

NSU

Florida

College of Psychology
**NOVA SOUTHEASTERN
UNIVERSITY**

Specialist Program in School Psychology

**HANDBOOK OF
FIELD-BASED TRAINING
EXPERIENCES IN
SCHOOL PSYCHOLOGY**

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TABLE OF CONTENTS

Introduction.....	2
Field-Based Experiences in Required Courses.....	6
School-Based Practicum Procedures	8
School-Based Practicum Experience	11
School-Based Practicum Field Activities	16
Applied Skills Practicum Procedures.....	18
Applied Skills Practicum Experience	21
Applied Skills Practicum Field Activities.....	25
Internship Procedures.....	26
Internship Experience	31
Internship Field and Seminar Activities	36
Appendix A – Assessment of Dispositions in Field and Clinical Activities	39
Appendix B – Candidate Log of First-Year Field Experiences	42
Appendix C – Field-Based Supervisor Information Form.....	43
Appendix D – Practicum / Internship Candidate Summary Record	44
Appendix E – School-Based Practicum Candidate Evaluation Form.....	48
Appendix F – School-Based Practicum Site/Supervision Evaluation Form.....	51
Appendix G – Applied Skills Practicum Candidate Evaluation Form	53
Appendix H – Applied Skills Practicum Site/Supervisor Evaluation Form	56
Appendix I – Internship Midpoint/Final Evaluation Form.....	58
Appendix J – Intern’s Assessment of the Field Supervisor	62
Appendix K – Professional Resources.....	64
Appendix L – Consent for Audio Recording.....	65
Appendix M – Internship Affiliation Agreement	66

Introduction

This handbook was prepared to assist candidates 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/core faculty, field-based supervisor, university instructor, and school district/agency supervisor(s) an understanding of each other's roles in the field-based experiences. Candidates 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 *College of Psychology Catalog* for additional information. Candidates are reminded that consultation with their faculty advisor is an essential component of their continued professional development. Candidates are responsible for reading, understanding, and being prepared to use these documents prior to beginning their field-based experiences.

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 field-based experiences linked to coursework, as well as a school-based practicum, an applied skills practicum, and an internship in school psychology. In this graduated, comprehensive sequence of applied experiences which take place during each year of the curriculum, candidates learn to bridge the gap between theoretical foundations and applied professional practice. As candidates learn theories and techniques within the classroom, they observe and begin to practice and to apply this knowledge and professional skills under close supervision, and finally, to develop proficiency in many areas of school psychology practice. The goal of the field-based phase of training is to provide supervised experiences that will enhance the development of each candidate's professional dispositions, 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 (FL DOE) and the National Association of School Psychologists (NASP).

FIELD-BASED EXPERIENCES IN REQUIRED FOUNDATION COURSES

During the first semester/year of study, candidates complete field experiences designed to introduce them to the role and function of the school psychologist, as well as to other school professionals working to meet the needs of diverse students, families, schools, and communities. In total, candidates are expected to document thirty-five hours of field experiences (15 of which are assigned in coursework) prior to enrollment in school-based practicum. Courses in which field experiences are required are as follows:

- PSY 798 – Seminar in School Psychology: Introduction
- PSY 799 – Seminar in School Psychology: Current Topics
- PSY 700 – Learning and Human Development
- PSY 710 – Psychology of Exceptional and At-Risk Children
- PSY 735 – Organization and Operation of Schools

SCHOOL-BASED PRACTICUM

Upon completion of the first year required field experiences and prerequisite coursework, candidates are required to enroll in a three credit-hour school-based practicum. This 125-hour required practicum is designed to provide opportunities for candidates to integrate and to apply knowledge and skills acquired through coursework in the context of school psychology practice. In this practicum experience, candidates gain firsthand knowledge of the complexity of issues encountered by school psychologists and begin to practice relevant skills, including data-based decision-making through collecting assessment data relevant to eligibility decision-making and educational planning; assisting parents, teachers, and other school personnel in developing, implementing, and evaluating Tier I, Tier II, and Tier III academic and behavioral/social emotional interventions; and participating in problem-solving teams. Additionally, candidates research and participate in discussions regarding crisis-related incidents and school/district-wide prevention efforts.

APPLIED SKILLS PRACTICUM

In the final year of coursework, candidates are required to enroll in a three credit-hour applied skills practicum course. This practicum provides a mechanism for candidates to further apply the techniques of assessment, consultation, and intervention under close supervision while working with clients/students. The goal is to allow greater opportunities to further develop critical skills necessary for professional practice prior to embarking on internship and to continue to integrate theory and applied practice. The 150-hour minimum applied skills 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 semester of the final year of coursework, candidates begin preparation for the internship application process. Candidates are provided support by university faculty and site managers 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, 1,200 clock-hour field-based placement in a school setting during the academic year designed to serve as the culminating training experience within the program. The internship experience enables candidates to demonstrate competencies in the Florida Educator Accomplished Practices (FEAPs), as well as all 10 NASP domains of school psychology practice, and to refine skills in assessment, consultation, prevention, and intervention so as to demonstrate the attainment of competencies needed for effective practice as school psychologists. Moreover, candidates are expected to build upon skills in advocating for understanding of human diversity and social justice, as well as ethical and professional practice.

ETHICAL BEHAVIOR

Candidates, faculty, and staff are responsible for abiding 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, 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 Appendix K. Candidates are responsible for reading, understanding, and being prepared to utilize the information in these documents prior to their field-based training experiences. Prior to the initiation of the first 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.”

In addition, candidates are assessed in field-experience courses as part of the FLDOE/NASP requirements. *An Assessment of Dispositions in Field and Clinical Activities* is completed by the field supervisor at the end of each School-Based and Applied Skills Practicum experience and at the six-week mark of Internship (See Appendix A).

PROFESSIONAL BEHAVIOR

Professional functioning as a school psychologist includes a number of specific, observable behaviors. These behaviors fall into three broad categories and 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. Follows 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

Information regarding professional behavior and appropriate conduct for the College of Psychology 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 automatically enrolled in the plan at the time of each registration. The college/candidate professional liability insurance policy provides coverage while the candidate is attending Nova Southeastern University and while he or she is functioning in approved college/program 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*, the National Association of School Psychologists *Principles for Professional Ethics*, the *Code of Ethics of the Education Profession in Florida* and the policies and procedures of the Center for Psychological Studies (See Appendix L for Professional Resources). 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.

Field-Based Experiences in Required Courses

During the first year of study, candidates complete field experiences designed to introduce them to the role and function of the school psychologist and other school professionals, as well as to schools and classrooms meeting the needs of diverse students. Candidates interact with school and community personnel, conduct classroom observations, interview children, parents, teachers, and other professionals, and review case referral information and school records in order to consider the application of theory, concepts, and professional standards taught in designated courses. Through these field-based experiences, candidates develop a practical understanding of the structure and system of the school setting: district, state, and national policies and procedures regarding the delivery of school psychological services; characteristics and unique needs of students with various exceptionalities and diverse backgrounds and how to advocate on their behalf; characteristics of effective learning environments; IEP development; and the continuum of Exceptional Student Education and alternative programs and services for students requiring additional supports. (*Program Goal 1, Objectives 1, 2, 3*).

Specific course requirements for required activities may be found in individual course syllabi and are monitored and evaluated by the NSU Instructor of each designated course. Courses and brief descriptions of required field experiences within the first-year courses are as follows:

PSY 798 – Seminar in School Psychology: Introduction

In this course, candidates increase their knowledge of cultural and linguistic diversity by seeking out an experience that will allow them to become familiar with an individual or a group that is different from the candidates' own culture, ethnicity, religion, sexual orientation, race, nationality, or social class. The candidate should spend a minimum of three hours within the diverse setting.

PSY 799 – Seminar in School Psychology: Current Topics

In order to understand the role of the school psychologist in prevention and intervention related to academic problems, candidates observe school psychologists and/or school personnel, for a minimum of three hours, engaged in assessment activities at Tier I, II, or III as related to diagnosis/eligibility determination and intervention planning.

PSY 700 – Learning and Human Development

In this course, candidates interview and observe preschool, elementary, and high school students in order to develop an understanding of various developmental levels of functioning in areas such as language, behavioral and social emotional functioning, and adaptive skills. Candidates also interview a pregnant mother or a mother with a young child in order to understand how significant factors associated with early developmental history impact later development and learning.

PSY 710 – Psychology of Exceptional and At-Risk Children

In this course, candidates are required to devote a minimum of three hours observing various classroom environments, interviewing teachers and other school personnel who work with exceptional and at-risk students, and exploring activities available for students with disabilities and families within the school and community (such as attendance at community support groups). Through interviews with school personnel, candidates develop an understanding of how multi-

tiered systems of supports (MTSS) are used and how educational environments are adjusted to meet the needs of at-risk and exceptional students.

PSY 735 – Organization and Operation of Schools

In this course, candidates learn about the structure of the school system, and components of effective learning environments through structured classroom observations and interviews with school personnel. Candidates should devote a minimum of three hours to this activity.

TIME REQUIREMENTS AND DOCUMENTATION

School psychology candidates are required to complete a minimum of 35 applied field experience hours prior to enrollment in school-based practicum. Required, assigned hours from coursework as outlined above will total approximately 15 hours. The remainder of the hours should be completed by participating in various opportunities presented by faculty or other approved relevant trainings (up to 8 hours), completing modules on various topics online (up to 6 hours on IRIS modules at <http://iris.peabody.vanderbilt.edu/iris-resource-locator/#content>, videos demonstrating instructional practices for children with disabilities, etc.), attending community meetings/activities for children and families with disabilities (e.g., CHADD), observing in regular or special education classrooms as scheduled/approved by the site manager/core faculty at your campus.

Each candidate will maintain a log of completed experiences that is to be signed by appropriate school or community personnel to verify the completion of the activities listed (see Appendix B). For on-line modules or workshop attendance, evidence of completion (e.g., certificate) should be attached to log. The summary record is to be included in the review materials submitted for faculty evaluation in preparation and approval for school-based practicum.

School-Based Practicum Procedures

APPLYING FOR SCHOOL-BASED PRACTICUM

The school-based practicum experience will take place upon completion of required first year field-based activities and prerequisite coursework. The Director of the specialist program in school psychology, in conjunction with core faculty, will approve the candidate's readiness for practicum based upon performance, grades, professional behavior, and the candidate's mastery of the Florida Educator Accomplished Practices (FEAPs) at the time of review. **School psychology candidates who are not approved through this review process will be advised and remediated as appropriate and will not be allowed to enroll in the practicum experience.**

A candidate portfolio, which includes course grades, and competency in each of the FEAPs which are embedded into course required tasks, is reviewed during the Annual Review process. In order to be approved for school-based practicum, candidates must meet the 80% criterion for course-embedded FEAP key assessments, achieve an overall grade point average (GPA) of at least 3.0, demonstrate appropriate professional work characteristics and dispositions, and have successfully completed or be enrolled in the following coursework:

- PSY 700 – Learning and Human Development
- PSY 710 – Psychology of Exceptional and At-Risk Children
- PSY 735 – Organization and Operation of Schools
- PSY 750 – Counseling Theories and Techniques
- PSY 798 – Seminar in School Psychology: Introduction

PRACTICUM PLACEMENT AND PROGRAM OVERSIGHT

School psychology candidates must abide by the differing guidelines for practicum placement as designated by the school district which provides the experience. **Candidates will be required to complete a security clearance, which may include, but not be limited to, a background screening and fingerprinting.** Candidates are responsible for any costs associated with obtaining security clearance.

The chairperson of psychological services for each school district, or their designee, in conjunction with the site manager and core faculty of the specialist program in school psychology, unless otherwise specified, are responsible for determining all practicum placements. Districts agree to provide structured, appropriately supervised experiences that foster the development of specified competencies in the following areas:

- a) Data-based decision making;
- b) Design, implementation, and evaluation of services that support both academic skills and socialization, and behavioral and mental health;
- c) Advocating for understanding of human diversity and social justice; and
- d) Professional behavior and ethical practice.

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 125 hours for the school-based practicum experience. A seminar course (45 hours) is held in conjunction with the field experience. Seminars may involve a combination of weekend and/or weekday evening meetings throughout the course, as well as online modules, as determined by the university instructor and specified in the course syllabus.

REQUIRED READING

Candidates are required to read assigned materials as described in the course 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 the school-based 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. The field-based supervisor is responsible for completing the *Field-Based Supervisor Information Form* (Appendix C). Candidates enrolled in practicum are monitored and observed on an ongoing basis by core faculty, in conjunction with the university course instructor, who addresses individual candidates' 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 ongoing detailed electronic log of completed practicum activities (see the *Practicum/Internship Candidate Summary Record* in Appendix D). The field-based supervisor will sign the summary record to verify completion of the activities listed, as well as documented hours. This summary record must be submitted to the university instructor as designated in the course syllabus. A final, signed copy indicating completion of 125 hours must be submitted upon completion.

PRACTICUM CANDIDATE EVALUATION

Each candidate will be evaluated in the designated FEAP competencies and NASP Standards of training as outlined on the *School-Based Practicum Candidate Evaluation Form* (Appendix E) by his/her field-based supervisor at the end of the practicum experience using the online assessment system. It is the candidate's responsibility to ensure that the field-based supervisor completes the evaluation form in the assessment system by the date stated in the practicum syllabus. Additionally, field supervisors complete the *Assessment of Dispositions in Field and Clinical Activities* form to provide information regarding the candidates professional work characteristics

and dispositions. University instructors review field-supervisor evaluations, use the information in the grading process, and discuss areas for growth with supervisors and candidates as needed.

PRACTICUM SITE EVALUATION

The candidate will complete the *School Based Practicum Site/Supervision Evaluation Form* (Appendix F) 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 meeting. The site manager and core program faculty review the completed forms to determine whether continued placement in this site is appropriate for future candidates.

GRADING

Grades will be assigned by the university instructor according to the following system: A, A-, B+, B, B-, C+, C, C-, and F. In order to receive a passing 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 evaluations.

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 and their willingness to collaborate with the program to ensure candidate learning of professional competencies. 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 also promote equitable practices for diverse student populations. In addition, they are aware of emerging concepts in the field of school psychology.

DUTIES AND RESPONSIBILITIES OF THE PRACTICUM CANDIDATE

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 directed by the field-based supervisor.
2. Demonstrate the competencies listed on the evaluation form and complete all FEAP and NASP tasks as specified in the course syllabus.
3. Maintain a detailed log of all practicum experiences and tasks to be reviewed and signed by the field-based supervisor (Appendix D). Submit approved summary records to the university instructor as specified in the course syllabus. Copies should be kept of all submitted personal documents.
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 performance in response to constructive feedback provided by the field-based supervisor and/or university instructor.
7. Attend all scheduled practicum seminars with the university instructor and complete all work assigned.
8. Ensure that the field-based supervisor completes the *Assessment of Dispositions in Clinical and Field Activities* (Appendix A) and the *School-Based Practicum Candidate Evaluation Form* (Appendix E) by the date stated in the practicum syllabus.
9. Complete the *School-Based Practicum Site/Supervision Evaluation Form* (Appendix G) by the final practicum seminar as outlined in the course syllabus.
10. 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, regulations of the Family Educational Rights and Privacy Act (FERPA) when applicable, as well as all county and individual school policies and procedures. 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.

DUTIES AND RESPONSIBILITIES OF THE PRACTICUM SITE (SCHOOL DISTRICT)

The site understands that School-Based Practicum is a training experience and will support the school psychology candidate's 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 the school psychology practicum candidate to merge theory and practice by performing, under close supervision, skills required of school psychologist in daily practice;
- b) Facilitating demonstration of professional work characteristics and dispositions, knowledge and professional skills needed for effective school psychology service delivery; and
- c) Providing an appropriately credentialed supervisor who is allowed time in their workload to provide required supervision to the practicum candidate.

DUTIES AND RESPONSIBILITIES OF THE FIELD-BASED SUPERVISOR (CLINICAL FACULTY)

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

1. Complete the NSU *Field-Based Supervisor Information Form* and submit to the University Instructor (Appendix C) as per syllabus *Calendar of Assignments*.
2. Introduce the school psychology candidate to the administrative and teaching staff and other appropriate staff members during practicum.
3. Acquaint the candidate with the district's rules and policies for both the student population and the staff throughout practicum.
4. Facilitate opportunities for the candidate to complete, under close supervision, the required activities as listed under *School-Based Practicum Field Activities* in this handbook and in the course syllabus.
5. Provide opportunities for the candidate to demonstrate the competencies listed on the *School-Based Practicum Candidate Evaluation Form* (Appendix E) and the course syllabus.

6. When appropriate, assist the candidate in relating experiences in the school setting to theoretical constructs learned in coursework.
7. When appropriate, provide feedback on the candidate's performance and, if necessary, report conflicts/concerns to the university instructor as soon as concerns emerge to allow for corrective action as needed.
8. Complete the *Assessment of Dispositions in Field and Clinical Activities* (Appendix A) and the *School-Based Practicum Candidate Evaluation Form* (Appendix E) and meet with the candidate to discuss whether he or she has met the minimum competencies set forth in this handbook.
9. Provide feedback on the school psychology candidate's performance to the director of practicum training in the district.
10. Have a minimum of three years of experience as a credentialed school psychologist with at least one year in the current school district and be identified as a high-performing educator by district level administrative personnel.

DUTIES AND RESPONSIBILITIES OF THE PROGRAM

The core faculty/site manager, is responsible for creating and structuring practicum experiences 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 sites 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 / CORE FACULTY

The site manager/core faculty'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 districts that are presently NSU practicum sites to reevaluate continued interest in the program.
2. Contact school psychological services personnel to secure practicum placements.
3. Collect practicum applications (if applicable), complete requests for placement for each school district, and notify candidates of their placements.

4. Advise candidates of security clearance procedures necessary for placement and assist with completion as needed.
5. Meet with the NSU instructor and candidates to ensure appropriate placements in practicum.
6. Keep program director abreast of progress and/or difficulties in candidates' assignments.

DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY INSTRUCTOR

The NSU instructor serves as a liaison between the university and the school setting. They provide the educational coordination of the candidate's practicum experience. In addition, the NSU instructor, when appropriate, will:

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. Follow the activities of the candidate enrolled in practicum closely, provide didactic training, and facilitate seminars over the semester.
3. Review with the candidate ethical standards for professional behavior and legal issues pertaining to school psychologists.
4. Help the candidates enrolled in practicum to relate experiences in the schools to theoretical constructs.
5. Review the *Practicum Candidate Summary Record* (Appendix D) and reports on a monthly basis. Help the candidate 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. Communicate with the school psychology program office the names and contact information of the field-supervisors of each candidate, and provide a copy of the candidate final evaluation forms to the Program Office.
8. Continuously monitor the school psychology candidate's performance in practicum throughout the semester. The candidate's grade will be contingent upon receipt of 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. Ratings from the field-based supervisor will be an important component of the final grade for the course.
9. Supervise required skills through role-playing, audiotape analysis, direct observation (when feasible), review of progress monitoring data, and written reports.

10. Hold national or state certification or licensure as a school psychologist with a minimum of three years of experience working as a school psychologist in the public school system. They must have completed HIPAA training offered through NSU and 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 FLDOE and NASP, the main goal is to provide a comprehensive field-based experience linked to a university seminar in which the school psychology candidate, under close supervision, will begin to acquire and use assessment, consultation, prevention, and intervention skills with school-age children (*Program Goal 2*). This broad goal is attained through accomplishment of the two major objectives described below.

First, candidates are expected to broaden their understanding of the use of the problem-solving model in a tiered system, as well as their knowledge of services that support academic skills and behavioral and mental health (*Program Goal 2, Objective 3*). They will learn to develop skills in problem identification and in collecting and using assessment data in problem analysis to generate hypotheses regarding problem behavior and/or academic needs (*Program Goal 2, Objective 1*). Further, candidates will assist teachers and other school personnel in developing, implementing, and evaluating interventions for students with academic and behavioral difficulties (*Program Goal 2, Objective 3*).

A secondary goal of the practicum experience is for candidates to further develop their communication and collaboration skills and their knowledge of prevention and intervention strategies used with teachers and parents (*Program Goal 2, Objective 2*). To 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. Additionally, candidates will further knowledge in identifying components of successful prevention programs as they interview their field supervisors regarding prevention programs that are currently being used in practice and as they research and observe school and district wide prevention programs in their assigned schools/districts within the context of best practices prevention programming (*Program Goal 2, Objective 4*). Practicum candidates will also report on the ongoing prevention activities in place in the district, community, and/or individual schools to which they are assigned and observe prevention/intervention activities as available.

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

1. University Seminar

- a. Prevention Plan Critique
- b. Evidence-based Intervention Resources
- c. In-Service Presentation
- d. Family-School Collaboration in Transition Planning
- e. Diversity Activity

2. Field-Based Activities (as assigned by field-based supervisor)

- a. Assessment and data-gathering activities (i.e., behavioral observations, curriculum-based assessment probes, graphing progress monitoring data, etc.)
 - i. Reviewing referral materials and school cumulative folders; becoming familiar with the required materials and steps in the referral/evaluation process, as well as in the problem-solving process

- ii. Collaborating in assessment battery planning
 - iii. Administering assessments for the purpose of eligibility decision-making, intervention planning and monitoring, and reporting results to parents, teachers, and problem-solving teams
 - iv. Observing and assisting in the completion of comprehensive psychological assessments through test administration, scoring, and writing sections of psychoeducational reports
- b. Collaborative Problem-Solving Team/School Support Team Participation and Follow-up Activities
- i. Conducting systematic classroom observations
 - ii. Administering academic screening measures to individual or groups of students
 - iii. Researching academic, behavioral, and social/emotional interventions
 - iv. Providing academic, behavioral, or social emotional intervention
 - v. Teacher and parent consultation and/or conferencing to support intervention implementation and/or progress monitoring
 - vi. Graphing data and presenting to school teams and/or working with teachers in graphing the data they are collecting
 - vii. Collaborating with school personnel in planning, implementing, progress monitoring and evaluating academic and behavioral interventions
 - viii. Observing and/or co-leading counseling, SEL, or skills training (individual or group)
- c. Prevention, Crisis, and School-Wide Practices
- i. Reviewing district crisis and/or violence prevention policies and supervisor experiences
 - ii. Observing and assisting support personnel such as the guidance counselor, speech pathologist, school social worker, physical therapist, etc. to become familiar with their roles
 - iii. Observing crisis intervention and prevention activities (as possible)
 - iv. Becoming familiar with school-wide primary prevention programs used in the district (e.g., Positive Behavior Support, Bullying Prevention, Social-Emotional Learning, Service learning Initiatives, etc.)
- d. Equitable Practices for Diverse Populations, and Family, School and Community Partnerships
- i. Discussing how to work collaboratively with families, schools, and communities to understand and address the needs of diverse learners
 - ii. Becoming familiar with school and district efforts to promote equity and social justice in all aspects of educational programming
 - iii. Reviewing district policies and procedures addressing unique needs of students living in nontraditional settings, including those who are homeless, or living in foster care, group homes, or transitional housing

Applied Skills Practicum Procedures

APPLYING FOR PRACTICUM

The applied skills practicum experience will take place during the candidate's final year of coursework in the specialist program. The Director and/or faculty of the specialist program in school psychology will approve the candidate's readiness for this applied practicum based upon academic performance, professional behavior, school-based practicum evaluation, and the candidate's mastery of the FEAPs at annual review. **School psychology candidates who are not approved through the annual review process will be advised and remediated as appropriate and will not be allowed to enroll in the practicum experience.**

A candidate portfolio which includes course grades and competency in each of the FEAPs which are embedded into course required tasks is reviewed. The *School-Based Candidate Evaluation Form* and the *Assessment of Dispositions in Field and Clinical Activities* in the completed school-based practicum, as well as in coursework are also considered. In order to be approved for applied skills practicum, candidates must meet the 80% criterion for course-embedded FEAPs marker tasks, achieve an overall grade point average (GPA) of at least 3.0, demonstrate appropriate professional behavior, and have successfully completed the following coursework:

- PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists
- PSY 780 – Academic Assessment for Intervention
- PSY 782 – Cognitive Assessment I: Theory, Research and Practice with Lab
- PSY 784 – Cognitive Assessment II: Linking Assessment to Intervention
- PSY 786 – Social Emotional Assessment for Intervention
- PSY 792 – Comprehensive Data-Based Assessment: Integrated Report

PRACTICUM PLACEMENT AND PROGRAM OVERSIGHT

School psychology candidates must abide by the differing guidelines for practicum placement as designated by the school district/agency which provides the experience. **Candidates will be required to complete a security clearance, which may include, but not be limited to, a background screening and fingerprinting.** Candidates are responsible for any costs associated with obtaining security clearance.

The chairperson of psychological services for each school district, or their designee, in conjunction with the site manager and/or core faculty of the specialist program in school psychology, unless otherwise specified, are responsible for determining all school district practicum placements. The Program Director, in conjunction with the site manager and/or core faculty are responsible for determining agency placements. Districts/agencies agree to provide structured, appropriately supervised experiences that foster the development of specified competencies in the following areas:

- a) Data-based decision making, including psychoeducational assessment and recommendations;
- b) Design, implementation, and evaluation of services that support both academic skills and socialization, and behavioral and mental health;

- c) Advocating for understanding of human diversity and social justice; and
- d) Professional behavior and ethical practice.

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 150 hours for the applied skills practicum experience including the supervision seminar. 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(s) who is a practicing psychologist or school psychologist, appropriately credentialed for the setting. The field-based supervisor is responsible for completing the *Field-Based Supervisor Information Form* (Appendix C). Candidates enrolled in practicum are closely monitored and observed on an ongoing basis by faculty/site supervisors who address individual student needs regarding both their placement and performance to ensure that they are developing professional work characteristics and designated competencies. 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 ongoing detailed electronic log (Appendix D) of specific practicum activities and tasks completed. At the end of the 15-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 and hours listed. This summary record must be submitted to the university instructor as designated in the course syllabus.

PRACTICUM CANDIDATE EVALUATION

Each candidate will be evaluated on his or her skills and competencies in several domains, including data-based assessment and decision-making; intervention selection/development,

implementation, and evaluation; equitable practices for diverse students; consultation and communication with parents and other stakeholders; report writing; and receptiveness to supervision. The *Assessment of Dispositions in Clinical and Field Activities* (Appendix A) and the *Applied Skills Candidate Evaluation Form* (Appendix G) will be completed in order to assess each candidate's attainment of skills upon completion of the practicum experience.

PRACTICUM SITE EVALUATION

The candidate should complete the *Applied Skills Practicum Site/Supervision Evaluation Form* (Appendix H) 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 meeting. The site manager and core program faculty review the completed forms to determine whether continued placement in this site is appropriate for future candidates.

GRADING

Grades will be assigned by the university instructor according to the following system: A, A-, B+, B, B-, C+, C, C-, and F. In order to receive a passing 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 receive satisfactory performance ratings on the candidate's comprehensive evaluation.

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 and their willingness to collaborate with the program to ensure candidate learning of professional competencies. 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 also promote equitable practices for diverse student populations. In addition, they are aware of emerging concepts in the field of school psychology.

DUTIES AND RESPONSIBILITIES OF THE PRACTICUM CANDIDATE

The placement of a practicum candidate in a facility is made with consideration of the needs and strengths of the practicum candidate, the specific needs of the placement setting, and the relevant program objectives for development of candidate skills. The candidate enrolled in practicum is expected to act in a highly professional manner at all times. They are expected to fulfill the following responsibilities:

1. Perform appropriate job-related functions in the district/facility as directed by the field-based 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 and as determined by relevant program goals.
5. Maintain an electronic *Practicum Candidate Summary Record* (Appendix D) 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 instructor.
6. Spend a minimum of 150 hours in practicum activities during the semester. Comprised within the 150 minimum hour requirement is a seminar group meeting with the university instructor. Additional supervision may be scheduled as needed. Practicum seminar attendance counts as university group supervision.
7. Read assigned texts and professional journal articles (as assigned and applicable).
8. Confer with the field-based supervisor and university instructor when necessary. If a problem arises at the site that cannot be solved there, discuss this problem with the university instructor immediately.
9. Continuously work to improve his or her performance in response to constructive feedback provided by the field-based supervisor and university instructor.

10. Attend all scheduled practicum seminars with the university instructor and complete all work assigned.
11. Complete the *Applied Skills Practicum Site/Supervisor Evaluation Form* (Appendix H) to be collected during the final practicum seminar.
12. 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) when applicable, regulations of the Family Educational Rights and Privacy Act (FERPA) when applicable, and facility rules. 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.

DUTIES AND RESPONSIBILITIES OF THE PRACTICUM SITE (SCHOOL DISTRICT/CLINIC/AGENCY)

The site understands that Applied Skills Practicum is a training experience and will support the school psychology candidate's professional development as defined by the NASP. This will include, but not be limited to:

- a) Providing a setting which allows for the school psychology practicum candidate to merge theory and practice by performing, under close supervision, skills required of school psychologists in daily practice;
- b) Facilitating demonstration of professional dispositions, knowledge, and professional skills needed for effective school psychology service delivery; and
- c) Providing an appropriately credentialed supervisor who is allowed time in his/her workload to provide required supervision to the practicum candidate.

DUTIES AND RESPONSIBILITIES OF THE FIELD-BASED SUPERVISOR (CLINICAL FACULTY)

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

1. Complete the NSU *Field-Based Supervisor Information Form* and submit to the University Instructor (Appendix C).
2. Acquaint the candidate enrolled in practicum with the agency's/district's/clinic's rules and policies for both the student population and the staff.
3. Introduce the candidate to the administrators, staff, and/or other appropriate personnel.

4. Provide the candidate enrolled in practicum with a place to work which offers privacy for the purpose of conducting required assessment, intervention, and progress monitoring activities.
5. Facilitate opportunities for the candidate to complete, under close supervision, the required activities as listed under Applied Skills Practicum Field Activities in this handbook and in the course syllabus.
6. Provide opportunities for the candidate to demonstrate the competencies listed on the *Applied Skills Candidate Evaluation Form* (Appendix G) and in the course syllabus.
7. When appropriate, provide feedback on the candidate's performance, and, if necessary, report conflicts/concerns to the university instructor as soon as concerns emerge to allow for corrective action as needed.
8. Complete the *Assessment of Dispositions in Field and Clinical Activities* (Appendix A) and the *Applied Skills Candidate Evaluation Form* (Appendix G), and meet with the candidate to discuss whether they have met the minimum competencies as set forth in this handbook.
9. 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.

DUTIES AND RESPONSIBILITIES OF THE PROGRAM

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

DUTIES AND RESPONSIBILITIES OF THE SITE MANAGER / CORE FACULTY

The site manager/core faculty's promotion of the practicum program plays a vital role in the success of the candidate's practicum experience. The site manager/core faculty have 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 if necessary.
3. Collect practicum applications (if applicable), complete requests for placements for each agency/district, and notify candidates of their placements.
4. Advise candidates of security clearance procedures necessary for placement and assist with completion as needed.

5. Meet with the NSU instructor and candidates enrolled in practicum to ensure appropriate placements.
6. Keep program director abreast of progress and/or difficulties in candidates' assignments.

DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY INSTRUCTOR

The applied skills NSU instructor has a major responsibility in helping to structure a beneficial learning experience throughout the practicum. In general, the NSU instructor is expected to oversee the candidate's practicum activities closely. They 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 semester.
5. Continuously monitor the candidate's performance in practicum throughout the semester. The candidate's grade will be contingent upon receipt of the evaluation from the field-based supervisor. Ratings from the field-based supervisor will be an important component of the final grade for the course.
6. Review with the candidate ethical standards for professional behavior and legal issues pertaining to school psychologists.
7. Supervise assessment, consultation, and intervention skills through role-playing, audiotape/ videotape analysis, direct observation when feasible, and written reports.
8. Review the *Practicum/Internship Candidate Summary Record* (Appendix D) 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.

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

Applied Skills Practicum Field Activities

Based upon program goals and objectives as well as standards set forth by the FLDOE and NASP, the main goal of this course is for candidates to demonstrate application of knowledge and professional skills with regard to completion of comprehensive psychoeducational/psychological evaluations, consultation, and collaboration with parents and school personnel, as well as intervention planning, implementation, evaluation of effects, and progress-monitoring for a diverse client population (*Program Goal 2*). Through this comprehensive experience addressing the role of the school psychologist in assessment, consultation, and intervention with diverse client populations, candidates will incorporate professional and ethical standards of practice in working with clients in applied settings (*Program Goal 1, Objective 3*).

Each candidate will be assigned practicum activities as appropriate for meeting program goals and objectives for development of professional skills in assessment (*Program Goal 2, Objective 1*), consultation and collaboration (*Program Goal 2, Objective 2*), and in direct intervention (*Program Goal 2, Objective 3*). Candidates will conduct/review developmental and social histories and access available school and community records to determine appropriate assessment instruments to be used with each case in which they are involved. They will administer, score, and interpret assessment measures, as well as utilize functional assessments and progress monitoring techniques and behavioral observations as appropriate. Candidates will integrate assessment data and provide verbal and written feedback to parents and teachers, when appropriate, based on findings. Based on assessment results, candidates will make initial recommendations to schools and other agencies for interventions and instructional support to develop academic and cognitive skills; interventions to support socialization and behavioral and mental health; school-wide practices to promote learning, and prevention and responsive services as appropriate. They will also provide recommendations on methods of monitoring progress and evaluating outcome data toward the accomplishment of these goals.

In addition, candidates will be required to select, to complete, and to evaluate academic and/or behavioral interventions (*Program Goal 2, Objective 3*). Based on available assessment data and a collaborative problem-solving process, each candidate will identify a behavior and/or academic area to target with individual, direct intervention. The intervention can be academic and/or behavioral but must be based on the individual needs of the student and evidence-based practices. The candidate will select appropriate progress-monitoring tools to use to collect baseline data and to measure the student's response to the intervention and progress toward a predetermined goal. The candidates will design and deliver the intervention. Frequent, targeted progress monitoring will take place throughout the delivery of the intervention and will guide the candidate's data-based decision making. The candidate will integrate progress-monitoring data and their analysis of such information with assessment data collected from the testing sessions when finalizing a comprehensive written psychological report and when providing additional recommendations to parents and key stakeholders.

Through this comprehensive experience in which candidates plan and execute school psychological services in assessment and intervention planning, delivery, and evaluation with diverse populations, candidates will incorporate professional and ethical standards of practice in working with clients in applied settings.

Internship Procedures

During the final 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 1,200 clock-hours in an approved public or private PK-12 school setting. During that time, candidates follow the school district calendar, rather than the university calendar. Faculty and/or administrators of the specialist program in school psychology will approve the candidate's readiness for internship based upon performance, grades, professional education examination scores, professional behavior/dispositions and the candidate's mastery of the FEAPs at the pre-professional level during the annual review following the final year of coursework. **School psychology candidates who are not approved through the annual review process will be advised and remediated as appropriate prior to beginning an internship.**

Faculty annual review determines the candidate's readiness for internship. A candidate portfolio which includes course grades, and competency in each of the FEAPs which are embedded into course required tasks are reviewed. *Assessment of Dispositions in Field and Clinical Activities* and *Candidate Evaluation Forms* in each of the completed practicum experiences (PSY 800 and PSY 805) are similarly considered. To be admitted to internship, students must meet the 80% criterion for course-embedded FEAP marker tasks, achieve an overall grade point average (GPA) of at least 3.0, demonstrate appropriate professional dispositions and work characteristics and have successfully completed 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

To prepare for the internship application and interview process, candidates 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 and 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 prior to the internship year, 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:

- June-July: Distribution of guidelines for CV development and samples.
- August: Candidates will have their CV reviewed by a faculty member, site manager, and/or Career Development.
- September: Distribution of preparation materials on internship, such as 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.
- October/
November: Core faculty and site managers conduct mock interview and discuss job interviewing strategies, appropriate attire, and other tips for preparation.
- November: Candidates are encouraged to attend the “Job and Internship Fair” and relevant workshops at the Florida Association of School Psychologists (FASP) Annual Conference. Candidates are encouraged to access the services of Career Development for assistance with CV development and interview practice.
- December: Candidates remind faculty and supervisors of requests for letters of recommendation so they will have sufficient time for completion.
- January: Submit curriculum vitae and application materials to a minimum of three school districts/internship sites. Districts differ in their application requirements, thus candidates should exercise care in ensuring that all required materials are included in their application packets in the format requested by the district.
- February: Florida districts interview applicants
- March: Florida districts offer candidates internship positions.

NOTE: Out-of-state internship placements may have different timelines and procedures compared to those within the state of Florida. Some states may have a standardized

internship application process, while others may not. It is the student's responsibility to thoroughly research potential internship sites, understand their specific requirements, and adhere to their application timelines and procedures. We recommend that students begin this research early to ensure they meet all necessary deadlines and criteria for their desired internship placement.

INTERNSHIP PLACEMENT

Application for internship in school psychology is a **competitive** process and candidates 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. Candidates 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.

For additional guidance and resources, students are encouraged to visit the internship toolkit (<https://www.nasponline.org/resources-and-publications/graduate-students/the-school-psychology-internship-toolkit>) provided by the National Association of School Psychologists (NASP). This toolkit is a valuable resource that offers comprehensive information on preparing for and securing a school psychology internship. It includes tips on the application process, timelines, and best practices, which can be especially useful for navigating out-of-state placements.

Sites typically require candidates to complete a security clearance, which may include, but not be limited to, a background screening and fingerprinting. Candidates are responsible for any costs associated with obtaining security clearance.

TIME REQUIREMENTS

Candidates are expected to document a **minimum of 1,200 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 are 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 professional 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 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 documenting a minimum of 1200 hours, signed by the field-based supervisor, is to be submitted to the university instructor at the conclusion of the internship experience.

INTERN EVALUATION (FIELD SUPERVISOR)

Throughout the internship, interns in school psychology will be evaluated by their field-based internship supervisor regarding competency in the FL DOE's *Accomplished Professional and Preprofessional Competencies for Teachers*, FEAPs, and NASP Domains of Practice. It is the candidate's responsibility to ensure that the field-based internship supervisor completes *Internship Midpoint/Final Evaluation Form (Parts I & II)* (Appendix I) at the dates specified in the course syllabus. At a minimum, evaluations will be required at 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 and dispositions (Appendix A). In the event that behaviors of concern emerge, the university 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 online format with the university faculty, as well as to complete weekly online activities as specified in the course syllabus.

SITE VISITS

One face-to-face or telephone meeting between the university instructor, field-based supervisor, and intern will occur during the second semester of internship for the purpose of discussing the intern'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 *Intern's Assessment of Field Supervisor Form* (Appendix J) 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 candidates will be required to sit for the following written comprehensive examinations:

1. Florida Teacher Certification Examination – Professional Education Test
2. Florida Teacher Certification Examination – Subject Area Test (School Psychology)
(required for certification in the state of Florida)
3. Praxis II Subject Assessment Examination – School Psychology
(required for licensure in the state of Florida and NCSP certification)

Candidates must register and sit for the Praxis examination during the fall semester of the internship year and to submit a passing score by the end of the semester. In the event that the candidate does not obtain a passing score, he/she is required to participate in structured Praxis study preparation activities, which include forming study groups, submitting a practice test, etc.

and to retake the test during the winter semester. Candidates are required to submit the second Praxis score to the school psychology program office as part of their degree conferral requirements.

Passing scores are required on 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 Director.

All candidates, regardless of the format of their program, are required to pass the Florida Teacher Certification Examinations (FTCE). This requirement applies uniformly to ensure that all candidates meet the necessary standards of training.

GRADING

Grades will be assigned on a Pass/Fail basis by the university instructor with input from the field-based supervisor. To receive a grade of “Pass” for the internship, the intern must obtain an overall rating of at least 4.0 on a five-point scale on each of the FEAPs/NASP Standards 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 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 the internship must complete an additional internship year and follow an individualized remediation plan developed by the field-based and university instructor and/or core university faculty who oversee internship in order to receive his or her degree.

FINAL INTERNSHIP PORTFOLIO REVIEW AND PROGRAM PERFORMANCE EVALUATION

In order to ensure that interns demonstrate competencies at the level required to begin effective practice as school psychologists, a summative performance-based evaluation is conducted by program faculty in which they review and evaluate multiple sources of evidence regarding professional work characteristics, as well as knowledge and application of professional skills. Candidates are required to submit a portfolio of permanent products that provides evidence of demonstration of competency on the FEAPs and NASP Domains of Practice. The portfolio artifacts include:

1. Psychoeducational Evaluation Report
2. Case Study: Academic
3. Case Study: Behavioral
4. Consultation/Collaboration Audio Recording
5. School-Based Multi-Tiered System of Supports (MTSS) Project

Candidates are required to submit this electronic portfolio including all artifacts to the university instructor for grading as per the *PSY 810 Internship in School Psychology* syllabus. These portfolio artifacts and associated graded rubrics become part of the data considered in the final program performance evaluation conducted by core program faculty.

Faculty conduct a comprehensive review of university instructor ratings/scores on portfolio artifacts (including evidence for impact on student learning in case studies), FL DOE Subject Area Examination and Praxis II School Psychologist Test scores, final internship evaluations completed by field supervisors, and final logs and provide a rating of the evidence submitted to demonstrate competency in each NASP Domains, Florida DOE Competencies, and FEAPs. Faculty employ a scoring rubric in each competency area, and ***intern ratings of “Proficient” or “Advanced” are required in each NASP Domain in order to receive a passing evaluation.*** Any candidate who fails to meet this level of competency will require an individualized remediation plan developed by core faculty and the university supervisor, in conjunction with field supervisors to receive his/her degree. Additional information regarding this requirement may be found in the *Policies and Procedures Handbook*.

Internship Experience

The internship in school psychology is the culminating experience of graduate education. 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, university instructor, and faculty to closely evaluate the professional competencies of the intern in a formative and summative manner and to determine their 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 must evidence 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 instructor as specified in the course syllabus. A hard copy, signed by the field-based supervisor, will be submitted to the university 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 instructor immediately.
6. Continuously work to improve their 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 Canvas or in class as directed. Submission of portfolio artifacts in a timely manner as specified in the syllabus is critical in allowing for faculty final evaluation of required tasks.
8. Complete and submit the *Intern's Assessment of Field Supervisor Form* (Appendix J) 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 College of Psychology and the Specialist Program in School Psychology.
11. Become familiar with and abide by all district and individual school policies and procedures, including the State Board of Education, Chapter 6B-1, FAC, *Code of Ethics of the Education Profession in Florida*.
12. Register and sit for required professional examinations in the Fall semester of the internship year. In the event that a passing score is not obtained on the Praxis II, develop a study plan that must be approved by the university instructor. Form a study group and/or an individual study plan that includes systematic review of the material in preparation for the Praxis II, as well as submission of a practice test as specified by the instructor.

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 the full range of comprehensive school psychological service delivery;
- b) Providing leave time for attendance at regional, state, and national professional conferences, in-service training, and university-based seminars; and
- c) Completion, return, and adherence to the *Specialist Program in School Psychology Internship Affiliation Agreement* (See Appendix M).

DUTIES AND RESPONSIBILITIES OF THE FIELD-BASED SUPERVISOR (CLINICAL FACULTY)

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 or 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 have met the requirements of Clinical Educator Training (CET) in Florida. Field-based internship supervisors should become well versed in the requirements of the internship year as described in the syllabus to ensure that interns have adequate opportunity for mastery of the FL DOE competencies, FEAPs, and NASP Domains of Practice.

The following provides general guidelines surrounding the various phases of supervision during the internship. While the field-based supervisor is required to monitor intern's performance closely early on, the candidate 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 average 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, consultation, prevention, and intervention, as per the Florida Educator Accomplished Practices and NASP Domains. 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 students; writing reports; interviewing parents, teachers, or support staff members; providing consultation and developing and monitoring interventions; or evaluating the fidelity and the effectiveness/outcomes of interventions.
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 school 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 candidate evidences difficulties, it is the responsibility of the field-based supervisor to contact the university supervisor to determine a remediation plan and appropriate course of action.

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

1. Complete the NSU *Field-Based Supervisor Information Form* and submit to the University Instructor (Appendix C).
2. Introduce the school psychology intern to the administrative and teaching staff and other appropriate staff members.

3. Provide a broad overview of school organization including district's rules and policies for both the student population and the staff.
4. Provide opportunities to complete professional activities/observations and to demonstrate the competencies listed in this handbook and the course syllabus.
5. As appropriate, relate experiences in the school setting to theoretical constructs.
6. 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 documenting the minimum 1200 required hours.
7. As part of the formative evaluation of intern performance, complete and submit the *Assessment of Dispositions in Field and Clinical Experiences* (Appendix A) after six weeks of internship. Following completion of the fall and summer semesters, submit the *Internship Midpoint/Final Evaluation Form—Parts I & II* (Appendix I). Report conflicts/concerns to the university instructor as they arise.
8. Orient the candidate to the various professionals in the schools and foster an understanding of and skill in team building and collaboration.
9. Provide opportunities for diverse activities that address the breadth and scope of professional school psychology practice. This includes, but is not limited to, data-based decision making, including psychoeducational assessment and recommendations for services; consultation/collaboration with parents, teachers, and other stakeholders; participation in school and district-wide prevention activities; individual and/or group skills training/counseling; intervention planning, implementation, monitoring, and evaluation; and crisis intervention.
10. Foster the continuous development of written language skills through refinement of written psychological reports, recommendations, and intervention plans.
11. Foster effectiveness in consultation and collaboration with parents and school personnel through positive appraisal and feedback related to best practice.
12. Foster the development of competency in advocating for understanding of human diversity and social justice.
13. 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.
14. Find "teachable moments" to discuss relevant ethical and professional issues.
15. Assist with time management issues and efficient practice.

DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY INSTRUCTOR

The NSU instructor serves as a liaison between the university and the school psychology setting during internship. The university instructor will be designated as supervisor of the school psychology internship course. When appropriate, the university instructor will:

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 candidate'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 instructor in consultation with university faculty and the field-based supervisor.
3. Review the digital *Practicum/Internship Candidate Summary Record* (Appendix D) on a monthly basis and intervene as necessary to assist the intern in gaining experiences necessary for their professional growth and attainment of competency across all NASP domains of school psychology practice.
4. Conduct formative review of intern performance by evaluating intern evaluations, reviewing intern logs, and monitoring ongoing discussion of cases, ethical reasoning, professional improvement activities, etc. Respond as appropriate to concerns regarding intern performance.
5. Determine the final grade for the internship experience based upon formal evaluations, consultation with the field-based supervisor, and completed requirements as delineated in the course syllabus, including formal evaluation of all elements of the candidate's showcase portfolio using rubrics designed for this purpose.
6. Hold state licensure and/or national or state certification as a school psychologist and be a certified clinical educator (in FL). Alternatively, the university 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 online platform.
8. Facilitate monthly online 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 FLDOE and NASP, the major goal of this experience is for candidates 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 and to advocate for social justice. 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 a variety of 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 prevention and intervention strategies and methods of service delivery, including assistance in the development of prevention programs, counseling, crisis intervention, and consultation. Required internship experiences are as follows (for specific activities see course syllabus):

1. Field Activities

- Consultation
- Intervention Planning, Implementation, Progress Monitoring, and Evaluation
- Direct Assessment and Report Writing
- Conferences/Staffings
- In-Service Training
- Research/Program Evaluation
- Counseling/Skills Training
- Supervision (Individual and/or Group)


2. Seminar Activities

- Weekly Discussion Board Postings
To maximize support and encourage consultation from the university instructor and fellow interns, candidates are required to post and to read information on the online 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 intern's services result in direct, measurable, and positive impact on children, families, schools, and/or other consumers. 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 Demonstration Portfolio of Proficiencies
Candidates are required to compile a portfolio of permanent products demonstrating their skills and competencies during the internship year. The

portfolio should be maintained and submitted to the university instructor in digital format and should include the following items:

- a) Psychoeducational Evaluation Report (*NASP Domains 1, 8, 9, 10*)
- b) Case Study: Academic (*NASP Domains 1, 2,3, 5, 7, 8, 9, 10*)
- c) Case Study: Behavioral (*NASP Domains 1,2, 4, 5, 7, 8, 9, 10*)
- d) Consultation/Collaboration Audio/Video Recording (*NASP Domains 2, 6, 7, 8*)
School-Based MTSS Project (*NASP Domains 5, 6, 7, 8, 9, 10*)

APPENDICES

 <p>Assessment of Dispositions & Professional Behaviors and Skills in Field and Clinical Activities PSY 800, 805, 810</p>	Candidate's Name
	Field-Based Supervisor's Name, Highest Degree and Credentials
	Today's Date
	Term
	Location of NSU instruction <input type="checkbox"/> Campus location _____

Professional Behaviors & Skills Directions: Please place an “X” in the last column appropriate to the candidate’s current level of functioning in each of the required areas. Note any concerns in the comments section if you select “Emerging”. At this level of training, most candidates are expected to be rated as “Proficient” or “Advanced”. A rating of “Emerging” may necessitate a remediation plan.

2010 FEAPs	Emerging	Proficient	Advanced	
<p><i>a.2.d</i> Respects students’ cultural, linguistic and family background</p> <p>NASP Domain 8</p>	Little or no evidence was provided that the candidate demonstrated knowledge of or inherent respect for, individual differences, abilities, and other diverse characteristics of students.	The candidate demonstrated knowledge of and inherent respect for, individual differences, abilities, and other diverse characteristics of students.	The candidate demonstrated knowledge of and inherent respect for, individual differences, abilities, and other diverse characteristics of students. They take initiative to review research related to diversity in children, families, schools, and communities and to utilize findings when appropriate.	<p>_____ Emerging</p> <p>_____ Proficient</p> <p>_____ Advanced</p>
<p><i>a.2.e</i> Models clear, acceptable oral and written communication skills</p> <p>NASP Domain 10</p>	Little or no evidence was provided that the candidate maintained standards of clear and respectful verbal and written communication during all professional activities. The candidate may have used informal language that was not indicative of professional communication.	The candidate maintained standards of clear and respectful verbal and written communication during all professional activities.	The candidate maintained standards of respectful verbal and written communication to students and other educators during all professional activities. The candidate’s written correspondence was understood by stakeholders.	<p>_____ Emerging</p> <p>_____ Proficient</p> <p>_____ Advanced</p>
<p><i>a.2.e</i> Models clear, acceptable oral and written communication skills</p> <p>NASP Domain 10</p>	Little or no evidence was provided that the candidate was receptive to, sought, or used, feedback from supervisors.	The candidate effectively sought, incorporated, and used feedback from supervisors.	The candidate was receptive to and effectively incorporated and used feedback from supervisors and is able to articulate how the feedback would contribute to improve services for students, families, and other stakeholders.	<p>_____ Emerging</p> <p>_____ Proficient</p> <p>_____ Advanced</p>

<p>a.2.e Models clear, acceptable oral and written communication skills</p>	<p>Little or no evidence was provided that the candidate demonstrated written communication skills in standard English. Written communication in classroom communications or postings or e-mail communications rarely indicated proofreading or attention to grammar, spelling, or standard writing mechanics.</p>	<p>The candidate demonstrated written communication skills in standard English. Communications were mostly error-free.</p>	<p>The candidate demonstrated written communication skills in standard English. Attention to grammar, spelling, and standard writing mechanics contributed to effective communication. Obvious attention to proofreading was evident in the sense that communications were virtually error-free.</p>	<p>____ Emerging ____ Proficient ____ Advanced</p>
<p>a.2.f. Maintains a climate of openness, inquiry, fairness, and support NASP Domain 8</p>	<p>Little or no evidence was observed that the candidate fulfilled their role in establishing equitable practices for diverse student populations.</p>	<p>The candidate fulfilled their role in establishing equitable practices for diverse student populations and in advocating for social justice.</p>	<p>The candidate demonstrated understanding and fulfillment of as well as a commitment to their role in establishing equitable practices for diverse student populations and in advocating for social justice.</p>	<p>____ Emerging ____ Proficient ____ Advanced</p>
<p>b.5.c. Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement NASP Domains 2, 10</p>	<p>Little or no evidence was provided that the candidate worked collaboratively with school stakeholders to improve the educational experiences of students.</p>	<p>The candidate worked collaboratively with school stakeholders to improve the educational experiences of students.</p>	<p>The candidate provided multiple examples of working collaboratively and enthusiastically with school stakeholders to improve the educational experiences of students.</p>	<p>____ Emerging ____ Proficient ____ Advanced</p>
<p>b.5.e Engages in targeted professional growth opportunities and reflective practices NASP Domain 10</p>	<p>During supervision, little or no evidence was provided that the candidate reflected regularly upon his/her own practice and modifies professional growth behavior based upon those reflections.</p>	<p>During supervision, the candidate reflected upon his/her own practice and discussed with the supervisor how professional growth behavior was/would be modified based upon those reflections.</p>	<p>During supervision, the candidate shared multiple examples with the supervisor of reflection upon his/her own practice and the resulting modifications of professional growth behaviors.</p>	<p>____ Emerging ____ Proficient ____ Advanced</p>
<p>b.6.2 2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession. NASP Domain 10</p>	<p>The candidate demonstrated behaviors that did not support the university, local, state, and national codes of ethics or principles of professional conduct (e.g., the candidate broke local school or district rules by arriving to class late, by not notifying the clinical instructor of an absence ahead of time, by not preparing adequately for class, by not completing assessments ethically, by not treating all students fairly, etc.).</p>	<p>The candidate abided by all local, state, and national codes of ethics or principles of professional conduct during the field and/or clinical experience. If there was a minor infraction, the candidate corrected this behavior, discussed it with the clinical instructor, and discussed it with the university supervisor.</p>	<p>The candidate abided by the local, state, and national codes of ethics or principles of professional conduct during the field and/or clinical experience and proactively and effectively addressed ethics and principles of professional conduct during discussions with the supervisor.</p>	<p>____ Emerging ____ Proficient ____ Advanced</p>

<p>b.6.2 2. Professional Responsibility and Ethical Conduct <i>NASP Domain 9</i></p>	<p>The candidate did not apply or inconsistently applied knowledge of research as a foundation for service delivery.</p>	<p>The candidate applied knowledge of research as a foundation for service delivery.</p>	<p>The candidate applied knowledge of research as a foundation for service delivery and incorporated effective use of technology to support practice.</p>	<p>_____ Emerging _____ Proficient _____ Advanced</p>
<p>b.6.2 2. Professional Responsibility and Ethical Conduct <i>NASP Domain 10</i></p>	<p>The candidate failed to demonstrate initiative, dependability, and/or adaptability in professional interactions.</p>	<p>The candidate demonstrated initiative, dependability, and adaptability in professional interactions.</p>	<p>The candidate demonstrated initiative, dependability, and adaptability in all professional interactions and managed high demand and stressful tasks effectively.</p>	<p>_____ Emerging _____ Proficient _____ Advanced</p>

Comments:

Supervisor Signature: _____

Candidate Signature: _____

Date: _____

**Nova Southeastern University – Specialist Program in School Psychology
Candidate Log of First-Year Field Experiences**

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

Date	Time	Facility / Source	Description of Activity	Hours	Signature of Supervising Individual

Total hours for this page: _____

Total hours from last page: _____

Total Overall Hours*: _____

**Candidate hours must total a minimum of 35 prior to enrollment in PSY 800 – Practicum in School Psychology: School-Based.*

**Nova Southeastern University
Specialist Program in School Psychology**

Field-Based Supervisor Information Form

Practicum Student/Intern Information		
Name		
Course Number/Location		
Date		
Field-Based Supervisor Information		
Name		
Address		
City, State, Zip		
Work Phone		
E-Mail Address		
Degree and Content Area		
Degree and Content Area		
Current DOE Certifications (if applicable)		
Years as a School Psychologist/Psychologist		
Years in Current School District		
Licensed as a School Psychologist	Yes No	License #
Licensed as a Psychologist	Yes No	License #
ESOL Endorsement	Yes No	
Clinical Educator Training	Yes No	

**Nova Southeastern University – Specialist Program in School Psychology
 PSY 800/805/810 – Internship in School Psychology
 PRACTICUM / INTERNSHIP CANDIDATE SUMMARY RECORD**

Name:	0
Practicum Site:	0
Dates:	0

PD	Professional Development
Cons	Consultation
Res	Research
DA	Direct Assessment/Observations
Ind Sup	Individual Field-Based Supervision
Grp Sup	Group Field-Based Supervision
Grp Univ Sup	Group University Instruction
RW	Report Writing
MTSS	MTSS/Intervention/Problem-Solving Team Meetings
Conf	Conferences/Staffings (IEP, Child Study Team Meetings)
Train	Counseling/Skills Training
Misc	Miscellaneous

Total Hrs Req'd:	0
Hours to Date:	0.00
Hours Needed:	0.00
Weeks to go:	0
Hrs/wk need:	0

	PD	Cons	Res	DA	Ind Sup	Grp Sup	Grp Univ Sup	RW	Rtl	Conf	Train	Misc	Total Hrs
Jan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Feb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mar	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Apr	0.00	0.00	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	0.00	0.00
Jun	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Jul	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Aug	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Sep	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Oct	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nov	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Dec	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Total Batteries		
Inits	Age	Ethnicity
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

Rtl/Intervention Cases		
Inits	Age	Ethnicity
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

Intern Signature and Date: _____

Supervisor Signature and Date: _____

August


0

0

	PD	Cons	Res	DA	Ind Sup	Grp Sup	Grp Univ Sup	RW	Rtl	Conf	Train	Misc	Total Hrs
Date	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1-Aug													0.00
2-Aug													0.00
3-Aug													0.00
4-Aug													0.00
5-Aug													0.00
6-Aug													0.00
7-Aug													0.00
8-Aug													0.00
9-Aug													0.00
10-Aug													0.00
11-Aug													0.00
12-Aug													0.00
13-Aug													0.00
14-Aug													0.00
15-Aug													0.00
16-Aug													0.00
17-Aug													0.00
18-Aug													0.00
19-Aug													0.00
20-Aug													0.00
21-Aug													0.00
22-Aug													0.00
23-Aug													0.00
24-Aug													0.00

25-Aug														0.00
26-Aug														0.00
27-Aug														0.00
28-Aug														0.00
29-Aug														0.00
30-Aug														0.00
31-Aug														0.00

Comments

 <p>School-Based Practicum Candidate Evaluation Form PSY 800</p>	Practicum Candidate's Name
	Field-Based Supervisor's Name
	Today's Date
	Term
	Location of NSU instruction <input type="checkbox"/> Fort Lauderdale <input type="checkbox"/> Tampa

Candidate Evaluation Form Directions: Please rate the candidate's **Professional Behaviors and Skills**, in reference to what is expected at their level of training, rather than holding them to the standards of fully independent practitioners. Rating lower than 4 or 5 indicate a lack of skill development in the candidate and may necessitate a remediation plan. Ratings of 4 and 5 should reflect that the candidate is meeting (4) or exceeding (5) expectations appropriate to their current stage in the training program. If the candidate has not had an opportunity to demonstrate a skill, please rate the item N/O.

Key to Rating: N/O= No Opportunity 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree
 4=Agree 5=Strongly Agree

NASP Domain 1: Data-Based Decision-Making / NASP Domain 8: Equitable Practices for Diverse Student Populations 1. The practicum candidate incorporates knowledge of diversity factors (e.g., culture, context, individual differences) impacting student learning and behavior and incorporates this information when planning for services for students.	N/O	1	2	3	4	5
NASP Domain 1: Data-Based Decision-Making / NASP Domain 5: School-Wide Practices to Promote Learning 2. The practicum candidate systematically collects data regarding learning environments and identifies variables that may support and/or interfere with student learning and behavior.	N/O	1	2	3	4	5
NASP Domain 1: Data-Based Decision-Making / NASP Domain 8: Equitable Practices for Diverse Student Populations 3. The practicum candidate systematically collects developmentally and culturally relevant data and other information to assist in determining need for and planning of school psychological services.	N/O	1	2	3	4	5
NASP Domain 1: Data-Based Decision-Making / NASP Domain 3: Academic Interventions and Instructional Supports/NASP Domain 4: Mental and Behavioral Health Services and Interventions 4. The practicum candidate accesses professional and technology resources to enhance data collection, decision-making, planning, and progress monitoring to address academic, behavioral, and social-emotional needs of students.	N/O	1	2	3	4	5
NASP Domain 1: Data-Based Decision-Making / NASP Domain 10: Legal, Ethical and Professional Practice 5. The practicum candidate collects data on his/her own services (e.g., practicum logs, supervision notes, etc.) to document effectiveness and to improve professional functioning.	N/O	1	2	3	4	5
NASP Domain 2: Consultation and Collaboration/ NASP Domain 10: Legal, Ethical and Professional Practice 6. The practicum candidate demonstrates positive interpersonal skills in supervisory interaction and utilizes supervision and mentoring for improving school psychology practice.	N/O	1	2	3	4	5
NASP Domain 2: Consultation and Collaboration / NASP Domain 7: Family, School, and Community Collaboration / NASP Domain 8: Equitable Practices for Diverse Student Populations 7. The practicum candidate communicates and collaborates with all members of the school community, including diverse school personnel, families, community partners, etc. in order to effectively plan and implement school psychological services.	N/O	1	2	3	4	5
NASP Domain 2: Consultation and Collaboration / NASP Domain 7: Family, School, and Community Collaboration 8. The practicum candidate demonstrates understanding of principles and research related to family systems, strengths, needs, and cultures and how these impact children's learning and mental health	N/O	1	2	3	4	5

NASP Domain 2: Consultation and Collaboration / NASP Domain 7: Family, School, and Community Collaboration 9. The practicum candidate demonstrates understanding of the manner in which school psychologists implement evidence-based strategies to improve outcomes for children as they work with families, school personnel, colleagues, and community agencies.	N/O	1	2	3	4	5
Domain 3: Academic Interventions and Instructional Supports / NASP Domain 8: Equitable Practices for Diverse Student Populations 10. The practicum candidate demonstrates understanding of biological, cultural, and social influences on cognitive and academic skills, as well as curriculum and instructional strategies that foster positive academic outcomes for students with different abilities, disabilities, backgrounds, strengths and needs.	N/O	1	2	3	4	5
Domain 3: Academic Interventions and Instructional Supports 11. The practicum candidate demonstrates understanding of evidence-based educational and psychological methods to promote cognitive and academic development and is able to apply this knowledge in working with students with diverse learning needs.	N/O	1	2	3	4	5
Domain 3: Academic Interventions and Instructional Supports 12. The practicum candidate uses knowledge of cognitive and academic development and evidence-based strategies when implementing services to achieve positive academic outcomes (e.g., literacy strategies, classroom instructional support, etc.)	N/O	1	2	3	4	5
NASP Domain 4: Mental and Behavioral Health Services and Interventions /NASP Domain 8: Equitable Practices for Diverse Student Populations 13. The practicum candidate demonstrates understanding of biological, cultural, and social influences on mental and behavioral health.	N/O	1	2	3	4	5
NASP Domain 4: Mental and Behavioral Health Services and Interventions / NASP Domain 8: Equitable Practices for Diverse Student Populations 14. The practicum candidate demonstrates understanding of developmental processes related to social emotional functioning and mental health, as well as evidence-based strategies to promote such functioning in students with diverse needs.	N/O	1	2	3	4	5
NASP Domain 4: Mental and Behavioral Health Services and Interventions 15. The practicum candidate demonstrates knowledge of positive behavioral supports and mental health services and assist school teams in using data to evaluate implementation and outcomes of mental and behavioral health interventions for students and groups of students.	N/O	1	2	3	4	5
NASP Domain 5: School-Wide Services to Promote Learning 16. The practicum candidate demonstrates understanding of school organization and structure; general and special education programming; and the role of the school psychologist in assisting schools in promoting student learning and positive behavior and mental health.	N/O	1	2	3	4	5
NASP Domain 5: School-Wide Services to Promote Learning 17. The practicum candidate 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, etc.) within a multi-tiered continuum of school-based services.	N/O	1	2	3	4	5
NASP Domain 5: School-Wide Services to Promote Learning 18. The practicum candidate is aware of or seeks information regarding the issues and needs in the assigned school and community in which they are placed for practicum and actively use this information when collaborating with educational stakeholders.	N/O	1	2	3	4	5
NASP Domain 5: School-Wide Services to Promote Learning 19. The practicum candidate uses knowledge of school systems and psychological and educational principles when collaborating with others to develop practices and policies that create and maintain safe, effective and supportive learning environments for students and school staff.	N/O	1	2	3	4	5
NASP Domain 6: Services to Promote Safe and Supportive Schools 20. The practicum candidate demonstrates knowledge of effective prevention strategies related to learning, mental health, school climate and safety, and physical well-being of students.	N/O	1	2	3	4	5
NASP Domain 6: Services to Promote Safe and Supportive Schools 21. The practicum candidate demonstrates understanding of evidence-based strategies for effective crisis prevention, mitigation, response, and recovery and the school psychologist's role in these efforts.	N/O	1	2	3	4	5
NASP Domain 7: Family, School, and Community Collaboration 22. The practicum candidate demonstrates understanding of evidence-based strategies to improve outcomes for children by promoting collaboration and partnerships among parents, schools, and community agencies	N/O	1	2	3	4	5

NASP Domain 7: Family, School, and Community Collaboration / NASP Domain 8: Equitable Practices for Diverse Student Populations 23. The practicum candidate identifies diverse cultural issues and contexts that have an impact on family, school, and community interactions and applies this information when recommending and/or providing services for families.	N/O	1	2	3	4	5
NASP Domain 8: Equitable Practices for Diverse Student Populations 24. The practicum candidate recognizes that equitable practices for diverse populations, respect for diversity in development and learning, and advocacy are foundational to effective service delivery.	N/O	1	2	3	4	5
NASP Domain 9: Research and Evidence-Based Practice 25. The practicum candidate demonstrates understanding of the importance of evaluating research, translating research into practice, and using appropriate research design in evaluating interventions/programs in the role of the school psychologist.	N/O	1	2	3	4	5
NASP Domain 9: Research and Evidence-Based Practice 26. The practicum candidate demonstrates skills in providing assistance to school personnel for analyzing, interpreting, and applying empirical evidence as the foundation for effective practices.	N/O	1	2	3	4	5
NASP Domain 9: Research and Evidence-Based Practice 27. The practicum candidate demonstrates understanding of and incorporates various techniques and technology resources for data collection, measurement, and analysis in school settings.	N/O	1	2	3	4	5
NASP Domain 10: Legal, Ethical and Professional Practice 28. The practicum student demonstrates good judgment and problem-solving abilities.	N/O	1	2	3	4	5
NASP Domain 10: Legal, Ethical and Professional Practice 29. Demonstrates professional work characteristics needed for effective school psychological practice, including effective interpersonal skills, responsibility, adaptability, dependability, etc.	N/O	1	2	3	4	5

COMMENTS:

Supervisor Signature: _____

Candidate Signature: _____

Date: _____

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

_____ 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:**

 <p>Applied Skills Practicum Candidate Evaluation Form PSY 805</p>	Practicum Candidate's Name
	Field-Based Supervisor's Name
	Today's Date
	Term
	Location of NSU instruction <input type="checkbox"/> Fort Lauderdale <input type="checkbox"/> Tampa

Candidate Evaluation Form Directions: Please rate the candidate's **Professional Behaviors and Skills**, in reference to what is expected at their level of training, rather than holding them to the standards of fully independent practitioners. Rating lower than 4 or 5 indicate a lack of skill development in the candidate and may necessitate a remediation plan. Ratings of 4 and 5 should reflect that the candidate is meeting (4) or exceeding (5) expectations appropriate to their current stage in the training program. If the candidate has not had an opportunity to demonstrate a skill, please rate the item N/O.

Key to Rating: N/O= No Opportunity 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree
 4=Agree 5=Strongly Agree

NASP Domain 1: Data-Based Decision-Making						
1. Utilizes a variety of assessment methods, including observations, formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and/or ecological or environmental assessment	N/O	1	2	3	4	5
2. Selects and uses instruments of appropriate reliability and validity to address referral question(s)	N/O	1	2	3	4	5
3. Selects appropriate evaluation procedures consistent with suspected or documented disability or disabilities	N/O	1	2	3	4	5
4. Correctly administers, scores, and interprets measures of cognitive ability, achievement, psychological processes, and social-emotional as well as behavioral functioning	N/O	1	2	3	4	5
5. Determines and reports the validity of assessment results based on conditions of the evaluation	N/O	1	2	3	4	5
6. Plans assessment activities that address referral question(s), identify student strengths and needs, and inform intervention planning and implementation	N/O	1	2	3	4	5
7. Uses a systematic data collection and analysis process that guides decision-making about intervention planning, implementation, monitoring, and evaluation	N/O	1	2	3	4	5
8. Demonstrates skills in using psychological and educational assessment data to identify strengths in student functioning as well as characteristics of various disabilities and disorders	N/O	1	2	3	4	5
9. Selects, uses, and accurately interprets progress monitoring tools appropriate for frequent, intensive, and targeted monitoring of response to interventions	N/O	1	2	3	4	5
NASP Domain 2: Consultation and Collaboration						
10. Verbally communicates evaluation results to parents, students/clients, and other stakeholders and varies communication according to the diverse needs of individuals	N/O	1	2	3	4	5
11. Prepares comprehensive reports that clearly communicate evaluation results and recommendations to diverse audiences, including parents and teachers	N/O	1	2	3	4	5
12. Maintains records of activities and experiences throughout the course of the applied skills practicum experience	N/O	1	2	3	4	5
13. Effectively collaborates with and incorporates feedback from supervisors, family members, clients, colleagues, and other stakeholders to improve practices	N/O	1	2	3	4	5
14. Applies methods of consultation and problem-solving to client academic, behavioral, and /or social-emotional needs as appropriate	N/O	1	2	3	4	5

NASP Domain 3: Academic Interventions and Instructional Supports						
15. Uses assessment data to inform recommendations for and implementation of evidence-based instructional strategies and academic interventions for students	N/O	1	2	3	4	5
16. Demonstrates knowledge of human learning, cognitive, and developmental processes and relates knowledge to psychoeducational practices	N/O	1	2	3	4	5
17. Demonstrates knowledge of evidence-based strategies and interventions that support academic skill development in students	N/O	1	2	3	4	5
18. Provides recommendations about methods used to measure progress toward the accomplishment of academic goals, fidelity of intervention implementation, and overall effectiveness of interventions	N/O	1	2	3	4	5
19. Employs knowledge about technology resources for students and uses the resources when providing recommendations for academic interventions	N/O	1	2	3	4	5
NASP Domain 4: Mental and Behavioral Health Services and Interventions						
20. Applies knowledge of child and adolescent development; psychopathology; and biological, cultural, and social influences on behavior and mental health when conceptualizing a student's needs and when designing and implementing interventions	N/O	1	2	3	4	5
21. Conducts comprehensive developmental histories and incorporates information to inform decision-making	N/O	1	2	3	4	5
22. Provides recommendations for behavioral, affective, adaptive, and social goals for students that take into account the students' levels of functioning and unique needs	N/O	1	2	3	4	5
23. Provides recommendations about and incorporates methods used to measure progress toward the accomplishment of behavioral, affective, adaptive, and social goals and overall effectiveness of interventions	N/O	1	2	3	4	5
24. Integrates assessment information and knowledge of evidence-based interventions in developing recommendations that promote resilience and positive behavior, support pro-social and adaptive skills, and enhance the behavioral and mental health of students	N/O	1	2	3	4	5
25. Employs knowledge of technology resources for students and uses the resources when providing recommendations that address behavior, social-emotional functioning, and mental health	N/O	1	2	3	4	5
26. Identifies and uses, as appropriate, evidence-based strategies to promote positive social-emotional functioning and mental health	N/O	1	2	3	4	5
NASP Domain 5: School-Wide Practices to Promote Learning						
27. Applies knowledge of schools' and systems' structure and organization, including practices that promote learning, positive behavior, and mental health in providing recommendations to families and to schools	N/O	1	2	3	4	5
28. Applies knowledge of effective learning environments and supportive school climate when providing recommendations to families and schools	N/O	1	2	3	4	5
NASP Domain 6: Services to Promote Safe and Supportive Schools						
29. Integrates information specific to social-emotional well-being and resilience when providing recommendations, assisting families in accessing resources, and developing and implementing interventions	N/O	1	2	3	4	5
30. Applies knowledge of effective prevention strategies and the development of protective factors when providing recommendations and when developing and implementing interventions	N/O	1	2	3	4	5
NASP Domain 7: Family, School, and Community Collaboration						
31. Works to support and to facilitate collaboration and partnerships between schools and families in addressing student needs	N/O	1	2	3	4	5
32. Disseminates knowledge of community and school resources and helps to coordinate services for families	N/O	1	2	3	4	5
33. Applies knowledge of and respect for diverse family systems and family, home, and community factors that work to support effective learning, positive socialization, and mental health when conceptualizing a student's needs and when designing and implementing interventions	N/O	1	2	3	4	5
NASP Domain 8: Equitable Practices for Diverse Student Populations						
34. Proactively learns about individuals from different cultures and backgrounds as they present as clients, promotes respect for individual differences, and applies knowledge and respect in planning and delivering services	N/O	1	2	3	4	5
35. Selects and uses appropriate assessment measures in consideration of a student's linguistic, cultural, and experiential backgrounds	N/O	1	2	3	4	5
36. Addresses individual differences, strengths, backgrounds, and needs when recommending, implementing, and evaluating services for diverse clients	N/O	1	2	3	4	5
37. Provides culturally responsive and equitable practices in service delivery	N/O	1	2	3	4	5
38. Varies assessment measures, communication, and recommended intervention techniques to accommodate differences in student developmental levels, linguistic development, experiential background, and cultural heritage	N/O	1	2	3	4	5

NASP Domain 9: Research and Evidence-Based Practice						
39. Applies knowledge of measurement principles and psychometric standards when selecting and using assessment techniques and published tests	N/O	1	2	3	4	5
40. Analyzes, interprets, and applies empirical evidence as a foundation for providing assessment and intervention services to students/clients	N/O	1	2	3	4	5
41. Utilizes various techniques and technology resources for data collection, analysis, and interpretation of assessment and intervention data	N/O	1	2	3	4	5
NASP Domain 10: Legal, Ethical, and Professional Practice						
42. Adheres to professional standards, ethics, and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels	N/O	1	2	3	4	5
43. Demonstrates professional work characteristics needed for effective school psychological practice, including effective interpersonal skills, responsibility, adaptability, dependability, etc.	N/O	1	2	3	4	5
44. Complies with all clinic, school, and/or district policies and regulations, as well as state and federal laws applicable to school psychologists	N/O	1	2	3	4	5
45. Evaluates the ethical dimensions of a situation and exhibits a well-developed ability to reason about ethical issues within the context of serving diverse students/clients	N/O	1	2	3	4	5
46. Actively seeks knowledge and skills in areas in which the candidate lacks training and expertise and utilizes supervision and mentoring effectively to improve practice	N/O	1	2	3	4	5

NASP 2020 Standards

Comments:

Supervisor Signature: _____

Candidate Signature: _____

Date: _____

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 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b) acquainted with both school and district policies and procedures | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c) provided with a place to work which offered privacy when evaluating, counseling, or conferencing | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d) provided with adequate opportunities to discuss your experiences and concerns with your on-site supervisor | <input type="checkbox"/> Yes | <input type="checkbox"/> 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 | <input type="checkbox"/> Poor | <input type="checkbox"/> Fair | <input type="checkbox"/> Good | <input type="checkbox"/> Very Good | <input type="checkbox"/> Excellent |
| b) the supervision you received: | <input type="checkbox"/> Poor | <input type="checkbox"/> Fair | <input type="checkbox"/> Good | <input type="checkbox"/> Very Good | <input type="checkbox"/> Excellent |
| c) the general practicum experience: | <input type="checkbox"/> Poor | <input type="checkbox"/> Fair | <input type="checkbox"/> Good | <input type="checkbox"/> Very Good | <input type="checkbox"/> 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 Disagree 2–Disagree 3–Somewhat Disagree 4–Agree 5–Strongly Agree N/A–Not Applicable

_____ 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:**

 <p style="text-align: center;">Internship Midpoint/Final Evaluation Form Part I</p>	Practicum Candidate's Name
	Field-Based Supervisor's Name, Highest Degree and Credentials
	Today's Date
	Term
	Location of NSU instruction <input type="checkbox"/> Campus location _____

Candidate Evaluation Form Directions: Please rate the candidate's **Professional Behaviors and Skills**, in reference to what is expected at their level of training, rather than holding them to the standards of fully independent practitioners. Rating lower than 4 or 5 indicate a lack of skill development in the candidate and may necessitate a remediation plan. Ratings of 4 and 5 should reflect that the candidate is meeting (4) or exceeding (5) expectations appropriate to their current stage in the training program. If the candidate has not had an opportunity to demonstrate a skill, please rate the item N/O.

Key to Rating: N/O= No Opportunity 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree
4=Agree 5=Strongly Agree

FEAP a.1. Quality of Instruction: Instructional Design and Lesson Planning; FEAP a.3. Quality of Instruction: Instructional Delivery and Facilitation; FEAP a.4. Quality of Instruction: Assessment

1. Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates (FEAP a.1.a; FEAP a.3.h; SSPEM Domain B.2; NASP Domain 1)	N/O	1	2	3	4	5
2. Works with team and team members to identify, problem-solve, and plan academic, behavioral, and health interventions (FEAP a.1.c; FEAP a.1.f; SSPEM Domain B.1)	N/O	1	2	3	4	5
3. Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design (FEAP a.1.d; FEAP a.1.e; FEAP a.4.a; SSPEM Domain A.1; NASP Domain 1)	N/O	1	2	3	4	5
4. Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data (FEAP a.1.e; FEAP a.4.c; SSPEM Domain A.3; NASP Domain 1)	N/O	1	2	3	4	5

FEAP a.2. Quality of Instruction: The Learning Environment; Quality of Instruction: Instructional Delivery and Facilitation; FEAP a.4. Quality of Instruction: Assessment; FEAP b.5 Continuous Improvement, Responsibility and Ethics- Continuous Professional improvement

5. Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener (FEAP a.2.a; SSPEM Domain E.4)	N/O	1	2	3	4	5
6. Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs (FEAP a.2.b; SSPEM Domain C.1)	N/O	1	2	3	4	5
7. Interacts with school personnel to promote and implement school-wide positive behavior supports (FEAP a.2.b; FEAP a.2.h; SSPEM Domain D.1)	N/O	1	2	3	4	5
8. Interacts with school personnel to promote and implement effective programs/services that result in a healthy, safe, and supportive school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence (FEAP a.2.b; SSPEM Domain D.3; NASP Domain 6)	N/O	1	2	3	4	5
9. Consults with school staff and students to identify strengths and weaknesses as part of problem-solving and intervention planning to increase student engagement (FEAP a.2.d; FEAP a.2.f; FEAP a.3.a; SSPEM Domain D.2; NASP Domain 2)	N/O	1	2	3	4	5
10. Identifies relevant cultural issues and contexts that impact family, school, and community partnerships and uses this knowledge as the basis for problem-solving related to prevention and intervention (FEAP a.2.d; SSPEM Domain D.2 and D.4; NASP Domain 7)	N/O	1	2	3	4	5
11. Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs (FEAP a.2.e; FEAP a.4.e; SSPEM Domain A.4)	N/O	1	2	3	4	5
12. Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups (FEAP a.2.h; FEAP b.5.b; SSPEM Domain C.3)	N/O	1	2	3	4	5

13. Collaborates in crisis prevention, mitigation, response, and recovery and/or collaborates in implementing/evaluating programs (FEAP a.2; SSPEM Domain D.5; NASP Domain 6)	N/O	1	2	3	4	5
FEAP a.3. Quality of Instruction: Instructional Delivery and Facilitation; FEAP a.4. Quality of Instruction: Assessment						
14. Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions (FEAP a.3.c; FEAP a.4.a; SSPEM Domain A.2; NASP II)	N/O	1	2	3	4	5
FEAP b.5. Continuous Improvement, Responsibility and Ethics – Continuous Professional Improvement						
15. Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals (FEAP b.5.a; SSPEM Domain E.1; NASP Domain 10)	N/O	1	2	3	4	5
16. Applies evidence-based and best practices when developing and planning instruction and intervention (FEAP b.5.b; SSPEM Domain B.3)	N/O	1	2	3	4	5
17. Develops a support plan that reflects the goals of student/client systems and supports the goal (FEAP b.5.d; SSPEM Domain B.4)	N/O	1	2	3	4	5
18. Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans (FEAP b.5.d; SSPEM Domain B.5)	N/O	1	2	3	4	5
19. Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, and mental and behavioral health services (FEAP b.5.d; SSPEM Domain C.2; NASP Domain 2)	N/O	1	2	3	4	5
20. Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement (FEAP b.5.e; SSPEM Domain E.2; NASP Domain 10)	N/O	1	2	3	4	5
21. Integrates and applies acquired knowledge and training into professional practice (FEAP b.5.f; SSPEM Domain E.3; NASP Domain 10)	N/O	1	2	3	4	5
22. Uses technology appropriately and effectively to enhance professional productivity in accessing student records, recordkeeping, collecting data, conducting research and communicating with others; and to monitor and to evaluate intervention outcomes (NSU b.5.g; NASP Domain 1)	N/O	1	2	3	4	5
FEAP b.6. Continuous Improvement, Responsibility, and Ethics - Ethics						
23. Evaluates the ethical dilemmas of a situation and exhibits a well-developed ability to reason about ethical issues (NASP Domain 10)	N/O	1	2	3	4	5
24. Adheres to professional standards, ethics and practices, maintains accurate, timely, and confidential records, and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels (FEAP 2.b.6.a; SSPEM Domain E.5; NASP Domain 10)	N/O	1	2	3	4	5

PART II

NASP Domain 1: Data-Based Decision-Making

1. Competently administers, scores, and interprets measures of cognitive ability, achievement, psychological processes, social-emotional functioning, and behavior to identify student strengths and needs	N/O	1	2	3	4	5
2. Uses informal and formal data collection techniques and assessment tools as part of a comprehensive problem-solving and decision-making process which drives all aspects of professional practice	N/O	1	2	3	4	5
3. Measures and documents effectiveness of his/her own services for children, families, and schools	N/O	1	2	3	4	5

NASP Domain 2: Consultation and Collaboration

4. Applies varied methods of consultation, collaboration, and communication as part of a comprehensive process, applicable to diverse stakeholders and students to promote effective service delivery	N/O	1	2	3	4	5
5. Facilitates collaboration and communication among diverse school personnel, families, and other stakeholders	N/O	1	2	3	4	5
6. Demonstrates skills in promoting application of psychological and educational principles to enhance collaboration and in negotiating compromises to achieve effectiveness in provision of services	N/O	1	2	3	4	5

NASP Domain 3: Academic Interventions and Instructional Supports

7. In collaboration with school teams, uses assessment data as part of the problem-solving process to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs	N/O	1	2	3	4	5
8. Applies knowledge of evidence-based curriculum and instructional strategies and best practices at the individual, group and systems levels in developing, implementing and evaluating services that target the academic and cognitive needs of students	N/O	1	2	3	4	5
9. Implements methods to promote consideration and measurement of intervention acceptability and integrity, and the use of data-based decision-making procedures in measuring student progress and in evaluating outcomes of instruction and intervention services	N/O	1	2	3	4	5
10. Works with team members to implement services (e.g., literacy strategies, home-school collaboration, and other evidence-based practices to achieve academic outcomes)	N/O	1	2	3	4	5


NASP Domain 4: Mental and Behavioral Health Services and Interventions						
11. In collaboration with school teams, uses assessment data as part of the problem-solving process to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs	N/O	1	2	3	4	5
12. In collaboration with others, develops, plans, and implements a variety of services that effectively target the behavioral, social-emotional, and mental health needs of students (e.g., counseling, behavioral intervention, consultation, etc.)	N/O	1	2	3	4	5
13. Applies knowledge of evidence-based strategies and best practices at the individual, group, and systems level to develop and implement services to promote social emotional functioning and mental health of students	N/O	1	2	3	4	5
14. Implements methods to promote consideration and measurement of intervention acceptability and integrity, and the use of data-based decision-making procedures in measuring student progress and in evaluating outcomes of behavioral and mental health services	N/O	1	2	3	4	5
15. Integrates behavioral supports and mental health services with academic and learning goals for students	N/O	1	2	3	4	5
NASP Domain 5: School-Wide Practices to Promote Learning						
16. In collaboration with others and within a multi-tiered model of service delivery, works to create and maintain healthy, supportive and effective learning environments for students	N/O	1	2	3	4	5
17. Demonstrates knowledge of and utilizes evidence-based practices when addressing school-wide needs such as discipline, program evaluation, staff training, home-school partnerships, etc.	N/O	1	2	3	4	5
18. Works with teams in utilizing data-based decision making, evaluation methods, problem-solving strategies, consultation, and technology to support systems level needs and initiatives	N/O	1	2	3	4	5
19. In collaboration with others, works to develop school policies, regulations, services and accountability systems to ensure effective services for all students	N/O	1	2	3	4	5
NASP Domain 6: Services to Promote Safe and Supportive Schools						
20. In collaboration with school teams, uses assessment data as part of the problem-solving process to develop appropriate goals for prevention and crisis response services	N/O	1	2	3	4	5
21. Works with school teams to design, implement, and/or evaluate school-based prevention programs that promote learning, mental health, school climate and safety, and physical well-being of students and families	N/O	1	2	3	4	5
22. Works with school teams to utilize various strategies and services, (including consultation, problem-solving, and/or preventive and responsive services) to promote learning and mental health and to respond to crisis as needed	N/O	1	2	3	4	5
NASP Domain 7: Family, School, and Community Collaboration						
23. Utilizes evidence-based practices and services (including data-based decision making, consultation, problem-solving) to facilitate family-school partnerships, to support and strengthen families, and to enhance family-school-community effectiveness in addressing the needs of students	N/O	1	2	3	4	5
24. In collaboration with others, designs, implements, and evaluates services that assist parents in fostering positive academic, behavioral, and social emotional outcomes for children and in addressing student difficulties	N/O	1	2	3	4	5
NASP Domain 8: Equitable Practices for Diverse Student Populations						
25. Addresses individual differences, strengths, backgrounds and needs in designing and providing professional services (e.g., data-based decision making, consultation, direct and indirect services for children, families and schools)	N/O	1	2	3	4	5
26. Promotes effective functioning of students, families, and school with diverse characteristics, cultures, and backgrounds	N/O	1	2	3	4	5
27. Promotes respect for individual differences and the recognition that cultural and other diversity factors may result in different strengths and needs in students and families and advocates for social justice	N/O	1	2	3	4	5
28. Develops, implements, and evaluates interventions that reflect knowledge and understanding of all aspects of diversity and its impact on the needs of students, families, and schools	N/O	1	2	3	4	5
NASP Domain 9: Research and Evidence-Based Practice						
29. Employs knowledge and skills in measurement and various data collection and analysis techniques to assist stakeholders in interpretation of student, school, and/or district outcome data	N/O	1	2	3	4	5
30. Bases practice on sound research and applies knowledge base and creative thinking as a foundation for effective service delivery	N/O	1	2	3	4	5
31. In collaboration with others, utilizes techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels	N/O	1	2	3	4	5
NASP Domain 10: Legal, Ethical, and Professional Practice						
32. Advocates for school psychologists' professional roles to provide effective services, ensure access to their services, and, in collaboration with others, enhance the learning and mental health of all children and youth	N/O	1	2	3	4	5

COMMENTS:

Supervisor Signature: _____

Candidate Signature: _____

Date: _____

 <p>Intern's Assessment of the Field Supervisor</p>	Intern Name
	Field-Based Supervisor's Name
	University Supervisor's Name
	Today's Date
	Term
	Location of NSU instruction <input type="checkbox"/> Campus location _____

This form must be completed by the intern at the end of the internship and turned in to the university instructor.

I. Indicate if you were:

- a) introduced to the faculty and other appropriate staff members Yes No
- b) acquainted with both school and district 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 adequate opportunities to discuss your experiences and concerns with your on-site supervisor Yes No

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

a) Strengths:

b) Areas for improvement:

III. How would you rate

- d) the placement as a learning experience Poor Fair Good Very Good Excellent
- e) the supervision you received: Poor Fair Good Very Good Excellent
- f) the general practicum experience: Poor Fair Good Very Good Excellent

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

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

VI. Would you recommend this site for future interns? Yes No

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

If no, what additional training would have been useful?

VIII. Rate your internship 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 Disagree 2–Disagree 3–Somewhat Disagree 4–Agree 5–Strongly Agree N/A–Not Applicable

_____ I received the amount of supervision specified in my internship 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:**

Professional Resources

American Psychological Association Ethical Principles of Psychologists and Code of Conduct

This document is available from the following web site:

<https://www.apa.org/ethics/code/>

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:

<https://www.nasponline.org/standards-and-certification/professional-ethics>

Code of Ethics of the Education Profession in Florida

This document is available from the following web site:

<http://fac.dos.state.fl.us/faonline/chapter06.pdf>

**Nova Southeastern University
Specialist Program in School Psychology**

CONSENT FOR AUDIO RECORDING

I agree to the audio recording of a consultation session or team meeting for supervisory and educational purposes. I understand that the audio recording will be reviewed by my internship supervisors to ensure effective consultation and collaboration techniques are employed, and that the tape(s) will be erased following the evaluation review. All supervisors who may view this audio recording abide by ethical guidelines that include strict maintenance of confidentiality. This consent may be revoked, in writing, at any time.

Signature of Parent/Guardian/Teacher/Team Member (s)

Date

Signature of Witness

Date