University of Oregon
College of Education

School Psychology Program
SPSY 698 Practicum Handbook
for Students & Field Supervisors
2021-2022

School Psychology Program Website: https://education.uoregon.edu/spsy

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2021-22 NOTE ABOUT COVID-19 IMPACT: *Districts will be implementing in-person instruction as of the start of fall term, and students are expected to complete on site practicum trainings. Local school districts may need to implement modified service delivery systems, including online, hybrid, and/or comprehensive distance learning plans, due to the ongoing COVID-19 pandemic. As a result, some standard practices in this handbook may need to be modified. These decisions will be made on a case-by-case basis, in response to planning with field and university supervisors, and consistent with national and state guidance.*

OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM

Mission and Values

The primary mission of the University of Oregon School Psychology Program is to prepare our students to become *leaders and innovators* in the field of school psychology. We prepare our master's students to become *skilled practitioners and leaders,* and we prepare our doctoral students to become *scientist-practitioners* in the field of school psychology. Our program is intervention-focused, with an emphasis on prevention and early intervention. We seek to recruit and train students who have the desire to make a substantial impact in the fields of school psychology and education at the state, national, and international levels. We are particularly known for and seek to maintain our strong emphasis on state-of-the-art applied research and development efforts in the field of education. Through these efforts, our faculty, students, and alumni help to improve systems of service in schools, and to improve outcomes for children, youth, and their families. Our scientist-practitioner program values linkages across disciplines and systems, and opportunities for such linkages are built into the program requirements. We value the diversity of backgrounds and characteristics that our students bring to the training program, and we actively seek to maintain and increase this diversity. We also value the empowerment of our students, and the perpetuation of a highly collegial program environment, where we strive for positive and cooperative professional relationships among faculty, among students, and between faculty and students.

Program Philosophy

We are behaviorally-influenced in our theoretical and philosophical orientations, meaning we focus on observable relations that require *low-level inferences*. Within this general framework, our individual theoretical orientations range from behavior analytic to social-interactional theory. From these perspectives we strive to train school psychologists as scientist-practitioners, with a *data-oriented problem-solving* emphasis. Our program is intervention-focused, training graduate students to conduct and evaluate research and to deliver evidence-based interventions to children and youth in schools and in related settings within a *behaviorally-oriented perspective* and at a variety of levels. These levels of service delivery and intervention include (a) with individuals, (b) within small groups and classrooms, and (c) across entire schools and systems. Although the program prepares graduates to provide effective evidence-based services to individuals and groups who have a wide variety of needs, problems, or deficits, we particularly value *primary prevention* and *early intervention* approaches, which seek to provide universal screening and prevention services to all students in school settings, and to detect and intervene early before problems become severe. This emphasis supports an *outcomes-driven* model of service delivery, which is focused on health rather than pathology, and is focused on desired outcomes rather than on problems.

TIMELINES AND LOGISTICS

The School Psychology (SPSY) doctoral program is a 5-year program, with the final year consisting of a full-time internship. The SPSY master's program is a 3-year specialist-level program, with the final year consisting of a full-time internship. Both the SPSY doctoral and master's degree programs lead to licensure as a school psychologist through the Oregon Teacher Standards and Practices Program (TSPC), and eligibility for the nationally certified school psychologist (NCSP) credential through the National Association of School Psychologists (NASP). Both programs are approved by Oregon TSPC and accredited by NASP, and the doctoral program is accredited by the American Psychological Association (APA).

Applied field experiences are an integral part of the SPSY Program. Successful completion of the SPSY practicum and internship sequence is required for students to maintain good standing in the School Psychology program and eligibility for licensure as a school psychologist.

SPSY Program Field Studies and Practicum
This section of the handbook provides a general description of the required practicum and internship experiences and timelines. Please refer to the SPSY M.S. Student Handbook or the SPSY Ph.D. Student Handbook for more information about degree/program requirements, and the SPSY Internship Handbook for information about internship requirements.

All SPSY students complete the following field experiences.
- Introductory field studies in school and clinic sites linked to content covered in core school psychology courses.
- A 33-week integrated practicum delivering school psychological services to K-12 students in a local school district (360+ clock hours).

Additionally, doctoral students have the option to complete advanced practica related to their professional goals and specialization interests. Advanced practica must be approved by SPSY program faculty.

During the field study experiences, students receive supervision from a university faculty member who coordinates experiences with an on-site education professional (e.g., building principal, teacher). In school-based practica, students receive supervision from a university supervisor in conjunction with an on-site field supervisor who is a licensed school psychologist, board licensed psychologist, or other appropriately credentialed professional. Practicum experiences occur in a variety of settings, such as public schools and campus-based clinics.

Introductory Field Studies (2 credits)
Prior to completing the integrated practicum, students will enroll in a Field Studies course to gain applied experience engaging in a number of specific activities related to the practice of school psychology. These activities are primarily observational in nature (e.g., observe school PBIS or RTI team meetings, practice collecting observational data in classrooms or school common areas, attend an IEP meeting), and are linked to core school psychology coursework in the areas of assessment and consultation. Field Studies courses will also expose students to a variety of

career paths, as well as roles and responsibilities of school psychologists, through guest lectures from alumni and local school psychologists.

<u>School-Based Practicum (360 Clock Hours, 9 credits)</u>
During the second year, SPSY students are placed in a public school setting under the supervision of a licensed school psychologist. Springfield, Eugene 4J, Bethel and South Lane school districts are the primary sites for the school-based practicum. Placements outside of the Eugene/Springfield area are an exception and must be approved by the School Psychology faculty. **Practicum students are responsible for providing or arranging for their own transportation to practicum sites.**

Students complete approximately 12 practicum clock hours a week, which includes approximately 9 hours at their practicum site(s) and approximately 3 hours in campus-based supervision. Students receive approximately 2.5 hours of group supervision and instruction by the School Psychology practicum coordinator each week. Students receive approximately 1 hour of individual supervision each week, with 30 minutes of individual supervision provided by the on-site field supervisor and 30 minutes provided by the university supervisor. The graduate student serving as GE for integrated practicum may provide feedback and supervision to graduate students, provided it is in compliance with University policies. The total number of clock hours earned during the integrated practicum is a minimum of 120 per quarter (360/year).

By May 15th during the spring quarter prior to enrolling in School-Based Practicum, students complete a practicum application that is reviewed by the school psychology practicum coordinator. To apply for this practicum, students must (a) be a student in good standing, (b) have completed core school psychology program courses (SPSY 695 Introductory Field Studies, SPSY 630 Introduction to Consultation, SPSY 663 Professional Ethics, SPSY 661 Principles and Practices, SPSY 671 Behavioral Assessment, SPSY 674 Educational Assessment, SPSY 672 Intellectual Assessment, SPED 528 Law and Special Education, and SPED 540 Early Literacy for Diverse Learners) with a B- grade or better; (c) have completed additional coursework as specified by the student's academic advisor, and (d) be recommended by their academic advisor for placement.

As part of the application process, each student submits an application including the following materials to the practicum coordinator by May 15th:

- Personal statement describing background, relevant experiences, interests and goals for practicum
- Professional curriculum vita
- Unofficial transcripts through winter quarter

The SPSY Program reserves the right to preclude students who have not made sufficient progress within the program from participating in practicum, and to make exceptions on a case-by-case basis. Individualized planning in conjunction with the advisor is highly recommended to discuss timelines, previous experiences, financial constraints and long-term goals with respect to practicum timing and placements.

Placement decisions are made collaboratively by the practicum coordinator and personnel from participating school districts, with input from the School Psychology faculty and in particular, the student's academic advisor. Final decisions regarding enrollment for the school-based experience are made prior to the beginning of fall quarter.

Advanced Practicum (Doctoral Students Only, Optional, Year 3-4)

School psychology doctoral students are strongly encouraged to complete advanced practicum training during their third and/or fourth year of the program. The goal of the advanced practicum is to allow students to gain expertise in a specific area of applied practice of interest to them. Students interested in applying for APPIC internships should plan on completing at least 1000 total practicum hours to be competitive.

Advanced practicum opportunities are made available in a variety of ways and may change from year to year. At least once per year, the SPSY program will provide information about approved advanced practicum experiences, including a general description of the practicum experience, expected commitment, name of the designated site-based contact person, application process and deadline (if applicable). Students are responsible for contacting the site's designee and applying for practicum experiences of interest. Examples of recent advanced practicum sites include the UO Child and Family Center, UO Center on Teaching and Learning Academic Intervention Clinic, Oregon Social Learning Center, Oregon Health Sciences University Child Development and Rehabilitation Center, and UO College of Education HEDCO Comprehensive Diagnostic Assessment Clinic.

Occasionally, advanced practicum opportunities are available outside of these sites with formal application procedures. Students who are interested in completing advanced practicum experiences in a local school district should contact the program's Practicum Coordinator (not the school district) to inquire about the availability of this type of experience. If/when advanced practicum experiences are available through a faculty-led research team, students should contact the SPSY faculty leading the team to inquire about the experience. If other program-approved opportunities become available during the academic year, information will be shared with all SPSY students by email. See the SPSY Doctoral Student handbook for additional details regarding advanced practicum registration, supervision, grading, etc.

SPSY 698 School-Based Practicum Logistics

Practicum Prerequisites

Prior to beginning any field study or practicum, students are required to:
- Successfully complete prerequisite coursework
- Complete criminal background checks through Oregon TSPC and Risk Mitigation Services, according to current COE procedures
- Complete Oregon Mandatory Reporter training
- Obtain a current COE Practicing Professional ID Badge
- Complete any site specific requirements (e.g., background checks, health/safety trainings, immunizations)

Arranging Placements
Students are not responsible for finding their own SPSY 698 practicum sites. The School Psychology Program practicum coordinator works with the COE licensure office, local school districts, and community agencies to secure field placements for practicum students. The program has partnerships with schools in the Eugene 4J, Springfield, Bethel, Creswell, and South Lane School Districts, as well as the Lane ESD. Students are responsible for their own transportation to and from the practicum site. Although student and school district preferences will be considered when making placements, final decisions will be made by the practicum coordinator after considering a wide range of factors.

Practicum experiences coincide with the University of Oregon academic calendar. Orientation activities occur during the UO Week of Welcome. Supervised practicum begins during the first week of each University term and ends the last day of finals week of each term. Students are typically not required to be at the field placement site between academic terms. However, students are expected to be available to support clients by phone and email between terms, as needed for ongoing casework (determined by field supervisor). **In the event that practicum work will occur between terms, the student is responsible for working with the university and field supervisors to develop a plan for supervision during that period.**

Clock Hours
Students are responsible for keeping detailed practicum logs of clock hours completed during their practicum experience. It is expected that students will have the opportunity to complete practicum work on site. As a result, only site-based activities and time spent receiving supervision for these activities may be counted toward minimum clock hour requirements. At times, students may opt to complete supplemental support activities (e.g., extra practice for new assessments, report writing, lesson planning) off site. These supplemental off-site hours may be logged; however, they will not count toward the minimum practicum clock hour requirements. Time spent traveling to and from field sites may not be logged as clock hours. Logs should be periodically signed by supervisors, and turned in to the practicum coordinator at the end of each quarter.

Scheduling
It is the responsibility of the student to work with the field supervisor to negotiate a practicum and supervision schedule that works for both individuals. It may be beneficial to set a general schedule for field experiences and weekly supervision; however, students are expected to maintain sufficient flexibility in their schedule to be available for participation in a wide range of site-based activities that are essential to their professional development. For example, it is common for school-based team meetings to occur during after school hours (e.g., 2:30-4:00 p.m.). Participation in a variety of school team (e.g., IEP, PBIS, RTI Crisis, SST teams) meetings is critical to the professional development of school psychologists, so practicum students are expected to arrange their schedules to allow for participation in these meetings. At times, there may also be opportunities to shadow field supervisors in unique or low frequency activities (e.g., trainings, program evaluation activities, crisis intervention) which may require short-term adjustments to schedules. Similarly, practicum students are expected to accommodate the needs of parents and teachers when scheduling meetings related to their casework (e.g., IEP or

intervention planning meetings). This may mean attending meetings on days or times when students are not typically on site.

It is expected that field supervisors will provide a school calendar or otherwise inform students of teacher inservice days, parent-teacher conference days, early release days, or other events that impact the schedule. Once a schedule is established, the student is expected to be on site on the set days, for the specified number of hours, barring illness or emergency.

Absences
Should unexpected illness or emergencies arise that prevent being on site as scheduled, students should contact their field supervisor, university supervisor, and any other affected school personnel immediately. If students have responsibilities that need to be fulfilled during the absence (e.g., reporting evaluation data at a meeting, teaching a lesson) the student is responsible for making arrangements for these responsibilities to be fulfilled in their absence.

It should not be assumed or expected that requests for planned absences (e.g., conference attendance, holiday travel, personal) will be approved. Professional obligations to clients are the highest priority, and will be considered when approving planned absences. Students should begin a conversation with supervisors and request time off for planned absences as soon as the need is identified. When planned absences are approved, a plan must be made by the student to prevent any disruption in service delivery to clients.

Students are expected to make up any hours missed due to unexpected or planned absences. Frequent and/or unexcused absences, may result in a "no pass" grade for the practicum. Absences due to travel to professional conferences must be negotiated well in advance and approved by both the University and field supervisor, or they will be considered unexcused. If concerns related to student absences arise, the university supervisor should be notified. The university supervisor will work with the student and field supervisor to address the problem.

STUDENT ROLES AND RESPONSIBILITIES

Please see the current course syllabus for details about assignments and course requirements.

Fieldwork
Throughout the integrated school-based practicum and internship sequence, students are expected to assume the range of daily roles and responsibilities of a school psychologist. Across the school year, students should work with their field supervisor to seek experiences that represent a broad range of domains outlined in the NASP practice model. Students assume an active role in the school community through participation in school events (e.g., fundraisers, family nights) and school committees/duties (e.g., PBIS teams, student study teams, bus/recess duty) that are typical of school psychologists at the site. Initially, students work under close supervision of the field supervisor, and gradually take on more independence as they progress through the practicum sequence. There may be some aspects of the field supervisor's daily responsibilities that are not appropriate for a practicum student to manage independently (e.g.,

crisis response). In these instances, practicum students should shadow their field supervisor, as appropriate, to gain exposure and mentored experience.

Across the year, practicum experiences should provide opportunities for the student to:

1. Demonstrate initial skill proficiency across domains of school psychology practice.
2. Demonstrate integration of skills into problem-solving approach to service delivery.
3. Demonstrate increased fluency in service delivery and case management over time.
4. Demonstrate knowledge and skill in working with children across age levels (e.g., early childhood, elementary, middle, high school), and providing services to diverse children, families, and school personnel.
5. Demonstrate knowledge and skill in summarizing, interpreting, and reporting data, both orally and in written reports.
6. Demonstrate knowledge of and adherence to legal and ethical principles governing educational and psychological practice. (e.g., confidentiality, special education procedural requirements).
7. Demonstrate professional behavior and personal qualities consistent with professional standards for school psychology certification/licensure.

Worksamples
As part of SPSY 698 School-Based Practicum, students will complete three worksample case studies to document competencies related to the delivery of school psychology services: (1) Special Education Evaluation Case (assessment), (2) Consultation: Academic/Cognitive (intervention/consultation), and (3) Consultation: Behavioral/Mental Health (intervention/consultation). These case studies are designed to meet NASP 2020 Graduate Training Standards for practicum. Please note that the specifics of each case may vary, depending on district requirements and unique client needs.

Case Descriptions
A brief description of each worksample case follows here. Please refer to the appendices of this handbook for copies of the rubrics that will be used to evaluate worksample materials. With your field supervisor, identify one special education initial evaluation case, and two consultation cases (academic/cognitive, behavioral/mental health) for which you will use a problem-solving model to consult with parents, teachers, and other relevant team members to identify and analyze the problem, develop and implement an intervention plan, and evaluate the effectiveness of the plan. Review the case rubrics prior to starting your cases to make sure you understand how each will be evaluated.

1. Special Education Evaluation Case
For this case, practicum students will work with their field supervisor to identify a student who has been referred for a full evaluation to determine eligibility and need for special education services. An initial evaluation is preferred whenever possible, although a 3-year re-evaluation may be an option. Under the supervision of the field supervisor, practicum students will work with the school team to develop an evaluation plan, obtain consent, conduct the evaluation, and hold a team meeting to review evaluation results and determine whether the student is eligible and needs special education services. With this case, practicum students will conduct a comprehensive psychoeducational evaluation, summarize and interpret data, write a case report, and make educational recommendations while following relevant legal and ethical guidelines.

The case report should be individualized for the student and school district format; however, in most cases the report should include:
- Demographic information
- Reason for referral
- Sources of information
- Background information/review of records
- Assessment results
- Summary and recommendations

2. Consultation: Academic/Cognitive
The academic/cognitive consultation case study should address one or more referral concerns focused on student academic (e.g., reading fluency, comprehension, math computation) and/or cognitive (e.g., on-task/attention, organization, work completion, executive functioning) skills. The practicum student will use a problem-solving model to complete problem identification, problem analysis, intervention implementation, and evaluation activities. The intervention may occur at the individual and/or group level, should address academic/cognitive skill development, and student progress should be evaluated toward at least one goal focused on observable academic behaviors.

3. Consultation: Behavioral/Mental Health
The behavioral/mental health case study should address one or more referral concerns focused on student behavioral (e.g., attendance, elopement, hitting, talk-outs) and/or social-emotional (e.g., self-regulation, relationship skills). The practicum student will use a problem-solving model to complete problem identification, problem analysis, intervention implementation, and evaluation activities. The intervention may include individual and/or group intervention components, should address social and/or social-emotional skill development, and student progress should be evaluated toward at least one goal focused on observable social/social-emotional behaviors.

For each consultation case, you will submit a written case study document addressing the components identified on the NASP NCSP case study rubric (see appendices for rubric). The written case study document should include the following sections (use these headings), which correspond to the rubric:
- Demographics and Context for the Case
- Problem Identification
- Problem Analysis
- Intervention
- Evaluation

Worksample Materials
Each of the three common worksamples will consist of a worksample case planning form, psychoeducational evaluation report or consultation case study report, and reflection. Additionally, practicum students will complete two formal case presentations: special education evaluation and one consultation case study. The case planning form, report, presentation slides, and reflection will be uploaded to the Tk20 portfolio. Requirements for each component are described here.

1. Worksample Case Planning Form

After a case has been identified, practicum students will work with their field supervisor to develop a service plan for the case, using the appropriate worksample case planning form. The planning form will be turned in to the university supervisor within one week of receiving parent/guardian consent. The university supervisor will review and provide verbal feedback on the plan during individual supervision, with attention to worksample requirements and rubric items. The practicum student is responsible for gathering additional information or working to modify the case plan as needed in response to feedback.

2. Case Report
Practicum students will complete a formal psychoeducational evaluation report for the special education evaluation, following the report writing guidelines provided in class and by the school district. Students will complete a consultation case study report for each of the academic/cognitive and the behavioral/mental health consultation cases. Reports must be reviewed and approved by the university supervisor prior to distribution at school, then approved and co-signed by the field supervisor.

3. Case Presentation
Practicum students will complete two formal case presentations (special education evaluation, one consultation case) during group supervision using PowerPoint or similar presentation software. The format of the presentation will consist of 30 minutes of formal presentation, followed by 15 minutes of Q&A with the audience. Presentations should address the following:
- Reason for Referral
- Relevant background information
- Assessments conducted and results
- Intervention Plan and Implementation (for consultation case)
    - Goal
    - Description of intervention plan
        - Rationale/evidence base for practices
    - Progress monitoring plan and data decision rule(s)
    - Plan to support and monitor fidelity
- Outcomes (for consultation case)
    - Graph
    - Summary of intervention effects
    - Summary of fidelity of implementation and impact on outcomes
- Recommendations and next steps
- Discussion
    - What went well/what you could have done differently
    - Legal and ethical issues
    - Other challenges faced

4. Case Reflection
Practicum students will complete a reflection paper (2 page max.) in which they reflect on the strengths and limitations of the case, as well as their own professional growth resulting from work on the case. The reflection paper is also an opportunity to discuss any contextual factors that may have impacted work on the case, and to address unmet items on the worksample rubric. Upon completion of case work, practicum students should step back and consider the following:

- What worked well, and why?
- What challenges or barriers did you encounter? Why do you think these occurred?
- How did you address cultural considerations in this case?
- What did collaboration look like in this case (among team members, family, etc.)?
- Were there any legal/ethical dilemmas? If so, how were they addressed?
- What did you learn from this case that you will apply to future case work?
- Is there anything you wish you could have done differently? Or that you would do differently in the future?
- How has the student/client been impacted by your work on this case, and the decisions that were made?

After thoughtful reflection about these and other aspects of the case, practicum students will write a reflection paper that addresses (1) strengths of the case, (2) limitations of the case, and how you might address these in future practice, and (3) your professional growth.

5. Compile Worksample Materials for Tk20 Portfolio
For each case, create <u>one file</u> (e.g., .pdf) with the above materials combined in the following order, and upload to Tk20.
- Case Report
- Case Reflection
- Case Presentation Slides
- Worksample Case Planning Form

Professional Behavior

As professionals in training, school psychology students are expected to exhibit professional behavior in all courses and field sites, demonstrating their ability to interact appropriately and effectively as they work with individuals across varied settings. It is imperative that students are able to communicate professionally, manage workload and time demands effectively, and maintain positive and collaborative relationships with colleagues, instructors, and staff at the university and at field placement sites. More specifically, the program draws on four areas to define these professional standards:

1. Students are expected to demonstrate the personal and professional characteristics required to become licensed educational professionals. These are grounded in the National Association of School Psychologists (NASP, 2020) standards for professional work characteristics, including:

   - Effective interpersonal skills,
   - Responsibility,
   - Adaptability,
   - Initiative,
   - Dependability,
   - Technological competence,
   - Advocacy skills,
   - Respect for human diversity,
   - Commitment to social justice and equity.

2. Students are expected to display the general personal and managerial skills that are needed to function effectively as a school psychologist, including:

   - Self-awareness
   - Identifies limits of competency/Seeks and uses supervision effectively
   - Responsive to supervision and feedback
   - Commitment to ongoing professional development
   - Identifies with the profession of school psychology/Conducts oneself as a professional

3. Students are expected to read and follow the UO Student Conduct Code (http://dos.uoregon.edu/conduct), which applies to all UO students. Please note that the School Psychology Program definition of communication includes verbal, written, and electronic communications.

4. Students are expected to adhere to the ethical conduct standards of the American Psychological Association (APA) and National Association of School Psychologists (NASP). These ethical conduct codes are available on the websites of the two organizations, located at www.apa.org and www.nasponline.org, respectively.

Technology

As an educator, you have a professional image to uphold in how you conduct yourself with the use of social media and technology (e.g., school/district websites, Twitter, Instagram, text messaging, cell phones, etc.). Instances of misconduct, engaging in inappropriate dialogue about schools, colleagues and/or students, or posting pictures and videos online of individuals engaging in inappropriate, illegal, or controversial activity can result in serious repercussions. Consequences may include district or university termination of your practicum placement, a failing grade in practicum, or termination from the SPSY Program. Some guidelines for use of technology are as follows:

1. Learn the district and school policies regarding technology and social media, and follow their guidelines/policies.
2. Avoid discussing students, teachers, staff, or criticizing school policies or personnel. If you have concerns, discuss them with your field and/or university supervisors.
3. Do not take/post/send photos or videos of students without written parent or guardian permission.
4. Avoid engaging in online interaction with students or connecting with students on personal social networking sites.
5. Do not assume privacy settings will protect your privacy. Social media contacts have the ability to share your information and photos with others.
6. When using personal social media accounts, keep legal and ethical obligations in mind and post only what you want the world to see. Once you post something, it may be available even after you have deleted it.
7. If you encounter legal or ethical issues involving technology, consult with your field and/or university supervisor about appropriate courses of action.

Email & Text Messaging
As a preservice educator, you are expected to use appropriate language and demonstrate a professional demeanor in all written communication with classroom teachers, parents, students, and supervisors. This includes all written (email and text messaging) and verbal (phone, in person) communication. In general, practicum students are advised to avoid using text messaging or other electronic communication with students. If using text messaging as part of service delivery activities (e.g., communication with parents or teachers), students should work with field supervisors to address district policies, issues of privacy/confidentiality and informed consent, and consider whether the communication is considered part of the student's educational record. Students are advised to

SUPERVISOR ROLES AND RESPONSIBILITIES

Getting Started
Field supervisors will receive orientation/training prior to supervising their first practicum student. This orientation will include general information about the SPSY program and licensure requirements, as well as information about their role as a practicum field supervisor.

Prior to or during the first week of the student's practicum, the university supervisor will provide the field supervisor a copy of the practicum handbook and course syllabus with information about expectations for the term. The practicum student and field supervisor should establish a schedule for the student's practicum experience and supervision, identify opportunities to engage in program tasks, and discuss the field supervisor's expectations. The field supervisor should orient the practicum student to the school site and staff, school district policies, and other site-specific expectations. It is suggested that students spend time shadowing their field supervisors during the first few weeks to observe a range of day-to-day duties of the supervisor, and begin to access educational records/data systems. The field supervisor should alert the University supervisor if there are any concerns about providing experiences aligned to course requirements.

Roles and Responsibilities of <u>Field</u> Supervisors
The SPSY Program recognizes the critical role field supervisors play in the development of students' knowledge, skills, and professional identities. The field supervisor serves as a mentor and role model for the student. The SPSY Program selects qualified supervisors who have three or more years of school psychology experience in early childhood, elementary, middle or high school settings, hold a valid license for their current assignment, and are recommended by school district administrators.

Primary responsibilities of the field supervisor include:
- **Provide weekly individual supervision**. Although the amount of time spent in supervision from week to week may vary, it is important that supervisors have frequent and regular contact with their supervisees. Field supervisors should provide <u>30-minutes of supervision per week</u>, using a variety of supervision techniques (e.g., case reviews, role plays, live observation, individual supervision, videotape reviews, etc.), as appropriate for the needs of the supervisee and the type of fieldwork completed.

- **Assist the student in accessing appropriate fieldwork activities and opportunities to complete program tasks.**
  Field supervisors should review program requirements with their practicum students at the start of the term, and assist practicum students in identifying opportunities to complete program requirements. Field supervisors should obtain appropriate parent/guardian or teacher consent for services to be delivered by the practicum student. Field supervisors should identify and involve practicum students in fieldwork activities that represent a broad and comprehensive range of professional school psychology activities occurring at the specific school site (e.g., IEP meetings, data-based decision making, consultation, prevention initiatives, crisis response), aligned to domains of the NASP practice model. The appropriate level of practicum student involvement will vary based on students' level of knowledge and skill and contextual factors, as well as the specific role of the school psychologist in that context, and may range from shadowing/observing to active and independent service delivery.

- **Evaluate practicum student performance.** Supervisors should provide formative and summative feedback to the practicum student about professional behavior, knowledge and skills. Feedback and evaluation will occur using multiple methods across the year (copies of evaluation forms are available in the appendices of this handbook):

  o Throughout the year, field supervisors review and provide feedback on the practicum student's psychoeducational reports. All reports must be approved and co-signed by the field supervisor prior to distribution.
  o At least twice per year, field supervisors conduct direct observations of the student delivering services, and provide verbal and written feedback to the student using the "UO Supervision Observation Form." (One observation required prior to mid-year meeting, and another prior to year-end meeting.)
  o At the end of each quarter, field supervisors review and sign student practicum logs documenting clock hours and activities completed.
  o Mid-year and at the end of the year, field supervisors complete the UO "Evaluation of Professional Behavior" and the "Practicum Performance Evaluation (PPE)" form in the Tk20 online system, and upload observation feedback to Tk20.
  o Mid-year and at the end of spring term, field supervisors participate in a formal evaluation meeting with the practicum student and University supervisor. These meetings will involve a review of the PPE and a discussion of student strengths and needs.

- **Communication.** Communicate any concerns about student performance to the University supervisor as they arise, and engage in collaborative problem-solving with the student and University supervisor as needed.

Roles and Responsibilities of <u>University</u> Supervisors
For the SPSY 698 School-Based Practicum sequence, each student will also have a university faculty supervisor. This is typically the faculty member teaching the course; however, another faculty member may also be assigned to serve as university supervisor. The primary

responsibilities of the university supervisor include:

- **Provide weekly individual and group supervision**. University supervisors provide supervision on campus on a regular basis. University supervisors use a variety of supervision techniques (e.g., role plays, on-site observations, individual and/or group supervision, videotape reviews, etc.), as appropriate for the needs of the supervisee and the type of fieldwork completed. The university supervisor who serves as the instructor of record for SPSY 698 hold weekly group supervision for 2 hours and 50 minutes (approx. 2.5 hrs excluding break). Each student will also be assigned a university supervisor to provide individual supervision for 30 minutes weekly. Additional supervision support may be provided by the practicum GE, under the supervision of the practicum instructor of record.

- **Assign program tasks (fieldwork) required for the course.**
  University supervisors should provide field supervisors and practicum students a written summary of program requirements (i.e., handbook, syllabus) at the start of the practicum. If a practicum student is unable to arrange an opportunity to complete a requirement at his/her practicum site, university supervisors will work with field supervisors and students to modify assignments or locate alternate settings to complete assignments.

- **Evaluate student performance.** Supervisors should provide formative and summative feedback to the practicum student about professional behavior, knowledge and skills. Feedback and evaluation will occur using multiple methods across the year (copies of evaluation forms are available in the appendices of this handbook):

  - Throughout the year, university supervisors (with support of GEs) review and provide feedback on practicum students' psychoeducational reports. All reports must be approved by the university supervisor prior to distribution at the practicum site.
  - At least twice per year, the university supervisor conducts direct observations of the student delivering services at their school site. Verbal and written feedback are provided to the student using the "UO Supervision Observation Form."
  - At the end of each quarter, university supervisors review and sign student practicum logs documenting clock hours and activities completed.
  - Mid-year and at the end of the year, field supervisors complete the UO "Evaluation of Professional Behavior" and the "Practicum Performance Evaluation (PPE)" form in the Tk20 online system, and upload observation feedback to Tk20.
  - Mid-year and at the end of the year, university supervisors participate in a formal evaluation meeting with the practicum student and field supervisor. These meetings will involve a review of the PPE and a discussion of student strengths and needs.

- **Communication.** Communicate with field supervisors about program requirements and student performance. Communicate any concerns about student performance to the field

supervisor and/or University practicum coordinator as they arise, and engage in collaborative problem solving as needed.

FEEDBACK AND EVALUATION

Course Grading
Courses in the SPSY 698 school-based practicum sequence are graded using the University letter grade system, and students must earn a B- or better to pass the course. Grading criteria are described in the course syllabus.

If concerns arise about student performance in fieldwork, a remediation plan will be developed (see below). To pass the course, the student must demonstrate satisfactory performance on evaluations of professional knowledge, skills, and dispositions, and may not have an unresolved practicum-related remediation plan in place. A grade of Incomplete will only be given in rare circumstances, according to University of Oregon guidelines. When a grade of Incomplete is given, the student and course instructor will develop a contract for completing any remaining requirements to earn a grade. The contract must be signed by the student, course instructor, University and field supervisors. A copy of the contract will be sent to the student's academic advisor.

Observations
Each student will be observed by their field and university supervisors on multiple occasions during delivery of services. Students are responsible for working with their field supervisor to identify appropriate activities for observation (e.g., conducting assessments, teaching social skills, consulting with teachers, presenting evaluation results to parents) and scheduling the observations with supervisors. When selecting an activity for observation, students and supervisors should consider the NASP domains of practice, the student's personal goals for professional development, and any areas of need. Prior to the observation, the student and supervisor will discuss the planned activity and identify any specific areas for feedback (e.g., standardization of test administration, fidelity of intervention implementation, accuracy and clarity when explaining evaluation results). After the observation, the student and supervisor will debrief the observation, and the student will receive written and verbal feedback regarding (1) what went well, and (2) suggestions for improvement.

The field supervisor completes at least <u>two</u> direct observations per year (prior to mid-year and year-end meetings). The university supervisor completes at least <u>two</u> direct observations per year (prior to mid-year and year-end meetings). The university supervisor may delegate supplemental observations to course GEs; however, each practicum student must be observed by the university faculty supervisor <u>at least twice</u> by the end of the year-long practicum.

It is the practicum student's responsibility to work with their supervisors to schedule the direct observations, complete pre-observation planning and post-observation debriefing. To request an observation from a university supervisor/GE, students should:
1. Work with the field supervisor to identify an appropriate activity, obtain appropriate consent, and identify the date, time, and location (classroom, office, conference room, etc.).

2. Email the university supervisor a request for observation <u>at least 3 business days in advance</u>, with the following information:
    a. Date, time, and location of observation
    b. Description of activity to be observed
    c. Specific aspects of service delivery on which you'd like feedback
3. The university supervisor or GE will confirm whether the requested date/time is available for observation.

Practicum Performance Evaluation (PPE)

The Practicum Performance Evaluation (PPE) is designed to assess students' competencies. The PPE is completed mid-year and at the end of the school-based practicum by the field supervisor, with input from the university supervisor and the student. Mid-year and final evaluations are discussed at joint meetings with the university supervisor, field supervisor, and student.

Evaluation of Professional Behavior and Work Characteristics

The Evaluation of Professional Behavior and Work Characteristics is designed to assess students' professional behavior and dispositions. Students are evaluated and receive feedback on items representing important professional behaviors and work characteristics drawn from NASP standards for graduate education, the professional literature, and supervisor input. Evaluations are completed at the mid-year and year-end by the field supervisor and the university supervisor.

Practicum Portfolio

Throughout the SPSY 698 practicum, students will develop a portfolio in Tk20, an online data management system adopted by the COE. The portfolio contents will include signed hours logs, observation feedback forms, evaluation materials (PPEs, Evaluations), worksample materials, and student feedback to supervisors.

Additional details about how to develop the practicum portfolio in Tk20 will be provided in class. Samples from these portfolios may be placed in the student's annual evaluation portfolio for the School Psychology Program.

When a Student is Not Succeeding

<u>Remediation Plans</u>

Should there be areas of concern in a practicum student's skills or performance, the university practicum coordinator, the on-site supervisor, and the student may develop a remediation contract. This contract will include input from the student's academic advisor and may include input from other faculty. The university practicum coordinator has primary responsibility for designing, implementing and monitoring the contract. If the contract includes increased on-campus supervised activity, coursework, or additional practicum hours, the student's advisor and the School Psychology Program faculty must approve the contract. The contract will specify how the remediation objectives will be accomplished and evaluated, and a timeline for completion. Practicum grades will be withheld until this plan is fulfilled to the satisfaction of all parties. Students may be placed on probation until remediation contracts are fulfilled. The decision about whether a student is placed on probation is made in collaboration with School Psychology faculty. Primary considerations for whether to place a student on probation include, (a) the nature of remediation required, and (b) student responsiveness to prior feedback.

<u>Notification Process for Student Dismissal</u>
In instances where appropriate remediation procedures coupled with the annual School Psychology Program evaluation process do not result in the student making satisfactory progress, the student may receive a failing grade and/or be dismissed from the program. Dismissal or termination decisions are made jointly by the program faculty, after a careful examination of student progress and efforts to address concerns that have been noted. In such instances, the student will be notified of the decision of the faculty through a formal letter that includes a description of how the student may access university and college due process procedures.

OTHER IMPORTANT INFORMATION

Obtaining a COE ID Badge
The School Psychology Program requires that students placed in field studies, practicum, or internship sites obtain UO-issued COE Practicing Professional ID badges prior to their first placement. Information about how to complete the prerequisite fingerprinting and background check process may be obtained from the program's practicum coordinator or GE. Upon receipt of appropriate documentation, COE Practicing Professional ID badges will be issued to students for a designated time period, not to exceed three years. The School Psychology Program requires students to maintain a current COE ID badge throughout their time in the program. **This will require completing a new background check through TSPC every three years.**

Students placed in school districts or other agencies requiring background or security clearances in addition to those required to obtain a COE ID badge must comply with the policies and procedures of the school district or agency.

Insurance Coverage
Students enrolled in practica, field experience, internship, or externship credits and who are completing these experiences with external sites are covered under the university's insurance. If a site needs evidence of a student's UO insurance coverage, students may go onto the UO Risk Management website (https://safety.uoregon.edu/risk-management-and-insurance) and request a certificate of insurance.

Questions concerning insurance coverage may be directed to the University of Oregon Office of Business Affairs at 541-346-3165.

Safety and Liability Issues
Please use common sense to promote safety and minimize personal and professional liability. Do not transport children in your personal car. Do not administer medication, corporal punishment, or use of physical restraints. If you are asked to do so, decline the request and report it to your supervisor. Do not serve as a substitute teacher, interpreter, or translator during your practicum experience. Do not bring weapons, tobacco or other prohibited substances to school. If you have any questions or concerns about personal safety or liability at your practicum site, contact your field and/or university supervisor.

APPENDICES

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School Psychology Practicum Hours Log

Total hours this page_____
Field Supervisor Initials_____

Student Name:
University Supervisor:
Field Supervisor:
Practicum Site:

| Date | Week | Hours | | Description of Activities |
		Onsite	Offsite/ Campus	

School Psychology Practicum Hours Log Summary
(Complete and attach this page to final logs upon completion of SPSY 698 School-Based Practicum)

Total Hours Fall Term: _____

Total Hours Winter Term: _____

Total Hours Spring Term: _____

End of Year Total (Fall-Spring): _____

Graduate Student: _____   Date: _____
                                          Print Name   Signature

Field Supervisor: _____   Date: _____
                                          Print Name   Signature

University Supervisor: _____   Date: _____
                                          Print Name   Signature

Supervision Observation Form
School Psychology Practicum

Practicum Student:		Observation Date & Time:	
Observer/Title:		Date of Pre-Observation Planning:	
School/Setting:		Date of Post-Observation Debrief:	

Description of Activity:

Feedback addressing what went well and suggestions for improvement:

Follow-up/Next steps:

During this observation, the practicum student engaged in activities related to the following NASP Domains of School Psychology Practice (descriptions below):

☐ Data-Based Decision-Making	☐ Services to Promote Safe and Supportive Schools
☐ Consultation and Collaboration	☐ Family, School, and Community Collaboration
☐ Academic Interventions and Instructional Supports	☐ Equitable Practices for Diverse Student Populations
☐ Mental and Behavioral Health Services and Interventions	☐ Research and Evidence-Based Practice
☐ School-Wide Practices to Promote Learning	☐ Legal, Ethical, and Professional Practice

NASP Practice Model 10 Domains

Domain 1: Data-Based Decision Making - School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration- School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports- School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions- School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social– emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning- School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools- School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration- School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations- School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practices- School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

University of Oregon School Psychology Program
Evaluation of Professional Behavior and Work Characteristics
Rev. Fall 2021

Student:	**Term:**
Site:	**Date of Evaluation:**
Field Supervisor:	**Name & Title of Person**
University Supervisor(s):	**Completing Evaluation:**

Goals of SPSY practicum and internship experiences include developing professional knowledge and skills, building fluency with integrated service delivery in real world settings, and demonstrating professional behavior and work characteristics consistent with standards for professional certification/licensure (i.e., NASP graduate training standards, NASP/APA ethical standards, IDEA, Oregon Administrative Rules). Evaluations of professional behavior and work characteristics are completed quarterly during SPSY practicum and internship experiences, and are one source of information used to assess student progress and readiness for internship and licensure, and to determine course grades.

Directions: Please rate the student's professional behavior and work characteristics using the scale below. Then, provide general comments about the student performance this quarter, noting specific concerns associated with ratings of "1" or "2."

Rating Scale:
N/A- No opportunity to observe/don't know
1 -   **Needs substantial improvement**: Significant concerts exist. Student demonstrates behavior inconsistent with professional standards and/or current level of training. For example, one or more serious violations of professional standards, or a pattern of unprofessional behavior that has not changed in response to feedback. Substantial improvement is needed before progressing to next level of training (practicum, internship, or licensed/certified practice).
2 -   **Needs some improvement**: Minor concerns exist. Student demonstrates behavior inconsistent with professional standards, and/or current level of training. For example, one or more violations of professional standards, or requires multiple prompts to demonstrate a professional behavior. Some improvement is needed before progressing to next level of training (practicum, internship, or licensed/certified practice).
3 -   **Demonstrates initial preparedness for field**: Student demonstrates professional behavior and work characteristics that demonstrate initial field preparation (i.e., prompts/reminders may be needed within context of regular on-site supervision, responsive to feedback and prompts/reminders).
4 -   **Demonstrates substantial preparedness for field**: Student demonstrates a level of independence with professional behavior and work characteristics (i.e., requires only occasional prompts/reminders within context of weekly supervision, responsive to supervision) that demonstrate substantial preparedness for the field.
5-   **Demonstrates established field readiness:** Student demonstrates the professional behavior and work characteristics expected for practice as a licensed/certified school psychologist (i.e., independently demonstrates professional behavior, seeks consultation or supervision when needed).

Expected Levels of Performance: Scores of '3' or higher on each item are expected for students enrolled in Practicum. Scores of '4' or higher on each item are expected for students enrolled in Internship.

Professional Behavior and Work Characteristics	Performance Rating					
	N/A	1	2	3	4	5
Respect for human diversity and social justice: respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and other human differences; demonstrates sensitivity and skills needed to work with diverse populations						
Communication skills: clearly and effectively expresses self verbally and in written communications, listens attentively						
Effective interpersonal skills: relates effectively to colleagues, supervisors, school staff and administration, and clients; works well with teams; makes constructive contributions to group tasks						
Responsibility: accepts tasks and assignments; takes responsibility for work and actions						
Adaptability/Flexibility: adapts effectively to the demands of a situation; is sufficiently flexible to deal with change						
Initiative: initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task; uses existing resources to acquire information to solve problems						
Dependability: can be counted on to follow through on a task once a commitment has been made; reliably completes tasks in a timely manner						
Technology Skills: uses technology effectively in day-to-day practice (e.g., email, scoring assessment results, graphing data, report writing, use of system-wide data systems)						
Ethical Behavior: demonstrates knowledge of and adherence to professional standards for ethical behavior throughout practice						
Seeks and uses supervision appropriately: seeks feedback on strengths and areas for improvement; identifies limits of competency in practice and seeks appropriate supervision/consultation when indicated						
Responsive to supervision/feedback: is open to supervision/feedback and responds to such appropriately						
Effectively deals with stress: effectively manages work-related and personal stress; demonstrates use of strategies to prevent professional burnout						
Professional Identity/Development: appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth						

Comment on the student's strengths and weaknesses in practicum/internship this term.

For each rating of "1-needs substantial improvement" or "2-needs some improvement," please describe the concern(s) and provide recommendations to address those concerns.

University of Oregon
Department of Special Education and Clinical Sciences
School Psychology Program

Practicum Performance Evaluation Form

Date: _____   Site Supervisor: _____

Name of Student: _____   Site Supervisor's Title: _____

Practicum Site: _____   Quarter/Year: _____ _____

Evaluation Type: ___ Mid-Year ___ Final

Directions (to be completed by site supervisor): The fieldwork experiences are integral to training School Psychologists. The following evaluation is intended to guide the school psychology candidate and the program in determining the relative competencies of our School Psychology trainees. Please use the following rating scale in evaluating the progress, demonstrated skill and knowledge of the school psychology candidate under your supervision. Please keep in mind the level of expected performance for your trainee in responding to the items below.

N/D – No Data — Skill either not observed or there is insufficient data to make a rating at this time, or, not an appropriate goal for the student in this setting.

1 – Unsatisfactory — Student's competence in this area is below that expected of a student at his/her level of training. (A remediation plan must be developed.)

2 – Needs Improvement — Student's skills are developing in this area. Plans should be made to ensure student gains extra practice in this skill before leaving the program.

3 – Satisfactory — Student's performance in this area reflects sufficient mastery for practice at the pre-professional level, with appropriate supervision.

4 – Highly Competent — Student's skills in this area are very well developed and performed at an above average level. Student demonstrates an ability to function with only occasional supervision.

5 – Exceptional — Student's skills in this are exceptionally strong. Student is well-prepared for independent practice in this area.

Expected level of performance: Practicum student performance is expected to be at an average score of 3-Satisfactory or higher in each section by the end of the practicum year in order to move on to internship. For items rated 1, a remediation plan must be developed. For items rated a 2, field and university supervisors should collaboratively develop plans to ensure student gains extra practice in the skill, and consult with the program's practicum coordinator as needed.

*Adapted from Howard University's Assessment Three

SECTION 1. ASSESSMENT AND DATA-BASED DECISION MAKING

1.	Understands and utilizes a comprehensive, systematic, multi-source and multi-method approach (e.g., RIOT procedures) to collect psychoeducational assessment data as a foundation for data-based decision making at the individual level	N/D 1 2 3 4 5
2.	Judges the appropriateness of instruments selected on the basis of linguistic, psychometric and cultural criteria.	N/D 1 2 3 4 5
3.	Considers ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment	N/D 1 2 3 4 5
4.	Cognitive functioning: Demonstrates proficiency in administering, scoring, and interpreting formal and informal measures of cognitive functioning.	N/D 1 2 3 4 5
5.	Social-Emotional-Behavioral functioning: Demonstrates proficiency in administering, scoring, and interpreting measures of social-emotional-behavioral assessments.	N/D 1 2 3 4 5
6.	Academic functioning: Demonstrates proficiency in administering, scoring, and interpreting formal and informal measures of academic functioning.	N/D 1 2 3 4 5
7.	Uses information and technology resources to enhance data collection and decision-making	N/D 1 2 3 4 5
8.	Demonstrates ability and skills in writing psychological reports that are concise, organized, meaningful, and appropriate to the referral problem.	N/D 1 2 3 4 5
9.	Demonstrates ability and skills in orally reporting assessment results in a manner that is clear, concise, organized and consistent with, and sensitive to, the educational, personal, cultural, linguistic characteristics of intended recipients (e.g., parents, teachers).	N/D 1 2 3 4 5
10.	Makes recommendations are culturally and developmentally responsive and follow logically from the assessment results.	N/D 1 2 3 4 5
11.	Understands and utilizes assessment methods to inform and develop effective interventions, services, and programs at the individual level	N/D 1 2 3 4 5

Average score Section 1:

Comments:

SECTION 2. CONSULTATION & INTERVENTION: DESIGN, IMPLEMENTATION, AND EVALUATION OF SERVICES

1.	Understands models and strategies of consultation and collaboration applicable to individuals, families, groups, and/or systems, and effectively uses these strategies to support school services for academic/cognitive skills and mental/behavioral health	N/D 1 2 3 4 5
2.	Uses a problem-solving framework as the basis for all consultation and intervention activities	N/D 1 2 3 4 5
3.	Considers ecological factors (e.g., classroom, family, and community characteristics) as a context for academic/cognitive and mental/behavioral health interventions	N/D 1 2 3 4 5
4.	Understands and promotes the use of evidence-based curricula and instructional strategies that support academic skill development in children with diverse abilities, disabilities, backgrounds, strengths, and needs	N/D 1 2 3 4 5
5.	Applies current, empirically-based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels	N/D 1 2 3 4 5

6. Applies current, empirically-based research on behavioral and mental health to the development of effective intervention strategies to promote student learning and well-being at the individual, group, and/or systems levels N/D 1 2 3 4 5

7. Demonstrates skill in using counseling (individual and/or group), behavior analysis and intervention, and/or social-emotional instruction or intervention (please describe in comments below), with attention to individual students' abilities, disabilities, backgrounds, strengths, and needs N/D 1 2 3 4 5

8. In collaboration with others, uses assessment and data collection methods to set goals, monitor student progress, and evaluate academic/cognitive and mental/behavioral health interventions N/D 1 2 3 4 5

9. Seeks to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of academic/cognitive and mental/behavioral health interventions N/D 1 2 3 4 5

Average score Section 2:

Comments:

_____

_____

_____

SECTION 3. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

1. Understands and provides services consistent with ethical and professional standards for school psychology practice N/D 1 2 3 4 5

2. Understands and provides services consistent with legal standards governing school psychology practice N/D 1 2 3 4 5

3. Stands up for the rights and welfare of children and families, and uses expertise to promote changes in individual education programs, systems, and/or schools N/D 1 2 3 4 5

4. Applies professional work characteristics needed for effective practice as a school psychologist, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competency, advocacy skills, respect for human diversity, and a commitment to social justice and equity (please comment below, if needed) N/D 1 2 3 4 5

5. Appropriately seeks and uses professional supervision N/D 1 2 3 4 5

Average score Section 3:

Comments:

_____

_____

_____

SECTION 4. OTHER PROFESSIONAL PRACTICES

1. In collaboration with others, develops/maintains positive school climates and learning environments for children and others within a multitiered system of services to support student attainment of academic, social-emotional, and behavioral goals N/D 1 2 3 4 5

2. Participates on school-based teams (e.g., IEP, PBIS, RTI, Crisis, SST teams) to promote positive outcomes for individual students, school staff, and school systems N/D 1 2 3 4 5

3. Familiar with procedures and policies related to crisis response procedures at site. N/D 1 2 3 4 5

4. Recognizes and responds to student risk factors (e.g., suspected abuse or neglect, self-harm, bullying) that may necessitate intervention — N/D 1 2 3 4 5

5. Understands and uses evidence-based strategies to support positive family influences on children's learning and mental health, and to develop collaboration between families and schools — N/D 1 2 3 4 5

6. Advocates for families and supports parents/guardians in their involvement in school activities, acknowledging barriers to school engagement and taking steps to help families overcome them — N/D 1 2 3 4 5

7. Understands principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables — N/D 1 2 3 4 5

8. Recognizes the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities — N/D 1 2 3 4 5

9. Promotes equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments and by actively engaging in efforts to address factors that limit equity and access to educational opportunity — N/D 1 2 3 4 5

Average score Section 4:

Comments:

_____

_____

_____

SUMMARY

Summarize areas of strengths and outstanding skills:

Summarize areas needing growth or development and the plan for addressing those needs:

The basis for your evaluation is (Indicate 'X' for all that apply):

a. _____ direct observation,
b. _____ comments of colleagues
c. _____ comments of parents
d. _____ comments of teachers
e. _____ professional outcomes/permanent products (reports, presentations, data-based student improvements.)
f. _____ other, please specify: _____

Is this student on track for internship at present? (Choose one)

YES

NO

Rubric: Special Education Evaluation

Domains	Component	Score		
Data Based Decision Making and Accountability		Needs Development (score = 0)	Effective (score = 1)	Very Effective (score = 2)
	Selects appropriate assessments and uses multiple sources of data to determine an appropriate assessment battery	Uses no or a single source of data to determine an assessment battery	Uses a standard assessment battery with multiple sources of data, but does not tailor the battery to address the referral question(s)	Uses multiple sources of data and tailors the assessment battery to address the referral question(s)
	Integrates data in the report and uses multiple sources of data to make appropriate recommendations	No recommendations are included in the report or the recommendations are not informed by multiple sources of data	Limited recommendations are provided	Recommendations are comprehensive and integrate data from multiple sources
	Integrates data in the report and uses multiple sources of data to make eligibility determinations	Eligibility determination is not included or eligibility determination is not consistent with data presented in the report	Eligibility determination is based on limited integration of data	Eligibility determination is based on multiple sources of data as outlined in the report
Average Domain Score				
Consultation and Collaboration		Needs Development (score = 0)	Effective (score = 1)	Very Effective (score = 2)
	Consults with the team to identify concerns	Does not consult with the team to identify concerns	Consults with the team to identify some concerns	Consults with the team to identify all concerns
	Consults with key individuals to identify	Does not consult with key individuals	Consults with key individuals to identify	Consults with key individuals to identify all

	relevant background information (e.g., physician records, classroom teacher)	to identify relevant background information	some relevant background information	relevant background information
Average Domain Score				
Effective Instruction and Development of Cognitive/Academic Skills		Needs Development (score = 0)	Effective (score = 1)	Very Effective (score = 2)
	Identifies student strengths related to cognitive/ academic skills	Does not identify student strengths	Identifies some student strengths, but they are not prominently featured in the report	Identifies relevant student strengths and features them prominently in the report
	Identifies student cognitive skills	Does not identify cognitive skills	Identifies some, but not all relevant cognitive skills	Identifies and describes relevant cognitive skills
	Identifies student academic skills	Does not identify academic skills	Identifies some, but not all relevant academic skills	Identifies and describes relevant academic skills
Average Domain Score				
Socialization and Development of Life Skills		Needs Development (score = 0)	Effective (score = 1)	Very Effective (score = 2)
	Identifies student strengths	Does not identify student strengths	Identifies some student strengths, but they are not prominently featured in the report	Identifies all relevant student strengths and features them prominently in the report
	Identifies student life skills (e.g., adaptive behavior, classroom	Does not identify student life skills	Identifies some, but not all relevant life skills	Identifies all relevant life skills

	behavior, peer interactions)			
Average Domain Score				
Student Diversity in Development and Learning		Needs Development (score = 0)	Effective (score = 1)	Very Effective (score = 2)
	Considers cultural factors when conceptualizing referral questions	Does not consider cultural factors when conceptualizing referral questions	Considers some cultural factors when conceptualizing referral questions	Considers all relevant cultural factors when conceptualizing referral questions
	Considers cultural factors when selecting an assessment battery	Does not consider cultural factors when selecting an assessment battery	Considers some cultural factors when selecting an assessment battery	Considers all relevant cultural factors when selecting an assessment battery
Average Domain Score				
School and Systems Organization		Needs Development (score = 0)	Effective (score = 1)	Very Effective (score = 2)
	Works collaboratively with the multidisciplinary team during assessment activities	Does not work collaboratively with the multidisciplinary team during assessment activities	Collaborates with some team members during assessment activities	Collaborates with all relevant team members during assessment activities
	Uses district policy to determine eligibility	Does not use district policies to make eligibility determinations	NA	Follows district policies when making eligibility determinations
	Considers school and system resources when making recommendations	Does not consider school and system resources when making recommendations	Considers some school and system resources when making recommendations	Considers all relevant school and system resources when making recommendations
Average Domain Score				

Prevention, Crisis Intervention, and Mental Health		Needs Development (score = 0)	Effective (score = 1)	Very Effective (score = 2)
	Assessments integrate information relevant to crisis intervention and prevention	Assessments do not integrate information relevant to crisis intervention and prevention	Assessments integrate some information, but relevant sources are omitted	Assessments integrate all relevant information for crisis intervention and prevention
	Recommendations align with the prevention or intervention of current or anticipated concerns	Recommendations do not exist or they are not aligned with appropriate prevention or intervention concerns	Recommendations align with some prevention or intervention concerns	Recommendations address all relevant prevention or intervention concerns
	If behavior concerns necessitate a crisis intervention or safety plan one is completed	No crisis intervention or safety plan is included, when needed	Safety plan is included, but does not include relevant crisis intervention and safety concerns	Safety plan addresses necessary crisis intervention and safety concerns
Average Domain Score				
Home/School/Community Collaboration		Needs Development (score = 0)	Effective (score = 1)	Very Effective (score = 2)
	Multi-source assessments are used	Does not use multi-source assessments	Gathers relevant information from multiple sources, but key sources are missing	Gathers relevant information from multiple sources including parents, teachers and other service providers
	Multi-setting assessments are used	Does not use multi-setting assessments	Gathers relevant information from multiple settings, but key settings are missing	Gathers relevant information from multiple settings including

				home, school and community
Average Domain Score				
Research and Program Evaluation		Needs Development (score = 0)	Effective (score = 1)	Very Effective (score = 2)
	Interprets and Integrates assessment data accurately	Does not integrate or interpret	Interprets but does not integrate	Interprets and integrates
	Recommendations integrate evidence-based practices	Recommendations do not integrate evidence-based practices	Recommendations are evidence-based, but not linked to assessment findings	Recommendations are linked to assessment findings and include evidence-based practices
Average Domain Score				
School Psychology Practice and Development		Needs Development (score = 0)	Effective (score = 1)	Very Effective (score = 2)
	Complies with IDEA law and NASP ethics when completing the evaluation	Does not comply with IDEA law and NASP ethics when completing the evaluation	NA	Complies with IDEA law and NASP ethics when completing the evaluation
	Complies with professional standards when completing the evaluation	Does not comply with professional standards when completing the evaluation	NA	Complies with professional standards when completing the evaluation
	Up to date assessments with current norms are used when completing the evaluation	Does not use up to date assessments with current norms when completing the evaluation	NA	Uses up to date assessments with current norms when completing the evaluation
Average Domain Score				
Information Technology		Needs Development (score = 0)	Effective (score = 1)	Very Effective (score = 2)

	Uses appropriate technology when generating the report	Appropriate technology is not used when generating the report	Appropriate technology is used; however, formatting or typographical errors are present	All report content is word processed, formatted according to report writing conventions, free of typographical errors, Assessment data are presented in an easy to read format
Average Domain Score				
Total Score				

Scoring and Point Breakdown
To earn a passing score, students must earn a total score of 26 or greater, with the majority of items in each domain rated as "effective" or "very effective." Ratings of "not applicable" may be used at the discretion of the University Supervisor, in the unusual circumstance that an item does not apply for a specific case. Information justifying such ratings must be found in the worksample products. The university supervisor may use discretion about whether to adjust the final score when a rating of "not applicable" would impact the final score of pass/no pass.

When a score of "No Pass" is earned, the University Supervisor may assign additional practicum activities to support skill development and/or documentation of competencies. Additional practicum activities may include revising and resubmitting worksample materials, completing readings, completing an additional case and worksample, or similar.

Rubric: Consultation Case Studies
(Source: National Association of School Psychologists, 2020)

Section 1: Elements of an Effective Case Study

	Effective	**Needs Development**
1.1	☐ Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	☐ Demographic information does not include sufficient information.
1.2	☐ Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.	☐ Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics.
1.3	☐ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	☐ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.
1.4	☐ Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	☐ The steps of the problem-solving process are not followed.
1.5	☐ Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	☐ Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6	☐ Personal identifying information of the case study subject is redacted from the report.	☐ Personal identifying information is not sufficiently redacted from the report.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

Comments:

Section 2: Problem Identification

	Effective	**Needs Development**
2.1	☐ Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].	☐ Data are not gathered from multiple sources. The following are missing: ☐ Record Review ☐ Interview ☐ Observation ☐ Testing
2.2	☐ The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	☐ The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3	☐ Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). AND ☐ The difference between actual and expected levels of performance is explicitly stated.	☐ Expected performance is not based on an appropriate source for comparison or is not included OR ☐ The difference between actual and expected levels of performance is not explicitly stated.
2.4	☐ Baseline data are graphed AND ☐ Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND ☐ Use an appropriate comparison standard.	☐ Baseline data are not graphed AND/OR ☐ Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND/OR ☐ Do not use an appropriate comparison standard.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

Comments:

Section 3: Problem Analysis

	Effective	Needs Development
3.1	☐ The problem behavior is stated as a skill or performance deficit	☐ The problem behavior is not stated as a skill or performance deficit.
3.2	☐ Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. AND ☐ All hypotheses are testable.	☐ Multiple hypotheses are not developed AND/OR ☐ Hypotheses are untestable.
3.3	☐ Hypotheses are stated in observable/measurable terms.	☐ Hypotheses are NOT stated in observable/measurable terms.
3.4	☐ Proposed hypotheses are empirically tested AND ☐ Appropriate sources of data are used to confirm or reject each hypothesis.	☐ Hypotheses are not tested AND/OR ☐ Appropriate sources of data are not used to confirm or reject each hypothesis.
3.5	☐ A conclusive statement that formally describes the cause of the problem is included AND ☐ Leads to a logical intervention.	☐ A conclusive statement formally describing the cause of the problem is not included AND/OR ☐ Does not lead to a logical intervention.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

Comments:

Section 4: Intervention

	Effective	**Needs Development**
4.1	☐ A single evidence-based intervention is implemented AND ☐ Is linked to preceding sections.	☐ Multiple interventions are implemented simultaneously. AND/OR ☐ The intervention is not evidence-based. AND/OR ☐ The intervention is not linked to preceding sections of the report.
4.2	☐ Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.	☐ Acceptability of the intervention by one or more stakeholders is not verified.
4.3	☐ The intervention is replicable: ☐ Intervention components [i.e., independent and dependent variable(s)] are clearly described AND ☐ Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)	☐ The intervention is not replicable: ☐ Intervention components [i.e., independent and dependent variable(s)] are not clearly described AND/OR ☐ Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
4.4	☐ A skill or performance goal is stated. AND ☐ Described using the same metric as the dependent variables AND ☐ Is linked to baseline data AND ☐ Achievable based on research or other data.	☐ A skill or performance goal is NOT stated. AND/OR ☐ Is not described using the same metric as the dependent variables AND/OR ☐ Is not linked to baseline data AND/OR ☐ Is not achievable based on research or other data.

Section 4: Intervention (Continued)

	Effective	**Needs Development**
4.5	☐ Progress monitoring data are presented.	☐ Progress monitoring data are not presented.
4.6	Treatment integrity/fidelity data are: ☐ Reported AND ☐ Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: ☐ Reported AND/OR ☐ Are not used in the interpretation of intervention efficacy.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

Comments:

Section 5: Evaluation (Summative)

	Effective	Needs Development
5.1	☐ A single graph is depicted for the target behavior and includes the following elements: ☐ Baseline data AND ☐ Goal/Target indicator or aimline AND ☐ Treatment/progress monitoring data with a trend line.	☐ A single target behavior is presented on multiple graphs AND/OR ☐ Relevant graphs are not included. AND/OR The following components are not included in the graph: ☐ Baseline data ☐ Goal/Target indicator or aim line ☐ Treatment/progress monitoring data with a trend line.
5.2	☐ Adequate intervention data are collected to meaningfully interpret the results of the intervention.: ☐ At least 7 data points collected over AND ☐ A minimum of 6 weeks)	☐ Insufficient intervention data are collected to meaningfully interpret the results of the intervention. ☐ Less than 7 data points AND/OR ☐ Less than 6 weeks
5.3	☐ Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) were used AND ☐ The intervention was effective.	☐ Visual or statistical analyses were not used OR ☐ The intervention was ineffective.
5.4	☐ Strategies for generalizing outcomes to other settings are included.	☐ Strategies for generalizing outcomes to other settings are not included.
5.5	☐ Strategies for follow-up are included.	☐ Strategies for follow-up are not included.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

Comments:

SUMMARY: To pass the case study assignment, students must earn an overall score of "effective" on 4 of the 5 rubric sections. Information justifying such ratings must be found in the worksample products. Ratings of "not applicable" may be used at the discretion of the university supervisor in the unusual circumstance that an item does not apply for a specific case. The university supervisor may use discretion about whether to adjust the final score when a rating of "not applicable" would impact the final score of pass/no pass.

When a score of "No Pass" is earned, the university supervisor may assign additional practicum activities to support skill development and/or documentation of competencies. Additional practicum activities may include revising and resubmitting worksample materials, completing readings, completing an additional case and worksample, or similar.

Section	Score
Elements of an Effective Case Study	Effective/Needs Development
Problem Identification	Effective/Needs Development
Problem Analysis	Effective/Needs Development
Intervention	Effective/Needs Development
Evaluation	Effective/Needs Development
Overall Score	Pass/No Pass

SPSY 698 Individual Supervision Planning Form

Name:
Date of Individual Supervision:

Supervision Priorities
List the 2 most important priorities you'd like to address in supervision this week:
    1.
    2.

Reflection
Describe one success or challenge faced at your placement since your last supervision session:

Describe one ethical/legal dilemma or question that arose this week, and how you responded:

Progress Updates
List each current case/activity. For each, summarize activities completed since your last
supervision session (client contacts, assessment outcomes, report revisions, etc.) and expected
next steps (action plan) for the upcoming week:

Case (initials + descrip)	Consent Date	Report Due Date	Weekly Progress Update	Next Steps

Group Supervision Plan
Describe the problem/issue that you will bring to group supervision this week for peer feedback,
and then frame your request for feedback (e.g., *it would be helpful to receive feedback on …, I'm
wondering how to address…*).

Supervision Notes (this section to be completed by supervisor)