

School Psychology

Educational Specialist Degree Program

Student Handbook
2018-2019

Department of
Counseling Psychology and Special Education



DAVID O. MCKAY SCHOOL OF EDUCATION

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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. They hold high expectations for themselves and for our students. You will come to value these qualities.

We have worked hard 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.

Lane Fischer, Ph.D.

Department Chair, Counseling Psychology and Special Education

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 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 parents/guardians, 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 interventions resulting from data-based evaluations that are designed to increase student success both interpersonally and academically. Over the past decade, the challenge of meeting children's mental health 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 interventions to meet specific student needs. Students also develop competencies in academic assessment and intervention. 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 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 assistance. 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:

- Data-Based Decision-Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventative and Responsive Services
- Family-School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- 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 working relationships with faculty, staff, supervisors, colleagues, families, and students
- Understanding, respecting, and appreciating human diversity; demonstrating multicultural competence
- Demonstrating flexibility, tolerance for 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 those moral virtues encompassed in the gospel of Jesus Christ, and will:

- 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 http://education.byu.edu/diversity/diversity_statement.html

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-282 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.

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*. CPSE Department Chair, 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. *Assistant 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)

Richards, P. Scott, PhD, University of Minnesota, 1988. *Professor*. Religious and Spiritual Values in Counseling and Mental Health, Research Methodology. (scott_richards@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)

Bingham, Jennie, PhD, Brigham Young University, 2011. *Assistant Clinical Professor*. Individual and Group Psychotherapy, Outcomes of Therapy, Women's Issues. (jennie_bingham@byu.edu)

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. *Assistant 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. *Assistant 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)

Affiliate and Adjunct Faculty (Full or part-time faculty who teach and supervise in CPSE)

Miramontes, Nancy, EdS, School Psychology, Brigham Young University, 2010, Adjunct Faculty, Certified School Psychologist. Coordinates and supports field-based student experiences. (nancy.miramontes@nebo.edu)

Steed, Marc, PhD, Clinical Psychology, University of Cincinnati, 2005. Adjunct Faculty, Clinical Psychologist and School Psychologist. Teaches Biological Bases of Behavior. (masteed@gmail.com)

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 (www.nasponline.org) and UASP (<http://www.utahschoolpsychology.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.

ORIENTATION AND THE ADVISORY SYSTEM

Advisory Chairs and Graduate Student Committees

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 remediation of deficiencies. Students are encouraged to consult with their advisor for assistance in registering for their first semester. Faculty advisors also help students develop their “Study List,” due the last day of Winter Semester classes.

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, teacher education, etc. One committee member must be from outside of the CPSE department.

Orientation

During the first semester, students receive an orientation to the program, faculty, university, graduate study, and profession of SP. As part of this course, the “Study List” is introduced (refer to the **Study List** of this handbook). The official Study List is due the last class day of Winter Semester during the student’s first academic year.

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. The final draft of the study list is submitted to the department secretary who reviews it for completeness and adherence to program requirements and university policy. The study list must be completed and on file with the department secretary before the thesis prospectus defense is scheduled.

In regard to the Study List, 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 Study List is approved, the information contained on the Study List becomes the basis for generating the “Graduate Progress Report.” This report is available online through the University AIM system. After submitting the Study List, any future changes in courses or committee members must be submitted on a “Study List Change Form” through the thesis advisory committee and the Graduate Coordinator.

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* 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. 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 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, do the following:

1. Go to the Utah State Office of Education (USOE) webpage: www.utah.gov/teachers
Click: Background Check (Initial Licensure)
2. Complete the online registration. Please register with your name as it appears on your Social Security Card. When allowed to select your **"Institution,"** be sure to enter **Brigham Young University**.
3. Please correctly enter your US Social Security number.

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

4. Pay the USOE registration fee using a major credit card.

5. Print the USOE LiveScan Authorization Form at the end of the registration process. (Save a copy of your USOE authorization form to your computer.)
6. Bring your Authorization Form, your Social Security Card, a government issued photo ID and \$20.00* to Education Student Services (ESS) in 350 MCKB.

**You may use your signature card, cash, or check. You may also have ESS bill your student account.*

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: <http://education.byu.edu/ess/fingerprint.html>

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

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

First Year – Winter Semester

- 606 Psycho-Educational Foundations and Professional Roles (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)
- *656 *Spiritual Values and Methods in Psychotherapy (3) (optional)*

First Year – Spring Term

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

Elective Courses

- *648 *Group Counseling and Interventions (3) (optional)*
- *613 *Autism Seminar (variable hours)*
- *615 *Academic and Behavior Problem via MTSS*
- *690R *Transition planning*

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)
- 655 Crisis Intervention (3)
- 678-R Advanced Practicum: School Psychology (2)

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. Students who are completing an internship in Utah must apply for an internship online at the BYU Internship Office webpage: <https://intern.byu.edu/>

Optional Classes: Three credits of the 70-credit-hour program are open for students to take optional courses. Students often consider the following optional courses:

- 613 Autism Spectrum Disorders (1-3 variable credit)
- 648 Group Counseling and Interventions (3)
- 656 Spiritual Values and Methods in Psychotherapy (3)
- 615 Academic and Behavioral Problem Solving via MTSS (3)

DEPARTMENT OF COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION
School Psychology Ed.S.
2018 Cohort

BYU ID:

* CPSE 622 (Principles and Theories of Learning) may be substituted for IPT 620

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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 completes the “Study List” proposal form indicating the transferred credits and obtains committee signatures and the program coordinator’s signature. (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. 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://graduatestudies.byu.edu/sites/default/files/graduatestudies.byu.edu/files/files/resources/grievance_policy.pdf

Students are encouraged to discuss concerns with faculty, particularly their faculty chair. Conversations will typically clear up most complaints/grievances. However, a student has the right to submit a complaint or grievance about any aspect of their program. The following procedures are explained in this document:

https://graduatestudies.byu.edu/sites/default/files/graduatestudies.byu.edu/files/files/resources/grievance_policy.pdf

The SP Educational Specialist Program follows the policies and procedures for graduate student termination, appeals, and grievances outlined in the current *BYU Graduate Catalog*. Termination of graduate status may result from failure to certain requirements of admission, registration, program progress or performance.

Please review this information in the graduate catalog, located at:

<http://graduatestudies.byu.edu/sites/default/files/graduatestudies.byu.edu/files/files/catalog/current-catalog.pdf>

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/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf

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 618 Ethics class, students are provided the web links to APA, NASP, and BCBA 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). 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 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.

A remediation 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 remediation 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. Students must achieve passing

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, videotaped work samples, 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. In-service training is provided by university faculty. 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. Requires plan for remediation (including specific tasks, timeline, and faculty contact). Student has not responded to informal attempts to improve performance. 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 compliance 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, poor 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 compliance with honor code or professional ethics.

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

https://gradstudies.byu.edu/sites/gradstudies.byu.edu/files/b_section_ppm.pdf

Students making marginal or unsatisfactory progress are informed:

1. What they need to do to make satisfactory progress
2. When each task needs to be accomplished
3. What faculty member(s) they should contact for more information or support
4. 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 as and including two comprehensive case studies. 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 0400: 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. The School Psychology Praxis, a two-hour multiple choice exam, is given 6 times each year: September, November, January, March, April, and June. Students must register for the Praxis exam so their passing scores can be reported to the Program prior to June 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:

<http://www.ets.org/praxis/prxnasp.html> or <http://www.ets.org/praxis/prxreg.html>

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 Summary form. Ultimately, 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 following NASP website clearly outlines the format for a case study and the 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 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 August at the end of summer term after completing their internship in May or June. For August graduation, degrees are generally posted on transcripts in September. However, students who intend to seek a school psychology credential outside of Utah are encouraged to complete all graduation requirements for spring term (June graduation) so their degree can usually be posted in July.

LICENSURE PROCESS

Utah Licensure as School Psychologists

Students who successfully complete the program should apply for the appropriate credentials. Students initiate this process. When students have successfully completed all program requirements, they may apply for licensure through the Utah State Office of Education. The student’s diploma and transcript reflect that they have received an Educational Specialist degree with a major in School Psychology in the Department of Counseling Psychology and Special Education, David O. McKay School of Education at Brigham Young University.

The process to obtain licensure should begin with our Graduate Secretary. She will provide students with the necessary application instructions. Students will need to submit an official copy of all university coursework resulting in both the bachelor’s and specialist degrees and must have current FBI/BCI fingerprint clearance.

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. Each student also selects a chair and two committee members for their thesis committee. The Chair must be a member of the CPSE Department and the committee members must have graduate faculty status. One member of your committee must be from outside the CPSE department. 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

Two forms (Thesis Prospectus Approval Form and the Co-authorship Agreement Form found in Appendix D) are required to be completed as you successfully defend your prospectus. Students, not faculty, are responsible for the accurate completion of the appropriate forms. Students also are responsible for delivering the completed forms to the appropriate campus person or office.

THESIS AND IRB APPROVAL TO CONDUCT RESEARCH STUDY

- All students who are involved with any type of data collection, 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://orca.byu.edu/irb/irbtutorial.php>
- Following successful completion of the online CITI course, students must print their CITI course completion certificate and include this with their IRB application. Students should also forward an electronic copy or hard copy of their CITI certificate to their supervising faculty, to keep on file.
- Students who are conducting a new research study that involves human subjects are required to complete a full IRB application.
- Students who are analyzing data from an existing data set must fulfill IRB paperwork for that specific type of research.
- Students who are extending the research from an existing faculty member's project that has previously received IRB approval will need to complete an IRB Addendum which explains the new piece of proposed research (not a full IRB, unless deemed necessary by the supervising faculty member and the IRB committee). For these students, the supervising faculty and the student need to review the original IRB application to ensure that the student understands the parameters of the study and the IRB requirements. Students need to know the content of the original IRB application.
- If working with human subjects or with an existing data set, students need to send Diane a copy of the IRB approval letter in order for their prospectus to be considered fully approved and before they can schedule their final thesis defense.

Thesis/Dissertation Defense Procedures

Prior to the Defense Meeting

When you are ready to defend your final thesis, follow these guidelines and procedures:

Prior to the defense meeting, the student has worked substantially with his/her chair and has provided draft copies of the completed thesis to the chair and possibly to the committee members for feedback. The candidate has also completed the following tasks:

The Office of Graduate Studies has the forms (8C and 8D) listed on this website:

<https://gradstudies.byu.edu/page/form-list>

Prior to Scheduling the Defense	3 Weeks Prior to the Defense	No later than 2 Weeks Prior to the Defense
<ol style="list-style-type: none"> 1. Check to make sure the following documents are signed and in your file in Diane's office: <ul style="list-style-type: none"> • <i>Approved Prospectus Form</i> • <i>Co-Authorship Agreement Form</i> • <i>IRB Approval Form</i> 2. Apply for graduation (see University deadlines). 3. You may want to schedule a "data review" meeting with your committee after having collected your data and before holding your thesis defense. Consult with your chair regarding this option. 4. You may also want to schedule a tentative date/time for your defense with your committee. Inform the program director of this date. 	<ol style="list-style-type: none"> 1. Provide each committee member and the program director with a paper or digital copy of your thesis. 2. Your advisory committee has no more than one week to review your thesis and sign <i>Form 8c: Department Scheduling of Final Oral Exam</i>, verifying your readiness to defend your thesis. 3. Collect signatures on <i>Form 8c</i> and give the signed form to your program director, who will verify that the format, citations, bibliographic style, and illustrative materials fulfill university style requirements. The program director must sign this no later than 2 weeks prior to your defense date. Allow one week for the program director to review before signing the 8C form and three weeks before the proposed defense date 4. If you are required to make changes, you must make and have them approved 2 weeks prior to the defense date. 	<ol style="list-style-type: none"> 1. Obtain <i>Form 8c</i> from https://graduatestudies.byu.edu/content/advisement-forms-adv 2. Schedule a room with the front desk secretary and give the signed <i>Form 8c</i> to Diane no later than 2 weeks prior to the defense date. 3. Diane schedules the thesis defense with the university.

After you have successfully defended your thesis follow these steps:

- Make necessary revisions of thesis.
- Submit revised thesis to committee chair (and committee, if necessary) for their approval. Make changes as necessary.
- Submit electronic copy of approved thesis and signed *form 8d: Approval for Submission of Dissertation, Thesis, or Selected Project* to **Graduate Coordinator** for their review of the thesis and signature on the 8D form. There may be additional edits that are required prior to sending the thesis to the dean's office. Make changes as directed.
- Fill out the Dean's Checklist. Download the PDF file of this checklist from this Internet link: https://education.byu.edu/research/dissertation_aids.html and use the flowchart that is available for download on the same website.
- Submit revised electronic copy to the Dean of McKay School of Education (msegradsec@byu.edu) for approval. Submit *Form 8d*. The dean's office will provide feedback. Make changes as necessary.
- When you receive the dean's office's approval, submit your thesis electronically via ETD website: <http://etd.byu.edu/>
- Automatically, your ETD file will be forwarded to the Graduate Coordinator and Dean's office for their electronic approval.
- When the dean's office electronic approval is entered, you will receive the final approval. Pick up the 8D form from the dean's office and deliver your ADV Form 8d and title page to Graduate Studies,

105 FPH. The Office of Graduate Studies will submit the final electronic copy to the BYU HBL. If desired, students may also have hard copies of the thesis bound, but this is not required.

“T” grades for CPSE 699R are entered on the student’s transcript until the thesis is successfully defended. After completing the thesis, official grades are entered.

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 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. Any time a student is working (prior to completing the program), 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)
Toll free number in Utah: 1-800-678-9399

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. Referrals may also be emailed to dcfsintake@utah.gov however, it may take up to a week for a response. Other numbers that are listed include: Child Abuse/Neglect: 1-855-323-3237; Domestic Violence LINKline: 1-800-897-LINK (5465); and Vulnerable Adult Abuse: 1-800-371-7897. 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 supervisor plays 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 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:

1. The first meeting is an opportunity to get acquainted. Exchanging information regarding academic and experiential backgrounds can reveal current levels of knowledge and skills.
2. Identify specific goals and objectives that the prac/intern student may want to attain during the practicum/internship experience.
3. Determine the goals and expectations attached to coursework and internship. Take time to plan and schedule available opportunities to ensure that the prac/intern student will meet requirements in a timely manner. Discuss the prac/intern evaluation forms. At the 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 your work expectations and assignments with the student.
4. 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.
5. Help the prac/intern student understand the function and procedures of the assigned school. Orient the prac/intern student to the district's and school's structure (policies, official forms, available

- services, departmental divisions, who's in charge, etc.).
6. 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.
 7. 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 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 (see forms in APPENDIX: Practicum Section and Internship Section) at the end of Fall and Winter semesters to document student progress, 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 and assignments prior to internship.

Field-based supervisors are responsible to **double-check the scoring** on all practicum and intern 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).

Intern Supervision

The intern supervisor will meet with the intern on a regularly scheduled basis for 2-hours per 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 (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 1 site visit per semester (typically this is in conjunction with Intern's semester evaluation). Two phone calls to site-supervisors per semester. One of these phone calls is to touch base for mid-semester informal evaluation of Intern's progress.
- (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 with portfolio during semester (2 times per semester). During Spring Semester BYU Faculty Supervisor will assist students in completing portfolios.
- (4) Reviewing 1 report per month with Report Evaluation Form (for each Intern).
- (5) Reviewing 1 case study per semester with Case Study Rubric (for each Intern).
- (6) Providing written feedback on each Intern's progress (including progress on portfolio) to Intern and Intern Coordinator 2 times per semester (mid-semester and end-of semester).
- (7) 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.
- (8) Providing immediate feedback about emergencies or critical incidents to BYU Intern Coordinator.
- (9) 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.
- (10) 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.
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.
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.
6. Contract with the district to provide SP services and abide by the contract terms.
7. Engage in individual supervision with district (site) supervisors and group supervision with program supervisors (faculty). Supervision is based on NASP and SP program standards.
8. Fulfill the program's requirements for internship grade and credit.
9. Using the program's evaluation forms, student completes 3 types of evaluation:
 - (a) an evaluation of their own competencies;
 - (b) an evaluation of their internship site; and
 - (c) an evaluation of internship supervision.
10. 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.

Student's Responsibilities

1. If serving your school psychology internship in Utah, prior to your internship, you must apply for a UT intern license.
 - Go to www.utah.gov/teachers
 - Select the “**Student Teacher/Intern License**” menu item
 - Fill in the required information
 - Pay the fee (currently \$20)
 - Print the license

Although the instructions refer to student teaching, this information also applies to school psychology internships. For additional information, call BYU Student Services at 801-422-3426.

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: <http://education.byu.edu/ess/fingerprint.html>

The Program's Responsibilities

1. Holds students responsible for completing prerequisite conditions 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.
 - (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.
 - (e) Districts must agree to accept the student as an intern.
2. Consults with the site-supervisors regarding student development and performance.
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). Contact is intended to provide supportive university supervision throughout the internship.
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. Internship interviews are typically conducted near the end of winter semester.

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 2nd 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 must

construct growth plans to address deficiencies. The SP core faculty must approve the growth plan and clear the student for internship placement. Prior to serving an internship, students must be formally approved by faculty, indicating student readiness for internship. If a student is not approved for internship, a remediation plan will be created by the student's chair, internship supervisor, and program coordinator.

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 simplistic portfolio relevant to practicum class (CPSE 678). The practicum portfolio lists completed assignments and is not nearly as extensive as the internship portfolio, which is described in this section.

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. 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. Two case studies, two psycho-educational 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. Portfolios include the following sections:

Domain I: Data-Based Decision-Making and Accountability

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.

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 II: 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.

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 III: Intervention and Instructional Support to Develop Academic Skills

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

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

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

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 V: 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.

Artifacts to demonstrate competence:

- 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 VI: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

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 VII: Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

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 VIII: Diversity in Development and Learning

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.

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 IX: Research and Program Evaluation

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.

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 X: 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.

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

R277-506-3. School Psychologist

Current of July 1, 2017

Retrieved from <https://rules.utah.gov/publicat/code/r277/r277-506.htm>

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

- (1) completed at least an approved masters degree or equivalent certification program consisting of a minimum of 60 semester (90 quarter) hours in school psychology at an accredited institution;
- (2) demonstrated competence in the following:
 - (a) understanding the organization, administration, and operation of schools, the major roles of personnel employed in schools, and curriculum development;
 - (b) directing psychological and psycho-educational assessments and intervention including all areas of exceptionality;
 - (c) individual and group intervention and remediation techniques, including consulting, behavioral methods, counseling, and primary prevention;
 - (d) understanding the ethical and professional practice and legal issues related to the work of school psychologists;
 - (e) social psychology, including interpersonal relations, communications and consultation with students, parents, and professional personnel;
 - (f) coordination and work with community-school relations and multicultural education programs and assessment; and
 - (g) the use and evaluation of tests and measurements, developmental psychology, affective and cognitive processes, social and biological bases of behavior, personality, and psychopathology;
- (3) completed a one school year internship or its equivalent with a minimum of 1200 clock hours in school psychology. At least 600 of the 1200 clock hours shall be in a school setting or a setting with an educational component; and
- (4) been recommended by an institution whose program of preparation for school psychologists has been approved by the Board.

B. Current certification as a nationally certified school psychologist by the National School Psychology Certification Board shall be accepted in lieu of requirements for the Level 1 License.

C. A candidate for the Level 2 School Psychologist License area of concentration shall:

- (1) satisfy requirements for the Level 1 school psychologist License;
- (2) have completed at least two years of successful experience as a school psychologist under a Level 1 School Psychologist License area of concentration or its equivalent; and
- (3) have been recommended by the employing LEA with consultation from a teacher education institution.

D. The Board may approve the school psychologist preparation program of an institution if the program meets the standards prescribed in the Standards for State Approval of Teacher Education for school psychologists. These standards were developed by school psychologists in Utah schools and recommended to the Board by SACTE and are available from the USOE.

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 remediation (including specific tasks, timeline, and faculty contact)

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.

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 study list 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:

5. what they need to do to make satisfactory progress
6. when each task needs to be accomplished
7. what faculty member(s) they should contact for more information or support
8. 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 655
DOMAIN I: Data-Based Decision-Making & Accountability DOMAIN II: Consultation & Collaboration DOMAIN VII: Family-School Collaboration Services DOMAIN III: Interventions & Instructional Support to Develop Academic Skills	DOMAIN III: Interventions & Instructional Support to Develop Academic Skills DOMAIN IV: Interventions & Mental Health Services to Develop Social and Life Skills DOMAIN VIII: Diversity in Development and Learning	DOMAIN V: School-Wide Practices to Promote Learning DOMAIN VI: Preventive and Responsive Services DOMAIN IX: Research and Program Evaluation
All Practicum experiences build on the competencies of DOMAIN X: 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.		

Required Texts: During Practicum we utilize the text books for courses during that particular semester.

Course Description

Advanced 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 a more 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) and consultation (CPSE 610). 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); and academic assessment and intervention, using data to inform practice (CPSE 609). During **spring semester**, students participate in crisis intervention (CPSE 655) and program evaluation, evaluating school-based crisis prevention and intervention programs and facilitating the effectiveness of that program. **NOTE:** Additionally, prior to internship, students are required to identify a target problem, collaborate with principle individuals (i.e. parent, teacher and principal), assess the problem and focus on a variety of interventions including counseling

interventions. Students are required to collect data (comparing baseline with intervention data and summarize data based on single-case study statistics). Additionally, as an intervention strategy, students are required to conduct a minimum of one group and one individual counseling case, each over a period of 6 weeks. In regard to counseling cases, in consulting with key participants (student, parents, teacher), practicum student determines a specific counseling goal/s and monitors progress toward that goal.

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 demonstrating results: evidence of 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 or licensed social worker. All sites and supervisors must be cleared by the faculty (practicum and program coordinator). **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. 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 and sign weekly time logs, monthly summary logs, and a one-sheet summary of logged hours of semester activities. **The university professor signs monthly and semester time log summaries.** During each week of practicum, students should average 10 hours of activities.

Work Sample Portfolio

Practicum students collect and organize evidence of their developing competencies. 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 aligned with course objectives. 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 core classes.

Goal Setting

Set 2 goals for the semester. Example for fall semester: one goal in the area of consultation and collaboration and one goal in the area of behavioral assessment tied to data-based decision making and accountability. Review your personal goals each month, documenting progress and concerns. Realistic and meaningful goal setting provides you 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. Student completes a formal update on progress midterm and end-of-semester.

Learning Outcomes (refer to last 2 pages of the syllabus)

Developing Professional Skills aligned with CPSE 610 Consultation in School, Family, and Organizational Systems and CPSE 614 Behavioral Assessment and Intervention (refer to class syllabi). NOTE: A summary of 610 & 614 learning objectives are on the final 2 pages of practicum syllabus. A formal assessment of professional development - page 13 of this syllabus -- is completed during fall and winter semesters of the student's second year (during practicum). The site supervisor completes this checklist, evaluating the practicum student's professional & ethical behavior; commitment & 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** and a **behavioral intervention project**, utilizing skills acquired in CPSE 610 and CPSE 614. Projects are outlined in the CPSE 610 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. 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
- _____ Mid-semester Site-Supervisor's Evaluating Professional Work Characteristics
- _____ Mid-semester Site-Supervisor's 10 Domain Evaluation of student
- _____ 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
 - ☐ Other assignments/projects supporting competencies in 10 domains

Practicum Competency-Based Evaluation Form

Practicum Student: _____

Date: _____

Because we recognize that professional competencies are developed over time and are part of a learning process, you and 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.

Note: This evaluation form was based on San Diego State's School Psychology Internship evaluation forms and NASP standards.

Develop: Degree of Competency Development

Rating	Descriptor	Definition
0	Not seen	Knowledge/skill was not seen or demonstrated
1	Emerging	Beginning to demonstrate this knowledge/skill
2	Established	Basic knowledge/skills attained and demonstrated routinely
3	Integrated	Uses knowledge/skills flexibly as part of an overall repertoire

Evaluation: Evaluation of Competency Development for Stage in the Program

Rating	Descriptor	Definition
1	Concern	Stronger development expected; Focus for further development
2	Satisfactory	Development consistent with expectations at this stage
3	Commendable	Above and beyond expectations at this stage

DOMAIN I: Data-Based Decision-Making and Accountability

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge and use of 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 resources to gather and evaluate data				

DOMAIN II: Consultation and Collaboration

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge and application of various consultation and collaboration models				
Collaborates with others in planning and decision-making processes at the individual, group, and system levels				
Demonstrates use of effective collaboration skills with individuals of diverse backgrounds and characteristics				

Employs positive interpersonal skills and effective listening				
Demonstrates flexibility, tolerance of opposing viewpoints, and patience in difficult situations				
Effectively uses technology to communicate and collaborate with families and other professionals				

DOMAIN III: Interventions and Instruction Support to Develop Academic Skills

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of biological, cultural, and social influences on academic skills				
Demonstrates knowledge of evidence-based curricula and instruction strategies, implements and measures outcomes for interventions to improve academic skills				
Demonstrates knowledge of both direct and indirect services to develop students' academic skills				
Uses effective assessment strategies to determine interventions				
Develops appropriate academic goals and outcome measures				
Develops appropriate strategies and goals for schools with different abilities, disabilities, strengths, and needs				
Uses effective instructional practices to promote positive academic outcomes				

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

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills				
Uses evidence-based strategies to promote social–emotional functioning and mental health for all students; measures the progress and outcomes of these strategies.				
Develops interventions that can be implemented across settings (e.g., school, home, community)				
Develops appropriate goals to promote effective social, emotional and behavioral skills				
Implements evidence-based interventions and evaluates outcomes				

DOMAIN V: School-Wide Practices to Promote Learning

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 – Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of school and systems structure, organization, and theory				
Demonstrates understanding of differences and similarities in general and special education procedures and practices				
Demonstrates and uses knowledge of evidence-based practices that promote learning and mental health				
Uses technology resources efficiently and ethically				
Works effectively to develop policy and practice to create and maintain safe schools and effective learning environments				

DOMAIN VI: Preventative and Responsive Services

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities				
Demonstrates knowledge of multi-tiered systems of support strategies to implement prevention services				
Demonstrates knowledge of evidence-based strategies for effective crisis response				

DOMAIN VII: Family-School Collaboration Services

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture				
Demonstrates knowledge of evidence-based strategies to support family influences on children's learning and mental health				
Uses effective strategies to develop collaboration between families and schools				
Demonstrates knowledge and skills to design, implement, and evaluate programs that promote family-school collaboration				
Provides support for parents when participating in school activities to help parents feel valued and needed in the collaboration process				
Has knowledge of community resources and creates links between schools, families, and community resources				

DOMAIN VIII: Diversity in Development and Learning

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 – Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse student characteristics				
Consistently uses principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference				
Consistently uses evidence-based strategies to enhance services and address potential influences related to diversity				
Demonstrates and uses knowledge of diversity factors during the assessment and intervention process				

DOMAIN IX: Research and Program Evaluation

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 – Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of research, statistics, and varied data collection and analysis techniques				
Translates robust research into effective practice and intervention				
Uses program evaluation for understanding research and interpreting data in applied settings				
Uses technology for data analysis and data storage				

DOMAIN X: Legal, Ethical, and Professional Practice

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 – Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of the history and foundations of School Psychology profession				
Demonstrates knowledge of various service models and methods				
Demonstrates knowledge of ethical, professional, and legal standards and uses this knowledge in practice				
Demonstrates involvement in the profession of School Psychology				
Demonstrates knowledge and skills needed to acquire career-long professional development				
Uses technology to communicate in an ethical and confidential manner				

Student: _____ **Date:** _____

(signature)

Site-Supervisor _____ **Date:** _____

(signature)

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

(signature)

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: _____

Evaluating Professional Skills & Disposition

(Professional Work Characteristics)

Brigham Young University School Psychology Program

To be completed by the site-supervisor

SP Practicum Student: _____

Field/Site Supervisor: _____

Semester/Date: _____

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

Please indicate the level this student demonstrates the following personal and professional attributes.

Rating Scale: 0=unsatisfactory 1=satisfactory 2=exemplary

Professional Skills & Disposition	Rating	Concerns or Comments
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."		

In regard to their practicum assignment, list unique talents or abilities you observed in this student. (write on other side if needed)

List targets for growth and additional experiences you would recommend to assist in this student's professional development.

Total # of hours Practicum student spent at practicum site: _____

Total # of site **supervision hours** attended by student: _____

Total # of hours in group university supervision: _____

Site Supervisor Signature _____

Date _____

School Assignment _____

University Faculty Supervisor Signature _____

Date _____

Site-Supervisor's Mid-Semester Evaluation of Practicum Student

To be completed by the Practicum Site-Supervisor

Practicum Student _____ Date: _____

(1) Mid-semester and end-of-semester, BYU needs a brief summary of practicum students' progress. If problems are noted, please contact the practicum supervisor ASAP. We welcome your feedback and want to assist you in ensuring a positive and productive learning experience.

(2) We need a brief summary of the practicum student's experiences in the following areas (listed below). We need to know which experiences are lacking so we can address these areas in future practicum and internship settings. The student and their on-site supervisor should sit down and discuss each of the domains listed below, commenting on where they gained experiences to strengthen their competencies and where they may need additional work.

DOMAIN I: Data-Based Decision-Making and Accountability

DOMAIN II: Consultation and Collaboration

DOMAIN III: Interventions and Instruction Support to Develop Academic Skills

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

DOMAIN V: School-Wide Practices to Promote Learning

DOMAIN VI: Preventative and Responsive Services

DOMAIN VII: Family-School Collaboration Services

DOMAIN VIII: Diversity in Development and Learning

DOMAIN IX: Research and Program Evaluation

DOMAIN X: Legal, Ethical, and Professional Practice

Field Experience Demographics Worksheet (8/4/06)

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. If a university student is placed in FEWER than three schools, extra spaces on this worksheet are left blank.

School Name: 1. _____
2. _____
3. _____

On the USOE web site: <https://datagateway.schools.utah.gov/> “School Report Cards” (right side of page), then “reports” (top menu), then “Current UPASS School Performance Reports” (appears as option under reports menu), then select the “district and school” to find the demographic information for each school. For elementary schools:

	SCH1	SCH2	SCH3
Language Arts Status / Progress			
Math Status / Progress			
Science Status / Progress			

On the school report site, look under “additional information.”

Document actual numbers for schools, not estimates or approximations.

	SCH1	SCH2	SCH3
Average Daily Attendance (%)			
School Mobility Rate (%)			
Total Number of Students Enrolled:			
# African American/Black			
# American Indian			
# Asian			
# Hispanic			
# Not Declared			
# Pacific Islander			
# White			
# English Language Learners			
# Socioeconomic Status (Free/Reduced Lunch)			
# Students with Disabilities			
Elementary Title 1 program(s) yes / no			

Student's Evaluation of Supervisor

To be completed by the practicum student

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

Practicum Student: _____

Practicum On-site Supervisor: _____

Supervision time period covered: _____ to _____

DIRECTIONS: School Psychology practicum students evaluate their on-site supervision. Circle 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.

	Poor		Adequate		Good	
1. Gives time and energy in directly observing my activities.	1	2	3	4	5	6
2. Accepts and respects me as a person.	1	2	3	4	5	6
3. Recognizes and encourages further development of my strengths and capabilities.	1	2	3	4	5	6
4. Gives me useful feedback when I do something well.	1	2	3	4	5	6
5. Provides me the freedom to develop flexible and effective counseling styles.	1	2	3	4	5	6
6. Encourages and listens to my ideas and suggestions for developing my counseling and assessment skills.	1	2	3	4	5	6
7. Provides suggestions for developing my counseling and assessment skills.	1	2	3	4	5	6
8. Helps me understand the implications and dynamics of the counseling approaches I use.	1	2	3	4	5	6
9. Encourages me to use new and different techniques when appropriate.	1	2	3	4	5	6
10. Is spontaneous and flexible in the supervisory sessions.	1	2	3	4	5	6
11. Helps me define and achieve specific concrete goals for myself during the practicum/intern experience.	1	2	3	4	5	6
12. Gives me useful feedback when I do something wrong.	1	2	3	4	5	6
13. Allows me to discuss problems I encounter in my practicum/intern setting.	1	2	3	4	5	6
14. Pays attention to both me and my clients.	1	2	3	4	5	6
15. Focuses on both my verbal and nonverbal behavior.	1	2	3	4	5	6

16. Helps me define and maintain ethical behavior in counseling, assessment & case management.	1	2	3	4	5	6
17. Encourages me to engage in professional behavior.	1	2	3	4	5	6
18. Maintains confidentiality to material discussed in supervisory sessions.	1	2	3	4	5	6
19. Deals with both content and affect when supervising.	1	2	3	4	5	6
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1	2	3	4	5	6
21. Helps me organize relevant case data in planning goals and strategies with my clients.	1	2	3	4	5	6
22. Helps me formulate a theoretically sound rationale of human behavior.	1	2	3	4	5	6
23. Offers resource information when I request or need it.	1	2	3	4	5	6
24. Helps me develop increased skill in critiquing and gaining insight from my counseling and assessment via direct observation or reviewing logs and case notes.	1	2	3	4	5	6
25. Allows and encourages me to evaluate myself.	1	2	3	4	5	6
26. Explains his/her criteria for evaluation clearly in behavioral terms.	1	2	3	4	5	6
27. Applies his/her criteria fairly in evaluating my performance.	1	2	3	4	5	6

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.

ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

Signature: Practicum Student

Date

Practicum Site Evaluation

To be completed by the practicum student

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.

Name: _____ Site: _____

Dates of Placement: _____ Site Supervisor: _____

Faculty Liaison: _____

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

A = Very satisfactory

B = Moderately satisfactory

C = Moderately unsatisfactory

D = Very unsatisfactory

1. _____ Amount of on-site supervision.
2. _____ Quality of usefulness of on-site supervision.
3. _____ Usefulness and helpfulness of faculty liaison.
4. _____ Relevance of experience to career goals.
5. _____ Exposure to and communication of school/agency goals.
6. _____ Exposure to and communication of school/agency procedures.
7. _____ Exposure to professional roles and functions within the school/agency.
8. _____ Exposure to information about community resources.
9. Rate all applicable experiences that you had at your site:
 - _____ Report writing
 - _____ Intake interviewing
 - _____ Administration and interpretation of tests
 - _____ Staff presentations/case conferences
 - _____ Individual counseling
 - _____ Group counseling
 - _____ Family counseling
 - _____ Psycho-educational activities
 - _____ Consultation
 - _____ Career Counseling
 - _____ Crisis Intervention
 - _____ Working with students from diverse backgrounds
 - _____ Other _____
10. _____ Overall evaluation of the site.

COMMENTS: Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D).

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.

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
- Meet with the referral source to behaviorally define initial concerns and need for additional data
- Test for some initial hypothesis, and determine the goal of the assessment
- Develop a hypothesis and determine which tests will specifically answer the referral questions and facilitate the link between assessment and intervention (Select a multi-trait, multi-method assessment procedure)
- Develop data-based referral questions that will guide the assessment process and confirm or reject the generated hypothesis, (these are generally listed in the reason for referral section of report)
- Apply the assessment and background data to answer the referral questions, Identify and select intervention strategies and recommendations, and
- Develop a written report that documents this process (Batsche, 1984).

BYU School Psychologist Program Psychological Report Evaluation Form
Date: Report Name (pseudo name of child): Faculty Reviewing Report: Graduate Student Writing Report:
RATING SCALE: 1= Needs Development: Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies. 2= Effective: Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies. 3= Very Effective: Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.

STRUCTURE AND ORGANIZATION		
<i>1- Needs Development</i>	<i>2- Effective</i>	<i>3- Very Effective</i>
Report Section	SCORE	COMMENTS
<i>Report written in this sequence:</i>		
i. Identifying Information		
ii. Reason for Referral		
iii. Assessment Procedures (e.g. list of tests)		
iv. Review of Records		
v. Interviews		
vi. Observations		
vii. Test Results		
viii. Summary		

ix.	Recommendations		
x.	Signatures		
xi.	Data Summary		
xii.	Handout for parent/teacher (optional)		
OVERALL SCORE:			
OVERALL COMMENTS:			

Identifying Information		
<i>1- Needs Development</i>	<i>2- Effective</i>	<i>3- Very Effective</i>
	Score	Comments
States child's name, date of birth, current grade and school		
Includes results and dates of vision/hearing screenings		
Indicates names were changed to ensure confidentiality		
Includes the names of parents or teachers as appropriate		
Other		
OVERALL SCORE:		
OVERALL COMMENTS:		

REASON FOR REFERRAL		
<i>1- Needs Development</i>	<i>2- Effective</i>	<i>3- Very Effective</i>
	SCORE	COMMENTS
States purpose of referral		
States who (name and position) initiated the referral		
Describes referral concerns in observable and measurable terms		
States the actual frequency, intensity, and duration of behavioral or academic concerns		
States the preferred social-emotional, behavioral, and/or academic outcome in measurable and observable terms		
OVERALL SCORE:		
OVERALL COMMENTS:		

ASSESSMENT USED & REVIEW OF RECORDS		
<i>1- Needs Development</i>	<i>2- Effective</i>	<i>3- Very Effective</i>
	SCORE	COMMENTS
Uses assessment's full title and then uses acronyms		
Includes dates of assessment was administered		
Identifies the person (and their position) who administered the assessment		
Summarizes educational background <ul style="list-style-type: none"> Schools attended, grades earned in area of academic concern, GPA, attendance, etc. 		
Summarizes previous interventions using data		
Includes detailed and accurate information (e.g., who reported the information)		
Accurate developmental and social history that includes both strengths and weaknesses <ul style="list-style-type: none"> Information stated in objective terms Avoids jargon, labels, and diagnoses 		
Respects confidentiality (e.g., history of sexual abuse, parental depression, etc.)		
OVERALL SCORE:		
OVERALL COMMENTS:		

OBSERVATIONS		
<i>1- Needs Development</i>	<i>2- Effective</i>	<i>3- Very Effective</i>
		SCORE
		COMMENTS
Includes only objective, operationally defined information that is relevant to the referral question		
Addresses child's behaviors, including testing attention, distractibility, on-task behavior, compliance, rapport, openness, temperament, persistence, and then briefly summarizes overall testing behavior		
Reports classroom observations relevant to the referral question and notes that the observations were completed before standardized testing began		
Observes the student in a variety of settings (e.g., small group, music, cafeteria, recess, reading, science, etc.)		
Based on examiner's observations, comments about the reliability and validity of testing results		
Avoids use of dead verbs, such as "will" or "would;" uses present or past tense		
OVERALL SCORE:		
OVERALL COMMENTS:		

SUMMARY OF ASSESSMENTS ADMINISTERED		
<i>1- Needs Development</i>	<i>2- Effective</i>	<i>3- Very Effective</i>
		SCORE
		COMMENTS
Clearly presents tests results: <ul style="list-style-type: none"> ○ Uses understandable language to explain the purpose and the results of each instrument ○ Includes a complete list of scores with confidence intervals that are explained ○ If grade or age equivalent scores are used, a clear explanation of their meaning is included ○ Percentile rank (if applicable) ○ Qualitative descriptors (e.g., average, etc.) 		
If graphs or figures are used to share data they include the following: <ul style="list-style-type: none"> ○ Clearly identify the graph's X & Y axis ○ Test scores or data points (frequency) ○ Graphs are not split onto 2 pages 		
Uninterpretable & invalid scores are not included		
OVERALL SCORE:		
OVERALL COMMENTS:		

SUMMARY		
<i>1- Needs Development</i>	<i>2- Effective</i>	<i>3- Very Effective</i>
		SCORE
		COMMENTS
No new information provided in the summary section		
Explicitly answers referral question		
Focus is on the child and not assessment instruments or test scores		
Brief summary of key findings that integrates the test results that include simple clear statements <ul style="list-style-type: none"> ○ Focus on describing the child not the scores ○ Identifies strengths & weaknesses ○ Answers referral questions ○ Emphasizes significant issues ○ Provides statements that informs the identification or eligibility decisions 		

<ul style="list-style-type: none"> Clearly states that school teams make eligibility decisions and the test results included in the report are one aspect of the decision making process 		
Creates a transition from summary section to the recommendations <ul style="list-style-type: none"> Connects referral question, relevant test results, and potential interventions 		
OVERALL SCORE:		
OVERALL COMMENTS:		

RECOMMENDATIONS		
<i>1- Needs Development</i>	<i>2- Effective</i>	<i>3- Very Effective</i>
	SCORE	COMMENTS
Prioritizes recommendations by responding to referral question first		
Links recommendations to assessment data, behavioral observations, and interpretations		
Addresses environmental factors		
Identifies modifications or strategies to assist student in coping with challenges or weaknesses		
Identifies how strengths can compensate for weaknesses		
Clearly states realistic and achievable recommendations, based on “best practice” and current research		
Describes interventions in sufficient detail in order for teachers and parents to easily implement interventions		
Suggests interventions (minimum of 3) and does not mandates. When specific programs are indicated phrases the recommendation as an option and provides a rationale for that specific program		
Uses tentative wording		
Includes a specific plan for collecting data and monitoring progress (who, where, what, when and how)		
OVERALL SCORE:		
OVERALL COMMENTS:		

OVERALL REPORT		
<i>1- Needs Development</i>	<i>2- Effective</i>	<i>3- Very Effective</i>
	SCORE	COMMENTS
Professional Demeanor <ul style="list-style-type: none"> Has a clear organizational structure Avoids jargon Is readable for both lay and professional audiences No typos or grammatical errors Includes a signature of supervisor and position of supervisor Includes signature of student and indicates practicum or internship status 		
Provides accurate and in-depth description of the child’s functioning, capabilities, needs, and situational challenges		
Provides conclusions that focus on intervention efforts and determine the range of available options		
Provides insights and recommendations that improve the functioning and well-being of the child		
OVERALL SCORE:		
OVERALL COMMENTS:		

Rubric for Evaluating Portfolio

To be completed by faculty supervisor

The rating scale for the final portfolio will be the following:

0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
(a) Materials missing, (b) Disorganized, (c) Evidence of poor performance, (d) Incomplete logs - not documenting hours, basic requirements, and supervision	(a) Materials incomplete, (b) Questionable organization or appearance, (c) Written communication is unclear, (d) Content lacks some information	(a) Materials generally complete, (b) Professional appearance and organization, (c) Clearly written, (d) Appropriate and sufficient content and documentation	(a) Materials complete, (b) Exceptional appearance and organization, (c) Well written and clearly documented, (d) Complete and detailed contents

Each domain will be evaluated with the following rubric.

Domains Rubric:

Assessment Criteria	0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
Artifact	None submitted	Submitted	Submitted	Submitted
Rationale or justification for artifact(s)	No rationale is included or the rationale provided is judged as having no connection to knowledge, dispositions, or performance of the domain.	Rationale is included but connection to the knowledge, dispositions, or performance indicators of the domain is unclear to the reviewer.	Rationale provides a general connection to the knowledge, dispositions, or performance indicators of the domain.	Rationale represents domain and is presented so that there is a clear connection to the knowledge, dispositions, or performance indicators of the domain.
Reflective Statements	No reflective statement presented	Student writing lacks independent and original thought or expression of personal tone.	Student writes in a personal tone that is somewhat reflective of independent and original thought.	Student writes in a personal tone that is reflective of independent and original thought.

Practicum Portfolio: Summary of Evaluation Feedback

Student:	Faculty Reviewer:	Date:	
To be completed by the faculty supervisors			
Domain	Requirements <small>(Refer to syllabus for specific details)</small>	Reviewer's Comments	Overall Rating 0, 1, 2, 3
Domain I: Data-Based Decision-Making and Accountability	Domain summary sheet & documentation of work samples		
Domain II: Consultation and Collaboration	Domain summary sheet & documentation of work samples		
Domain III: Interventions and Instruction Support to Develop Academic Skills	Domain summary sheet & documentation of work samples		
Domain IV: Interventions and Mental Health Services to Develop Social and Life Skills	Domain summary sheet & documentation of work samples		
Domain V: School-Wide Practices to Promote Learning	Domain summary sheet & documentation of work samples		
Domain VI: Preventative and Responsive Services	Domain summary sheet & documentation of work samples		
Domain VII: Family-School Collaboration Services	Domain summary sheet & documentation of work samples		
Domain VIII: Diversity in Development and Learning	Domain summary sheet & documentation of work samples		
Domain IX: Research and Program Evaluation	Domain summary sheet & documentation of work samples		
Domain X: Legal, Ethical, and Professional Practice	Domain summary sheet & documentation of work samples		

Example: Practicum 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, 2017
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, 2017
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, 2016
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 Draft a psychological report that contains qualitative information about assessment procedures	Record highlights of discussion in journal Report reactions in journal Psychological report	December 15, 2016
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, 2016

Practicum Goal Setting Chart

Practicum Plan for: _____ Date: _____

NASP Domain	Objective	Activities	Indications of Success	Projected date of completion
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Mid-semester Update:
End-of-semester Update:

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

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
- 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.

FALL SEMESTER

CPSE 609: Academic 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 RTI model in their respective professional settings.
6. Students will demonstrate competency in collaborating and consulting with teachers and other professionals, parents 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 CBM to assess and intervene with one student at their practicum sites. The CBM assessment should include academic assessments in math, reading, and written language, and interventions in one academic area. The interventions must be minimally monitored for a six-week period. Trend-lines must be developed. If the interventions are not meeting the expectations of the team, changes must be made and interventions continued. This project must include baseline data collection, a targeted, evidence-based intervention with measurable outcomes. Students must document collaboration with the teacher, school administrator or respective school leader. Before students begin this project, 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.

BYU On-Site Visit Form

BYU On-Site Visit Form

Administrative Items

Student Name:

Date/Time of Visit:

Location of Visit:

Site-Based Supervisor:

School Administrator:

Special Education Teacher:

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? How can we problem solve these challenges?

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

What feedback do you have about the internship class so far? How can we make it better (more applicable)?

Questions for Supervisor

What do you feel are the strengths of the intern?

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

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

Is the intern 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:

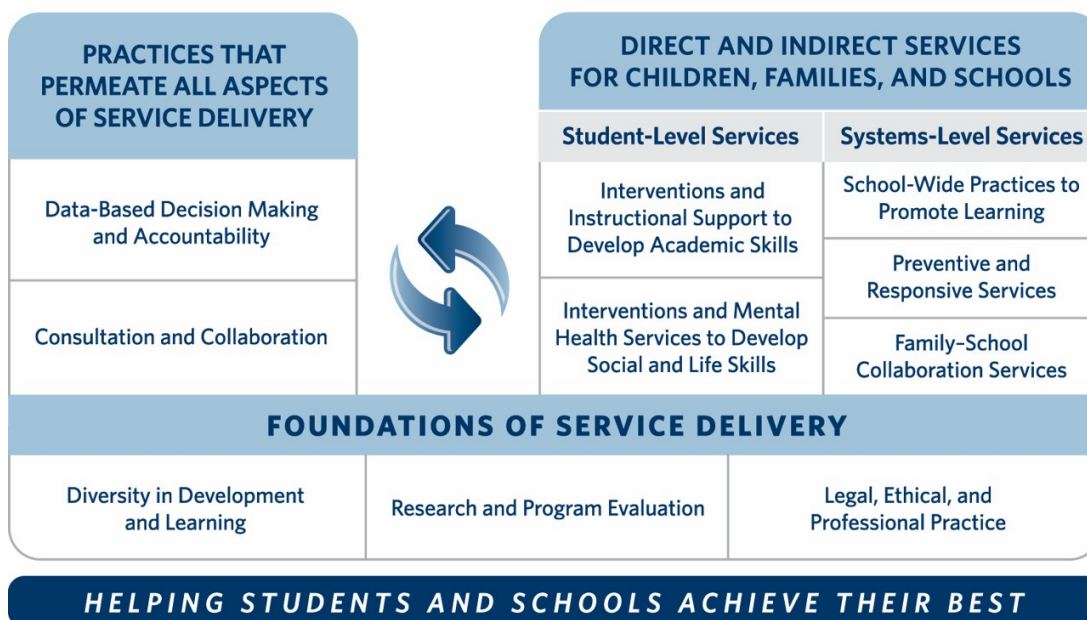
Noted strengths:

Noted areas for improvement:

Helpful tips and recommendations:

Internship Readiness Form

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS **Model for Services by School Psychologists**



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
<p>Data-Based Decision Making and Accountability:</p> <p>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.</p> <p>Experiences:</p> <ul style="list-style-type: none"> Students have consulted with parents/teachers regarding a referral question, designed an evaluation that leads to interventions <ul style="list-style-type: none"> CPSE 602, 609, 614, 610 Students have used data to design and monitor outcomes of interventions (e.g., FUBA/BIP, DIBELS)

<ul style="list-style-type: none"> ○ CPSE 609, 614 ● Collected school-wide data to implement and monitor school-wide interventions <ul style="list-style-type: none"> ○ CPSE 678R, 602
<p>Consultation and Collaboration:</p> <p>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.</p> <p>Experiences:</p> <ul style="list-style-type: none"> ● Consulted with teachers, parents, or administrators that has resulted in an intervention with outcome data <ul style="list-style-type: none"> ○ CPSE 610, 609, 614
<p>Interventions and Instructional Support to Develop Academic Skills:</p> <p>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.</p> <p>Experiences:</p> <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ CPSE 610, 609, 649, 607
<p>Interventions and Mental Health Services to Develop Social and Life Skills:</p> <p>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.</p> <p>Experiences:</p> <ul style="list-style-type: none"> ● 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

Preventative and Responsive Services:

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Experiences:

- Participated crises response activities
 - CPSE 610, 655

Family-School Collaboration Services:

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning 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

Diversity in Development and Learning:

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 Program Evaluation:

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:

- Completed at least two “steps in resolving an ethical dilemma”
- 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. At least one hour each week must be individual supervision. The field supervisor shall have at least three years of full time school psychology experience. It is our preference that they supervisor has been employed in his or her present capacity for at least two years previously.

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 are required to provide the university supervisor with a summative written evaluation of the intern's performance. 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.

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

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.

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. Each artifact (or collection of 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 not typical in most traditional types of assessment.

1. The portfolio should include a section for each of the competencies listed below. Each section should identify an artifact or artifacts that demonstrate competency, a rationale for including the respective artifact/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

2. Interns will read and understand the Utah standards for licensure in school psychology.
3. Interns will complete at least two case studies, suitable in format and quality for submission for credentialing as a Nationally Certified School Psychologist. Guidelines for completing the case studies are available online at <http://www.nasponline.org/certification/casestudytips.aspx>.
4. 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.
5. Interns will document their hours and activities by maintaining the above mentioned required logs. Documentation of intern logs is described in the student handbook.
6. 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.
7. Students will regularly attend CPSE 688R.

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.

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.

Field Supervision: The intern shall receive 2 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 and shall have been employed in her/his

present capacity for at least two years previously. 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. (Please attach a copy of the school district contract including schedule of appointment).

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 various competency areas. 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 out of state) 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 680 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	_____ Date

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

Name

Date

Please complete this additional form if you are serving more than 2 sites:

Intern's Contact Information and On-Site Supervisor Information

Intern's Name: _____ Intern's Home Address: _____ _____ _____ _____		Intern's Home Phone: _____ 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:	
<u>Scheduled Individualized Supervision:</u> Day of week _____ Time of day _____ Place _____ Additional information:	<u>Scheduled Individualized Supervision:</u> Day of week _____ Time of day _____ Place _____ Additional information:	

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, 2017
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, 2017
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, 2016
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, 2016
		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, 2016

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:

[illegible]

NASP CASE STUDY RUBRIC

Practicum and Intern Guidelines for Evaluating Case Study

Patterned after the NASP Case Study Rubric:

http://www.nasponline.org/assets/documents/Standards%20and%20Certification/Certification/case_study_rubric.pdf

NCSP Case Study Rubric

	Very Effective	Effective	Needs Development
Problem Identification			
Problem Identification 1.1	The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms	The student's behavior is operationally defined	The student's behavior is identified but not operationally defined
Problem Identification 1.2	The problem is collaboratively defined	--	The problem is not collaboratively defined
Problem Identification 1.3	The discrepancy between current and desired level of performance is explained	The behavior is operationally defined or quantified in terms of both current and desired levels of performance	The behavior is not operationally defined in terms of both current and desired levels of performance
Problem Identification 1.4	Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines	A baseline for the student behavior is established using sufficient data	A baseline for the student behavior is not established or has insufficient data
Problem Identification 1.5	The student behavior is identified as a skill and/or performance deficit	--	The student behavior is not identified as a skill and/or performance deficit
Problem Identification 1.6	Parents/guardians and teachers are involved in the problem-identification process	--	Parents/guardians and teachers are not involved in the problem-identification process
Problem Analysis			
Problem Analysis 2.1	Hypotheses are generated through collaboration with teacher and/or parent	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable
Problem Analysis 2.2	There are multiple sources of data that converge on each proposed hypothesis	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	Appropriate data are not collected to confirm or reject the hypotheses
Problem Analysis 2.3	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	--	Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)
Intervention			
Intervention 3.1	Intervention is linked to observable, measurable goal statement(s)	--	Intervention is not linked to observable, measurable goal statement (s)
Intervention 3.2	Intervention(s) selection is based on data from problem analysis and hypothesis testing	--	Intervention(s) selection is not based on data from problem analysis and hypothesis testing
Intervention 3.3	Intervention(s) is evidence-based (e.g., research	--	Intervention(s) is not evidence-based (e.g., research

	literature, functional analysis, single case design analysis)		literature, functional analysis, single case design analysis)
Intervention 3.4	Intervention(s) is developed collaboratively	--	Intervention(s) is not developed collaboratively
Intervention 3.5	Intervention (s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	--	Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified
Intervention 3.6	Logistics of setting, time, resources and personnel are included in the intervention plan	--	Logistics of setting, time, resources and personnel are not included in the intervention plan
Intervention 3.7	Intervention selection considers unintended outcomes or limitations	--	Intervention selection does not consider unintended outcomes or limitations
Intervention 3.8	Intervention is monitored and data are provided to ensure that it is implemented as designed	--	Treatment integrity is not monitored
Evaluation			
Evaluation 4.1	Charting includes student performance trend lines, and/or goal lines	Progress monitoring data are demonstrated on a chart	Progress monitoring data are not demonstrated on a chart
Evaluation 4.2	Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings. Effect sizes are included.	Progress monitoring data are demonstrated to be effective when compared to baseline data. Effect sizes are included.	Intervention is not demonstrated to be effective through data comparison. Effect size is reported and shows minimal impact.
Evaluation 4.3	Response to intervention data are used to inform problem solving and decision making. Single case design was specified	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	Data are not used to inform further problem solving and decision making
Evaluation 4.4	Strategies for transfer/generalizing outcomes to other settings are documented as effective	Strategies for transfer/generalizing outcomes to other settings are addressed	Strategies for transfer/generalizing outcomes to other settings are not addressed
Evaluation 4.5	Modifications for future interventions are considered based upon collaborative examination of effectiveness data	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	Effectiveness of intervention is not shared or communicated
Evaluation 4.6	Strategies for follow-up are developed and implemented	Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	Suggestions for follow-up are not developed

Intern Behavior Intervention Plan

NOTE: Use school forms when available.

Name: _____ School: _____

Date of BIP: _____

REVIEW OF EXISTING EVALUATION DATE:

- _____ Information provided by parents/guardians
- _____ Evaluation(s) performed by the district _____
- _____ Evaluation(s) performed by outside agency _____
- _____ Current classroom based assessments and observations
- _____ Teacher and/or related service providers observations
- _____ Previous Behavior Intervention Plan (Date of plan _____)
- _____ Other (specify) _____

Functional Behavioral Assessment:

Information obtained from: ____Teacher ____Parent/guardian information ____Other Professional

The functional behavior assessment addresses the relationship between a behavior and the relevant factors that may affect the student's performance.

Behaviors reported by School Staff that interfere with learning or disrupt the classroom environment (including estimated frequency):

Behaviors reported by Parent/Guardian (including estimated frequency):

Summarize Behavior Observation (if applicable):

Events preceding student's behavioral difficulties:

- _____ Request/directive from teachers/staff _____
- _____ Redirected from inappropriate activity _____
- _____ Provocation by peers _____
- _____ Engaged in academic activity _____
- _____ Off task _____
- _____ Student is in unstructured setting (halls, cafeteria, etc.) _____
- _____ Other _____
- _____ Other _____

BEHAVIOR INTERVENTION PLAN

Events typically following the problem behaviors in the school setting:

- _____ Positive social reinforcement from others _____
- _____ Withhold privileges _____
- _____ Redirection _____
- _____ Verbal Correction/reminders _____
- _____ Removal from the classroom _____
- _____ Sent to principal's office _____
- _____ After school detention or lunch detention _____
- _____ Time out (length of time _____) _____
- _____ In School Suspension _____
- _____ Alternative Education Placement (AEP) _____
- _____ Other _____

Reinforcers (activities, people, tangible items, privileges, token economies, free time, recess, etc.) that have been attempted during the past year and their effectiveness: _____

The following list of behaviors are targeted for improvement:

1. _____
2. _____
3. _____

Collecting and Monitoring Data:

Data Collection: Specify who will collect data, what type of data will be collected, and how data will be collected:

Specify how data will assist in monitoring student's progress: Specify checkpoints (who will review data, when data will be reviewed, and how information will be shared with key individuals)

Note: Changes in the regular discipline plan need to be approved by the IEP committee and the school principal.

Individual Intervention/Counseling Case Notes

University Intern/Practicum 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 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 Final Disposition (Referral, Closure, Evaluation, data collected and summary of data)

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 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 over the course of their training, particularly 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.

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

The intern is responsible for turning the portfolio into the program coordinator who will distribute portfolio components to faculty reviewers.

Review Process: Two university faculty members will be assigned to review the intern's portfolio components throughout winter semester. Faculty reviewers will have two weeks to complete their reviews and students will have two weeks to complete revisions. 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), Basic (1), Proficient (2), or Distinguished (3). Interns will receive written feedback regarding their final portfolio during spring semester.

Portfolio Evaluation:

For each of the 10 domains of competency, the portfolio will be rated with the following rating guidelines:

0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
(a) Materials missing, (b) Disorganized, (c) Evidence of poor performance, (d) Incomplete logs - not documenting hours, basic requirements, and supervision	(a) Materials incomplete, (b) Questionable organization or appearance, (c) Written communication is unclear, (d) Content lacks some information	(a) Materials generally complete, (b) Professional appearance and organization, (c) Clearly written, (d) Appropriate and sufficient content and documentation	(a) Materials complete, (b) Exceptional appearance and organization, (c) Well written and clearly documented, (d) Complete and detailed contents

NOTE: Each domain will be evaluated with the following rubric. Hence there will be 11 domain rubrics for evaluating the final portfolio.

Domains Rubric:

Assessment Criteria	0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
Artifact	None submitted	Submitted	Submitted	Submitted
Rationale or justification for artifact(s)	No rationale is included or the rationale provided is judged as having no connection to knowledge, dispositions, or performance of the domain.	Rationale is included but connection to the knowledge, dispositions, or performance indicators of the domain is unclear to the reviewer.	Rationale provides a general connection to the knowledge, dispositions, or performance indicators of the domain.	Rationale represents domain and is presented so that there is a clear connection to the knowledge, dispositions, or performance indicators of the domain.
Reflective Statements	No reflective statement presented	Student writing lacks independent and original thought or expression of personal tone.	Student writes in a personal tone that is somewhat reflective of independent and original thought.	Student writes in a personal tone that is reflective of independent and original thought.

Remediation: In the case of an intern demonstrating weakness or deficiency (Unsatisfactory or Basic) in any of the 10 domains, work related experiences or activities will be assigned to assist the student in demonstrating competency.

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.

Portfolio Domain Summary Sheets

Each domain should be prefaced with a “domain summary sheet.” This summary provides a global report of the intern’s experiences related to the specific domain and explains the work samples or experiences cited which provide support for demonstrating competency. Refer to the internship syllabus for an explanation of each domain and related activities that could be used as examples for demonstrating competency.

NOTE: Application for state licensure is NOT required for graduation nor to be included in this portfolio. Students can complete these packets after the degree is posted on the transcript. See the department secretary for paperwork.

Include the portfolio checklist in the front of your portfolio.

Intern Portfolio Checklist

Intern	Date
Field Reviewers	1.
	2.

Included (yes/no)	Document
	Signed internship agreement
	Log of hours –year’s summary (signed by supervisors, intern, and university faculty). Pay particular attention to the site-based supervision hours. For 180 school days, an intern should have a minimum of 72 hours of individualized supervision from a site-based supervisor. Additionally, during the internship year, our program also requires a minimum of 25.5 hours of small group supervision (provided every other week by university faculty or adjunct faculty).
	Intern’s Contact Information and On-Site Supervisor Information
	Intern’s evaluation of internship site
	Intern’s evaluation of supervisor
	Field Experience Demographics Worksheet
	Steps in Resolving an Ethical Dilemma
	CPSE End of Semester Evaluation
	Intern Goal Setting Chart. Documentation of goals should include: specific goals, activities to achieve goals, training & resources necessary to support goal acquisition. Include a written mid-term or end-of-term summary evaluating your progress (in regard to your stated goals).
	2 Case Studies. The reviewers will use the NASP Case Study Rubric for evaluating two case studies. Case studies incorporate numerous skills and competencies and may be referenced in several of the portfolio domains. 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.
	2 Psychological Reports. The reviewers will use the Assessment Report: Evaluation Form for evaluating the two psych reports.
	One program evaluation. Students may use the Problem Solving Model to summarize their program evaluation. The steps in the problem solving model include the following: Problem Identification, Problem Analysis, Interventions, Outcomes.
	School Psychology Praxis results. Passing score is 147. You must include all pages of the Praxis test result summary (approximately 2 pages, front and back).
	Formal fall and winter semester evaluations (conducted & signed by sit supervisor and university faculty)
	Formal fall and winter semester evaluations (conducted & signed by sit supervisor and university faculty)

Summary of Feedback: Intern's Portfolio Evaluation

Intern:			
Faculty Reviewer:	0 = Unsatisfactory 1 = Basic 2 = Proficient 3 = Distinguished		
Domain	Requirements <small>(Refer to syllabus for specific details)</small>	Reviewer's Comments	Rating <small>0, 1, 2, 3</small>
Domain I: Data-Based Decision-Making and Accountability	Domain summary sheet & documentation of work samples		
Domain II: Consultation and Collaboration	Domain summary sheet & documentation of work samples		
Domain III: Interventions and Instructional Support to Develop Academic Skills	Domain summary sheet & documentation of work samples		
Domain IV: Interventions and Mental Health Services to Develop Social and Life Skills	Domain summary sheet & documentation of work samples		
Domain V: School-Wide Practices to Promote Learning	Domain summary sheet & documentation of work samples		
Domain VI: Preventative and Responsive Services	Domain summary sheet & documentation of work samples		
Domain VII: Family-School Collaboration Services	Domain summary sheet & documentation of work samples		
Domain VIII: Diversity in Development and Learning	Domain summary sheet & documentation of work samples		
Domain IX: Research and Program Evaluation	Domain summary sheet & documentation of work samples		
DOMAIN X: Legal, Ethical, and Professional Practice	Domain summary sheet & documentation of work samples		

Site Supervisor's Evaluation of Intern Competencies

Intern: _____

Date: _____

Because we recognize that professional competencies are developed over time and are part of a learning process, you and 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.

Note: This evaluation form was based on San Diego State's School Psychology Internship evaluation forms and NASP standards.

Develop: Degree of Competency Development

Rating	Descriptor	Definition
0	Not seen	No opportunity or not yet demonstrated/observed in this setting
1	Emerging	Beginning to demonstrate this knowledge/skill
2	Established	Basic knowledge/skills attained and demonstrated routinely
3	Integrated	Uses knowledge/skills flexibly as part of an overall repertoire

Evaluation: Evaluation of Competency Development for Stage in the Program

Rating	Descriptor	Definition
1	Concern	Stronger development expected; Focus for further development
2	Satisfactory	Development consistent with expectations at this stage
3	Commendable	Above and beyond expectations at this stage

DOMAIN I: Data-Based Decision-Making and Accountability

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge and use of 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 resources to gather and evaluate data				

DOMAIN II: Consultation and Collaboration

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge and application of various consultation and collaboration models				
Collaborates with others in planning and decision-making processes at the individual, group, and system levels				
Demonstrates use of effective collaboration skills with individuals of diverse backgrounds and characteristics				
Employs positive interpersonal skills and effective listening				
Demonstrates flexibility, tolerance of opposing viewpoints, and patience in difficult situations				
Effectively uses technology to communicate and collaborate with families and other professionals				

DOMAIN III: Interventions and Instruction Support to Develop Academic Skills

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of biological, cultural, and social influences on academic skills				
Demonstrates knowledge of evidence-based curricula and instruction strategies, implements and measures outcomes for interventions to improve academic skills				
Demonstrates knowledge of both direct and indirect services to develop students' academic skills				
Uses effective assessment strategies to determine interventions				
Develops appropriate academic goals and outcome measures				
Develops appropriate strategies and goals for schools with different abilities, disabilities, strengths, and needs				
Uses effective instructional practices to promote positive academic outcomes				

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

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills				
Uses evidence-based strategies to promote social-emotional functioning and mental health for all students; measures the progress and outcomes of these strategies.				
Develops interventions that can be implemented across settings (e.g., school, home, community)				
Develops appropriate goals to promote effective social, emotional and behavioral skills				
Implements evidence-based interventions and evaluates outcomes				

DOMAIN V: School-Wide Practices to Promote Learning

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 – Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of school and systems structure, organization, and theory				
Demonstrates understanding of differences and similarities in general and special education procedures and practices				
Demonstrates and uses knowledge of evidence-based practices that promote learning and mental health				
Uses technology resources efficiently and ethically				
Works effectively to develop policy and practice to create and maintain safe schools and effective learning environments				

DOMAIN VI: Preventative and Responsive Services

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities				
Demonstrates knowledge of multi-tiered systems of support strategies to implement prevention services				
Demonstrates knowledge of evidence-based strategies for effective crisis response				

DOMAIN VII: Family-School Collaboration Services

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture				
Demonstrates knowledge of evidence-based strategies to support family influences on children's learning and mental health				
Uses effective strategies to develop collaboration between families and schools				
Demonstrates knowledge and skills to design, implement, and evaluate programs that promote family-school collaboration				
Provides support for parents when participating in school activities to help parents feel valued and needed in the collaboration process				
Has knowledge of community resources and creates links between schools, families, and community resources				

DOMAIN VIII: Diversity in Development and Learning

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 – Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse student characteristics				
Consistently uses principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference				
Consistently uses evidence-based strategies to enhance services and address potential influences related to diversity				
Demonstrates and uses knowledge of diversity factors during the assessment and intervention process				

DOMAIN IX: Research and Program Evaluation

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of research, statistics, and varied data collection and analysis techniques				
Translates robust research into effective practice and intervention				
Uses program evaluation for understanding research and interpreting data in applied settings				
Uses technology for data analysis and data storage				

DOMAIN X: Legal, Ethical, and Professional Practice

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 – Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

Competencies	Self-Evaluation		Supervisor's Evaluation	
	Develop	Evaluation	Develop	Evaluation
Demonstrates knowledge of the history and foundations of School Psychology profession				
Demonstrates knowledge of various service models and methods				
Demonstrates knowledge of ethical, professional, and legal standards and uses this knowledge in practice				
Demonstrates involvement in the profession of School Psychology				
Demonstrates knowledge and skills needed to acquire career-long professional development				
Uses technology to communicate in an ethical and confidential manner				

INTERNSHIP HOURS:

_____ Total Internship Hours for fall

_____ Total Internship Hours for winter

_____ Total Hours of Internship for the Internship Year (including spring and summer)

Note: Internship hours must total a minimum of **1,200 hours**.

SITE-SUPERVISION:

_____ Total semester hours of SUPERVISION provided by Site-Supervisor (fall)

_____ Total semester hours of SUPERVISION provided by Site-Supervisor (winter)

_____ Total Hours of Site-Supervisor SUPERVISION for the Internship Year (including spring and summer)

Note: For 1,200 hours of work in the schools (36 weeks), supervision should equal **72 hours** of individualized supervision.

GROUP SUPERVISION:

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

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

_____ Total hours of GROUP SUPERVISION for the Internship Year (including spring and summer)

Note: Interns attend group supervision 1.5 hours every other week during their internship. Group supervision during the internship year should equal **25.5 hours** minimum though this may differ for out-of-state interns.

Intern: _____
(signature)

Date: _____

Site-Supervisor: _____
(signature)

Date: _____

BYU Faculty Supervisor: _____
(signature)

Date: _____

**BYU School Psychologist Program
Psychological Report Evaluation Form**

Date:
Report Name (pseudo name of child):
Faculty Reviewing Report:
Graduate Student Writing Report:

RATING SCALE:

1= Needs Development: Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.

2= Effective: Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.

3= Very Effective: Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.

STRUCTURE AND ORGANIZATION

1- Needs Development		2- Effective		3- Very Effective	
Report Section			SCORE	COMMENTS	
Report written in this sequence:					
xiii.	Identifying Information				
xiv.	Reason for Referral				
xv.	Assessment Procedures (e.g. list of tests)				
xvi.	Review of Records				
xvii.	Interviews				
xviii.	Observations				
xix.	Test Results				
xx.	Summary				
xxi.	Recommendations				
xxii.	Signatures				
xxiii.	Data Summary				
xxiv.	Handout for parent/teacher (optional)				
OVERALL SCORE:					
OVERALL COMMENTS:					

Identifying Information

1- Needs Development		2- Effective		3- Very Effective	
			Score	Comments	
States child's name, date of birth, current grade and school					
Includes results and dates of vision/hearing screenings					
Indicates names were changes to ensure confidentiality					
Includes the names of parents or teaches as appropriate					
Other					
OVERALL SCORE:					
OVERALL COMMENTS:					

REASON FOR REFERRAL		
1- Needs Development	2- Effective	3- Very Effective
		SCORE
		COMMENTS
States purpose of referral		
States who (name and position) initiated the referral		
Describes referral concerns in observable and measurable terms		
States the actual frequency, intensity, and duration of behavioral or academic concerns		
States the preferred social-emotional, behavioral, and/or academic outcome in measurable and observable terms		
OVERALL SCORE:		
OVERALL COMMENTS:		

ASSESSMENT USED & REVIEW OF RECORDS		
1- Needs Development	2- Effective	3- Very Effective
		SCORE
		COMMENTS
Uses assessment's full title and then uses acronyms		
Includes dates of assessment was administered		
Identifies the person (and their position) who administered the assessment		
Summarizes educational background <ul style="list-style-type: none"> Schools attended, grades earned in area of academic concern, GPA, attendance, etc. 		
Summarizes previous interventions using data		
Includes detailed and accurate information (e.g., who reported the information)		
Accurate developmental and social history that includes both strengths and weaknesses <ul style="list-style-type: none"> Information stated in objective terms Avoids jargon, labels, and diagnoses 		
Respects confidentiality (e.g., history of sexual abuse, parental depression, etc.)		
OVERALL SCORE:		
OVERALL COMMENTS:		

OBSERVATIONS		
1- Needs Development	2- Effective	3- Very Effective
		SCORE
		COMMENTS
Includes only objective, operationally defined information that is relevant to the referral question		
Addresses child's behaviors, including testing attention, distractibility, on-task behavior, compliance, rapport, openness, temperament, persistence, and then briefly summarizes overall testing behavior		
Reports classroom observations relevant to the referral question and notes that the observations were completed before standardized testing began		
Observes the student in a variety of settings (e.g., small group, music, cafeteria, recess, reading, science, etc.)		
Based on examiner's observations, comments about the reliability and validity of testing results		
Avoids use of dead verbs, such as "will" or "would;" uses present or past tense		
OVERALL SCORE:		
OVERALL COMMENTS:		

SUMMARY OF ASSESSMENTS ADMINISTERED		
1- Needs Development	2- Effective	3- Very Effective
	SCORE	COMMENTS
Clearly presents tests results: <ul style="list-style-type: none"> ○ Uses understandable language to explain the purpose and the results of each instrument ○ Includes a complete list of scores with confidence intervals that are explained ○ If grade or age equivalent scores are used, a clear explanation of their meaning is included ○ Percentile rank (if applicable) ○ Qualitative descriptors (e.g., average, etc.) 		
If graphs or figures are used to share data they include the following: <ul style="list-style-type: none"> ○ Clearly identify the graph's X & Y axis ○ Test scores or data points (frequency) ○ Graphs are not split onto 2 pages 		
Uninterpretable & invalid scores are not included		
OVERALL SCORE:		
OVERALL COMMENTS:		

SUMMARY		
1- Needs Development	2- Effective	3- Very Effective
	SCORE	COMMENTS
No new information provided in the summary section		
Explicitly answers referral question		
Focus is on the child and not assessment instruments or test scores		
Brief summary of key findings that integrates the test results that include simple clear statements <ul style="list-style-type: none"> ○ Focus on describing the child not the scores ○ Identifies strengths & weaknesses ○ Answers referral questions ○ Emphasizes significant issues ○ Provides statements that informs the identification or eligibility decisions ○ Clearly states that school teams make eligibility decisions and the test results included in the report are one aspect of the decision making process 		
Creates a transition from summary section to the recommendations <ul style="list-style-type: none"> ○ Connects referral question, relevant test results, and potential interventions 		
OVERALL SCORE:		
OVERALL COMMENTS:		

RECOMMENDATIONS		
1- Needs Development	2- Effective	3- Very Effective
	SCORE	COMMENTS
Prioritizes recommendations by responding to referral question first		
Links recommendations to assessment data, behavioral observations, and interpretations		
Addresses environmental factors		
Identifies modifications or strategies to assist student in coping with challenges or weaknesses		
Identifies how strengths can compensate for weaknesses		

Clearly states realistic and achievable recommendations, based on “best practice” and current research		
Describes interventions in sufficient detail in order for teachers and parents to easily implement interventions		
Suggests interventions (minimum of 3) and does not mandates. When specific programs are indicated phrases the recommendation as an option and provides a rationale for that specific program		
Uses tentative wording		
Includes a specific plan for collecting data and monitoring progress (who, where, what, when and how)		
OVERALL SCORE:		
OVERALL COMMENTS:		

OVERALL REPORT		
<i>1- Needs Development</i>	<i>2- Effective</i>	<i>3- Very Effective</i>
	SCORE	COMMENTS
Professional Demeanor <ul style="list-style-type: none"> Has a clear organizational structure Avoids jargon Is readable for both lay and professional audiences No typos or grammatical errors Includes a signature of supervisor and position of supervisor Includes signature of student and indicates practicum or internship status 		
Provides accurate and in-depth description of the child’s functioning, capabilities, needs, and situational challenges		
Provides conclusions that focus on intervention efforts and determine the range of available options		
Provides insights and recommendations that improve the functioning and well-being of the child		
OVERALL SCORE:		
OVERALL COMMENTS:		

Program Evaluation Project Summary

Program Evaluation Rubric

	Needs Development	Effective	Very Effective
<p>Description of Program</p> <p>- Describe the program you are evaluating.</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>
<p>Underlying Basis for Program</p> <p>- Describe the research basis and/or practical basis underlying this program.</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>
<p>History of Program</p> <p>- Describe the history of this program (when initiated, who is involved in this program - organizers, leaders, workers who carry out the program, benefactors, growth of program, perceived impact of program, etc.)</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>

<p>Reason for Evaluating Program</p> <p>- Why are you evaluating this particular program?</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>
<p>Contact Person for Evaluation</p> <p>- Identify who needs the information you are gathering for this evaluation.</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>
<p>Description of Program's Benefactors</p> <p>- Who will benefit from the information gathered in this evaluation?</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>

<p>Research Questions(s)</p> <p>- Succinctly state your research question(s).</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>
<p>Research Design</p> <p>- What type of research design will you propose in order to answer your research question(s)?</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>
<p>Data Collection</p> <p>- What type of data will you collect to answer your research question(s) (evaluate this program)?</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>

<p>Data Analysis</p> <p>- How will you analyze your data?</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>
<p>Results</p> <p>- How will you report your data? (Results)</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>
<p>Recommendations</p> <p>- What are your recommendations to improve program, maintain program, or terminate program (if proven ineffective)?</p> <p>- What is your plan for sharing the recommendations?</p>	<p>Competency not yet demonstrated. Minimal detail and information included. Explanation is unclear or incorrect. Conclusions based on limited information. Tone and presentation does not demonstrate professionalism and sensitivity to diversity and/or unique situations. Writing skills do not reflect graduate level proficiencies.</p>	<p>Sufficient level of competency demonstrated. Skills reflect what is necessary for an entry-level school psychologist. Sufficient detail and information included. Explanation is clear and accurate. Conclusions are based on sufficient information and reflect an adequate synthesis of background information and important assessment results. Tone and presentation demonstrate professional attitudes and sensitivity to diversity and/or unique situations. Writing skills reflect graduate level proficiencies.</p>	<p>Competency exceeds expectation for an entry-level school psychologist. Information and history provided a thorough and concise review. Explanations are succinct, clear, and accurate. Conclusions reflect excellent synthesis and integration of background and assessment results. Professional demeanor and sensitivity to diversity and/or unique situations are demonstrated throughout the report. Writing skills demonstrate excellence throughout. Information is understandable to teachers and parents.</p>

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**

Rev. 7/2017

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

Prospectus cleared by BYU Institutional Review Board

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

All students will also need to provide IRB approval in one of the following ways:

1. an IRB approval letter with the student as the Principle Investigator
2. OR the faculty member's approval letter AND a copy of the cover page of the faculty member's application listing the student as either a co-investigator or a research assistant
3. OR an approved addendum to the faculty member's approval letter to which the student's name has been added.

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.
- (3) In the event that the student does not submit the manuscript for publication, the faculty advisor may do so, with order of authorship open to re-negotiation at that time. 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

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.

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