Seattle University
College of Education

SCHOOL
PSYCHOLOGY
PRACTICUM
HANDBOOK

2017-2018
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**PLEASE NOTE: SYLLABI WILL BE REVISED PRIOR TO THE START OF EACH QUARTER**
INTRODUCTION

School Psychology Practicum Sequence:
SPSY 5700 School Psychology Practicum I (Fall Quarter),
SPSY 5710 School Psychology Practicum II (Winter Quarter),
SPSY 5720 School Psychology Practicum III

FOREWORD

Congratulations on your readiness to begin your practicum sequence in school psychology at Seattle University! This handbook has been prepared to assist you in preparing to begin your practicum and to respond to the many questions you may have concerning it. Please supplement this material with a thorough reading of the relevant sections of the Seattle University School Psychology Student Handbook.

The three practicum experiences in consultation/intervention (Fall), counseling/behavior (Winter), and psychoeducational assessment (Spring) are distinct from the internship and are designed as a field-based orientation to school psychology. They serve to orient students to the culture of the public school, to general and special education, and to the specific role and functions of the school psychologist. The practicum is a developmental experience that begins with indirect experiences (e.g., shadowing and observing the site supervisor deliver school psychological services). By the end of each practicum, the experience includes the direct delivery of school psychological services under supervision, i.e., a consultation case, a counseling or behavior case, and two psychoeducational assessments.

PREREQUISITES CHECKLIST:

1. Check with your program advisor to verify conditional approval to start your practicum
   ▪ Candidecy Form completed and in file
   ▪ Minimum of 3.0 GPA
   ▪ Grades of B or higher in all assessment courses
   ▪ Successful completion of SPED 5450 (prior to SPSY 5700 in fall)
   ▪ Successful completion of SPED 5430 & SPSY 5020 (prior to SPSY 5710 Winter)
   ▪ Successful completion of SPSY 5630, 5640, 5660, & 5670 (prior to SPSY 5720 in Spring)

2. Attend the Practicum Orientation Meeting in Winter Quarter.

3. Submit State Patrol fingerprint/background check forms to COE Records & Certification Office ASAP. Because the process takes several weeks, you should initiate the security check through the College of Education Records and Certification Office, Loyola 503 (206-296-5774) early in the quarter prior to your practicum.
National Association of School Psychologists’ Standards for Training and Field Placement Program in School Psychology

Seattle University’s School Psychology Program is an Educational Specialist degree program approved by the National Association of School Psychologists. The mission of the National Association of School Psychologists (NASP) is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. The 2010 NASP Standards for Training and Field Placement Programs in School Psychology contribute to the development of effective services through the identification of critical training experiences and competencies needed by candidates preparing for careers in school psychology. These Standards have served to guide the design of all courses in Seattle University’s School Psychology Program.

Domains of School Psychology Training and Practice

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

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

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

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

2.5 School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.
2.6 Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

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

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

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

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

WASHINGTON STATE STANDARDS FOR RESIDENCY-LEVEL ESA CERTIFICATION: SCHOOL PSYCHOLOGISTS

The 2012 revised Washington State Residency-level standards are aligned to the ten NASP standards (above) and include the following additional standard:

Standard 11. Emerging and Assistive Technologies: School psychologists have knowledge of information sources and technology relevant to their work; technology resources for children, adolescents, and professionals including instructional software and adaptive technology for
individuals with disabilities; and, ethical, legal and access issues related to the use of technology in order to ensure responsible use. School psychologists demonstrate skills to access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services; and, to utilize available technologies to improve assessed individual student learning needs.

**Seattle University**

**School Psychology Program Goals**

Dedicated to a scientist-practitioner model, the program is designed to provide students with a solid grounding in research-based practices that will equip them with the knowledge, skills and dispositions to be effective school psychologists. With the overarching vision of preparing knowledgeable, ethical and reflective school psychologists for leadership and quality service in diverse communities, the following program goals guide the preparation of all students:

Students will:
1. Practice in accordance with professional, ethical, and legal standards.
2. Demonstrate knowledge, skills, and dispositions to advocate for services responsive to the needs of diverse learners at all systems levels and the promotion of justice for underserved populations.
3. Apply knowledge of theory and practice to promote cognitive, academic, social and emotional competence for youth at all school systems levels.
4. Apply knowledge and skills to make data-based decisions that produce positive educational outcomes for youth.
5. Demonstrate effective interpersonal, consultation and collaboration skills to promote competence for all youth and to build the capacity of systems.
6. Use self-reflection to guide their work with youth, families, and professional colleagues.
7. Demonstrate knowledge and skills to promote programs that make schools more safe, compassionate, and responsive to the academic and mental health needs of youth.
8. Use technology to enhance and safeguard their work, promote positive educational outcomes for youth, and advocate for equitable access to technology within educational settings.
STUDENT INPUT FORM

STUDENT __________________ Phone ___________ Email ___________

SPSY 5700: School Psychology Practicum I, Fall Quarter
Supervised school psychological practicum in a school (pre-K to 12). School psychology students engage in direct services (e.g., psychoeducational testing) and indirect services (e.g., consultation) under supervision. Class meetings involve group supervision and critical discussion of field experiences and current professional issues. The first in a sequence of three courses, 3 quarter credits each, with a total of 9 quarter credits. Prerequisites: SPED 5450. Graded CR/F.

SPSY 5710: School Psychology Practicum II, Winter Quarter
Supervised school psychological practicum in a school (pre-K to 12). School psychology students engage in direct services (e.g., psychoeducational testing) and indirect services (e.g., consultation) under supervision. Class meetings involve group supervision and critical discussion of field experiences and current professional issues. The second in a sequence of three courses, 3 quarter credits each, with a total of 9 quarter credits. Prerequisites: SPSY 5020 and SPED 5450. Graded CR/F.

SPSY 5720: School Psychology Practicum III, Spring Quarter
Supervised school psychological practicum in a school (pre-K to 12). School psychology students engage in direct services (e.g., psychoeducational testing) and indirect services (e.g., consultation) under supervision. Class meetings involve group supervision and critical discussion of field experiences and current professional issues. The third in a sequence of three courses, 3 quarter credits each, with a total of 12 quarter credits. Prerequisites: SPSY 5640, 5660, 5670. Graded CR/F. There is a lab fee for this course.

Field experiences: In each course, students will spend approximately 70 hours (or one day per week) working with a school psychologist in a school setting. The assigned site supervisor will plan your activities which will include shadowing the psychologist as s/he performs the role, attending staffings and IEP meetings, observing in general and special education classrooms, and reviewing school records and curricula. Students will have one placement with one supervisor throughout the year, unless an alternative arrangement is necessary.

Class sessions: Each class will meet on-campus for approximately two hours, thirty minutes and for five sessions, unless otherwise arranged by the instructor. Class time will be structured in a seminar format. Consultations, case presentations, simulations, written reflections, and readings will be used as a basis for class activities.

Placement: We have ongoing agreements with most large area school districts. To facilitate a practicum placement that meets your needs, please indicate below your preferences for districts. If you would like a placement in another region, please indicate your preferences (and this will require some additional planning on your part). If you have made prior contacts with specific districts and/or psychologists, please indicate below and include their contact information (name, school, district, phone #, email). Please submit your input to Ashli Tyre’s mailbox in Loyola 500 as soon as possible. THANK YOU FOR YOUR INPUT!
SCHOOL PSYCHOLOGY PRACTICUM: INFORMATION FOR SUPERVISORS

The Seattle University (SU) School Psychology Program faculty thank you for participating in the first field experience for our school psychology students. The year-long practicum is distinct from the internship and is designed as a field-based orientation to school psychology practice, public school culture, general and special education, and the specific role and functions of the school psychologist.

REQUIREMENTS AND EXPECTATIONS

The practicum schedule follows both Seattle University’s academic calendar—i.e. the 10-week quarter system, with breaks in December and March— and the academic calendars of local school districts. Students are expected to attend the practicum site one day a week for a total of 70 hours per quarter, or 210 total hours for the year. Students entering the practicum have completed two courses in educational assessment (two additional assessment courses will be taken concurrently), two courses in behavioral interventions, one course in consultation, and at least one counseling course. They are familiar with, and are expected to conform to, NASP ethical and professional standards. In addition, they have completed many of their core psychological foundations courses. They will be enrolled in a seminar at SU as part of their practicum.

The practicum is designed to be an assessment, consultation/intervention, counseling, and observational experience for the student. Initially, we recommend that the student be allowed to "shadow" you through the normal course of your daily activities. Other initial activities include: observations of general education classes of all types and at all grade levels in your school; becoming familiar with all the types of records available on children (school cumulative file; health; Special Ed/IEP; psychological, etc.); visiting all special education classes; etc. In addition, they will be expected to complete one consultation case (either academic or behavioral) (fall quarter), one counseling case (winter), and one comprehensive evaluation (spring). Students may assist with portions of assessments throughout the year as long as they have completed the relevant coursework beforehand.

Although this experience begins as largely observational, a main goal is to confer a sense of professionalism on our students, and to have them present themselves as such. Please assist by introducing the student to school staff as an advanced graduate student, and ensuring that he/she is perceived as a capable professional. In particular, the student should be granted access to professional meetings, cases and activities; confidentiality should not be used as a reason to exclude the student, but rather as an opportunity for the student to learn from more challenging professional situations and issues.
The following is a list of practicum goals and required activities:

1. Become familiar with the role of the school psychologist as consultant, interventionist, assessor, and counselor as delineated in the 10 domains of practice:
   a. shadowing and observing the supervisor in service activities, e.g., consulting, assessing, etc
   b. attending pre-referral staffings, evaluation team meetings and IEP meetings;

2. Become familiar with both general education and special education:
   a. observe in both general and special education classrooms;
   b. observe in resource and self-contained special education classrooms to become familiar with types of students served, and curricula and instructional techniques used in special education programs;
   c. interview specialists on a prereferral team (e.g. speech and language pathologist, school nurse) to learn about services provided by each discipline;
   d. become familiar with state and federal laws and how your school implements them.

3. Delivering school psychological services as demonstrated by the completion of one consultation case (fall), one counseling or behavioral case (winter), and two comprehensive evaluations (spring). The student is expected to collaborate with others in the school while being supervised by the school psychology supervisor. The cases will follow these steps:
   a. identify and define the problem;
   b. analyze the problem;
   c. develop an intervention for the problem;
   d. evaluate the intervention;
   e. prepare a written report;
   f. present the results to school staff, parents, and students (as appropriate).

SUPERVISION

FIELD SUPERVISOR RESPONSIBILITIES:

1. Provide opportunities for the student to perform the functions listed above.
2. Provide at least one hour per week of direct supervision to review the student’s experience and to supervise cases that have been assigned.
3. Observe the student and allow the student to observe you.
4. Review the student’s reports and provide feedback.
5. Complete brief evaluation/feedback forms on the student’s performance at the end of each quarter.
UNIVERSITY SUPERVISOR RESPONSIBILITIES:

1. Be available to the student to discuss practicum experiences.
2. Maintain phone/email contact with the field supervisor to monitor the student's progress.
3. Review the student's reports (evaluation and consultation) and provide feedback to the student.
4. At the student's or supervisor's request, provide additional supervision of assessment and consultation activities, including direct observation of a testing session, consultations, review of test protocols etc.

I hope that this information is helpful to you. If you have any questions, please feel free to call me at 206-296-5776 or email me at tyrea@seattleu.edu.

Sincerely yours,

Ashli Tyre, Ed.D., NCSP
Associate Professor
Field Placement Coordinator
School Psychology Program
Seattle University
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SEATTLE UNIVERSITY
College of Education
901 12th Ave.
Seattle, WA 98122
School Psychology Program

MASTER SYLLABUS
SUBJECT TO CHANGE

The College of Education's Organizing Theme: Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The School Psychology Program’s Organizing Theme
Dedicated to a scientist-practitioner training model, prepares ethical and reflective professionals for quality service in diverse communities

COURSE INFORMATION

SPSY 570: School Psychology Practicum I
3 credits
Time: 4:15-6:45pm
Room: CHDN 144
Meets five times during term
(See course calendar on Canvas)

INSTRUCTOR
Ashli Tyre, Ed.D., NCSP
207 Loyola Hall
Office Phone: (206) 296-5776
Msg. Phone: (206) 276-1006
E-Mail: tyrea@seattleu.edu
Office Hours: 2-4 (before class)
*Other times by appointment

REQUIRED TEXT AND READINGS:
Thomas, A. & Grimes, J. (Eds.) (2008). Best practices in school psychology-V. Bethesda, MD: NASP. -OR-
Harrison, P. & Thomas, A. (Eds.) (2014). Best practices in school psychology-VI. Bethesda, MD: NASP.

COURSE DESCRIPTION
Graduate Bulletin Description: Involves school psychology students in field-based consultation and intervention activities to address the academic challenges of pre-K-12 students. The following skills will be applied in field settings: consultation, interviewing, data gathering, intervention design and implementation, and assessment of academic progress. Graded CR/F.

Course Purpose/Goals: This course is designed to integrate knowledge and skills gained from
three previous consultation and intervention courses in the School Psychology core curriculum: 
SPSY 563 (Linking Assessment to Instruction), SPED 545 (School Consultation and 
Intervention), and SPSY 505 (Advanced Application of Research and Statistics). The course is a 
practicum and, as such, focuses on the practical application of consultation models and skills as 
students partner with teachers and parents to serve the needs of children in P-12 settings. Students 
will apply their knowledge and skills by gathering data to design interventions via observations 
and interviews, working with parents and teachers to design school-based interventions based on 
evidence-based practices, implementation and monitoring of intervention implementation, and 
assessment of positive impact on students in the school setting. The class prepares advanced 
School Psychology students for their three-quarter internship in the schools. It is also designed to 
provide students with continuing experience applying the consultation and intervention skills 
needed to operate within a response to intervention model in school settings. The course provides 
an orientation to the ten domains of school psychology practice. Students are expected to 
“shadow” and observe their supervisors perform a variety of services across multiple domains of 
practice.

Course Rationale: As with other courses in the School Psychology program, this course 
emphasizes ethical practice of the school psychologist, prepares students to be reflective 
professionals and to work in diverse communities. In order for students to become competent 
professionals, they are given opportunity in this course to work with diverse clients in the school 
setting. Students have opportunity to reflect upon their work with P-12 students through use of 
reflection logs that document their field experiences. An on-site field supervisor and a university 
supervisor closely supervise student interactions with children in the field placement school to 
ensure that ethical and professional standards are met. Case studies, class discussions, as well as 
on-site supervision, are designed to provide the best possible opportunity for students to integrate 
skills and knowledge learned in previous coursework in preparation for the yearlong internship

COURSE OBJECTIVES
By the completion of this course, the student will demonstrate:

1. Ability to approach teachers, parents, and youth in a manner that encourages the 
   formation of a trusting and cooperative relationship and which allows others to feel 
   comfortable with the practicum student throughout the consultation and intervention 
   process (NASP 2.2, 2.7).

2. A habit of promptness and predictability in all aspects of the field placement. This 
   includes keeping regular hours at the practicum site, being prepared, and meeting 
   timelines (NASP 2.2).

3. Understanding of cultural, ethnic, and/or linguistic diversity and cultural-sensitivity in 
   working with diverse teachers, students, and families (NASP 2.8).

4. Knowledge of the provisions of the Individuals with Disabilities Education Act (IDEA 
   2004) and the Washington Administrative Code (WAC) relevant to early intervention, 
   scientifically-based research practices, and response to intervention (NASP 2.10).

5. Skills in effectively collaborating with teachers, parents, and others to address the 
   academic needs of students in school and home settings (NASP 2.2, 2.3, 2.7).

6. Skills in using consultation models during collaboration with diverse groups of teachers 
   and parents in K-12 settings. Knowledge of a variety of consultation models and the 
   consultation and collaboration process at the group and system levels (NASP 2.2, 2.5, 
   2.6).

7. Skills in using data gathered through observation, interview, and direct assessment (e.g. 
   curriculum-based assessment) to design, implement, and monitor interventions. At all 
   phases of the consultation and intervention process, students will use data-based decision 
   making to assess the positive impact of interventions on children in K-12 schools (NASP
2.1, 2.2, 2.9).
8. Knowledge of the characteristics of effective, evidence-based instruction at the universal, targeted, and individual levels. (NASP 2.6, 2.9).
9. Knowledge of evidence-based prevention models that promote cognitive academic development at the individual, group, and schoolwide levels (NASP 2.3, 2.9).
10. Skills in using computer-based tools for compiling and analyzing data to design and evaluate the positive impact of academic and behavioral interventions for students in K-12 schools (NASP 2.9).

COURSE INSTRUCTIONAL METHODS
Because this course is a practicum, the focus of instruction is field-based in the school setting. On-campus class time is less formal than in most courses and structured in a seminar format. Case consultations and presentations, professional practice consultations, written reflection logs, and readings are used as a basis for class discussions. Students are highly encouraged to schedule individual sessions with the instructor to obtain feedback and assistance with cases.

COURSE REQUIREMENTS
1. Attendance and participation in all scheduled classes and practicum experiences. Students are required to attend five class sessions and spend seven hours per week at practicum school sites (70 hours total). Students are expected to be at their practicum sites for a total of ten weeks. The course instructors will contact practicum site supervisors during the quarter to monitor the students' experiences and performance in the practicum. Additionally, each student is highly encouraged to schedule one individual meeting with the course instructor during the quarter.

2. Reflection logs (4). Participation in practicum experiences is documented in four reflection logs. The logs should be a maximum length of two doubled spaced, typed pages, and should record activities and reflections. Reflections should include thoughts and feelings in response to both field experiences and course readings. Reflection logs are due no later than noon on the day of class. (See Reflection Log form in Course Appendix or Canvas.)

3. Consultation case study: Students will complete one consultation case study during the quarter. Based on consultation with a teacher, parent, or team, students will collaborate to design, implement, and evaluate an academic or behavioral intervention with a child, group of children, or school staff member. A written summary of the consultation will include the following sections which are described in detail in the Consultation Case Study Rubric found in the course appendix: 1) Research-based model, 2) Consultation goals, 3) Collaboration, 4) Evaluation of impact, and 5) Overall assessment. If required by the school, students should obtain written permission to consult (see Permission for Consultation & Intervention form). The summary should not exceed 8 pages non-inclusive of references and supporting materials.

4. Consultation self-evaluation: Based on one consultation session with a parent, teacher, or team, students will complete a self-evaluation reflecting upon their use of a specific consultation model and their use of effective consultation skills. Self-evaluations should include strengths and areas to improve. (See Consultation Checklist in Course Appendix or Canvas).

5. Practicum supervisor’s assessment of practicum performance. Students are required to obtain the practicum site supervisor’s feedback on his/her performance using the Assessment of Practicum Competencies form.

6. Additional in-class activities.
   a. School profile. As an initial orientation to the practicum site, the student is expected to study the school’s website and school report card.
noting pertinent information about the school’s mission, demographics, academic performance, special programs, and other relevant information. Be prepared to discuss your school’s profile in the first class session (no written report is required).

b. **Online and in Person Group Discussions.** Students will actively participate in group discussions related to questions or issues surrounding consultation practice in school psychology. Each student will research the topic in advance, self-direct their readings on the issue, post in Canvas prior to class, and come to class prepared to engage in further discussion. The discussion must link the problem to consultation models, skills, or practice (See Professional Practice Consultation format and evaluation criteria.)

c. **Case consultation.** Each student will informally present their case-in-progress to a small group of classmates. This requirement is intended to allow peers to provide supportive guidance and suggestions to students in various stages of the consultation and intervention process.

d. **Case presentation.** One formal case presentation is required during the last class session. Students prepare a presentation of their consultation/ intervention case. This requirement is intended to provide an opportunity for all students to share their case with the larger group and receive feedback.

**NOTE:** To protect the confidentiality of subjects, all materials submitted for this class (reports, reflections, case presentation handouts) must not contain the student’s name or other identifying information.

**GRADING:** CR (credit) or F (fail). To obtain a grade of CR, the student must receive ratings of “Satisfactory” on all course requirements and an overall rating of 2 “Meets Expectations” or higher on the Assessment of Practicum Performance completed by the practicum site supervisor.

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<td>Program Goals 1, 2, and 4</td>
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<td>Program Goals 1, 2, and 4</td>
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**SCHEDULE OF COURSE ACTIVITIES**

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<td>Students share information about their school placements.</td>
<td>Review school profile online and prepare to share in class</td>
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<td>Schedule for case consultations and case presentations.</td>
<td>For Next Class: Identify a case for the consultation case study. Review example consultation case study reports in Canvas, be prepared to evaluate one of them in our next class.</td>
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<td>Session #2: Small Group Sharing and Support for Practicum Experiences</td>
<td>Group A</td>
<td>Review of consultation case study requirements</td>
<td>Readings and Assignments: Reflection logs posted in Canvas before class. Review example case study posted on Canvas.</td>
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<td>Case Consultations</td>
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<td>Session #3: Small Group Sharing and Support for Practicum Experiences</td>
<td>Group A</td>
<td>Review of Consultation Models in School Psychology practice</td>
<td>Readings and Assignments: Reflection log two posted before class. Operationalize a goal for your case and share it for the next class.</td>
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<td>Group B</td>
<td>Case Consultations</td>
<td>For Next Class: Complete self-evaluation of consultation skills. Share your consultation goal.</td>
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<td>Review of Consultation Models in School Psychology practice</td>
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<td>Session #4: Small Group Sharing and Support for Practicum Experiences</td>
<td>Group A</td>
<td>Strategies for goal setting and troubleshooting interventions</td>
<td>Readings and Assignments: Reflection log three posted before class; Self evaluation of consultation skills</td>
</tr>
<tr>
<td></td>
<td>Group B</td>
<td>Case Consultations</td>
<td>For Next Class: Ask supervisor to complete evaluation forms, complete Consultation Case Study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review of Consultation Models in School Psychology practice</td>
<td></td>
</tr>
<tr>
<td>Session #5: Whole Class Sharing of Consultation Cases</td>
<td>All Students</td>
<td>Case presentations</td>
<td>Readings and Assignments: Reflection log four posted before class; Consultation case report and Assessment of Practicum Performance form completed by your supervisor. Also, complete verification of hours form.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course evaluations</td>
<td></td>
</tr>
</tbody>
</table>

**UNIVERSITY POLICIES**

**NOTICE to STUDENTS concerning DISABILITIES**
If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

**NOTICE to STUDENTS concerning Seattle University’s ACADEMIC HONESTY POLICY which**
includes the issue of plagiarism
(The Academic Honesty Policy of the university is available from the Registrar’s web site at the following College of Education web page where there is a hotlink to the Academic Honesty Policy document: http://www.seattleu.edu/coe/Inner.aspx?id=47649

NOTICE to STUDENTS concerning Grade Grievance - Procedure for Challenging Course Grades
This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade. A copy of this grading grievance policy and procedure document can be found at the following College of Education web page where there is a hotlink to the Grade Grievance Policy document: http://www.seattleu.edu/coe/Inner.aspx?id=47649

NOTICE to STUDENTS concerning Fair Process Policy for the Colleges of Education, Arts & Sciences, and Nursing
The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate. A copy of the fair process policy can be found using the following College of Education web page where there is a hotlink to the Fair Process Policy document: http://www.seattleu.edu/coe/Inner.aspx?id=47649

National Association of School Psychologists

Standards for Graduate Preparation of School Psychologists 2010
Seattle University’s School Psychology Program is an Educational Specialist degree program approved by the National Association of School Psychologists. The mission of the National Association of School Psychologists (NASP) is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. The NASP Standards for Training and Field Placement Programs in School Psychology contribute to the development of effective services through the identification of critical training experiences and competencies needed by candidates preparing for careers in school psychology. These Standards have served to guide the design of all courses in Seattle University’s School Psychology Program.

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

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

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

Seattle University
School Psychology Program Goals

Dedicated to a scientist-practitioner model, the program is designed to provide students with a solid grounding in research-based practices that will equip them with the knowledge, skills and dispositions to be effective school psychologists. With the overarching vision of preparing knowledgeable, ethical and reflective school psychologists for leadership and quality service in diverse communities, the following program goals guide the preparation of all students:

Students will:
1. Practice in accordance with professional, ethical, and legal standards.
2. Demonstrate knowledge, skills, and dispositions to advocate for services responsive to the needs of diverse learners at all systems levels and the promotion of justice for underserved populations.
3. Apply knowledge of theory and practice to promote cognitive, academic, social and emotional competence for youth at all school systems levels.
4. Apply knowledge and skills to make data-based decisions that produce positive educational outcomes for youth.
5. Demonstrate effective interpersonal, consultation and collaboration skills to promote competence for all youth and to build the capacity of systems.
6. Use self-reflection to guide their work with youth, families, and professional colleagues.
7. Demonstrate knowledge and skills to promote programs that make schools more safe, compassionate, and responsive to the academic and mental health needs of youth.
8. Use technology to enhance and safeguard their work, promote positive educational outcomes for youth, and advocate for equitable access to technology within educational settings.

REFERENCES

RTI Overview


RTI and Identification of Learning Disabilities


**Curriculum-Based Measurement**


**RTI Technical Issues**


Solution-Focused Report Writing

Integrity/Fidelity Issues

Intervention Decision Making

Reading Interventions


Mathematics & RTI


Writing & RTI


Secondary Students

English Language Learners


Professional Development Issues

Early Intervention

Capacity Building

RECOMMENDED BOOKS
School Psychology Practicum
Practicum Reflection Log

Student: 
School Site: 

From: 
To: 
Section: 

Practicum Supervisor: 
Hours: 

Hourly Log

<table>
<thead>
<tr>
<th>Activities</th>
<th>Hours</th>
<th>NASP Domains (Circle all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10</td>
</tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10</td>
</tr>
</tbody>
</table>

Reflections: (Include reactions to selected readings; Be sure to cite references.)
Requirements for Consultation Case Study

Students will consult with a teacher, parent, or team to develop and evaluate one academic or behavioral intervention case delivered through a specific consultation model. Cases must follow these problem-solving steps as described in the Consultation Case Study rubric:

- a. Problem identification;
- b. Problem Analysis;
- c. Intervention;
- d. Evaluation.

1. The intervention must be delivered through a case-centered consultation model that results in the evaluation of the intervention, e.g., behavioral, conjoint behavioral, problem solving, collaborative, or ecological consultation with a consultee (teacher and/or parent) or a team (SST, pre-referral). The intervention must be related to an academic or behavioral concern.

2. Students are expected to conduct all work under the direct supervision of their field supervisor (on site school psychologist) through scheduled supervision meetings.

3. Students are expected to be proactive: Students should prepare individually for their case by researching concerns and interventions in advance; knowing which step of consultation/intervention they are engaged in; and having an idea of what to do next.

4. Students are expected to collaboratively develop and evaluate these interventions evidenced by joint decision making with appropriate school personnel and/or parents.

5. Consultation models and interventions must have empirical support for their use with children and school personnel.

6. In consultation, at least 3 interviews/meetings are conducted with the consultee(s): (a) Problem/Needs Identification Interview (What’s the problem?); (b) Problem/Needs Analysis Interview (What’s the solution?); (c) Treatment/Intervention Evaluation (Did it work?).

7. A report will be written for each case, using the format required by the school district (if required); and, following the format for this course, see Consultation Case Study rubric.
School Psychology Program
Seattle University

SPSY 5700 Consultation and Academic Intervention Practicum

Consent for Consultation

I, ____________________________________________ (teacher or parent/guardian) consent to participate in consultation with the graduate student named below. The graduate student is an advanced school psychologist-in-training and is being supervised by a certified school psychologist assigned to the school. I understand that my participation is entirely voluntary. I understand that, as part of the training process, the University instructor named below may examine the written summary of the consultation process with all identifying information deleted or changed.

Graduate student: ____________________________________________
University instructor: Ashli Tyre, EdD, NCSP; Tyrea@seattleu.edu; (206)296-5776

Teacher or Parent/legal guardian: ___________________________ Date: ___________
(Signature)
### CONSULTATION CASE STUDY

#### Evaluation Rubric

### Section 1: Research-Based Consultation Model

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Effective (1)</th>
<th>Very Effective (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation theory/ research-based</td>
<td>Not identified or poorly identified and/or no evidence to support selected model</td>
<td>Some evidence to support identified model, with at least one citation from literature</td>
<td>Extensive evidence to support selected model with multiple citations from literature</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section:**  

/2

### Section 2: Consultation Goals and Activities

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Effective (1)</th>
<th>Very Effective (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation goals</td>
<td>Missing or do not reflect selected model</td>
<td>Reflect general features of model</td>
<td>Reflect specific elements of model</td>
<td></td>
</tr>
<tr>
<td>Description of consultation activities</td>
<td>Missing or inadequate</td>
<td>Adequate; includes summary of at least one consultation session</td>
<td>Excellent; includes summaries of at least two consultation sessions</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section:**  

/2

### Section 3: Collaboration

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Effective (1)</th>
<th>Very Effective (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Minimal or no evidence of collaboration with consultee</td>
<td>Adequate evidence of collaboration with consultee</td>
<td>Clear description of collaborative involvement of consultee (and others, when appropriate)</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section:**  

/2
Section 4: Evaluation of Impact

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Effective (1)</th>
<th>Very Effective (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>No evidence of evaluation</td>
<td>Reflects selected model and goals. Goal attainment data (e.g. GAS) are presented and analyzed</td>
<td>Reflects selected model and goals. Analysis of goal attainment data shows positive outcomes of consultation</td>
<td>/2</td>
</tr>
</tbody>
</table>

Overall Rating for Section: /2

Section 5: Overall Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Effective (1)</th>
<th>Very Effective (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective thinking &amp; critical analysis</td>
<td>Demonstrates little or no awareness of skills and strategies acquired/used in the activities</td>
<td>Demonstrates thoughtful analysis of skills/strategies acquired/used in the activities</td>
<td>Demonstrates exceptional insight and understanding of skills/strategies acquired/used in the activities</td>
<td></td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>Areas of strength and areas to improve are not identified, or poorly identified</td>
<td>Areas of strength and areas for improvement are identified</td>
<td>Areas of strength and areas for improvement are identified, with a specific plans for improvement</td>
<td></td>
</tr>
</tbody>
</table>

Overall Rating for Section: /2

This case study included family-school collaboration: Yes __________ No ______

TOTAL POINTS: ________/10
Self-Assessment of Consultation Skills

Consultant: ______________________________  Date: ______________________

Consultee: ______________________________  Role: ______________________

Type of Interview: Problem Identification/ Problem Analysis/ Evaluation (Circle One)

Scale: 1 = Poor    2 = Satisfactory   3= Excellent    X = No Opportunity to Observe*

Directions: Review the audiotape (or detailed notes) of the consultation session and self-assess all items relevant to the interview with the consultee. It is not expected that one interview would cover all items on the checklist

Beginning the Interview
1  2  3  X  Interview is conducted in a quiet area free from distractions
1  2  3  X  Establishes rapport with consultee
1  2  3  X  The cultural background of the consultee is considered
1  2  3  X  Consultant- consultee roles and expectations are clarified

Identification of Concerns
1  2  3  X  Begins with open ended questions, e.g. “Tell me about your concerns.”
1  2  3  X  Inquires as to the strengths and interests of the target
1  2  3  X  Demonstrates empathic listening skills (e.g. attending, paraphrasing, reflecting)
1  2  3  X  Summarizes consultee’s concerns for the target

Prioritization of Concerns
1  2  3  X  Moves from broad to specific questions
1  2  3  X  Asks consultee to prioritize most salient concerns for the target
1  2  3  X  Translates any vague descriptors into concrete, observable terms
1  2  3  X  Identifies one or two prioritized skill(s)/ behavior(s) to target for consultation

Generating Hypotheses
1  2  3  X  Considers external-student factors (e.g. environment, curriculum, instruction)
1  2  3  X  Considers internal-student factors (e.g. skill deficits, medical conditions, disability)
1  2  3  X  Identifies the antecedents and consequences for the target behavior(s) or skill(s)
1  2  3  X  Reviews any existing data or permanent products

Developing an Intervention Plan
1  2  3  X  Explores existing interventions and supports and their outcomes
Works with consultee to develop a plan to address the skill(s)/ behavior(s)

Works with consultee to develop data-based goal(s)/ expectations for improvement

The acceptability of the plan is assessed with the consultee

**Developing an Assessment Plan**
- Determines what skill(s)/ behavior(s) will be assessed
- Develops a plan for when and how data will be gathered (e.g. baseline/ intervention)
- The plan clearly establishes who is responsible for data collection and implementation
- The plan includes strategies for assessing implementation fidelity

**Developing a Follow-up Plan**
- Timeline for intervention evaluation is established
- Date for timely follow-up with consultee is scheduled (e.g. one week after interview)
- Summarizes interview and plan
- Clarifies any questions from the consultee

**Evaluation of Intervention Outcomes**
- Data reviewed (including implementation data) to determine if goal(s) was met
- Agreement is reached regarding the need to continue, modify, or terminate the plan
- Social validity of the intervention results were addressed
- Generalization of acquired behavior(s)/ skill(s) is discussed

**Directions:** Rate your consultation micro-skills below. Attach a one page written description that describes one example of each the following skills.

<table>
<thead>
<tr>
<th>Consultation Micro-skills</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapport with the consultee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflecting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrasing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarifying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative problem solving</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUMMARY: List at least three strengths and three areas to improve your consultation skills.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL PSYCHOLOGY PROGRAM</td>
<td>PERFORMANCE-BASED PRACTICUM COMPETENCIES</td>
</tr>
<tr>
<td>*See last section of this Handbook</td>
<td></td>
</tr>
</tbody>
</table>

The College of Education prepares ethical and reflective professionals for service in diverse communities.
COURSE INFORMATION
SPSY 5710: School Psychology Practicum II, 3 credits
Class meets 5 times for 2 hrs and 55 min
Initial Class I: January 4 All Students
Classes II-V:
• Group A: Jan. 25, Feb 8, Feb. 29,
• Group B: Feb. 1, Feb 22, Mar. 7
• Final Class : March 14

INSTRUCTOR
Instructor name
Class Location:
Instructor phone:
Admin. Assistant phone:
Office hours: By appointment
FAX: 206-296-1892
Email: entrops@seattleu.edu

TEXT and MATERIALS
Required:

Recommended:
2. Identification of students with specific learning disabilities: State of Washington severe


**Strongly recommended as resources.

COURSE DESCRIPTION

Graduate Bulletin Description: Involves school psychology students in field-based counseling and intervention activities to address the social, emotional, and behavioral challenges of pre-K-12 students. The following skills will be applied in field settings: counseling, interviewing, data gathering, intervention design and implementation, and assessment of positive impact. Graded CR/F.

Course Purpose/Goals: This course is designed to integrate knowledge and skills gained from five courses in the School Psychology core curriculum: SPSY 502 (Counseling Theories and Skills for School Psychologists), COUN 561 (Child and Adolescent Counseling), SPED 546 (Advanced Behavioral Intervention), SPSY 562 (Family and School Collaboration), and SPSY 563 (Linking Assessment to Intervention). The course is a practicum and, as such, focuses on the practical application of developing solutions (interventions) to school related concerns through direct client contact as well as through collaboration with school personnel. Various counseling and intervention models and skills relevant for school practice will be emphasized. The class prepares advanced School Psychology students for their three quarter internship in the schools. The course provides an orientation to the eleven domains of school psychology practice (see section below). Students are expected to observe and interview their supervisors to gain understanding of the variety of services they provide across the eleven NASP domains of practice.

Course Rationale: As with other courses in the School Psychology program, this course emphasizes ethical practice of the school psychologist, prepares students to be reflective professionals and to work in diverse communities. In order for students to become competent professionals, they are given opportunity in this course to work with diverse clients in the school setting. Students have ample opportunity to reflect upon their work with P-12 students through use of reflection logs that document their field experiences. An on-site field supervisor and a university supervisor closely supervise student interactions with children in the field placement school to ensure that ethical and professional standards are met. Case studies, class discussions, as well as on-site supervision, are designed to provide the best possible opportunity for students to integrate skills and knowledge learned in previous coursework in preparation for the year-long internship.

National Association of School Psychologists
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Domains Of School Psychology Graduate Education And Practice:
Graduates of the Seattle University School Psychology program demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. The SU School Psychology Program ensures that graduates have a foundation in the knowledge-base for psychology and education, including theories, models, empirical findings, and techniques in each domain, and demonstrate professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and are integrated into course curricula throughout the program, including the practicum and internship.

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

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

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

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

PLEASE NOTE: The 2012 revised Washington State Residency-level standards are aligned to the ten NASP standards (above) and include the following additional standard:

11. Emerging and Assistive Technologies: School psychologists have knowledge of information sources and technology relevant to their work; technology resources for children, adolescents, and professionals including instructional software and adaptive technology for individuals with disabilities; and, ethical, legal and access issues related to the use of technology in order to ensure responsible use. School psychologists demonstrate skills to access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services; and, to utilize available technologies to improve assessed individual student learning needs.

Seattle University
School Psychology Program Goals

Dedicated to a scientist-practitioner model, the program is designed to provide students with a solid grounding in research-based practices that will equip them with the knowledge, skills and dispositions to be effective school psychologists. With the overarching vision of preparing knowledgeable, ethical and reflective school psychologists for leadership and quality service in diverse communities, the following program goals guide the preparation of all students:

Students will:

1. Practice in accordance with professional, ethical, and legal standards.

2. Demonstrate knowledge, skills, and dispositions to advocate for services responsive to the needs of diverse learners at all systems levels and the promotion of justice for underserved
3. Apply knowledge of theory and practice to promote cognitive, academic, social and emotional competence for youth at all school systems levels.

4. Apply knowledge and skills to make data-based decisions that produce positive educational outcomes for youth.

5. Demonstrate effective interpersonal, consultation and collaboration skills to promote competence for all youth and to build the capacity of systems.

6. Use self-reflection to guide their work with youth, families, and professional colleagues.

7. Demonstrate knowledge and skills to promote programs that make schools more safe, compassionate, and responsive to the academic and mental health needs of youth.

8. Use technology to enhance and safeguard their work, promote positive educational outcomes for youth, and advocate for equitable access to technology within educational settings.

COURSE OBJECTIVES
By the completion of this course, the student will demonstrate:

1. Knowledge of the provisions of the Individuals with Disabilities Education Act (IDEA 2004) and the Washington Administrative Code (WAC) relevant to counseling and intervention development and evaluation. The WSASP professional practice standards and NASP position statements will be emphasized (NASP domains 2.1 through 2.10).

2. Ability to develop, implement, and evaluate appropriate counseling interventions including preventative interventions to address school-related concerns regarding student learning and behavior, and classroom or school systems functioning. (NASP domains 2.1, 2.2, 2.4, 2.6, and 2.7).

3. Ability to communicate and collaborate effectively with school personnel and/or primary caregivers to develop counseling interventions for students that are reasonable within schools. (NASP domains 2.2 and 2.7).

4. Understanding of the impact of cultural, ethnic, and/or linguistic differences and how these differences affect the counseling and intervention process. (NASP domain 2.8).

5. Ability to perform in an ethical and professional manner in the process of consultation, collaboration, and intervention development (NASP domain 2.10).

6. A habit of promptness and predictability in all aspects of the field placement. This includes keeping regular hours at the practicum site, being prepared for consultation sessions, and having consultation and intervention reports prepared for meetings. (NASP domain 2.10).

COURSE INSTRUCTIONAL METHODS: Because this course is a practicum, the focus of instruction is field-based in the school setting. On-campus class time is less formal than in most courses and structured in a seminar format. Case presentations, professional practice questions, written reflection logs, consultation reports, and readings are used as a basis for class discussions. Students are encouraged to schedule individual sessions with the instructor to obtain feedback and assistance with the consultation process and report writing.
COURSE REQUIREMENTS:

1. **Professionalism, attendance, and participation in all scheduled classes and practicum experiences.** As school psychologists-in-training, students are expected to display professional demeanor and behaviors in class and in the field. Students are required to attend five (5) class sessions and spend seven (7) hours per week at practicum school sites (70 hours total). Students are expected to be at their practicum sites beginning the first week of January through the third week of March for a total of ten (10) weeks. If any practicum days are missed, students are expected to make up those days by going on site more than once per week. **Students are expected to make up the hours if they choose to observe the SU spring break vacation: Note that schools have a different spring break week, which should be accounted for in your calculation of hours.** Finally, students are expected to be punctual, organized, and proactive with their work in class and in the field.

2. **Required Professional Practicum Activities:**
   
a. Become familiar with activities of the school psychologist in the 10 NASP domains of practice: Shadow the supervisor as s/he does his/her job; attend pre-referral staffings, consultations, evaluation team meetings and IEP meetings; observe individual and/or group counseling; and, observe the supervisor in testing sessions.

b. Become familiar with both general education and special education: Observe in both general and special education classrooms; observe in resource and self-contained special education classrooms to become familiar with types of students served and curricula and instructional techniques used in special education programs; interview specialists on an evaluation team (e.g. speech and language pathologist, school nurse) to learn about assessments and services provided by each discipline; become familiar with state and federal laws and how your school implements them.

c. One counseling case is required with a written case study report. The counseling case should focus on direct client contact as the means through which intervention is implemented. It may be an individual or group counseling case. The student is expected to collaborate with the client(s) to:
   
a. identify and define the problem;
   b. analyze the problem;
   c. develop an intervention for the problem;
   d. evaluate the intervention;
   e. prepare a written evaluation report;
   f. present the results to school staff, parents, and students (as appropriate).

**NOTE: You may submit your counseling case study as part of the internship requirements for next year, assuming it meets specified criteria.**

3. **Bi-monthly/monthly logs and reflections.** The students’ participation in practicum experiences is documented in four practicum logs. **The first two logs should be submitted at two week intervals in January and the second two at monthly intervals in February and March.** The logs should be typewritten, double-spaced, a maximum length of two (2) pages, and should record the date, total hours, activities, and the student's reflections (see number 4 below). Reflections should include thoughts, feelings, and questions in response to on-site activities, observations, interviews with the practicum supervisor, and selected readings. During the quarter the student is expected to observe the supervisor’s activities and/or interview the supervisor about his/her activities in each of the 10 NASP domains. Record the reflections on the log form provided in this
syllabus and submit the logs online via CANVAS.

4. Readings from required text and other materials. The course instructor will assign some readings. Other readings are student-selected from *Best Practices in School Psychology*–VI and the *WSASP professional practice standards*, according to each student’s interests, needs, and field experiences. Students are expected to document their self-selected readings on their reflection logs and integrate readings with their field experiences in both written reflections and class discussion.

5. School profile. As an initial orientation to the practicum site, the student is expected to study the school’s website and record information about the school’s mission, demographics (features of the school’s population, e.g. size, ethnic and socioeconomic composition), academic performance (e.g. MSP/HSPE/EOC data), special programs, and other relevant information. Bring to the first class session a two-page (maximum) double-spaced written summary of your school’s profile and be prepared to share the information in class. You may use the assignment complete for SPSY 5700 if you are at the same school.

6. Case presentation. One formal case presentation is required during the quarter. Students prepare a formal presentation of their counseling case, delivered in a format that simulates a student support team meeting. The presentation provides practice in communicating counseling and intervention results and recommendations to parents and colleagues. During the presentation, other students in the class role play participants in a team meeting. Students are evaluated on the quality of the presentation and their professionalism. (See case presentation format and evaluation criteria)

7. Case study written report. For the counseling case study, students will write reports that meet the evaluation criteria on the rubric for this course. To meet the needs of the school, students may need to edit this report into a “School Version” and/or fill out relevant school forms: Discuss whether this is needed with your on-site field supervisor. 

   NOTE: The written case report must be rated as "meets expectations" to pass the practicum (i.e. a total score of five out of ten possible points); however, if the report receives a rating of “needs development” on any performance criteria on the evaluation rubric, the case study must be repeated during the internship year.

8. Practicum supervisor’s assessment of practicum performance. The student is required to obtain the practicum site supervisor’s feedback on his/her performance using the Assessment of Practicum Performance form (see attached). This completed form should be submitted in class #5.

NOTE: To protect the confidentiality of test subjects, all materials submitted for this class (reports, reflections, case presentation handouts, and test protocols) must delete the student’s name or other identifying information.

ADDITIONAL COMMENTS:
1. Students must obtain written teacher and/or parent/guardian permission to provide counseling and intervention at their practicum school sites (see Permission for Counseling form).

2. The course instructor will contact practicum site supervisors during the quarter to monitor the students’ experiences and performance in the practicum.

3. Students are encouraged to schedule individual sessions with the instructor to receive feedback on rough drafts of reports and/or to discuss practicum experiences, as needed. Students are also encouraged to ask for consultation and feedback from other class members.
**GRADING:** CR (credit) or F (fail). To obtain a grade of CR, the student must receive ratings of “Satisfactory” on all course requirements and an overall rating of 2 “Emerging” or higher on the Assessment of Practicum Performance completed by the practicum site supervisor.

<table>
<thead>
<tr>
<th>Core Assignments</th>
<th>Seattle U. Program Goals</th>
<th>NASP Domains of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Log</td>
<td>Program Goals 1-8</td>
<td>NASP Domains 2.1 through 2.10</td>
</tr>
<tr>
<td>Supervisor’s Assessment of Practicum Performance</td>
<td>Program Goals 1-8</td>
<td>NASP Domains 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10</td>
</tr>
<tr>
<td>Counseling Case Study</td>
<td>Program Goals 1, 2, and 4</td>
<td>NASP Domains 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, and 2.10</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>Program Goals 1, 2, and 4</td>
<td>NASP Domains 2.1, 2.4, and 2.10</td>
</tr>
<tr>
<td>School Profile</td>
<td></td>
<td>NASP Domain 2.5</td>
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</table>
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>MEETING</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>• Orientation to the practicum</td>
<td>DUE: School Profile (same as Consultation Practicum)</td>
</tr>
<tr>
<td></td>
<td>• Assignment of students to Groups A and B</td>
<td></td>
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<tr>
<td></td>
<td>• Schedule for case presentations</td>
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<tr>
<td></td>
<td>• Case Study simulation</td>
<td></td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>• Share practicum experiences</td>
<td>HW for Session 3: 1) <em>Best Practices V</em>, Chapter 10: <em>Best Practices in Linking Assessment to Intervention,</em> and Chapter 12: <em>Best Practices in Designing, Implementing, and Evaluating Quality Interventions.</em> Be prepared to present/discuss planning steps 3-4 for your case study. 2) Learn about safety and CPS reporting procedures at practicum site</td>
</tr>
<tr>
<td><strong>Group A: Jan. 25</strong></td>
<td>• Discuss issues of confidentiality, privacy, and personal safety in schools</td>
<td></td>
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<tr>
<td><strong>Group B: Feb. 1</strong></td>
<td>• Consultation group support for Case Studies</td>
<td></td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td>• Share practicum experiences</td>
<td>HW for Session 4: 1) Read self-selected BP5 chapter or other text related to your case study (include in reflection logs)  DUE: Case Presentations, as assigned</td>
</tr>
<tr>
<td><strong>Group A: Feb. 8</strong></td>
<td>• Share safety and CPS reporting procedures</td>
<td></td>
</tr>
<tr>
<td><strong>Group B: Feb. 22</strong></td>
<td>• Case Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consultation group and/or individual support for Case Studies</td>
<td></td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td>• Share practicum experiences</td>
<td>HW: Read self-selected BP5 chapter or other text related to your case study (include in reflection logs)  DUE: Case Presentations, as assigned</td>
</tr>
<tr>
<td><strong>Group A: Feb. 29</strong></td>
<td>• Case Presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Group B: Mar. 7</strong></td>
<td>• Consultation group and/or individual support for Case Studies</td>
<td></td>
</tr>
<tr>
<td><strong>Session 5</strong></td>
<td>• Share practicum experiences</td>
<td>DUE: Case Presentations; Case Study Report; Supervisor’s Evaluation of Competencies</td>
</tr>
<tr>
<td><strong>Group A: Mar. 14</strong></td>
<td>• Case Presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Group B: Mar. 14</strong></td>
<td>• Course Evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CELEBRATION!</td>
<td></td>
</tr>
</tbody>
</table>
NOTICE to STUDENTS concerning DISABILITIES: If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC HONESTY POLICY which includes the issue of plagiarism: The Academic Honesty Policy of the university is available in the Seattle University Student Handbook which can be found on the web site of the Division of Student Development at the following URL:
http://www.seattleu.edu/studentdevelopment/

NOTICE to STUDENTS concerning Grading Grievance - Procedure for Challenging Course Grades: This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to gripe a final course grade.

A copy of this grading grievance policy and procedure document can be found in the SU Student Handbook, pp. 24-7, and it is available for download as a "pdf" file if you choose the “Student Handbook” hotlink from the left navigation area at the following URL:
http://www.seattleu.edu/studentdevelopment/

The following URL directly downloads the policy document in pdf format:
http://www.seattleu.edu/studentdevelopment/filelib/1010.pdf

NOTICE to STUDENTS concerning Fair Process Policy for the College of Education: The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an practicum , or student teaching; or recommending a student for a professional certificate.

A copy of the fair process policy can be found in the SU Student Handbook, pp. 27-30, and it is available for download as a pdf file from the following URL:
http://www.seattleu.edu/studentdevelopment/

The following URL directly downloads the policy document in a text format:
http://www.seattleu.edu/registrar/page.aspx?ID=185

NOTICE TO STUDENTS CONCERNING CODES OF ETHICS: All students in all school psychology courses are expected to read, understand, and follow the code of ethics of the National Association of School Psychologists:
http://www.nasponline.org/pdf/ProfessionalCond.pdf

ADDITIONAL RESOURCES

Highly recommended for school psychologists:


Others on Counseling:


Consent for Counseling and Intervention

I, _______________________________ (teacher or parent/guardian) consent to allow my son/daughter ____________________ to participate in counseling and intervention development with the graduate student named below. I understand that my participation is entirely voluntary. I understand that, as part of the training process, the University instructor named below may examine the written summary of the counseling and intervention process.

Graduate student: ____________________________________________
University Instructor: Sharyn Entrop, Ed.S., NCSP

Teacher or Parent/legal guardian: _______________________________ Date: ___________
(Signature)
CASE PRESENTATION FORMAT AND EVALUATION CRITERIA

1) Provide copies of pertinent counseling and/or intervention data to use during the simulation (e.g. background information, referral concern, consultation model, intervention description, graphic display of results).

2) Prior to the simulation, “set the stage” by describing the case, identify the key members of the evaluation team and assign roles to classmates.

3) Begin the simulation with a clear statement of purpose; invite the participation and input of all team members.

4) Communicate information clearly and concisely using language that is understandable, unambiguous, and jargon-free.

5) Include pertinent background information, data obtained from behavioral observations, interviews, rating scales, and norm-referenced tests.

6) Close with a clear statement summarizing information that is most relevant to the team’s decision-making process.

7) Respond to questions raised by the group. Responses should reflect depth of knowledge about the student and issues pertinent to the presenting problems.

8) Demonstrate ethical standards of the profession (e.g. knowledge of interventions used in the assessment, use of tests that are valid, reliable and appropriate to the client and referral question(s), client confidentiality, respect for the student, parent and other team members)

Rating: Satisfactory / Unsatisfactory

Instructor’s signature
Requirements for Counseling Case Study

Students will develop and evaluate one counseling case study. Case must follow these problem-solving steps learned in courses on counseling and other intervention courses:

a. identify and define the problem;
b. analyze the problem;
c. develop an intervention for the problem;
d. evaluate the intervention;
e. prepare a written evaluation report (case study);
f. present the results to school staff, parents, and students (as appropriate).

- Counseling Case: This intervention must be delivered through a counseling relationship that focuses on helping a student or a group of students with a presenting concern (academic, behavioral, or social-emotional). Group counseling approaches may also be conducted with a co-facilitator.

- Students are expected to conduct all work under the direct supervision of their field supervisor (on site school psychologist) through scheduled supervision meetings.

- Students are expected to be proactive: Students should prepare individually for their case by researching concerns and interventions in advance; knowing which step of consultation/intervention they are engaged in; and having an idea of what to do next.

- Students are expected to collaboratively develop and evaluate these interventions evidenced by joint decision making with appropriate school personnel and/or parents. The case study should show evidence of collaborative involvement in the following stages: (a) Problem/Needs Identification Interview (What’s the problem?); (b) Problem/Needs Analysis Interview (What’s the solution?); (c) Treatment/Intervention Evaluation (Did it work?).

- Students are strongly encouraged to use the RIOTS/ICEL framework presented in class and posted on Canvas for gathering information and analyzing the problem.

- Counseling models and interventions must have empirical support for their use with children and school personnel.

- A report will be written for your case study, using the format required by the school district and following the format for this course (see rubric on next page). Reports submitted on Canvas should be a maximum of 8 pages, excluding appendices. The summaries of your counseling sessions may be included in the body of the report or in an appendix. Please be sure to edit your paper before submission; reports with obvious grammar/spelling errors will be returned for editing prior to grading. If you have difficulty with writing, be sure to ask someone else to edit your paper.

- Written Case Studies may be turned in at anytime during the quarter. Due dates for reports are:
  - Group A: March 14
  - Group B: March 14
### Section 1: Problem Identification

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Effective (1)</th>
<th>Very Effective (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Definition</td>
<td>The presenting problem is not well defined</td>
<td>The presenting problem is operationally defined</td>
<td>The presenting problem is operationally defined and impact on school performance or adjustment is described.</td>
<td></td>
</tr>
<tr>
<td>Problem Verification</td>
<td>Data to verify presenting problem is absent or incomplete</td>
<td>Data are presented to verify presenting problem</td>
<td>Multiple, systematic data are presented to verify problem</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section:** /2

### Section 2: Problem Analysis

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Effective (1)</th>
<th>Very Effective (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual and contextual factors</td>
<td>The presenting problem is not analyzed; Individual characteristics (e.g. disability, age) and contextual factors (e.g. family, school, peer group) are not considered</td>
<td>The presenting problem is analyzed; Individual and contextual factors are reviewed</td>
<td>Analyses include thorough consideration of individual and contextual factors, hypotheses to explain presenting problem and verification of hypotheses</td>
<td></td>
</tr>
<tr>
<td>Counseling Theory/Model</td>
<td>A counseling theory/model is not identified</td>
<td>Identified counseling theory/model is reflected in at least one element of problem analysis</td>
<td>Identified counseling theory/model is well articulated in multiple elements of problem analysis</td>
<td></td>
</tr>
<tr>
<td>Counseling Goals</td>
<td>Counseling goals are absent, vague or not measurable; or goals do not link to problem analysis</td>
<td>Counseling goals are linked to problem analysis and defined on a goal attainment scale.</td>
<td>Counseling goals are clear, measurable, and link closely to hypotheses; Defined on a goal attainment scale.</td>
<td></td>
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</tbody>
</table>

**Overall Rating for Section:** /2
### Section 3. Intervention/Method

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Effective (1)</th>
<th>Very Effective (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling methods/strategies</td>
<td>Description of intervention or method is missing or inadequate</td>
<td>Intervention/method is adequately described; summary of at least one counseling session is included</td>
<td>Intervention/method is well described; summaries of at least two counseling sessions are included</td>
<td></td>
</tr>
<tr>
<td>Counseling model/goals</td>
<td>Intervention(s) does not reflect identified counseling theory/model or goals</td>
<td>Intervention(s) links well to identified counseling model or goals</td>
<td>Intervention(s) links well to both identified counseling model and goals</td>
<td></td>
</tr>
<tr>
<td>Evidence-based interventions</td>
<td>No research evidence is cited to support selected intervention(s)</td>
<td>Some evidence is cited to support selected intervention(s), with at least one citation from research literature</td>
<td>Extensive evidence is cited to support selected intervention(s), with multiple citations from research literature</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section:** 1/2

### Section 4. Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Effective (1)</th>
<th>Very Effective (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Impact</td>
<td>Progress monitoring data indicate no improvement (0 or -1 GAS) or data related to progress are not presented</td>
<td>Progress monitoring data indicate improvement (+1 GAS)</td>
<td>Progress monitoring data indicate more than expected improvement (+2 GAS) and goals are attained</td>
<td></td>
</tr>
<tr>
<td>Data-based decision making</td>
<td>Data are not used to inform decision-making</td>
<td>Data are used to inform decision-making (e.g. continuation, modification of intervention)</td>
<td>Data are used to inform decision-making resulting in continued improvement or modification of intervention leading to improvement</td>
<td></td>
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</tbody>
</table>

**Overall Rating for Section:** 1/2
Section 5: Overall Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective thinking &amp; critical analysis</td>
<td>Demonstrates little or no awareness of skills and strategies acquired/used in the activities</td>
<td>Demonstrates thoughtful analysis of skills/strategies acquired/used in the activities</td>
<td>Demonstrates exceptional insight and understanding of skills/strategies acquired/used in the activities</td>
<td></td>
</tr>
<tr>
<td>Awareness of personal strengths/weakness</td>
<td>Areas of strength and areas to improve are not identified, or poorly identified</td>
<td>Areas of strength and areas for improvement are identified</td>
<td>Areas of strength and areas for improvement are identified, with a specific plans for improvement</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>Collaboration with others is not utilized in most phases of the case study</td>
<td>Collaboration with others is used in most phases of the case study</td>
<td>Collaboration with others is well described in the problem identification, analysis, intervention, and evaluation phases.</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Case study reflects awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors)</td>
<td>Case study reflects awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors)</td>
<td>Approach utilized is supported by thoughtful analyses of how issues related to diversity impact student’s behavior</td>
<td></td>
</tr>
</tbody>
</table>

Overall Rating for Section: /2

This case study included family-school collaboration: Yes_____ No_____  

TOTAL POINTS: _____ / 10

Faculty signature ________________________________

_____
Student ________________________________

COURSE REQUIREMENT CHECK OFF SHEET

1. Attendance

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
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<tr>
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2. Bi-Weekly/Monthly Log

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format (typed, 2 pages, date, hours, activities)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections (integrating field experiences and readings)</td>
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</tbody>
</table>

3. Case Study Presentation Date ____________ Rating ____________

4. Case Study report Date ____________ Rating ____________ (by session #5)

5. Site supervisor's assessment of practicum performance:

   Date ____________ Rating ____________
SEATTLE UNIVERSITY
College of Education
901 12th Ave.
Seattle, WA 98122

School Psychology Program

MASTER SYLLABUS
SUBJECT TO CHANGE

The College of Education's Organizing Theme
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The School Psychology Program's Organizing Theme
Dedicated to a scientist-practitioner training model, prepares ethical and reflective professionals for quality service in diverse communities.

COURSE INFORMATION
SPSY 5720: School Psychology Practicum III
3 credits
Dates: See Schedule
Time: Wednesdays, 4:15 - 6:30
Location: Loyola 301

INSTRUCTOR
Ashli D. Tyre, EdD, NCSP
207 Loyola Hall
Office Phone: (206) 296-5776
E-Mail: tyrea@seattleu.edu
Office Hours: 2:00-4:00pm Before Class

REQUIRED TEXT AND READINGS:

Thomas, A. & Grimes, J. (Eds.) (2014). *Best practices in school psychology-VI*. Bethesda, MD: NASP.


Tests and test manuals available in test inventory (Loyola 217)
COURSE DESCRIPTION

Graduate Bulletin Description: Involves school psychology students in field-based activities to address the educational needs of pre-K-12 students. The following skills will be applied in field settings: psychoeducational assessment, test administration and interpretation, report writing, application of special education regulations, and data-based special education eligibility decisions. Prerequisites: SPSY 5640, 5660, 5670. Graded CR/F. There is a lab fee for this course.

Course Purpose/Goals: This course is designed to integrate knowledge and skills gained from three previous assessment courses in the School Psychology core curriculum: SPSY 5660 (Individual Intelligence Assessment), SPSY 5640 (Individual Educational Assessment), and SPSY 5670 (Personality & Behavior Assessment). The course is a practicum and, as such, focuses on the practical application of norm-referenced assessment techniques, alternative assessment techniques, including curriculum-based and criterion referenced measures, and ecological assessment procedures in the school setting. The class prepares advanced School Psychology students for their three-quarter internship in the schools. It is also designed to provide students with continuing experience in selection, administration, and interpretation of assessment instruments to meet IDEA and WAC requirements for special education eligibility and placement decision-making. Finally, the course provides an orientation to the eleven domains of school psychology practice (see section below). Students are expected to observe and interview their supervisors to gain understanding of the variety of services they provide across the NASP and Washington State domains of practice.

Course Rationale: As with other courses in the School Psychology program, this course emphasizes ethical practice of the school psychologist, prepares students to be reflective professionals and to work in diverse communities. For students to become competent professionals, they are given opportunity in this course to work with diverse students in the school setting. Students have ample opportunity to reflect upon their work with P-12 students through use of reflection logs that document their field experiences. An on-site field supervisor and a university supervisor closely supervise student interactions with children in the field placement school to ensure that ethical and professional standards are met. Case studies, class discussions, as well as on-site supervision, are designed to provide the best possible opportunity for students to integrate skills and knowledge learned in previous coursework in preparation for the year-long internship.

National Association of School Psychologists
Standards for Training and Field Placement Program in School Psychology

Seattle University’s School Psychology Program is an Educational Specialist degree program approved by the National Association of School Psychologists. The mission of the National Association of School Psychologists (NASP) is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. The NASP Standards for Training and Field Placement Programs in School Psychology contribute to the development of effective services through the identification of critical training experiences and competencies needed by candidates preparing for careers in school psychology. These Standards have served to guide the design of all courses in Seattle University’s School Psychology Program.

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DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

Graduates of the Seattle University School Psychology program demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. The SU School Psychology Program ensures that graduates have a foundation in the knowledge-base for psychology and education, including theories, models, empirical findings, and techniques in each domain, and demonstrate professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and are integrated into course curricula throughout the program, including the practicum and internship.

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE (2010 Standards)

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

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

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

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

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

2.6 Preventive and Responsive Services
School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7 Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

2.8 Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9 Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10 Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

See Appendix I for the Washington State standards and benchmarks aligned to the NASP standards.

Seattle University
School Psychology Program Goals

Dedicated to a scientist-practitioner model, the program is designed to provide students with a solid grounding in research-based practices that will equip them with the knowledge, skills and dispositions to be effective school psychologists. With the overarching vision of preparing knowledgeable, ethical and reflective school psychologists for leadership and quality service in
diverse communities, the following program goals guide the preparation of all students:

Students will:
9. Practice in accordance with professional, ethical, and legal standards.
10. Demonstrate knowledge, skills, and dispositions to advocate for services responsive to the needs of diverse learners at all systems levels and the promotion of justice for underserved populations.
11. Apply knowledge of theory and practice to promote cognitive, academic, social and emotional competence for youth at all school systems levels.
12. Apply knowledge and skills to make data-based decisions that produce positive educational outcomes for youth.
13. Demonstrate effective interpersonal, consultation and collaboration skills to promote competence for all youth and to build the capacity of systems.
14. Use self-reflection to guide their work with youth, families, and professional colleagues.
15. Demonstrate knowledge and skills to promote programs that make schools more safe, compassionate, and responsive to the academic and mental health needs of youth.
16. Use technology to enhance and safeguard their work, promote positive educational outcomes for youth, and advocate for equitable access to technology within educational settings.

COURSE OBJECTIVES

By the completion of this course, the student will demonstrate:

1. Knowledge of the provisions of the Individuals with Disabilities Education Act (IDEIA 2004) and the Washington Administrative Code (WAC) relevant to assessment processes. The current IDEA reauthorization, WAC requirements for evaluations and re-evaluations and eligibility criteria for disability categories, WSASP professional practice standards and NASP position statements will be emphasized (NASP domains 2.1 and 2.10).

2. Ability to approach each child in a manner that encourages the formation of a trusting and cooperative relationship and which allows the child to feel comfortable with the practicum student and perform optimally in the evaluation process (NASP domain 2.8; 2.10).

3. Ability to select appropriate assessment methods (norm-referenced, curriculum-based, ecological) to evaluate children with a variety of disabilities and/or presenting problems. This competency includes ability to apply statistical concepts related to measurement and appropriate use of assessment instruments in the school setting (NASP domains 2.1, 2.9).

4. Ability to administer and accurately score a variety of diagnostic measures that may apply to prevention, intervention, and/or referral problems (NASP domains 2.1, 2.3, 2.4).

5. Ability to interpret assessment results to parents and teachers in a clear, yet sensitive, manner. This competency includes the ability to communicate at the examinee’s level of understanding, and to recommend practical interventions (NASP domains 2.1, 2.2, 2.3 and 2.4).

6. Understanding of the impact of cultural, ethnic, and/or linguistic differences and how these differences affect assessment choice and outcome (NASP domain 2.1 and 2.8).

7. Ability to analyze problems from an ecological perspective, collecting data that applies directly to intervention and/or prevention strategies that may be used with a student, teacher, or parent (NASP domains 2.1, 2.3, 2.4, 2.7, 2.8).

8. Ability to perform in an ethical and professional manner in the process of test selection,
administration, scoring, data collection, and communication of assessment results (NASP domain 2.10).

9. A habit of promptness and predictability in all aspects of the field placement. This includes keeping regular hours at the practicum site, being prepared for evaluation sessions, and having evaluation reports prepared at the scheduled time for school feedback sessions (NASP domains 2.2 and 2.10).

10. Ability to consult with school team members regarding data-based prevention/intervention strategies for students (NASP domains 2.2, 2.3 and 2.4).

COURSE INSTRUCTIONAL METHODS

Because this course is a practicum, the focus of instruction is field-based in the school setting. On-campus class time is less formal than in most courses and structured in a seminar format. Case presentations, professional practice questions, written reflection logs, evaluation reports, and readings are used as a basis for class discussions. Students are encouraged to schedule individual sessions with the instructor to obtain feedback and assistance with test interpretation and report writing.

COURSE REQUIREMENTS

1. Attendance and participation in all scheduled classes and practicum experiences. Students are required to attend five (5) class sessions and spend seven (7) hours per week at practicum school sites (70 hours total). Students are expected to be at their practicum sites for a total of ten (10) weeks.

2. Weekly logs and reflections. The students’ participation in practicum experiences is documented in practicum reflection logs. The logs should be typewritten, double-spaced, a maximum length of two (2) pages for each roughly two-week period, and should record the dates, total hours, activities, and the student's reflections. Reflections should include thoughts in response to on-site activities, observations, interviews with the practicum supervisor, and selected readings. During the quarter the student is expected to observe the supervisor’s activities and/or interview the supervisor about his/her activities in each of the NASP domains. Record the reflections on the log form provided in this syllabus and submit the logs online via Canvas.

3. Readings from required text and other materials, including test manuals, as required for selecting and administering tests. The course instructor will assign some readings. Other readings are student-selected from *Best practices in school psychology-V* and the *WSASP professional practice standards*, according to each student’s interests, needs, and field experiences. Students are expected to document their self-selected readings on their reflection logs and integrate readings with their field experiences in both written reflections and class discussion.

4. Observation (or audiotape) of a standardized test session. Each student is required to schedule a direct observation of a test session by the practicum supervisor and submit a testing observation form completed by the practicum supervisor (See *Checklist for Testing Observation form*). The test session should involve administration of a norm-referenced intellectual or achievement test. If a testing observation cannot be scheduled during the quarter, the student is required to submit an audiotape of a test session (a standardized intellectual or achievement test) conducted at the practicum site, along with a written self-evaluation of the test session (a self-evaluation form will be provided). Turn in the test observation form or audiotape and self-
evaluation as soon as possible, but no later than class #5. **Written parent permission for the audiotaping (if needed) must be obtained (see attached permission form).**

**5. Professional practice/ assessment consultation.** This assignment is an opportunity for students to consult with peers and the course instructor on questions or issues relevant to the assessment in school psychology. In this assignment, the student is expected to identify an issue or question relevant to assessment in one of the NASP domains, read a relevant chapter in *Best Practices in School Psychology*, and present the question or issue and a summary of the chapter in class using the format described in this syllabus. **(See professional practice consultation format and evaluation criteria.)**

**6. Case presentation.** One formal case presentation is required during the quarter. Students prepare a formal presentation of one of their assessments, delivered in a format that simulates an evaluation team meeting. The presentation provides additional practice in communicating assessment results and recommendations to parents and colleagues. During the presentation, other students in the class will role play participants in a team meeting. **(See case presentation format and evaluation criteria)**

**7. Comprehensive evaluations.** Each student is expected to complete numerous evaluations of P-12 students at the practicum school site over the course of the year. Students will select one comprehensive assessment report to submit for instructor review. This comprehensive evaluation should follow the referred student from the beginning of the referral when questions are formulated, through the evaluation process, completion of a written evaluation report, culminating in a feedback conference with parents and/or school staff. The evaluation should include a variety of assessment procedures **(see comprehensive evaluation requirements and evaluation criteria).**

**8. Test protocols:** The student must have all test protocols reviewed for scoring accuracy. Review can be conducted by the practicum site supervisor, or by the course instructor. Test protocols should be submitted to the practicum supervisor as soon as possible; all test protocols must be checked for accuracy before the evaluation report is completed. In the event of errors, it is the student’s responsibility to make all corrections and submit final test protocols to the practicum supervisor completely free of error.

**9. Evaluation reports:** Evaluation reports should be completed and approved by the site supervisor prior to the on-site feedback staffing. The evaluation report can be submitted at any time during the quarter. Students will submit one fully redacted report to the course instructor no later than 5/31. Students will adapt the school-based evaluation report to a report format approved for the class, which will be discussed in depth during class time.

**10. Practicum supervisor’s evaluation of competencies.** The student is required to obtain the practicum site supervisor’s feedback on his/her performance using the **Supervisor’s Evaluation of Competencies** form (see attached). This completed form should be submitted via **Canvas.**

**NOTE:** To protect the confidentiality of test subjects, all materials submitted for this class (reports, reflections, case presentation handouts, and test protocols) must not contain the student’s name or other identifying information.

<table>
<thead>
<tr>
<th>Core Assignments</th>
<th>Seattle U. Program Goals</th>
<th>NASP Domains of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Log</td>
<td>Program Goals 1-8</td>
<td>NASP Domains 2.1 through 2.11</td>
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Supervisor’s Assessment of Practicum Performance

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<tr>
<th>Program Goals 1-8</th>
<th>NASP Domains 2.1 through 2.11</th>
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<tbody>
<tr>
<td>1. Professional, ethical, legal standards</td>
<td>2.1 Data based decision making</td>
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<tr>
<td>2. Diversity</td>
<td>2.8 Diversity</td>
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<tr>
<td>4. Data-based decisions</td>
<td>2.10 School psychology practice</td>
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Evaluation Reports

| 1. Professional, ethical, legal standards | 2.1 Data based decision making |
| 2. Diversity | 2.8 Diversity |
| 4. Data-based decisions | 2.10 School psychology practice |

Case Presentation

| 1. Professional, ethical, legal standards | 2.1 Data based decision making |
| 2. Diversity | 2.8 Diversity |
| 4. Data-based decisions | 2.10 School psychology practice |

Professional Practice Consultation

| 1. Professional, ethical, legal standards | 2.10 School psychology practice |
| 6. Self-reflection to guide work | |

GRADING: CR (credit) or F (fail). To obtain a grade of CR, the student must receive ratings of “Satisfactory” on all course requirements and an overall rating of 2 “Meets Expectations” or higher on the Assessment of Practicum Performance completed by the practicum site supervisor.

SCHEDULE OF COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Class #</th>
<th>Dates</th>
<th>Topic/ Activity</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>3/29</td>
<td>Course overview</td>
<td><strong>For next class:</strong> Examine special education forms (i.e. IEP and evaluation reports) and 504 plans at practicum site.</td>
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<td>Ethical issues in the assessment process</td>
<td>Schedule class activities</td>
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<td>Review WAC evaluation procedures and disability categories</td>
<td>Case consultations</td>
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<td>2</td>
<td>4/5 (Gp A) 4/12 (Gp B)</td>
<td>Share practicum experiences</td>
<td><strong>For next class:</strong> Review readings on cross battery assessment and district guidelines for using PSW model</td>
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<td></td>
<td>Review WAC evaluation procedures and disability categories</td>
<td>Case consultations</td>
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<td>Special topic: Cross battery assessment</td>
<td>Due: Reflection Log #1</td>
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<tr>
<td>3</td>
<td>4/26 (Gp A) 5/3 (Gp B)</td>
<td>Share practicum experiences</td>
<td><strong>For next class:</strong> Review WAC – disability categories and evaluation/re-evaluation procedures</td>
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<td>Special topic: Cross battery assessment</td>
<td>Case consultations</td>
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<td>Due: Reflection Log #2</td>
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<td>4</td>
<td>5/10 (Gp. A) 5/17 (Gp. B)</td>
<td>Share practicum experiences</td>
<td>Due: Test observation checklist, Reflection Log #3</td>
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<td>Case Consultations</td>
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<td>5</td>
<td>5/31</td>
<td>Share practicum experiences</td>
<td>*Due: Evaluation report for instructor review; Supervisor’s evaluation of competencies (submitted to Taskstream), Reflection Log #4</td>
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<td></td>
<td>Case presentations</td>
<td>CELEBRATION!</td>
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ADDITIONAL COMMENTS

1. Students should obtain written parent/guardian permission to administer tests to students at their practicum school sites using district procedures and permission forms. No need to submit
the permission form to the instructor.

2. Students should obtain written parent/guardian and student permission for audiotaping of a test session, if direct observation of testing by the field supervisor is not possible (see Permission to Observe or Audiotape a Test Session form).

3. Before beginning to test, students are encouraged to complete the "Preparing to Test" checklist (see "Preparing to Test").

4. The course instructor will contact practicum site supervisors during the quarter to monitor the students' experiences and performance in the practicum.

5. Students are encouraged to schedule individual sessions with the instructor to receive feedback on rough drafts of evaluation reports and/or to discuss practicum experiences, as needed.

NOTICE to STUDENTS concerning DISABILITIES
If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC HONESTY POLICY which includes the issue of plagiarism
The Academic Honesty Policy of the university is available from the Registrar’s web site at the following URL which opens a pdf document: http://www.seattleu.edu/registrar/filelib/3451.pdf

NOTICE TO STUDENTS concerning CODES OF ETHICS: All students in school psychology courses are expected to read, understand and follow the Principles of Professional Ethics (2010) of the National Association of School Psychologists (NASP): www.nasponline.org/standards/2010Standards.pdf

NOTICE to STUDENTS concerning Grading Grievance - Procedure for Challenging Course Grades  This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade. A copy of this grading grievance policy and procedure document can be found at the following URL: http://www.seattleu.edu/registrar/page.aspx?ID=194

NOTICE to STUDENTS concerning Fair Process Policy for the Colleges of Education, Arts & Sciences, and Nursing  The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate. A copy of the fair process policy can be found using the following URL which directly opens the policy found on one of the web pages of the Registrar’s Office: http://www.seattleu.edu/registrar/page.aspx?ID=185
REFERENCES


School Psychology Practicum
Weekly Practicum Reflection Log

Student:    School Site:

Dates:      Section:

Practicum Supervisor:  Hours:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Hours</th>
<th>NASP Domains (Circle or highlight all that apply)</th>
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* 5.11 Emerging and Assistive Technologies (a WA state standard; there is no equivalent NASP domain).

Reflections: (Include reactions to selected readings; be sure to cite chapter number and title.)
School Psychology Program
Seattle University

Permission to Administer Tests
Permission to Audiotape a Test Session

I, ______________________________________ (parent/legal guardian) give my permission for
______________________________________ (child) to be tested by the graduate student named below. I give
my permission for the Seattle University student named below to administer the following tests to my
child as part of his/her graduate training. I understand that, as part of the training process, the University
instructor named below may examine the test protocols.

Graduate student: ____________________________________________

University instructors:

Test(s) to be administered:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I understand that the ________________________ test session will be observed or audiotaped for
training purposes. As a part of the training process, the University instructor will OBSERVE / REVIEW AN AUDIOTAPE of the test session (CIRCLE ONE).

I DO / DO NOT (CIRCLE ONE) give permission for the test session to be observed or audiotaped and
reviewed by the University practicum instructor, as described above.

Parent/legal guardian: __________________________ Date: ____________

PREPARING TO TEST

____ I have reviewed the referral question(s) and have consulted with my supervisor, teachers, parents,
and school records sufficiently to clarify the purpose of the evaluation.

____ I have selected the tests and procedures for the evaluation with my practicum supervisor.

____ I have observed the student in at least one setting before scheduling the initial testing session.

____ I have obtained written parent/guardian permission to administer the tests I will use in the evaluation.

____ If audiotaping or videotaping the session, I have obtained written permission from parent/guardian
and student.

____ I have scheduled the testing time with the child, the teacher, and anyone else who needs to know
where the student is at this time.

____ I have scheduled testing times around lunch, recess, field trips, assemblies, or other school activities.

____ I have reserved a quiet and comfortable place to work with the student. The furniture in the room is appropriate for testing.

____ I have a "Testing- Do Not Disturb" sign prepared for the door to ensure that we are not interrupted.

____ I have prepared for the testing session by having all necessary testing materials (protocols, pencils, stop watch, etc), as well as ice breakers, toys or games (for breaks).

____ I have reviewed the administration procedures for the instrument(s) sufficiently to ensure that I will follow standardized testing procedures.

____ If there are behavioral, health, or special concerns, I know what to do to prevent a problem. If a problem occurs, I know how to manage it. I know with whom I need to consult.

____ My supervisor knows when and where I am working with the student.
Checklist for General Test Administration Practices

Examiner: ______________________________  Date: ______________________
Examinee: ______________________________  Age: ______________________
Observer: _______________________________  Test administered: ____________

Scale: 1 = Poor   2 = Satisfactory   3= Excellent   X = No Opportunity to Observe

Circle One

**Physical arrangements**

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<th>X</th>
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</tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>X</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Arranged test environment to minimize distractions</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Had necessary materials present and organized</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Placed test manual so that the student could not read</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Placed test protocol so that student could not read responses recorded</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Arranged materials so that student could not review test items other than one(s) in use</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Manipulated test materials with ease and confidence</td>
<td></td>
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</tbody>
</table>

**Responsiveness to examinee**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th>X</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Established rapport before beginning the test</td>
<td></td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Prepared student for the examination</td>
<td></td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Showed interest in student</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gave student ample encouragement and support</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Appeared open and accepting of student’s feelings</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Seemed at ease with student</td>
<td></td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maintained frequent eye contact with student</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Paced the examination to suit student’s needs and temperament</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Used developmentally appropriate vocabulary</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Showed awareness of signs of fatigue</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Handled fatigue appropriately</td>
<td></td>
</tr>
</tbody>
</table>
1 2 3 X Took needed breaks
1 2 3 X Handled student’s attempts to manipulate the situation
1 2 3 X Handled disruptions adequately

**Adherence to standardization**
1 2 3 X Read all directions verbatim
1 2 3 X Used accurate timing procedures
1 2 3 X Used unobtrusive timing procedures
1 2 3 X Recorded responses in the record booklet
1 2 3 X Gave appropriate explanations or clarifications
1 2 3 X Used standardized queries when appropriate
1 2 3 X Used additional questions to clarify, not to improve, the student’s answers
1 2 3 X Praised the student appropriately (e.g., did not praise correct answers, praised *effort*)
1 2 3 X Responded to student’s questions in ways consistent with the test instructions

**Other**
1 2 3 X Appeared professional - neither too stiff or robotic nor too casual
1 2 3 X Ended the session appropriately

**SUMMARY:**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for improvement</th>
</tr>
</thead>
</table>

Requirements for Comprehensive Evaluations

Students will use the following types of assessment techniques for the comprehensive evaluation they complete during the practicum experience:

1. At least one observation of the student in a classroom or other school setting, using structured direct observation techniques introduced in SPSY 5670 Personality and Behavior Assessment. The student is expected to select and/or design the observation method to reflect “best practices” and to specifically address the referral question(s). Students assigned to the same district are encouraged to work together in both designing and conducting observations to assess inter-observer reliability and to improve their observation skills.

2. At least one intelligence measure practiced in SPSY 5660 Individual Intelligence Assessment.

3. One or more behavior rating scales, completed by the student's teacher and/or parent using instruments introduced in SPSY 5670 Personality and Behavior Assessment.

4. One interview with the student's parent and/or teacher, using interview formats reviewed in SPSY 5670 Personality and Behavior Assessment. An interview with the parent/guardian of a middle school or high school student is optional.

5. One interview with each student, using interview formats introduced in SPSY 5670 Personality and Behavior Assessment.


7. A report will be written for the evaluation using the format required by the school district. The report will be adapted and expanded upon using the format required by the program.

8. Each student will schedule and attend a feedback session to communicate the evaluation results and recommendations to school personnel, parents, and/or the child (when developmentally appropriate).

The evaluation report may be submitted on Canvas at any time during the quarter, but no later than the last class session. Test protocols must be checked for accuracy before writing the evaluation report.
CASE PRESENTATION FORMAT AND EVALUATION CRITERIA

1) Provide copies of pertinent assessment data to use during the simulation (e.g. evaluation report, score summary, graphic display of results).

2) Prior to the simulation, “set the stage” by describing the referral (the student, the school context e.g. relevant demographics, the referral question(s), and relevant issues). Identify the key members of the evaluation team and assign roles to classmates.

3) Begin the simulation with a clear statement of purpose; invite the participation and input of all team members.

4) Communicate information clearly and concisely using language that is understandable, unambiguous, and jargon-free.

5) Include pertinent background information, data obtained from behavioral observations, interviews, rating scales, and norm-referenced tests.

6) Interpret results accurately and make recommendations that are data-based and tailored to the needs of the child.

7) Close with a clear statement summarizing information that is most relevant to the team’s decision-making process.

8) Respond to questions raised by the group. Responses should reflect depth of knowledge about the student and issues pertinent to the presenting problems.

9) Demonstrate ethical standards of the profession (e.g. knowledge of tests used in the assessment, use of tests that are valid, reliable and appropriate to the student and referral question(s), student confidentiality, respect for the student, parent and other team members).

Graded through rating: Satisfactory / Unsatisfactory
# Seattle University
School Psychology Practicum Program
Comprehensive Evaluation Report

## Evaluation Rubric

### Section 1: Reason for referral and background information

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for referral</td>
<td>Reason for referral is missing or insufficient</td>
<td>Reason for referral is sufficiently addressed</td>
<td>Reason for referral is clear and comprehensive</td>
<td></td>
</tr>
<tr>
<td>Background information</td>
<td>Educational and developmental background is missing or insufficient</td>
<td>Educational and developmental background is sufficiently addressed</td>
<td>Educational and developmental background is clear and comprehensive</td>
<td></td>
</tr>
<tr>
<td>Results of prior evaluations and assessments</td>
<td>Review of prior assessments is missing or insufficient</td>
<td>Review of prior assessments is sufficiently addressed</td>
<td>Review of prior assessments is clear and comprehensive</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section (Average for rows):** 2

### Section 2: Observations

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observation</td>
<td>Classroom observation is missing or insufficient</td>
<td>Classroom observation presented and uses objective wording</td>
<td>Classroom observation utilized structured observation techniques</td>
<td></td>
</tr>
<tr>
<td>Evaluation Observation</td>
<td>Evaluation observation is missing or insufficient</td>
<td>Evaluation observation is presented and uses objective wording</td>
<td>Evaluation observation makes connections between observations and other sources of data (e.g. classroom observation, test results)</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section (Average for rows):** 2

### Section 3: Assessment results and interpretation

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment procedures</td>
<td>Assessment procedures are not sufficient to answer the referral concern</td>
<td>Assessment procedures address the referral concern</td>
<td>Assessment procedures are comprehensive and address all areas related to the referral concern</td>
<td></td>
</tr>
</tbody>
</table>
## Interpretations

<table>
<thead>
<tr>
<th>Interpretations</th>
<th>Inadequate interpretation of the assessment scores and the meaning of the scores</th>
<th>Interpretation of the assessment scores and the meaning of the scores</th>
<th>Interpretation of the assessment scores and the meaning of the scores, all interpretations data-based</th>
</tr>
</thead>
</table>

## Writing quality

<table>
<thead>
<tr>
<th>Writing quality</th>
<th>Writing is not concise, free from major grammatical errors, and/ or uses language readers can understand</th>
<th>Writing is concise, free from major grammatical errors, and uses language readers can understand</th>
<th>Writing is concise, free from grammatical errors, and uses language readers can understand</th>
</tr>
</thead>
</table>

## Report conveys respect for student and family

<table>
<thead>
<tr>
<th>Report conveys respect for student and family</th>
<th>One or more aspects of respect for student is missing or inadequate</th>
<th>Report language is non-biased (e.g., person-first language), protects confidentiality</th>
<th>Report language is non-biased, protects confidentiality, and focuses on strengths as well as weaknesses</th>
</tr>
</thead>
</table>

## Tables

<table>
<thead>
<tr>
<th>Tables</th>
<th>Tables are not included or do not include all assessment data</th>
<th>Tables are inclusive of all assessment data</th>
<th>Tables include all assessment data and are well formatted for the reader</th>
</tr>
</thead>
</table>

### Overall Rating for Section (Average for rows) /2

## Section 4: Eligibility determination and recommendations

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>Summary is missing or insufficient</td>
<td>Satisfactory summary of assessment results is presented</td>
<td>Summary of assessment results is clear, concise, and links to conclusions</td>
<td></td>
</tr>
<tr>
<td>Eligibility determination</td>
<td>Eligibility determination statement is missing or insufficient</td>
<td>Eligibility determination statement is adequately presented</td>
<td>Eligibility determination statement reflects criteria for eligibility and assessment data</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>Recommendations are missing or insufficient</td>
<td>Recommendations are adequate</td>
<td>Recommendations link to assessment findings and are appropriate</td>
<td></td>
</tr>
</tbody>
</table>

### Overall Rating for Section (Average for rows) /2

## Section 5: Overall Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective thinking</td>
<td>Little awareness of skills and strategies acquired or used in the assessment process</td>
<td>Thoughtful analysis of skills and strategies acquired or used in the assessment process</td>
<td>Exceptional insight into skills and strategies acquired or used in the assessment process</td>
<td></td>
</tr>
<tr>
<td>Awareness of personal strengths and weaknesses</td>
<td>Areas of strength and areas to improve are not identified or poorly identified</td>
<td>Areas of strength and areas to improve are identified</td>
<td>Areas of strength and areas to improve are identified with specific plans for improvement</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>Collaboration with others is not evident</td>
<td>Collaboration with others is evident in most aspects</td>
<td>Collaboration with others is evident throughout the activities</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors) is inadequate</td>
<td>Awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors) is adequate</td>
<td>Awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors) reflects thoughtful analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section (Average for rows)** /2
Seattle University
School Psychology Practicum Program
Comprehensive Evaluation Report

Student Name: (Pseudonym or initials)

Grade:

Age:

Date of Birth:

Vision screening: (Date, results)

Hearing screening: (Date, results)

Date(s) of Evaluation:

Date of Report:

Examiner Name: (You)

REASON FOR REFERRAL

Summarize the reason(s) the student was referred for an initial evaluation or reevaluation for special education services.

BACKGROUND INFORMATION

Summarize the student’s educational history, school attendance, interventions attempted in the general education setting, prior special education services provided, etc.

DEVELOPMENTAL BACKGROUND

Summarize parent report of the student’s prenatal and early development.

RESULTS OF PRIOR ASSESSMENTS OR EVALUATIONS

Summarize the results of prior evaluations for special education eligibility and performance on state/district-level assessments.

CLASSROOM OBSERVATIONS

Summarize results of structured classroom observations consistent with techniques learned in SPSY 5670.

EVALUATION OBSERVATIONS

Summarize the results of observations of student behavior during testing sessions.

ASSESSMENT PROCEDURES
List all assessment tools used in the evaluation process

RESULTS AND INTERPRETATION

Summarize the results of assessments, include tables of scores for each test used. Be sure that all scores for each test battery are reported.

SUMMARY

Briefly summarize the results of the comprehensive evaluation.

ELIGIBILITY DETERMINATION

Provide a clear, concise, and data-based rationale for the eligibility determination made by the team.

RECOMMENDATIONS

Generate recommendations based on the overall results of the comprehensive evaluation

OVERALL ASSESSMENT

Reflect upon your experiences in the evaluation process, including skills and strategies acquired or used in the process, your personal strengths and areas to improve, collaboration with others during the assessment procedures, and issues related to diversity (e.g., physical, social, linguistic, and cultural factors).

<table>
<thead>
<tr>
<th>Washington State School Psychologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard V Benchmarks Aligned to 2010 NASP Standards</td>
</tr>
</tbody>
</table>

**STANDARD 5.1: Data-Based Decision-Making and Accountability**

School psychologists have knowledge of
- Varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;
- Common core standards and state assessments;
- The role and duties of the school psychologist as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.

School psychologists, in collaboration with others, demonstrate skills to
- Implement a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery;
- Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs;
- Apply knowledge of the impact of family background, cultural and linguistic diversity, early life experiences, and disabilities on learning and performance in order to inform decision making.

**STANDARD 5.2: Consultation and Collaboration**
School psychologists have knowledge of

- A variety of models, strategies and methods related to consultation, collaboration, and communication applicable to individuals, families, groups, and systems to promote effective implementation of services.

School psychologists demonstrate skills to

- Consult, collaborate, and communicate effectively with consideration to diverse family backgrounds, early life experiences, and cultural and linguistic diversity;
- Recognize the impact these experiences have on the delivery of services.

### STANDARD 5.3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of

- Influence of biological, cultural, linguistic, and early life experiences on academic skills;
- Human learning, cognitive, and developmental processes;
- Evidence-based curricula, instructional strategies, and differentiation to meet the needs of the learner.

School psychologists, in collaboration with others, demonstrate skills to

- Use a variety of culturally and developmentally appropriate assessment and data collection methods;
- Implement and evaluate services that contribute to measurable impact on academic achievement;
- Access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning.

### STANDARD 5.4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of

- Biological, cultural, developmental, and social influences on behavior and mental health;
- Behavioral and emotional impacts on learning and life skills; and
- Evidence-based strategies to promote social–emotional functioning and mental health.

School psychologists, in collaboration with others, demonstrate skills to

- Use assessment and data-collection methods;
- Implement and evaluate services that support socialization, cultural competence, learning, and mental health;
- Access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning.

### STANDARD 5.5: School-Wide Practices to Promote Learning

School psychologists have knowledge of

- School and systems structure, organization, and theory;
- General and special education;
- Technology resources;
- Equity pedagogy; and
- Evidence-based school practices that promote learning and mental health.

School psychologists, in collaboration with others, demonstrate skills to

- Develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others;
- Plan and measure positive impact on student learning at universal, targeted, and intensive levels.

### STANDARD 5.6: Prevention and Responsive Services

School psychologists have knowledge of

- Principles and research related to resilience and risk factors in learning and mental health across cultures;
- Services in schools and communities to support multi-tiered prevention; and
- Evidence-based strategies for effective crisis response.

School psychologists, in collaboration with others, demonstrate skills to

- Promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors;
- Implement effective crisis preparation, response, and recovery.
<table>
<thead>
<tr>
<th>STANDARD 5.7: School Collaboration Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>School psychologists have knowledge of</td>
</tr>
<tr>
<td>• Principles and research related to family systems inclusive of family, economic and social strengths and needs, cultural norms, and linguistic development;</td>
</tr>
<tr>
<td>• Evidence-based strategies to support family influences on children’s learning and mental health and can identify and employ strategies to develop successful collaboration models between families and schools.</td>
</tr>
<tr>
<td>School psychologists, in collaboration with others, demonstrate skills to</td>
</tr>
<tr>
<td>• Design, implement, and evaluate services that respond to culture, linguistic background, and context; and</td>
</tr>
<tr>
<td>• Facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARD 5.8: Diversity in Development and Learning</th>
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<tbody>
<tr>
<td>School psychologists have knowledge of</td>
</tr>
<tr>
<td>• The diverse nature of characteristics related to individuals’ abilities and disabilities;</td>
</tr>
<tr>
<td>• Principles and research related to culture, linguistic development, context, individual and role differences;</td>
</tr>
<tr>
<td>• Evidence-based strategies designed to enhance services and address potential influences related to diversity.</td>
</tr>
<tr>
<td>School psychologists demonstrate skills that</td>
</tr>
<tr>
<td>• Provide effective professional services across multiple contexts that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds;</td>
</tr>
<tr>
<td>• Recognize, understand and respect that advocacy for social justice is essential for children, families and schools and affect all aspects of service delivery.</td>
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<table>
<thead>
<tr>
<th>STANDARD 5.9: Research and Program Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School psychologists have knowledge of</td>
</tr>
<tr>
<td>• Research design, statistics, measurement, varied data collection and analysis techniques; and</td>
</tr>
<tr>
<td>• Program evaluation sufficient for understanding research and interpreting data in applied settings.</td>
</tr>
<tr>
<td>School psychologists demonstrate skills to</td>
</tr>
<tr>
<td>• Use data and school accountability requirements to identify program and system strengths and needs and to monitor program effectiveness;</td>
</tr>
<tr>
<td>• Evaluate and apply research as a foundation for service delivery: and</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARD 5.10: Legal, Ethical, and Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>School psychologists have knowledge of</td>
</tr>
<tr>
<td>• The history and foundations of school psychology;</td>
</tr>
<tr>
<td>• Multiple service models and methods;</td>
</tr>
<tr>
<td>• Ethical, legal, and professional standards;</td>
</tr>
<tr>
<td>• The impact of one’s own culture and linguistic background in practice;</td>
</tr>
<tr>
<td>• State and federal accountability legislation.</td>
</tr>
<tr>
<td>School psychologists demonstrate skills to</td>
</tr>
<tr>
<td>• Provide services consistent with ethical, legal, and professional standards;</td>
</tr>
<tr>
<td>• Engage in responsive ethical and professional decision-making; and</td>
</tr>
<tr>
<td>• Apply professional work characteristics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARD 5.11 Emerging and Assistive Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>School psychologists have knowledge of</td>
</tr>
<tr>
<td>• Information sources and technology relevant to their work;</td>
</tr>
<tr>
<td>• Technology resources for children, adolescents, and professionals including instructional software and adaptive technology for individuals with disabilities;</td>
</tr>
</tbody>
</table>
• Ethical, legal and access issues related to the use of technology in order to ensure responsible use.

School psychologists demonstrate skills to
• Access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services;
• Utilize available technologies to improve assessed individual student learning needs.

SCHOOL PSYCHOLOGY PROGRAM
PERFORMANCE-BASED PRACTICUM COMPETENCIES

The College of Education prepares ethical and reflective professionals for service in diverse communities.

Practicum Goals
1. To demonstrate ability to integrate school psychology knowledge and skills in providing a broad range of school psychology services;
2. To work with diverse populations, a range of problems, and different types of human service programs, using varied intervention methodologies;
3. To acquire new knowledge and skills related to providing a broad range of school psychology services;

The School Psychology Practicum student must demonstrate the following competencies, grouped in eleven Washington State standards and NASP domains. For successful completion of each practicum, all competencies must be rated as 2 Emergent or higher. For each competency, the distinctions in skills and knowledge candidates demonstrate are:
1. Unsatisfactory – Unable to perform under supervision.
2. Emerging – Application of knowledge and skills under supervision is emerging.
3. Competent – Adequate in applying knowledge and skills under supervision.
4. Exemplary – Exemplary in applying knowledge and skills under supervision.

Note that not all competencies are rated every quarter. A shaded box indicates a competency for which rating is not required.

Standard 1. Data-Based Decision Making and Accountability (NASP Domain 5.1)

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<thead>
<tr>
<th>Practicum Competencies</th>
<th>Fall Rating</th>
<th>Winter Rating</th>
<th>Spring Rating</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of…</td>
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</tr>
<tr>
<td>1.1 Varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;</td>
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<tr>
<td>1.2 Common core standards and state assessments</td>
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</table>

| | | | |
| | | | |
| | | | |
1.3 The role and duties of the school psychologist as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.

In collaboration with others, demonstrates skills to...

1.4 Implement a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery;

1.5 Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs;

1.6 Apply knowledge of the impact of family background, cultural and linguistic diversity, early life experiences, and disabilities on learning and
performance in order to inform decision making.

### Standard 2. Consultation and Collaboration (NASP Domain 5.2)

<table>
<thead>
<tr>
<th>Practicum Competencies</th>
<th>Fall Rating</th>
<th>Winter Rating</th>
<th>Spring Rating</th>
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</thead>
<tbody>
<tr>
<td>2.1 Demonstrates knowledge of a variety of models, strategies and methods related to</td>
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<tr>
<td>consultation, collaboration, and communication applicable to individuals, families,</td>
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<tr>
<td>groups, and systems to promote effective implementation of services.</td>
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<tr>
<td>2.2 Demonstrates skills to consult, collaborate, and communicate effectively with</td>
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<tr>
<td>consideration to diverse family backgrounds, early life experiences, and cultural and</td>
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<tr>
<td>linguistic diversity;</td>
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<tr>
<td>2.3 Demonstrates skills to recognize the impact these experiences have on the delivery</td>
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<tr>
<td>of services.</td>
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</table>

### Standard 3. Interventions and Instructional Support to Develop Academic Skills (NASP Domain 5.3)

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<tr>
<th>Practicum Competencies</th>
<th>Fall Rating</th>
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<th>Spring Rating</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of…</td>
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</tr>
<tr>
<td>3.1 Influence of biological, cultural, linguistic, and early life experiences on</td>
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<tr>
<td>academic skills;</td>
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<td></td>
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<tr>
<td>3.2 Human learning, cognitive, and developmental processes;</td>
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<tr>
<td>3.3 Evidence-based curricula, instructional strategies, and differentiation to meet the</td>
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<tr>
<td>needs of the learner.</td>
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<tr>
<td>In collaboration with others, demonstrates skills to…</td>
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<tr>
<td>3.4 Use a variety of culturally and developmentally appropriate assessment and data</td>
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<tr>
<td>collection methods;</td>
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<tr>
<td>3.5 Implement and evaluate services that contribute to measurable impact on academic</td>
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<td></td>
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<tr>
<td>achievement;</td>
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<tr>
<td>3.6 Access, implement, and assess services at universal, targeted, and intensive levels</td>
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<tr>
<td>for positive impact on student learning.</td>
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</table>

### Standard 4. Socialization and Development of Life Skills (NASP Domain 5.4)

| Practicum Competencies                                                                 |             |               |               |
| Demonstrates knowledge of…                                                             |             |               |               |
| 4.1 Biological, cultural, developmental, and social influences on behavior and          |             |               |               |
| mental health;                                                                        |             |               |               |
| 4.2 Behavioral and emotional impacts on learning and life skills; and                  |             |               |               |
| 4.3 Evidence-based strategies to promote social–emotional functioning and mental health|             |               |               |
| In collaboration with others, demonstrates skills to…                                  |             |               |               |
| 4.4 Use assessment and data-collection methods;                                        |             |               |               |
| 4.5 Implement and evaluate services that support socialization, cultural competence,   |             |               |               |
| learning, and mental health;                                                          |             |               |               |
4.6 Access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning.

### Standard 5. School-Wide Practices to Promote Learning (NASP Domain 5.)

<table>
<thead>
<tr>
<th>Practicum Competencies</th>
<th>Fall Rating</th>
<th>Winter Rating</th>
<th>Spring Rating</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of…</td>
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<tr>
<td>5.1 School and systems structure, organization, and theory;</td>
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<tr>
<td>5.2 General and special education;</td>
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<tr>
<td>5.3 Technology resources;</td>
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<tr>
<td>5.4 Equity pedagogy; and</td>
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<tr>
<td>5.5 Evidence-based school practices that promote learning and mental health.</td>
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</tbody>
</table>

In collaboration with others, demonstrates skills to…

| 5.6 Develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others; |             |               |               |
| 5.7 Plan and measure positive impact on student learning at universal, targeted, and intensive levels. |             |               |               |

### Standard 6. Prevention and Responsive Services (NASP Domain 5.6)

<table>
<thead>
<tr>
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<th>Fall Rating</th>
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<th>Spring Rating</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of…</td>
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</tr>
<tr>
<td>6.1 Principles and research related to resilience and risk factors in learning and mental health across cultures;</td>
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<tr>
<td>6.2 Services in schools and communities to support multi-tiered prevention; and</td>
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<tr>
<td>6.3 Evidence-based strategies for effective crisis response.</td>
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</table>

In collaboration with others, demonstrates skills to…

| 6.4 Promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors; |             |               |               |
| 6.5 Implement effective crisis preparation, response, and recovery.                   |             |               |               |

### Standard 7. Family School Collaboration Services (NASP Domain 5.7)

<table>
<thead>
<tr>
<th>Practicum Competencies</th>
<th>Fall Rating</th>
<th>Winter Rating</th>
<th>Spring Rating</th>
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<tbody>
<tr>
<td>Demonstrates knowledge of…</td>
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</tr>
<tr>
<td>7.1 Principles and research related to family systems inclusive of family, economic and social strengths and needs, cultural norms, and linguistic development;</td>
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<tr>
<td>7.2 Evidence-based strategies to support family influences on children’s learning and mental health and can identify and employ strategies to develop successful collaboration models between families and schools.</td>
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</table>

In collaboration with others, demonstrates skills to…
7.3 Design, implement, and evaluate services that respond to culture, linguistic background, and context; and

7.4 Facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

<table>
<thead>
<tr>
<th>Practicum Competencies</th>
<th>Fall Rating</th>
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<th>Spring Rating</th>
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</thead>
<tbody>
<tr>
<td>8.1 The diverse nature of characteristics related to individuals’ abilities and disabilities;</td>
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<tr>
<td>8.2 Principles and research related to culture, linguistic development, context, individual and role differences;</td>
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<tr>
<td>8.3 Evidence-based strategies designed to enhance services and address potential influences related to diversity.</td>
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</table>

Demonstrates skills that...

8.4 Provide effective professional services across multiple contexts that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds;

8.5 Recognize, understand and respect that advocacy for social justice is essential for children, families and schools and affect all aspects of service delivery.

<table>
<thead>
<tr>
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<th>Fall Rating</th>
<th>Winter Rating</th>
<th>Spring Rating</th>
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</thead>
<tbody>
<tr>
<td>9.1 Research design, statistics, measurement, varied data collection and analysis techniques; and</td>
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<tr>
<td>9.2 Program evaluation sufficient for understanding research and interpreting data in applied settings.</td>
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</table>

Demonstrates skills to...

9.3 Use data and school accountability requirements to identify program and system strengths and needs and to monitor program effectiveness;

9.4 Evaluate and apply research as a foundation for service delivery; and

9.5 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.

<table>
<thead>
<tr>
<th>Practicum Competencies</th>
<th>Fall Rating</th>
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<th>Spring Rating</th>
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</thead>
<tbody>
<tr>
<td>10.1 The history and foundations of school psychology;</td>
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<tr>
<td>10.2 Multiple service models and methods;</td>
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</table>
Ethical, legal, and professional standards;

The impact of one’s own culture and linguistic background in practice;

State and federal accountability legislation.

Demonstrates skills to…

Provide services consistent with ethical, legal, and professional standards;

Engage in responsive ethical and professional decision-making; and

Apply professional work characteristics.

**Standard 11. Emerging and Assistive Technologies (NASP Domain 2.11)**

<table>
<thead>
<tr>
<th>Practicum Competencies</th>
<th>Fall Rating</th>
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<th>Spring Rating</th>
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<tbody>
<tr>
<td>11.1 Information sources and technology relevant to their work;</td>
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<tr>
<td>11.2 Technology resources for children, adolescents, and professionals including instructional software and adaptive technology for individuals with disabilities;</td>
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<tr>
<td>11.3 Ethical, legal and access issues related to the use of technology in order to ensure responsible use.</td>
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<tr>
<td>Demonstrates skills to…</td>
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<tr>
<td>11.4 Access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services;</td>
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<tr>
<td>11.5 Utilize available technologies to improve assessed individual student learning needs.</td>
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</table>

**SUPPLEMENTAL EVALUATION: PROFESSIONAL BEHAVIORS AND DISPOSITIONS**

Please evaluate the intern's professional behaviors and dispositions according to the following criteria:

1. **Unsatisfactory:** Student does not display the required behaviors to the degree necessary for successful performance in schools at this time.

2. **Emerging:** Student has the necessary behaviors in his/her repertoire but is inconsistent in employing them in the school setting.

3. **Student:** Intern has the necessary behaviors and employs them appropriately in school situations.

4. **Exemplary:** Student not only has the necessary behaviors but engages in exemplary conduct.
appropriate for modeling by other professionals.

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<thead>
<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>1. Solicitation of feedback from others regarding his/her work</td>
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<tr>
<td>2. Reaction to feedback concerning his/her work</td>
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<tr>
<td>3. Acceptance of responsibility for tasks/assignments and ability to follow through in a timely fashion</td>
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<tr>
<td>4. Management of professional interpersonal relationships</td>
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<tr>
<td>5. Ability to assume leadership roles</td>
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<tr>
<td>6. Progress toward independence as a school psychologist</td>
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<thead>
<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>1. Commitment to knowing, understanding, and applying the professional standards and ethics of the profession</td>
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<tr>
<td>2. Commitment to advocating and making professional decisions based on the best interests of those being served (students, etc.)</td>
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<tr>
<td>3. Commitment to reflecting on, learning from, and/or integrating newly acquired knowledge, developing professional skills, and analysis of professional experience into professional practice</td>
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<td>4. Commitment to meeting the highest professional standards</td>
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<td>5. Commitment to serving students/clients according to the highest professional standards</td>
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<tr>
<td>6. Value and respect for the intrinsic worth and diverse contributions of each person</td>
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<tr>
<td>7. Belief in the fundamental potential of every individual to grow and learn</td>
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<tr>
<td>8. Commitment to the belief that all students can learn</td>
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<tr>
<td>9. Commitment to positively impacting the learning of all students</td>
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</table>
Strengths:

Areas of Growth: