



UNIVERSITY OF
DENVER

**Morgridge College
of Education**

Child, Family, and School Psychology Program

CFSP 4353 School Psychology Practicum

Field Practicum Manual

2008 – 2009

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Introduction

Field Practicum in School Psychology is an advanced, off-campus, 300-hour minimum supervised experience taken after the successful completion of core courses and a Clinic Practicum experience. Students getting an additional Early Childhood Certification must complete an additional 100-200-hour field placement that involves early childhood services and consultation. Field Practicum is designed to broaden one's professional skills and is considered a critical transition year of substantial growth that prepares students for a subsequent Internship.

Field Practicum is typically completed over three quarters during an entire academic year (i.e., 2 credits taken for three quarters). However, permission can be granted for students to take Field Practicum over two consecutive quarters (i.e., 3 credits taken for two quarters). Students are assigned to one or two sites and must be able to work with at least two different age levels (infant, preschool, elementary, middle, or high school). Preferably a student will work under the primary supervision of one qualified on-site Field supervisor who is expected to provide a minimum of one hour of face-to-face supervision per week. In addition, students also attend weekly Practicum seminars facilitated by University Faculty. The Practicum seminar is designed to facilitate case analysis, ongoing self-reflection, and to provide peer consultation and professional feedback relevant to best practice.

In accordance with the Program's *Chain of Relevant Experiences (CoRE)* (**Appendix J**), during Field Practicum, students increasingly function as *Active Contributors* as they engage in supervised professional activities dictated by the needs and policies of the field placement. These activities developed collaboratively and completed under the supervision of both a Field and University Faculty, are designed to help consolidate a student's emerging skills and to bring about specific results that add to the productivity of the field placement.

During Field Practicum, students provide direct and indirect mental health and psycho-educational support services for students with varying exceptionality in both general education and special education settings. Students are expected to participate as members of pre-referral or child study teams as well as special education evaluation teams and to engage in assessments linked to the design and monitoring of academic, social-emotional, and behavioral interventions for general and special education students. Students also are expected to establish consultative relationships with teachers, staff members, and families, and whenever possible to participate in school-wide reform and prevention and attend ongoing staff training. Additional requirements within early childhood settings apply to students who are receiving a concentration in early childhood.

Eligibility for Field Practicum

To be eligible for a Field Practicum, students must have completed two years of theoretical and applied coursework and a minimum 150-hour Clinic Practicum. **Before a student can begin a Field Practicum, an approved Intent to Complete a Field Practicum form must be completed that indicates successful completion of all required core coursework, a Clinic Practicum, and advisor approval. A Continuing Professional Development Plan also must be completed at the end of Clinic Practicum that outlines goals for Field Practicum across all critical professional competency domains.** If deficiencies are noted, a student may be asked to

complete additional clinic practicum, supervision, or coursework before proceeding with Field Practicum.

A student eligible for Field Practicum is able to:

- Evaluate own strengths and weaknesses concerning assessment, data-based decision making, and consultation.
- Administer, score, and interpret a variety of academic, cognitive, and social-emotional standardized, norm-referenced and curriculum-based diagnostic approaches.
- Conduct initial and ongoing problem-solving interviews and feedback meetings with family members, teachers, and other referral sources.
- Develop comprehensive clinical reports with supervisor feedback that link assessment outcomes with evidenced-based recommendations for prevention and intervention.
- Flexibly adapt to the needs of various situations and relate effectively with students, teachers, parents and other professionals.
- Exhibit expected professional legal and ethics standards applied in community and school-based service settings.

Insurance

Students who will be at field sites during the up-coming school year are encouraged to purchase personal malpractice insurance. Students can obtain malpractice insurance through their membership with the National Association of School Psychologists, Council for Exceptional Children, or the American Psychological Association.

Initiating a Field Practicum

Numerous pre-approved practicum sites are located in the Denver metropolitan and surrounding communities. Students in conjunction with the Program Chair and Practicum Faculty Supervisor collaboratively identify a preferred field placement that meets all program expectations and standards outlined by NASP and CDE, including appropriately credentialed supervisors. Typically, a student will identify several potential sites the quarter before entering a field placement. Students are responsible for contacting potential supervisors at these sites.

To complete a 300-hour minimum Field Practicum, students typically make a one or two-day commitment to be at a designated site during an entire academic year. Occasionally, site placements will change midyear so a student can gain an alternative experience or to ensure contact with at least two of the following age groups: infancy, preschool, elementary, middle, or high school.

Students who are receiving an additional certificate in early childhood also complete an additional minimum of 150 hours in an early childhood placement to gain more intensive service experiences with families and children from birth to age 5. The arrangement for this placement is the responsibility of the student in consultation with the Field Supervisor and University Faculty. This early childhood placement can be subsumed at the primary placement site or may entail another placement during one or more quarters. In all other respects, there are similar expectations and requirements for Field Practicum for students receiving an additional certificate in early childhood.

A meeting with the Field Supervisor should be held before the Practicum begins to review specific work duties, schedules, and performance expectations. **A Field Practicum Supervision Memorandum (Appendix A) outlining Faculty Supervisor, Field Supervisor, and student roles and responsibilities must be signed and approved by the Program Chair or Faculty Supervisor before a student begins a field practicum placement.** Copies of this memorandum must then be left with each supervisor. This Memorandum constitutes a formal agreement that should be considered binding. Students who break such an agreement without just cause are considered in violation of professional standards except under extenuating circumstances.

Beginning a Field Practicum

It is important to attend any beginning of the year staff/teacher training or agency orientation meeting, as this allows the student to meet team professionals in a more relaxed setting and establish rapport. It is also recommended that students obtain an employee handbook given to new staff and review any other site-based manuals, policies, crisis management and abuse/neglect reporting guidelines.

As Field Practicum begins, it is important to meet all staff, teachers, and administrators, to attend various team meetings, and to observe as much as possible in general education and special education classrooms. Students should share with their supervisor their personalized continuing professional development plan that was developed at the end of Clinic Practicum. Also it is important to discuss roles and responsibilities and schedule several assessment sessions observed by the supervisor and student. Also students should review several former reports from their supervisor and share several of their own reports as well. By comparing and contrasting assessment strategies and report writing styles a student quickly learns the instruments and guidelines in use at a particular site.

A face-to-face or phone meeting should be scheduled between the student, the University Faculty, and the Field Supervisor within two weeks after a student begins a Field Practicum and fall quarter. The purpose of this initial joint supervisor meeting is to establish a professional working relationship, clarify roles and expectations, and facilitate communication about the student's goals and objectives. Before this meeting, the student and Field Supervisor should complete a Field Practicum Agreement Contract (**Appendix B**) and a Continuing Professional Goals form (**Appendix C**).

Field Practicum Requirements

Students register for variable credits based on degree requirements. Please meet with your advisor to ensure that you are meeting the minimal number of credits for your degree. Recognizing that all sites differ in the variety and breadth of activities and experiences, the following guidelines are offered to plan activities during Field Practicum. Many activities are tied to requirements of the University, but the way in which they are carried out may be different depending upon the Field Supervisor's preference, the setting, age level of children, etc.

Students are expected over the course of the year to:

- (a) engage in a broad range of standardized, screening, curriculum-based, and behavioral assessments,
- (b) participate in the design, implementation, and progress monitoring of instructional interventions,
- (c) Provide individual and group counseling,
- (d) Employ behavioral observation and develop positive behavioral support plans,
- (e) Deliver therapeutic and preventative classroom and/or school-wide interventions,
- (f) Consult with teachers, support staff, community-based professionals, and family members,
- (g) Gain a working knowledge of a variety of school, district, and community-based resources,
- (h) Document intervention effectiveness for at least one case within an RTI framework,
- (j) Deliver and evaluate at least one professional presentation or in-service.

A student should progressively assume more responsibility for overall case management including the planning, delivery and evaluation of a variety of child-focused, classroom, and/or school-wide interventions. By the end of Field Practicum, it is expected that students will have experienced independence in handling referrals, monitoring case progress, delivering direct services, presenting at team and staff meetings, and consulting with teachers, parents, administrators, and other professionals. Students also should develop confidence in handling crises and working collaboratively with parents/guardians. Increased independence in classroom consultation and management, individual and group counseling, academic intervention, program evaluation, and prevention is expected as the year progresses since students will be taking coursework in these areas.

Weekly Requirements

Site Activities - High standards of professionalism are expected. Students are responsible for completing all assigned activities in a timely and professional manner. It is important to recognize that policies, paperwork, and report writing may differ across sites. **It also is important to keep in mind that scheduled breaks at the University often do not coincide with school or agency schedules. Thus, time off for vacation or other personal reasons must be discussed and cleared in advance with Field Practicum Supervisors so that necessary adjustments to service provision can be made.** Any absences must be discussed and cleared with the Field supervisor.

Supervision Preparation - Students develop continuing professional goals each quarter in cooperation with their Field Supervisor and University Faculty **and are expected to participate in a minimum of one hour of weekly face-to-face Field supervision.** Students should prepare for scheduled supervision by reviewing pertinent case materials, protocols, and preparing coherent case review summaries. Professional goals and objectives should be regularly reviewed during supervision. Field supervisors are extremely busy and students must be sensitive to their heavy professional commitments. Any problems or conflicts should be openly discussed. If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Faculty immediately and the University Faculty will make every attempt to work constructively towards an acceptable solution.

Seminar Attendance - Attendance and active participation is expected at all scheduled University Practicum seminar meetings and individual supervisions sessions. **Late or missed classes and/or assignments will result in deductions and lowered grades as specified in the course syllabus.** Students must routinely come prepared to critically discuss their ongoing cases/site activities, review completed class assignments and participate in guest-speaker presentations.

Quarterly Requirements

Cumulative Time Sheet Logs - Students are responsible for recording all Practicum hours on a weekly basis using the Time Sheet Weekly Log (**Appendix D**). A cumulative Time Sheet Quarterly Summary Log (**Appendix E**) is due at the end of each quarter. Quarterly logs should reflect all Practicum activities and supervision hours and **must be signed** by both the student and Field Supervisor. A signed, year-end, cumulative summary log that reflects the total practicum hours accumulated during the entire Practicum placement is required to obtain a final grade.

Assignments – A series of Practicum assignments are due throughout the year as indicated on the course syllabus (**Appendix L**). **All assignments must be completed by a designated date at the end of each quarter or quarter grade will be adjusted (e.g., from an “A” to an “A-”, from an “A-” to a “B+”).** A student may ask for permission to hand-in a required assignment at a later date due to constraints at a field site. All assignments must be redone until satisfactory mastery is obtained. Assignments must be completed by the end of Practicum and must include a final In-Service Presentation Summary and Case Study Report.

Case Summary Reflections – Four Practicum reflections must be submitted each quarter (total of twelve during the year) that represent a variety of professional activities. Practicum reflections can include: screening, testing, diagnosis or program evaluation activities for general or special education students; individual or group academic, behavioral, counseling, or psycho-social interventions or services; collaborative consultation, classroom interventions or prevention activities; committee work; system-wide projects; program evaluation; or community projects. **Students must provide evidence of positive impact of their service delivery for a minimum of one intervention case, one individual or group counseling case, and an in-service presentation.** A format for the practicum reflections will be discussed at seminar meetings.

Continuing Professional Goals (these translate into a final Continuing Professional Development Plan). Goals are collaboratively completed with supervisor input at the beginning and mid way through the year (see **Appendix C**). At the end of the year, progress towards these goals is reviewed and a final end-of-year Continuing Professional Development Plan (**Appendix H**) is developed with input from Field and University Faculty. The Field Practicum Continuing Professional Development Plan is then given to the Internship supervisor the following year.

Field Placement Performance Evaluation - A formal on-line Field Placement Performance Evaluation is expected to be completed independently by the student and the Field Supervisor at the middle and the end of Internship. A hard copy of the on-line evaluation can be used to as a worksheet to assist in completing the on-line evaluation. The student is responsible for evaluating him/herself and also providing the Field Supervisor with a hard copy of the Evaluation Worksheet (Appendix G). A feedback meeting is arranged with the Field Supervisor and University Faculty to review these evaluations and develop future goals, objectives and professional activities. Performance evaluations are designed to provide constructive feedback and are not the sole basis upon which a Field Practicum grade is assigned since they may or may not correspond to the end of a quarter. It is expected that students will demonstrate adequate progress and mastery of key competencies before Internship.

Field Placement Site Evaluation - At the end of each field placement, students are asked to evaluate the overall experience and perception of supervisory support provided at each field site (**Appendix I**). **Early in the Field Practicum it is the responsibility of the student to share this**

form with the Field Supervisor to apprise the supervisor of the criteria selected for evaluation.

Documentation of Practicum Completion and Portfolio Components – When all requirements are completed, the University Faculty signs a documentation form that also serves as successful completion of a third year portfolio (**Appendix M**).

Field Practicum Expectations

Data-Based Decision Making and Accountability

- Screen, assess, and monitor progress of students for special education placement or students having difficulties within the regular education setting;
- Interview the referral source and observe referred students in their primary home or educational settings to prepare for participation in meetings for intervention design.
- Knowledge of data-based decision making and accountability and other school or agency based experiences that require planning, ongoing implementation, and follow-up evaluation.
- Design, implement, and evaluate outcome-based interventions for individuals, small groups, or classrooms with special and regular education students.

Consultation and Home, School, and Community Collaboration

- Participate as an active member of site-based child study, pre-referral, intervention, and special education teams.
- Establish a consultative relationship with members of the school or agency staff or parents for referral situations regarding individual, classroom or family issues.
- Consult with parents, teachers, and other school or community agency personnel at the individual, group, and systems levels.
- Work collaboratively with the Field Supervisor and other team members to ensure continuity of outcomes.
- Present results, impressions and recommendations at individual feedback conferences with parents, teachers, and other specialists.
- Engage in professional behavior respectful of individual differences and diversity throughout decision making and applied practices.
- Collaborate with a variety of communities (school, district, community) to implement and evaluate prevention and intervention mental health programs, policies and practices that create and maintain safe, supportive and effective learning environments.

Instruction and Intervention

- Apply learning, motivation, and developmental theories to promote cognitive and academic skills through effective instruction.
- Provide individual and group counseling, or crisis intervention for special or regular education students and families.
- Organize and conduct at least one student group which meets regularly for a specified period of time. Co-facilitation of a group with an experienced staff member is an accepted alternative for group counseling with populations and/or issues that are less familiar.

- Apply knowledge of research and program evaluation to implement and evaluate services and interventions to promote learning, socialization and the development of life skills.
- Participate in the design, delivery, and/or evaluation of educational and mental health interventions that reflect understanding of biological, social/cultural, experiential, and economic influences on learning and behavior.

Prevention, Crisis Intervention, School and Systems Organization

- Prepare, deliver, and evaluate at least one professional or in-service presentation on a topic collaboratively decided to be of mutual benefit for the placement site and student.
- Participate in practices to promote safe, healthy, and nurturing environments for learning and development.
- Communicate with and facilitate communication among students, families, educators, and community members in a variety of settings.

Professional Practice and Work Characteristics

- Attend regular supervision sessions to review cases and continued professional progress.
- Participate in weekly seminars with other Practicum students to share and review professional experiences, casework, activities and course assignments.
- Display respect for diversity, ethical behavior, and best practice when working with students, families, colleagues, and the community as a whole.
- Participate in professional training and development for staff at the placement site.
- Continue to develop a professional identity and advocacy skills that contributes to the advancement of best practice in the field.
- Use current technology to enhance the quality of service delivery.

Roles and Responsibilities

Student Responsibilities

- Come prepared for all supervision meeting to review professional activities, case progress, and issues encountered on site with the Field Supervisor
- Come prepared to fully participate in weekly seminars and/or individual meetings with the University Faculty.
- Record weekly activities on Time Sheet Logs and transfer these to a Quarterly Summary Log signed by the Field Supervisor and turned into the University Faculty at the end of each quarter. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.
- Complete on-site activities, course assignments, and expected roles and functions in a highly ethical, professional, and timely manner. Any needed extensions or time off must be negotiated and approved by all supervisors.
- Complete initial professional development goals, and update goals at mid-year (December or January). At the completion of Practicum, use the mid-year goals to collaboratively develop

with supervisors a Continuing Professional Development Plan and arrange to review each of these during a feedback meeting with the University Faculty and Field Supervisors.

- Complete a site evaluation at the end of the placement.
- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Faculty immediately.**

Field Supervisor Responsibilities

- Ensure a safe and professional learning and work environment.
- Introduce the student's roles and responsibilities to all key site staff and affiliated personnel.
- Provide current information on policies, procedures, and resources to enhance effectiveness.
- Help the student identify and accomplish professional goals and objectives.
- Monitor the student's progress towards goals and provide corrective feedback.
- Assist student in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide minimally one hour of face-to-face supervision.
- Discuss prior case files and reports and assist in current case review and decision-making.
- Integrate student into as many ongoing professional activities at the site as possible.
- Discuss performance concerns with student or University Faculty as soon as possible.
- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet with University Faculty and student at the beginning of Practicum and at other times as needed to discuss Practicum performance expectations and evaluations.
- Collaboratively develop a Continuing Professional Development Plan for Internship with the student and University Faculty at the end of Practicum.
- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Faculty immediately.**

University Faculty Responsibilities

- Ensure that student and Field Supervisors understand all Practicum requirements.
- Ensure that student receives all required forms to share with the Field Supervisor.
- Facilitate communication between Field Supervisor and student.
- Meet with Field Supervisor at the beginning of the Practicum, and at other times as needed, to assist in the development of professional goals and to evaluate student performance. Contact with Field Supervisor may also include email and phone conversations, as needed.
- Actively work with the Field Supervisor to collaborate on solutions if issues or concerns arise.
- Conduct seminars to facilitate continued professional development.
- Meet individually with students to review cases, provide consultation and guidance for on-site activities, and facilitate self-reflective evaluation of professional progress.
- Observe confidentiality of site information and obtain appropriate consent when necessary.
- Submit end of quarter Practicum grades once all requirements are complete.
- Assist and facilitate the Internship application process.

- Ensure that all required paperwork has been received from student and Field Supervisor.
- Collaboratively develop a Continuing Professional Development Plan for Internship with the student and Field Supervisor at the end of Practicum.

Field Practicum Evaluation

Practicum students are evaluated based on mastery of expected professional competencies, including service delivery, adherence to professional standards, fulfilling professional obligations at the placement site and during seminar, constructive utilization of supervisory feedback, and results of a mid-year and end-of-year on-line performance evaluation.

It is the responsibility of the student to see that all evaluations, time sheet logs, assignments, projects and required forms are handed in by a designated date each quarter. The student or Field Supervisor also should notify and consult with the University Faculty at any time during the Practicum if an issue or concern warrants immediate attention.

A student's mid-year and end-of-year performance is formally reviewed by the Field Supervisor and University Faculty using the on-line Field Placement Performance Evaluation results and/or completed Evaluation Worksheet (**Appendix G**). Results at the end of the year are then used to construct Continuing Professional Goals for Internship. To proceed to Internship, students must receive an average supervisor rating of 3 or more (i.e., 3 = Skills are average in this area) across all competency domains. Sometimes students receive NO ratings, due to "No Opportunities" or not applicable to site placement. The Continuing Professional Development plan (Appendix H) must include an explanation for NO ratings in the comments section and a specific future objective must be developed to be completed during internship. If any competency domain falls below a 3 rating (excluding lack of opportunity), the student is required to submit a remediation plan with observable and measurable goals and objectives and meet with the Program Chair and their Faculty advisor for reevaluation prior to advancing to Internship. Students who are not able to progress to Internship, may be required to retake Practicum at the same or at a new site, based on the remediation plan developed. Students who do not successfully complete a Field Practicum can be dismissed from the licensure degree program.

A final grade for Field Practicum is entered only after a Documentation of Completion and Portfolio Components form is completed (**Appendix M**) indicating satisfactory performance for the entire placement and receipt of all required projects, assignments, forms, and documents.

Field Practicum seminar is evaluated and based on:

- Mastery of individualized personal-professional competencies;
- Fulfilling all professional obligations and activities in a professional and ethical manner;
- Competent service delivery and adherence to professional standards;
- Constructive utilization of field and university supervision and feedback;
- Professional contribution to field site and to peer cohort;
- Collaborative and thoughtful participation in seminar discussions;
- Satisfactory seminar attendance, as defined in the syllabus;
- Completion of all required course assignments by each quarter's deadline;
- Documentation of activities through signed cumulative time sheet logs each quarter;

- Critical evaluation of one NASP case study and one NASP in-service presentation;
- Average or above mid-year and end-of-year performance evaluation Supervisor ratings;
- Initial goal setting, ongoing self-evaluation, and the development of an end-of-year continuing professional development plan in preparation for internship.

Internship Preparation

Internship is an extremely important culminating aspect of a School Psychology student's professional training and thus, preparing for and selecting an Internship site should be undertaken with great care. All Ed.S. and Ph.D. students in the School Psychology Licensure track must complete a 1200- or 1500-hour Internship, respectively, across one or two years, to obtain state and national licensure to practice as a School Psychologist. Typically, Ed.S. students advance to Internship immediately after Field Practicum, while most Ph.D. students take their Internship one or two years following Field Practicum. Ph.D. students are required to have completed additional advanced clinical, research, and cognate coursework and also must successfully defend a dissertation proposal before going out on an Internship. **It is recommended that students take the NASP Praxis Exam before beginning Internship. Students cannot graduate until the NASP exam is passed with a cut-off score of 660.**

Locating an Internship Site

Students begin the process of preparing for, gathering information about, and applying for appropriate Internship sites during Field Practicum. All students must complete and submit to the Program Chair and Faculty Practicum Supervisor an Intent to Complete School Psychology Internship form (**Appendix K**) as the first step in preparing for the Internship application process.

Internship sites can be selected on the basis of a student's interests, prior experience, and the need to balance supervised experiences across varying age groups. At least half of the Internship must be completed in a school site. Students who plan to do half of their Internship in a non-school setting will need to contact identified agencies directly after getting preliminary approval from their advisor and the Program Chair. Students should apply only for paid Internships unless specific permission is obtained.

Internship sites are quite varied and can be found locally or nationally. When an out-of state Internship is desired, it is best to begin the process early by contacting the Department of Education in the state where the Internship is sought. All School Psychology Internship sites must meet standards outlined by NASP and also fulfill all Program expectations and requirements.

During Internship all students are required to receive two hours of supervision per week from an appropriately credentialed on-site supervisor. It is recommended that an Internship placement not span more than two different sites. Multiple placement sites within a single school district or agency can qualify if the supervision and services are coordinated and a primary Supervisor assumes ultimate responsibility for the Internship. A list of prior approved local, state, and regional Internship sites will be handed out during Practicum seminar.

Applying for an Internship

In most cases, students visit or talk extensively with several Internship sites before deciding to apply. Each Internship site has different application requirements and deadlines. Some out-of-state sites require materials to be sent in December for a fall placement. Most Colorado Internships request applications by early February and extend offers between March and May. While Internship

openings do come available later in the summer, most students secure Internship placements by May.

Most Internship sites request a professional vita, a professional statement, and copies of professional materials, such as formal reports, intervention descriptions, or evaluations. Thus, before Internship applications are sent out, it is important to get feedback on application materials from peers and faculty.

Most Internship sites also require personal interviews. Thus, students should participate in mock internship interviews and prepare answers to typical questions regarding prior professional experience, personal and professional competencies, strengths and weaknesses, preferred work style, supervision and professional development expectations. Students also should be ready to answer questions that reflect their knowledge of current reforms, issues facing the field, and how to handle various case situations. Finally, questions about the Internship site should be prepared that can help assess whether a particular placement can meet individual requirements and interests.

Accepting an Internship Placement

Once an Internship offer is made, a formal acceptance decision will be expected within a short time frame – typically within several days. This means that students should decide if they would accept an offer from a particular site even before an offer is extended. It is important to discuss all Internship offers with a faculty advisor, the University Faculty and/or the Program Chair before formal acceptance. Students should **not** make a final Internship commitment before getting formal Program approval.

An Internship Memorandum (see *School Psychology Internship Manual*) outlining the roles and responsibilities of the student, the University Faculty, and the Site supervisor, must be signed and approved by the Program Chair as part of the formal acceptance of an Internship. It is the student's responsibility to send this form to the appropriate contact person at the Internship site and to then hand-in a final signed copy of the Internship Memorandum to the Field Practicum Faculty Supervisor who will pass it onto the assigned University Internship Supervisor. Some placement sites also require that other formal contracts or paperwork be completed and signed by a University representative. It is the responsibility of each student to request, complete, and return all required forms to the University Faculty before Internship begins.

An Internship acceptance is considered binding. Students who break such an agreement are considered to be violating professional standards, with rare exceptions made for extenuating circumstances.

Preparing for Internship

Once an Internship placement is secured, students should arrange a meeting with their on-site supervisor and send or bring him/her a copy of their **Continuing Professional Development Plan** completed at the end of Field Practicum. This information should be reviewed in order to help develop Internship goals and objectives that fulfill all Program expectations and also meet all State/National licensing requirements.

Some other things to keep in mind as you plan your Internship. Your Internship is a professional job, so you should attend any employee or school trainings that the site offers, know about illness and personal days policies, and discuss how to make up missed work. You will be expected to follow the school district's calendar and scheduled breaks. When planning for supervision, if multiple people provide supervision, insure that at least some supervision is conducted jointly. Finally, be sure to completely read and understand all responsibilities and expectations outlined in the ***Internship Manual***.

Appendices

Appendix A Field Practicum Supervision Memorandum

Appendix B Field Practicum Agreement Contract

Appendix C Continuing Professional Goals Form

Appendix D Time Sheet Weekly Log

Appendix E Time Sheet Quarterly Summary Log

Appendix F Codes for Documentation of Field Placement Hours

Appendix G On-Line Field Placement Performance Evaluation

**Appendix H Continuing Professional Development Plan
Clinic/Practicum/Internship**

Appendix I Site Evaluation

Appendix J Chain of Relevant Experiences (CoRE)

Appendix K Intent to Complete School Psychology Internship

Appendix L CFSP 4353 School Psychology Practicum Syllabus

**Appendix M Documentation of Practicum Completion and
Portfolio Components**

Appendix A
Practicum Field Supervision Memorandum

TO: Practicum Field Supervisor
FROM: Dr. Karin Dittrick-Nathan, Chair
SUBJECT: Child, Family, and School Psychology Program
Practicum Supervisor's Memorandum from DU Faculty

Thank you for agreeing to supervise one of our Child, Family, and School Psychology Program (CFSP) students for his/her Practicum. Your main requirement as an on-site Practicum Field Supervisor is to meet with the student for at least 1 hour per week for supervisory conferencing. Your comments may be based on observing the student's assessments, interventions, consultations, or team processing through direct observation, indirect case reviews, or reviews of feedback from others who have worked with the student. It is expected that you will be responsible for matching all Practicum activities with the student's ability level.

Practicum Expectations

Our Ed.S. and Ph.D. students must spend a minimum of 300 hours at their Field Practicum setting during two-three consecutive quarters, unless specific arrangements have been made. Field Practicum students who are obtaining a School Psychology Early Childhood Certification must take an additional, 100-200 hour placement rotation with and early childhood population. Students at the Field Practicum stage of their program have already completed a supervised Clinic Practicum (150-200 hours) during their second year in the program in which they received direct observation and feedback during test administration, assessment, client interviewing and feedback by clinic supervisor.

During the Field Practicum we require students to engage in a wide array of services and roles with both regular and special education students and staff. Specific requirements and expectations are listed in the attachment below. In general, students should engage in the provision of direct assessment, intervention, counseling, and consultative services with individuals, small groups, classrooms or families to help foster academic, behavioral, learning and/or social-emotional goals. We also require students to take part in site-based teams and, whenever possible, to be involved with system-wide or district-level projects. **Students are also required to conduct at least one NCSP format case study and one professional in-service presentation during the Practicum. Students are responsible for developing personal and professional goals in cooperation with their Field Supervisor and University Faculty.**

We expect students to keep weekly logs to document all activities and to meet weekly with the Field Supervisor. In addition, all students meet weekly with their University instructors. Students will be asked to tape counseling or consultative sessions for supervision purposes at DU. Finally, students will take part in a group Practicum seminar with other Field Practicum students. During the seminar, students share ongoing experiences and are asked to present information about ongoing cases at their Practicum site.

Evaluation

Contact is expected between the Field and University Faculty at the beginning of the Practicum/fall quarter and as needed thereafter. The student's on-line **Field Placement Performance Evaluation** is to be completed independently by the Field Supervisor at the mid-point and at the end of the Practicum (***A hard copy version of the On-Line Field Placement Evaluation worksheet will be***

provided to the supervisor by the student and can be use as a work sheet to independently complete the on-line evaluation as well as discuss progress with the student). The student is responsible for evaluating him/herself on a duplicate worksheet form and arranging a joint feedback session with the Field Supervisor to discuss the results and set goals for continuing professional development. It is the responsibility of the Practicum student to see that all evaluations, log sheets, and goals are submitted to the University Faculty.

Roles of University Faculty and Field Supervisors

As the on-site/Field Supervisor, who will meet with the student weekly to provide direction and review of cases, you are the primary person responsible for direct clinical supervision of the student. By contrast, the University Faculty meets regularly with students during the quarter using a seminar format, and thus is not offering clinical supervision according to the Colorado State Grievance Board Rule 16, Supervision of Psychotherapists, which defines clinical supervision as occurring when there is a close, on-going review and direction of a supervisee's clinical practice. The University Faculty will monitor the student's professional skill development during Practicum with your input. In the rare cases where a conflict or theoretical difference occurs between the University Faculty's advice and the Field Supervisor's advice and if it is not possible to integrate both sets of recommendations, students are instructed to take the Field Supervisor's advice. Another role of the University Faculty is to mediate and facilitate any interpersonal or competency difficulties that may arise. Under those circumstances, the University Faculty will work with all involved to resolve all training issues.

We value highly the time and effort you will give to mentoring and supervising our student. In exchange, we expect the Practicum student to provide high quality services. At this time, it is not our policy to allow for compensation by either the student or the University. If any of the above requirements cannot be met at your site, or if you have questions/concerns, please contact the University Faculty noted below.

MB McDermott, MA, CAES
DU Practicum/Internship University Faculty
mmcdermo@du.edu
303-871-4432

Practicum Field Supervision Memorandum

Please sign below to indicate your desire to be the Practicum Field Supervisor

Date _____

I, _____ agree to act as the Field Supervisor for
(Supervisor name)

_____ at _____
(Student name) (School/agency name)

during the period of _____ to _____.

Supervisor Signature

Date

I, _____ agree to participate at the above-named (Student
name)

Practicum placement during the period designated above.

Student Signature

Date

I have approved this Practicum placement site and arrangement as appropriate for the student identified above, who is in the Child, Family, and School Psychology program at the University of Denver.

University Faculty Signature

Date

**Appendix B
Practicum Agreement Contract**

THIS AGREEMENT, by and between

- 1) **Child, Family, and School Psychology Program**
Morgridge College of Education
University of Denver
Denver, CO 80208

2) **School or Agency Name** _____

School District _____

Field Supervisor Name _____

Position/Title _____

Address _____

Phone _____

E-mail _____

3) **Student Name** _____

Address _____

Phone _____

E-mail _____

for the purpose of providing Practicum Coursework for the above-named student for:

Course Number _____ **Credits** _____ **Quarter(s)** _____

**Practicum Agreement Contract
(continued)**

It is mutually agreed that the above-named school or agency and identified Site Supervisor will provide the following services and supervision for the above-named student:

- Ensure a safe and professional learning and work environment.
- Introduce the student's roles and responsibilities to all key site staff and affiliated personnel.
- Provide current information on policies, procedures, and resources to enhance effectiveness.
- Help the student identify and accomplish professional goals and objectives.
- Monitor the student's progress towards goals and provide corrective feedback.
- Assist student in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide minimally one hour of face-to-face supervision.
- Discuss prior case files and reports and assist in current case review and decision-making.
- Integrate student into as many ongoing professional activities at the site as possible.
- Discuss performance concerns with student or University Faculty as soon as possible.
- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet with the University Faculty at the beginning of Practicum/fall quarter and as needed thereafter.
- Complete 2 Practicum on-line performance evaluations and discuss with student and University Faculty.
- Collaboratively develop a Continuing Professional Development Plan with the student at the end of Practicum.

- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Faculty immediately.**

Practicum Agreement Contract (continued)

It is mutually agreed that the student will:

- During Practicum, student will meet weekly with the Field Supervisor for a minimum of one hour of direct supervision. In supervision, student reviews professional activities, case progress, and discusses issues encountered on site.
- Student will record weekly activities on Time Sheet Logs that are transferred as Quarterly Summary Logs and signed by the Field Supervisor and then sent into the University Faculty. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.
- Student and Field Supervisor will complete two on-line performance evaluations, one at the mid-point of the school year (December or January) and one at the completion of Practicum. Once completed, if there are concerns a feedback meeting with the University Faculty should be scheduled as soon as possible to review these evaluations.
- The student is responsible for scheduling on-site activities that adhere to all expected course requirements and for completing expected roles and functions in a highly ethical and professional manner. Any time off must be negotiated with the Field Supervisor in advance.
- The student is expected to complete all assignments for the University in a timely manner and if a deadline extension is needed to contact the University Faculty for consideration.

- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Faculty immediately.**

**Practicum Agreement Contract
(continued)**

It is mutually agreed that the University of Denver faculty will provide the following:

- Ensure that student and Field supervisors understand all Practicum requirements.
- Ensure that student and Field supervisor receive all required forms.
- Facilitate communication between Field supervisor and student.
- Meet with Field supervisor in the beginning of the Practicum/fall quarter and as needed thereafter.
- Be available to discuss and meet to collaborate on solutions if issues or concerns arise.
- Ensure that all required paperwork has been received from student and Field supervisor.
- Complete end of quarter Practicum grades once requirements are completed.
- Review a Continuing Professional Development Plan with the student at the end of Practicum.
- Observe confidentiality of information and obtain parental and student consent when necessary.
- Coordinate email discussions and/or hold seminars to discuss common problems and experiences and assist the student in casework.

It is the expectation of all three parties involved that the above-stated conditions be met. Should they not be met, it is imperative that all three parties meet at the earliest possible date.

The following signatures verify agreement with the above-stated conditions:

Student _____ **Date** _____

Field Supervisor _____ **Date** _____

University Faculty _____ **Date** _____

Appendix C
Continuing Professional Goals Form

Initial

Mid-year

Name: _____ **Date:** _____ **Year:** _____

Site: _____

Address: _____

Supervisor: _____ **Phone:** _____

Email: _____

In collaboration with your site supervisor, please list one or more goals/objectives for each of the domains. Recognize that some goals are more appropriate for the earlier half of the school year while others are more appropriate for later in the school year. Briefly describe the site activities that will be used to accomplish these goals/objectives in each domain. Revisit this document throughout the year to adjust for pace and content. If you change settings, be sure to review goals and timelines with your supervisor. The overall goal is that at the culmination of the Internship experience, the Internship student is proficient or above in each of the domains.

**** Refer to this document to complete the Continuing Professional Development Plan at the end of Internship to facilitate your transition planning into the workplace.***

1) Data-based Decision Making (Document Review, Screening, Assessment, Progress Monitoring, Evaluation):

Initial: _____

Mid-point: _____

2) Consultations and Collaboration (School or Agency Staff, Families, Other Professionals or Agencies):

Initial: _____

Midpoint: _____

3) Instruction and Development of Cognitive/Academic Skills

(Planning/Implementation/Evaluation of Classroom or Home Instruction, Individual Remediation Lessons, or Therapeutic Sessions):

Initial: _____

Midpoint: _____

4) Direct and Indirect Interventions for Socialization and Development of Life Skills
(Planning/Implementation/Evaluation of Systems, Home, School/Classroom or Group/Individual Interventions):

Initial: _____

Midpoint: _____

5) Prevention, Crisis Intervention, and Mental Health Promotion (Organizational, Community/School Systems, Families, Classrooms, or Individual Levels):

Initial: _____

Midpoint: _____

6) Awareness, Knowledge, and Expertise in Individual Differences (Sensitive work with diverse populations):

Initial: _____

Midpoint: _____

7) Organization, Systems Planning and Policy Development (Observation, Participation, Leadership):

Initial: _____

Midpoint: _____

8) Home/School/Community Collaboration (Engagement in School/Community/Committees, Inter-agency Partnerships, Across Agency Program Implementation or Expansion):

Initial: _____

Midpoint: _____

9) Research and Program Evaluation (Organizational, Systems, Classroom, Family, and Individual Outcome Levels):

Initial: _____

Midpoint: _____

10) Professional Ethics and Practice (Knowledge and Demonstration across Multiple Settings):

Initial: _____

Midpoint: _____

11) Information Technology (Incoming Skill Level, Continued Development, Expected Mastery):

Initial: _____

Midpoint: _____

Initial:

Student Signature _____ Date _____

Field Supervisor Signature _____ Date _____

University Faculty Signature _____ Date _____

Midpoint:

Student Signature _____ Date _____

Field Supervisor Signature _____ Date _____

University Faculty Signature _____ Date _____

Appendix D Time Sheet Weekly Log

Student's Name: _____ Quarter: Fall Winter
 Spring Summer
 Practicum Site: _____ Month: _____ Year: _____

Dates :							
Direct Student Contact Hours		Week 1	Week 2	Week 3	Week 4	Week 5	Total
Assessment (Formal/Informal)							
Interviewing							
Individual Counseling							
Group Counseling							
Crisis Intervention							
Academic Intervention – Indiv.							
Academic Intervention – Class							
Behavioral Intervention							
Prevention							
Consultation							
Workshop/Presentation							
Meetings: Team/Staffing							
Professional Development							
Other: (specify)							
Subtotal							
Percentage time w/ ages: (specify)	0-5 6-11 12-18						

Administrative/Case Management

Background Review							
Report Writing							
Observation							
Other: (Specify)							
Subtotal							

Leadership

Advocacy:							
Research:							
Program Development & Evaluation							
System/Organizational							
Team Building:							
Other: (Specify)							
Subtotal							

Supervision/Seminar

Field							
University							
Other: (Specify)							
Subtotal							
Total Hours This Month							

Appendix E
Time Sheet Quarterly Summary Log

Student's Name: _____

Quarter: Fall Winter
 Spring Summer

Practicum Site: _____ Year _____ Month _____

Direct Student Contact Hours	Hours From Previous Quarters	Hours This Quarter	Cumulative Hours
Assessment (Formal/Informal)			
Interviewing			
Individual Counseling			
Group Counseling			
Crisis Intervention			
Academic Intervention – Indiv.			
Academic Intervention – Class			
Behavioral Intervention			
Prevention			
Consultation			
Workshop/Presentation			
Meetings: Team/Staffing			
Professional Development			
Other: (Specify)			
Subtotal			
Percentage of time with ages 0-5 (specify) 6-11 12-18			

Administrative/Case Management

Background Review			
Report Writing			
Observation			
Other: (Specify)			
Subtotal			

Leadership

Advocacy:			
Research:			
Program Development & Evaluation			
System/Organizational			
Team Building:			
Other: (Specify)			
Subtotal			

Supervision

Field			
University			
Other: (Specify)			
Subtotal			
TOTAL HOURS TO DATE			

Student Signature: _____

Date: _____

Field Supervisor Signature: _____

Date: _____

Appendix F Codes for Documentation of Field Placement Hours

Assessment (Formal/Informal): Administration of formal or informal academic, intelligence, adaptive, behavior, or social/emotional assessments (Includes scoring and interpretation of results).

Interviewing: Includes interviewing of students, teachers, parents, family, school staff or others for the purpose of gathering information on a case.

Counseling (Individual/Group): Working with one or more students for purposes related to solving personal problems, developing social skills, or problem solving skills.

Crisis Intervention: Meetings, trainings, and the actual response and participation in crisis situations in the schools including follow-up reporting and debriefing.

Academic Interventions (Individual/Class): Working with one or more students for the purpose of improving academic or social performance.

Behavioral Intervention: Working directly with one or more students/teachers in classrooms for the purpose of enhanced development, adjustment or performance in school.

Prevention: Working directly with students in classrooms for the purpose of preventing things such as school violence, drug abuse, etc.

Consultation: Time spent helping teachers, parents or other professionals analyze a problem situation, develop a plan and implement and evaluate an intervention.

Workshop/Presentation: Reading, writing, practicing and meeting with colleagues in the presentation of a required in-service.

Team Meetings/Staffings: Activities directly related to multi-disciplinary team meetings/staffings, including preparation, organizational activities, collection of records and participation in the meetings.

Professional Development: Attendance at conferences and workshops, reading scholarly books and articles, or participation in other professional skill-building activities outside of the field placement or university coursework.

Background Review: Review of records, grades, files, work samples, portfolios, etc.

Report Writing: Compiling all information gathered through assessments, background review, interviews, etc. into a comprehensive report.

Observation: Observing students, classrooms, teachers, student interactions and family interactions.

Supervision – Field: Any consultation or contact with the Field Supervisor regarding cases, duties or professional development activities related to the field placement.

Supervision – University: Any consultation or contact with Field Supervisor regarding field activities.

Other: Any activity not covered in the above list but related to the field placement

Appendix G On-Line Field Placement Performance Evaluation Worksheet

(This form is a hard copy version of the On-Line Field Placement Evaluation. Please use this form as a work sheet to help you and your supervisors independently complete the on-line evaluation as well as discuss your progress. Please share a copy of this form with your supervisors)

In January of 2007, the Child, Family, and School Psychology Educational Specialist (Ed.S) school psychology licensure degree received conditional approval from the National Association of School Psychologists (NASP). Ed.S degree approval is an important indicator of quality training, comprehensive content, and extensive, properly supervised field experiences as judged by trained national reviewers. NASP performance-based standards are aligned with the principles set forth by the National Council for Accreditation of Teacher Education (NCATE) Specialty Area Studies Board, at the program level. The NASP Program Approval process requires DU to show that students acquire knowledge, skills, and professional work characteristics consistent with program objectives and NASP domains.

The following Placement Performance Evaluation is based on the NASP *Standards for Training and Field Placement Programs in School Psychology*. Specifically, Part I of this evaluation is based on the NASP Domains of School Psychology Training and Practice (2.1 -2.11). The domains are not mutually exclusive and are fully integrated into graduate level curricula, practica and internship. Thus, students are assessed, using the 1-5 rating system, based on the skills they are demonstrating during the Field Practicum and/or Internship experiences.

For example, students at the beginning of their Field Practicum experience could receive ratings in the low to mid ranges (or No Opportunity) and by the end of the Field Practicum experience, ratings may fall closer to the mid ranges (or No Opportunity). Early in the Internship experience, Interns may receive mid-range ratings. As student gain more experience, Interns should be functioning at an independent level (expected for job placement) and could receive ratings in the upper ranges. It is important that by the end of Internship, students have gained a broad range of experiences, based on both Field Practicum and Internship placements.

Field Placement Performance Evaluation Form

Date of Evaluation: _____ Completed by: Self or Supervisor

Student Name: _____ M.A. Ed.S. Ph.D.

Supervisor Name: _____ Phone: _____ E-mail: _____

Placement Site: _____ Field Practicum Internship

This performance evaluation is based on nationally recognized standards for credentialing school psychologists developed through the National Association of School Psychologists (NASP) program approval process. It is designed to promote ongoing constructive evaluation of critical professional competencies and to provide formative feedback to facilitate the development of our students' (your) mastery of critical professional skills and competencies. There are no sharply defined lines between these ratings and assigned grades since professional development and growth is a continuous process. Thus, students may have ratings along the 1-5 continuums of critical performance skills, depending on where students are in the Field Practicum or Internship experience.

The following evaluation form is broken into two parts

Part I: Please circle the rating number associated with your trainee's (or your) skill level. If you want to elaborate on a specific area, please feel free to write comments at the end of each section.

Part II: Please add your open-ended comments to each evaluation item and provide specific behavioral examples to support your comments.

Which of the following activities have you performed as a supervisor (or has your supervisor provided)?

- Direct observation
- Listening or viewing session tapes
- Review of assessments and written case reports
- Case discussion
- Other (please specify)

Which of the following activities has the student performed (or have you performed)?

- | | |
|---|---|
| <input type="checkbox"/> Assessment (Formal/Informal) | <input type="checkbox"/> Family Collaboration/ Intervention |
| <input type="checkbox"/> Observation in Natural Environments | <input type="checkbox"/> In-service or Other Presentations |
| <input type="checkbox"/> Counseling (Individual/Group) | <input type="checkbox"/> Research/Program Evaluation |
| <input type="checkbox"/> Academic Intervention (Individual/Class) | <input type="checkbox"/> Teaming & Consultation |
| <input type="checkbox"/> Behavioral Intervention/Prevention | <input type="checkbox"/> Interagency Case Management |
| <input type="checkbox"/> Crisis Intervention/Prevention | <input type="checkbox"/> Administrative Activities |
| <input type="checkbox"/> System-wide Intervention/Prevention | <input type="checkbox"/> Other: (describe below) |

Field Placement Performance Evaluation – Part I

Part I Directions: Please use the following five-point rating scale to evaluate your Practicum/Internship student's (or your) skill development. Place an X in the appropriate box next to each item. For those areas where you have had no opportunity to observe, check the NO column.

NOTE: WHITE rating area is for your MID-TERM evaluation
GREY rating area is for your FINAL evaluation
YOU ARE RESPONSIBLE FOR RETAINING THIS FORM

- | | |
|---|---|
| <p>5 - Demonstrates independent skills in this area (expected for initial job placement)</p> <p>4 - Demonstrates above average skill in this area</p> <p>3 - Skills are average in this area</p> | <p>2 - Needs some improvement in this area</p> <p>1 - Needs substantial improvement in this area</p> <p>NO - No opportunity to observe student in this area or Not Applicable to this site placement</p> |
|---|---|

Domain 2.1 Data-Based Decision Making and Accountability	Remediation Needed	Independent Level	NO
11. Demonstrates knowledge of effective data-based decision-making and problem-solving processes.	1 2 3 4 5	1 2 3 4 5	
12. Systematically collects information to identify and define strengths and needs to plan services and evaluate outcomes.	1 2 3 4 5	1 2 3 4 5	
13. Determines the effectiveness of an intervention by comparing the desired goal with the actual outcome.	1 2 3 4 5	1 2 3 4 5	
14. Facilitates accountability for decision implementation.	1 2 3 4 5	1 2 3 4 5	
15. Collects sufficient data on individual students, programs, classroom environments, and other relevant contributors to evaluate needs, assess current status and measure the effects of a decision-making process.	1 2 3 4 5	1 2 3 4 5	
16. Generates and supports reasonable hypotheses based on multiple sources and integrated team data.	1 2 3 4 5	1 2 3 4 5	
17. Collects data for decision-making through a variety of models and methods of assessment, testing, observation and interviewing.	1 2 3 4 5	1 2 3 4 5	
18. Correctly applies and interprets formal and informal assessment, behavioral assessment, curriculum-based measurement, and environmental evaluation.	1 2 3 4 5	1 2 3 4 5	
19. Collects data about the student's school achievement and personal competence within the context of home and school environment, cognitive, social, emotional and behavioral factors.	1 2 3 4 5	1 2 3 4 5	
20. Identifies and evaluates how environmental factors and personal student characteristics interact to affect academic and social/behavioral outcomes.	1 2 3 4 5	1 2 3 4 5	
21. Demonstrates respect for diversity.	1 2 3 4 5	1 2 3 4 5	
22. Formulates recommendations sensitive to student and school cultures.	1 2 3 4 5	1 2 3 4 5	
23. Assists administrators with assessment and data-based decision making to meet accountability responsibilities.	1 2 3 4 5	1 2 3 4 5	
24. Applies research and systems expertise in data-based decision-making and problem-solving to problems at the levels of learning and behavioral factors, classroom outcomes, building and systems initiatives, and general public accountability responsibility.	1 2 3 4 5	1 2 3 4 5	
25. Obtains and reviews relevant background and developmental information from a variety of appropriate sources.	1 2 3 4 5	1 2 3 4 5	
26. Links assessment results with interventions and uses data to design and implement effective intervention services that promote student competencies.	1 2 3 4 5	1 2 3 4 5	
27. Maintains confidentiality of information collected during assessment.	1 2 3 4 5	1 2 3 4 5	
28. Other Comments for Data-Based Decision Making and Accountability			

Domain 2.2 Consultation and Collaboration	Remediation Needed					Independent Level	NO
29. Selects and employs appropriate behavior, mental health, collaborative, and/or other consultation approaches.	1	2	3	4	5		
	1	2	3	4	5		
30. Considers personal characteristics of the consultee such as background, developmental level, cognitive level, and communication style, social, cultural, and emotional factors.	1	2	3	4	5		
	1	2	3	4	5		
31. Applies consultation and collaboration skills across a variety of settings and across numerous types of problem-solving opportunities.	1	2	3	4	5		
	1	2	3	4	5		
32. Maintains objectivity and problem focus during consultation.	1	2	3	4	5		
	1	2	3	4	5		
33. When needed, serves as a change agent at the levels of individual student, teacher, classroom, building, district, and/or other agency.	1	2	3	4	5		
	1	2	3	4	5		
34. Facilitates progress toward desired change.	1	2	3	4	5		
	1	2	3	4	5		
35. Strives to achieve harmony and consensus to promote a healthy, cooperative work environment.	1	2	3	4	5		
	1	2	3	4	5		
36. Facilitates communication among and between students, school teams, families, school administrators, and individuals within the community.	1	2	3	4	5		
	1	2	3	4	5		
37. Demonstrates strong interpersonal skills which include the ability to actively listen, adapt, clarify ambiguity, and to remain patient in difficult situations.	1	2	3	4	5		
	1	2	3	4	5		
38. Has knowledge of and ability to use effective collaboration skills with individuals of diverse backgrounds and characteristics.	1	2	3	4	5		
	1	2	3	4	5		
39. Clearly presents and disseminates information to members in the school community—students, families, teachers, principals, support staff, school boards, policy makers, community leaders, colleagues and others in a variety of contexts.	1	2	3	4	5		
	1	2	3	4	5		
40. Other Comments for Consultation and Collaboration							

Domain 2.3 Effective Instruction and Development of Cognitive/Academic Skills	Remediation Needed					Independent Level	NO
41. Applies learning theory and strategies sensitive to individual student differences to develop effective instruction and cognitive and academic goals to promote student learning.	1	2	3	4	5		
	1	2	3	4	5		
42. Uses Knowledge of cognitive and academic skills of students with different abilities, disabilities, strengths, needs, and diverse backgrounds when assessing and developing instructional strategies.	1	2	3	4	5		
	1	2	3	4	5		
43. Uses appropriate assessment techniques to assess student progress and assists in revising instructional strategies as needed to achieve learning goals.	1	2	3	4	5		
	1	2	3	4	5		
44. Selects and uses methods to evaluate treatment/instructional integrity.	1	2	3	4	5		
	1	2	3	4	5		
45. Uses current professional knowledge base of empirically-demonstrated components of effective instruction and alternative instructional methods for students with diverse strengths and challenges.	1	2	3	4	5		
	1	2	3	4	5		
46. Uses principles of student-centered learning to assist students to identify and develop executive functions e.g., study skills, self-monitoring, planning, organization, and time management skills.	1	2	3	4	5		
	1	2	3	4	5		
47. Shares advances in research and curriculum/instruction with educators, parents, and the community.	1	2	3	4	5		
	1	2	3	4	5		
48. Works with others to set student learning goals, design teaching and learning strategies, and selects measurement tools to assess student achievement.	1	2	3	4	5		
	1	2	3	4	5		
49. Assists local and state agency personnel to design accountability systems.	1	2	3	4	5		
	1	2	3	4	5		

50. Appropriately incorporates behavioral principles and observations into instructional planning and implementation.	1	2	3	4	5	
	1	2	3	4	5	
51. Suggests useful, appropriate, culturally-sensitive techniques for developing effective behavior change plans.	1	2	3	4	5	
	1	2	3	4	5	
52. Models or rehearses desired behaviors, skills, and/or instructional strategies when needed.	1	2	3	4	5	
	1	2	3	4	5	
53. Works with students, teachers and families to design appropriate family/parent interventions when needed.	1	2	3	4	5	
	1	2	3	4	5	
54. Develops appropriate accountability mechanisms for instructional and behavioral interventions.	1	2	3	4	5	
	1	2	3	4	5	
55. Maintains appropriate confidentiality.	1	2	3	4	5	
	1	2	3	4	5	
56. Recognizes a student's/family's need for outside referral and skillfully facilitates contact with appropriate resources.	1	2	3	4	5	
	1	2	3	4	5	
57. Other Comments for Effective Instruction and Development of Cognitive/Academic Skills						

Domain 2.4						Remediation Needed	Independent Level	NO
Socialization and Development of Life Skills								
58. Maintains updated professional culturally sensitive knowledge base in all aspects of human development including behavioral, affective, social, and adaptive domains.	1	2	3	4	5			
	1	2	3	4	5			
59. Applies knowledge of these domains to provide effective consultation, behavioral assessment, intervention strategies, and counseling services.	1	2	3	4	5			
	1	2	3	4	5			
60. Incorporates knowledge of these domains when working with students of different abilities, disabilities, strengths, backgrounds and needs when designing intervention strategies.	1	2	3	4	5			
	1	2	3	4	5			
61. Implements consultation methods, behavior management and counseling techniques to assist with the development of conflict resolution, social problem-solving, and decision-making methodologies to support teachers and families in teaching pro-social behavior.	1	2	3	4	5			
	1	2	3	4	5			
62. Teaches the concepts of generalization and transfer of learning to gain the most benefit from successful interventions across settings.	1	2	3	4	5			
	1	2	3	4	5			
63. Provides leadership to create environments that respect diversity, reinforce positive behaviors, and recognize human dignity.	1	2	3	4	5			
	1	2	3	4	5			
64. Supports teachers and families to help students become responsible for their own behavior.	1	2	3	4	5			
	1	2	3	4	5			
65. Works with parents and other care givers to develop and implement realistic behavior change programs in the home.	1	2	3	4	5			
	1	2	3	4	5			
66. Facilitates implementation of strategies that foster high rates of engaged academic time.	1	2	3	4	5			
	1	2	3	4	5			
67. Recognizes elements of classroom management that engage ecological and behavioral approaches to maintain desired learning and positive behavioral supports and suggest targeted program change when necessary.	1	2	3	4	5			
	1	2	3	4	5			
68. Incorporates strategies to facilitate successful transitions of students from one environment to another, at all educational levels.	1	2	3	4	5			
	1	2	3	4	5			
69. Links assessment data to intervention strategies to address social, emotional, adaptive, and behavioral student goals.	1	2	3	4	5			
	1	2	3	4	5			
70. Assesses progress toward goals and revises intervention strategies as necessary.	1	2	3	4	5			
	1	2	3	4	5			
71. Determines extent to which outcome is related to intervention strategies and identifies what constitutes a successful outcome.	1	2	3	4	5			
	1	2	3	4	5			
72. Other Comments for Socialization and Development of Life Skills								

Domain 2.5 Student Diversity in Development and Learning	Remediation Needed					Independent Level	NO
73. Recognizes the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in a student's development and learning.	1	2	3	4	5		
	1	2	3	4	5		
74. Incorporates knowledge of these various potential influences when designing and implementing learning and behavioral intervention strategies and expected outcomes.	1	2	3	4	5		
	1	2	3	4	5		
75. Formulates realistic expected outcomes based upon these influences.	1	2	3	4	5		
	1	2	3	4	5		
76. Recognizes the broad range of individual student differences while supporting and integrating the abilities and talents of all students into instruction across settings.	1	2	3	4	5		
	1	2	3	4	5		
77. Assists school staff in recognizing experiential, linguistic differences when identifying learning differences and what is needed for students to succeed.	1	2	3	4	5		
	1	2	3	4	5		
78. Identifies what modifications are needed for students to achieve success.	1	2	3	4	5		
	1	2	3	4	5		
79. Develops academic and social/behavioral interventions sensitive to student/family culture, backgrounds, and individual learning characteristics.	1	2	3	4	5		
	1	2	3	4	5		
80. Recognizes that an intervention is more likely to be successful when it is designed to meet the specific needs of the individual student.	1	2	3	4	5		
	1	2	3	4	5		
81. Promotes personal, school-wide, and community practices that help students and families of all backgrounds feel welcome and appreciated.	1	2	3	4	5		
	1	2	3	4	5		
82. Recognizes personal racial, cultural, gender, religious, and other biases may influence decision-making, instruction, behavior, and long-term outcomes for students.	1	2	3	4	5		
	1	2	3	4	5		
83. Other Comments for Student Diversity in Development and Learning							

Domain 2.6 School and Systems Organization	Remediation Needed					Independent Level	NO
84. Updates professional knowledge of school and systems structure for regular and special education.	1	2	3	4	5		
	1	2	3	4	5		
85. Assists schools and other agencies to design, implement, and evaluate policies and practices in areas of discipline, problem-solving, instruction, staff training, improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.	1	2	3	4	5		
	1	2	3	4	5		
86. Applies effective principles of organizational development and systems theory to promote learning, prevent problems, facilitate collaboration and decision-making, promote respect for all, and commit to provide quality services for all students and families.	1	2	3	4	5		
	1	2	3	4	5		
87. Contributes to development of school, agency, community and/or public policies and procedures to support quality programs and services.	1	2	3	4	5		
	1	2	3	4	5		
88. Assumes leadership role to develop changes within the state or local school improvement plans to the direct benefit of students and their families.	1	2	3	4	5		
	1	2	3	4	5		
89. Participates in the development of policies and procedures, and the implementation and evaluation of programs to ensure safe and violence-free schools and communities.	1	2	3	4	5		
	1	2	3	4	5		
90. Other Comments for School and Systems Organization							

Domain 2.7	Remediation Needed	Independent Level	NO
Prevention, Crisis Intervention, and Mental Health			
91. Displays current knowledge of theories and research on child and adolescent development, psychopathology, human diversity, biological, cultural, and social influences on behavior, societal stressors, crises in schools and communities.	1 2 3 4 5		
92. Applies knowledge of current theoretical research to identify behaviors that are precursors to academic, behavioral, and serious personal difficulties.	1 2 3 4 5		
93. Bases effective prevention strategies and programs on current knowledge of theories and on behavioral precursors.	1 2 3 4 5		
94. Develops, implements, and evaluates effective prevention and intervention programs.	1 2 3 4 5		
95. Collaborates with school personnel, parents, and the community to effectively implement crises intervention following high impact crises (e.g., suicide, death, natural disaster, murder, bombs, etc.)	1 2 3 4 5		
96. Engages as key participant in health and mental health programs in schools and other agencies including risk evaluations and referrals.	1 2 3 4 5		
97. Displays current knowledge of diverse health issues such as developmental disorders, diet, eating disorders, addiction, sexually-transmitted diseases, and stress management.	1 2 3 4 5		
98. Collaborates with families and other health care professionals to promote practices that lead to good student health.	1 2 3 4 5		
99. Develops a variety of resources to address behavioral, learning, emotional, and physical problems.	1 2 3 4 5		
100. Participates in periodic reviews crisis intervention plans for the school.	1 2 3 4 5		
101. Other Comments for Prevention, Crisis Intervention and Mental Health			

Domain 2.8	Remediation Needed	Independent Level	NO
Home/School/Community Collaboration			
102. Displays current knowledge about family systems and their influences on students' cognitive, motivational, and social characteristics that affect development and/or academic performance.	1 2 3 4 5		
103. Promotes collaboration and partnerships between parents and educators that improve outcomes for students.	1 2 3 4 5		
104. Recognizes cultural issues that impact home-school collaboration.	1 2 3 4 5		
105. Identifies family, home, and community factors that support learning and achievement in school.	1 2 3 4 5		
106. Applies knowledge to design, implement, and evaluate programs that promote school, family, and/or community partnerships and enhance behavioral and academic success for students.	1 2 3 4 5		
107. Provides support for parents when participating in school functions or activities so they feel welcome, engaged, and valued.	1 2 3 4 5		
108. Facilitates collaboration between school staff and parents to design curriculum and interventions for students.	1 2 3 4 5		
109. Educates school personnel and communities regarding the importance of family involvement in academic achievement and behavioral and social development.	1 2 3 4 5		
110. Advocates for parent involvement in school governance when possible.	1 2 3 4 5		
111. Maintains a school-community resource base and works with local systems of care to support the health and welfare of children's needs.	1 2 3 4 5		
112. Creates and coordinates links among schools, families, and community agencies.	1 2 3 4 5		
113. Listens to and understands family member's needs, concerns, and priorities.	1 2 3 4 5		

114. Communicates clear and complete information in a manner that is readily understood by parents, staff and/or intended recipients.	1	2	3	4	5	
	1	2	3	4	5	
115. Interacts with the family in a warm, caring, and empathetic manner.	1	2	3	4	5	
	1	2	3	4	5	
116. Assists the family to consider solutions for desired outcomes that include a broad range of family and community supports and resources.	1	2	3	4	5	
	1	2	3	4	5	
117. Other Comments for Home/School/Community Collaboration						

Domain 2.9 Research and Program Evaluation	Remediation Needed					Independent Level	NO
118. Applies knowledge of research design to their own research and as consumers of other's research.	1	2	3	4	5		
	1	2	3	4	5		
119. Uses evaluation techniques and methods to collect and examine data from school and community programs.	1	2	3	4	5		
	1	2	3	4	5		
120. Uses research and evaluation knowledge to select and apply assessment techniques and tools.	1	2	3	4	5		
	1	2	3	4	5		
121. Maintains knowledge of measurement principles and psychometric standards.	1	2	3	4	5		
	1	2	3	4	5		
122. Considers strength of psychometric properties of formal and informal assessment tools to use in data-based decision making.	1	2	3	4	5		
	1	2	3	4	5		
123. Maintains professional knowledge base of research findings and professional standards to translate into service delivery improvements.	1	2	3	4	5		
	1	2	3	4	5		
124. Designs educational, mental health, intervention, and prevention programs based on sound and current research.	1	2	3	4	5		
	1	2	3	4	5		
125. Assists school personnel, parents, and community resources to understand and apply psychometric concepts to student assessment data interpretation and service delivery improvements.	1	2	3	4	5		
	1	2	3	4	5		
126. Applies skills in measurement and statistics to assist in the interpretation of school and/or district data.	1	2	3	4	5		
	1	2	3	4	5		
127. Other Comments for Research and Program							

Domain 2.10 School Psychology Practice and Development	Remediation Needed					Independent Level	NO
128. Uses knowledge of the history and foundation of school psychology to work effectively with students, educators, families, and other agencies.	1	2	3	4	5		
	1	2	3	4	5		
129. Practices reflect ethical, professional and legal standards consistent with national, state, and local guidelines.	1	2	3	4	5		
	1	2	3	4	5		
130. Extends best practices across settings to enhance quality of services and protect the rights of all parties.	1	2	3	4	5		
	1	2	3	4	5		
131. Maintains highest standards in assessment, consultation, intervention, general practice, and upholds due process in accordance with state law and local guidelines.	1	2	3	4	5		
	1	2	3	4	5		
132. Uses knowledge of professional and legal standards to advocate for students and families.	1	2	3	4	5		
	1	2	3	4	5		
133. Promotes and supports public policies and practices consistent with best practices in the field.	1	2	3	4	5		
	1	2	3	4	5		
134. Recognizes school psychologists to be life-long learners; routinely evaluates their own knowledge base, professional competencies, service outcomes, and identifies areas in need of professional development, and acquires training to meet the needs of their current professional assignment.	1	2	3	4	5		
	1	2	3	4	5		
135. Recognizes own limitations biases, areas in need of personal and professional growth as well as areas of professional competence.	1	2	3	4	5		
	1	2	3	4	5		

136. Participates in continuing education opportunities.	1	2	3	4	5	
	1	2	3	4	5	
137. Works with other professionals in the field to advocate for relevant professional development opportunities for all educators.	1	2	3	4	5	
	1	2	3	4	5	
138. Other Comments for School Psychology Practice and Development						

Domain 2.11 Information Technology		Remediation Needed					Independent Level	NO
139. Uses technological advances to enhance their professional practice, disseminate information, and to safeguard and improve the quality of services for students and families.	1	2	3	4	5			
	1	2	3	4	5			
140. Employs technology as a resource and communication tool and maintains responsibility for technical services used, including issues of confidentiality.	1	2	3	4	5			
	1	2	3	4	5			
141. Possesses technology and computer skills needed to function effectively and efficiently.	1	2	3	4	5			
	1	2	3	4	5			
142. Uses technology resources to provide service delivery to students who need adaptive assistance, instructional software, and alternative interventions.	1	2	3	4	5			
	1	2	3	4	5			
143. Evaluates technological resources used for program support and student service delivery for use in designing and implementing interventions for children.	1	2	3	4	5			
	1	2	3	4	5			
144. Other Comments for Information Technology								

Personal and Professional Competencies		Remediation Needed					Independent Level	NO
145. Writes clear, concise, data-based reports and reviews all written documents for accuracy.	1	2	3	4	5			
	1	2	3	4	5			
146. Directly relates report evaluation summaries to the expressed reason for referral.	1	2	3	4	5			
	1	2	3	4	5			
147. Know <i>Principles for Professional Ethics</i> and apply them to all professional situations.	1	2	3	4	5			
	1	2	3	4	5			
148. Attends to the client's strengths as well as weaknesses when developing recommendations that will benefit the child or other clients.	1	2	3	4	5			
	1	2	3	4	5			
149. Keeps audience in mind when writing and reporting information.	1	2	3	4	5			
	1	2	3	4	5			
150. Required communications and reports are completed on time.	1	2	3	4	5			
	1	2	3	4	5			
151. Facilitates meetings and makes progress towards desired change.	1	2	3	4	5			
	1	2	3	4	5			
152. Skillfully presents information at team, staff, parent or other meetings.	1	2	3	4	5			
	1	2	3	4	5			
153. Demonstrates respect for human diversity.	1	2	3	4	5			
	1	2	3	4	5			
154. Refrains from any activity in which personal problems or conflicts may interfere with professional effectiveness.	1	2	3	4	5			
	1	2	3	4	5			
155. Attempts to resolve conflicts in a manner that is professional, mutually beneficial and maintains dignity of all parties involved.	1	2	3	4	5			
	1	2	3	4	5			
156. Demonstrates initiative, motivation, dependability and follow-through.	1	2	3	4	5			
	1	2	3	4	5			
157. Is able to organize own schedule and function independently as well as function effectively as a team member.	1	2	3	4	5			
	1	2	3	4	5			
158. Is punctual and prepared.	1	2	3	4	5			
	1	2	3	4	5			

159. Works collaboratively with others through effective interpersonal relations.	1	2	3	4	5	
	1	2	3	4	5	
160. Recognizes stressors and works to protect self against "burnout."	1	2	3	4	5	
	1	2	3	4	5	
161. Plans and delivers effective professional presentations.	1	2	3	4	5	
	1	2	3	4	5	
162. Other Comments for Personal and Professional Competencies						

_____ **2. Collaboration and Consultation:** I have demonstrated knowledge of behavioral, mental health, collaborative, and other consultation models and how to apply them to particular situations to effectively collaborate in planning and decision-making.

Student/Supervisor comments:

Future objectives:

_____ **3. Effective Instruction and Development of Cognitive/Academic Skills:** I have demonstrated knowledge of human learning processes and how to assess them using both direct and indirect methods to develop appropriate cognitive and academic goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

_____ **4. Effective Interventions for Socialization and Development of Life Skills:** I have demonstrated knowledge of human development processes and how to assess them using both direct and indirect methods to develop appropriate behavioral, affective, adaptive and social skill goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

_____ **5. Student Diversity in Development and Learning:** I have demonstrated knowledge of individual differences in relationship to biological, social, cultural, ethnic, experiential, socioeconomic, gender and linguistic factors that impact learning and development and have demonstrated the ability to work effectively with individuals and families from diverse backgrounds.

Student/Supervisor comments:

Future objectives:

_____ **6. School and Systems Organizations, Policy Development and Climate:** I have demonstrated knowledge of general education, special education, and other related services and understand schools and other related settings as systems that can impact student development and learning. I also have demonstrated the ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments.

Student/Supervisor comments:

Future objectives:

_____ **7. Prevention, Crisis Intervention, and Mental Health Promotion:** I have demonstrated knowledge of human ability and disability and psychopathology and associated biological, cultural, and social influences on human behavior. I also have demonstrated the ability to contribute to the provision of prevention and intervention programs that promote mental health and physical well-being of students.

Student/Supervisor comments:

Future objectives:

_____ **8. Home/School/Community Collaboration:** I have demonstrated knowledge of family systems and family strengths and influences on student development, learning and behavior and the ability to involve families, educators, and other community members to promote and provide comprehensive education and service delivery to children and families.

Student/Supervisor comments:

Future objectives:

_____ **9. Research and Program Evaluation:** I have demonstrated a sufficient depth of understanding of research, statistics, and evaluation methods and have translated this knowledge into practice through planning and implementing investigations and program evaluations for the improvement of services.

Student/Supervisor comments:

Future objectives:

_____ **10. Professional Practice and Development:** I have demonstrated knowledge of the foundations and ethics of the field, including various service models, public policies, and legislation and the ability to practice in ways that are consistent with the highest ethical and professional standards to provide services for children and families in school and community settings. I also have demonstrated a commitment to the profession and a desire to engage in career-long professional development.

Student/Supervisor comments:

Future objectives:

_____ **11. Information Technology:** I have demonstrated the knowledge and ability to access, evaluate, and utilize information resources and technology in ways that safeguard or enhance the delivery of School Psychology services.

Student/Supervisor comments:

Future objectives:

_____ **12. Professional Work Characteristics:** I have demonstrated the following professional work characteristics during this field experience: Respect for human diversity; Effective communication skills; Effective interpersonal skills; Ethical responsibility; Initiative and dependability; and Adaptability.

Student/Supervisor comments:

Future objectives:

Continuing Professional Development Plan (continued)

Date of Evaluation: _____

Clinic/Practicum/Internship Student: _____

13. What have you learned about yourself during this placement?

14. What competencies do you most want to improve upon in the future?

Student Signature _____

Date _____

Field Supervisor Signature _____

Date _____

DU Supervisor Signature _____

Date _____

**Appendix I
Site Evaluation**

Student Name: _____ **Level:** Ed.S. Ph.D.

Placement dates: _____

Supervisor 1: _____

Site 1: _____

Supervisor 2: _____

Site 2: _____

Check all the opportunities that are available on this site:

- | | |
|--|--|
| <input type="checkbox"/> Assessment (Formal/Informal) | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Counseling (Individual/Group) | <input type="checkbox"/> Research |
| <input type="checkbox"/> Academic Interventions (Individual/Class) | <input type="checkbox"/> Training |
| <input type="checkbox"/> Behavioral Interventions | <input type="checkbox"/> Interagency Activities |
| <input type="checkbox"/> Crisis Intervention/Prevention | <input type="checkbox"/> Other Activities (describe below) |
| <input type="checkbox"/> Consultation | |

Types of clients served:

What are the primary responsibilities for the students at this site?

What kind of supervision is provided?

- Individual Supervision Hours/Week: _____
 Group Supervision Hours/Week: _____ Number of students: _____

What is the theoretical orientation of the supervisor or supervisors at this site?

What types of professional development opportunities were available at this site?

What changes or suggestions would have improved your practical experiences at this site?

What changes or suggestions would have improved your supervision experiences at this site?

What unique demands of this site have not already been discussed? (full year commitment, requires at least 15 hours weekly for assessments, etc.)

FOR INTERNSHIP ONLY:

What was the pay/stipend at this site?

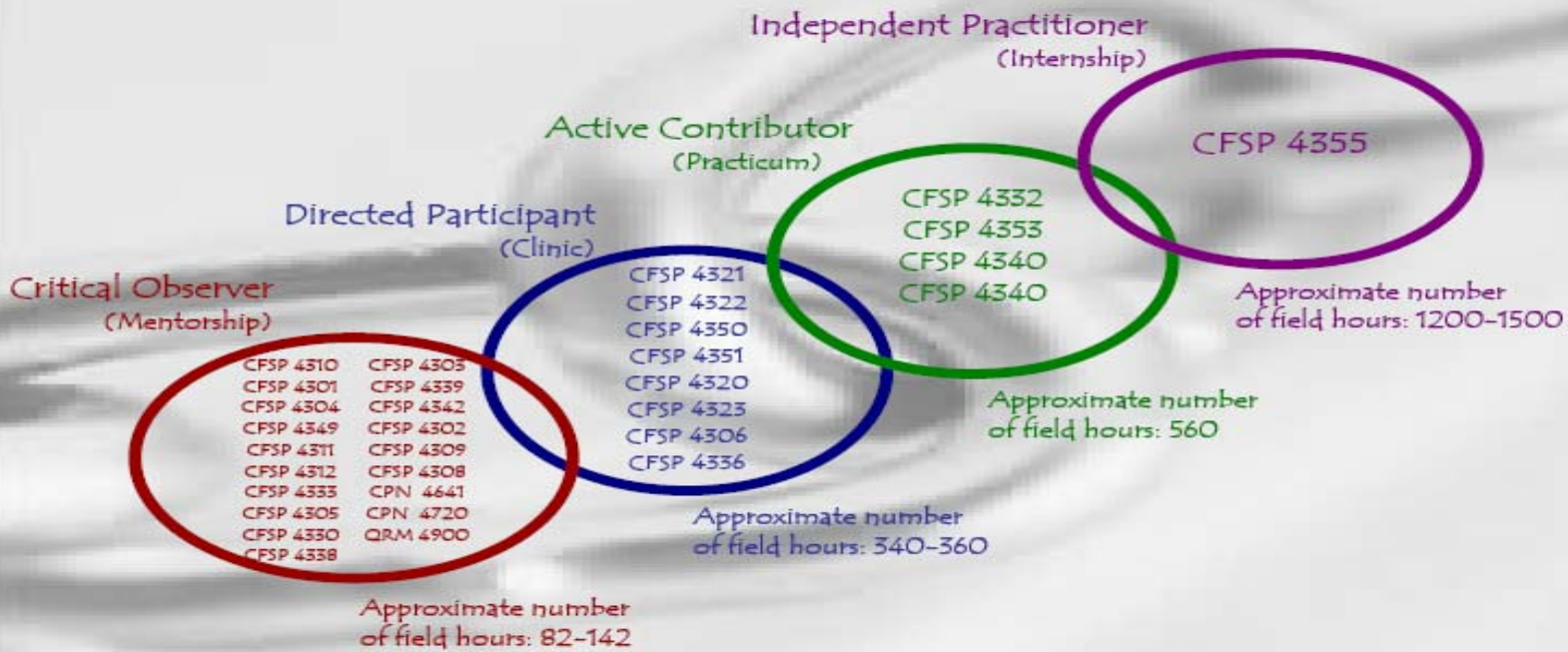
What types of benefits were provided at this site?

SITE 1	SITE 2
<p>Would you recommend this site?</p> <p><input type="checkbox"/> Yes – highly; it was an excellent placement</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>	<p>Would you recommend this site?</p> <p><input type="checkbox"/> Yes – highly; it was an excellent placement</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>
<p>Would you recommend this Field Supervisor?</p> <p><input type="checkbox"/> Yes – highly; supervision was excellent</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>	<p>Would you recommend this Field Supervisor?</p> <p><input type="checkbox"/> Yes – highly; supervision was excellent</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>

Please add any other comments about this site you feel would be helpful to an interested student?

Appendix J
Chain of Relevant Experiences

Chain of Relevant Experiences



Child, Family, and School Psychology Program
University of Denver

Appendix K

Intent to Complete School Psychology Internship

Directions:

Please review the two page form below carefully. Complete all information requested and obtain the required signatures. The submission of this completed form to the designated faculty supervisor and/or Program Chair indicates your intent to complete a School Psychology Internship. This completed form must be submitted *before* you begin to the Internship application process.

PLEASE NOTE THAT:

- a) All Internship prerequisites must be completed prior to applying for Internship. This is verified through the completion of this Intent to Complete Internship Form.
- b) All Internship placements must comply with all program and state licensure requirements.
- c) All Internship placements must be formally approved by the Program Chair.

Overview of Internship

Internship is an important culminating aspect of a school psychology student's professional training, and preparation for and selection of an Internship site should be undertaken with great care. All Ed.S. and Ph.D. School Psychology Licensure track students must complete a 1200- or 1500-hour Internship, respectively, taken during one or two consecutive years, to obtain state and national licensure to practice as a school psychologist.

Most Ed.S. students advance to Internship immediately after Practicum. Most Ph.D. students go on Internship one or two years following Practicum after they have completed additional advanced clinical, research, and cognate coursework. Ph.D. students also should have successfully defended a dissertation proposal before going on Internship. Students typically take the national Praxis II/NASP Exam prior to or near the beginning of Internship.

Locating an Internship Site

Internship sites are quite varied, and choices should be made on the basis of student's interests, prior experience, and the need to balance supervised experiences across varying age groups from birth to age 21. All School Psychology Internship sites must meet standards outlined by NASP, CDE and fulfill all Program expectations and requirements. Students should apply only for paid Internships unless specific permission is obtained. At least half of the Internship must be completed in a school site. Students who plan to do half of their Internship in a non-school setting or who plan to do out-of-state placements will need to contact identified agencies directly after getting preliminary approval from their advisor and the Program Chair.

During Internship all students are required to receive **two hours of supervision per week** from an appropriately credentialed on-site supervisor. It is recommended that an Internship placement not span more than two different sites. Multiple placement sites within a single school district or agency can qualify if the supervision and services are coordinated and a primary supervisor assumes ultimate responsibility for the Internship.

Intent to Compete Internship during Academic Year _____

Student Name: _____

DU Program: _____

Student address: _____

Student telephone numbers: _____

Part A. Prerequisites to a School Psychology Internship		
Please indicate the completion of or plan to complete the following to document your eligibility for an Internship in School Psychology. Complete and sign this form and give to the CFSP Program Chair or faculty designee, who will work with you to identify potential placements.		
Activity or Coursework	How and when completed	Here's how I'll meet this requirement before Internship
Satisfactory completion (or approved waiver) of CFSP Clinic and Field Practicum.		
Satisfactory completion (see Student Handbook) of all courses required for your degree and licensure in School Psychology.		
Removal of all grades of Incomplete in all coursework.		
Satisfactory completion of CFSP third year annual reviews.		
<i>For Ph.D. Students</i> – Successful defense of a dissertation proposal.		

Part B: Site Identification	
List the Internship sites that you currently considering. Include a brief description of the opportunities and supervision provided at each site. List school district, school site(s)/address (es), contact name/#(s), if available.	
Internship Site (s)	Description of Site

Add additional site information as needed on the back of this form.

Part C: Steps Taken	
Discuss specific actions taken to prepare you Internship application.	
Steps taken	Description of specific actions
Discussed site with advisor, current supervisors, administrators, and interns.	
Obtained application information and deadlines.	
Prepared an Internship vita, letter of introduction, and brief professional portfolio.	
Got feedback on my Internship vita, letter of introduction, and professional portfolio.	
Requested recommendation letters from faculty and supervisors.	
Practiced interview procedures and have interviews scheduled.	
Other steps	

Please sign below to indicate:

- a) I have read and understood the prerequisites/requirements ;
- b) Information provided in Parts A, B, and C above is complete and accurate to the best of your knowledge.

Intent to Compete Internship during Academic Year _____

Student : _____ Date _____

University Faculty: _____ Date _____

Practicum Supervisor: _____ Date _____

Appendix L

CFSP 4353 School Psychology Field Practicum Syllabus 2008-2009

Instructor: MB McDermott, MA, CAES **Office:** Ammi Hyde, Rm 221

Class Times: Tuesday 3pm -5:30pm 6pm-8:30pm **Place:** Ammi Hyde Rm 112

Office: 303-871-4432 **Home:** 303-778-9122 **email:** mmcdermo@du.edu

Office Hours: Tuesdays 1:30pm – 3pm or by appointment

Prerequisites: CFSP 4320 Assessment of Infants and Preschoolers

CFSP 4322/4323- Psychoeducational I & II

CFSP 4324 Social-Emotional Assessment

CFSP 4351-Psychoeducational Clinic

NASP Standards Met: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10

CDE Standards Met: 11.06 (2)(a)(b)(c)(d)(e); 11.06 (3)(a)(b)(c); 11.06 (4)(a)(b)(c); 11.06 (5)(a)(b)(c)(d)(e)(f) 11.06 (6)(a) 11.06; (7)(a)(b)(c); 11.06 (8)(a)(b)(d)(e); 11.06 (9)(a)(b)(d)(e)

COURSE DESCRIPTION

The Field Practicum in School Psychology is a 300-500 hour supervised field experience taken after the successful completion of core courses and Clinic Practicum experiences. The Field Practicum is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for a subsequent Internship. Students work throughout the year with a licensed Field Supervisor within infant, preschool, elementary, middle or high school settings and also attend weekly Practicum seminars facilitated by a University Faculty. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice of School Psychology in urban and rural settings (total 6 credits over two or three quarters).

For a comprehensive explanation of requirements, expectations, roles, responsibilities, and evaluation procedures, please refer to the *School Psychology Field Practicum Manual*.

COURSE OBJECTIVES

- To further develop competence in direct and indirect mental health and psycho-educational service delivery
- To further develop competence in school-based assessment, intervention, consultation, and prevention
- To further develop skills for working with diverse students and families
- To further develop awareness of professional issues, standards, and ethics
- To further develop time-management, case-management, and report writing skills
- To collaborate with parents, school personnel, and community members and gain knowledge of essential community and school resources
- To gain experience giving in-services and professional presentations
- To increase awareness of personal qualities that can support/hinder professional development

RECOMMENDED TEXTS AND READINGS

Baird, B. M. (1996). *The Internship, field practicum and field placement handbook: A guide for helping professions*. Upper Saddle River, N.J.: Prentice Hall. ISBN# 0-13-475088-8.

National Association of School Psychologists – *Principles for Professional Ethics, Standards for the Provision of School Psychological Services; Standards for Training and Field Placements*.

Assigned Readings TBA.

STUDENT RIGHTS AND RESPONSIBILITIES

Please take a moment to examine the University of Denver's Honor Code, Code of Student Conduct, and Student Rights and Responsibilities documents posted on the DU Office of Citizenship and Community Standards website (<http://www.du.edu/ccs/>). Students are held accountable for understanding and abiding by the contents of these documents at all times. In addition, DU is committed to equal access and participation for all persons, including those with disabilities. Students who need accommodations for a disability in order to fully participate in classes should visit the Disabilities Services Program website for further information (<http://www.du.edu/disability/>).

COURSE EXPECTATIONS

To accumulate a minimum of 300 hours over the course of the year, a student should expect to spend from 10-15 hours on site each week. This expectation can be met by spending one or more days at an assigned site. Students are responsible for setting up an approved site schedule with their Field Supervisor. During Practicum, students should gain experience in pre-referral, special education evaluation, and other case management activities for a variety of academic, social-emotional, and behavioral referrals. Students should be involved in direct and indirect mental health, psycho-educational, and educational services that support students exhibiting varying degrees of exceptionalities in general and special educational placements.

Students should participate in a broad range of formal, pre-referral, curriculum-based and behavioral assessments and can be expected to administer assessment procedures and instruments other than those already taught after appropriate practice and supervised guidance. Students also should participate in a variety of instruction, therapeutic and consultative prevention and intervention activities. These might include individual and group counseling, classroom intervention or service delivery, behavioral observations, teacher and community consultation, family collaboration and intervention, and professional consultation. Students must participate in ongoing pre-referral, special education, and other site-based teams and should be actively involved with system-wide programs and staff training. Finally, students should be involved in the design, implementation and evaluation of services and should gain experience in working with a variety of community-based service agencies, resources and professionals.

A student should progressively assume more responsibility for overall case management, planning, service delivery and evaluation in collaboration with a variety of staff and community providers and agencies. It is expected that students will be given primary responsibility for managing several cases each quarter and eventually will be responsible for independent service delivery, team facilitation, and handling daily intervention and crises. For at least two cases, the student should have an opportunity to work with parents or guardians. Students will need to pay attention to intervention outcomes and students are expected to design a means of documenting intervention effectiveness for at least one case that will be formally presented in seminar. Over the course of the year, students are also expected to give one or more in-service or other professional presentation.

Finally, it is expected that all Field Practicum students will receive **a minimum of one hour** of direct field supervision each week and that by the end of the second week at a field site, a Practicum Agreement/Contract (**Field Practicum Manual, Appendix B**) form and Personal Goals Statement (**Field Practicum Manual, Appendix C**) will be completed in collaboration with the Field Supervisor and

University Faculty to formally outline Practicum expectations and activities and professional goals and objectives.

COURSE REQUIREMENTS

Details about all course requirements are organized into those that are due or expected each week, those that are due by the end of each quarter to receive a grade, those only due twice during the year, and those that are only due once a year. All requirements must be satisfactorily completed before a final grade is recorded.

Weekly Site Activities

High standards of professionalism are expected. Any absences must be discussed and cleared with the Field supervisor. In consultation with the Field Supervisor, arrangements for one (or more) on-site University Faculty observation should be made during the year of a professional activity conducted by the student.

Weekly Supervision Preparation

Students should prepare for scheduled individual field supervision by reviewing pertinent case materials, protocols, and preparing coherent case review summaries prior to all supervision meetings. Professional goals and objectives should be regularly reviewed during supervision. Supervisors are extremely busy and students must be sensitive to their heavy professional commitments. Any problems or conflicts should be openly discussed and the University Faculty will make every attempt to work constructively towards an acceptable solution.

Weekly Seminar Assignments

Active participation at all scheduled University Practicum seminar meetings is expected. **Students must attend all seminar classes. An absence will be considered unexcused unless the instructor is notified well in advance.** Missing more than one seminar in a quarter can result in the lowering of the quarter grade by one letter (e.g., an “A” is lowered to a “B”). Students must routinely come prepared to critically discuss their ongoing cases, site activities, and to review ongoing class assignments. Course assignments are due when indicated on the course syllabi. Assignments will be returned if incomplete and must be redone until satisfactory mastery is obtained. **All assignments must be completed by the designated syllabi dates (or agreed upon resubmission date) or your grade for the quarter can be lowered (e.g., from an “A” to an “A-”, from an “A-” to a “B+”).**

AT THE END OF EACH QUARTER

Signed Cumulative Time Sheet Logs

Students are responsible for recording all Practicum hours on a weekly basis and for handing in a compiled, cumulative Time Sheet Practicum Quarterly Summary Log each quarter (**Field Practicum Manual, Appendix E**) that should reflect all accumulated activity and supervision hours. These quarterly logs **must be signed by both the student and Field Supervisor.** Logs that are not signed will not be accepted. Students should keep a copy of all signed logs. A year-end cumulative log is required to obtain a final grade for the year.

Four Practicum Reflections

Four Practicum reflections must be submitted each quarter to receive a grade. Include in each assignment a summary of activities that involve substantial student participation over a series of sessions and are indicative of a variety of professional roles/functions experienced at the Field Placement Site. Practicum Reflections can include screening, testing, diagnosis, progress monitoring or program

evaluation activities for general or special education; individual or group academic, behavioral, counseling, or other psycho-social interventions or services; team building activities and/or collaborative consultation projects or classroom interventions, or system-wide prevention, committee work, team action planning meetings, program evaluation, or community, organizational, or systems projects. **Students must provide evidence of the positive impact of their service delivery for one intervention case, one individual or group counseling case and an in-service presentation. A format for the practicum reflections will be discussed at seminar meetings.**

TWICE A YEAR

Continuing Professional Goals

An initial Professional Goals form (**Field Practicum Manual, Appendix C**) must be completed at the beginning of the year, based on feedback received from University Faculty and Field Supervisor. This form is updated and resubmitted midyear. **Then at the end of the year, progress towards these goals is reassessed through the completion of a final end-of-year The Continuing Professional Development Plan (Field Practicum Manual, Appendix H).** Each of these forms is collaboratively developed with the field supervisor as part of an ongoing performance evaluation process.

Field Placement Performance Evaluation

Mid-way and again at the end of Practicum, a formal performance evaluation must be completed using the University On-Line Field Placement Performance Evaluation. Students are responsible for handing *out hard copy* of the form in advance of any feedback meeting (**Field Practicum Manual, Appendix G**). **The student and Field Supervisor simultaneously complete this form independently. Then, the student must arrange a meeting with the Field and University Faculty to review areas of growth and areas in need of continued mastery and to develop future objectives and activities.** These evaluation meetings may or may not correspond to the end of a quarter. Performance evaluations are designed to provide constructive feedback and are not the sole basis upon which a Field Practicum grade is assigned. However, it is expected that students will demonstrate significant progress and adequate mastery of key competency areas before Internship.

ONCE A YEAR

NCSP format Case Study

All students are expected to complete a formal evaluation of at least one empirically-based individual or group intervention case during the course of the Field Practicum and to write a formal intervention case outcome report to present at a Practicum seminar. The case report must include: 1) background and context of the presenting referral, 2) a description and analysis of the identified problem, 3) a section linking data to specified goals for the intervention, 4) a description of the intervention and how the intervention was monitored for fidelity, 5) a section of outcome effectiveness, including a means to evaluate positive impact, 6) a description of the collaborative efforts and supports that were employed, and 7) an interpretive discussion of the intervention outcomes and recommendations for the future. A final Practicum grade will not be assigned until a satisfactory intervention case study is completed. A rubric for this case report will be handed out and reviewed in class.

In-Service or Professional Presentation

Over the course of Field Practicum, students are expected to prepare, give, and evaluate the success and impact of at least one in-service or other professional presentation. Topics should be selected to match the needs of the Practicum site but also must be approved by the University Faculty. Students should prepare accompanying handouts for participants and are required to evaluate the success of their presentation. An initial presentation outline will be reviewed during seminar before the final presentation

is given. A final written presentation and evaluation summary must be submitted by the end of Practicum. The final presentation summary must include the following sections: 1) a brief review of the presentation topic, 2) a report and interpretation of the evaluation results, 3) a discussion of what was learned from this experience, 4) a reflection about what would be done differently in the future to enhance the presentation; and should include as attachments 5) all handouts, and 6) the evaluation form employed. A final Practicum grade will not be assigned until a satisfactory professional presentation summary is completed. A rubric for this presentation summary will be handed out and reviewed in class.

Field Site Evaluation

At the end of each field placement, students must complete a formal site evaluation using the Field Placement Site Evaluation Form (**Field Practicum Manual, Appendix I**). Sites are evaluated in terms of effective supervision, adequacy of resources, supportive experiences, and overall ability to enhance professional competencies.

COURSE EVALUATION Field Practicum evaluation is based on:

- Mastery of individualized personal-professional competencies;
- Fulfilling professional obligations and activities in a professional and ethical manner;
- Competent service delivery and adherence to professional standards;
- Preparation and constructive utilization of field and university supervision;
- Professional contribution to field site and to peer cohort;
- Attendance and collaborative participation in seminar discussions;
- Satisfactory completion of all course assignments each quarter;
- Documentation of activities through signed cumulative time sheet logs each quarter;
- Mid-year and end-of-year satisfactory performance evaluations by Field Supervisor;
- Initial goal setting, ongoing evaluation, and end-of-year continuing professional development plan.

SEMINAR TOPICS & ASSIGNMENTS – 2008-2009

Fall Topics and Assignments

- Supervision Expectation Summary
- Comparison of Crisis Plans and Reporting Guidelines
- Special Education Reform Commentary – RtI process
- Critical Issues in Conducting School-based Groups
- Case Study Preparation, NASP Format

Winter Topics and Assignments

- Internship Preparation
- Preparing Professional Presentations
- Case Study Draft, NASP Format
- Critical Issues in Family Collaboration, Involvement, and Intervention
- School Consultation Skills

Spring Topics and Assignments

- Case Study, NASP Format
- Final Professional Presentation Summaries
- Internship Process Completion

Appendix M

Documentation of Practicum Completion and Portfolio Components

Student Name: _____ **Level:** Ed.S. /G Ed.S./ECE Ph.D.

Placement dates: _____

Practicum Site/Schools: _____

District/Agency: _____

Supervisor 1: _____ **Title:** _____

Phone: _____ **Email:** _____

Address: _____

Supervisor 2: _____ **Title:** _____

Phone: _____ **E-mail:** _____

Address: _____

Practicum Memo & Contract	Professional Goals	Quarterly Assignments	4 Quarterly Reflections	Quarterly Signed Logs]	Self/Supr Perf. Eval Wkst	Supervisor Perf. On-line Eval	Counseling: Group Summary & Ind Report	NCSP Case Study Report	Presentation Summary Report	Site Eval	Vita & Profess. Identity Statement	Internship Memo Contract	Continued Prof. Develop Plan
<input type="checkbox"/> Memo <input type="checkbox"/> Contr	<input type="checkbox"/> Initial <input type="checkbox"/> Midpoint	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> End of Y	<input type="checkbox"/> Mid <input type="checkbox"/> End	<input type="checkbox"/> Mid <input type="checkbox"/> End		<input type="checkbox"/> draft <input type="checkbox"/> final	<input type="checkbox"/> draft <input type="checkbox"/> final	<input type="checkbox"/> 1st <input type="checkbox"/> 2nd (if 2nd required)	<input type="checkbox"/> Vita <input type="checkbox"/> ID	<input type="checkbox"/> Memo <input type="checkbox"/> Contr	<input type="checkbox"/> final <input type="checkbox"/> Rem.

Student _____ Date _____

CFSP Supervisor _____ Date _____

These signatures verify that this student has successfully completed all Practicum requirements and obligations and is eligible to proceed to Internship.