for Credential

Practicum Summary

CPSE 678R Practicum School Counseling Psychology--Fall Semester

| | |
|--|--|
| School(s) where you completed Fall Practicum | Name and email of site supervisor for Fall Practicum |
| <hr/> | |
| Dates | |
| Start Date--Fall Practicum | End Date--Fall Practicum |
| <hr/> | |

CPSE 678R Advanced Practicum School Counseling Psychology--Fall Semester

| | |
|---|---|
| Total number of hours spent working individually during Fall Practicum (do not include supervision hours or hours spent working with your supervisor) | Total number of hours spent working with your supervisor or in supervision for Fall Practicum |
| <hr/> | |

CPSE 678R Advanced Practicum School Counseling Psychology--Winter Semester & Spring Term

| | |
|---|---|
| School(s) where you completed Winter & Spring Practicum | Name and email of site supervisor for Winter & Spring Practicum |
| <hr/> | |
| Dates | |
| Start Date--Winter & Spring Practicum | End Date--Winter & Spring Practicum |
| <hr/> | |

CPSE 678R Advanced Practicum School Counseling Psychology--Winter Semester & Spring Term

| | |
|--|--|
| Total number of hours spent working individually during Winter/Spring Practicum (do not include supervision hours or hours spent working with your supervisor) | Total number of hours spent working with your supervisor or in supervision for Winter/Spring Practicum |
| <hr/> | |

TOTAL CLOCK HOURS FOR CPSE 678R Practicum (include all hours worked individually and with your supervisors)

Internship Summary

CPSE688R School Psychology Internship

| | |
|---|--|
| Name of Schools and District where internship was completed | Name and email of site supervisor for internship |
|---|--|

Dates

| | |
|------------------------------|---------------------------|
| Beginning date of internship | Ending date of internship |
|------------------------------|---------------------------|

Total Hours

| | |
|---|--|
| Total hours for internship (do not include supervision hours) | Total hours of individualized, face-to-face supervision hours for internship |
|---|--|

Total Number of Internship Hours Completed

This is the total internship hours. It is the combined total of hours and supervision hours.

Notes:

Psycho-Educational Report Rubric

| <i>Report Element</i> | 0 = Unsatisfactory | 1 = Basic | 2 = Proficient | 3 = Exemplary |
|--|---|--|---|--|
| Introduction <i>Evidence of describing student in detail, including details of the referral question (1,2,7,8)</i> | Insufficient identifying information to interpret results <u>Or</u> the referral question only addresses special education eligibility | Includes de-identified <ul style="list-style-type: none"> Name Age Date of birth Grade School Caregiver name Teacher name Hearing results and date Vision results and date Name and position of referral source <u>And</u> includes a referral question that addresses learning and/or social-emotional-behavioral needs | <u>And</u> includes a referral question that addresses both student strengths and needs <u>And</u> describes all suspected barriers to learning and school functioning | <u>And</u> contextualizes the information to the family, school, and classroom |
| Assessments Administered <i>Evidence of choosing appropriate assessment procedures and measures with respect to the referral question, all areas of suspected disability, and diversity of language and/or background and circumstances (1,2,8,10)</i> | List of assessments administered is missing or only includes acronyms or is otherwise incomplete | All sources of data (e.g., record reviews, interviews, observations, and tests/measures) are included, and the instrument name is written out (in addition to edition and acronym) <u>And</u> includes dates of administration, names, and positions of those who administered assessments or collected data | <u>And</u> selected data sources reflect an understanding of student and family background (e.g., culture, diversity, language proficiency) | <u>And</u> assessments reflect a parsimonious approach to answering the referral question |
| Review of Records and History <i>Evidence of integrating information from other providers, from educational</i> | No statement regarding review of records | Includes brief summary of relevant data including current educational performance and developmental history from the available records | <u>And</u> integrates data from the records into other areas of the report | <u>And</u> explicitly states how data from review of records led to the development of the assessment plan |

| Report Element | 0 = Unsatisfactory | 1 = Basic | 2 = Proficient | 3 = Exemplary |
|--|---|--|---|---|
| <p><i>history, and prior assessments (e.g., end-of-year testing, curriculum-based measures, classroom work).</i></p> <p>(1,2,10)</p> <p>Interviews</p> <p><i>Evidence of collaboration with caregivers, teachers, and related providers. Student interviews are conducted as appropriate</i></p> <p>(1,2,7,8)</p> | <p>No interview data in the report</p> | <p>Actively seeks and includes interview data with the following individuals, as appropriate:</p> <ul style="list-style-type: none"> • Teacher • Caregiver • Related services providers • Student <p>Includes an explanation regarding interviewee unavailability</p> | <p><u>And</u> synthesizes interview data from various sources</p> <p><u>And</u> integrates interview data into other areas of report</p> <p><u>And</u> includes only relevant data</p> <p><u>And</u> respects confidentiality of information disclosed by interviewees</p> <p><u>And</u> includes the appropriate number of observations in multiple settings to thoroughly address the referral question</p> | <p><u>And</u> integrates student's strengths, weaknesses, and describes when they are at their best.</p> <p><u>And</u> integrates behavioral observation data throughout the report</p> <p><u>And</u> contextualizes the behavioral observations to the specific school, culture, or community.</p> |
| <p>Observations</p> <p><i>Evidence of behavioral observations across settings and time related to referral question and suspected areas of disability</i></p> <p>(1,8,10)</p> | <p>No observational data in the report</p> <p><u>Or</u> no statement regarding a student's behavior during the assessment process and no implications for test interpretation</p> | <p>Includes possible limitations of assessment results based on specific student behaviors observed during testing (e.g., frequently out of seat, not following directions, easily frustrated).</p> <p><u>And</u> includes the required formal observations outside of the assessment setting (e.g., classroom) that address the referral question. See https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507 and refer to the evaluation criteria for each disability category.</p> | | |

| Report Element | 0 = Unsatisfactory | 1 = Basic | 2 = Proficient | 3 = Exemplary |
|---|---|--|---|--|
| Test Results <i>Evidence of ability to report and interpret relevant test results</i> (1,8) | Test results are not interpreted in the report | Refers reader to <i>Data Summary</i> section for full reporting of results, including specific test scores, confidence intervals, and other specific details <u>And</u> reports findings in terms of a student's strengths and weaknesses | <u>And</u> organizes test results by functional domains (e.g., intellectual, academic, social-emotion) rather than by tests administered <u>And</u> integrates test results (e.g., shows how DIBELS and standardized testing are similar or different) | <u>And</u> integrates strengths and weaknesses of assessments/measures when reporting test results |
| Summary <i>Evidence of interpreting and integrating results in terms of effect on daily life and learning of the student</i> (1,6,7,8) | Summary is missing from report <u>Or</u> Summary is present but includes new information not previously mentioned <u>Or</u> Duplicates test results section without integration | Includes brief summary of student information, referral question, and integrated test results in terms of domains of function rather than test names <u>And</u> does not include specific test scores | Discusses what results mean in terms of answering the referral question(s) <u>And</u> what results mean in everyday life, especially the classroom | <u>And</u> organizes summary to show logical progression to conclusion |

| Report Element | 0 = Unsatisfactory | 1 = Basic | 2 = Proficient | 3 = Exemplary |
|--|--|--|---|--|
| Recommendations <i>Evidence of knowledge of evidence-based interventions linked specifically to findings, referral question, and possible areas of disability</i> (1,2,3,4,6,7,8,9, 10) | Recommendations missing, exceptionally brief (e.g., one sentence), or are clearly from a boilerplate template, or are unrelated to referral question or test results | Includes minimum of three recommendations to address one or more of the following: <ul style="list-style-type: none"> • Referral question • Safety concerns • Learning impairment/barriers | And rationale for each recommendation, integrated with other areas of report, including how to access resources recommended | And examples of recommended procedures or interventions Or Strategies to measure the outcomes of implemented recommendations Or Directs reader to evidence for the intervention |
| Data Summary <i>Evidence of knowledge of multiple domains of functioning (e.g., cognitive, adaptive, academic) and associated assessments as well as effective communication of the meaning of scores in an individual's everyday life</i> | Scores are not reported or interpreted anywhere in the report | Includes <ul style="list-style-type: none"> • Purpose of each instrument • Each assessment that produced a score (e.g., standard/T-scores with percentile ranks) • Qualitative descriptors for each reported standard or T-score | And includes descriptions of abilities or characteristics reflected in scores And student strengths and weaknesses are highlighted while emphasizing patterns of scores And does not over-interpret subdomains or individual subscale scores | And tables, figures, and graphics are clear and easy to follow And includes limitations of each measure, as needed |

CASE STUDY RUBRIC

Practicum and Intern
Patterned after the NASP Case Study Rubric

Section 1: Elements of an Effective Case Study—General Elements

| Expected Skill/Component | 0=Not Evident | 1=Basic | 2=Proficient | 3=Exemplary |
|--|---|--|--|--|
| Confidentiality is protected in the written submitted copy | Does not protect student's confidentiality (e.g., personal identifying information is not redacted from the report). | For the university assignment, student's name is changed but other personal information is not redacted (i.e., school name, date of birth, teachers' names, parents' names). | All personal identifying information of the case study is redacted from the report. | Evidence of maintaining confidentiality reported in other sections (e.g., secured communications, only with individuals who had a need to know). |
| The case study (e.g., assessment, instruction, intervention, and consultation) consider the unique and individual characteristics of the student and setting | Assessment, intervention, and/or consultation practices do not consider unique individual (or group) characteristics. | Some assessment, intervention and/or consultation practices consider individual (or group) characteristics. | Most assessment, intervention and/or consultation practices consider unique individual (or group) characteristics. | All assessment, intervention, and/or consultation practices consider unique individual (or group) characteristics. |
| Decisions regarding problem identification are made through collaboration. | Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders. | Decisions regarding problem identification are made without consultation but are communicated to relevant stakeholders. | Decisions regarding problem identification are made through collaboration and consultation with relevant stakeholders. | And specific insights and needs of the relevant stakeholders are included. |
| All of the problem-solving steps (e.g., problem identification, problem analysis, intervention, and evaluation) are included | The steps of the problem-solving process are not included. | Some, but not all, of the steps of the problem-solving process are included. | All of the steps of the problem-solving process are included. | And the problem-solving process is implemented coherently (i.e., sequential, goal-directed, and flow logically based on evidence). |
| Writing is clear, concise, and professional practices of writing are evident (e.g., APA style) | Numerous errors in writing convention, organization, style, and graphing interfere with | A few errors in writing convention, organization, style, and graphing | No errors in writing convention, organization, and graphing are evident. | And professional practices of writing style, formatting, and |

| Expected Skill/Component | 0=Not Evident | 1=Basic | 2=Proficient | 3=Exemplary |
|--------------------------|---|---------------------------------------|--------------|--|
| | readability and interpretation of data. | interfere minimally with readability. | | graphing are clearly evident (i.e., succinct and well written text with clear graphs). |

Section 2: Problem Identification

| Expected Skill/Component | 0=Not Evident | 1=Basic | 2=Proficient | 3=Exemplary |
|--|---|---|--|---|
| Data are used to develop the problem identification statement | Data to inform problem identification are not gathered. | Data to inform problem identification are gathered from a single or only a few sources. | Both quantitative and qualitative data are gathered from multiple sources. | In-depth information is gathered from multiple sources (e.g., Record review, Interview, Observation, and Testing [RIOT] and instruction, curriculum, environment, and learning [ICEL]). And considers school, contextual, and cultural factors. |
| The problem is operationally defined in observable, measurable terms | Problem is not clearly identified. | Problem is identified but not operationally defined (e.g., reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or broad descriptive terms such as off-task, aggressive, anxious, or hyperactive). | Problem is operationally defined in observable, measurable terms. | And considers school, contextual, and cultural factors. |
| Expected performance is identified and an appropriate comparison (e.g., grade level standards, peer performance) is included in the problem identification statement | Expected performance is not included, or difference between actual and expected levels of performance is not explicitly stated. | Expected performance is included but not based on an appropriate source for comparison. | Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data). | And Considers school, contextual, and cultural factors. |
| Baseline data are effectively graphed | Baseline data are not graphed. | Data are graphed but include insufficient data points to establish an accurate baseline. | Data are graphed appropriately but the expected level of performance is not depicted in the graph. | Adequate baseline data are graphed to depict the discrepancy between the case's performance relative to an appropriate comparison. Expected performance is |

clearly depicted (i.e., goal line).

Section 3: Problem Analysis

| Expected Skill/Component | 0=Not Evident | 1=Basic | 2=Proficient | 3=Exemplary |
|--|--|--|--|--|
| Problem behavior is hypothesized as a skill or performance deficit and data are used to test the hypothesis. | There is no hypothesis regarding skill or performance deficit. | Problem behavior or academic concerns are hypothesized as a skill or performance deficit but data are not used to test the hypothesis. | Problem behavior is hypothesized as a skill or performance deficit and data are used to test the hypothesis. | And Data used to test the hypothesis consider school, contextual, and cultural factors |
| Multiple hypotheses are developed and testable. | Multiple hypotheses are not developed. | Multiple hypotheses are developed but are untestable. | Multiple hypotheses are developed and testable. | And Hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, behavior, and environment. |
| Each hypothesis is stated in observable/measurable terms. | Hypotheses are not stated. | Hypotheses are not stated in observable/measurable terms. | Each hypothesis is stated in observable/measurable terms. | And Hypotheses consider school, contextual, and cultural factors. |
| Hypotheses are evidence-based and/or other sources of data are used to confirm or reject each hypothesis. | Hypotheses are not evidence-based. | Hypotheses are evidence-based but appropriate sources of data are not used to confirm or reject each hypothesis. | Hypotheses are evidence-based and/or other sources of data are used to confirm or reject each hypothesis. | And Hypotheses consider school, contextual, and cultural factors. |
| A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem. | A conclusive statement formally describing the cause of the problem is not included. | A statement formally describes the cause of the problem, but does not lead to a logical intervention. | A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem. | And the conclusion informs a logical intervention. |

Section 4: Intervention

| Expected Skill/Component | 0=Not Evident | 1=Basic | 2=Proficient | 3=Exemplary |
|--------------------------|---------------|---------|--------------|-------------|
|--------------------------|---------------|---------|--------------|-------------|

| | | | | |
|--|--|---|--|--|
| A single, evidence-based intervention is implemented and clearly linked to hypotheses and problem identification. | Intervention is not implemented. | Intervention is implemented but is not evidence-based or is confounded with other interventions implemented simultaneously. | A single, evidence-based intervention is implemented and clearly linked to hypotheses and problem identification. | <u>And</u> Intervention considers school, contextual, and cultural factors. |
| Acceptability of the intervention is verified and documented in the case study | Stakeholder's acceptability of the intervention is not considered. | Acceptability of the intervention is not verified. | Acceptability of the intervention by only one or two relevant stakeholders (e.g., caregivers, teachers) is verified. | Acceptability of the intervention by multiple relevant stakeholders (e.g., caregivers, teachers, student, administrators) is verified. |
| Intervention is replicable (i.e., intervention components are clearly described, logistics are reported). | Intervention is not described. | Intervention is described but is not replicable (i.e., intervention components are not described, logistics are missing). | Intervention is replicable (i.e., intervention components are clearly described, logistics are reported). | <u>And</u> Intervention as described is appropriate considering school, contextual, and cultural factors. |
| A skill or performance goal is explicitly stated, and the goal is described using the same metric as the dependent variable(s) and the goal is achievable based on data. | A skill or performance goal is not explicitly stated. | A skill or performance goal is stated but is described using a different metric from the dependent variable(s) or the goal is not achievable or not linked to data. | A skill or performance goal is explicitly stated, and the goal is described using the same metric as the dependent variable(s) and the goal is achievable based on data. | <u>And</u> The goal is appropriate considering school, contextual, and cultural factors. |
| Progress is monitored and graphed. | Progress is not monitored. | Progress is monitored but data are not graphed. | Progress is monitored and graphed. | <u>And</u> Decisions to continue, modify, or discontinue intervention(s) are based on progress monitoring data. |
| Treatment integrity/fidelity data are collected and reported and are used in the interpretation of intervention efficacy. | Treatment integrity/fidelity data are not collected or reported. | Treatment integrity/fidelity data are collected but not used to describe intervention efficacy. | Treatment integrity/fidelity data are collected and reported and are used in the interpretation of intervention efficacy. | <u>And</u> School, contextual, and cultural factors are considered relative to their impact on treatment integrity/fidelity. |

Section 5: Evaluation (Summative)

| Expected Skill/Component | 0=Not Evident | 1=Basic | 2=Proficient | 3=Exemplary |
|--------------------------|---------------|---------|--------------|-------------|
|--------------------------|---------------|---------|--------------|-------------|

| | | | | |
|--|---|--|--|---|
| A single graph is depicted for the target behavior and includes the following: baseline data, goal/target indicator or aim line, treatment/progress monitoring data with a trend line. | Relevant graphs are not included. | A single target behavior is presented on multiple graphs, but the graph does not include both goal/target line, and trend line (treatment/progress monitoring data). | A single graph is depicted for the target behavior and includes the following: baseline data, goal/target indicator or aim line, treatment/progress monitoring data with a trend line. | <u>And</u> Effect size data are reported near the graph to facilitate interpretation of the results. |
| Adequate intervention data (≥ 7 data points) are collected to demonstrate level and/or trend under intervention conditions. | Data relevant to the intervention are not collected. | Insufficient data are collected to meaningfully interpret the results of the intervention. | Adequate intervention data (≥ 7 data points) are collected to demonstrate level and/or trend under intervention conditions. | <u>And</u> Intervention data show consideration of relevant school, contextual, and cultural factors. |
| Reported effect size and visual analysis of the level, trend, and variability of data demonstrate that the intervention was effective. | Visual or statistical analyses were not used. | Data analyses indicate the intervention was ineffective. | Reported effect size and visual analysis of the level, trend, and variability of data demonstrate that the intervention was effective. | <u>And</u> Interpretations of the data account for relevant school, contextual, and cultural factors. |
| Multiple strategies for generalizing outcomes to other settings are described. | Strategies for generalizing outcomes to other settings are not described. | Insufficient or ineffective strategies for generalizing outcomes to other settings are described. | Multiple strategies for generalizing outcomes to other settings are described. | <u>And</u> Strategies account for relevant school, contextual, and cultural factors, including resources, schedules, and availability of personnel. |
| Specific strategies for follow-up are clearly described. | Strategies for follow-up are not developed. | Strategies for follow-up are developed but are superficial or incomplete. | Specific strategies for follow-up are clearly described. | <u>And</u> Strategies account for relevant school, contextual, and cultural factors, including resources, schedules, and availability of personnel. |

Comments:

Field-based

Supervisor Evaluation of Practicum/Intern Competency-Based Evaluation Form (DOMAINS I-X)

On-Site Supervisor's Evaluation of School Psychology Practicum Students/Interns:

Because we recognize that professional competencies are developed over time and are part of a learning process, your supervisors will provide two types of ratings for each competency area. This assessment is meant to help you and your supervisor know which areas are your strengths and which areas are emerging skills requiring focused effort and additional supervision.

Response Legend:

0 = Student cannot do with supervision

1 = Student can do with some supervision

2 = Student can do independently

3 = Student can do independently, fluently and can transfer the skill to a variety of tasks or settings

N/O = No opportunity to observe

| DOMAIN I: Data-Based Decision-Making and Accountability | | | | | |
|---|---|---|---|---|-----|
| | 0 | 1 | 2 | 3 | N/O |
| Uses varied models and methods of assessment and data collection | | | | | |
| Demonstrates ability to translate assessment results into evidence-based services and measure progress and outcomes | | | | | |
| Effectively uses technology to gather, evaluate, summarize, and share data | | | | | |
| DOMAIN II: Consultation and Collaboration | | | | | |
| | 0 | 1 | 2 | 3 | N/O |
| Collaborates with others using positive interpersonal skills (e.g., reflective listening) in planning and decision-making processes to facilitate positive outcomes | | | | | |
| Uses effective consultation skills with individuals of diverse backgrounds and characteristics | | | | | |
| Uses effective consultation skills with groups and/or systems | | | | | |
| Demonstrates flexibility, understanding of opposing viewpoints, and patience in difficult situations | | | | | |

**DOMAIN III: Interventions and Instruction Support
to Develop Academic Skills**

0 1 2 3 N/O

Applies knowledge of biological, cultural, and social influences on academic skills

Develops appropriate academic goals and implements strategies to measure outcomes for students with different abilities, disabilities, strengths, and needs

Uses effective assessment strategies to determine interventions

Uses the ICEL framework (Instruction, Curriculum, Environment, Learning) to implement instructional strategies and measure outcomes

**DOMAIN IV: Interventions and Mental Health Services
to Develop Social and Life Skills**

0 1 2 3 N/O

Applies knowledge of biological, cultural, developmental, and social influences on behavior, emotional well-being, and life skills

Applies, and measures the impact of, evidence-based strategies to promote social-emotional functioning and mental health for all students

Develops goals with interventions that can be implemented in various settings (e.g., school, home, community), as appropriate

DOMAIN V: School-Wide Practices to Promote Learning

0 1 2 3 N/O

Demonstrates understanding of special education procedures and practices

Applies knowledge of evidence-based school-wide practices that promote learning and/or mental health

Works effectively to develop or advocate for policy and practice to create and maintain effective learning environments

DOMAIN VI: Preventative and Responsive Services

0 1 2 3 N/O

Develops and implements initiatives/interventions in social-emotional wellbeing and academic learning that effectively meet developmental and cultural needs of the students and families

Applies knowledge of multi-tiered systems of support to implement effective prevention services in academic and social-emotional wellbeing

Applies evidence-based strategies for effective crisis response

DOMAIN VII: Family-School Collaboration Services

0 1 2 3 N/O

Designs, implements, and evaluates interventions/instructional strategies that promote family-school collaboration

Provides support for families when participating in school activities to help caregivers feel valued and needed in the collaboration process

Creates links between schools, families, and community resources

DOMAIN VIII: Diversity* in Development and Learning

0 1 2 3 N/O

Consistently interacts with respect, acceptance, and inclusiveness towards all members of the school community

Uses the problem-solving process to develop, implement, and evaluate evidence-based strategies to promote fair and equitable school practices

Applies knowledge of diversity and individual differences in the design, implementation, and evaluation of services

*Diversity factors include ethnicity, race, ableness, language, religion, access to resources, gender, socio-economic status, sexual orientation

DOMAIN IX: Research and Program Evaluation

0 1 2 3 N/O

Assists school personnel in collecting and using data (including fidelity of implementation) to improve student or school outcomes

Translates robust research into effective school psychology practice and intervention

Conducts program evaluation to improve school practices and student outcomes

DOMAIN X: Legal, Ethical, and Professional Practice

0 1 2 3 N/O

Abides by ethical, professional, and legal standards in daily practice

Participates in professional organizations and advocacy related to School Psychology

Actively engages in professional development and life-long learning

Uses supervision and mentoring to improve practices

Considering all areas of a student's performance, give examples of their strengths, skills, and abilities that contribute to their work as a school psychologist.

List areas for growth and additional experiences to assist in the student's professional development. Please give specific examples of experiences that would be helpful to this student.

Student Professional Skills & Dispositions Evaluation

Completed by Field-Based Supervisor/s

Directions:

Please provide feedback regarding your observations of this Practicum/Internship student's competencies. Your feedback will assist in designing future practicum and internship experiences to fit the student's needs. This form is completed during fall and winter semesters.

Supervisors of interns only—please consult with building administrators before completing this form.

Response Legend:

0 = Never **1** = Sometimes **2** = Often **3** = Almost always or always **N/O** = No opportunity to observe

| Professional Skills & Dispositions | | | | | |
|---|---|---|---|---|-----|
| | 0 | 1 | 2 | 3 | N/O |
| Student adheres to ethical standards of behavior (e.g., maintains confidentiality, shows honesty and integrity in all aspects of their work, works within their level of competence) | | | | | |
| Student communicates effectively with teachers, students, support staff, caregivers, and administrators | | | | | |
| Student effectively adapts and adjusts to the multiple demands of a school setting | | | | | |
| Student seeks and positively responds to feedback | | | | | |
| Student manages time well (e.g., arrives on time, stays for the entire school day, is prepared, meets deadlines) | | | | | |
| Student demonstrates a strong professional work ethic (e.g., seeks to contribute beyond expectations, finds meaningful work to do without being asked, sees needs and meets them without being prompted, works independently) | | | | | |
| Student presents themselves in a professional manner (e.g., dresses in a professional manner, addresses others with formal titles, shows respect for all persons) | | | | | |
| Student shows an eagerness to learn and develop new skills | | | | | |

What strengths does the student demonstrate in this area *(please provide specific examples and observations)*?

What are specific targets for improvement for this student *(please provide specific examples)*?

Internship Exit Interview

The internship exit interview is held prior to graduation, after all requirements have been successfully completed by the intern, typically in June of the student's third year. During the exit interview the school psychology program coordinator or a core school psychology faculty member provides feedback regarding the intern's portfolio. Additionally, the following questions serve as a guideline for conducting a final interview with the student. The intern's responses assist the faculty in defining the program's strengths and weaknesses, providing a basis for program evaluation and direction for improvement. After all interns have completed their exit interviews, the program coordinator writes a summary of student comments and meets with the core faculty to review student feedback, set and prioritize goals, and make plans for meeting those goals. These goals and a summary of student feedback are presented in faculty meeting.

QUESTIONS:

- (1) How did you feel prepared for your internship?

- (2) What classes and experiences did you value most as preparatory for internship?

- (3) How could we as a program better prepare you for the profession of school psychology?
Were there any weak spots in your preparation that we could address in the future?

- (4) What specific topics would you like to see covered during practicum and internship classes?

- (5) What are your professional plans for the future?

- (6) Do you have any additional feedback for the program – constructive criticism or praise?
Please feel free to voice any concerns.

APPENDIX D: Miscellaneous Forms

**Department of Counseling Psychology and Special Education
School Psychology Ed.S. Program**

Thesis Prospectus Approval Form

Name of Student _____

Proposed Title _____

Advisory Committee:

We, the undersigned, met as a group on _____ (date), evaluated the thesis prospectus, counseled with the student, and now submit the attached prospectus certifying that it meets departmental standards of thoroughness and quality of scholarship. We further agree to conduct a preliminary examination of the thesis prior to scheduling a date for the final oral defense to determine the readiness of the candidate for the defense.

| Committee Chair Signature | Printed Name |
|---------------------------|--------------|
| | |
| Member Signature | Printed Name |
| | |
| Member Signature | Printed Name |
| | |

All students will need to complete and provide evidence of passing the CITI training program.

Faculty supervisors will be responsible to include students' research on their Institutions Review Board approvals as either co-PIs or research assistants.

Students may not schedule their final defense until their prospectus approval form, co-authorship agreement, CITI training certificate, and IRB approval letter are on file with the CPSE department secretary.

Department of Counseling Psychology and Special Education

School Psychology Ed.S. Program

Co-authorship Agreement Form

- (1) We the undersigned have read and understand policies of the Department of Counseling Psychology and Special Education of Brigham Young University and the APA Ethical Principles related to publication credit http://www.apa.org/ethics/code2002.html#8_12
- (2) We agree upon authorship based upon our projections of contributions to the study, but committee membership is insufficient for authorship credit without major contributions to the final manuscript.
- (3) If the student does not submit the manuscript for publication, the faculty advisor may do so as corresponding author, but students will remain first or co-first author. Order of authorship should reflect the amount of contributions made to the final published manuscript.

The following represents our preliminary agreement on authorship of the study entitled: _____

Date: _____

Authors:

| | | |
|---------------|--------------|-----------|
| First Author: | | |
| | Printed name | Signature |

| | | |
|----------------|--------------|-----------|
| Second Author: | | |
| | Printed name | Signature |

| | | |
|---------------|--------------|-----------|
| Third Author: | | |
| | Printed name | Signature |

| | | |
|----------------|--------------|-----------|
| Fourth Author: | | |
| | Printed name | Signature |

| | | |
|---------------|--------------|-----------|
| Fifth Author: | | |
| | Printed name | Signature |

Revised May 2021

Consent Form for Use of Student Work

I, the undersigned, hereby give permission to the BYU Department of Counseling Psychology and Special Education (CPSE), the BYU David O. McKay School of Education (MSE), and Brigham Young University (BYU), or any of them, (collectively referred to as “BYU”), to use at their discretion for non-commercial, educational purposes any intellectual property which I generate in the course of my taking classes at BYU (the “Student Work”). Such Student Work may include completed class assignments, portfolios, lesson plans, inventions, and other forms of Student generated intellectual property. Possible BYU uses for the Student Work include, but are not limited to, evaluation and accreditation of University programs and activities, research, publications, scholarly presentations, the dissemination of the Student Work on CDs, websites or through other electronic means, public display using the MSE plasma screen or other display devices, or use in classes as reference and sample materials or for other instructional purposes. I understand that I will continue to own the Student Work, and that I will be given proper attribution as the owner of the Student Work pursuant to my instructions specified at the bottom of this document.

I agree that I may withdraw my consent at any time without penalty or adverse effects. If I wish to withdraw consent, I will deliver written notice of withdrawal to my CPSE program coordinator.

Student Name

Signature

Date

Witness Name

Signature

Date

(Check and initial one option)

___ Use my full name in association with my Student Work.

___ Use only my first name in association with my Student Work.

___ Do not use my name in association with my Student Work.

Information on this form is not used in making decisions regarding admissions, grading, or evaluation.

Consent Form for Obtaining Data from Future Employer(s)

I, the undersigned, hereby give permission to BYU to contact my future employer(s) for up to five years after graduation to gather data about my teaching performance. This data will be aggregated and will not be reported individually.

Authorization to Release Employment Information

I, the undersigned, hereby authorize my past, current or future employer(s) to provide answers to questions, documents or other information relating to my work-related performance during my tenure with such employer. This authority is granted on the condition that any data received by BYU will be aggregated and will not be reported individually or in a manner that would identify me personally. This authorization will expire five (5) years following the date on which the authorization is given. I further hereby release my current, past or future employer(s) from any loss or injury that I may experience as a consequence of such employer providing any information to BYU.

I agree that I may withdraw my consent at any time without penalty or adverse effects. If I wish to withdraw consent, I will deliver written notice of withdrawal to my CPSE program coordinator.

| | | |
|--------------|-----------|------|
| Student Name | Signature | Date |
|--------------|-----------|------|

| | | |
|--------------|-----------|------|
| Witness Name | Signature | Date |
|--------------|-----------|------|