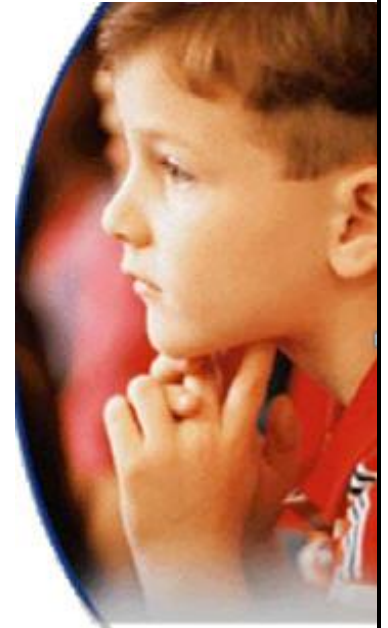# School Psychology Program Handbook

Idaho State University
Department of School Psychology and Educational Leadership

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Welcome to ISU School Psychology Program

Idaho State University
College of Education
921South 8th Avenue, Stop 8059

Dear Entering Student:

Welcome to the Idaho State University School Psychology Program. Your admission to the program is indicative of your record of past success, and our belief that you will continue to distinguish yourself in the future. We look forward to working closely with you over the next three years as you grow personally and professionally.

We have designed a program to prepare you to be a competent and successful school psychologist with the abilities needed to positively impact children, youth and families, as well as the schools and other agencies that serve them. The program was also designed to meet national accreditation standards as well as the coursework and internship requirements for state and national certification. The program should prove challenging yet rewarding.

This handbook outlines important program policies and practices. Please familiarize yourself with its content and keep it for reference throughout your matriculation in the program (note, however, that policies are subject to change by the faculty). Along with the *Graduate School (*http://isu.edu/graduate/), the handbook should serve as a useful guide to your education and training. Please refer to the *Graduate School* for academic policies, resources and services applicable or available to all graduate students at the Idaho State University.
This program handbook and other relevant program materials (e.g., forms for practicum and internship, etc.) can be found on our program web site at:

http://ed.isu.edu/spel/SPEL_School_Psychology.shtml

We hope that your experiences over the course of the next three years prove personally satisfying and professionally fulfilling. Once again, the School Psychology faculty welcomes you.

Sincerely,

The School Psychology Faculty

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Checklist for Candidates

To facilitate matriculation through the School Psychology program, pertinent materials and schedules are presented in this handbook. While the primary responsibility for knowing deadlines and graduation requirements resides with the Candidate, effort will be made to assist you in this process. These activities must be completed:

___1. Submit Application for Admission to Graduate School

      a. Declare degree, department and program, and
      b. Submit Graduate Record Examination or Miller Analogy Test scores (must be completed first semester of enrollment).

___2. Obtain classified (degree-seeking) status. For those of you who were admitted on a conditional status, you must meet all the requirements of conditional status prior to being considered for classified (degree-seeking) status.

___3. Confer with faculty advisor to enroll in appropriate courses as per course rotation schedule.

 ___4. Confer with faculty advisor to develop Program of study, and submit to advisor for signature.

___5. Apply for Graduation with Graduate School and Registrar's office (semester you plan to graduate).

___6. Sign up for Written Comprehensive Examination (M.Ed.) and confer with advisor regarding questions you may have.

___7. After successfully completing your Written Examination, you may schedule Oral Examination (M.Ed.), or in the case of the Ed.S. degree after you have successfully completed your SCPY 7759 Internship year.

___8. Schedule and take Praxis II School Psychologist through ETS during your internship year

___9. Remember to confer closely with the Graduate School and adhere to established deadline dates. Please review with your advisor the following items:
___A. Join NASP as a Student member
___B. Purchase liability insurance from University or NEA
___C. Read this Handbook carefully

___D. Read the Graduate Admissions Procedures

___E. Confer with your advisor regularly

___F. Confer with advisor regarding School Psychology Practica/Internship

___G. Secure and review self and supervisor evaluations for your practica and internship.

At the time of admission, School Psychology students are considered — "candidates" and will be assigned to a School Psychology Faculty Advisor. Candidates are encouraged to meet with their Faculty Advisors prior to enrolling to discuss the necessary sequence of courses and projected timelines for matriculating through the program. Due to the highly structured and intensive nature of the School Psychology program, it is essential that candidates maintain regular communication with their Faculty Advisors. This is especially critical for candidates entering the program with transfer credits or who cannot follow the regular program of study plan.

"The School Psychologist"

School psychologists should have a passion and a commitment to helping children, parents, communities, and schools, foster success. Children, youth, and families are, after all, the primary recipients of our services and the fundamental reason we have chosen this profession.

School Psychology is a specific specialty within the profession of psychology and education that focuses upon the psycho-educational development of individuals, their abilities and potentialities, and the emotional and cultural factors that influence this learning process. As such, it is inter and intra-disciplinary in scope— drawing research and theory from psychological sciences, education, child development, neurosciences, mental health, learning and instructional theory, and other areas.   For over a century, psychologists whose primary interests led them to examine and assess the mental abilities of children and adults relative to the impact of educational programs have been associated with school psychology. From the initial efforts of dedicated scientists, researchers, and educators has grown a profession of human development specialists and practitioners known today as school psychologists numbering over 23,000 in the United States. These school psychologists serve as "problem solvers" bringing to bear collaborative efforts that help all children grow and develop their positive gifts, talents, and capacities.

Statement of Goals

The academic and training requirements for the School Psychology Program at Idaho State University are founded on a philosophical, research, and practical understanding of the role and function of what the psychologist expects and is

expected to perform within educational settings. They are fundamentally based upon adhering to research-based based best practices promulgated by the National Association of School Psychologists Standards for Training and Field Placement Programs.   These standards represent an integrated and comprehensive model by which program content and experiences provided to school psychologists in training may be effectively organized and provided.

School psychologists should have a passion and a commitment to helping children, parents, communities, and schools, foster success.

The Role and Function of the School Psychologist

The School Psychologist is a professional operating as a specialist within the framework of the school system. School Psychologists are involved at many levels and function collaboratively with professional educators, students, their parents, as well as concerned others in the community-at-large, in an effort to improve psychological, social, and academic skills and success. They function as problem-solvers who understand the complex array of forces that can be directed toward helping all children experience school and learning in a positive and productive way consistent with each child's diverse needs.

School psychology practice may be described in terms of five primary roles:

1. **Diagnostic Role**. In this capacity, the psychologist will select, administer and interpret the results of various psychological instruments designed to evaluate a broad spectrum of human traits and characteristics. Inherent in this role, also, are specific recommendations by the psychologist made to provide insight and direction in dealing with the problem situation.

2. **Intervention Role.** School psychologists provide direct services to students in such areas as suicide, depression, self-concept, problem solving, drug abuse, study skills, social skills, etc.

3. **Consultation Role.** As consultant to administrators, teachers, other professionals, and parents, the School Psychologist provides specific knowledge and frames of reference drawn from his own training and experience for application to educational problems. This function should be regarded as equally important as the role of diagnostician.

4. **Research Role.** The School Psychologist is concerned with gathering

and analyzing data in a systematic way for contributing to existing knowledge in his field. This implies particular competencies in experimental and developmental psychology, as well as skill in statistical inference. Generally, however, due to the factors of time and caseload, a much smaller percentage of overall responsibility can be devoted to this area.

5. **Problem Solving Role.** In addition, the Idaho State University School Psychology Program would add the additional role of "Problem Solving" to this list. As a problem-solver, school psychologists are trained in using systematic methodologies of identifying and defining problems/concerns, determining best practice interventions and applying them, and using data-based decision-making to ascertain the impact upon learning and adjustment outcomes on the part of the student. The role of systematic problem-solver is emphasized in the training of school psychologists as it provides an integrated model within which the school psychologist may address a wide-variety of "problems" which may interfere with a student's ability to be successful and express their capacities to learn.

Program Content and Standards

At Idaho State University, the School Psychology Program content areas reflect current standards advanced by NASP (2010). As these standards have been recently revised by NASP, the following description reflects the new standards in which Domains of School Psychology Training and Practice are identified. Each of these areas is specifically detailed consistent with these standards as are course, practica, and internship experiences that are provided to ISU School Psychology Candidates.

National Association of School Psychologists (NASP) Domains

The training program at ISU has as its goal to develop school psychologists that are competent in the domains of best practice defined by NASP. A brief definition of each is provided below:

Domain 2.1: Data-Based Decision-Making and Accountability

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design,

implement, and evaluate response to services and programs.

Domain 2.2: Consultation and Collaboration

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Domain 2.3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Domain 2.4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Domain 2.5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Domain 2.6: 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 multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Domain 2.7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Domain 2.8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Domain 2.9: Research and Program Evaluation

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

Domain 2.10: Legal, Ethical, and Professional Practice

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

Each domain addressed by particular required courses is summarized in **Appendix A:** NASP Domains/Course Matrix. To review all the NASP professional standards, please go to:

http://www.nasponline.org/standards/2010standards.aspx

Program Description

The Idaho State University School Psychology Program offers two degrees: **M.Ed. School Psychology Examiner** and **Ed.S. School Psychology.** Although all students admitted to the program are expected to complete the full 64-hour sequence of integrated program courses over a three year period for the Ed.S. degree, they are allowed not to continue their study after completing their M.Ed. degree. For example, these M.Ed. candidates may apply for other doctoral programs which are not offered by the current ISU School Psychology program. However, in most cases, the M.Ed. is not a terminal degree. The majority of our students completed the three-year Ed.S. program (with a total of 64 graduate semester hours), which fulfills the current requirements for certification as a school psychologist in Idaho and as a Nationally Certified School Psychologist (NCSP) through the National School Psychology Certification Board, pending the attainment of a passing score on the Praxis II Exam in School Psychology. More detailed information about the two programs is described below:

M.Ed. School Psychology Examiner

Idaho State University offers a M.Ed. in Human Exceptionality with a major in School Psychological Examiner. The M.Ed. is regarded as a prerequisite degree for admission to the Ed.S. Program in School Psychology. Candidates who enter into the program with a master's degree in a related area must satisfy all of the M.Ed. Requirements.

Admission Requirements For The M.Ed. Degree

Applicants for the Master of Education in Human Exceptionality must apply to, and meet all criteria for, admission to the Graduate School and all college requirements for admission and retention.

Individuals applying for admission to the Master of Education program in Human Exceptionality must meet the following admission requirements:

- Bachelor's degree from a regionally accredited college or university in the United States, or its equivalent from a school in another country.

- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level

- A letter of interest stating the applicant's interest in the M.Ed. program

- A current resume, including the names and contact information for at least 2 professional references

- A minimum score at the 40th percentile on both the verbal and quantitative sections of the Graduate Record Examination (GRE)

The deadline for submission of applications is ***January 1st***. Applications will be reviewed and degree-seeking students will continue to be admitted until program capacity is reached.

General Requirements

Students completing a Master of Education in Human Exceptionality must complete both a <u>written comprehensive examination</u> and an <u>oral examination</u>. The following is the required courses at the M.Ed. in Human Exceptionality with a major in School Psychological Examiner (Also see **Appendix B**: Program of Study for M.Ed.):

Professional Studies Core
      EDUC 6601 Research and Writing   (3 cr)
      EDUC 6602 Theories of Learning   (3 cr)
      EDUC 6610 Applied Educational Statistics   (3 cr)

Additional Requirements for the School Psychological Examiner
      SCPY 6660 Seminar in School Psychology   (3 cr)
      SCPY 6672 Problem-Solving Intervention in Schools   (3 cr)
      SCPY 6619 Individual Intelligence Testing   (3 cr)
      SCPY 6673 Response to Intervention Methods   (3 cr)
      SCPY 6682 Cognitive Behavioral Intervention in Schools   (3 cr)
      SCPY 6657 Legal and Ethical Issues in School Psychology   (2 cr)
      SCPY 6659 Multicultural Issues in School Psychology   (2 cr)

Integrative Field Experiences/Studies
      SCPY 6668 Practicum: Intro to School Psych, SPED & LD   (3 cr)

                                                 Total   31 credits

Prerequisites

Prerequisites for the program consist of courses or substantial equivalent experience to insure that entering students have an adequate background in psychology and education prior to beginning professional training. Prerequisites may consist of (but not limited to): general psychology, educational psychology, introduction to special education, child exceptionality, child or human development, statistics, research or experimental psychology, and educational measurements. Prerequisite courses are not counted toward either the M.E. or Ed.S. degrees. Exceptions to this policy are made only with permission of the program director in instances in which a graduate level prerequisite course is allowed to be substituted for a required or elective course the student completed prior to program entry.

Performance Goals for the M.Ed. Degree

The following are some performance goals expected for the M.Ed. Degree as School Psychological Examiner that compliment the Standards developed by the National Association of School Psychologists.

1) Candidates will be taught the history and foundations of school psychology.

2) Candidates will be taught the legal and ethical practices of school psychology.

3) Candidates will be taught the roles and functions of school psychology.

4) Candidates will be taught how to conduct assessments by utilizing diverse methods and models.

5) Candidates will be taught how to administer and interpret individual tests of intelligence.

6) Candidates will be taught how to administer and interpret educational diagnostic and achievement tests.

7) Candidates will be taught how to design remedial educational intervention programs.

8) Candidates will be taught how human exceptionalities are related to behavior, development, and intervention.

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9) Candidates will be taught theory and practice of counseling as an intervention strategy.

10) Candidates will be taught both the theory and application of norm-referenced tests.

11) Candidates will be taught both the theory and application of alternative assessment procedures.

12) Candidates will be taught research and statistical theory and application.

13) Candidates will be taught how to conduct a staffing/IEP meeting.

14) Candidates will be taught how to work effectively with educators so as to establish a mutually advantageous situation.

15) Candidates will be taught how to participate in a multi-disciplinary team meeting.

16) Candidates will be taught how the role of human learning is related to behavior and treatment.

17) Candidates will be taught the process of systematic problem-solving as a generic methodology to address concerns of behavior and learning in the school/educational setting.

18) Candidates will understand the basic ethical and professional foundations of school psychology practice.

All of these performance goals/skills will be taught and practiced in the program of study for the M.Ed. and further strengthened in the Ed.S. program.

Ed.S. School Psychology

The completion of both the specialist and master degrees culminates in meeting the standards promulgated by the National Association of School Psychologists Standards for Graduate Preparation of School Psychologists (NASP 2010)**.** The Ed.S. Degree will enable a Candidate to become certified as a school psychologist and to apply to NASP for *Nationally Certified School Psychologist (NCSP)* status. Master candidates who complete the M.Ed. School Psychological Examiner degree may consider to apply for the Ed.S. School Psychology Program. Prior to being accepted into the Ed.S. Program, all of the requirements of the M.Ed. in School Psychological Examiner must be satisfied. Candidates who have already completed a master's degree in a related area should request a transcript evaluation to determine if all of the prerequisites have been met. The following are goals that compliment the standards of the National Association of School Psychologists.

Admission Requirements

Candidates for the Educational Specialist in School Psychology must meet all college and university requirements for admission and retention. Preference is given to applicants with an undergraduate major in psychology or education (including special education), a GPA above 3.00, and combined verbal and quantitative scores above 300 on the Graduate Record Examination (GRE) General Test. Applications must include at least two letters of recommendation and a personal statement of interest and goals. Complete application materials, including transcripts and test scores, must be received to be considered for summer semester admission. Our Ed.S. candidates usually enter the program with a Bachelor degree and complete their M.Ed. in Human Exceptionality School Psychological Examiner option before being accepted to continue their study toward an Ed.S. degree. Other master's degree majors in a closely related field may be approved upon recommendation of the selection committee. However, they may be required to take additional, prerequisite coursework.

General Requirements

All post-master's degree course work must be taken from members of the Idaho State University graduate faculty or be approved in advance by the graduate faculty. A minimum grade point average of 3.0 (B) is required over all course work taken in the Ed. S. program. An oral examination covering the specialist paper, portfolio, and/or relevant topics is required.

Major Requirements

The Ed.S. in School Psychology is designed to be consistent with the minimum entry-level requirements in the field of school psychology as presented by the National Association of School Psychologists. A master's degree as a school psychological examiner or its equivalent is required. The Ed.S. is viewed as a practitioner's degree and will focus on applied activities. The Ed.S. candidate must complete a minimum of 64 credits in School Psychology, **including the master degree** and 6 credits for the supervised specialist-level internship experience (1200 hours). The following is the required courses at the Ed.S. level (Also see **Appendix C**: Program of Study for Ed.S.):

SCPY 6615 Advanced Child Psychology & Development	(3 cr)
SCPY 6616 Psychological Assessment	(3 cr)
SCPY 6652 Specialist Paper	(3 cr)
SCPY 6662 Consultation in the Schools	(3 cr)
SCPY 6663 Clinical and Diagnostic Interviewing in Schools	(3 cr)
SCPY 6664 Neurocognition and Learning	(3 cr)
SCPY 6665 Clinical School Psychology	(3 cr)
SCPY 6669 Advanced Practicum in School Psychology (Fall)	(3 cr)
SCPY 6669 Advanced Practicum in School Psychology (Spring)	(3 cr)

Integrative Field Experiences/Studies

SCPY 7759 Ed.S. Internship (Fall)	(3 cr)
SCPY 7759 Ed.S. Internship (Spring)	(3 cr)

Total   33 credits

Note: Students must enroll in practicums to reach a specified level of client contact, supervision, and additional experience hours. Placements must have prior approval of the school psychology faculty. Students must successfully complete one semester of SCPY 6668 Practicum: Intro to School Psychology, SPED & LD before enrolling in SCPY 6669 Advanced Practicum in School Psychology (6 credits in total for Fall and Spring semester).

Additional Requirements

Students will also prepare a School Psychology Portfolio. The Portfolio will be presented and defended in the Oral Examination. Also, the **School Psychology Praxis II Exam** needed to complete successfully during the Ed.S. course of study or the Ed.S. Oral Examination may not be scheduled.

Candidates for the Ed.S. in School Psychology are challenged to further extend their knowledge and skills by meeting NASP standards and provide performance competencies consistent with best practices. Some examples of the basic performances expected at this level are the following**:**

1) Candidates will be taught how to deal with social and cultural issues regarding multiculturalism/diversity.

2) Candidates will be taught how to administer and interpret a wide variety of personality tests.

3) Candidates will be taught how to administer and interpret neurological assessments.

4) Candidates will be taught how to conduct non-biased assessments of minority students.

5) Candidates will be taught how to conduct and evaluate consultation activities with teachers and other professionals.

6) Candidates will be taught how to provide counseling and treatment services to parents and students.

7) Candidates will be taught how to develop and conduct a research project.

8) Candidates will be taught educational foundations of public schools.

9) Candidates will be taught administration and school operation of public schools.

10) Candidates will be taught instructional and curriculum design of public schools.

11) Candidates will be taught how to design and conduct an individual counseling treatment activity.

12) Candidates will be taught how to design and conduct a group counseling treatment activity.

13) Candidates will be taught how to design and implement an individual treatment program.

14) Candidates will be taught how to use the latest technology in school psychology.

15) Candidates will be taught how to design, implement, and evaluate a behavior management program.

16) Candidates will be taught how the biological process influences human

behavior.

17) Candidates will be taught who to design, implement, and evaluate problem-solving intervention activities.

Admission Policy- Graduate Admissions Procedures and Requirements

For Candidates Seeking a Graduate Degree:

1. Candidates who meet both the GRE/MAT (40%ile or above on at least one scale) and (GPA of 3.0 or above over the last two years of undergraduate study) standards may be considered for admission as classified (degree-seeking) Candidates.

2. Candidates who meet only one of the above standards may be considered for admission as conditional Candidates on a probationary basis. The following conditions will be applied to their conditional status (and appear on the application or admission form):

   A. For Applicants with acceptable GRE or MAT scores but with an undergraduate GPA below 3.0, may be considered for admission as conditional Candidates with the requirements that to be changed to a classified status they must: (1) complete a minimum of 9 credits of 3.0 GPA course work in courses required for the graduate degree and (2) receive approval for admission to the classified status by a majority vote of the faculty.

   B. Applicants with an acceptable undergraduate GPA but with no GRE/MAT scores may be considered for admission as conditional Candidates with the requirement that to be changed to a classified status they must: (1) complete a minimum of 9 credits of 3.0 GPA course work in courses required for the graduate degree, (2) take the GRE/MAT during the first semester of course work, and (3) receive approval for admission to the classified status by a majority vote of the faculty.

   Additional performance standards may be applied to the conditional status on a case-by-case basis.

   C. Applicants with an acceptable undergraduate GPA but with low GRE/MAT scores may be considered for admission as conditional Candidates with the requirement that to be changed to a classified status they must: (1) complete a minimum of 9 credits of 3.0 GPA course work in courses required for the graduate degree, and (2) receive approval for admission to the classified status by a majority vote of the faculty. Additional performance standards may be applied to the conditional status on a case-by-case basis.

3. Applicants with a low undergraduate GPA and low GRE/MAT scores (or no GRE/MAT scores) may be admitted as unclassified non-degree-seeking Candidates with the requirement that to be considered for degree-seeking

status they must reapply and meet the requirements for one of the above conditional statuses.

For Candidates Not Seeking a Graduate Degree:

Candidates may be admitted as unclassified Candidates with the following provisions and/or warnings:

1. Unclassified Candidates are only eligible for enrollment in selected SCPY courses with the permission of the instructor. Non-SCPY courses may be taken with permission of the other department(s).

2. Upon recommendation of the Program and with the approval of the Graduate School, up to 30% of the credits for a degree program may be completed as an unclassified Candidate.

3. Unclassified Candidates must complete course work every two years and respond to periodic inquires from the program for the unclassified status to remain in force.

Additional School Psychology Program Requirements

The following items are also required primarily for the use of the School Psychology Faculty in making decisions regarding admissions and appropriate fit into the program: (1) Three letters of recommendation for someone with whom the applicant has a professional relationship, (2) Statement of background and interest in school psychology, and (3) most current Curriculum Vitae.

Following the receipt of all components of the application packet, the applicant's packet will be reviewed by the School Psychology Program faculty and qualifying applicants will be invited for an on-campus interview session with a School Psychology Program Faculty Member. Those applicants that live out of state will be interviewed by phone.

Continuous Review and Retention Procedures

Throughout the Candidate's contact with the School Psychology graduate program, a continuous process of advisement and assessment occurs. As a result of this process, both Candidates and faculty members are provided with many opportunities to assess the Candidate's compatibility with our programs and the Candidate's progress toward completing a graduate degree with us.

The SCPY faculty members hope that the result of this review process will produce a better match between the goals of the Candidate and the objectives of our graduate programs. The continuous review process occurs in several formats.

Progress in completing graduate courses is but one of the means used to assess the Candidate's progress. In addition to success in coursework, written exams, oral exams, and a major paper, several critical stages in the Candidate's progress toward completing a degree with us are listed below.

Unclassified Status

Although most Candidates enter the department directly on a degree-seeking basis (see SCPY Graduate Admissions Procedures), some Candidates enter the department initially on an unclassified (non-degree seeking) basis.
Unclassified Candidates are admitted to pursue introductory course work in SCPY. With the approval of the faculty, course work completed on this basis may be applied to graduate programs--not to exceed 30% of the total graduate program. Consequently, Candidates who intend to pursue a graduate degree in the department and who satisfy the admissions requirements are encouraged to request a transfer to the classified status as soon as possible.

Conditional Candidates

Candidates who do not meet the requirements to be admitted as classified Candidates may be admitted as conditional Candidates on a probationary basis. Course work completed on a conditional basis can be applied to a graduate degree if the Candidate is subsequently admitted on a classified basis. (See SCPY Graduate Admissions Procedures and Requirements for ways to move from the conditional to classified status.)

Classified Status

For admission to the classified status, the Candidate's undergraduate grade point average, Graduate Record Examination or Miller Analogies scores, and Supplemental Application Form are evaluated (see SCPY Graduate Admissions Procedures). The classified Candidate is eligible to enroll for all SCPY course work for which prerequisite requirements have been met and for graduate course work in other departments. The classified Candidate is considered a degree-seeking Candidate.

Yearly Evaluations

All classified Candidates in SCPY are evaluated on an annual basis by the SCPY graduate faculty. This evaluation consists of a review of grades in courses, contributions of Candidates to coursework, evaluations by the Candidate and evaluations by supervisors, general impressions of the Candidates work. Preferably these elements are discussed by faculty of the program. If Candidates' progress appears significantly problematic, the faculty may wish to discuss areas of concern so that corrections may be made. Candidates who are not making

satisfactory progress toward the completion of a degree may be transferred to the unclassified status or removed from graduate study.

Residency Requirements

The School Psychology Program is designed to be completed in a two-year block (in Idaho) with one additional year of internship. Therefore, Candidates who are planning on pursuing graduate studies in school psychology should plan on attending ISU full time for two academic years. The additional full year internship experience is a paid internship. While part-time Candidates are discouraged, in certain situations they will be considered. Part-time Candidates may complete up to 20 semester credits of course work on a part-time basis, then they must enroll full-time for one academic year. Part-time Candidates who are employed must obtain a release from their employer while they complete all practicum and internship experience. Only Candidates who are or have been gainfully employed in the helping profession for at least three years will be deemed acceptable into the program on a part-time basis. The Idaho State University Graduate School allows a Candidate eight years to complete a graduate degree. We will follow those guidelines.

Program of Study Form

The graduate Program of Study defines the courses required for a degree and serves as a type of "curriculum contract" between the University and you. Candidates must submit a program of study form the first semester they are enrolled. This program of study form outlines the specific courses that must be completed by the Candidate. A program of study form must be completed for both the M.Ed. and the Ed.S. degrees (**Appendix B and C**).

The Graduate School requires that all degree seeking graduate Candidates must submit program of study form in the first semester they are enrolled. This program of study form will be filed in the Graduate School and will serve as a contract. The Graduate School views the Program of Study form as the final program; however, a few deviations are permitted. The Candidate should confer with their major advisor and the department secretary in developing the program study. If substitutions are to be made, the Candidate should insure that they are accurately and completely referenced on the program of study form.

Instructions for Completing the Program of Study Form

1. Complete or check for accuracy all of the information requested at the top of the form.
2. Check the program of study for accuracy and identify the total number of semester hours to be completed. If some courses to be applied toward the program were completed under the unclassified status, identify with an asterisk

(*) each course completed while you were still an unclassified Candidate and attach the appropriate petition form to request the inclusion of these courses.

3. When you file your Program of Study, obtain an unofficial transcript and verify that all courses you are using toward graduation are accurately listed on the Final Program of Study.
4. Receive approval of the form from your advisor.
5. After securing the signatures, file the program of study form with the Program secretary.

We Are Here to Help ….

No mystery should exist about the extent of a Candidate's progress in one of the SCPY graduate programs. Although the SCPY faculty does have the final responsibility for assessing the progress of the Candidates in the graduate program, the intent of the faculty is to provide the Candidates with as much feedback as possible so that the Candidates can evaluate their own process and make their own decisions about graduate study. We understand that there are many items and procedures that have been described so far. However, these are important to your welfare in progressing through the program in an effective manner. Your faculty and advisor are there to assist you when you need it. Be willing to share your concerns and show initiative regarding how to solve concerns when they arise.

Petition to Transfer Courses

In the case of an unclassified graduate Candidate, the following form may be used to petition for transfer of courses to their classified degree program.

PETITION

(To Accompany Initial Program of Study Form)

The following courses were completed while I was an unclassified graduate Candidate. I am now petitioning the SCPY Program and the ISU Graduate School to transfer these courses to my degree program.

Course Number and Description	(Credits)

_____ _____

Candidate Signature/Date Advisor Signature/Date Committee Chair/Date

Time Limits for Program Completion

Master's and Educational Specialist Degrees

All requirements for a master's degree or educational specialist degree must be completed within eight years preceding the Candidate's graduation. An extension of time may be obtained for good cause with the approval of the Graduate Council (file petition through the Office of Graduate Studies and Research).

Out-of-Date Credits

All credits applied to a master's degree or to an educational specialist degree must have been taken within eight years immediately prior to granting of the degree unless it can be shown that the course work taken more than eight years earlier covers material that has not changed substantially during the intervening time or that the Candidate has been able to remain current in the topics covered in the course. Evidence that the older course work is still appropriate must be approved by the department chairperson. A petition requesting an exception to the eight-year limitation must be submitted by the Candidate to the Graduate Council for approval. The letter of approval from the department chairperson should identify the reasons why the older course work is still appropriate and be submitted with the petition to the Graduate Council.

Advisors and Examining Committees

All members of the examining committee ordinarily must be members of the Graduate Faculty. Appointments to examining committees of non-faculty members or of faculty members not on the Graduate Faculty must be approved by the Dean of Graduate Studies and Research.   A listing of Graduate Faculty is contained in the Graduate Catalog.

Usually, when a Candidate is admitted to graduate study, a temporary advisor is assigned. In some cases, the department chairperson or graduate program director serves in this capacity for all incoming graduate Candidates.   The Candidate, following departmental procedures and regulations, then selects a permanent advisor who will be responsible for helping the Candidate to finalize the program of study.

For most degree options, a second member is selected from the Candidate's department to serve on the examining committee. (In some programs of study, more than one departmental faculty member, in addition to the advisor, serves on

the examining committee.) A third member of the examining committee, called the Graduate Faculty Representative (GFR) is appointed by the Dean of Graduate Studies and Research from outside the Candidate's department. The GFR is the representative of the Office of Graduate Studies and Research on the examining committee and is responsible for reporting the results of graduate examinations to the Dean of Graduate Studies and Research. The Office of Graduate Studies and Research welcomes suggestions from the Candidate regarding candidates for the Graduate Faculty Representative (GFR).

Graduate Candidate Participation in Classified or Proprietary Research

The Graduate Council affirms the policy regarding the participation of graduate Candidates in classified or proprietary research as it is stated in the Idaho State University Patent Policy. "Idaho State University shall make only agreements with third parties that will not inhibit a Candidate's timely completion of a course of study or degree." This shall be interpreted to mean that the Candidates must not be delayed in their program of study up to and including the award of the degree and that placement of the finished thesis or dissertation in the library for public access may not be delayed longer than six months.

Application for a Degree

Within the first two weeks of the semester or summer session in which the Candidate expects to complete work for the degree, an application for graduation must be filed in the Office of Graduate Studies and Research. An application and diploma fee of $20 must be paid at this time in the Office of Registration and Records. If the Candidate does not complete requirements during this semester or summer session, an updated application must be submitted for the subsequent semester and the $20 fee paid again in the Office of Graduate Studies and Research. Degree applicants must submit all official transcripts before applying for a degree. Official transcripts to be used for transfer of credits into a degree program must be received before the application for a degree will be approved.

Applications for degrees will not be approved without the prior approval of a final Program of Study form.

Application for the Pupil Personnel Services Certificate–School Psychologist

At the time of graduation from the Ed.S. School Psychology, the candidate may consider to apply for the Idaho State certificate for School Psychology. The detailed instructions are as follow:

It is the responsibility of the student/applicant to follow the guidelines contained in the following checklist:

_____ 1. **Complete application for an Idaho initial professional education credential, Form B1.** Under Item #3 indicate your specialty i.e.:

"Pupil Personnel Services Certificate – School Psychologist"

Be sure your mailing address on your application will be valid for 4 to 6 months. Consider using the permanent address of a parent or other relative. **Idaho Professional Education Credentials are not forwarded** and are returned to the Idaho Department of Education if undeliverable. Do not mail items to the Idaho Department of Education.

_____2. Include a note with your ISU student ID# and contact information for our record keeping.

_____ 3. **Payment $75** for Credential Application. (money order or check payable to **Idaho Department of Education**; **non-refundable). (Check may be combined with fingerprint amount as well.)**

_____ 4. **Criminal Background Check requires a $40 payment to Idaho Department of Education**. If you are currently in a professional role with a school district or if you have had a Background Check done for your internship you may be able to have this waived. Check with our office or with Jerry Jensen, at the State Certification Department 208-332-6881.

_____5. **Obtain fingerprints on Fingerprint Card PLUS have the (4b) Fingerprint Verification Form completed** – be sure to sign where requested, and have your fingerprints taken at local law enforcement agency – bring both forms with you**. Do not complete the Fingerprint card until after your prints are done – some agencies request they be the one to complete the cards.**

_____ 6. Read, sign and date the **Noncriminal Justice Applicant Privacy Statement.**

_____7. Request **official transcripts from ISU (Degree must be posted)**. Undergraduate transcripts are not necessary. ISU Transcript Request Forms are available online through Bengal Web. You can request that the transcripts be forwarded after your degree is posted. ISU transcripts **must indicate that your degree has been posted (may be 10-12 weeks after graduation);** otherwise, you will need to request another official transcript. When ordering your transcripts there is a check off box – to send when degree is posted. Transcripts in sealed university envelopes bearing an "Issued to Student" stamp or official seal will be accepted.

Mail everything to: Idaho State University

College of Education
Jamie Webster

638 E. Dunn, Stop 8059
Pocatello, ID 83209-8059

Any question or need additional information, please contact Jamie Webster:
208-282-2783 or websjami@isu.edu

The ISU Office of Registration & Records **will not** print your official ISU transcript
if you:

  • Did not **apply** for graduation **AND/OR** did not pay the $20 diploma fee *(unless
    you already have a bachelor's degree).*
  • Have financial obligation to ISU including parking, library fines, charges for
    dental or medical services, etc.

Your application will be processed upon receipt of all documentation.   Applicants
will receive a letter from the College of Education verifying submission of the
completed application. This letter may be used as proof of program completion and
application for certification when making application for teaching positions. The
Idaho Department of Education will send you a temporary eligibility card
approximately 7-10 days after receipt of all materials. Allow 10-12 weeks
processing time for your Idaho Professional Education Credential.

Candidates with Disabilities

The School Psychology Program welcomes candidates from diverse backgrounds
including individuals with disabilities. The Idaho State University and the School
Psychology Program support and comply with the Americans with Disabilities Act
(ADA). Prospective candidates should be aware of the essential abilities that are
required in order to work as a school psychologist. Prospective candidates with
questions or concerns about their potential to meet the degree and certification
requirements are encouraged to discuss this issue with a faculty member upon
admission and prior to enrolling in the program.

In addition, accommodations in instructional and/or assessment methods are
available in the program for individuals with documented disabilities. Faculty will
consider accommodations on a case-by-case basis for individuals whose
disabilities require alterations in methods in order to achieve and/or demonstrate
the knowledge and skills needed to fulfill program requirements and become
successful school psychologists. In order to assure the preparation of individuals
who are competent to perform the role and functions of school psychologists,
accommodations cannot include the elimination of program objectives,
requirements, and expectancies, or deviations that, in the view of the faculty, would

be inconsistent with what is typically expected of practicing school psychologists. Please contact the Director, ADA & Disabilities Resource Center, (208) 282-3599 regarding having a disability that requires special accommodations or if you wish to inquire about university services for students with disabilities. Please note the following from the published" ADA Accommodations Fact Sheet."

1. School Psychology candidates seeking special accommodations due to a disability must submit an application with supporting documentation to the Office of Scholarships and Special Services. Accommodations can include, but are not limited to, extended testing time, note taker, use of a tape recorder, excused from formal presentations like individual or group presentations and American Sign Language interpreters.

2. The committee for School Psychology candidates with Disabilities, which meets monthly, considers all materials and will afford qualifying individuals with appropriate accommodations.

3. Once a student is approved to receive special accommodations, the Coordinator of Scholarships and Special Services will provide an accommodation letter to the student. It is the student's responsibility to his/her instructor on the first night of class (a student may or may not elect to use the accommodation).

4. A letter is also sent to the instructor telling him/her that a student enrolled in their class may approach them with an approved accommodation(s). The letter will not identify the student. It is just a notification that a student may approach him/her with the request. If a student does not approach the faculty member, they have elected to not request the accommodation(s). Again, a student may elect to not use the accommodation. This happens regularly as School Psychology candidates often decide after reviewing the syllabus if they think they will need it.

5. If there is a physical accommodation required (like a separate testing room for an onsite class or a special seat) a letter will also be sent to the Academic Center. The student is responsible for arranging this with the Academic Center and Student Services will pay for a proctor for an exam which is usually the Center Assistant.

6. Under no circumstances should a faculty member allow a student any type of accommodations without a letter typed on National University letterhead.

Standards for Practica and Internship Experiences

According to NASP:

"During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program's practica and internship develop and enhance candidates' skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the 10 domains of professional preparation and practice outlined in Standards 2.1 to 2.10; and direct, measurable, positive impact on children, families, schools, and other consumers."

- NASP 2010 Standards for Graduate Preparation of School Psychologists

Field-Based Experiences

The practicum experience follows a formal written contract (See **Appendix D**), which is agreed to by all persons involved, and is provided in a setting consistent with the training objectives of the Idaho State University School Psychology Program, which emphasizes the integration of didactic training and practice with extensive field experiences under close supervision. Field experiences begin during the first year, with course-embedded experiences (150 hours) designed to acquaint students with schools and other organizations, and proceed to a 300 clock hour practica experience during the second year (i.e., Fall and Spring semesters) and 1200 clock hour internship during the third year (full year).

The program requires one course: SCPY 6668 Practicum: Introduction to School Psychology, Special Education, and Learning Disability with the first year field experiences. During the second year, the candidates are required to take SCPY 6669 Advanced Practicum in School Psychology when they continue collecting their field experiences. The advanced practicum consists of 300 clock hours through the fall and spring semester. The majority of these hours are spent participating in the delivery of psychological services in a school setting under the direct supervision of <u>a certified School Psychology professional with three years of experience</u>. The advanced practicum course in the second year of the program as part of a planned sequence of courses that draw upon existing knowledge gained from the first year of study. Successful completion of all coursework (3.0 GPA or better) is required to continue to SCPY 7759 Ed.S. Internship in the third year. These experiences gradually acquaint the candidate with the roles and functions of the school psychologist, school community resources, and support staff that will be encountered in the field. The experiences will develop competency in skills introduced in theory and assessment classes; they include skills in interviewing, assessment, intervention, counseling, consultation, and team functioning. The

hours are to be logged, typed and submitted and verified by the Site Supervisor. All practicum hours must be completed prior to beginning the School Psychology Field Experience/Internship.

Practicum Placement Process

School Psychology candidates are placed by the program into a practicum school site, which includes assignment to a school district and field-based Site Supervisor. For several years, the program has maintained partnerships with the Schools District across the Idaho State. In consultation with the Idaho State University School Psychology Program faculty, the placements are determined based on the geographic preferences and learning needs of each practicum candidate. Practicum candidates are notified of their placements as soon as these are known. We hope to expand our practicum and School Psychology Field Experience/Internship placements and encourage candidates to discuss their professional interests with faculty members to help develop new placement arrangements.

Supervision of Field Experience

Practicum and Internship placements will be supervised by both the on-site supervisor (normally the school psychologist) and the University supervisor. The program requires at least two hours a week of direct supervision (face-to-face) by the on-site supervisor for full time internship. As to practica, the candidates are required to have at least one hour a week of direct supervision with their on-site supervisors. In addition, the University supervisor and/or their surrogate will make at least one on-site visit per semester. The intern will be required to maintain contact with the University supervisor by submitting any copies of tapes, logs, and written reports.

Field-based internship supervisors shall be responsible for no more than two interns at any given time. University internship supervisors shall be responsible for no more than twelve interns at any given time.

All field based activities are regarded as integrative experiences of the school psychology training sequence. Field-based activities provide opportunities to implement knowledge and skills that have been addressed in courses. It is expected that field-based experiences will result in the application of knowledge and skills conceptualized by the program and related standards. In addition, a field based experience may offer unique opportunities for new learning or reformulation of previous knowledge and skills relative to the field experience.

Practicum Evaluation

General requirements for SCPY 6668 and 6669 Practicum courses include the following:

- A total of 450 clocks hours in a school setting
- Maintenance of practicum activity log as verified by site supervisor (including Individual supervision with field-based Site Supervisor)
- Completion of a "practicum summary form" at the end of each practicum semester to summarize earned practicum hours and activities (see **Appendix E**)
- Having site supervisors to complete the student practicum evaluation form (See **Appendix F & G**) during midterm and final weeks—These evaluation forms are aligned both to NASP Domains and to areas of Knowledge, Skills, and Dispositions by the Candidate. The results are input into the College of Education's database and ongoing updating and review of the data provides a continuous formative assessment of supervisors views of Candidates.
- General requirements are supplemented with additional readings and assignments specified by the instructor during group supervision sessions. A grade of —3.0 GPA or better is required for each practicum courses.
- Completion of a site evaluation form at the end of each practicum semester— candidates will be asked to provide feedback for their practicum site/supervisor.

Log of Practicum Hours

The candidate will maintain an ongoing Activity Log during the practicum experience. The candidate will use the standardized forms provided by the course instructor. An on-site practicum supervisor signature at the bottom of each log page verifies Activity Log entries. The Activity Log will contain no identifiable information about students. The course instructor will check the Activity Log at **mid-term** and receive the final version at the **Finals Week**. The Candidate will keep copies of all logs for their personal records.

Direct Contact hours (D) include experience of:
- Assessment (e.g., interview, IQ/achievement testing, CBM, direct observation)
- Intervention (e.g., individual/group counseling, academic/behavior/social-emotional interventions)
- Consultation/Collaboration (e.g., with teachers, parents, other school personnel)
- IEP/child study/RtI meetings regarding your case(s)

Indirect Contact hours (I) include experience of:

- Didactic/In service training/workshop
- Assessment preparation (e.g., practice a test, reading the manual)
- Document/file review
- Test scoring
- Report writing
- Presentation
- Research

Supervision hours (S)
- Supervision with site supervisor (IS)
- Attending SCPY 6668 weekly seminar (GS)

Note: the coding system (D), (I), (IS), and (GS) can help the candidate calculate the cumulative hours under each category and fill out the summary table in the Practicum Summary Form.

Practicum Activities

The program expects candidates to engage in an appropriate array of professional activities throughout the practicum. The major categories of a school psychologist's role include: psychological assessment, intervention, prevention, consultation, education, program development, child advocacy, and research. Realistically, practicum candidates are not expected to engage in all of these activities. However, they are expected to experience a diverse range of activities. Site Supervisors understand the need to expose practicum candidates to a broad range of activities and attempt to do so. Early in the practicum experience, supervisors will introduce candidates to their schools and may have candidates observe different types of professional work—for example, consultations with teachers, intervention team meetings, and psychological assessments. However, because the first year of the program provides basic training in assessment and intervention, supervisors will allow candidates to begin participating in these activities. Inevitably, candidates are not able to engage extensively in each of the aforementioned professional activities, and the degree to which candidates have experience in each will vary, based upon the casework of the supervisor. The goal of the practicum courses, however, is to gradually expose candidates to a comprehensive-service delivery model of psychological services, and this involves having candidates observe and participate in a wide-range of professional activities.

Because practicum courses represent the initial clinical training of candidates, supervision is extensive. As noted previously, candidates will be assigned to a Site Supervisor. Candidates work closely with their Site Supervisors during their entire practicum. As a candidate develops and refines clinical skills, the Site Supervisor gradually increases the degree of autonomy for the practicum candidate. Nevertheless, the degree of practicum-based supervision is greater for the practicum candidate than for School Psychology candidates. On-campus

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supervision primarily involves weekly group supervision with other practicum candidates.

Practicum candidates must be aware that the campus-based and field-based supervisors will provide positive and corrective feedback about a candidate's progress. This feedback is given to promote competent, ethical practice. All practicum Site Supervisors share in the goal of developing strong and successful school psychologists.

Practicum Site Supervisor General Guide

The purpose of the Practicum is to expose School Psychology candidates to the culture and operation of schools, and familiarize them with the roles and functions of a school psychologist. The Practicum course for each semester requires a total of 150 clock hours for completion.

In the beginning of each semester of practicum, please complete the "Internship-Practicum Contract" with the candidate and have it sent back the practicum course instructor/university supervisor.

During the semester, our school Psychology candidates may observe classrooms, IEP team meetings, parent conferences, teacher consultations, individual assessments, group and individual counseling, and administrative meetings. A candidate will begin participating more directly when deemed appropriate by the Site Supervisors.

The final aim of the Practicum is for School Psychology candidates to increasingly perform the roles and functions of a school psychologist, as they further develop skills in assessment, intervention, and consultation under careful supervision. School Psychology candidates should be exposed to both regular and special education settings, and are expected to develop an awareness of the special needs of persons with exceptionalities. Every effort should be made to have School Psychology candidates experience children of different racial, linguistic, cultural, and socioeconomic backgrounds.

The candidate under supervision will log his/her Practicum experience hours using a daily log. Please be sure to sign the log periodically to verify that all activities were completed as reported.

School Psychology candidates should gain experience in the domains, identified by NASP, and listed below:

1. Data-based Decision Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills

4. Interventions and Mental Health Services to Develop Social and Life Skills
5. School-Wide Practices to Promote Learning
6. Preventive and Responsive Services
7. Family-School Collaboration Services
8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice

If the candidate is not acquiring knowledge at a pace you feel is acceptable, please discuss the problem issues with the student. If no improvement is made over a reasonable amount of time, notify the course instructor/university supervisor.

In the middle as well as at the end of each semester of practicum, please complete the "Practicum Student Evaluation Form."

We, at the Idaho State University, are committed to our School Psychology candidates becoming leaders in the field. Thank you for helping our School Psychology candidates, and in turn our communities, realize excellence.

-Idaho State University School Psychology Program

Review and Feedback with Candidate

Candidates are encouraged to review their intern/practica evaluations as well as their own self-evaluations of their skills. This process is informal with each Candidate encouraged to set goals toward strengthening existing skills and correcting areas in which they demonstrate relative weakness.

Internship

Please see the "Internship Handbook" as a separated document from this Program Handbook for comprehensive information/guidance.

Written Examination for M.Ed.

A written comprehensive examination shall be taken during the last semester of the M.Ed. program. The written exam is scheduled for a three hour block and covers all major content areas of the M.Ed. Psychological Examiner endorsement in Idaho. The three major areas of content include:

Part I: Special Ed, LD, Legal & Ethical Issues, Multicultural Issues
Part II: Statistics, Measurement, and Learning Theories
Part III: Clinical Practice: Assessment, Intervention, RTI

The **NASP Domains/Written Exam Matrix** Is list as follow:

Domains of Professional Practice	Part I	Part II	Part III
2.1 Data-Based Decision-Making and Accountability	X	X	X
2.2 Consultation and Collaboration			
2.3 Interventions and Instructional Support to Develop Academic Skills			X
2.4 Interventions and Mental Health Services to Develop Social and Life Skills			X
2.5 School-Wide Practices to Promote Learning	X	X	X
2.6 Preventive and Responsive Services			X
2.7 Family–School Collaboration Services			
2.8 Diversity in Development and Learning	X		
2.9 Research and Program Evaluation		X	
2.10 Legal, Ethical, and Professional Practice	X		

In total, the written exam consists of 167 multiple choice questions. The Candidate needs to earn an overall 80% accuracy rate in order to pass the written exam and then the oral exam will be scheduled. If the Candidate does not pass it at the first attempt, his or her overall accuracy rate needs to be above 70% in order to earn the second chance to pass it. If the Candidate still fails to reach the 80% requirement, s/he would be asked to exit from the program and the oral exam will not be held.

Oral Examination for M.Ed.

The oral examination will assess the Candidate's professional development and skill levels (i.e., mainly addressing the **NASP standard 2.1 Data-Based Decision-**

Making and Accountability and 2.2 Consultation and Collaboration).
Candidates will present three case studies for review. It is strongly recommended
that the case studies deal with children who are manifesting exceptionalities. Case
studies must be received by the advisor at least two weeks before the schedule of
the orals. You should not report a case study in which you have not been the
primary evaluator. In other words, do not use evaluation data/assessments that
have been done by others in your report, unless you are integrating them and
acknowledge that they have been done by another professional.

Instructions for Completing the Case Studies

1. Complete a cover page, a copy is provided

Sample:

Case Studies

Hello P. Kitty

School Psychology Program
Idaho State University

Submitted In Partial Fulfillment of Requirements
for the M.Ed. School Psychological Examiner

April 16, 2012

2. Provide a Table of Contents. You will have three case studies. List each of the case studies by name and category/disability/concern. Also, number the pages in your case studies so your committee can reference potential concerns by page number.

Sample:

Table of Contents

3. Be sure that the name of the Candidate, teachers, and other individuals are excluded from the report. Your name should remain. You may keep the Candidate's first name but never the last. When you refer to a teacher call the teacher the third grade teacher or the special education teacher in this way you can avoid using their names.

4. Because your case studies will be used as the basis of your oral examination, it behooves you to create a product that represents high professional standards. This means you are expected to expand your case studies so they will include more information than is typically found in a psych report. Be familiar with your case studies and plan on discussing them in a professional manner, do not read the reports to your committee.

5. It would be helpful if you could include any follow-up information that was not part of the original report, thereby providing the committee with valuable information necessary to evaluate your recommendations.

4. The six major portions of your report should include <u>identification Information, background information, observation information, assessment results, assessment summary, and recommendations.</u> For more details, please read the rubric below. Write your report by providing sufficient information for each of the areas.

5. Case studies need to be submitted to your advisor and committee prior to the oral examination by about 2 weeks to provide time for review and preparation

and last minute changes if needed.

6. You are required to produce six copies of your case studies for review and archive. In most situations the GFR will want to review your case studies prior to the orals.

School Psychology M.Ed. Oral Exam Rubric

Candidate: _____   Examiner: _____   Date: _____

Rating of candidate's performance (to be completed by each committee member): In each of the following areas, please rate the candidate's performance based on his or her <u>written and oral</u> presentation of the case studies. On this scale, **5** indicates "**excellent, or professional"** and **1** indicates "**poor, or needs significant improvement**." After your ratings, you can write down additional comments/notes in the space provided below each rating scale.

Evaluation Area #1: presentation/report includes all necessary <u>identification Information</u> (i.e., student name, age, gender, grade, language, reason for referral)
Ratings: 1   2   3   4   5
Notes:

Evaluation Area #2: Presentation/report includes relevant <u>background information</u> (e.g., health and education history, previous assessment results, any outside diagnosis)
Ratings: 1   2   3   4   5
Notes:

Evaluation Area #3: Presentation/report includes <u>observation information</u> (e.g., classroom observation, test observation)
Ratings: 1   2   3   4   5
Notes:

Evaluation Area #4: Presentation/report includes <u>assessment results</u> (e.g., IQ test results regarding strength and/or weakness, results derived from other assessment instruments used)
Ratings: 1   2   3   4   5
Notes:

Evaluation Area #5: Presentation/report includes an <u>assessment summary</u> (i.e., effective integration of collected information to address the referral question)
Ratings: 1   2   3   4   5
Notes:

Evaluation Area #6: Presentation/report includes <u>pertinent and practical recommendations</u> based on the assessment findings (e.g., may include directions for further assessment)
Ratings: 1   2   3   4   5
Notes:

Comments:

Total Points: _____ /30 = _____ %

Note. The candidate needs to earn an average rating of "3" (18 from the 30 maximum points) or above in order to pass this exam.

Requirements for the Ed.S. Orals

Your Ed.S. Oral will consist of presenting and defending the activities you report in your Ed.S. The portfolio you prepare would reflect the diverse activities that you have been involved in during your 3rd year internship. Your portfolio should describe and document examples of actual activities you have performed. It should be complete enough so as the committee members can gain an in depth understanding of your professional skills.

Because the Graduate School requires that all written activities must be in the hands of all committee members at least one week before the Orals—your portfolio will need to be submitted to your advisor two weeks before the Orals. Failure to comply with this requirement may result in rescheduling your Orals. The Graduate School has been firm on the one week lead time, it is their position that the other members of the committee need at least one week to read the material before the Orals.

Make sure that you provide all of the documentation that is specified in the Portfolio Organization and Content document. It is our experience that when this is professionally done, the Orals are a positive experience for everyone.

The Ed.S. Oral examination is an important transition point and evaluative

component of your work in school psychology. At this point in your training, you should demonstrate the skills and knowledge of an entry-level school psychologist and be prepared to assume the independent role of school psychologist within an educational setting. You are expected to present both a written and oral report on a wide range of activities. The written portion is to be completed and disseminated to each committee member at least one week before the oral is scheduled. The written report is expected to be a summary of the portfolio. You are required to develop a portfolio that will include samples of your professional activities. You are encouraged to provide audio or video tapes along with your written report.

The Ed.S. Portfolio shall be typed in Times New Roman font, 12 pt., and will consists of the following items, in the order presented. It shall be printed on white, high quality bond paper, and spiral bound. The Candidate will provide 6 complete, error free, copies of the Portfolio to the Program Leader of School Psychology, no later than 2 weeks before the scheduled date for the Oral Ed.S. defense. The portfolio should appear as well organized, of high professional content, and without typing or grammatical errors. It is a document that will be shared with other faculty of the University, and should not be faulted due to a lack of careful construction and conscientious review of content and presentation quality by the Candidate for the Ed.S.

Cover Page

Title/Cover Page

Ed.S. Portfolio (24pt)

Name of Candidate (18 pt)
School Psychology Program
Idaho State University

Date of Oral Defense (18pt)

Submitted in partial fulfillment of (18pt)
requirements for the Educational Specialist (Ed.S)
Degree in School Psychology

The Portfolio will be organized in the following order and format:

•Table of Contents
Standard Table of Contents noting each item and page(s) of location in the Portfolio.

•"How School Psychologists Make a Difference for Children"
A one page essay expressing in your view how you as a school psychologist have made more successful the academic and/or social/psychological functioning of children with respect to learning and achievement in the schools.

•Vitae of Candidate
Your vita as a 1-2 page document developed in a standard format.

•Program of Study for Ed.S.
A copy of your current, signed, Program of Study for the Ed.S. that has been approved by your advisor and graduate school.

•Internship Evaluation by Supervisor
A copy of your internship evaluation by your on-site internship supervisor.

•Letter of Support by General Education Teacher
A letter of support from a general education teacher with whom you have worked in the capacity of an intern and/or colleague in providing school psychological services.

•Letter of Support by Special Education Teacher
A letter of support from a special education teacher with whom you have worked in the capacity of an intern and/or colleague in providing school psychological services.

•Letter of Support by School Administrator
A letter of support from a school administrator with whom you have worked in the capacity of an intern and/or colleague in providing school psychological services.

•Letter of Support by School Psychologist Peer/Colleague
A letter of support from a school psychologist with whom you have worked in the capacity of an intern and/or colleague in providing school psychological services.

•Ed.S. Paper (Specialist Paper)
Provide a complete, error free, clean copy of your Specialist Paper.

•In-service Professional Development Presentation
Provide a 2-4 page summary of an in-service/professional development presentation you have made to a school or closely related audience dealing with an aspect of school psychological services/practices, or related issues. This will be organized in the following fashion:

A. 1 page summary of the topic and its importance

B. Examples/display of specific training materials/content used (e.g., PowerPoint handout)

C. Evaluation of the presentation by participants

•Consultation Regarding an Academic Concern

Provide a 2-4 page summary in which you have worked with a General Education teacher in the role of "consultant" to develop strategies/interventions to improve psychosocial and/or academic performance/competence. Frame consultation activities using the IDEAL Problem-Solving Approach as described by Bransford and Stein, 1984.

•Identify the Problem
•Define the Problem (i.e., program analysis)
•Explore the Intervention Options
•Actions Taken on the Intervention
•Looking at the Results (i.e., it is recommended to use a single case design or case study to collect progress data)

•Consultation Regarding a Behavioral Concern

Provide a 2-4 page summary in which you have worked with a Special Education teacher in the role of "consultant" to develop strategies/interventions to improve psychosocial and/or academic performance/competence. Frame consultation activities using the IDEAL Problem-Solving Approach as described by Bransford and Stein, 1984. The IDEAL format for problem solving will include the following:

•Identify the Problem
•Define the Problem (i.e., program analysis)
•Explore the Intervention Options
•Actions Taken on the Intervention
•Looking at the Results (i.e., it is recommended to use a single case design or case study to collect progress data)

•Counseling Intervention

Provide a 2-4 page summary in which you have worked in the role of "Counseling Intervention" to develop strategies/interventions to improve psychosocial and/or academic performance/competence. Frame consultation activities using the IDEAL Problem-Solving Approach as described by Bransford and Stein, 1984.

•Identify the Problem
•Explore the Intervention Options
•Actions Taken on the Intervention
•A Look at the Results (including progress monitoring data)

•Development or Improvement of an Intervention Program for Academic or Psychosocial Problem

Provide a thorough project in which you have worked <u>or plan to</u> work in developing an intervention program for an academic and/or psychosocial problem to improve performance/competence. Must provide a *needs assessment* information addressing why there is a need for the program or why there is a need for improving an existing program. Then identify the overall purpose of the program (e.g., bullying prevention, suicidal prevention, home-school collaboration program for autism)

- Identifying the needs of the program
- The overall goal(s) of the program
- Lesson plan including objective(s) for each session/lesson, contents/activities used, materials needed, other resources (for children, school staff, and/or families)
- Outcome evaluation plan (e.g., progress monitoring measures); How do we know this program is effective?

•Psychological Evaluation Report

Provide a copy of an "exemplary" psychological evaluation report that you have written during your Ed.S. internship. This is a "best example" or quality work in the area of report writing. The six major portions of your report should include <u>identification Information, background information, observation information, assessment results, assessment summary, and recommendations</u> helpful for teachers, parents, and other professionals to promote the learning and success of the student. All identifying information about the student, school, teachers, etc. should be removed from the report so as not to breach confidentiality. *The evaluation report shall include specific evaluation "questions" which related to child needs and concerns on the part of the referral source.*

•Professional Development Plan

Write a 1 page narrative describing *two* areas of Professional Development in which you have or plan to obtain further skills and knowledge. Describe what the areas are, importance to the role of a school psychologist, and specifically how you plan to "learn" more about them it in the next 1-3 years.

The program's minimum acceptable rating for each area is "2." In the event that a candidate does not pass the portfolio and oral defense, faculty require that the candidate re-do the portfolio, the oral defense, or both (or some portion thereof). Less than a passing grade on the re-take of the portfolio/oral will terminate the candidate's enrollment in the program.

National Praxis Exam

Upon completion of coursework and successful completion of a 1200-hour School Psychology Field Experience/Internship, candidates must apply to take the national ETS Praxis examination (#5402) in School Psychology (also referred to as the National School Psychology Examination).

Application for the examination is made and a fee is paid directly to ETS. This fee is payable to the Educational Testing Service in order to register for the National School Psychology Examination. **When registration, you should request ETS to send the results of the examination directly to NASP as well as the Idaho State University (Code 4355).** Also, Candidates must make a copy and send to the Faculty Advisor.

Test registration materials for the National School Psychology Examination (ETS/Praxis #5402) are available through the Educational Testing Service. Registration materials are contained in the document entitled Bulletin of Information. ETS may be reached at 800-772-9476 Monday through Friday. The ETS mailing address is P.O. Box 6051, Princeton, NJ 08541-6051. The examination is administered five (5) times each year in the United States. Schedules of test administration are contained in the ETS registration materials. You may also receive this information and register online: www.ets.org/praxis.

School Psychology candidates must earn a score of 147 or higher on the Praxis Examination to meet the partial requirements for recognition as a Nationally Certified School Psychologist (NCSP). While application for the NCSP is not a program requirement, school psychologists with this credential are widely recognized as meeting high standards for training and continued professional development. More information on applying for the NCSP can be found on the NASP website at http://www.nasponline.org/pdf/Application.pdf.

Content Description of the National Praxis Examination

Candidates will be required to answer about 140 multiple-choice test questions on content and process issues that are relevant to the school setting. The four content categories are:

1) Professional Practice; Practices that Permeate All Aspects of Services and Delivery (30%)
2) Direct and Indirect Services for Children Families and Schools (23%)
3) Systems Level Services (16%)
4) Foundations of School Psychological Service Delivery (31%)

The Use of Evaluation Data for Program Improvement

The school psychology faculty members meet regularly with the department chair throughout the academic year. Two formal meetings are scheduled at the end of Spring semester and the beginning of the Fall semester. They have a year-end retreat during which they review key assessment results from throughout the academic year (including post-graduation survey, candidate assessments, Praxis II scores, and program evaluations such as internship/practicum site evaluations of field sites) and consider the implications of results. Specific ideas for improvement are discussed, and then planned in the summer and implemented in the coming academic year. In August, faculty members have another retreat for finalizing changes and making plans for the upcoming academic year.

Appendix A: NASP Domains/Course Matrix

Domains of Professional Practice	EDUC 6601	EDUC 6602	EDUC 6610	SCPY 6615	SCPY 6616	SCPY 6619	SCPY 6652	SCPY 6657	SCPY 6659	SCPY 6660
Domain 2.1: Data-Based Decision-Making and Accountability					X	X				
Domain 2.2: Consultation and Collaboration						X		X		
Domain 2.3: Interventions and Instructional Support to Develop Academic Skills		X		X	X					
Domain 2.4: Interventions and Mental Health Services to Develop Social and Life Skills		X		X	X					
Domain 2.5: School-Wide Practices to Promote Learning					X			X		
Domain 2.6: Preventive and Responsive Services					X					
Domain 2.7: Family–School Collaboration Services									X	
Domain 2.8: Diversity in Development and Learning				X	X	X			X	
Domain 2.9: Research and Program Evaluation	X		X				X			
Domain 2.10: Legal, Ethical, and Professional Practice					X	X		X		X

Domains of Professional Practice	SCPY 6662	SCPY 6663	SCPY 6664	SCPY 6665	SCPY 6668	SCPY 6669	SCPY 6672	SCPY 6673	SCPY 6682	SCPY 7759
Domain 2.1: Data-Based Decision-Making and Accountability		X	X		X	X	X	X		X
Domain 2.2: Consultation and Collaboration	X				X	X	X	X		X
Domain 2.3: Interventions and Instructional Support to Develop Academic Skills			X		X	X	X	X		X
Domain 2.4: Interventions and Mental Health Services to Develop Social and Life Skills			X	X	X	X		X	X	X
Domain 2.5: School-Wide Practices to Promote Learning					X	X	X			X
Domain 2.6: Preventive and Responsive Services		X		X	X	X		X	X	X
Domain 2.7: Family–School Collaboration Services					X	X			X	X
Domain 2.8: Diversity in Development and Learning			X	X	X	X			X	X
Domain 2.9: Research and Program Evaluation										X
Domain 2.10: Legal, Ethical, and Professional Practice		X		X	X	X				X

Appendix B
Idaho State University
College of Education
PROGRAM OF STUDY
Name_____ ID Number_____

Address_____ __ Telephone Number_____

Master of Education	Master of Physical Education	Ed.D. In Educational Leadership
____Curriculum Leadership	____Athletic Administration	____Educational Administration
____Child and Family Studies		____Educational Technology
____Early Childhood Special Ed.	**Educational Specialist**	____Ed.Training and Development
____Educational Administration	____Educational Administration	____Higher Education Administration
____Family & Consumer Sciences	____School Psychology	
____ Literacy	____Special Education	Interdisciplinary Studies_____
_XX_School Psy. Examiner		
____ Speech Education		

Courses Used for the Degree Program					
Prefix/ Number	Title	Credits	Grade	Semester/Year	Institution
SCPY 660	Seminar in School Psychology	3			ISU
SCPY 672	Problem- Solving Interventions in Schools	3			ISU
SCPY 657	Legal & Ethical Issues in School Psychology	2			ISU
SCPY 619	Individual Intelligence Testing	3			ISU
SCPY 659	Multicultural Issues in School Psychology	2			ISU
SCPY 673	Response to Intervention Methods	3			ISU
SCPY 682	Cognitive Behavioral Intervention in Schools	3			ISU
SCPY 668	Practicum: Introduction to School Psychology, Learning Disabilities, and Special Education	3			ISU
EDUC 601	Research and Writing in Education	3			ISU
EDUC 602	Theories of Learning	3			ISU
EDUC 610	Applied Educational Statistics	3			ISU

Major Advisor_____   Second Member_____

Graduate Faculty Representative_____ Planned Date of Graduation_____

_____   _____
  Student   Date   Department Chair   Date

_____   _____
  Advisor   Date   Dean, College of Education   Date

_____
  Dean of Graduate Studies   Date

For Office Use Only
Credits: 500-Level_____600-Level_____700-Level   Transfer_____ Total Credits_____
Transfer Transcripts: ___yes___no
Authorization: _____ Date: _____

Idaho State University
College of Education
PROGRAM OF STUDY
Name_____ ID Number_____

Address_____ __ Telephone Number_____

Master of Education	**Master of Physical Education**	**Ed.D. In Educational Leadership**
____Curriculum Leadership	____Athletic Administration	____Educational Administration
____Child and Family Studies		____Educational Technology
____Early Childhood Special Ed.	**Educational Specialist**	____Ed.Training and Development
____Educational Administration	____Educational Administration	____Higher Education Administration
____Family & Consumer Sciences	__**XX__School Psychology**	
____ Literacy	____Special Education	Interdisciplinary Studies_____
____ School Psy. Examiner		
____ Speech Education		

Courses Used for the Degree Program					
Prefix/ Number	Title	Credits	Grade	Semester/Year	Institution
SCPY 615	Advanced Child Psychology & Development	3			ISU
SCPY 616	Psychological Assessment	3			ISU
SCPY 652	Specialist Paper	3			ISU
SCPY 662	Consultation in the Schools	3			ISU
SCPY 663	Clinical and Diagnostic Interviewing in Schools	3			ISU
SCPY 664	Neurocognition and Learning	3			ISU
SCPY 665	Clinical School Psychology	3			ISU
SCPY 669	Advanced Practicum in School Psychology	6			ISU
SCPY 759	Ed.S. Internship	6			ISU

Major Advisor_____   Second Member_____

Graduate Faculty Representative_____ Planned Date of Graduation_____

_____   _____
  Student   Date   Department Chair   Date

_____   _____
  Advisor   Date   Dean, College of Education   Date

            _____
            Dean of Graduate Studies   Date

For Office Use Only
Credits: 500-Level_____600-Level_____700-Level   Transfer_____ Total Credits_____ Transfer Transcripts: ___yes___no
Authorization: _____ Date: _____

Appendix D

(Revised Fall 2011)

This document is an Agreement Between _____(School/Agency),

and _____(Intern or Practicum Student), and the Idaho State

University School Psychology Program, Pocatello, Idaho, on _____ (Date of

Agreement) for the Provision of:

Select the appropriate experience from list below:

1st Year M.Ed. Field Experiences

___2nd Semester (Spring) SCPY 668 Practicum: Intro to School Psych, SPED, & LD

2nd Year Ed.S. Field Experiences

___1st Semester (Fall) SCPY 669 Advanced Practicum in School Psychology

___2nd Semester (Spring) SCPY 669 Advanced Practicum in School Psychology

3rd Year Ed.S. Field Experience

___3rd Year SCPY 759 Ed.S. Internship (3 hrs each semester credit/1200 clock hours minimum)

General Agreement Between Parties and Requirements

This agreement is between the _____("the Internship or Practicum

Site"), the School Psychology Program at Idaho State University, ("the Program"), and

_____. ("the Intern or Practicum Student"). At the outset, it is understood that the

participating parties will cooperate in the conduct of professional activities relating to the field

experience as described below. This Agreement will be in effect from _____ through

_____; the student will work at the Internship or Practicum site for the appropriate

number of clock hours as mutually agreed upon by the Site and as required to meet the

requirements for the internship or practicum experience by the Program. In the case of the SCPY

7759 Ed.S. Internship, the Intern shall work on the same work hours as do the Internship Site's

regular 10 month employees, with total number of hours at the Internship Site will be at least

1200. In the case of other practicum or intern experiences, 50 hours of on-site contact will be

required per each graduate hour of credit received, i.e. 50 hours = 1 graduate credit. The intern or

practicum student will also be required to participate and complete other activities as specified

below as part of their grade and contact hours requirement.

A. The Program agrees:

1. To recommend for placement at this Internship Site only those prospective interns who have satisfactorily completed all of the pre-internship coursework and practicum requirements as specified by the Program's curriculum.
2. To appoint an Internship Coordinator who shall serve as the primary liaison between the Program and the Internship Site.
3. To meet with the Internship Site's designee(s) prior to the beginning of the Internship in order to secure agreement on the Intern's experiences, expectations, supervision, and other such matters. In the case of internships occurring geographically outside of the ISU area, this provision may be met by phone contact with the agreement of all parties.
4. To physically visit the Field Experience Site at least twice during the course of the Internship to consult with the Internship Site's designee(s) regarding the Intern's activities and progress, and to meet with the Intern and others as appropriate. In the case of internships occurring geographically outside of the ISU area, this provision may be met by phone contact with the agreement of all parties.
5. To actively solicit from both the Internship Site and the Intern their respective written evaluations of progress and developing skills, knowledge and dispositions relative to the field experience.
6. To be available on reasonable notice for consultation to the Field Experience Site and/or the Field Experience Student regarding any problems or issues that may arise during the Internship.
7. To furnish the Field Experience Site with information about the Program, as the Internship Site may require.
8. To perform other duties or functions that may be necessary to insure the Internship experience meets the requirements as specified by applicable professional standards and relevant certifying bodies.
9. To provide a regularly scheduled university based internship training experience for Interns and/or Practica students so as to keep current on their needs and to address any concerns they may have. The training experience will meet at a minimum of every other week at the University training site, and/or may be coordinated via phone or other online media process that may address the same issues with student unable to attend the University site.

B. The Field Experience Site agrees:

1. To provide a School Psychology Internship which emphasizes the training needs of the Intern, and which includes such experiences as are necessary to gain initial competence as a School Psychologist.
2. To negotiate with the Program and the Intern a specific set of experiences which will be included in the Internship, and to monitor the Intern's activities to insure that the agreed-upon experiences are occurring.
3. To assure that all aspects of the Intern's work are conducted within the prevailing standards of practice.
4. To designate a supervisor(s) who is primarily responsible for coordinating the experience of the Intern. Additional involvement by the Intern with other psychological staff is expected and encouraged. Collaborative work with representatives from other disciplines is desirable.
5. To provide a minimum of two hours a week of regularly scheduled, face-to-face individual supervision with the supervising psychologist(s).
6. To keep the University informed regarding the Intern's progress, including at least two written evaluations (Mid-term and Final), and to immediately notify the Program if problems arise or are anticipated.
7. To participate in a minimum of 1 site visit per semester, or in the case of the SCPY 759 Internship, two site visits over the internship year.

8. To designate the trainee status of the Intern by the title "school psychology intern." or in the case of a Practicum student "school psychology practicum student".
9. To assure that reports by the Intern are approved and cosigned by the psychologist responsible for the Intern.
10. To provide the Intern with training opportunities to assist in increasing awareness, sensitivity, knowledge, and practice about issues impacting the psychological development and social development of racial, ethnic, linguistic, and/or economic minorities.

C. The Intern/Practicum Student agrees:

1. To provide the Internship Site with any material that it may request regarding the prospective Intern's progress in the Program, previous work, or other relevant credentials.
2. To negotiate a specific set of expectancies for the Internship, as described above.
3. To perform all internship functions and duties within the ethical guidelines and professional standards applicable to professional school psychologists, as delineated by NASP.
4. To abide by all regulations and guidelines that apply to professional school psychologists working at the Internship Site.
5. To engage in the supervision process in a manner that maximizes the Intern's learning, and to affirmatively seek out additional supervision from the Internship Site when needed.
6. To authorize the Program and the Internship Site to exchange any and all information regarding the Intern which the Program and/or Internship Site shall deem necessary to conduct the Internship.
7. To provide at least two written evaluations of the internship experience to the Program.
8. To affirmatively inform the Program if problems arise or are anticipated, and to do so at the earliest possible time.
9. To maintain a monthly internship log detailing the Intern's activities, signed by the primary supervisor, and filed with the Program's internship coordinator on a monthly basis.
10. To participate in regularly scheduled university based internship seminar and successfully complete all assignments related to the seminar.
11. Complete the required log of activities and present to ISU Coordinator each month.
12. Incur all costs including meals, transportation, lodging related to internships/practicums.
13. Secure and checkout and in all materials and tests necessary to complete intern/practica requirements.
14. Keep all appointments with Site, ISU staff to complete requirements.
15. Be aware of and sensitive to the schedules of Site and ISU University staff.

> Additional Elements Specific to this Agreement: Please complete this section as it relates to any additional expectations, responsibilities, and/or requirements on the part of the Intern/Practicum Student, Site, or University.

_____

_____

_____

_____

Please Continue to the Next Page →

Please provide signatures below. Note that signatures represent agreement with all representations made in this document. Parties of this agreement should mutually review this document and clarify any of the stipulations. In the section above, clarification of any conditions or other qualifications regarding this agreement should be noted.

Signatures Below:

University Program Representative: Signature _____Date_____

Site Representative: Signature_____ Date_____

Intern/Practicum Student: Signature _____Date _____

Please file 1 copy each of this document with:

- Intern/Practicum Student Personal Copy
- ISU Program Student File
- ISU Practicum/Internship Coordinator
- ISU Program Director
- Field Experience Site Supervisor or Representative

Appendix E

Practicum/Internship Summary Form

Student Name: _____

Semester/Year: _____

Site: _____

Site Supervisor Name: _____

University Supervisor Name: _____

Site Description: (Include location, type of setting, characteristics of clients, and types of training experiences)

Summary of practicum hours:

Direct Contact	
Indirect Contact (Support Activities)	
Individual Supervision with Site Supervisor	
Group Supervision	
Total Hours	

_____   _____

Student Signature   Date

_____   _____

Site Supervisor Signature   Date

_____   _____

University Supervisor Signature   Date

Appendix F

M.ED. BEGINNING PRACTICUM STUDENT EVALUATION FORM

Student: _____   Practicum Site: _____   Spring Semester

Site Supervisor:_____   University Supervisor: _____   Year:_____

	STUDENT SELF-RATING Pre-Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
STANDARD 1 – Data-Based Decision Making and Accountability: *School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.* Competencies Expected:				Examples: ❖ Complete 3 traditional initial evaluations and/or reevaluations ❖ Complete "response to intervention" (RTI) evaluations												
❖ Integrate developmental, medical, educational and other background information																
❖ Utilize standardized cognitive tests (e.g., WISC, WJ-COG)																
❖ Utilize standardized achievement tests (e.g., WIAT, WJ-ACH)																
❖ Chart students' responses to intervention with measures sensitive to change (e.g., CBM, DIBELS)																

	STUDENT SELF-RATING Pre-Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
❖ Conceptualize case effectively																
❖ Develop reasonable assessment plan																
❖ Conduct effective *interview* (with parents, teachers, students)																
❖ Conduct *observations* (e.g., in classroom, during testing)																
❖ Prepares clearly *written reports* that address referral questions																
STANDARD 2 – Consultation and Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.																
❖ Use knowledge and skills in consultation/collaboration to promote change at the individual or building level.																
❖ Participate in collaborative and problem-solving *meetings* with other professionals to																

	STUDENT SELF-RATING Pre-Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
achieve student success																
❖ *Follow up* with implementers to ensure treatment integrity																
❖ Communicate clearly with diverse audiences (e.g., parents, teachers, colleagues).																
STANDARD 3 – *Interventions and Instructional Support to Develop Academic Skills:* School Psychologists have knowledge of biological, cultural, and social influences on academic skills: human learning, cognitive and developmental processes: and evidence based curriculum and instructional strategies																
❖ Use assessment data (e.g., RTI, SPED eligibility evaluation) to develop or adapt academic intervention(s) to meet students' specific cultural, biological, and/or academic needs																
❖ Participate in the development and implementation of instructional strategies (e.g., *instructional*																

	STUDENT SELF-RATING Pre-Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
consultation) to maximize students' academic learning outcomes																
STANDARD 4 – 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.																
❖ Applies the *principles of behavior change* to enhance student behavior/performance at the individual/classroom level.																
❖ Provide mental health services (e.g., *counseling, mental health consultation*) to enhance students' *social-emotional* performance.																
STANDARD 5 School-Wide Practices to Promote Learning*:* School Psychologists have																

	STUDENT SELF-RATING Pre-Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
knowledge of school and systems structure, organization, and theory: general and special education: technology resources: and evidence-based school practices that promote academic outcomes, learning, social development, and mental health																
❖ Work with school personnel to promote supportive learning environments (e.g. anti-bullying programs)																
❖ Demonstrate knowledge of and skills involved in *systems-change process* (e.g., promoting universal RTI implementation)																
❖ Help design and/or provide *staff training* to ensure effective services for all students																
❖ Demonstrate knowledge of current public policy issues impacting educational and mental health service delivery systems																
STANDARD 6 – Preventive and Responsive Services: School Psychologists have																

	STUDENT SELF-RATING Pre-Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
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.																
❖ Help identify and develop *prevention* program(s) to enhance resilience (e.g., drug and alcohol abuse)																
❖ Help design *crisis management* plan (e.g., risk assessment, follow-up interventions) for the systems (e.g., for students, families, teachers, others).																
STANDARD 7 –Family-School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.																

	STUDENT SELF-RATING Pre-Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
❖ Enhance *home-school collaboration* when designing and implementing evidence-based interventions																
❖ Help identify and address *diverse cultural issues* and factors to facilitate family-school partnership as well as interactions with community agencies.																
❖ Design, implement, and evaluate programs that assist families with promoting their children's academic and social emotional outcomes.																
STANDARD 8 – Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related																

	STUDENT SELF-RATING Pre-Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
to diversity.																
❖ Consider students' abilities in their primary and secondary *languages* and the effects of second language learning when designing assessments and interventions																
❖ Incorporate *cultural diversity information* in assessment and progress evaluation																
❖ Recognize potential racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students																
STANDARD 9 – Research and Program Evaluation: School psychologist have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.																
❖ Apply research design and data analysis techniques when																

	STUDENT SELF-RATING Pre-Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
conducting research/program evaluation																
❖ Consider psychometric properties when selecting assessment tools																
❖ Apply knowledge of professional literature and research findings to all aspects of professional practice (i.e., evidence-based)																
STANDARD 10 – Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical legal and professional standards; and other factors related to professional identity and effective practice as school psychologists.																
❖ Keep punctuality & proper attendance																
❖ Maintain professional interpersonal relationships with students, teachers, parents, and other professionals																
❖ Practice in accordance with professional *ethical* principles																

	STUDENT SELF-RATING Pre-Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable (NA)	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
❖ Follow *legal* and regulatory parameters in record keeping and communicate information responsibly (e.g., compliance with FERPA & HIPPA requirements)																
❖ Develop the identify as a school psychologist including learning about various job-settings & responsibilities																
❖ Participate in *continuing professional development*																
❖ Maintain timely and accurate documentations for field-experience (e.g., practicum)																

Midterm Evaluation (Signature)   Final Evaluation (Signature)

Practicum Student

_____

Site Supervisor

_____

Please summarize the student's performance during the evaluation period and provide any descriptive feedback:

Appendix G

ED.S. ADVANCED PRACTICUM STUDENT EVALUATION FORM

Student: _____   Practicum Site: _____   Spring Semester

Site Supervisor:_____   University Supervisor: _____   Year:_____

	STUDENT SELF-RATING Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
STANDARD 1 – Data-Based Decision Making and Accountability: School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. Competencies Expected:				Examples: ❖ Complete 3 traditional initial evaluations and/or reevaluations ❖ Complete "response to intervention" (RTI) evaluations												
❖ Collects assessment results and other environmental data to identify student needs																
❖ Utilizes standardized measures of cognition, achievement and neuropsychology effectively																
❖ Charts student performance on measures sensitive to incremental change (CBM, DIBELS, etc)																

	STUDENT SELF-RATING Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
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❖ Uses data to evaluate outcomes of services and to facilitate accountability																
❖ Analyzes group performance to design interventions that meet learners' needs.																
❖ Prepares clearly written reports that address referral questions appropriately.																
❖ Articulates assessment findings in a manner that is understandable for the intended audience.																
STANDARD 2 – Consultation and Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. Competencies Expected:																
❖ Uses knowledge and skills in consultation/ collaboration to promote change at the individual, classroom, building, district,																

	STUDENT SELF-RATING Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
and/or other agency levels.																
❖ Participates in collaborative decision-making and problem solving with other professionals to achieve student success.																
❖ Routinely follows up with implementers to ensure treatment integrity																
❖ Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.																
❖ Communicates clearly with diverse audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).																
STANDARD 3 – *Interventions and Instructional Support to Develop Academic Skills:* School Psychologists have knowledge of biological, cultural, and social																

	STUDENT SELF-RATING Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
influences on academic skills: human learning, cognitive and developmental processes: and evidence based curriculum and instructional strategies **Competencies Expected:**																
❖ Assists school personnel in developing and monitoring academic goals for all students.																
❖ Assists school personnel and other agency administrators with the interpretation of data to evaluate individual, classroom, and/or building level programs.																
❖ School psychologist can successfully adapt and evaluate academic intervention to meet students' specific cultural, biological, and/or academic needs.																
❖ Participates in the development and implementation of instructional strategies for students at different stages of																

	STUDENT SELF-RATING Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
development, including those who do not meet academic expectations.																
STANDARD 4 – 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. **Competencies Expected**																
❖ Applies the principles of behavior change to enhance student behavior/performance at the individual/classroom level.																
❖ Develops methods to assist teachers and families in teaching pro-social behavior to students.																

	STUDENT SELF-RATING Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
❖ School psychologist can successfully adapt and evaluate behavioral interventions to meet students' specific cultural, biological, and/or academic needs.																
STANDARD 5 School Wide Practices to Promote Learning: School Psychologists have knowledge of school and systems structure, organization, and theory: general and special education: technology resources: and evidence-based school practices that promote academic outcomes, learning, social development, and mental health **Competencies Expected:**																
❖ Works effectively with school personnel to promote supportive learning environments (e.g. anti-bullying programs)																
❖ Demonstrates knowledge of and skills involved in																

	STUDENT SELF-RATING Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
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systems-change process																
❖ Effectively leads problem-solving teams with attention to positive tone, time-management, and accountability.																
❖ Demonstrates knowledge of current public policy issues impacting educational and mental health service delivery systems																
STANDARD 6 – 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 multitiered prevention, and evidence-based strategies for effective crisis response. **Competencies Expected:**																
❖ Identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders,																

	STUDENT SELF-RATING Practicum			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST					
	Date:				Date:						Date:					
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Practicumalizing disorders, drug and alcohol abuse).																
❖ Utilizes standardized measures of social-emotional functioning effectively.																
❖ Effectively leads problem- Empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.																
❖ Evaluates individuals' risk of harm to self and others and engages in appropriate safety planning and follow-up.																
STANDARD 7 –Family-School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods																

	STUDENT SELF-RATING Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
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to develop collaboration between families and schools. **Competencies Expected:**																
❖ Facilitates collaboration with parents/guardians when designing interventions.																
❖ With properly signed releases, communicates and coordinates with other professionals in mental health, legal, medical, social service, and recreational programs involved identified student.																
❖ Designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance outcomes for students.																
STANDARD 8 – Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other																

	STUDENT SELF-RATING Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
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diverse characteristics; principles and research related to diversity factors for children, families and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. **Competencies Expected:**																
❖ Considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.																
❖ Incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.																
❖ Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in																

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	STUDENT SELF-RATING Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
which these biases influence decision making, instruction, behavior, and long-term outcomes for students.																
STANDARD 9 – Research and Program Evaluation: School psychologist have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. **Competencies Expected:**																
❖ Applies research design and data analysis techniques when conducting and evaluating research/program evaluation.																
❖ Evaluates psychometric properties when selecting assessment methods.																
❖ Applies knowledge of professional literature and research findings																

	STUDENT SELF-RATING Practicum Date:			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST Date:					
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to all aspects of professional practice.																
❖ Provides information about relevant research findings to school personnel, parents, and the public.																
STANDARD 10 – Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical legal and professional standards; and other factors related to professional identity and effective practice as school psychologists. Competencies Expected:																
❖ Practices in full accordance with APA & NASP Principles for Professional Ethics.																
❖ Participates in personal continuing professional development.																
❖ Takes initiative in learning strategies/techniques under supervision.																

	STUDENT SELF-RATING Practicum			Work Products (Artifacts)	INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST						SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST					
	Date:				Date:						Date:					
	New Skill Level	Developing Skill Level	Competent Skill Level		Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability	Not Applicable	Not able to perform activity satisfactorily	Can perform activity but requires supervision	Acceptable and typical level of performance	More than acceptable and typical level performance	Outstanding ability, initiative and adaptability
❖ Develops one's identify as a specialist-level school, & professional psychologist including learning about various job-settings & responsibilities of training supervisors.																
❖ Contributes to the professional development of others by providing supervision of educational/counseling services																
❖ Maintains useful and accurate records of services provided.																
❖ Follows legal, regulatory, and ethical parameters in record keeping and communicates information responsibly to others in compliance with FERPA & HIPPA requirements.																

	Midterm Evaluation (Signature)	Final Evaluation (Signature)
Practicum Student		
Site Supervisor		

Please summarize the student's performance during the evaluation period and provide any descriptive feedback:

<div align="center">**Appendix H**
Post-Graduation Survey</div>

Full Name:
In what year did you complete your educational specialist degree?

The purpose of this survey is to collect information on your current position and professional activities after about one year of your graduation, and for you to evaluate the training you received at ISU School Psychology Program. We really appreciate your time and inputs for making this program perfect!

<u>EMPLOYMENT</u>

1. **What is your current position and name/location of your employer:**

2. **Select all activities that apply to your current position:**
   ☐ Administration   ☐ Assessment   ☐ Consultation
   ☐ Psychotherapy   ☐ Research   ☐ Supervision
   ☐ Teaching   ☐ Other; please describe:

3. Was this your **initial** position, after completing your degree ?   ☐ Yes   ☐ No
   If you held another (different) position immediately after your internship, please describe:

<u>LICENSURE / CERTIFICATION</u>

Please give the status of your current professional licensure and certifications (Certified School Psychologist, Nationally Certified School Psychologist; NCSP, etc.)

Licensure/Certifications

Name	State
Name	State

<u>PROGRAM EVALUATION</u>

We are interested in your evaluation of the training you received with us. To what extent to you feel our program prepared you as a school psychologist to perform the following professional activities? (Please indicate the number that best represents your experience: *if you are completing this survey electronically*, please **<u>bold and</u> <u>underscore</u>** the number; *if you are completing a hard copy of the survey*, please circle the number.)

	Weak	Fair	Good	Very Good	Excellent
Assessment	1	2	3	4	5
Report Writing	1	2	3	4	5
Consultation	1	2	3	4	5
Counseling Skills	1	2	3	4	5
Crisis Management	1	2	3	4	5
Dev. of FBAs/BIPs	1	2	3	4	5
Ethics Training	1	2	3	4	5

Please let us know any area of improvement regarding the training you received in this program:

<div align="center">*Thank you for responding to our survey!!*</div>