



CPSE 678-R
School Psychology – Practicum
Winter 2024

Tuesdays 1-2:50p
MCKB 341

Instructor Information:

Nancy Y. Miramontes, Ed.S., NCSP
e-mail: nancy_miramontes@byu.edu
(801) 422-9133 (office, texts preferred)

Rebecca R. Winters, Ph.D., NCSP
Email: Rebecca_winters@byu.edu
(801) 422-1235 (office)
(703) 965-5165 (cell - preferred over office)

Text

- Jensen, E. (2022). *Teaching with poverty and equity in mind*. ASCD
 - Amazon link: <https://a.co/d/gNeakQz>
- Harrison, P.L, Thomas, A. (2014). *Best practices in school psychology*. Bethesda, MD : National Association of School Psychologists.

Course Description and Goals:

This course is designed as a support class for the graduate level school psychology practicum experience. The students will finalize all their responsibilities and activities in their assigned schools. The students will compile artifacts for each of the NASP 10 Domains that will reflect their competency development toward school psychologist licensure.

Grading Policy

The students will upload all assignments into Educator and a score for each assignment will be recorded in BYU Learning Suite. All assignments should be uploaded by the required due date. Flexibility on submission dates is acceptable for assignments that do not involve the submission of artifacts for the NASP 10 Domains and the corresponding reflective statements. The majority of the grade calculation will be linked to the competency development evident in the NASP 10 Domains.

Attendance Policy

The students are expected to attend all classes. Notification of an absence should be provided prior to a scheduled class or within a day of the absence. **Missing more than 2 classes will result in an automatic grade drop.**

Class Participation and Active Learning

Students come prepared to discuss cases in practicum. They bring questions and proactively seek out resources to share with cohort members. In short, they act as professionals.

Descriptions of professionalism and the process of skill acquisition are provided in class and are found in the BYU School Psychology Handbook.

This score will reflect attendance, professionalism, and participation in class.

Grading:

| | | | |
|---------|------|--------|------|
| 94-100% | = A | 73-76% | = C |
| 90-93% | = A- | 70-72% | = C- |
| 87-89% | = B+ | 67-69% | = D+ |
| 83-86% | = B | 63-67% | = D |
| 80-82% | = B- | 60-62% | = D- |
| 77-79% | = C+ | 0-59% | = E |

Note: per CPSE policy, students earning below a B- must re-take the class.

Class Assignments:

1. Practicum Training Portfolio: As you enter your portfolio assignments into Educator, please upload them into the applicable NASP Domain categories. Each domain will require a minimum of 3 artifacts and a "write-up." Each write-up will consist of a 1-2-page document that includes a justification or rationale for each artifact you have chosen to upload into the domain. The rationale/justification is an explanation of how or why the artifact demonstrates your learning and your competency with the skillset outlined in that domain's description. Following the justification/rationale sections, students are to also include a 2-3 paragraph reflection statement that summarize their learning and skills developed in the respective domain. Each reflection statement, please highlight your strengths, weaknesses, and set 1-2 goals for improvement that you would like to tackle during your internship year.

Four domains (in addition to the four completed during Fall practicum) will be due by the end of Winter semester. The practicum portfolio is an assignment that spans across Fall, Winter and Spring semesters. By the end of Winter semester each student should have 8 domains completed.

The following assignments area also part of the final portfolio and are to be uploaded to Educator by the end of Winter semester:

Goals for Self-Improvement in Practicum: Select at least two goals, preferably in domains that you could develop additional competency. These can be taken directly from your internship readiness plan from Fall semester. Identify what the goals are and how you will measure your competency development. The activities and indications of success should be ***measurable and observable***. Provide mid-semester and end of semester progress updates via Learning Suite. Upload a copy at the end of the semester to Educator. See Appendix B for samples and templates.

Site Visit Summaries: The student, site supervisor, and BYU supervisor will participate in two semester visits. This will involve an observation of the student engaged in a school psychology-based activity and a discussion of performance between all parties. The Faculty Site Visit Feedback form will be completed by the BYU supervisor and uploaded by the supervisor into Task Stream. ***The BYU practicum student is responsible for scheduling and coordinating the visits with their site supervisor and BYU supervisor.***

Educator Evaluations: Two semester evaluations are to be completed -- One Mid-Semester and one End-of-Semester evaluation by your supervisor. Please communicate to your supervisor that this assignment is completed through Educator. You and your supervisor are encouraged to complete this evaluation together; however, if your supervisor wishes to complete this alone this preference should be respected. Regardless of the method of completion you've chosen, please monitor Educator carefully and ensure that your evaluations are shown as "submitted." Portfolios without midsemester and end of semester evaluations will be incomplete and *not* be passed.

In addition, students are to complete an evaluation of their supervisor and one of their practicum site as part of the portfolio.

Time Logs: **Though this is an assignment due past the end of Winter semester date, it is provided here for your advanced reference.**

Students are to maintain a time log documenting their activities (an excel file with formulas for the excel spreadsheet should have been provided before this course). Each month the logs will be reviewed by the university-based supervisor. Time logs should be uploaded to Learning Suite at the end of each month or google drive links may be sent directly to your assigned instructor instead. You may continue to log hours in your log from Fall semester. Students are required to complete 300 field-based hours (physically present in the school building) by the end of spring semester; ***however, we expect that students will continue their field work through the end of the public-school year regardless of practicum hours accumulated. It is important for students to experience a complete school year during practicum, and it is a professional courtesy to our partnership school districts to provide a continuum of services/support for both k-12 students and supervisors.***

Final logs will be due June 1st.

2. Internship Readiness Plan – as part of the reflective learning process, students will

complete an internship readiness checklist (see Appendix E) evaluating their competencies in all 10 NASP Domains. 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 throughout the practicum year, work which is evidenced in the cumulative practicum portfolio.

At the start of winter semester, students are to include 1-2 sentences briefly describing their experiences with each bulleted item under each domain category. Students are to self-evaluate what they have done well, what they need to do to improve their skills, and when and how they plan on working on those competencies.

3. Practicum Project Summary: Please gather all class syllabi and create a field-based project summary for your supervisors. Briefly outline what the assignment is, what your responsibilities as the student are, what support you'll need from your supervisor (e.g., "help me identify a student with a behavior challenge.") and when the due dates are. Then share this with your supervisor no later than the second week of your winter practicum experience. Upload a copy to learning suite.

4. Praxis Study Question Moment: Sign up to share a praxis test study question. Under content pages in Learning Suite, you will find the ETS Praxis study guide. Using that guide, select a question of your choice to share with the class. During your scheduled presentation time, share the question, then allow the class time to discuss and respond before providing the answer. We hope to encourage all students to begin thinking about and studying for the praxis exam. It is recommended that the praxis be taken prior to the start of your internship. A passing grade on the praxis is required as part of your internship portfolio. Students portfolios will not be complete (e.g., students will not be recommended for graduation and licensure) without documentation that they have passed the praxis. Students are to register for the School Psychologist (5402) exam. More information about the praxis can be found at *ets.org*

5. Counseling Case and Resource Presentation: Gathering resources to build up your repertoire of helpful counseling tools is essential for an easier transition to internship. For this assignment, we'd like for you to select a current or past counseling case and share a resource/tool you feel could help with their treatment goals. This can be a book, workbook, website, handout, counseling activity or project, or even a counseling theory. As part of this task, it might be helpful to reach out to your current (or past) supervisor and ask for their recommendations. Prepare a 5-10 minute discussion for your cohort that centers around this resource. Please provide the following in your presentation:

- 1) A brief introduction to your case, including relevant demographics, presenting problem, and treatment goals
- 2) A summary introduction of the tool and how you or your supervisor have used it in counseling (any tips for monitoring student progress, or how they have/can integrate it into IEP goals, tips for successful use of the resource, etc...)
- 3) Ways you think you could expand upon this resource. Do you think you would use it as your supervisor uses it? Do you see other ways you could use it in your own practice?

Feel free to get as creative and fun with this assignment as you'd like.

Optional: Create a handout for your portfolio (upload this to Educator as an artifact in Domains 4,6, or 9, depending on the content, for assignment credit) that summarizes the tool and provides need-to-know information about acquiring and using it.

6. Equity and Diversity Inservice Presentation – in alignment with our efforts to create communities of inclusion and belonging, students will design a 10-15 minute in-service presentation for a group of educators (non-school psychologists) using research and data to present on a community topic of the student's choosing. Topics may include: Supporting LGBTQ+ students, Working with Children on the Autism Spectrum, Dispelling Myths of SEL, Working with Children in Poverty, Working with Refugee Students, etc.

Students are encouraged to choose a topic that they are either passionate about or less familiar with and dive into the research to learn as much as they can about their topic. You should then distill that information down to a format that will be most understood/consumable by educators working with children in public schools. As school psychologists, most of our advocacy work for children will be done through teaching. School psychologists teach constantly – in IEP meetings, in collaboration or at-risk meetings, in in-service or faculty meetings – the opportunities for a school psychologist to educate, share, and collaborate with fellow educators to encourage best practices are vast.

Students are encouraged to work in pairs and present their work in the field at a faculty meeting, at an in-service meeting or to a small group of educators, etc., at their practicum sites. If an opportunity to present in the field is not available during practicum, students will present their projects in class on the second to last day of the semester. Final presentations are to be uploaded as an artifact in Domain 8 for full class credit during Winter semester

Students are also encouraged to present their work during the internship year in some way. Special permission to use this specific assignment across practicum and internship portfolios will be granted.

7. Student Information Sheet – please read the syllabus in its entirety and complete the student information sheet from appendix F. Complete and upload to learning suite.

8. Group Counseling Record: Please upload a copy of your counseling notes as a supplementary artifact into Educator. These types of notes work well in Domain 4, however, depending on how extensive your notes are and the nature of the work you conducted with students you may also consider using these notes in Domains 2, 5 and others you think appropriate. Remember, you may use the same artifact in up to two domains, as long as your rationale/justification statement highlight how your notes apply to the specific domain you are using them in.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment, including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

BYU Statement of Belonging:

We are united by our common primary identity as children of God (Acts 17:29; Psalms 82:16) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement).

We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

1. All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement)
2. We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12-27).
3. Our interactions create and support an environment of belonging (Ephesians 2:19); and the full realization of each student's divine potential is our central focus.

BYU School Psychology Program
Zoom Attendance Policy

We offer an intensive, comprehensive training program that is nationally accredited by CAEP and officially approved by the National Association of School Psychologists. Our program prepares you for licensure in public school settings and the National Certified School Psychologist credential.

Our program is in person, full-time on the BYU Campus (Provo). We find that being the classroom together is not only more rewarding as we value your participant and insight, but that it promotes better learning and retention. Students who view our graduate program as a first step to a professional career in term of attendance and out-of-class work have been the most successful in navigating work/life balance.

Attendance in graduate level classes is expected for every class session, as classes are consolidated into three-hour blocks in most cases. If you miss class, you miss training, which affects your career and competency.

If you miss class, you have missed those training hours and instruction and we can't know if you have the competencies you need for licensure. Missing more than 1 class may affect your grades and program completion may be affected.

There are exceptions to the expectation for in-person attendance in each of your classes:

- (1) Rural remote students attend remotely courtesy of a grant from the Utah State Board of Education. This support is intended to remedy the long-standing shortage of school psychologists in rural Utah.
- (2) Students who are ill should not attend classes in person on campus.
- (3) If you are ill, your request to zoom in may be accommodated under the following conditions:
 - You must ask for permission to attend by zoom from the faculty member teaching the class.
 - You must ask for permission in advance (at least 2-6 hours before class) to allow for materials to be sent.
 - You must have your camera on and remain on camera.
 - You must respond to questions from the faculty during class and participate in class discussions.
- (4) Recording of classes on zoom because of absence is problematic and is not generally accommodated for missing classes.
- (5) If an emergency arises, please contact your instructor directly as soon as possible, and/or your cohort if class is just about to start or has started. We care about your welfare and if you are not in class, we want to be sure that you are okay.
- (6) If a long-term emergency arises, early communication with your advisor, program coordinator and department chair is key to the best outcomes for you.

Class Schedule

*** Assignments are to be uploaded to either Learning Suite or Educator. Please see Learning Suite for more information regarding the corresponding location for each assignment.**

| DATE | Topic & In-Class Assignments | Assignments Due |
|------|---|---|
| 1/9 | <p>Syllabus Overview</p> <p>Introduction to Winter Prac</p> <p>Time management and setting up “the binder”</p> <p>Internship Readiness Checklist – <i>Beginning with the End in Mind</i></p> <p>(Nancy)</p> | |
| 1/16 | <p>Student Presentations</p> <p>Explaining Test Results to Children and Parents</p> <p>(Rebecca)</p> | <ul style="list-style-type: none"> • Presentation Sign Up • Internship Readiness Checklist • Student Information Sheet • Project Summary for your supervisor. |
| 1/23 | <p>Catch Up Day</p> | <ul style="list-style-type: none"> • January Time Log • Practicum Goals – Winter Semester |
| 1/30 | <p>Student Presentations</p> <p>Writing IEP Goals + Counseling Goals</p> <p>Progress Monitoring Group & Individual Goals</p> <p>(Nancy)</p> | <ul style="list-style-type: none"> • Prepare and Schedule Faculty Site Visit # 1 |
| 2/6 | <p>Student Presentations</p> <p>Group Counseling Logistics and Behavior Management</p> <p>(Rebecca)</p> | <p><i>Don't forget to be reading from Teaching with Poverty in Mind</i></p> |
| 2/13 | NASP | |
| 2/20 | MONDAY INSTRUCTION | |

| | | |
|------|---|--|
| | | |
| 2/27 | <p>Student Presentations</p> <p>Book Review & Discussion FBA/BIP Samples (Nancy and Rebecca)</p> | <ul style="list-style-type: none"> • February Time Log • Midterm Goal Update • Midterm Supervisor Evaluation |
| 3/5 | <p>Student Presentations</p> <p>Mock IEP & PLAFFS, GOALS (Nancy and Rebecca)</p> | <p><i>Don't forget to be reading from Teaching with Poverty in Mind</i></p> <p>Prepare for and schedule Faculty Site Visit # 2</p> |
| 3/12 | <p>Student Presentations</p> <p>The Onboarding and Offboarding Counseling Cycle (Nancy)</p> | |
| 3/19 | <p>Student Presentations</p> <p>Therapeutic Role-Playing Games for Children and Adolescents (Rebecca)</p> | <ul style="list-style-type: none"> • <i>Teaching with Poverty in Mind Book Discussion</i> NEXT WEEK |
| 3/26 | <p>Student Presentations</p> <p>EDUCATOR DAY</p> | |
| 4/2 | <p>Student Presentations</p> <p>ELL Testing – Using the C-LIM</p> <p>Organization & Time Management for Internship - Strategies and Samples (Nancy)</p> | <ul style="list-style-type: none"> • March Time Log <p>Domain 6 artifacts, rationale & justifications <i>(suggested due date)</i></p> |
| 4/9 | <p>Portfolio Bootcamp Day (Nancy)</p> | <p><i>Review Assignment list in syllabus and ensure that all assignments have been uploaded to Educator by this date.</i></p> |

| | | |
|------|--|--|
| 4/16 | In-service Presentation Day/Party (Rebecca) Final assignments due on this date! 😊 | |
|------|--|--|

APPENDIX A

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).

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 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. Ethical Dilemma.
- 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.

APPENDIX B

Example: Practicum Goal Setting Chart

Goal Plan for: _____ Date: _____

| | Objective | Activities | Indications of Success | Projected date of completion |
|-----|--|---|--|------------------------------|
| 1.0 | Demonstrate proficiency in using the problem solving process to respond to student, teacher, and parent concerns about student's learning or behavior. | <p>With your supervisor, identify a student which has behavioral or academic concerns.</p> <p>Complete the problem solving process worksheet with your supervisor and other professionals or parents as is appropriate.</p> | <p>Review of problem problem-solving process in your journal.</p> <p>Record feedback from supervisor in journal.</p> <p>Record personal observations of process in your journal.</p> <p>Include problem-solving process worksheet in your portfolio.</p> | March 10, 2017 |
| 1.1 | Demonstrate proficiency maintaining the problem-solving process through initial intervention, assessment, and monitoring interventions. | <p>Maintain progress notes, assessment plans, and intervention summaries which document the effectiveness of intervention and assessment.</p> | <p>Progress notes.</p> <p>Reflections in journal.</p> | March 10, 2017 |
| 1.2 | Demonstrate proficiency in administering standardized tests | <p>Observe supervisor administer WISC</p> <p>Observe professional administer a measure of academic performance</p> <p>Co-score standardized tests (list specific tests) with supervisor or other professional</p> | <p>Notes in internship log</p> <p>Discussion with supervisor</p> <p>Protocols from activity</p> | December 15, 2016 |
| 1.3 | Demonstrate proficiency in qualitatively reviewing assessment procedures | <p>After co-scoring protocols discuss with supervisor the significance of test results</p> <p>Read two psychological reports and evaluate the usefulness of the information in developing interventions and informing the reader about quantitative results</p> <p>Draft a psychological report that contains qualitative information about assessment procedures</p> | <p>Record highlights of discussion in journal</p> <p>Report reactions in journal</p> <p>Psychological report</p> | December 15, 2016 |
| 1.4 | Demonstrate proficiency in developing interventions from assessment | <p>Develop interventions based on assessment.</p> <p>Have a peer review recommendations and incorporate appropriate feedback into report</p> <p>Draft a psychological report and submit to instructor for review</p> | <p>Write recommendations based on assessment. Recommendations have evidence of efficacy and efficiency.</p> <p>Peer notes and second draft of report.</p> <p>Final draft of a psychological report that presents assessment data which leads to effective and efficient interventions.</p> | December 15, 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:

APPENDIX C

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.

APPENDIX E

Evaluation of Internship Readiness



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. *Students are to include a 1-2 sentences briefly describing their experiences with each bulleted item under each domain category. Students are to affirm their completion of each item.

| Competencies | Student Self-Evaluation | | | |
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| <p>Domain 1 - 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 | Date completed | What I did well | What do I need to improve my skills? | When and how will I do that? |
| <p>Domain 2 - 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> | Date completed | What I did well | What do I need to improve my skills? | When and how will I do that? |
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| <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>Domain 3 - 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 | Date completed | What I did well | What do I need to improve my skills? | When and how will I do that? |
| <p>Domain 4 - 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</p> | Date completed | What I did well | What do I need to improve my skills? | When and how will I do that? |

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| <p>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 <ul style="list-style-type: none"> ○ CPSE 610, 614, 602 | | | | |
| <p>Domain 5 - School-Wide Practices to Promote Learning:</p> <p>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.</p> <p>Experiences:</p> <ul style="list-style-type: none"> • Attended a school team meeting that plans school-wide interventions • Participate in some aspect of school-wide interventions <ul style="list-style-type: none"> ○ CPSE 610, 609, 602 | <p>Date completed</p> | <p>What I did well</p> | <p>What do I need to improve my skills?</p> | <p>When and how will I do that?</p> |

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| <p>Domain 6 - Preventative and Responsive Services:</p> <p>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.</p> <p>Experiences:</p> <ul style="list-style-type: none"> • Participated crises response activities <ul style="list-style-type: none"> ○ CPSE 610, 655 | <p>Date completed</p> | <p>What I did well</p> | <p>What do I need to improve my skills?</p> | <p>When and how will I do that?</p> |
| <p>Domain 7 - Family-School Collaboration Services:</p> <p>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.</p> <p>Experiences:</p> <ul style="list-style-type: none"> • Consulted with parents regarding a child's need and have implemented interventions that support family needs <ul style="list-style-type: none"> ○ CPSE 610, 609, 614, 649, 602 | <p>Date completed</p> | <p>What I did well</p> | <p>What do I need to improve my skills?</p> | <p>When and how will I do that?</p> |

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| <p>Domain 8 - Diversity in Development and Learning:</p> <p>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.</p> <p>Experiences:</p> <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> ○ CPSE 610, 609, 614, 649, 602 | Date completed | What I did well | What do I need to improve my skills? | When and how will I do that? |
| <p>Domain 9 - Research and Program Evaluation:</p> <p>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.</p> <p>Experiences:</p> | Date completed | What I did well | What do I need to improve my skills? | When and how will I do that? |
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| <ul style="list-style-type: none"> • Successfully defended their thesis prospectus • Provides evidence that interventions are evidence-based <ul style="list-style-type: none"> ○ CPSE 629, 651, 699 | | | | |
| <p>Domain 10 - Legal, Ethical, and Professional Practice:</p> <p>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.</p> <p>Experiences:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ CPSE 605 | Date completed | What I did well | What do I need to improve my skills? | When and how will I do that? |
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| <p>Self-Evaluation of Professional Disposition</p> | <p>Please indicate yes/no for each area and provide a brief example.</p> <p><i>*For any “No” responses include an internship goal describing how you plan on improving upon this area during internship.</i></p> |
| <p>I have adhered to professional and ethical standards of behavior.</p> | |

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| I have demonstrated a commitment to the understanding of & responsiveness to human diversity. | |
| I have demonstrated knowledge & expertise in communicating effectively with teacher, students, support staff and administrators. | |
| I have demonstrated effective interpersonal relations. | |
| I have demonstrated flexibility. | |
| I have demonstrated initiative and dependability. | |
| I respect individual and family's rights of confidentiality. | |
| I have demonstrated a strong professional work ethic. | |
| I was appropriately assertive in seeking supervision and feedback. | |
| I am familiar with the school environment and how my role fits in with the "big picture." | |

APPENDIX F

Student Information Sheet
CPSE 678
Winter 2020

Name:

What questions do you bring to this class?

What instructor activities, methods, styles help you learn best?

What worries you the most about Internship?

What demands do you have on your time that may challenge you in meeting the objectives of the course? (Are you working? Family demands? Experiencing significant life changes? Other?)

I have read the course syllabus. I have asked any questions I have. I understand the requirements and policies for this course.

Name