Nova Southeastern University
Center for Psychological Studies

Specialist Program in School Psychology

HANDBOOK OF FIELD-BASED TRAINING EXPERIENCES IN SCHOOL PSYCHOLOGY

Revised August 2010

TABLE OF CONTENTS

Introduction

This handbook was prepared to assist students in the Specialist Program in School Psychology at Nova Southeastern University as they engage in field-based training. It was designed to give the candidate, site manager, field-based supervisor, university-based instructor, and school district/agency supervisor(s) an understanding of each other's roles in the field-based experiences. Students are advised that this handbook does not include all policies. Candidates should consult the *Specialist Program in School Psychology Policies and Procedures Handbook* and the *Center for Psychological Studies Catalog* for additional information. Candidates are reminded that consultation with their faculty advisor is an essential component to their continued professional development.

Note: Program faculty reserve the right to change any of the terms of the handbook in any section at any time.

PURPOSE
As part of the applied professional practice requirements of the specialist program in school psychology at Nova Southeastern University, candidates must successfully complete a school-based practicum, an applied skills practicum, and an internship in school psychology. These experiences take place during the second, third, and fourth years of the curriculum, thus allowing candidates to bridge the gap between theoretical foundations and applied professional practice. As candidates learn theories and techniques within the classroom, they begin to practice and to apply these skills under close supervision. The goal of the field-based phase of training is to provide supervised experiences that will enhance the development of each candidate's knowledge and skills as they become school psychologists. Field-based experiences were designed based upon the standards set forth by the Florida Department of Education (DOE) and the National Association of School Psychologists (NASP).

SCHOOL-BASED PRACTICUM
During the second year of coursework, candidates are required to enroll in a three credit-hour school-based practicum. This practicum is designed to introduce the candidate to the role of the school psychologist within the public school setting and the day-to-day practice of school psychology. This 100-hour practicum experience enables candidates to gain firsthand knowledge of the complexity of issues encountered by school psychologists, including conducting traditional and alternative assessments, consulting with parents and school personnel, participating in Child Study/School Support Teams, developing interventions, and working within multiple systems.

APPLIED SKILLS PRACTICUM
During the third year of coursework, candidates are required to enroll in a three credit-hour applied skills practicum course. This practicum provides a mechanism for applying the techniques of assessment and intervention under close supervision while working with actual clients/students. The goal is to improve critical skills necessary for professional practice prior to

embarking on internship. The 150-hour minimum practicum experience affords candidates an opportunity to work with students, parents, teachers, and administrators within a clinical and/or school-based setting.

INTERNSHIP IN SCHOOL PSYCHOLOGY

During the fall of the third year of coursework, candidates begin preparation for the internship application process. Candidates are provided support by university faculty in developing their curriculum vitae and practicing interviewing skills. Candidates are strongly encouraged to attend the Job and Internship Fair at the Florida Association of School Psychologists (FASP) Annual Conference.

The internship is a full-time, 1200 clock-hour field-based placement during the academic year designed to serve as the culminating training experience in the program. The internship experience enables candidates to demonstrate competencies in the twelve Florida Educator Accomplished Practices as well as the NASP domains and to refine skills in assessment, consultation, prevention and intervention, preparing them for pre-professional functioning. Candidates are responsible for reading, understanding, and being prepared to use these documents prior to their field-based training experiences.

ETHICAL BEHAVIOR

Candidates, faculty, and staff are responsible for abiding to the ethical principles of the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the State Board of Education, rule 6B-1.001, FAC, and must conduct themselves in accordance with those principles. Internet links to the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct*, the National Association of School Psychologists *Guidelines for the Provision of School Psychological Services*, and *Principles for Professional Ethics*, as well as the *Code of Ethics of the Education Profession in Florida* are available at the end of this document in appendices N, O, P, and Q respectively. Candidates are responsible for reading, understanding, and being prepared to utilize the information gleaned from these documents prior to their field-based training experiences. Prior to the initiation of any field-based training experience, all candidates will receive NSU didactics in the Health Information Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) in addition to watching a personal safety video entitled "Some Common Sense Safety Issues."

PROFESSIONAL BEHAVIOR
Several observable behavioral categories are considered to be an integral part of professional functioning. The broad categories include the following:

1. Professional Behavior
    a. Demonstrates dependability (e.g., punctuality in submitting papers and assignments, meeting with clients, etc.)
    b. Accepts responsibility for one's own work (e.g., presenting passages as one's own from the internet or other source is plagiarism)
    c. Carries through and completes tasks
    d. Seeks guidance from appropriate sources

2. Intrapersonal Behavior
    a. Displays mature and appropriate behavior
    b. Demonstrates ability to function independently
    c. Exhibits usual and customary judgment and discretion in both student and professional activities
    d. Presents a generally respectful and non-hostile attitude
    e. Participates in activities that are pursuant to professional development
    f. Develops intrinsic criteria to evaluate own performance

3. Interpersonal Behavior
    a. Cooperates with and is respectful of others
    b. Gives, accepts, and utilizes feedback effectively
    c. Develops and maintains positive relationships with peers and faculty
    d. Develops satisfactory working relationships with supervisors and advisors
    e. Respects human diversity
    f. Communicates appropriately and affectively
    g. Demonstrates ethical responsibility
    h. Adapts well to new situations

Candidates are similarly expected to become familiar with NASP Standard 4.5 Professional Work Characteristics (www.nasponline.org/certification/FinalStandards.pdf)

Information regarding professional behavior and appropriate conduct for the Center for Psychological Studies can be found in the *Specialist Program in School Psychology Policies and Procedures Handbook*. Information on the review process for alleged violations of the University Student Code of Conduct, including academic standards and ethical standards for field placements are reviewed in the section titled *Professional Standing Committee*.

PROFESSIONAL LIABILITY INSURANCE
All school psychology candidates are required to carry professional liability insurance through the university. Candidates are required to enroll in the plan at the time of each registration. The center/student professional liability insurance policy provides coverage while the candidate is attending Nova Southeastern University and while he or she is functioning in approved center

activities. This policy does not provide coverage for non-approved or non-center-related activities. All school psychology candidates are required to abide by the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (Appendix N), the National Association of School Psychologists *Principles for Professional Ethics* (Appendix P), the *Code of Ethics of the Education Profession in Florida* (Appendix Q), and the policies and procedures of the Center for Psychological Studies. Additionally, candidates must adhere to policies, procedures, rules and regulations of the agency/school where his or her practicum/internship will be completed. Candidates are encouraged to obtain their own professional liability insurance in addition to that provided by the university. Such coverage can be purchased through professional associations or obtained privately.

School Based Practicum Procedures

APPLYING FOR PRACTICUM
The school based practicum experience will take place during the candidate's second year in the specialist program. Administrators and/or faculty of the specialist program in school psychology will approve the candidate's readiness for practicum based upon performance, grades, professional behavior, and the student's mastery of the Accomplished Practices at Annual Review. **School psychology candidates who do not meet the minimum requirement will be advised and remediated as appropriate.**

To be eligible to register for practicum, candidates must have been matriculated, and have successfully completed (or be co-enrolled in) the following course work along with each of the Accomplished Practices associated with these courses:

> PSY 700 – Learning and Human Development
> PSY 710 – Psychology of Exceptional and At-Risk Children
> PSY 715 – Child and Adolescent Psychopathology
> PSY 735 – Organization and Operation of Schools
> PSY 750 – Counseling Theories and Techniques

PRACTICUM PLACEMENT
School psychology candidates must abide by the differing guidelines for practicum placement which vary from county to county. **Certain sites may require candidates to complete a security clearance, which may include, but not be limited to, a background screening and fingerprinting.**

The chairperson of psychological services for each school district, or their designee, in conjunction with the site facilitator and core faculty of the specialist program in school psychology, unless otherwise specified, are responsible for determining all practicum placements. Candidates currently employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue the requirements of their practicum. Candidates may also be required to take some leave time or to make other necessary arrangements to fulfill this requirement. Candidates are advised that waiver of the practicum experience or transfer of credit for any reason is not permitted.

TIME REQUIREMENTS
School psychology candidates are expected to document at least 100 hours for the school based practicum experience. The 100 hours is equivalent to 40 hours of university-based seminar and 60 hours of field activities. Seminars involve a combination of weekend and/or weekday evening meetings throughout the course, as determined by the university instructor.

REQUIRED READING
Candidates are required to read assigned materials as described in the syllabus. Candidates are also required to integrate assigned readings with field experiences relevant to topics and issues discussed at the practicum seminars.

SUPERVISION
Candidates in practicum are assigned to an NSU faculty member who oversees the practicum experience and conducts the university-based seminar. Candidates are also supervised on-site by a field-based supervisor who is a practicing school psychologist. Candidates enrolled in practicum are monitored and observed on an on-going basis by core faculty, in conjunction with the university course instructor, who address individual candidate's needs regarding both their placement and performance. Responsibilities of each supervisor are outlined in the section of this handbook entitled "Duties and Responsibilities of Field-Based and University Supervisors." The main goal of this experience is to provide candidates with a practical knowledge base in psychology and education necessary for providing school psychological services. Candidates see firsthand the diverse clients whom school psychologists serve, as well as observe traditional and alternative assessment and intervention techniques used in the field. Supervision includes careful monitoring of candidate's scheduling and completion of classroom observations, as well as observations of teacher/parent interviews, psychoeducational assessments, feedback to parents and school personnel, design of interventions, and team participation.

SUMMARY RECORD
Each candidate will keep an on-going detailed *School Based Practicum Student Summary Record* (Appendix A) of observation and shadowing activities completed. The field-based supervisor will sign the summary record to verify completion of the activities listed. This summary record must be submitted to the university instructor as designated in the course syllabus.

PRACTICUM STUDENT EVALUATION
Each candidate will be evaluated in the designated Accomplished Practices competencies as outlined on the *Field-Based Supervisor Professional Behaviors and Skills and Student Evaluation Form* (Appendix E) and the *University Supervisor Professional Behaviors and Skills and Student Evaluation Form* (Appendix F) by his/her field-based and university supervisors at the end of the practicum experience using an on-line version. It is the candidate's responsibility to ensure that the field-based supervisor completes the evaluation form and returns it to the university instructor by the date stated in the practicum syllabus.

PRACTICUM SITE EVALUATION
The candidate should complete the *School Based Practicum Site/Supervision Evaluation Form* (Appendix G) at the completion of the practicum experience. A completed copy of this evaluation should be given to the university instructor during the final practicum seminar.

GRADING

Grades will be assigned by the university instructor. In order to receive a grade for the practicum, the candidate must satisfactorily demonstrate all of the competencies listed in the handbook, complete all the course requirements as specified in the syllabus, and demonstrate satisfactory performance on the student evaluation. The program will assign grades to course work according to the following system: A, B, C, and F.

The School Based Practicum Experience

School districts that participate in the practicum program are selected because of their interest in the professional preparation of school psychologists. Moreover, they have staff members who are qualified and willing to accept the responsibility of sharing in the training of school psychology candidates. These staff members are not only professionally able, but sensitive to emerging concepts in the field of school psychology.

DUTIES AND RESPONSIBILITIES OF THE PRACTICUM STUDENT
The school psychology candidate enrolled in practicum is expected to act in a professional manner at all times. He or she is expected to fulfill the following responsibilities:

1. Schedule and perform required field activities as specified in the course syllabus.

2. Demonstrate the competencies listed on the evaluation form and complete all Accomplished Practices tasks as specified in the course syllabus.

3. Maintain a *School Based Practicum Student Summary Record* (Appendix A) of all practicum experiences and tasks to be reviewed and signed by the field-based supervisor. Submit approved summary records to the university-based instructor as specified in the course syllabus.

4. Read assigned textbook chapters and professional journal articles (as applicable).

5. Confer with the field-based supervisor and university instructor when necessary. If a problem arises at the site that cannot be resolved there, discuss this problem with the NSU supervisor.

6. Continuously work to improve his or her performance in response to constructive feedback provided by the field-based instructor.

7. Attend all scheduled practicum seminars with the university instructor and complete all work assigned.

8. Complete the *School Based Practicum Site/Supervision Evaluation Form* (Appendix G) to be collected during the final practicum seminar.

9. Abide by the ethical principles of the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the State Board of Education, rule 6B-1.001, FAC. Likewise, as a representative of NSU, the candidate has an obligation to perform at the highest level of functioning and to demonstrate professional behavior as specified in the *Specialist Program in School Psychology Policies and Procedures Handbook* at all times.

10. Become familiar with and abide by all county and individual school policies and procedures.

DUTIES AND RESPONSIBILITIES OF THE FIELD-BASED SUPERVISOR
The school district's field-based supervisor has a major responsibility in helping to structure a beneficial learning experience throughout the practicum. The field-based supervisor is expected to closely supervise the practicum student's activities. The field-based supervisor will follow the following guidelines:

1. Introduce the school psychology candidate to the administrative and teaching staff and other appropriate staff members during practicum.

2. Acquaint the candidate with the district's rules and policies for both the student population and the staff throughout practicum.

3. Provide opportunities for the candidate to complete required field activities/ observations and demonstrate the competencies listed in this handbook under close supervision.

4. When appropriate, assist the candidate in relating experiences in the school setting to theoretical constructs learned in coursework.

5. When appropriate, provide feedback of the candidate's performance and if necessary, report conflicts/concerns to the university instructor.

6. Complete the *Field-Based Supervisor Professional Behaviors and Skills and Student Evaluation Form* (Appendix E) on-line and meet with the candidate to discuss whether he or she has met the minimum competencies set forth in this handbook.

7. Provide feedback on school psychology candidate's performance to the director of practicum training in the district.

8. Have a minimum of three years of experience as a credentialed school psychologist with at least one year in the current school district and identified as a high-performing educator by district level administrative personnel.

DUTIES AND RESPONSIBILITIES OF THE CORE FACULTY
The core faculty, in conjunction with the site manager, is responsible for creating and structuring a practicum experience for Nova Southeastern University school psychology candidates enrolled in the specialist program. They are expected to work continuously to expand and improve the candidate's practicum site experiences and to provide ongoing monitoring of the university course and the field-based experience to ensure standards are met through the following activities:

1.   Review *School Based Practicum Site/Supervision Evaluation* forms and evaluate practicum site and supervisors based on feedback from candidates, faculty, and administrators and respond accordingly.

2.   Act as a troubleshooter when problems arise at practicum sites.

DUTIES AND RESPONSIBILITIES OF THE SITE MANAGER

The site manager's promotion of the practicum program plays a vital role in the success of the student's practicum experience. The site manager has the following duties and responsibilities:

1.   If applicable, contact districts that are presently NSU practicum sites to reevaluate continued interest in the program.

2.   Send letters and make telephone calls to school psychological services personnel to secure practicum placement.

3.   Collect practicum applications (if applicable) and complete requests for placement for each school district and notify students of their placements.

4.   Meet with the NSU instructor and candidates to ensure appropriate placements in practicum.

5.   Keep core faculty abreast of progress for difficulties in candidate's assignments.

DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY-BASED INSTRUCTOR

The Nova Southeastern University instructor serves as a liaison between the university and the school setting. He or she provides the educational coordination of the candidate's practicum experience. In addition, the NSU instructor, when appropriate, may:

1.   Make a telephone contact and/or site visit with each candidate's field-based supervisor as needed. Conduct at least one site visit or telephone contact with the director of practicum training in each district to which candidates are assigned.

2.   Facilitate university-based seminars during the practicum experience and provide supervision of scheduling and completion of activities as needed.

3.   Review with the candidate ethical standards for professional behavior and legal issues pertaining to school psychologists (HIPAA, FERPA). Assume responsibility for ensuring that candidates are HIPAA trained, have watched the safety tapes, and have received FERPA didactics.

4.   Help the candidates enrolled in practicum to integrate theoretical constructs with applied practice issues.

5.   Review the *School Based Practicum Student Summary Record* (Appendix A) and reports. Help the student to evaluate his or her experiences and to recognize areas of growth and areas where further development is needed.

6.   Develop an outline for the content and format of the practicum course.

7.   Conduct a final evaluation of the practicum student, including completion of the *University Supervisor Professional Behaviors and Skills and Student Evaluation Form* (Appendix F) on-line. This evaluation will be based on the field-based supervisor's evaluation, documentation on the candidate's final summary record, completion of course requirements as delineated in the syllabus, and the professional behavior observed throughout the experience.

8.   Hold national or state certification or licensure as a school psychologist with a minimum of three years experience working as a school psychologist in the public school system. He or she must have completed HIPAA training offered through NSU, and have completed clinical educator training in the state of Florida.

School Based Practicum Field Activities

Based upon program goals and objectives and standards set forth by the Florida Department of Education and National Association of School Psychologists, the main goal of this course is to provide a comprehensive field-based experience linked to a university seminar in which the school psychology candidate will gain a practical understanding of the knowledge base in psychology and education necessary for providing school psychological services (*Program Goal 1*). This broad goal is attained through accomplishment of the two major objectives described below.

First, candidates are expected to gain an understanding of the roles and functions of school psychologists practicing in the public sector. They observe school psychologists conduct psychoeducational assessments, conduct direct interventions, participate in child study/intervention assistance team meetings, and provide feedback and consultation to parents and school personnel (*Program Goal 1, Objective 2*). Candidates interact with school and community personnel, interview teachers and other school personnel, and review case referral information and school records. Within the context of understanding roles and functions, an emphasis is placed on obtaining a practical understanding of ethics, professional standards, and current issues in the profession (*Program Goal 1, Objective 4*).

Second, candidates are expected to develop an understanding of effective learning environments and modification/interventions required to address the needs of students with various learning styles, exceptionalities, achievement levels, and cultural and linguistic backgrounds. Through this comprehensive field-based experience, candidates develop a practical understanding of the structure and system of the school setting including: relevant information in referral packets and school records; district policies and procedures regarding evaluation, characteristics of students with various exceptionalities, IEP development, and placement of students into exceptional student education; alternative educational programs for students experiencing difficulties; and vocational interest and aptitude assessment (*Program Goal 1, Objectives 2, 3*).

A secondary goal of the practicum experience is for candidates to further develop their communication skills and knowledge of prevention strategies used with teachers and parents (*Program Goal 2, Objective 3*). Toward this end, candidates will research, develop, and conduct an in-service presentation that targets an area of need for assisting children for teacher or parent groups. School psychology candidates will also be required to plan and role play a mock parent conference in order to gain experiences in communicating with parents about assessment results and intervention strategies.

Required practicum experiences are as follows (for specific activities see course syllabus):

1. **Review of education records/psychological services referrals**
    - Academic case
    - Behavioral/Emotional case
    - Other (such as cumulative records, discipline file, etc.)

2. **Interviews with School Personnel**
- ESOL teacher
- ESE inclusion teacher

3. **In-service development and presentation in university seminar**

4. **Observations**
- Regular education classroom environments (all levels including an alternative school and inclusion classroom)
- ESOL classroom environment (any level)
- ESE classroom environments (including sensory impaired/physically impaired, emotional/behavioral disabilities, autistic spectrum disorders, and varying exceptionalities)
- Administration of psychological assessment battery
- Alternative assessment procedures (i.e., functional behavioral assessment, curriculum-based assessment, informal reading inventories, DIBELS)
- Child Study Team Meeting
- Intervention Assistance Team/School Support Team Meetings (if available)
- Multidisciplinary staffings (initial placement and reevaluation)
- Teacher consultation or conferencing
- Parent consultation, conferencing, or counseling
- Child counseling or skills training (individual or group) (if possible)
- Crisis intervention (if possible)

School Based Practicum Competencies

The school psychology candidate will demonstrate the following competencies based upon the Florida Department of Education's *Accomplished Professional and Preprofessional Competencies for Teachers* during practicum. His or her performance must be evaluated as acceptable by the field-based supervisor. The supervisor will submit a completed *Field-Based Supervisor Professional Behaviors and Skills and Student Evaluation Form* (Appendix E) at the end of the practicum experience and meet with the candidate to review performance. Additionally, the NSU practicum instructor and the director of practicum training of the assigned district will meet or communicate via e-mail or telephone at least once during the experience to review the candidate's performance if weaknesses are noted on the evaluation form.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

#2   Communication

School psychologists recognize the need for effective communication. They have the knowledge and skills necessary to facilitate communication and collaboration with children/adolescents and among teams of school personnel, families, community professionals, and others. School psychologists have positive interpersonal skills, listen, adapt, address ambiguity, and are patient in difficult situations. They have knowledge of the important features of collaboration and use effective consultation skills with individuals with diverse backgrounds and characteristics. In addition to their knowledge and skills in communication and collaboration, school psychologists clearly present and disseminate information, verbally and in written documents, to diverse audiences, such as parents, teachers, school boards, policy makers, community leaders, colleagues, and others in a variety of contexts.

Key Indicators:
- Communicates with all members of the school community
- Demonstrates positive interpersonal skills in supervisory interaction
- Uses appropriate posture, eye contact, gestures, and facial expressions
- Maintains clear and accurate records
- Responds well to supervisory input and demonstrates changes in behavior based on feedback
- Speaks clearly and projects adequately, using standard English
- Remains composed under stress

#3   Continuous Improvement

School psychologists recognize that their own learning and development is a continuous process. They routinely evaluate their own knowledge, professional competencies, and outcomes of their services. They use their evaluation and self-reflection to determine specific needs for continuing professional development and they acquire training and

attend continuing professional development activities in order to strengthen weaknesses and to remain current in meeting the needs of all stakeholders.

Key Indicators:
- Self-evaluates performance regularly and seeks assistance and information as needed

#4   Critical Thinking

The school psychologist has knowledge of research, statistics, and evaluation methods. This knowledge guides them in conducting their own investigations, being good consumers of research, and effectively evaluating programs. School psychologists have knowledge of measurement principles and psychometric standards. They review and evaluate validity research and psychometric properties when selecting the best assessment methods to use in data-based decision making. School psychologists base their practice on sound research and translate new research findings into service delivery improvements.

Key Indicators:
- Demonstrates good judgment and problem-solving abilities

#5   Diversity

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children's development and learning. This knowledge is utilized in the selection of assessment devices and in developing academic and social/behavioral intervention for children. School psychologists establish an environment that accepts and fosters diversity. They demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. They create a climate and foster in others a spirit of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and medication.

Key Indicators:
- Demonstrates respect for human diversity and tolerance for differences

#6   Ethics

School psychologists adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida as well as the Principles for Professional Ethics (PPE) set forth by the National Association of School Psychologists (NASP). They have knowledge of all appropriate ethical, professional, and legal standards; and they practice in schools in ways to enhance quality of services and protect the rights of all parties. School psychologists promote due process guidelines in all decisions affecting students; maintain accepted standards in assessment, consultation, intervention, and general professional practice; and fulfill all legal requirements in response to law and court

decisions. They use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and to promote public policies and practices in schools and other settings. They recognize their own limitations and biases, as well as those areas in which they have training and expertise.

Key Indicators:
- Adheres to ethical standards and professional conduct, as well as confidentiality regulations

#11   Role of the School Psychologist
Given the vast needs of students, families, schools, and communities, the role of the school psychologist is varied and extensive. In addition to individual evaluation and intervention activities aimed at assisting students with difficulties, school psychologists regularly contribute to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services to benefit all children, youth, and families. They promote mental health in schools and other agencies and collaborate with other professionals in providing safe and violence free schools and communities. School psychologists use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and promote practices that help children and families of all backgrounds feel welcome in the school community. School psychologists provide leadership in schools and other agencies in understanding and using research and evaluation data and clearly present and disseminate information to diverse audiences to promote improvement in instruction and student achievement.

Key Indicators:
- Understands the role of school psychologists within the school system
- Understands the roles of school personnel and their interface with the various functions of the school psychologist
- Demonstrates initiative and self-motivation in scheduling and completing required activities
- Dependable and responsible to appointments; respectful of supervisor's workload and time constraints
- Projects a professional image and appearance appropriate for the role of a school psychologist

Applied Skills Practicum Procedures

APPLYING FOR PRACTICUM
The applied skills practicum experience will take place during the candidate's third year in the specialist program. Administrators and/or faculty of the specialist program in school psychology will approve the candidate's readiness for practicum based upon academic performance, professional behavior, and the student's mastery of the Accomplished Practices at annual review. **School psychology candidates who do not meet the minimum requirement will be advised and remediated as appropriate.**

To be eligible to register for practicum, candidates must have been matriculated, and have successfully completed or be co-registered for the following course work along with each of the Accomplished Practices associated with these courses:

> PSY 755 – School Consultation Skills
> PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists
> PSY 780 – Psychoeducational Assessment
> PSY 782 – Assessment: Intelligence Testing I with Lab
> PSY 784 – Assessment: Intelligence Testing II
> PSY 786 – Projective/Objective Personality Assessment
> PSY 792 – Integrated Report

PRACTICUM PLACEMENT
Practicum placement procedures vary. School psychology candidates must abide by the differing guidelines. **Candidates may be required to complete a security clearance, which may include, but not be limited to, a background screening and fingerprinting.**

TIME REQUIREMENTS
Practicum requires completion or extensive review and write-up of a minimum of two comprehensive psychoeducational evaluations and follow-ups within a supervised setting. In addition, the candidates will be required to attend a 3-hour weekly seminar with a university-based instructor. Candidates will receive information regarding the time, date, and location for seminars prior to the beginning of practicum. **Typically, seminars are scheduled on a weekday evening or weekend based on instructor availability.**

REQUIRED READING
Prior to the first practicum seminar, the candidates will obtain the required materials (as applicable). School psychology candidates should also be prepared to discuss professional journal articles and other relevant resources and textbooks as described in the syllabus.

SUPERVISION

Candidates in practicum are assigned to an NSU faculty member who oversees the practicum experience and conducts the university-based seminar. Candidates are also supervised on-site by a field-based supervisor who is a practicing psychologist or school psychologist. Candidates enrolled in practicum are monitored and observed on an on-going basis by faculty who address individual student needs regarding both their placement and performance. Responsibilities of each supervisor are outlined in the section of this handbook entitled "Duties and Responsibilities of Field-Based and University Supervisors."

SUMMARY RECORD

Each candidate will keep an on-going detailed *Applied Skills Practicum Student Summary Record* (Appendix B) of specific practicum activities and tasks completed. At the end of the fifteen-week semester, the school psychology candidate will submit the form to the field-based supervisor. The field-based supervisor will sign the summary record to verify completion of the activities listed. This summary record must be submitted to the university-based instructor as designated in the course syllabus.

PRACTICUM STUDENT EVALUATION

Each candidate will be evaluated on their skills in several domains, including assessment, report writing, and receptiveness to supervision. The *Professional Behaviors and Skills and Student Evaluation Form* (Appendix H) will be completed in order to assess each candidate's attainment of skills upon completion of the fifteen-week practicum experience.

PRACTICUM SITE EVALUATION

The candidate should complete the *Applied Skills Practicum Site/Supervision Evaluation Form* (Appendix I) at the completion of the practicum experience. A completed copy of this evaluation should be given to the university-based instructor during the final practicum seminar.

GRADING

Grades will be assigned by the university instructor. In order to receive a grade for the practicum, the candidate must satisfactorily demonstrate all of the competencies listed in the handbook, complete all the course requirements as specified in the syllabus, and demonstrate satisfactory performance on the candidate's evaluation. The program will assign grades to course work according to the following system: A, B, C, and F.

The Applied Skills Practicum Experience

Clinics/agencies/school districts that participate in the practicum program are selected because of their program's interest in the professional preparation of school psychologists. Moreover, they have staff members who are qualified and willing to accept the responsibility of sharing in the training of candidates. These staff members are not only professionally able, but sensitive to emerging concepts in the field of school psychology.

DUTIES AND RESPONSIBILITIES OF THE PRACTICUM STUDENT
The placement of a practicum student in a facility is made with consideration of the needs and strengths of the practicum student, as well as the specific needs of the placement setting. The candidate enrolled in practicum is expected to act in a highly professional manner at all times. He or she is expected to fulfill the following responsibilities:

1. Perform appropriate job-related functions in the facility as directed by the on-site supervisor.

2. Maintain security of test equipment.

3. Maintain confidentiality of client records and all relevant information.

4. Demonstrate the core competencies required of applied skills of candidates enrolled in practicum as listed in the course syllabus.

5. Maintain an *Applied Skills Practicum Student Summary Record* (Appendix B) of all practicum experiences and tasks to be reviewed and signed by the field-based supervisor. Approved summary records will be submitted to the university-based instructor.

6. School psychology cnadidates are expected to spend a minimum of 150 hours in practicum activities during the semester. Comprised within the 150 minimum hour requirement is a 30 hour weekly seminar with the university-based instructor. This must include at least 45 minutes per week of individual supervision (or the equivalent if supervision is provided in groups). Additional supervision may be scheduled as needed. Practicum seminar attendance counts as group supervision.

7. Read assigned texts and professional journal articles (as applicable).

8. Confer with the field-based supervisor and university-based instructor when necessary. If a problem arises at the site that cannot be solved there, discuss this problem with the university-based instructor immediately.

9. Continuously work to improve his or her performance in response to constructive feedback provided by the field-based supervisor and university-based instructor.

10. Attend all scheduled practicum seminars with the university-based instructor and complete all work assigned.

11. Complete the *Applied Skills Practicum Site/Supervisor Evaluation Form* (Appendix I) to be collected during the final practicum seminar.

12. Audio or video tape at least one interview and at least one other assessment session if facility rules and parents allow. Refer to Appendix O for the appropriate consent form.

13. Abide by the ethical principles of the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the State Board of Education, rule 6B-1.001, FAC (if applicable), regulations of the Health Information Portability and Accountability Act (HIPAA), regulations of the Family Educational Rights and Privacy Act (FERPA) when applicable, and facility rules. Likewise, as a representative of NSU, the student has an obligation to perform at the highest level of functioning and to demonstrate professional behavior as specified in the *Specialist Program in School Psychology Policies and Procedures Handbook* at all times.

DUTIES AND RESPONSIBILITIES OF THE FIELD-BASED SUPERVISOR

The field-based supervisor, in collaboration with core faculty and site managers, has the responsibility of monitoring and evaluating student performance in the practicum experience for NSU students in the specialist program. He or she is expected to work continuously to expand and to improve the student's practicum skills by providing experiences that foster growth of specified competencies. Therefore, the field-based supervisor has the following duties and responsibilities:

1. Acquaint the candidate enrolled in practicum with the agency's/district's rules and policies for both the student population and the staff.

2. Introduce the candidate to the administrators, staff, and/or other appropriate personnel.

3. Provide the candidate enrolled in practicum with a place to work which offers privacy for the purpose of conducting assessments and interviewing clients and their families.

4. Provide opportunities for the school psychology candidate to demonstrate the competencies listed in the course syllabus.

5. When appropriate, provide opportunities for the candidate enrolled in practicum to attend clinic/district meetings, consultation, and any other activities that might prove beneficial.

6. Review and sign the candidate's summary record and reports.

7.   Act as a troubleshooter as problems arise at the practicum site.

8.   Hold national or state certification or licensure as a psychologist or school psychologist as required by the setting in which the practicum experience is offered. If the practicum site is school-based, the field-based supervisor must also have completed State of Florida clinical educator training.

DUTIES AND RESPONSIBILITIES OF THE PROGRAM

Practicum site and experiences are selected and structured by the site manager and the core faculty member(s), in conjunction with the coordinator of the applied skills practicum training for the specialist program in school psychology. The site manager and core faculty work continuously to expand and monitor the quality of the candidates' practicum experience.

DUTIES AND RESPONSIBILITES OF THE SITE MANAGER

The site manager's promotion of the practicum program plays a vital role in the success of the candidate's practicum experience. The site manager has the following duties and responsibilities:

1.   If applicable, contact agencies/districts that are presently NSU practicum sites to reevaluate continued interest in the program.

2.   Send letters and make telephone calls to agencies/districts to secure practicum placements.

3.   Collect practicum applications (if applicable) and complete requests for placements for each agency/district and notify students of their placements.

4.   Meet with the NSU instructor and candidates enrolled in practicum to ensure appropriate placements.

DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY-BASED INSTRUCTOR

The applied skills practicum instructor has a major responsibility of helping to structure a beneficial learning experience throughout the practicum. In general, the practicum instructor is expected to supervise the candidate's practicum activities closely. The practicum instructor will follow these guidelines:

1.   Review the contents of this handbook with the candidate.

2.   Provide opportunities for the candidate enrolled in practicum to demonstrate the competencies listed in this handbook.

3.   When appropriate, help the candidate relate experiences in the facility/school setting to theoretical constructs.

4.   Follow the activities of the candidate enrolled in practicum closely and facilitate seminars over the fifteen-week semester.

5.   The school psychology candidate's performance in practicum is monitored continuously throughout the semester by the instructor. The candidate's grade will be contingent upon receipt of both evaluations. Ratings from the field-based supervisor will be an important component of the final grade for the course (Appendix G).

6.   Review with the candidate ethical standards for professional behavior and legal issues pertaining to school psychologists.

7.   Supervise assessment and consultation skills through role-playing, audiotape/ videotape analysis, direct observation (when feasible) and written reports.

8.   Review the *Applied Skills Practicum Student Summary Record* (Appendix B) and reports. Help the candidate to evaluate his or her experiences and to recognize areas of growth and areas where further development is needed.

9.   Develop an outline for the content and format of the practicum course.

10.   Hold national or state certification or licensure as a school psychologist with a minimum of three years experience working in the assessment of children for determination of exceptional student education eligibility in public school settings The should similarly have completed HIPAA training offered through NSU.

Applied Skills Practicum Field and Seminar Activities

Based upon program goals and objectives and standards set forth by the Florida Department of Education and National Association of School Psychologists, the main goal of this course is to promote an understanding of and experience with the practice of comprehensive psychoeducational evaluations and intervention planning for a diverse client population (*Program Goal 2*). School psychology candidates will conduct developmental and psychosocial histories and access available school and community records to determine appropriate assessment measures to be used with each case. They will score and interpret traditional assessment measures, as well as utilize functional and curriculum-based assessment techniques as appropriate (*Program Goal 2, Objective 1*). Candidates will integrate assessment data, generate comprehensive written reports, and provide feedback to parents and other stakeholders as appropriate (*Program Goal 2, Objective 2*). Based upon assessment results and conclusions, students will make recommendations, identify school and community resources to assist the client, and make referrals to specialists/agencies as appropriate (*Program Goal 2, Objective 3*). Through this comprehensive experience addressing the role of the school psychologist in assessment and intervention planning with diverse client populations, students will incorporate professional and ethical standards of practice in working with clients in applied settings (*Program Goal 2, Objectives 4, 5*).

Required practicum experiences are as follows (for specific activities see course syllabus):

1. **Group Supervision**
   School psychology candidates are expected to devote at least 150 hours to the practicum including participation in regular group supervision sessions as scheduled. Each candidate must have at least 45 minutes per week of individual supervision (or the equivalent if supervision is provided in groups). Candidates will be expected to discuss issues related to their cases, such as presenting problems, assessment considerations, and treatment formulations. Each candidate will present at least two (2) of their tapes, which should include at least one tape of an interview/feedback session and one tape of another assessment component, and/or be observed at least twice performing the previously mentioned activities. School psychology candidates are expected to critique their own performance on the presented materials and to accept constructive feedback from peers and instructor. Ethical and legal considerations will be discussed. Furthermore, candidates will be expected to conduct themselves in a professional and ethical manner within supervision meetings and in each setting. Candidates will maintain a *Supervision Attendance Record* (Appendix D) in which they record their hours of supervision.

2. **Case Presentations**
   Candidates are expected to develop a presentation on at least one (1) case they received through their practicum placement. School psychology candidates will present their case(s) and are expected to respond to questions from their peers and instructor. The presentation should be a minimum of 45 minutes, and will cover the following categories:

1) <u>Referral Question</u>: Candidates should prepare information related to the presenting problem. They will be expected to provide the class with an overview of the developmental and educational history, presenting concerns, parental interview, etc.
2) <u>Behavioral Observations</u>: Candidates are required to provide the class with an overview of behavioral observations and how these observations were related to battery construction, preparation of testing situation, and validity of assessment results.
3) <u>Battery Development</u>: Candidates should discuss the assessment battery that was administered. A discussion of validity and reliability issues pertaining to each instrument selected and the reasoning behind choosing such measures is expected.
4) <u>Diversity Issues</u>: Candidates are expected to discuss diversity and cultural competence issues related to battery construction, as well as interviewing and intervention/treatment considerations.
5) <u>Results & Eligibility Classification</u>: Candidates will discuss the assessment   results and possible eligibility classification(s).
6) <u>Intervention Considerations</u>: Candidates should discuss intervention and treatment considerations and identified resources, which should encompass difficulties related to academic, psychological, and/or social/emotional functioning.

3. **Test Administration, Interpretation, and Report Writing**
Candidates are assigned a minimum of two (2) cases in which they conduct psychoeducational evaluations and prepare and submit at least two (2) comprehensive reports. Candidates are expected to submit drafts of written reports to the instructor at various times throughout the semester assigned.

Applied Skills Practicum Competencies

The candidates will demonstrate the following competencies based upon the Florida Department of Education's *Accomplished Professional and Preprofessional Competencies for Teachers* while in practicum. His or her performance must be evaluated as acceptable by the field-based supervisor. The supervisor will submit a completed *Professional Behaviors and Skills and Student Evaluation Form* (Appendix H) to the university-based instructor at the **completion of the fifteen-week semester** of the practicum.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

#1   Assessment

School psychologists have knowledge of varied models and methods of assessment. This includes observing, interviewing, and collecting data from a variety of sources for decision-making. These sources will include both traditional and alternative assessment strategies. School psychologists are well versed in a variety of psychological and educational assessment methods validated for the problem area under consideration, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and ecological/environmental assessment.

Key Indicators:
- Utilizes a variety of assessment methods including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and/or ecological or environmental assessment
- Systematically collects data about students from the home and school environment to inform decision-making
- Selects and uses instruments of appropriate reliability and validity to address referral question
- Correctly administers, scores, and interprets measures of cognitive ability, achievement, psychological processes, social-emotional and behavioral functioning
- Determines the validity of assessment results based on the conditions of the evaluation
- Prepares comprehensive reports that (1) summarize assessment results for stakeholders, and (2) reflect appropriate recommendations based upon assessment results

#2   Communication

School psychologists recognize the need for effective communication. They have the knowledge and skills necessary to facilitate communication and collaboration with children/adolescents and among teams of school personnel, families, community professionals, and others. School psychologists have positive interpersonal skills, listen, adapt, address ambiguity, and are patient in difficult situations. They have knowledge of

the important features of collaboration and use effective consultation skills with individuals of diverse backgrounds and characteristics. In addition to their knowledge and skills in communication and collaboration, school psychologists clearly present and disseminate information, verbally and in written documents, to diverse audiences, such as parents, teachers, school boards, policy makers, community leaders, colleagues, and others in a variety of contexts.

Key Indicators:
- Clearly states to parents and clients the evaluation procedures to be conducted and the purposes of the evaluation
- Verbally communicates evaluation results to parents, clients, and other stakeholders and varies communication according to the diverse needs of individuals
- Prepares comprehensive reports that clearly communicate evaluation results and recommendations to parents and teachers
- Maintains records of activities and experiences throughout the course of the applied skills practicum experience
- Effectively collaborates with and incorporates feedback from supervisors, family members, clients, colleagues, and other stakeholders
- Maintains standards of respectful verbal and written communication during all professional activities
- Works to support and facilitate collaboration between schools and families in addressing student needs

#5   Diversity
School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children's development and learning. This knowledge is utilized in the selection of assessment devices and in developing academic and social/behavioral interventions for children.

School psychologists establish an environment that accepts and fosters diversity. They demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. They create a climate and foster in others a spirit of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

Key Indicators:
- Proactively learns about individuals from different cultures and backgrounds, and follows guidelines regarding working with culturally and linguistically diverse individuals, including recognition of cultural bias
- Selects and uses appropriate assessment measures in consideration of a student's linguistic, cultural, and experiential backgrounds
- Recommends interventions that reflect knowledge and understanding of all aspects of diversity and its impact on the individual needs of children and families

#6   Ethics
School psychologists adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida as well as the Principles for Professional Ethics (PPE) set forth by the National Association of School Psychologists (NASP). They have knowledge of all appropriate ethical, professional, and legal standards; and they practice in schools in ways to enhance quality of services and protect the rights of all parties. School psychologists promote due process guidelines in all decisions affecting students; maintain accepted standards in assessment, consultation, intervention, and general professional practice; and fulfill all legal requirements in response to law and court decisions. They use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and to promote public policies and practices in schools and other settings. They recognize their own limitations and biases, as well as those areas in which they have training and expertise.

Key Indicators:
- Demonstrates a working knowledge of the content of and abides by the ethical codes, professional standards, and laws pertinent to the delivery of services
- Complies with all clinic, school, and/or district policies and regulations, as well as state and federal laws applicable to school psychologists
- Evaluates the ethical dimensions of a situation and exhibits a well-developed ability to reason about ethical issues
- Actively seeks knowledge and skills in areas in which one lacks training and expertise

#7   Human Development and Learning
School psychologists have knowledge of human developmental processes, methods to assess these processes, and intervention techniques and accommodations necessary for the development of behavioral, affective, adaptive, and social skills. They also have knowledge of learning theories and concepts, principles of developmental neuropsychology, disorders of development and disturbances of processing functions. They apply this knowledge in formal and informal assessment activities, and in the development of effective instructional and behavioral strategies to promote student progress. They also utilize this knowledge in consulting with and supporting school personnel in providing a positive learning environment, making appropriate accommodations, and developing instructional curriculum for students of varying levels of development.

Key Indicators:
- Assists in developing cognitive, academic, behavioral, affective, adaptive, and social goals for children that take into account a child's level of functioning and unique needs
- Conducts comprehensive developmental histories and incorporates information to inform decision-making

- Varies assessment measures, communication, and recommended intervention techniques to accommodate differences in student developmental levels, linguistic development, experiential background, and cultural heritage.

#10   Planning

School psychologists work collaboratively with other school personnel to develop student specific cognitive, academic, and behavioral goals for the students they serve. They are knowledgeable about curriculum and instruction, effective consultation approaches, and formal and informal assessment devices. They utilize this information in determining appropriate assessment measures and planning an individualized test battery, and in developing instructional and behavioral intervention strategies based upon students' cultural, linguistic, cognitive, academic, and behavioral needs. School psychologists apply techniques to evaluate the extent to which intervention strategies are implemented with integrity and result in positive outcomes.

Key Indicators:
- Plans assessment activities that address referral questions, identifies student strengths and needs, and informs intervention planning
- Integrates assessment information and knowledge of learning theory and evidence-based instruction in developing recommendations to address academic needs of students
- Integrates assessment information and knowledge of evidence-based interventions in developing recommendations to address social-emotional, behavioral, and adaptive functioning needs of students

#12   Technology

School psychologists recognize that the use of technology positively impacts the dissemination of information, professional practice, and services for children. They are responsible for using technology in ways that safeguard or enhance the quality of their services.

School psychologists use information resources such as the World Wide Web, email, interactive television, and distance learning technology to acquire information and current research findings, and to continue their professional development. They have knowledge and skills in using word processing programs, spread sheets, test scoring software, and other computer resources to function more effectively and efficiently. They also have current knowledge about technology resources for children such as instructional software and adaptive technology for individuals with disabilities. School psychologists use these resources when designing, implementing, and evaluating instructional programs or interventions for children.

Key Indicators:
- Uses scoring software, word processing packages, and other digital resources to enhance personal and professional productivity

- Uses electronic networks to access student information, research evidence-based interventions, and to communicate with others
- Employs knowledge about technology resources for children and uses the resources when providing recommendations for instruction and/or behavioral/academic interventions for children

Internship Procedures

During the fourth year of the specialist program, school psychology candidates are required to successfully complete a supervised school psychology internship. This is the capstone of training and consists of a minimum of 1200 clock-hours in an approved public or private PK-12 school setting. During that time, candidates follow the school district calendar, rather than the calendar of the university. Faculty and/or administrators of the specialist program in school psychology will approve the candidate's readiness for internship based upon performance, grades, professional behavior and the candidate's mastery of the Accomplished Practices at the pre-professional level. **Candidates who do not meet the minimum requirements will be advised and remediated as appropriate prior to beginning an internship.**

Annual review determines the candidate's readiness for internship. A candidate portfolio which includes a self-reflective essay, course grades, and competency in each of the Accomplished Practices which are embedded into course required tasks are reviewed. *Professional Behaviors and Skills and Student Evaluation Forms* in each of the completed practicum experiences are similarly considered. In order to be admitted to internship, students must meet the 80% criterion for course-embedded Accomplished Practices marker tasks, achieve an overall grade point average (GPA) of at least 3.0, and have successfully completed or be co-enrolled in the following course work in addition to the courses required for the school-based and applied skills practica:

> PSY 760 – Contemporary Clinical Interventions
> PSY 800 – Practicum in School Psychology: School Based
> PSY 805 – Practicum in School Psychology: Applied Skills (because of scheduling, this must at least be in progress successfully when internship begins)

To prepare for the internship application and interview process, students should compile the following information:

1. Resume/Curriculum Vitae
   - Relevant work experience
   - Research activities
   - Workshops attended (include titles, dates, hours)
   - Presentations given
   - Participation in professional organizations
2. Letters of recommendation (one faculty, one work-related supervisor)
3. Work Samples
   - Assessment (copies of two psychological reports with all identifying information deleted)
   - Intervention (document which demonstrates skills in consultation, assessment of functional behavior, etc. with all identifying information deleted)
4. Practicum Evaluation Forms
5. Graduate Transcripts

INTERNSHIP PREPARATION MEETINGS

During the fall semester of the third year of course work, the core faculty and the site manager will begin to prepare candidates for the internship application process. At least three meetings will be held which will focus on the following:

September: Distribution of preparation materials on internship, such as guidelines for resume development, tips on interviewing, etc.

Candidates will identify one faculty member and one work-related supervisor from whom to request a letter of support.

Candidates should make final modifications to their curriculum vitae. Multiple copies should be made for review during the October meeting.

October: Candidates will convene in small groups to review and critique their curriculum vitae for content, grammar, and style

November: Core faculty and site managers will conduct mock interviews and discuss job interviewing strategies, appropriate attire, and other tips for preparation.

Candidates are encouraged to attend the "Job and Internship Fair" and relevant workshops at the Florida Association of School Psychologists (FASP) Annual Conference.

January: Submit curriculum vitae and application to a minimum of three school districts/internship sites.

February: Florida districts interview applicants

March: Florida districts offer candidates internship positions.

INTERNSHIP PLACEMENT

Application for internship in school psychology is a **competitive** process and students are required to apply to at least three school districts/sites. Candidates should review School Psychology: Past, Present, and Future (Fagan & Wise, 2007) for considerations in this process. The "Training and Credentialing" link on the Florida Association of School Psychologists (FASP) website (www.FASP.org) provides a wealth of information regarding internship placements in the state. Students are strongly encouraged to attend the internship fair at the FASP Annual Conference to meet the supervisors of psychological services and learn specifics regarding the individual districts.

Sites typically require students to complete a security clearance, which may include, but not be limited to, a background screening and fingerprinting.

TIME REQUIREMENTS
Candidates are expected to document a **minimum of 1200 clock-hours spanning a minimum of 30 weeks (the equivalent of two 15-week semesters)** during their internship. School psychology candidates must abide by any additional time requirements for which they contracted with the school district in which they have received an internship placement.

SUMMARY RECORD
Candidates are required to keep a detailed internship summary record of all observational and service activities beginning at the initiation of their internship. Candidates are to utilize an online system determined by their NSU internship instructor to maintain a comprehensive log of these experiences. Entries should be made on a continuous basis to ensure accurate recording of experiences. Records are to be kept in digital format and submitted to the university-based instructor *as specified in the course syllabus*. Candidates will be provided feedback regarding the adequacy of the entries in the document in terms of comprehensiveness of experiences and practice opportunities. In addition, a hard copy of the completed record, signed by the field-based supervisor, is to be submitted to the university-based instructor at the conclusion of the internship experience.

INTERN EVALUATION
Throughout the internship, interns in school psychology will be evaluated by their field-based internship supervisor regarding competency in the Florida Department of Education's *Accomplished Professional and Preprofessional Competencies for Teachers*. It is the candidate's responsibility to ensure that the field-based internship supervisor provides the completed *Externship/Internship Midpoint/Final Evaluation Form (Parts I & II)* (Appendices J, K) to the university-based instructor at the dates specified by the instructor during the internship experience. Evaluations will be required no less frequently than the end of each semester. Within the first six weeks of internship, field-based internship supervisors will also evaluate the interns in school psychology on professional behaviors and skills including the NASP Professional Work Characteristics (Appendices J, K). In the event that behaviors of concern emerge, the university-based instructor, in conjunction with the field-based supervisor and other relevant university and district personnel, will develop a remediation plan. Candidates are required to meet on a monthly basis in a seminar or on-line format with the university-based faculty, as well as to complete weekly on-line activities as specified in the course syllabus.

SITE VISITS
One face-to-face or telephone meeting between the university-based instructor, the field-based supervisor, and the intern will occur at sometime during the second semester of internship for the purpose of discussing the student's progress. More frequent site visits, phone calls, and/or email correspondence will be scheduled for students who demonstrate less than 80% competency upon evaluation or in the event of specific concerns. In those instances where the internship site is outside the state of Florida, telephone contacts, e-mail and/or U.S. mail contacts may be substituted for face-to-face meetings.

INTERNSHIP SITE EVALUATION

An important administrative facet of each candidate's internship is an evaluation of the appropriateness of the internship site and the quality of field-based supervision received. Therefore, candidates will complete the *Extern's/Intern's Assessment of Cooperating Teacher/Field Supervisor Form* (Appendix M) at the completion of the internship.

EXAMINATIONS

To demonstrate mastery of subject area competencies in school psychology and as part of the degree requirements, all specialist students will be required to sit for the following written comprehensive examinations:

1. Florida Teacher Certification Examination – General Knowledge Test

2. Florida Teacher Certification Examination – Professional Education Test

3. Florida Teacher Certification Examination – Subject Area Test (School Psychology)
   (required for certification in the state of Florida)

4. Praxis II Subject Assessment Examination – School Psychology
   (required for licensure in the state of Florida and NCSP certification)

Passing scores are required on the FTCE General Knowledge Test, the FTCE Professional Education Test, and the FTCE Subject Area Test in School Psychology in order to graduate. An official copy of the scores must be forwarded to the university to the attention of the program administrator for school psychology

GRADING

Grades will be assigned on a Pass/Fail basis by the university-based instructor with input from the field-based supervisor. To receive a grade of "Pass" for the internship, the student must obtain an overall rating of at least 4.0 on a five-point scale on each of the Florida Educator Accomplished Practices/NASP Domains as rated by the university instructor and meet requirements as delineated in the course syllabus. Grades will not be posted until all relevant paperwork and evaluations have been submitted to the university-based instructor.

A school psychology candidate who falls below the 4.0 criterion at any point during the internship experience is required to develop a written remediation plan addressing areas of weakness with the field-based and university-based supervisors. Any candidate who is dismissed, resigns from, or fails internship must complete an additional internship year and follow an individualized remediation plan developed by the field-based and university-based instructor and/or core university faculty who oversee internship in order to receive his or her degree.

The Internship Experience

The internship in school psychology is the culminating experience of graduate training. Under the close supervision and guidance of an appropriately credentialed school psychologist, the internship provides the candidate with the opportunity to integrate, apply, and advance the knowledge and skills introduced during graduate level course work and practica. This intensive year of supervised professional experience also affords the opportunity for the field-based supervisor and university-based instructor to closely evaluate the professional competencies of the intern and to determine his or her preparedness to enter professional practice as a credentialed school psychologist.

Typically, a contract is established by the local school district which describes the time period of the internship, as well as the salary and benefits. **Interns are assigned to the same schedule and calendar time as required of other school psychology staff, regardless of whether or not the internship is paid.** Experiences such as in-service meetings and conferences offered to school psychology staff are typically made available to the intern. Similar to psychological services personnel, the intern evidences a commitment to the provision of psychological services not necessarily reflected in hourly schedules.

DUTIES AND RESPONSIBILITIES OF THE SCHOOL PSYCHOLOGY INTERN

The intern in school psychology is expected to act in a professional manner at all times. He or she is obliged to fulfill the following responsibilities:

1. Perform appropriate job-related functions in the school setting as directed by the field-based internship supervisor.

2. Demonstrate and document the internship competencies as delineated in the course syllabus.

3. Maintain a digital record of all internship experiences and tasks to be submitted to the university-based instructor as specified in the course syllabus. A hard copy, signed by the field-based supervisor, will be submitted to the university-based instructor upon completion of the internship experience.

4. Read assigned textbook chapters and professional journal articles.

5. Confer with the field-based internship supervisor and university-based supervisor when necessary. If a problem arises at the site which cannot be resolved with the field-based supervisor, discuss this issue with the university-based instructor immediately.

6. Continuously work to improve his or her performance in response to constructive feedback provided by the field-based internship supervisor.

7. Complete all university course requirements as specified in the course syllabus and submit in a timely manner via WebCT or in class as directed.

8. Complete and submit the *Extern's/Intern's Assessment of Cooperating Teacher/Field Supervisor Form* (Appendix M) following completion of the internship experience.

9. Abide by the ethical standards of the National Association of School Psychologists (NASP) and of the American Psychological Association (APA).

10. Abide by the policies and procedures of the Center for Psychological Studies.

11. Become familiar with and abide by all district and individual school polices and procedures, including the State Board of Education, Chapter 6B-1, FAC, *Code of Ethics of the Education Profession in Florida*.

DUTIES AND RESPONSIBILITIES OF THE INTERNSHIP TRAINING SITE
The site understands that internship is a training experience and will support the school psychology intern's professional development as defined by the National Association of School Psychologists (NASP). This will include, but not be limited to:
a) Providing a setting which allows for both traditional and alternative psychological service delivery
b) Providing leave time for attendance at regional, state, and national professional conferences, in-service training, and university-based seminars.
c) Completion and return of Specialist Program in School Psychology Internship Affiliation Agreement

DUTIES AND RESPONSIBILITIES OF THE FIELD-BASED SUPERVISOR
The field-based internship supervisor has a major responsibility in helping to structure a beneficial learning experience and providing the appropriate mentorship throughout the internship. It is expected that supervision will be provided by a person(s) holding valid certification and/or licensure as a school psychologist for a minimum of three years, and who has been employed by a local school district and the site school for a minimum of one school year prior to taking on supervisory responsibilities. The field-based supervisor should be responsible for no more than one intern. Field-based supervisors must similarly have met the requirements of Clinical Educator Training (CET). Field-based internship supervisors should become well versed in the requirements of the internship year as described in the syllabus to ensure that students have adequate opportunity for mastery of the competencies and Accomplished Practices.

The following provides general guidelines surrounding the various phases of supervision during the internship. While the field-based supervisor is required to monitor the student's performance closely early on, the student is expected to demonstrate increasing autonomy over time. As such, direct supervision typically exceeds the number of hours of face-to-face supervision initially

required; however, a minimum of two (2) hours per week must be provided throughout the internship experience.

Phases of Internship:

1. Phase One: during this phase, the field-based internship supervisor directly observes and evaluates the intern's competencies in the areas of psychological assessment, intervention, and the Florida Educator Accomplished Practices. Supervisors may model and directly teach competencies deemed appropriate.

2. Phase Two: following direct observation of the intern's skills, the supervisor provides the intern with opportunities for completing various professional tasks autonomously but with periodic observation. These may include, but are not limited to, collecting classroom observation data; evaluating a student; writing a report; interviewing a parent, teacher, or support staff member; providing consultation and developing interventions; or evaluating the fidelity and/or effectiveness of an intervention.

3. Phase Three: following mastery of the independent tasks described in Phase Two, interns become increasingly autonomous in their practice and expand their professional repertoire.

4. Phase Four: during this final phase, the supervisor continues their responsibility for the intern's delivery of psychological services, but the relationship moves toward that of colleague. Direct on-going supervision of at least two hours per week must still be provided.

If the candidates evidences difficulties, it is the responsibility of the field-based supervisor to contact the university-based instructor to determine a remediation plan and appropriate course of action.

The field-based supervisor is expected to supervise the school psychology intern's activities closely, and will adhere to the following guidelines:

1. Introduce the school psychology intern to the administrative and teaching staff and other appropriate staff members.

2. Provide a broad overview of school organization including district's rules and policies for both the student population and the staff.

3. Provide opportunities to complete professional activities/observations and to demonstrate the competencies listed in this handbook and the course syllabus.

4. As appropriate, relate experiences in the school setting to theoretical constructs.

5. Review the detailed summary record maintained by the school psychologist intern, which is submitted monthly. Sign the final copy of the summary record upon completion of the training experience.

6. Complete and submit on-line to the university-based instructor and program office at six weeks the *Externship/Internship Professional Behaviors and Skills Form* (Appendix L). Following completion of the fall, winter, and summer semesters respectively, submit the *Externship/Internship Midpoint/Final Evaluation Form (Parts I & II)* (Appendix J, K). Report conflicts/concerns to the university-based instructor as they arise.

7. Orient the candidate to the various professionals in the schools and foster an understanding of and skill in team building and collaboration.

8. Provide opportunities to refine skills in traditional and alternative assessments.

9. Provide opportunities for both direct and indirect delivery of services to students, parents, and school personnel. This includes, but is not limited to, consultation, skills training, counseling, and crisis intervention.

10. Foster the continuous development of written language skills through refinement of written psychological reports, recommendations, and plans.

11. Foster effectiveness in communication with parents and school personnel through positive appraisal and feedback related to best practice.

12. Emphasize the practitioner informed by science philosophy by increasing the intern's awareness of research opportunities in the schools and having them assist in the evaluation of some aspect of the service delivery system.

13. Find "teachable moments" to discuss relevant ethical and professional issues.

14. Assist with time management issues and efficient practice.

DUTIES AND RESPONSIBILITIES OF THE UNIVERISTY-BASED INSTRUCTOR
The Nova Southeastern University-based instructor during internship serves as a liaison between the university and the school psychology setting. The university-based instructor will be designated as supervisor of the school psychology internship course. When appropriate, the university-based instructor:

1. Provide orientation and guidelines to field-based internship supervisors.

2. Make telephone contact, e-mail contact, and/or visit at the site with each student's field-based internship supervisor as needed. The need for face-to-face site visit(s) will be determined on a case-by-case basis by the university-based instructor in consultation with university faculty and the field-based supervisor.

3. Review the digital *Internship Student Summary Record* (Appendix C) and intervene as necessary to assist the student in gaining experiences necessary for their professional growth and development.

4. Evaluate intern evaluations and respond as appropriate to concerns regarding intern performance.

5. Determine the final grade for the internship experience based upon formal evaluations, consultations with the field-based supervisor, and completed requirements as delineated in the course syllabus.

6. Hold state licensure and national or state certification as a school psychologist and be a certified clinical educator. Alternatively, the university-based instructor may hold licensure as a psychologist with a minimum of three years experience working with children and adolescents and have completed Florida Clinical Educator Training.

7. Maintain weekly contact with the interns via an on-line platform.

8. Facilitate monthly on-line or live internship seminar focusing on intern case presentations using the National School Psychology Certification Board (NSPCB) guidelines.

Internship Field and Seminar Activities

Based upon the School Psychology Program Goals and Objectives and standards set forth by the Florida Department of Education and the National Association of School Psychologists, the major goal of this experience is for students to demonstrate, under close supervision, their ability to integrate knowledge and skills in providing a broad range of outcome-based school psychological services with diverse student populations (*Program Goal 2*). Additionally, candidates are expected to develop a clear understanding of what it means to be an ethical, professional school psychologist. One area of emphasis is on integrating assessment skills to conduct thorough evaluations and communicating assessment results to parents, teachers, and other stakeholders in the educational process. The candidates successfully completing this capstone course will plan and employ both traditional and alternative assessment methods to gather data relevant to developing and evaluating empirically based interventions for children and adolescents with a wide range of mental health and academic needs. They will utilize a host of intervention strategies and methods of service delivery, including counseling, crisis intervention, and consultation. Each case will be considered within the context of diversity (*Program Goal 2, Objectives 3, 4, 5*). Required internship experiences are as follows (for specific activities see course syllabus):

1. **Field Activities**
   - Consultation
   - Intervention
   - Assessment
   - Conferences/Staffings
   - In-Service Training
   - Research/Program Evaluation
   - Supervision

2. **Seminar Activities**
   - Weekly Discussion Board Postings
     To maximize support and encourage consultation from the university-based instructor and fellow interns, candidates are required to post and to read information on the on-line discussion board on at least a weekly basis as specified in the course syllabus.
   - Case Presentation and Critique
     Candidates are required to complete a comprehensive case presentation to demonstrate assessment, communication, critical thinking, and planning skills, as well as to demonstrate knowledge of development and learning environments. The case presentation should provide evidence that the students are "able to integrate knowledge and skills in delivering a comprehensive range of services that result in measurable positive changes regarding the educational and mental health needs of children and youth" (NASP Case Study Guidelines) appropriate to their level of training. The format for the presentation is specified in the course syllabus. Candidates are also expected to discuss and to provide constructive feedback to fellow interns upon presentation of the cases.

Internship Competencies

The school psychology intern will demonstrate the following competencies based upon the Florida Department of Education's *Educator Accomplished Practices (Ch. 6A-5.065 FAC)* as modified for the program utilizing NASP standards. His or her performance must be evaluated as acceptable by the field-based supervisor and university-based instructor. The field-based supervisor will submit a completed *Externship/Internship Midpoint/Final Evaluation Form (Parts I & II)* (Appendices J, K) to the university-based instructor at the end of each semester.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

#1   Assessment

School psychologists have knowledge of varied models and methods of assessment. This includes observing, interviewing, and collecting data from a variety of sources for decision-making. These sources will include both traditional and alternative assessment strategies. School psychologists are well versed in a variety of psychological and educational assessment methods validated for the problem area under consideration, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and ecological/environmental assessment.

Key Indicators:

- Employs traditional and alternative assessment strategies to determine students' mastery of specified outcomes
- Modifies and/or recommends instruction based upon assessed student performance
- Communicates assessment results through written records/reports and conferences to stakeholders
- Collects relevant information about a student from schools and outside agencies
- Analyzes background information, cumulative records, and work samples as they relate to the presenting problem(s)
- Selects and uses instruments of appropriate reliability and validity to address the referral question
- Competently administers, scores, and interprets measures of cognitive ability, achievement, psychological processes, social-emotional, and behavioral functioning
- Determines the validity of assessment results based on the conditions of the evaluation
- Prepares comprehensive reports that (1) summarize assessment results for stakeholders, and (2) reflect appropriate recommendations based on assessment results
- Provides accurate diagnoses of student learning and adjustment problems using both exceptional student education and mental health classification systems as applicable

- Collects and analyzes progress monitoring data for the purposes of monitoring intervention effectiveness

#2 Communication

School psychologists recognize the need for effective communication. They have the knowledge and skills necessary to facilitate communication and collaboration with children/adolescents and among teams of school personnel, families, community professionals, and others. School psychologists have positive interpersonal skills, listen, adapt, address ambiguity, and are patient in difficult situations. They have knowledge of the important features of collaboration and use effective consultation skills with everyone, including individuals of diverse backgrounds and characteristics. In addition to their knowledge and skills in communication and collaboration, school psychologists clearly present and disseminate information, verbally and in written documents, to diverse audiences, such as parents, teachers, school boards, policy makers, community leaders, colleagues, and others in a variety of contexts.

Key Indicators:
- Demonstrates written communication skills in standard English
- Varies verbal and non-verbal communication according to the needs of individuals
- Effectively incorporates and uses feedback from supervisors and colleagues
- Maintains standards of respectful verbal and written communication during all professional activities
- Models positive interactions focused on fostering successful educational outcomes with students, parents, teachers, and other school personnel
- Solicits and considers the viewpoints of others
- Consults with parents, teachers, school personnel, and community members to facilitate implementation of evidenced-based practices for individual students, classes, schools, or districts
- Encourages high expectations for learning in all stakeholders

#3 Continuous Improvement

School psychologists recognize their own learning and development is a continuous process. They routinely evaluate their own knowledge, professional competencies, and outcomes of their services. They use their evaluation and self-reflection to determine specific needs for continuing professional development. They acquire training and attend continuing professional development activities in order to strengthen weaknesses and remain current in meeting the needs of all stakeholders.

Key Indicators:
- Participates in and supports the overall school improvement process
- Provides evidence of self-reflective practice in the improvement of professional performance

- Participates in professional development opportunities for the purpose of continuous improvement
- Reflects regularly upon his/her own practice and modifies behavior based upon that reflection
- Keeps abreast of new developments and best practices in evaluation, consultation, intervention, and other relevant subject matter
- Uses data from his/her learning environments (e.g., research, assessment, consultation cases, supervisor feedback) as a basis for reflecting upon and modifying professional practices as appropriate
- Works as a reflective practitioner and develops the skills to recognize problems, to research solutions, and to evaluate outcomes
- Learns from peers and colleagues and develops beneficial professional relationships

#4   Critical Thinking

The school psychologist has knowledge of research, statistics, and evaluation methods. This knowledge guides them in conducting their own investigations, being good consumers of research, and effectively evaluating programs. School psychologists have knowledge of measurement principles and psychometric standards. They review and evaluate validity research and psychometric properties when selecting the best assessment methods to use in data-based decision making. School psychologists base their practice on sound research and translate new research findings into service delivery improvements.

Key Indicators:
- Models problem-solving strategies to promote critical thinking skills among stakeholders
- Disseminates research to appropriate consumers
- Employs single-subject design methodology to evaluate the progress and outcomes of intervention plans
- Draws from the professional literature when faced with a novel problem where assessment and/or intervention is required
- Applies knowledge of program evaluation to assist in evaluating programs and interventions in the schools

#5   Diversity

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children's development and learning. This knowledge is utilized in the selection of assessment devices and in developing academic and social/behavioral interventions for children.

School psychologists establish an environment that accepts and fosters diversity. They demonstrate knowledge and awareness of varied cultures and linguistic backgrounds.

They create a climate and foster in others a spirit of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

Key Indicators:

- Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably
- Helps stakeholders develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry
- Acknowledges the importance of family and family structure to students' educational performances
- Demonstrates awareness, sensitivity, and respect for all individual differences
- Considers students' learning styles and all other aspects of diversity when involved in assessment, consultation, intervention planning, or counseling
- Selects appropriate assessment measures in consideration of students' cultural and linguistic backgrounds
- Considers diversity issues when consulting with parents, teachers, and other stakeholders for the purposes of educational planning

#6   Ethics

School psychologists adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida as well as the Principles for Professional Ethics (PPE) set forth by the National Association of School Psychologists (NASP). They have knowledge of all appropriate ethical, professional, and legal standards; and they practice in schools in ways to enhance quality of services and protect the rights of all parties. School psychologists promote due process guidelines in all decisions affecting students; maintain accepted standards in assessment, consultation, intervention, and general professional practice; and fulfill all legal requirements in response to law and court decisions. They use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and to promote public policies and practices in schools and other settings. They recognize their own limitations and biases, as well as those areas in which they have training and expertise.

Key Indicators:

- Abides by the local, state, and national codes of ethics or principles of professional conduct
- Commits to protect students' mental and physical safety
- Complies with all school and/or district policies and regulations, as well as state and federal laws applicable to school psychologists and teachers
- Evaluates the ethical dimensions of a situation and exhibits a well-developed ability to reason about ethical issues
- Actively seeks knowledge and skills in areas in which he/she lacks training and expertise
- Maintains honesty and demonstrates integrity in all professional interactions

#7 Human Development and Learning
School psychologists have knowledge of human developmental processes, methods to assess these processes, and intervention techniques and accommodations necessary for the development of behavioral, affective, adaptive, and social skills. They also have knowledge of learning theories and concepts, principles of developmental neuropsychology, disorders of development and disturbances of processing functions. They apply this knowledge in formal and informal assessment activities, and in the development of effective instructional and behavioral strategies to promote student progress. They also utilize this knowledge in consulting with and supporting school personnel in providing a positive learning environment, making appropriate accommodations, and developing instructional curriculum for students of varying levels of development.

Key Indicators:
- Identifies developmental levels and needs of students
- Uses a variety of techniques to accommodate differences in students' behaviors
- Applies learning theories to motivate students at various developmental levels
- Adequately conducts comprehensive developmental histories
- Assists in writing instructional objectives that take into account a child's level of functioning, as determined by informal and formal assessment
- Varies assessment measures, communication, and intervention techniques to accommodate differences in student developmental levels, linguistic development, experiential background, and cultural heritage
- Collaborates with parents, teachers, and other stakeholders about children's patterns of development (both typical and atypical) and how these relate to academic, behavioral, and social-emotional needs

#8 Knowledge of Subject Matter
School psychologists have knowledge of current theory and research in the areas of child and adolescent development and learning theory, psychopathology, human diversity, and biological, cultural, and social influences on behavior. They apply their knowledge of these factors to the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.). They have knowledge of the cognitive, academic, social-emotional, and behavioral profiles of students with different abilities, disabilities, strengths, and needs.

Key Indicators:
- Uses local and state curriculum standards for assessment and instruction to increase student learning
- Applies basic theories, concepts, and applications to professional practice
- Considers knowledge base and research to identify factors that may impact student achievement and behavior

- Demonstrates understanding of variables influencing students with varying abilities, strengths, and needs
- Demonstrates understanding of the Sunshine State Standards and his/her role in assisting parents, teachers and other stakeholders in fostering academic achievement
- Communicates knowledge of subject matter in a manner that is helpful to stakeholders working with students' learning, behavioral, and social-emotional needs
- Uses his/her breadth of subject matter knowledge to collaborate with colleagues from other subject fields

#9 Learning Environments

School psychologists have knowledge of and facilitate the development and implementation of strategies that result in optimal instructional environments with maximum opportunities for learning and appropriate behavior. They evaluate the components of environments that facilitate or impede behavioral changes for children and identify how environmental factors and children's characteristics interact to affect academic and social/behavioral outcomes. School psychologists have knowledge of research on classroom climate and ecological and behavioral approaches to classroom management and apply this knowledge in assisting teachers and other school personnel in creating safe environments where opportunities for learning are maximized.

Key Indicators:
- Collaborates to establish positive interaction in the learning environment by using behavior standards, incentives, and consequences for students
- Involves students in decision-making about issues relating to their learning environments
- Uses ecological and behavioral approaches to develop and implement behavior change programs (individual, class-wide, school-wide)
- Uses motivational techniques and cooperates with others in designing interventions to address students' academic focus and behavioral needs
- Functionally analyzes aspects of student behavior for the purpose of intervention planning
- Demonstrates knowledge of primary and secondary prevention strategies that can be implemented in school settings
- Demonstrates knowledge and skills in crisis intervention and collaborates with school personnel, parents, and the community in the aftermath of crises as needed

#10 Planning

School psychologists work collaboratively with other school personnel to develop student specific cognitive, academic, and behavioral goals for the students they serve. They are knowledgeable about curriculum and instruction, effective consultation approaches, and formal and informal assessment devices. They utilize this information in determining

appropriate assessment measures and planning an individualized test battery, and in developing instructional and behavioral intervention strategies based upon students' cultural, linguistic, cognitive, academic, and behavioral needs. School psychologists apply techniques to evaluate the extent to which intervention strategies are implemented with integrity and result in positive outcomes.

Key Indicators:
- Works cooperatively with colleagues to plan, or improve, instruction
- Utilizes existing relevant information about students to select assessment strategies prior to initial contact with students
- Plans assessment batteries that address referral questions
- Integrates assessment data and formulates viable hypotheses concerning student needs
- Develops, plans, and provides a variety of interventions that effectively target academic, behavioral, and social-emotional needs of students, e.g., counseling, behavioral strategies, skill-building, tutoring
- Works collaboratively with stakeholders in developing individualized educational plans for students with various exceptionalities
- Demonstrates flexibility and modifies recommendations or intervention plans in response to unanticipated events or factors

#11   Role of the School Psychologist
Given the vast needs of students, families, schools, and communities, the role of the school psychologist is varied and extensive. In addition to individual evaluation and intervention activities aimed at assisting students with difficulties, school psychologists regularly contribute to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services to benefit all children, youth, and families. They promote mental health in schools and other agencies and collaborate with other professionals in providing safe and violence free schools and communities. School psychologists use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and promote practices that help children and families of all backgrounds feel welcome in the school community. School psychologists provide leadership in schools and other agencies in understanding and using research and evaluation data and clearly present and disseminate information to diverse audiences to promote improvement in instruction and student achievement.

Key Indicators:
- Provides meaningful feedback on student performance/progress to stakeholders
- Serves as student advocate through conferences, meetings or child study teams
- Works collaboratively with stakeholders, including parents and volunteers, to improve the educational experiences with students

- Seeks assistance within the school and community for students and families when needed
- Demonstrates skills in negotiating compromises while maintaining the role of child advocate
- Collaborates with and supports the efforts of other professionals that might contribute to a child's educational program (e.g., teacher, speech pathologist, etc.)
- Communicates with families of diverse backgrounds and experiences
- Promotes understanding of the impact of learning, emotional, and behavioral disorders on the educational needs and skills of students
- Advocates for the importance of school psychology in the educational system and in the community
- Seeks assistance within the school/community when needed for students and families
- Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity and honesty by role modeling and through learning activities

#12   Technology

School psychologists recognize that the use of technology positively impacts the dissemination of information, professional practice, and services for children. They are responsible for using technology in ways that safeguard or enhance the quality of their services.

School psychologists use information resources such as the World Wide Web, email, interactive television, and distance learning technology to acquire information and current research findings, and to continue their professional development. They have knowledge and skills in using word processing programs, spread sheets, test scoring software, and other computer resources to function more effectively and efficiently. They also have current knowledge about technology resources for children such as instructional software and adaptive technology for individuals with disabilities. School psychologists use these resources when designing, implementing, and evaluating instructional programs or interventions for children.

Key Indicators:
- Uses technology to assist with instructional planning and classroom management
- Uses electronic networks to gather information to support student learning
- Uses technology for recordkeeping
- Identifies technological resources for students who experience academic difficulty
- Uses scoring software and word processing packages to assist with test instrument scoring and report writing
- Uses electronic networks to access student information, conduct research, and to communicate with others
- Uses technology to monitor student progress and graph intervention outcomes
- Uses technology to enhance personal and professional productivity

APPENDICES

Nova Southeastern University – Specialist Program in School Psychology
PSY 800 – Practicum in School Psychology: School Based
SCHOOL BASED PRACTICUM STUDENT SUMMARY RECORD

Candidate's Name: _____ **Candidate's Signature:** _____

Date	Time	Facility	Description of Activity	Hours	Signature

Supervisor's Name: _____ **Total hours for this page:** _____

Supervisor's Signature: _____ **Total hours from last page:** _____

Total Overall Hours: _____

Nova Southeastern University – Specialist Program in School Psychology
PSY 805 – Practicum in School Psychology: Applied Skills
APPLIED SKILLS PRACTICUM STUDENT SUMMARY RECORD

Candidate's Name: _____ **Candidate's Signature:** _____

Date	Time	Facility	Description of Activity	Hours

Supervisor's Name: _____   **Total hours for this page:** _____

Supervisor's Signature: _____   **Total hours from last page:** _____

Total Overall Hours: _____

Nova Southeastern University – Specialist Program in School Psychology
PSY 810 – Internship in School Psychology
INTERNSHIP STUDENT SUMMARY RECORD

Name:		**PD**	Professional Development
Practicum Site:		**Cons**	Consultation
Dates:		**Res**	Research
		DA	Direct Assessment
Total Hrs Req'd:	**0**	**Sup**	Supervision - Grp/Ind
Hours to Date:	0.00	**RW**	Report Writing
Hours Needed:	0.00	**RtI**	RtI/Intervention
Weeks to go:	0	**Conf**	Conferences/Staffings
Hrs/wk need:	#DIV/0!	**Train**	Counseling/Skills Training
		Misc	Miscellaneous

	PD	Cons	Res	DA	Sup	RW	RtI	Conf	Train	Misc	Total Hrs
January	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
February	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
March	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
April	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
May	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
June	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
July	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
August	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
September	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
October	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
November	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
December	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Hrs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

	Total Batteries				Total Batteries				RtI/Intervention Cases		
	Inits	Age	Ethnicity		Inits	Age	Ethnicity		Inits	Age	Ethnicity
1				31				1			
2				32				2			
3				33				3			
4				34				4			
5				35				5			
6				36				6			
7				37				7			
8				38				8			
9				39				9			
10				40				10			
11				41				11			
12				42				12			
13				43				13			
14				44				14			
15				45				15			
16				46				16			
17				47				17			
18				48				18			
19				49				19			
20				50				20			
21				51				21			
22				52				22			
23				53				23			
24				54				24			
25				55				25			
26				56				26			
27				57				27			
28				58				28			
29				59				29			
30				60				30			
				Tot =	0			Tot =	0		

Intern Sig. & Date _____ Supervisor Sig. & Date _____

Nova Southeastern University – Specialist Program in School Psychology
SUPERVISION ATTENDANCE SHEET

Candidate's Name: _____

Supervisor's Name: _____

Title: _____

Scheduled Supervision:

_____ Individual

_____ Group

Day: _____

Time: _____

Hrs/Week: _____

Date of Supervision	Present (P) or Absent (A)	Remarks (Vacation, illness, etc.)	Date of Supervision	Present (P) or Absent (A)	Remarks (Vacation, illness, etc.)	Date of Supervision	Present (P) or Absent (A)	Remarks (Vacation, illness, etc.)

Teacher Preparation Programs **Field-Based Supervisor Professional Behaviors and Skills And Student Evaluation Form** (School-Based Practicum)		
Practicum Student's Name		
On-Site Supervisor's Name		
Today's Date		
Term		
Location of NSU instruction ☐ On-Campus _____(location) ☐ Off-Campus _____(location) ☐ Online		

Teacher Preparation Programs

Field-Based Supervisor Professional Behaviors and Skills And Student Evaluation Form
(School-Based Practicum)

Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree					
Directions to the On-Site Supervisor: On the following items, please rate the student's **Professional Behaviors and Skills**, based on professional standards.					
AP 02 – Communication; NASP 2.2 – Consultation and Collaboration The practicum student communicates with all members of the school community.	1	2	3	4	5
AP 02 – Communication/AP 11 – Role of the School Psychologist; NASP 2.2 – Consultation and Collaboration The practicum student demonstrates positive interpersonal skills in supervisory interaction.	1	2	3	4	5
AP 02 – Communication The practicum student uses appropriate posture, eye contact, gestures, and facial expressions.	1	2	3	4	5
AP 02 – Communication/AP 11 – Role of the School Psychologist; NASP 2.10 – School Psychology Practice and Development The practicum student maintains clear and accurate records.	1	2	3	4	5
AP 02 – Communication/AP 11 – Role of the School Psychologist; NASP 2.10 – School Psychology Practice and Development The practicum student responds well to supervisory input and demonstrates changes in behavior based on feedback.	1	2	3	4	5
AP 02 – Communication The practicum student speaks clearly and projects adequately, using standard English.	1	2	3	4	5
AP 02 – Communication/AP 11 – Role of the School Psychologist; NASP 2.10 – School Psychology Practice and Development The practicum student remains composed under stress.	1	2	3	4	5
AP 03 – Continuous Improvement; NASP 2.10 – School Psychology Practice and Development The practicum students self-evaluates performance regularly and seeks assistance and information as needed.	1	2	3	4	5
AP 04 – Critical Thinking/AP 11 – Role of the School Psychologist The practicum student demonstrates good judgment and problem-solving abilities.	1	2	3	4	5
AP 05 – Diversity; NASP 2.5 – Student Diversity in Development and Learning The practicum student demonstrates respect for human diversity and tolerance for differences.	1	2	3	4	5
AP 06 – Ethics; NASP 2.10 – School Psychology Practice and Development The practicum student adheres to ethical standards and professional conduct, as well as confidentiality regulations.	1	2	3	4	5
AP 11 – Role of the School Psychologist; NASP 2.10 – School Psychology Practice and Development The practicum student understands the role of the school psychologist within the school system.	1	2	3	4	5
AP 11 – Role of the School Psychologist; NASP 2.10 – School Psychology Practice and Development The practicum student understands the roles of school personnel and their interface with the various functions of the school psychologist.	1	2	3	4	5
AP 11 – Role of the School Psychologist; NASP 2.10 – School Psychology Practice and Development The practicum student demonstrates initiative and self-motivation in scheduling and completing required activities.	1	2	3	4	5

AP 11 – Role of the School Psychologist ; NASP 2.10 – School Psychology Practice and Development The practicum student is dependable and responsible to appointments; respectful of the supervisor's workload and time constraints.	1	2	3	4	5
AP 11 – Role of the School Psychologist; NASP 2.10 – School Psychology Practice and Development The practicum student projects a professional image and appearance appropriate for the role of a school psychologist.	1	2	3	4	5

COMMENTS:

Teacher Preparation Programs **University Supervisor Professional Behaviors and Skills And Student Evaluation Form** (School-Based Practicum)	Practicum Student's Name
	On-Site Supervisor's Name
	Today's Date
	Term
	Location of NSU instruction ☐ On-Campus _____ (location) ☐ Off-Campus _____ (location) ☐ Online

| Key to Rating: 1=Strongly Disagree   2=Disagree   3=Neutral, Neither Agree Nor Disagree   4=Agree   5=Strongly Agree |

Directions to the University Supervisor: On the following items, please rate the student's **Professional Behaviors and Skills**, based on professional standards.

	1	2	3	4	5
AP 01-Assessment/AP 09 – Learning Environments; NASP 2.1 – Data-Based Decision-Making and Accountability/NASP 2.5 – Student Diversity in Development and Learning The practicum student demonstrates understanding of the relevance of developmental, cultural/ethnic, linguistic, and experiential factors in impacting student learning and behavior and incorporates this information when discussing assessment and intervention planning.	1	2	3	4	5
AP 01-Assessment/AP 09 – Learning Environments; NASP 2.1 – Data-Based Decision-Making and Accountability/NASP 2.5 – Student Diversity in Development and Learning The practicum student assesses academic environments and identifies variables that may interfere with student learning and behavior.	1	2	3	4	5
AP 02 – Communication/AP 11 – Role of the School Psychologist; NASP 2.8 – Home/School/ Community Collaboration The practicum student demonstrates understanding of the importance of family and family structure to student development and learning.	1	2	3	4	5
AP 02 – Communication/AP 11 – Role of the School Psychologist; NASP 2.2 – Consultation and Collaboration/NASP 2.8 – Home/School/ Community Collaboration The practicum student demonstrates understanding of effective means of partnering with families to improve student learning and social/emotional outcomes.	1	2	3	4	5
AP 02 – Communication/AP 11 – Role of the School Psychologist; NASP 2.2 – Consultation and Collaboration/NASP 2.8 – Home/School/ Community Collaboration The practicum student demonstrates understanding of the manner in which school psychologists work with families, school personnel, colleagues, and community agencies to identify and meet students' academic, behavioral, and social-emotional needs.	1	2	3	4	5
AP 02 – Communication/AP 11 – Role of the School Psychologist; NASP 2.2 – Consultation and Collaboration/NASP 2.8 – Home/School/ Community Collaboration The practicum student effectively plans and executes a mock parent conference in which assessment results are presented, intervention options and community-based resources are discussed, and plans for follow-up are made.	1	2	3	4	5
AP 02 – Communication/AP 12 – Technology; NASP 2.2 – Consultation and Collaboration/NASP 2.9 – Research and Program Evaluation/NASP 2.11 – Information Technology The practicum student develops and delivers a research-based, well-planned, informative in-service presentation that effectively incorporates technology.	1	2	3	4	5
AP 05 – Diversity; NASP 2.3/ NASP 2.5 – Student Diversity in Development and Learning The practicum student demonstrates understanding of components of effective instruction and alternative instructional methodologies used with students with different abilities, disabilities, strengths and needs.	1	2	3	4	5
AP 05 – Diversity; NASP 2.3/ NASP 2.5 – Student Diversity in Development and Learning The practicum student develops a repertoire of appropriate recommendations and strategies for assisting teachers in the instruction of all students.	1	2	3	4	5
AP 05 – Diversity; NASP 2.5 – Student Diversity in Development and Learning The practicum student recognizes the cultural, linguistic, and experiential diversity of students in school settings and demonstrates knowledge of specific instructional components of educational programming that may be used with students from diverse backgrounds.	1	2	3	4	5

AP 09 – Learning Environments; NASP 2.4 – Socialization and Development of Life Skills The practicum student recognizes characteristics and demonstrates knowledge of ecological variables and principles of positive, well-managed learning environments (e.g., smooth transitions, high rates of academic engaged time, clear standards for classroom behavior)	1	2	3	4	5
AP 11- Role of the School Psychologist; NASP 2.6 – School and Systems Organization, Policy Development, and Climate The practicum student demonstrates understanding of general and special education and related services, as well as the role of the school psychologist in assisting schools in promoting student learning and social/emotional outcomes.	1	2	3	4	5
AP 11 – Role of the School Psychologist; NASP 2.10 – School Psychology Practice and Development The practicum student demonstrated professional behavior in the university seminar and completed required documentation of experiences, as specified in the syllabus.	1	2	3	4	5

COMMENTS:

Nova Southeastern University – Specialist Program in School Psychology
PSY 800 – Practicum in School Psychology: School Based
SCHOOL BASED PRACTICUM SITE/SUPERVISOR EVALUATION FORM

Name of Candidate:	_____

Name of District/Placement:	_____

Name of Field-Based Supervisor:	_____

Name of Practicum Instructor:	_____

This form must be completed by the practicum student at the end of the practicum period. Two copies are to be turned in to the NSU practicum instructor.

I.	Indicate if you were:
	a)	introduced to the faculty and other appropriate staff members	□Yes	□No
	b)	acquainted with both school and county policies and procedures	□Yes	□No
	c)	provided with adequate opportunities to discuss your experiences
		and concerns with your on-site supervisor	□Yes	□No

II.	List the practicum's supervisor's most noticeable strengths and areas for improvement:

	a)	Strengths:

	b)	Areas for improvement:

III.	How would you rate

	a)	the placement as a learning experience	□Poor □Fair □Good □Very Good □Excellent
	b)	the supervision you received:	□Poor □Fair □Good □Very Good □Excellent
	c)	the general practicum experience:	□Poor □Fair □Good □Very Good □Excellent

IV.	What did you like most about your experiences within the practicum setting?

V.	What did you like least about your experiences within the practicum setting? How can this be improved?

VI. Would you recommend this site for future practicum students? □Yes □No

VII. Did you feel adequately prepared for this practicum? □Yes □No

If no, what additional training would have been useful?

VIII. Rate your practicum supervisor in each category listed using the following scale:

1 – Unsatisfactory 2 – Below Average 3 – Satisfactory 4 – Above Average 5 – Excellent

_____ Knowledge of assessment/diagnostic issues, intervention techniques, collaborative problem-solving

_____ Knowledge of legal and ethical issues

_____ Knowledge of relevant research literature

_____ Ability to relate effectively to students (attitude, flexibility and openness, interest and enthusiasm, capacity to facilitate student exploration of relevant personal issues)

_____ OVERALL RATING

IX. Use the scale below to answer the following questions:

1 – Strongly 2 – Disagree 3 – Somewhat 4 – Agree 5 – Strongly N/A – Not Applicable
Disagree Disagree Agree

_____ My supervisor facilitated my ability to complete the required classroom observations as listed in this handbook.

_____ My supervisor provided adequate opportunities for shadowing him/her completing a wide range of field activities as listed in this handbook.

_____ My supervisor allowed sufficient opportunities for relating experiences in the school setting to theoretical constructs learned in coursework.

X. **Comments:**

Teacher Preparation Programs	Practicum Student's Name
	Field-Based Supervisor's Name
Professional Behaviors and Skills and	Today's Date
Student Evaluation Form	
(Applied Skills Practicum)	Term
	Location of NSU instruction ☐ Campus location _____

| Key to Rating: 1=Strongly Disagree   2=Disagree   3=Neutral, Neither Agree Nor Disagree   4=Agree   5=Strongly Agree |

Directions to the On-Site Supervisor: On the following items, please rate the student's **Professional Behaviors and Skills**, based on professional standards.

AP 01 – Assessment; NASP 2.1 – Data-Based Decision-Making and Accountability

1. Utilizes a variety of assessment methods including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and/or ecological or environmental assessment	1	2	3	4	5
2. Systematically collects data about students from the home and school environment to inform decision-making	1	2	3	4	5
3. Selects and uses instruments of appropriate reliability and validity to address referral question	1	2	3	4	5
4. Correctly administers, scores, and interprets measures of cognitive ability, achievement, psychological processes, social-emotional and behavioral functioning	1	2	3	4	5
5. Determines the validity of assessment results based on conditions of the evaluation	1	2	3	4	5
6. Prepares comprehensive reports that (1) summarize assessment results for stakeholders, and (2) reflect appropriate recommendations based upon assessment results	1	2	3	4	5

AP 02 – Communication; NASP 2.2 – Consultation and Collaboration/NASP 2.8 – Home/School/Community Collaboration

1. Clearly states to parents and clients the evaluation procedures to be conducted and the purposes of the evaluation	1	2	3	4	5
2. Verbally communicates evaluation results to parents, clients, and other stakeholders and varies communication according to the diverse needs of individuals	1	2	3	4	5
3. Prepares comprehensive reports that clearly communicate evaluation results and recommendations to parents and teachers	1	2	3	4	5
4. Maintains records of activities and experiences throughout the course of the applied skills practicum experience	1	2	3	4	5
5. Effectively collaborates with and incorporates feedback from supervisors, family members, clients, colleagues, and other stakeholders	1	2	3	4	5
6. Maintains standards of respectful verbal and written communication during all professional activities	1	2	3	4	5
7. Works to support and facilitate collaboration between schools and families in addressing student needs	1	2	3	4	5

AP 05 – Diversity; NASP 2.5 – Student Diversity in Development and Learning

1. Proactively learns about individuals from different cultures and backgrounds, and follows guidelines regarding working with culturally and linguistically diverse individuals, including recognition of cultural bias	1	2	3	4	5
2. Selects and uses appropriate assessment measures in consideration of a student's linguistic, cultural, and experiential backgrounds	1	2	3	4	5
3. Recommends interventions that reflect knowledge and understanding of all aspects of diversity and its impact on the individual needs of children and families	1	2	3	4	5

AP 06 – Ethics; NASP 2.10 – School Psychology Practice and Development

1. Demonstrates a working knowledge of the content of and abides by the ethical codes, professional standards, and laws pertinent to the delivery of services	1	2	3	4	5
2. Complies with all clinic, school and/or district policies and regulations, as well as state and federal laws applicable to school psychologists	1	2	3	4	5
3. Evaluates the ethical dimensions of a situation and exhibits a well-developed ability to reason about ethical issues	1	2	3	4	5
4. Actively seeks knowledge and skills in areas in which one lacks training and expertise	1	2	3	4	5

AP 07 – Learning and Human Development; NASP 2.3 – Effective Instruction and Development of Cognitive/Academic Skills/NASP 2.4 – Socialization and Development of Life Skills/NASP 2.7 – Prevention, Crisis Intervention, and Mental Health					
1. Assists in developing cognitive, academic, behavioral, affective, adaptive, and social goals for children that take into account a child's level of functioning and unique needs	1	2	3	4	5
2. Conducts comprehensive developmental histories and incorporates information to inform decision-making	1	2	3	4	5
3. Varies assessment measures, communication, and recommended intervention techniques to accommodate differences in student developmental levels, linguistic development, experiential background, and cultural heritage	1	2	3	4	5
AP 10 – Planning; NASP 2.1 – Data-Based Decision-Making and Accountability/NASP 2.2 – Consultation and Collaboration/NASP 2.3 – Effective Instruction and Development of Cognitive/Academic Skills/NASP 2.4 – Socialization and Development of Life Skills/NASP 2.7 – Prevention, Crisis Intervention, and Mental Health					
1. Plans assessment activities that address referral questions, identifies student strengths and needs, and informs intervention planning	1	2	3	4	5
2. Integrates assessment information and knowledge of learning theory and evidence-based instruction in developing recommendations to address academic needs of students	1	2	3	4	5
3. Integrates assessment information and knowledge of evidence-based interventions in developing recommendations to address social emotional, behavioral and adaptive functioning needs of students	1	2	3	4	5
AP 12 – Technology; NASP 2.11 – Information Technology					
1. Uses scoring software, word processing packages, and other digital resources to enhance personal and professional productivity	1	2	3	4	5
2. Uses electronic networks to access student information, research evidence-based interventions, and to communicate with others	1	2	3	4	5
3. Employs knowledge about technology resources for children and uses the resources when providing recommendations for instruction and/or behavioral/academic interventions for children	1	2	3	4	5

COMMENTS:

Nova Southeastern University – Specialist Program in School Psychology
PSY 805 – Practicum in School Psychology: Applied Skills
APPLIED SKILLS PRACTICUM SITE/SUPERVISOR EVALUATION FORM

Name of Candidate: _____

Name of District/Placement: _____

Name of Field-Based Supervisor: _____

Name of Practicum Instructor: _____

This form must be completed by the practicum student at the end of the practicum period. Two copies are to be turned in to the NSU practicum instructor.

I. Indicate if you were:
   a) introduced to the faculty and other appropriate staff members ☐Yes ☐No
   b) acquainted with both school and county policies and procedures ☐Yes ☐No
   c) provided with a place to work which offered privacy when
      evaluating, counseling, or conferencing ☐Yes ☐No
   d) provided with a minimum of four assessment cases ☐Yes ☐No
   e) provided with adequate opportunities to discuss your experiences
      and concerns with your on-site supervisor ☐Yes ☐No

II. List the practicum's supervisor's most noticeable strengths and areas for improvement:

   a) Strengths:

   b) Areas for improvement:

III. How would you rate

   a) the placement as a learning experience ☐Poor ☐Fair ☐Good ☐Very Good ☐Excellent
   b) the supervision you received: ☐Poor ☐Fair ☐Good ☐Very Good ☐Excellent
   c) the general practicum experience: ☐Poor ☐Fair ☐Good ☐Very Good ☐Excellent

IV. What did you like most about your experiences within the practicum setting?

V. What did you like least about your experiences within the practicum setting? How can this be improved?

VI.   Would you recommend this site for future practicum students?   □Yes   □No

VII.   Did you feel adequately prepared for this practicum?   □Yes   □No

If no, what additional training would have been useful?

VIII. Rate your practicum supervisor in each category listed using the following scale:

1 – Unsatisfactory   2 – Below Average   3 – Satisfactory   4 – Above Average   5 – Excellent

_____ Knowledge of assessment/diagnostic issues, therapeutic techniques, and client populations

_____ Knowledge of legal and ethical issues

_____ Knowledge of relevant clinical and research literature

_____ Ability to relate effectively to students (attitude, flexibility and openness, interest and enthusiasm, capacity to facilitate student exploration of relevant personal issues)

_____ Clarity of objectives for supervision

_____ Clarity of expectations and evaluation criteria

_____ OVERALL RATING

IX.   Use the scale below to answer the following questions:

1 – Strongly   2 – Disagree   3 – Somewhat   4 – Agree   5 – Strongly   N/A – Not Applicable
Disagree   Disagree   Agree

_____ I received the amount of supervision specified in my practicum contract.

_____ My supervision time was rarely cancelled, delayed, or shortened.

_____ When my supervision time was cancelled, delayed, or shortened, the supervision time was subsequently made up.

_____ My supervisor infrequently allowed interruptions (e.g., phone calls) during supervision. If interruptions occurred with regularity, please describe them in the section for comments.

_____ My written work was carefully reviewed and sufficient feedback was given.

X.   **Comments:**

NSU NOVA SOUTHEASTERN UNIVERSITY Beyond the Classroom	Teacher Preparation Programs **Externship/Internship Midpoint/Final Evaluation Form Part I**	Extern/Intern Name
		Cooperating Teacher's Name
		On-Site Supervisor's Name
Today's Date		Location of NSU instruction ☐ On-Campus _____(location) ☐ Off-Campus _____(location) ☐ Online ☐ PreK-12 School _____(location)
Term		

Program (Select one):

☐ Biology (B.S.)	☐ Mathematics (B.S.)	Endorsements:
☐ Computer Science Education (M.S.)	☐ Pre-K–Primary/ESOL (B.S.)	☐ Gifted Education (M.S.)
☐ Educational Media (M.S.)	☐ Pre-K–Primary/ESOL (M.S.)	☐ PreK Disabilities (M.S.)
☐ Elementary Education/ESOL (B.S.)	☐ Reading Education (M.S.)	☐ Reading Education (M.S.)
☐ Elementary Education/ESOL (M.S.)	☐ School Psychologist (Psy.S.)	☐ TESOL (M.S.)
☐ Exceptional Student Education/ESOL (B.S.)	☐ Speech Language Pathology (M.S.)	
☐ Exceptional Student Education/ESOL (M.S.)		

Directions to the Observer: Please rate the Extern/Intern by circling the appropriate response on the following items that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

Key to Rating: 1=Strongly Disagree   2=Disagree   3=Neutral, Neither Agree Nor Disagree   4=Agree   5=Strongly Agree

Accomplished Practice 1– Assessment –INTASC Standard 8

1. Employs traditional and alternative assessment strategies to determine students' mastery of specified outcomes	1	2	3	4	5
2. Modifies and/or recommends instruction based upon assessed student performance	1	2	3	4	5
3. Communicates assessment results through written records/reports and conferences to stakeholders	1	2	3	4	5

Accomplished Practice 2 – Communication – INTASC Standard 6

1. Demonstrates written communication skills in standard English	1	2	3	4	5
2. Varies verbal and non-verbal communication according to the needs of individuals	1	2	3	4	5
3. Effectively incorporates and uses feedback from supervisors and colleagues	1	2	3	4	5
4. Maintains standards of respectful verbal and written communication during all professional activities	1	2	3	4	5

Accomplished Practice 3 – Continuous Improvement – INTASC Standard 9

1. Participates in and supports the overall school improvement process	1	2	3	4	5
2. Provides evidence of self-reflective practice in the improvement of professional performance	1	2	3	4	5
3. Participates in professional development opportunities for the purpose of continuous improvement	1	2	3	4	5
4. Reflects regularly upon his/her own practice and modifies behavior based upon that reflection	1	2	3	4	5

Accomplished Practice 4 – Critical Thinking – INTASC Standard 4

1. Models problem-solving strategies to promote critical thinking skills among stakeholders	1	2	3	4	5

Accomplished Practice 5 – Diversity –INTASC Standard 3

1. Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably	1	2	3	4	5
2. Helps stakeholders develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry	1	2	3	4	5
3. Acknowledges the importance of family and family structure to students' educational performances	1	2	3	4	5
4. Demonstrates awareness, sensitivity, and respect for all individual differences					

Accomplished Practice 6 – Ethics – INTASC Standard 9

1. Abides by the local, state, and national codes of ethics or principles of professional conduct	1	2	3	4	5
2. Commits to protect students' mental and physical safety	1	2	3	4	5
3. Complies with all school and/or district policies and regulations, as well as state and federal laws applicable to school psychologists and teachers	1	2	3	4	5

Accomplished Practice 7 – Human Development & Learning – INTASC Standard 2

1. Identifies developmental levels and needs of students	1	2	3	4	5
2. Uses a variety of techniques to accommodate differences in students' behaviors	1	2	3	4	5
3. Applies learning theories to motivate students at various developmental levels	1	2	3	4	5

Accomplished Practice 8 – Knowledge of Subject Matter –INTASC Standard 1

1. Uses local and state curriculum standards for assessment and instruction to increase student learning	1	2	3	4	5
2. Applies basic theories, concepts, and applications to professional practice	1	2	3	4	5

Directions to the Observer: Please rate the Extern/Intern by circling the appropriate response on the following items that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree

Accomplished Practice 9 – Learning Environment –INTASC Standard 5					
1. Collaborates to establish positive interaction in the learning environment by using behavior standards, incentives, and consequences for students	1	2	3	4	5
2. Involves students in decision-making about issues relating to their learning environments					
Accomplished Practice 10 – Planning - INTASC Standard 7					
1. Works cooperatively with colleagues to plan or improve instruction	1	2	3	4	5
Accomplished Practice 11 – Role of the Teacher and School Psychologist – INTASC Standard 10					
1.Provides meaningful feedback on student performance/progress to stakeholders	1	2	3	4	5
2. Serves as student advocate through conferences, meetings, or child study teams	1	2	3	4	5
3. Works collaboratively with stakeholders, including parents and volunteers, to improve the educational experiences with students	1	2	3	4	5
4. Seeks assistance within the school and community for students and families when needed					
Accomplished Practice 12 – Technology – INTASC Standard 4					
1. Uses technology to assist with instructional planning and classroom management	1	2	3	4	5
2. Uses electronic networks to gather information to support student learning	1	2	3	4	5
3. Uses technology for recordkeeping	1	2	3	4	5
4. Identifies technological resources for students who experience academic difficulty	1	2	3	4	5

COMMENTS:

	Teacher Preparation Programs **Externship/Internship Midpoint/Final Evaluation Form Part II – Psy.S.**	Extern/Intern Name			
		Cooperating Teacher's Name			
		On-Site Supervisor's Name			
Today's Date		Location of NSU instruction ☐ On-Campus _____(location) ☐ Off-Campus _____(location) ☐ Online ☐ PreK-12 School _____(location)			
Term					

Directions to the Observer: Please rate the Extern/Intern by circling the appropriate response on the following items that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

Key to Rating: 1=Strongly Disagree   2=Disagree   3=Neutral, Neither Agree Nor Disagree   4=Agree   5=Strongly Agree

Accomplished Practice 1– Assessment/NASP 2.1 – Data-Based Decision-Making and Accountability

1. Systematically collects data about students from the home and school environments to inform decision-making	1	2	3	4	5
2. Utilizes a variety of assessment methods, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and/or ecological or environmental assessment	1	2	3	4	5
3. Competently administers, scores, and interprets measures of cognitive ability, achievement, psychological processes, social-emotional functioning, and behavior	1	2	3	4	5
4. Prepares comprehensive reports that (1) summarize assessment results for stakeholders and (2) reflect appropriate recommendations based on assessment results	1	2	3	4	5
5. Collects and analyzes data for the purposes of generating hypotheses about student needs and develops, monitors, and evaluates interventions regarding such needs	1	2	3	4	5
6. Demonstrates an understanding of how data-based decision-making and problem-solving processes can be used at the systems level.	1	2	3	4	5

Accomplished Practice 2 – Communication/NASP 2.2 – Consultation and Collaboration; NASP 2.8 – Home/School/Community Collaboration

1. Models positive interactions and facilitates communication and collaboration which foster successful educational outcomes with students, parents, teachers, and other school personnel	1	2	3	4	5
2. Presents and disseminates information effectively to key stakeholders	1	2	3	4	5
3. Consults with parents, teachers, school personnel, and community members to facilitate implementation of evidenced-based practices for individual students, classes, schools, or districts	1	2	3	4	5
4. Works to support parents when participating in school activities and to facilitate collaboration between school and parents in addressing student needs	1	2	3	4	5
5. Applies knowledge of family systems and methods to promote home/school partnerships to enhance academic and behavioral/emotional success of students					

Accomplished Practice 3 – Continuous Improvement/NASP 2.10 – School Psychology Practice and Development

1. Keeps abreast of new developments and best practices in evaluation, consultation, intervention, and other relevant subject matter through reading of literature, professional conference attendance, etc.	1	2	3	4	5
2. Uses data from his/her learning environments (e.g., research, assessment, consultation cases, supervisor feedback) as a basis for reflecting upon and modifying professional practices as appropriate	1	2	3	4	5
3. Works as a reflective practitioner and develops the skills to recognize problems in his/her professional functioning, to research solutions, and to evaluate outcomes	1	2	3	4	5

Accomplished Practice 4 – Critical Thinking/NASP 2.9 – Research and Program Evaluation

1. Applies findings of and disseminates research-based interventions to appropriate consumers when developing programs for children and families	1	2	3	4	5
2. Employs knowledge and skills in measurement to assist stakeholders in interpretation of student, school, and/or district outcome data	1	2	3	4	5
3. Bases practice on sound research and applies knowledge base and creative thinking to all aspects of work	1	2	3	4	5

Accomplished Practice 5 – Diversity/NASP 2.5 – Student Diversity in Development and Learning

1. Employs knowledge of individual differences and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning	1	2	3	4	5
2. Develops interventions that reflect knowledge and understanding of all aspects of diversity and their impact on the individual needs of children and families	1	2	3	4	5
3. Assists school personnel in recognizing biases and in promoting practices that help children and families of all backgrounds feel an important part of the school and community	1	2	3	4	5

Directions to the Observer: Please rate the Extern/Intern by circling the appropriate response on the following items that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

Key to Rating: 1=Strongly Disagree   2=Disagree   3=Neutral, Neither Agree Nor Disagree   4=Agree   5=Strongly Agree

Accomplished Practice 6 – Ethics/NASP 2.10 – School Psychology Practice and Development

1. Evaluates the ethical dimensions of a situation and exhibits a well-developed ability to reason about ethical issues	1	2	3	4	5
2. Actively seeks knowledge and skills in areas in which he/she lacks training and expertise and limits behavior accordingly	1	2	3	4	5
3. Maintains honesty and demonstrates integrity in all professional interactions	1	2	3	4	5

Accomplished Practice 7 – Human Development and Learning/NASP 2.3 – Effective Instruction and Development of Cognitive/Academic Skills; NASP 2.4 – Socialization and Development of Life Skills; NASP 2.7 – Prevention, Crisis Intervention, and Mental Health

1. Employs knowledge of current theory and research about human development and applies this knowledge base when developing, implementing, and evaluating prevention and intervention strategies/programs	1	2	3	4	5
2. In collaboration with others, develops cognitive, academic, behavioral, affective, adaptive, and social goals for children that take into account a child's level of functioning and unique needs, plans and implements interventions to achieve those goals, monitors intervention integrity, and evaluates effectiveness of interventions	1	2	3	4	5
3. Varies assessment measures, communication, and intervention techniques to accommodate differences in student developmental levels, linguistic development, experiential background, and cultural heritage	1	2	3	4	5
4. Consults with parents, teachers, and other stakeholders about children's patterns of development (both typical and atypical) and how these relate to academic, behavioral, and social-emotional needs and interventions	1	2	3	4	5

Accomplished Practice 8 – Knowledge of Subject Matter/NASP 2.7 – Prevention, Crisis Intervention, and Mental Health

1. Applies knowledge base of current research and theory in human development; psychopathology; and biological, cultural, and social influences on behavior to identify factors that may impact student achievement and behavioral and emotional functioning	1	2	3	4	5
2. Demonstrates understanding of the State Standards and his/her role in assisting parents, teachers, and other stakeholders in fostering academic achievement	1	2	3	4	5
3. Communicates knowledge of subject matter in a manner that is helpful to stakeholders when working with students' learning, behavioral, and social-emotional needs	1	2	3	4	5
4. Uses breadth of subject matter knowledge to collaborate with colleagues from other subject fields to promote mental health	1	2	3	4	5
5. Demonstrates knowledge and skills in crisis intervention and collaborates with school personnel, parents, and the community in the aftermath of crises as needed and in developing crisis prevention/intervention plans					

Accomplished Practice 9 – Learning Environments/NASP 2.6 – School and Systems Organization, Policy Development, and Climate

1. Assists in applying research and professional knowledge to the development of policies and practices in areas such as creating safe and violence-free schools, retention, drop-out prevention, home-school partnerships, etc.	1	2	3	4	5
2. Applies knowledge of organizational structure and systems theory to assist in creating effective learning environments for children	1	2	3	4	5

Accomplished Practice 10 – Planning/NASP 2.1 – Data-Based Decision-Making and Accountability; NASP 2.2 – Consultation and Collaboration; NASP 2.3 – Effective Instruction and Development of Cognitive/Academic Skills; NASP 2.4 – Socialization and Development of Life Skills; NASP 2.7 – Prevention, Crisis Intervention, and Mental Health

1. Plans assessment activities that address referral questions and other barriers to learning, identify student strengths and needs, and inform intervention planning	1	2	3	4	5
2. In collaboration with others, develops, plans, and provides a variety of interventions that effectively target academic, behavioral, and social-emotional needs of students, e.g., counseling, behavioral change strategies, skill-building, tutoring	1	2	3	4	5
3. Impacts PK-12 learning by assisting stakeholders in planning services and prevention and intervention programs that benefit children, youth, and families					

Accomplished Practice 11 – Role of the School Psychologist/NASP 2.2 – Consultation and Collaboration; NASP 2.10 – School Psychology Practice and Development

1. Promotes understanding of the impact of learning, emotional, behavioral, and physical disorders on the educational needs and skills of students	1	2	3	4	5
2. Collaborates with and supports the efforts of other professionals who might contribute to a child's educational program (e.g., teachers, speech pathologists, occupational therapists, etc.)	1	2	3	4	5
3. Demonstrates skills in negotiating compromises while maintaining the role of child and parent advocate	1	2	3	4	5
4. Advocates for the importance of school psychology in the educational system and in the community	1	2	3	4	5
5. Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities	1	2	3	4	5

Directions to the Observer: Please rate the Extern/Intern by circling the appropriate response on the following items that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.					
Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree					
Accomplished Practice 12 – Technology/NASP 2.11 – Information Technology					
1. Uses scoring software, word processing packages, and other computer resources appropriately and effectively to enhance personal and professional productivity	1	2	3	4	5
2. Uses electronic networks to access student information, to conduct research, and to communicate with others	1	2	3	4	5
3. Uses technology to monitor and to evaluate intervention outcomes related to progress monitoring and RtI	1	2	3	4	5
4. Employs knowledge about technology resources for children when evaluating instruction and/or when recommending or implementing behavioral/academic interventions for children	1	2	3	4	5

COMMENTS:

NSU NOVA SOUTHEASTERN UNIVERSITY *Beyond the Classroom*	Teacher Preparation Programs **Externship/Internship Professional Behaviors and Skills**	Intern/Extern Name On-Site Supervisor's Name Today's Date Term Location of NSU instruction ☐ On-Campus _____(location) ☐ Off-Campus _____ (location) ☐ Online

Program (Select one):

☐ Biology (B.S.)
☐ Computer Science Education (M.S.)
☐ Educational Media (M.S.)
☐ Elementary Education/ESOL (B.S. or M.S.)
☐ Exceptional Student Education/ ESOL (B.S. or M.S.)

☐ Mathematics (B.S.)
☐ Pre-K–Primary/ESOL (B.S. or M.S.)
☐ Reading Education (M.S.)
☐ School Psychologist (Psy.S.)
☐ Speech Language Pathology (M.S.)

Endorsements:
☐ Gifted Education (M.S.)
☐ PreK Disabilities (M.S.)
☐ Reading Education (M.S.)
☐ TESOL (M.S.

Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree					
Directions to the On-Site Supervisor: On the following items, please rate the student's **Professional Behaviors and Skills**, based on professional standards.					
AP 01/INTASC 8 – Assessment The Intern/Extern acknowledges the responsibility to use data to assess students.	1	2	3	4	5
AP 02/INTASC 6 – Communication The Intern/Extern communicates with all members of the school community.	1	2	3	4	5
AP 02/INTASC 6 – Communication The Intern/Extern demonstrates written communication skills in standards English.	1	2	3	4	5
AP 02/INTASC 6 – Communication The Intern/Extern displays motivation and enthusiasm.	1	2	3	4	5
AP 02/INTASC 6 – Communication The Intern/Extern uses appropriate posture, eye contact, gestures, and facial expressions.	1	2	3	4	5
AP 02/INTASC 6 – Communication The Intern/Extern maintains clear and accurate records.	1	2	3	4	5
AP 02/INTASC 6 – Communication The Intern/Extern speaks clearly and projects adequately, using standard English.	1	2	3	4	5
AP 02/INTASC 6 – Communication - AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern remains composed under stress.	1	2	3	4	5
AP 03/INTASC 9 – Continuous Improvement The Intern/Extern seeks opportunities that lead to professional growth.	1	2	3	4	5
AP 03/INTASC 9 – Continuous Improvement The Intern/Extern self-evaluates performance regularly.	1	2	3	4	5
AP 04/INTASC 4 – Critical Thinking - AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern demonstrates good judgment and problem-solving abilities.	1	2	3	4	5
AP 05/INTASC 3 – Diversity The Intern/Extern demonstrates respect for human diversity and tolerance for differences.	1	2	3	4	5
AP 06/INTASC 9 – Ethics The Intern/Extern adheres to ethical standards and professional conduct.	1	2	3	4	5
AP 06/INTASC 9 – Ethics The Intern/Extern respects confidentiality.	1	2	3	4	5
AP 08/INTASC 1 – Knowledge of Subject Matter The Intern/Extern is interested in learning more about subject matter.	1	2	3	4	5
AP 09/INTASC 5 – Learning Environment The Intern/Extern maintains an appropriate work area that is conducive to learning/assessment.	1	2	3	4	5

Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree					
Directions to the On-Site Supervisor: On the following items, please rate the student's **Professional Behaviors and Skills**, based on professional standards.					
AP 10/INTASC 7 – Planning The Intern/Extern demonstrates organization.	1	2	3	4	5
AP 10/INTASC 7 – Planning The Intern/Extern plans and prepares in advance for required activities.	1	2	3	4	5
AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern accepts challenging tasks and assignments.	1	2	3	4	5
AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern demonstrates adaptability and flexibility.	1	2	3	4	5
AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern demonstrates dependability, e.g., is punctual and follows through on tasks.	1	2	3	4	5
AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern demonstrates initiative and resourcefulness.	1	2	3	4	5
AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern establishes and maintains cooperative and collaborative relationships with members of the school community.	1	2	3	4	5
AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern establishes and maintains positive relationships with students and families.	1	2	3	4	5
AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern interacts in a supportive manner with members of the school community.	1	2	3	4	5
AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern projects a professional image and appearance.	1	2	3	4	5
AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern responds to and uses feedback and constructive criticism from supervisor.	1	2	3	4	5
AP 11/INTASC 10 – Role of the Teacher/School Psychologist The Intern/Extern works cooperatively and collaboratively with school stakeholders.	1	2	3	4	5
AP 12/INTASC 4 – Technology The Intern/Extern is receptive to opportunities to use technology to benefit the school community.	1	2	3	4	5

COMMENTS:

	Teacher Preparation Programs **Extern's/Intern's Assessment of the Cooperating Teacher (Education)/ Field Supervisor (Psy.S. and SLP)**	Extern/Intern Name
NOVA SOUTHEASTERN UNIVERSITY *Beyond the Classroom*		Cooperating Teacher's Name
Today's Date		On-Site Supervisor's Name
Term		Location of NSU instruction ☐ On-Campus _____ (location) ☐ Off-Campus _____ (location) ☐ Online ☐ PreK-12 School _____ (location)

Program (Select one):

☐ Biology (B.S.)   ☐ Exceptional Student Education/ESOL   ☐ Speech Language Pathology (M.S.)
☐ Computer Science Education (M.S.)   (M.S.)
☐ Educational Media (M.S.)   ☐ Mathematics (B.S.)   Endorsements:
☐ Elementary Education/ESOL (B.S.)   ☐ Pre-K–Primary/ESOL (B.S.)   ☐ Gifted Education (M.S.)
☐ Elementary Education/ESOL (M.S.)   ☐ Pre-K–Primary/ESOL (M.S.)   ☐ PreK Disabilities (M.S.)
☐ Exceptional Student Education/ESOL ☐ Reading Education (M.S.)   ☐ Reading Education (M.S.)
(B.S.)   ☐ School Psychologist (Psy.S.)   ☐ TESOL (M.S.)

Directions to the Extern/Intern: Please rate the effectiveness of your Cooperating Teacher/Field Supervisor with the following responsibilities by circling the appropriate response that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

Key to Rating: 1=Strongly Disagree   2=Disagree   3=Neutral, Neither Agree Nor Disagree   4=Agree   5=Strongly Agree

AP 1/INTASC 8 – Assessment The Cooperating Teacher/Field Supervisor collects and uses data gathered from a variety of sources for student assessment, which include both traditional and alternative assessment strategies, to plan for students.	1	2	3	4	5
AP 2/INTASC 6 – Communication The Cooperating Teacher/Field Supervisor recognizes the need for effective verbal and written communication with students, parents, and members of the school community, and varies communication techniques according to individual needs.	1	2	3	4	5
AP 3/INTASC 9 – Continuous Improvement The Cooperating Teacher/Field Supervisor identifies principles and strategies for affecting changes relating to overall school improvement and engages in continuous professional self-improvement.	1	2	3	4	5
AP 4/INTASC 4 – Critical Thinking The Cooperating Teacher/Field Supervisor identifies strategies, materials, and technologies to expand students' thinking abilities. (The Cooperating Teacher/Field Supervisor in School Psychology guides his or her practice by empirically validated research.)	1	2	3	4	5
AP 5/INTASC 3 – Diversity The Cooperating Teacher/Field Supervisor recommends various evaluation, intervention, or teaching techniques and strategies to effectively use with all students, regardless of diversity, culture, learning styles, etc.	1	2	3	4	5
AP 6/INTASC 9 – Ethics The Cooperating Teacher/Field Supervisor knows and follows the code of ethics and principles of conduct of state and professional organizations.	1	2	3	4	5
AP 7/INTASC 7 – Human Development and Learning The Cooperating Teacher/Field Supervisor plans or recommends instructional activities based upon well established human development/learning theories and a variety of information sources about students.	1	2	3	4	5
AP 8/INTASC 1 – Knowledge of Subject Matter The Cooperating Teacher/Field Supervisor communicates subject knowledge and understands that the subject matter is linked to other disciplines and can be applied to real-world integrated settings and assists student acquisition of new knowledge and skills in a variety of ways.	1	2	3	4	5
AP 9/INTASC 5 – Learning Environment The Cooperating Teacher/Field Supervisor uses or recommends strategies for effective learning environments.	1	2	3	4	5
AP 10/INTASC 7 – Planning The Cooperating Teacher/Field Supervisor sets high standards for all students, including working with other professionals to design learning experiences or interventions that meet students' needs and interests.	1	2	3	4	5
AP 11/INTASC 10 – Role of the Teacher The Cooperating Teacher/Field Supervisor communicates and works cooperatively with stakeholders to improve the students' and families' overall educational experiences at the school.	1	2	3	4	5

Directions to the Extern/Intern: Please rate the effectiveness of your Cooperating Teacher/Field Supervisor with the following responsibilities by circling the appropriate response that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

Key to Rating: 1=Strongly Disagree   2=Disagree   3=Neutral, Neither Agree Nor Disagree   4=Agree   5=Strongly Agree

AP 12/INTASC 4 – Technology The Cooperating Teacher/Field Supervisor uses technology skills to assist students and teachers to facilitate access to the use of electronic resources in my content area.	1	2	3	4	5
Accomplished Practices / INTASC Core Standards The Cooperating Teacher/Field Supervisor is knowledgeable of the Accomplished Practices that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.	1	2	3	4	5
Curriculum Standards - The Cooperating Teacher/Field Supervisor is knowledgeable of the state's curriculum standards (e.g., Florida Sunshine State Standards, Nevada Academic Standards, etc.).	1	2	3	4	5

American Psychological Association
Ethical Principles of Psychologists and
Code of Conduct

This document is available from the following web site:

www.apa.org/ethics/code2002.html

National Association of School Psychologists
Guidelines for the Provision of School Psychological Services

This document is available from the following web site:

www.nasponline.org/standards/ProfessionalCond.pdf

National Association for School Psychologists
Principles for Professional Ethics

This document is available from the following web site:

www.nasponline.org/standards/ProfessionalCond.pdf

Code of Ethics of the
Education Profession in Florida

This document is available from the following web site:

http://fac.dos.state.fl.us/faconline/chapter06.pdf

Specialist Program in School Psychology
CONSENT FOR AUDIO/VIDEO TAPING

I agree to the audio/video taping of my child's assessment session for supervisory and educational purposes. I understand that the tape(s) may be reviewed by staff and/or supervisors to ensure quality assessment techniques are employed, and that the tape(s) will be erased following the supervisory or evaluation review. All supervisors, staff, and clinicians who may view these sessions abide by ethical guidelines that include strict maintenance of confidentiality. This consent may be revoked, in writing, at any time.

_____   _____

Signature of Client   Date

_____   _____

Signature of Parent/Guardian   Date

_____   _____

Signature of Witness   Date