

Seattle University
College of Education



School Psychology Program
Practicum Handbook

2022-2023

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INTRODUCTION

**Second Year 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 (Spring Quarter)**

WELCOME MESSAGE

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 second-year 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 Student Handbook and the School Psychology Program Handbook.

The three practicum experiences in behavioral intervention (Fall), comprehensive psychoeducational assessment (Winter), and consultation (Spring) are distinct from and precede the internship and are designed as a field-based orientation to school psychology in local school settings. They serve to orient students to the culture of the public school, to general and special education, and to the specific roles and functions of the school psychologist. While exposure to all NASP domains of practice is expected, the focus of the practicum experience is on data-based decision making, equity for diverse populations, behavioral/ mental health, cognitive/ academic skills, and psychoeducational assessment. As such, the practicum is a developmental experience focused on the integration and application of knowledge and skills in three core competencies (intervention, assessment, and consultation) and exposure to the full role of the school psychologist through observation, shadowing, and direct engagement via the field supervisor. By the end of each practicum quarter, the experience includes the direct delivery of school psychological services under supervision.

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 2020 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.

NASP DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

NASP 2020 Practice Domains

Domain 1: Data-Based Decision Making

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

Domain 2: Consultation and Collaboration

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

Domain 3: Academic Interventions and Instructional Supports

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

Domain 4: Mental and Behavioral Health Services and Interventions

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

Domain 5: School-Wide Practices to Promote Learning

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

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and

responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

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

Domain 8: Equitable Practices for Diverse Student Populations

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

Domain 9: Research and Evidence-Based Practice

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

Domain 10: Legal, Ethical, and Professional Practice

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

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

The Washington State Residency-level standards are aligned to the ten NASP standards listed above.

SCHOOL PSYCHOLOGY PROGRAM TRAINING MISSION, VISION, AND GOALS

School Psychology Program Mission

School psychology program graduates are knowledgeable, ethical, and reflective educational professionals who lead and advocate for social justice.

School Psychology Program Vision

Mission: Consistent with the vision and mission of SU and the COE, the school psychology program prepares school psychologists to collaborate with professional colleagues, families, and the larger community to serve and advocate for all students. The program develops school psychologists who embody and act upon a commitment to social justice, particularly among disenfranchised students and families. Program faculty model caring, a pursuit of knowledge, and commitment to justice, so that our graduates shall enact these values in their own works.

School Psychology Program Goals

Dedicated to a practitioner-scholar 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 service in diverse communities, the following program goals guide the preparation of all students:

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

ELIGIBILITY FOR PRACTICUM

The practicum is completed during the fall, winter, and spring quarters of the second year in the program or the year prior to internship. Students must have a minimum GPA of 3.0, grades of B or higher in prerequisite assessment courses, and have completed all the necessary prerequisites for practicum courses to be considered for approval to progress to practicum. In the winter quarter of the year before a student begins practicum, students must participate in a live practicum orientation or complete the online Practicum Orientation Module on the Canvas School Psychology Advising and Resources site. By the deadlines specified in the orientation/ module, students also must communicate their district placement preferences to the School Psychology Field Placement Coordinator and complete the ESA/ Fingerprint clearance process.

Faculty review student progress in the program using the School Psychology Professional Work Characteristics Form. Students who meet the prerequisites listed below and receive satisfactory ratings on the Professional Work Characteristics review are approved to progress to practicum. Students who receive dissatisfactory ratings or fail to meet prerequisites may have their practicum delayed or denied. For more details on the review and approval process see the Seattle University School Psychology Student Handbook or visit the Canvas School Psychology Advising and Resources site.

PREREQUISITES CHECKLIST

1. If you are unsure of your readiness to begin practicum, check with your program advisor to verify conditional approval to start your practicum:
 - Candidacy approval process acknowledged in Via Livetext (this is done at Program Orientation or in SPSY 5010)
 - Minimum of 3.0 GPA
 - Grades of B or higher in all completed assessment courses
 - Successful completion of SPED 5430 and SPED 5460 (prior to SPSY 5700 in fall)
 - Successful completion of SPSY 5640, 5660, 5670 (prior to SPSY 5710 winter)
 - Successful completion of SPSY 5020 (prior to SPSY 5720 in spring); SPED 5450 taken before or concurrently
2. Participate in a live Practicum Orientation or complete the Practicum Orientation Module in winter quarter prior to the fall quarter.
3. Communicate your district placement preferences to the School Psychology Field Placement Coordinator.

4. 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 spring prior to your practicum.

FINGERPRINT AND PRE-RESIDENCY CLEARANCE INSTRUCTIONS

To work in a school, you will need to be fingerprinted and apply for pre-residency clearance. You must also maintain current fingerprint clearance throughout all field placements in the program. **Failure to obtain or maintain clearance will result in denial of placement or immediate removal from field placement.**

These requirements are frequently updated, please see the Canvas School Psychology Advising and Resources site for the most updated instructions and deadlines for you to complete the process.

Step 1: Complete the fingerprint process. There are several ways to complete the fingerprint process. You can be fingerprinted at a local courthouse, police station, or Education Service District (ESD) office. **However, we STRONGLY recommend that you be fingerprinted at the local Puget Sound ESD.** They are easily accessible and forward your print cards to Washington State Patrol and the FBI automatically.

The following link will provide you with more details about fingerprinting at ESD and other fingerprinting options:

<http://www.k12.wa.us/ProfPractices/fingerprint/Procedure-Fees.aspx>

If you have fingerprinted for a WA school district in the last 2 years, you might not have to fingerprint at this time. Please contact the SU certification office at coe-certifications@seattleu.edu for more information.

Step 2: Create an “E-Certification” account with the Washington State Office of Superintendent for Public Instruction (OSPI) using the following link: <https://eds.ospi.k12.wa.us>. *Please wait 30 minutes before logging into your account. Otherwise “View my applications” will not be available.*

Step 3: Log into your “E-Certification” account with the following link:

<https://eds.ospi.k12.wa.us/Login.aspx?ReturnUrl=%2f>

Click on “View my applications”. Once on this screen under the box titled “Application”, click on “E-Certification”. This will bring you to the E-Certification homepage. At the bottom of the page, click on the box titled “Apply for a Washington Credential Here”. Finally, please complete the “Pre-Residency Certificate Clearance” application. Please note this is free of charge.

After completing all degree requirements for your program, you will be marked by Seattle University as complete on the “E-Certification” website. You will then be able to complete the online application for your Certificate. Once your application is processed by OSPI, it will be posted online for printing and viewing.

Questions about fingerprinting? Please call OSPI Fingerprint Records: 360-725-6135. For other questions email the Seattle University Certification Office with questions at coe-certifications@seattleu.edu

THE PRACTICUM PLACEMENT PROCESS

The School Psychology Program Field Placement Coordinator secures placements on behalf of practicum students in local public schools. We have ongoing field placement agreements with most districts in the Puget Sound Region. We ask that students do not reach out to districts to secure their own practicum placements unless they are working for the district. If you have an ongoing relationship with a district and would like to have a specific placement considered, contact the Field Placement Coordinator.

In accordance with the instructions in the Practicum Orientation Module on the Canvas School Psychology Advising and Resources page, communicate via email your top three district preferences to the Field Placement Coordinator by the deadline in winter quarter prior to your fall practicum. Be sure to also communicate any special considerations that should be considered in making your placement. For example, if you rely on bus transportation that restricts where you can travel, communicate this as specifically as possible in your request. Some of our districts are geographically large. You may also request a placement, for example, in the north, central, or south sections of the Seattle School District. We cannot accommodate requests for placements in specific schools, as most schools are served by only one school psychologist who may or may not be available to supervise our students.

Placements are made based on availability of school psychologists to serve as field supervisors in each district. In most cases, we can accommodate one of the three districts you list. If we cannot, you will be contacted in advance of making an alternative placement. We ask that you remain open to all school levels and, if possible, avoid requesting a specific school level.

Supervisors are state-certified school psychologists with at least one year experience in the field. In most cases, students are placed with one supervisor for the full year. In some cases, it may be necessary or preferable for the student to shift supervisors during the year. Additionally, students and field supervisors may decide to shift supervision based on learning opportunities with a district. In these cases, it is important to consult the Field Placement Coordinator before any site changes are agreed upon.

Finally, if you are dissatisfied for any reason with your placement or the supervision that you receive, we encourage you to reach out to your course instructor to discuss your concerns. Generally, we approach such situations through a problem-solving process that includes you and, as you feel comfortable, your supervisor. It is not uncommon for us to change placements at the request of practicum students. We will also ask you to provide feedback throughout the year on the quality of your placement and the mentorship provided by your supervisor so that we can improve the quality of future placements.

BASIC INFORMATION ABOUT THE SEATTLE UNIVERSITY SCHOOL PSYCHOLOGY PRACTICUM

Practicum field placements are made in local public schools. Students are placed with state-certified school psychologist with at least one year experience as their field supervisors. Your course instructor serves as your university supervisor.

The field experience is an advanced practicum. While there will be some shadowing of the field supervisor, the practicum is a hands-on experience where students apply what they have learned in the classroom to practicum under the direct supervision of their supervisor. Experiences will vary from placement to placement. However, all students will complete a behavior intervention case study in the fall quarter, a comprehensive psychoeducational assessment in the winter quarter, and a consultation case study in the spring quarter.

The total hours required each term is 100, which includes on site hours, class time, consultations with peers or the instructor, and preparation time. All time devoted to practicum activities is documented in the Practicum Reflection Log. Students are expected to spend a minimum of 70 hours (one day per week for 10 weeks) at their school placement each quarter, with an additional 30 hours minimum of off-site hours to include class time, consultations, and preparation. This amounts to an annual total of 210 on site hours and 300 total practicum hours.

Class sessions are structured in a seminar format and include peer consultations, simulations, and case presentations. Each class meets on campus five or six times during each quarter- unless otherwise arranged by the instructor.

SEATTLE UNIVERSITY

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. Most students entering the practicum have completed two courses in educational assessment (two additional assessment courses will be taken concurrently), two courses in behavioral interventions, a consultation course is taken concurrently, and at least one counseling course. They are familiar with, and are expected to conform to, the 2020 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 intervention, assessment, and consultation experience for the student. We recommend that the student be allowed to "shadow" you through the normal course of your daily activities, such as: 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. However, the practicum is not exclusively a shadowing experience, and we encourage you to engage the student in hands-on learning experiences throughout the year.

In addition, they will be expected to complete a behavioral intervention case study (fall quarter), a comprehensive assessment case study (winter), and a consultation case study (spring). Students absolutely should assist with assessments throughout the year. We encourage you to involve them in lots of assessment activities throughout the year. You might start by having them observe you, complete scoring for tests you administer, and writing draft interpretations for you. Then, observe them testing, check their scoring of tests, and engage them more and more deeply in assessment activities.

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, and assessor as delineated in the 2020 NASP Practice Model:
 - a. shadowing and observing the supervisor in service activities, e.g., consulting, assessing, etc
 - b. attending problem-solving meetings, evaluation team meetings, and IEP meetings;
 - c. engaging in consultation and intervention planning with teachers and/ or families.
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 problem solving or evaluation 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 behavior intervention case study (fall), one comprehensive assessment (winter), and one consultation case study (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 and a summative feedback form at the end of the year.

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, intervention, 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 are considering hosting a practicum student and have questions, please feel free to contact Dr. Jason Parkin, Field Placement Coordinator, at parkinj@seattleu.edu.

If you are a current supervisor and have questions or feedback, please feel free to contact Dr. Ashli Tyre, Practicum Seminar Instructor, at tyrea@seattleu.edu.

REQUIREMENTS FOR HOURS DOCUMENTATION

The total practicum hours required each term is 100, which includes on site hours, class time, consultations with peers or the instructor, and preparation time. All time devoted to practicum activities is documented in the Practicum Reflection Log and the Verification of Hours form. Students are expected to spend a minimum of 70 hours (equivalent of one day per week for 10 weeks) at their school placement each quarter, with an additional 30 hours minimum of off-site hours to include class time, consultations, and preparation. This amounts to an annual total of 210 on site hours and 300 total practicum hours.

Throughout each quarter, your practicum experiences are documented in reflection logs. The logs should be a maximum length of two doubled spaced pages, and should record hours, activities aligned to the NASP domains of practice, and reflections. Reflections should include thoughts and feelings in response to both field experiences and course readings.

During the term, please also account for your week to week on-site and off-site hours on the *Verification of Practicum Hours form* on Canvas. A total of 100 practicum hours must be documented on the *Verification of Hours Form*. These 100 hours include: 1) at least 70 hours on site in the practicum school site (7 hours per week for 10 weeks), 2) required attendance in class sessions, 3) consultations with peers and instructor, and 4) preparation time directly related to work in the school practicum site.

Students are expected to be at their practicum sites for a total of ten weeks. The course instructor 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.

Seattle University
 School Psychology Program
PRACTICUM REFLECTION LOG FORM

Student: _____ **School Site:** _____

From: _____ **To:** _____

Practicum Supervisor: _____ **Hours:** _____

Hourly Log

Activities	Hours	NASP Domains (Circle all that apply)									
		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10

Reflections: (Include reactions to selected readings; Be sure to cite references.)

Seattle University School Psychology Program
SPSY 5700, 5710, 5720: School Psychology Practicum I, II, and III
VERIFICATION OF HOURS COMPLETED

Student: _____ **Quarter:** _____ **Year:** _____

School/ District: _____ **Supervisor:** _____

	On-Site Hours*	Additional Hours
Week one:	_____	_____
Week two:	_____	_____
Week three:	_____	_____
Week four:	_____	_____
Week five:	_____	_____
Week six:	_____	_____
Week seven:	_____	_____
Week eight:	_____	_____
Week nine:	_____	_____
Week ten:	_____	_____
Week eleven:	_____	_____
Subtotal:	_____	_____
Total hours**:		_____

Signature of Student:

Date:

Signature of Field Supervisor:

Date:

***70 on-site hours are required, on-site hours are hours logged in the school district or professional development activities**

****100 total hours are required, 30 additional hours include group supervision (class-time), peer consultation, and preparation time.**

PERFORMANCE-BASED COMPETENCIES AND PROFESSIONAL WORK CHARACTERISTICS

Feedback on your progress during the practicum is designed to be both formative and summative through supervision meetings with your field supervisor using the *Practicum Formative Feedback* tool at the end of fall and winter quarters and the *Practicum and Internship Field Supervisor Assessment of Performance-Based Competencies* form at the end of spring term. Both processes are described below, and the forms follow in this section.

Assessment of your progress in developing and displaying performance-based competencies and professional work characteristics is conducted by your field supervisor using the *Practicum Formative Feedback* tool at the end of fall and winter practicum. Using this form, your field supervisor will provide open ended feedback on your learning outcomes, growth areas, goals for the next term, and quantitative ratings on the 11 professional work characteristics. Through this form, we hope to facilitate your field supervisor providing formative feedback on your progress and to facilitate a process where you and your supervisor collaborate to establish goals for the next quarter.

At the end of the spring quarter practicum, your field supervisor will provide feedback using the program's *Practicum and Internship Field Supervisor Assessment of Performance-Based Competencies* form. As the title implies, this rating form is used to assess progress in field placements from practicum through internship. During practicum, you are assessed on a narrower set of competencies as compared to internship. The performance expectation for the end of practicum is rated on a developmental scale wherein ratings of 2: *Intermediate* are expected at end-year of practicum. A rating of two reflects that you are developing skills through experiences in the field. You can discuss terminology, concepts and issues related to the competency, but require assistance to perform the competency in the field setting. At the end of practicum, 19 performance-based competencies aligned to the NASP practice model, and 11 professional work characteristics are assessed. While all NASP domains are addressed by this assessment to ensure your exposure to the full scope of practice, the practicum emphasizes competencies in data-based decision making, academic/ cognitive skills, mental health/ behavioral supports, and consultation/ collaboration. Throughout the practicum, your work must emphasize data-based decision making, human diversity, social justice, and reflective practice. This summative assessment at the end of practicum also serves as a formative assessment of your knowledge and skills as you progress to internship and the results are shared with your university supervisor, but not your field supervisor.

**SEATTLE UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAM**

School psychology program graduates are knowledgeable, ethical, and reflective educational professionals who lead and advocate for social justice.

PRACTICUM FORMATIVE FEEDBACK

The school psychology practicum is a year-long experience designed to prepare second-year students for their third-year internship. At the end of the fall and winter quarters, we ask field supervisors to provide students with: 1) qualitative feedback on their demonstration of knowledge and skills in the field, 2) quantitative feedback on their work characteristics, and 3) to collaborate with student to set specific goals for the next term as outlined through this form. In the spring quarter, we ask field supervisors to rate the performance of students according to the ten NASP domains and this information is shared with the student's future university internship supervisor to better enable them to support the student's progression toward independence as a school psychologist (see *School Psychology Practicum Competencies* form).

QUALITATIVE FEEDBACK ON STUDENT KNOWLEDGE AND SKILLS

Describe the knowledge and skills specific to the school psychologist's role (e.g. intervention, assessment, consultation, counseling) that the practicum student successfully demonstrated in the field this quarter.

Describe the most critical knowledge and skills specific to the school psychologist's role that the student has not yet successfully demonstrated in the field, which may become goals quarter.

QUANTITATIVE FEEDBACK ON WORK CHARACTERISTICS

Please evaluate the intern's Work Characteristics 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. Competent: 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.

	Fall	Winter	Spring
1. Demonstrates accountability to self and others			

2. Demonstrates ability to take on leadership roles and ability to work collaboratively with others			
3. Demonstrates effective interpersonal awareness and communication skills			
4. Demonstrates understanding of the ecologies of educational systems and works within these systems and structures			
5. Demonstrates initiative in soliciting, accepting, and integrating feedback			
6. Demonstrates self-awareness of mental and emotional stability, and ability to manage stress			
7. Demonstrates and integrates ethical and legal standards and principles of the profession			
8. Demonstrates progress towards independence as school psychologist			
9. Demonstrates engagement in reflective activities			
10. Demonstrates commitment to cultural competence, which includes willingness to engage in cultural self-awareness and valuing the cultural intersectionality of others			
11. Demonstrates commitment to work for a more socially just world through school psychology.			

GOAL SETTING

After reviewing qualitative and quantitative feedback with the student, collaborate in developing two or three specific goals for the upcoming term that will help the student develop their independence as a school psychologist. List them below.

SEATTLE UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM
Practicum and Internship Field Supervisor Evaluation of Candidate
PERFORMANCE-BASED COMPETENCIES

School psychology program graduates are knowledgeable, ethical, and reflective educational professionals who lead and advocate for social justice.

Candidate Name: _____ Practicum
Student or Intern (Circle one)

Field Supervisor: _____ Date of
Evaluation: _____

Directions: Evaluation of candidates is based upon supervisor observation, reports from teachers, students, parents, and candidate self-assessment. Please note that this tool examines the developmental growth of candidates from practicum through internship. It is essential to read each item to carefully determine the candidate's level of competence according to the scale provided. This tool should be used to plan activities that enable the candidate to demonstrate each competency. In rare cases, there may be no opportunity in the placement for the candidate to demonstrate a competency. In these cases, the candidate must be proactive by consulting with the course instructor. A rating of one may be used to indicate lack of opportunity, but this should be limited. Ratings of 0 are never acceptable and will result in a plan of remediation.

Practicum candidates: At end-year of practicum, candidates are rated on 19 competencies and 11 work characteristics. Candidates are expected to complete practicum with ratings of 2. Ratings at end-year of practicum are shared with university internship supervisors to tailor supervision and supports during the internship transition. For areas rated below 2, field supervisors and candidates must provide supplemental information on candidate skills, opportunities to demonstrate the skill in the field placement, and preparedness to progress to internship. The course instructor will review the information and determine the candidate's final course grade. In some cases, extension of the practicum may be required. In other cases, the information will be used to provide support during the transition to internship.

Internship Candidates: At mid-year and end-year of internship, interns are rated on 34 competencies and 11 work characteristics. It is expected that interns will obtain a score 3 at end-year of internship. If at the final evaluation the intern has failed to demonstrate the required competencies and work characteristics at a level of 3, the candidate and field supervisor will submit statements indicating whether the candidate has or has not met the standard at a level sufficient to enter the profession. The course instructor will review the internship evaluation data and statements and make the final decision about the candidate's course grade. In some cases, final ratings of 2 (Emerging) may result in extension of the internship to provide more opportunities for the intern to demonstrate competencies and work characteristics. In other cases, final ratings of 2 (Emerging) will not require extension of the internship. If, at any time, an intern receives ratings of 0 (Unsatisfactory) on any competency or work characteristic, a remediation plan is put into place. If unsatisfactory ratings continue, the program or the site supervisor may decide to terminate the internship. If a field supervisor or the program terminates an internship placement, the student will fail the internship course and, unless there are extenuating circumstances, will not be eligible for another placement.

Candidate skill levels are described broadly in the following categories, with specific descriptions provided in the rubric for each item

0: Unsatisfactory	1: Novice (limited experience or opportunity)	2: Intermediate (practical application)	3: Advanced (applied theory)	4: Expert (recognized authority)
The candidate does not display the knowledge and skills to perform the competency in the field even with opportunities to practice, extensive supervision, and guidance from the field supervisor.	There has been no opportunity in the field setting. Or the competency is new and the candidate requires continuous and extensive supervision to apply the competency in the field setting.	Candidate skills are developing through experience in the field. Understands and can discuss terminology, concepts, and issues related to the competency. Expected to need help performing the competency in the field setting.	Candidate is applying and enhancing knowledge and skills in the field. Applies knowledge and skills needing minimal guidance for success. Help from supervisor is needed periodically but can usually perform the skill independently.	Candidate demonstrates performance level of an independently practicing, highly competent school psychologist. Recognized as a resource for colleagues, capable of coaching others in the application of the skill.
<i>Unacceptable at any point in training</i>	<i>During practicum</i>	<i>End of practicum</i>	<i>End of internship</i>	<i>School psychologist practitioner</i>

Section 1. Academic Interventions and Supports							
The following items are rated in practicum <i>and</i> internship.							
	Candidate skill <i>(Expectations for growth)</i>	0: Unsatisfactory <i>(Not acceptable)</i>	1: Novice <i>(During practicum)</i>	2: Intermediate <i>(End of practicum)</i>	3: Advanced <i>(End of internship)</i>	4: Expert <i>(Practitioner)</i>	
1	Candidate evaluates a cumulative body of research as a foundation for effective service delivery to support student academic skill development (e.g., reading, writing, math, and executive functioning skills). Research Program Evaluation	Candidate ineffectively evaluates and synthesizes research. Does not use research as a foundation for effective service delivery.	Candidate has emerging skills in the evaluation and synthesis of research. Initial use of research as a foundation for service delivery.	Candidate demonstrates basic skills in the evaluation and synthesis of research and can use research as a foundation for service delivery.	Candidate demonstrates strong skills in the evaluation and synthesis of research. Consistently uses research as a foundation for effective service delivery.	Candidate demonstrates exceptional skills in the evaluation and synthesis of research. Shares advanced knowledge of research with others.	

2	<p>Candidate selects, collects and properly stores valid, reliable and appropriate assessments from a variety of methods (record review, interview, observation, tests) and from a variety of sources (parents, teachers, students) to assess student academic strengths and needs.</p> <p><i>Data-Based Decision Making</i></p>	<p>Candidate has an inaccurate understanding of assessment methods and is not able to select and collect appropriate assessment data.</p>	<p>Candidate has emerging understanding of assessment methods. Needs high supervision to select and collect appropriate assessment data.</p>	<p>Candidate has a conceptual understanding of assessment methods. Needs appropriate supervision to select and collect assessment data.</p>	<p>Candidate uses knowledge to independently select and collect appropriate assessment data. May consult on challenging cases.</p>	<p>Candidate uses advanced knowledge in selecting and collecting assessment data.</p>
3	<p>Candidate accurately analyzes assessment data to identify evidence-based instructional interventions and supports to improve academic skills.</p> <p><i>Data-Based Decision Making</i></p>	<p>Candidate inaccurately analyzes data to identify and develop instruction interventions and supports.</p>	<p>Candidate has emerging understanding of data analysis. Requires high supervision to accurately analyze data.</p>	<p>Candidate has conceptual understanding of data analysis methods. Needs appropriate supervision to accurately analyze data.</p>	<p>Candidate uses knowledge to independently and accurately analyze data.</p>	<p>Candidate uses advanced knowledge to model best practices in data analysis.</p>

4	<p>Candidate applies knowledge of best practices concerning academic assessment instruction, intervention. And supports for students with diverse learning needs, developmental differences, and abilities/disabilities</p> <p><i>Equitable Practices</i></p>	<p>Candidate has ineffective understanding of best practices to support academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.</p>	<p>Candidate has limited understanding of best practices to support academic outcomes of students with diverse learning needs, developmental differences and abilities/disabilities.</p>	<p>Candidate has an emerging understanding of best practices to support the academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.</p>	<p>Candidate has a conceptual understanding of best practices to support the academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.</p>	<p>Candidate models the use of best practices to support the academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.</p>
5	<p>Candidate demonstrates knowledge of cultural variables in academic assessment, instructional interventions, and supports for students, including best practices for students who are culturally and/or linguistically diverse.</p> <p><i>Equitable Practices</i></p>	<p>Candidate has a ineffective understanding of cultural variables in academic decision-making.</p>	<p>Candidate has emerging understanding of cultural variables in academic decision-making.</p>	<p>Candidate has a conceptual understanding of cultural variables in academic decision-making.</p>	<p>Candidate uses knowledge of cultural variables to select academic assessment instruction, intervention, and supports.</p>	<p>Candidate models the use of cultural variables to select academic assessment, instruction, intervention and supports.</p>

6	<p>Candidate understands and adheres to federal and state regulations in the determination of eligibility for special education.</p> <p>Legal, Ethical, Professional</p>	<p>Candidate demonstrates inaccurate knowledge and/or does not apply knowledge of legal, ethical and professional practice.</p>	<p>With high supervision, candidate demonstrates and applies knowledge of legal, ethical, and professional practice.</p>	<p>With appropriate supervision, candidate demonstrates and applies knowledge of legal, ethical, and professional practice.</p>	<p>Candidate demonstrates and applies knowledge of legal, ethical and professional practice. May seek input for cases.</p>	<p>Candidate uses advanced knowledge to independently and consistently engage in professional, legal, and ethical practices.</p>
7	<p>Candidate effectively communicates assessment findings in a written report that includes background information, behavioral/teasing observations, assessment results interpretation, and appropriate recommendations.</p> <p>Data-Based Decision Making</p>	<p>Candidate demonstrates poor skills in report writing. Reports lack clarity, professionalism and includes many grammatical or technical errors.</p>	<p>Candidate demonstrates emerging skills in report writing. Reports include grammatical or technical errors.</p>	<p>Candidate demonstrates competency in report writing. Reports are professional and include very few grammatical errors and no technical errors.</p>	<p>Candidate demonstrates strong report writing skills. Reports are professional, clear, and free from grammatical and technical errors.</p>	<p>Candidate consistently Demonstrates exceptional report writing skills. Reports are professional, clear and skillfully communicate assessment findings.</p>
8	<p>Candidate effectively communicates assessment results to a problem solving team or an evaluation team.</p> <p>Consultation collaboration</p>	<p>Candidate ineffectively or inappropriately communicates assessment results Regular, intensive supervision and</p>	<p>Candidate demonstrates limited skills sharing assessment results. Has difficulty summarizing, reads directly from report. Supervisor directly</p>	<p>Candidate demonstrates emerging skills in sharing assessment results. Is able to accurately summarize information from the</p>	<p>Candidate demonstrates strong communication skills when sharing results. Is able to clearly and accurately summarize information and responds to</p>	<p>Candidate demonstrates Exceptional skills when sharing assessment results. Is able to summarize complex information and answers questions</p>

		additional practice is needed.	assists the candidate in communicating.	report. Supervisor assists with communicating results.	most questions independently and appropriately.	independently, appropriately, and thoughtfully.
The following items are rated during internship only.						
9	Candidate effectively implements or guides implementation of evidence-based individual or small group academic interventions (e.g., reading, writing, math, or executive functioning). Data-Based Decision Making	Candidate is unable to effectively implement or guide implementation of individual or small group academic interventions.	Candidate has awareness of and/ or observes the implementation of individual or small group academic interventions.	With occasional supervision, candidate effectively implements or guides implementation of individual or small group academic Interventions.	Candidate independently and effectively implements or guides implementation of individual or small group academic Interventions.	Candidate models best practices in the implementation of individual or small group academic Interventions.
10	Candidate systematically evaluates the effectiveness of academic instruction interventions, and supports using technology to monitor academic skill growth (e. g progress monitoring, academic outcome measures, etc.)	Candidate inappropriately or inaccurately evaluates the effectiveness of academic instruction interventions and supports.	With high supervision, candidate effectively and appropriately evaluates the effectiveness of academic instruction, interventions, and supports.	With appropriate supervision, candidate effectively and appropriately evaluates the effectiveness of academic instruction, interventions, and supports.	Systematically and independently evaluates the effectiveness of academic instruction interventions and supports.	Candidate models best practices in the systematic evaluation of academic Instruction interventions and supports.

	Data-Based Decision Making						
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Section 2: Mental and Behavioral Health

The following items are rated in practicum *and* internship.

1 1	Candidate evaluates a cumulative body of research findings to support student mental health, behavior social, emotional, and life skills Research Program evaluation	Candidate ineffectively evaluates and synthesizes research. Does not use research to guide practice.	Candidate has emerging skills in the evaluation of research, Sometimes uses research to guide practice.	Candidate demonstrates competency in the evaluation of research. Frequently uses research to guide practice.	Candidate demonstrates strong skills in the evaluation and synthesis of research Consistently uses research as a foundation for service delivery.	Candidate demonstrates exceptional skills in the synthesis of research. Shares knowledge of research with others to promote effective service delivery
1 2	Candidate demonstrates awareness of the impact of cultural, biological, and environmental factors on behavioral presentation, social emotional skills, and life skills Equitable Practices	Candidate is not sensitive to the impact of cultural, biological and environmental factors on behavioral presentation, social emotional skills and life skills	Candidate has emerging sensitivity to the impact of cultural, biological and environmental factors on behavioral presentation, social emotional skills, and life skills	Candidate demonstrates sensitivity to the impact of cultural biological and environmental factors on behavioral presentation, social emotional skills and life skills	Candidate practices in a manner that is sensitive to the impact of cultural biological and environmental factors on behavioral presentation, social emotional skills and life skills	Candidate consistently and skillfully practices in a manner that is sensitive to the impact of cultural, biological and environmental factors on behavioral presentation social emotional skills and

						life skills	
1 3	Candidate effectively implements or guides implementation of behavior Interventions plans (BIP) Data-Based Decision Making	Candidate is unable to implement or guide implementation of BIPs	Candidate is aware of the implementation of BIPs and contributes with high supervision	With supervision, candidate implements or guides implementation of BIPs	Candidate independently and effectively implements or guides implementation of BIPs	Candidate models best practices in the implementation of BIPs	
1 4	Candidate effectively collaborates with school staff to support student mental health, social emotional, and life skills. Appropriately communicates with school staff within limits of confidentiality to best support students. Consultation Collaboration	Candidate ineffectively or inappropriately collaborates and communicates with school staff to support student needs.	Candidate demonstrates emerging skills in collaborating and communicating with school staff to support student needs.	Candidate demonstrates competency in collaborating and communicating with school staff to support student needs.	Candidate consistently and effectively collaborates and communicates with school staff to support student needs.	Candidate models best practices and demonstrates exceptional communication and collaboration skills when working with school staff to support student needs	
The following items are rated during internship only.							
1 5	Candidate uses technology to	Candidate has a lacks understanding	Candidate has emerging	Candidate has conceptual	Candidate uses knowledge to	Candidate uses	

	collect and analyze behavioral assessment data to effectively conduct a Functional behavior Assessment (FBA) <i>Data-Based Decision Making</i>	of FBA methods and is not able to select, collect, and analyze FBA data.	understanding of FBA methods. Needs high supervision to select, collect, and analyze FBA data	understanding of FBA methods. Needs appropriate supervision to select collect, and analyze FBA data	select, collect, and appropriately analyze FBA data.	advanced knowledge to model best practices in selecting, collecting, and analyzing FBA data.
1 6	Candidate effectively implements evidence-based individual or small group counseling or social skills interventions. <i>Data- Based Decision Making</i>	Candidate does not effectively implement individual or small group counseling or social skills interventions.	Candidate is aware of implementation of counseling or social skills interventions and contributes with high supervision.	With appropriate supervision, candidate implements individual or small group counseling or social skills interventions.	Candidate independently implements individual or small group counseling or social skills interventions.	Candidate models best practices in the implementation of individual or small group counseling or social skills interventions.
1 7	Candidate systematically evaluates the effectiveness of interventions using technology to monitor student mental health, social emotional, behavior, and/ or life skills <i>Data-Based Decision Making</i>	Candidate inappropriately or inaccurately evaluates the effectiveness of interventions and supports	With high supervision, candidate appropriately evaluates the effectiveness of interventions and supports.	With appropriate supervision, candidate appropriately evaluates the effectiveness of interventions and supports.	Systematically evaluates the effectiveness of interventions and supports.	Candidate models best practices in the systematic evaluation of interventions and supports.

Section 3. School-wide Practices

The following items are rated in practicum and internship.

1 8	Candidate demonstrates knowledge of legislation and regulations relevant to general and special education systems. Legal, Ethical, Professional	Candidate has inaccurate understanding of legislation and regulations relevant to general and special education systems.	Candidate has emerging understanding of legislation and regulations relevant to general and special education systems.	Candidate has Basic understanding of legislation and regulations relevant to general and special education systems. Requires support from supervisor.	Candidate uses knowledge to assist school personnel and families adhere to general and special education regulations.	Candidate uses advanced knowledge to assist school personnel and families adhere to general and special education regulations.
1 9	Candidate systematically assesses the quality of research to critically evaluate the evidence base related to promoting schoolwide learning and mental health. Research Program Evaluation	Candidate has ineffective understanding of evidence-based practices that promote schoolwide learning and mental health.	Candidate has emerging understanding of evidence-based practices that promote schoolwide learning and mental health.	Candidate has conceptual understanding of evidence-based practices that promote schoolwide learning and mental health.	Candidate uses knowledge of research findings as the foundation for developing or promoting implementation of schoolwide practices and policies.	Candidate uses advanced knowledge of research findings as the foundation for developing or promoting implementation of schoolwide practices and policies.
2 0	Candidate is sensitive to diverse characteristics, learning needs, and culture related to schoolwide programs and policies Equitable Practices	Candidate is insensitive to diverse characteristics, learning needs, and cultures related to schoolwide practices/policies.	Candidate demonstrates emerging sensitivity of diverse characteristics, learning needs and cultures related to schoolwide practices/policies.	Candidate demonstrates sensitivity to diverse characteristics, learning needs and cultures related to schoolwide practices/policies.	Candidate practices in a manner that is sensitive to diverse characteristics, learning needs, and cultures related to schoolwide practices/policies.	Candidate consistently practices in a manner that is sensitive to diverse characteristics, learning needs, and cultures related to schoolwide practices/policies.
The following items are rated during internship only.						
2 1	Candidate promotes fairness and social justice in school	Candidate is not committed to the promotion of fairness and	Candidate has limited knowledge of promoting fairness and	Candidate has emerging knowledge of how to promote	Candidate has a conceptual understanding of how to promote	Candidate uses knowledge to promote fairness and

	policies and programs <i>Equitable Practices</i>	social justice in policies and programs.	social justice in policies and programs.	fairness and social justice in policies and programs.	fairness and social justice in policies and programs.	social justice in school policies and programs.
2 2	Candidate engages in systems-level problem solving (e.g., MTSS team) with colleagues to plan, implement, and/or evaluate schoolwide practices that promote learning and mental health <i>Consultation Collaboration</i>	Candidate unable to engage in systems-level problem-solving with key stakeholders	Candidate is aware of systems-level problem solving, but has not had the opportunity to become involved.	Candidate observes systems-level problem solving to develop schoolwide practices.	Candidate participates in systems-level problem-solving process to develop schoolwide practices.	Candidate facilitates a systems-level problem-solving process to develop schoolwide practices.
2 3	Candidate engages in school-wide reviews of data (e.g., universal screening, attendance, discipline) to understand, develop, promote, and/or evaluate the effectiveness of the implementation of schoolwide policies and practices. <i>Data-Based Decision Making</i>	Candidate unable to engage in school-wide reviews of data, has limited skills in using data.	Candidate is aware of school-wide reviews of data, but has not had the opportunity to become involved.	Candidate observes as others engage in school-wide reviews of data, has emerging skill in using data to develop, implement, and/or evaluate schoolwide policies and practices.	Candidate participates in school-wide reviews of data, is competent in using to develop, implement, and/or evaluate schoolwide policies and practices.	Candidate facilitates school-wide reviews of data, is proficient in using data to develop, implement, and/or evaluate schoolwide policies and practices.
Section 4: Safe and Supportive Schools						

The following items are rated in practicum <i>and</i> internship.						
2 4	Candidate systematically reviews the quality of research to critically evaluate the evidence base to address systemic risk factors (e.g. truancy, dropout, bullying, suicide, or school violence) and promote wellness and resilience. <i>Research Program Evaluation</i>	Candidate does not understand risk factors contributing to systemic problems and/ or practices to promote wellness.	Candidate has a limited understanding of risk factors contributing to systemic problems and/ or practices to promote wellness.	Candidate has emerging understanding of risk factors contributing to systemic problems and/ or practices to promote wellness.	Candidate has a conceptual understanding of risk factors contributing to systemic problems and/ or practices to promote wellness	Candidate uses knowledge of risk factors in collaborating to address risk factors contributing to systemic problems and/ or practices to promote wellness.
The following items are rated in internship only.						
2 5	Candidate demonstrates knowledge of relevant standards, regulations and school-level procedures in crisis and prevention work. <i>Legal, Ethical, Professional</i>	Candidate does not understand standards, regulations, and school-level crisis procedures and prevention work.	Candidate has a limited understanding of standards, regulations and school-level procedures in crisis and prevention work.	Candidate has emerging understanding of relevant standards, regulations and school-level procedures in crisis and prevention work.	Candidate has a conceptual understanding of relevant standards, regulations and school-level procedures in crisis and prevention work.	Candidate uses knowledge of relevant standards, regulations and school-level procedures in crisis and prevention work.
2 6	Candidate demonstrates awareness of the role of culture and context in risk and	Candidate is unaware or unwilling to acknowledge the role of culture and content in risk	Candidate has a limited awareness of the role of culture and context in risk and prevention practices.	Candidate has emerging awareness of the role of culture and context in risk and prevention practices.	Candidate has clear awareness of the role of culture and context in risk and prevention practices.	Candidate uses awareness of the role of culture and context in risk and prevention

	prevention practices. <i>Equitable Practices</i>	and prevention practices.				system wide to inform practice.
27	Candidate collaborates with school-based teams in the implementation of prevention-based programs (such as PBIS, MTSS, school climate improvement, bully prevention, truancy prevention, youth suicide prevention) to reduce risk and increase protective factors <i>Consultation Collaboration</i>	Candidate cannot effectively collaborate with school-based teams to implement prevention-based programs.	Candidate has not had opportunities to collaborate with school-based teams in the implementation of prevention-based programs.	Candidate is aware of and/or observes school-based team collaboration in the implementation of prevention-based programs.	Candidate collaborates with school based teams in the implementation of prevention-based programs.	Candidate facilitates school-based team collaboration in the implementation of prevention-based programs.
28	Candidate develops, has awareness of, and/or implements existing crisis prevention and intervention services. <i>Data-Based Decision Making</i>	Candidate has inaccurate knowledge of school crisis and prevention plans and protocols.	Candidate has limited knowledge of school crisis prevention plans and protocol.	Candidate has knowledge of school crisis prevention plans and protocols.	Candidate displays or is capable of displaying supervised implementation of school crisis prevention plans and protocols.	Candidate actively participates on crisis team and contributes knowledge of best practice (e.g. PREPaRE curriculum).
Section 5: Family, School, Community Collaboration						
The following items are rated in practicum and internship.						
29	Candidate evaluates research as a foundation for	Candidate has limited understanding of evidence-	Candidate has emerging understanding of evidence-	Candidate has conceptual understanding of evidence-	Candidate uses knowledge of research findings as the	Candidate uses advanced knowledge of

	effective service delivery to promote family-school collaboration. Research Program Evaluation	based practices that promote family-school collaboration.	based practices that promote family-school collaboration.	based practices that promote family-school collaboration.	foundation for promoting family-school collaboration.	research findings as the foundation for promoting family-school collaboration.
30	Candidate demonstrates knowledge of legislation (e.g. FERPA) and regulations (e.g. procedural safeguards) related to the rights of families. Legal, Ethical, Professional	Candidate has limited understanding of legislation and regulations relevant to the rights of families	Candidate has emerging understanding of legislation and regulations relevant to the rights of families	Candidate has conceptual understanding of legislation and regulations relevant to the rights of families	Candidate uses knowledge to advocate for families and to assist school personnel to adhere to legislation and regulations relevant to the rights of families	Candidate uses advanced knowledge to advocate for families and to assist school personnel to adhere to legislation and regulations relevant to the rights of families
31	Candidate is sensitive to diverse family characteristics, learning needs, and culture when engaging with families. Equitable Practices	Candidate is insensitive to diverse family characteristics, learning needs, and cultures.	Candidate demonstrates emerging sensitivity of diverse family characteristics, learning needs and cultures.	Candidate demonstrates sensitivity to diverse family characteristics, learning needs and cultures.	Candidate practices in a manner that is sensitive to diverse family characteristics, learning needs, and cultures.	Candidate consistently practices in a manner that is sensitive to diverse family characteristics, learning needs, and cultures.
The following items are rated in internship only						
32	Candidate engages families to promote student success (e.g. learning, positive behavior, and/or social-emotional health).	Rarely or ineffectively engages families.	Demonstrates emerging skills when engaging families in promoting student success.	Consistently and effectively engages families in promoting student success.	Facilitates family engagement through effective collaboration with caregivers and colleagues through shared discussion and joint decision making.	Is able to model effective family engagement with and among colleagues through shared discussion and joint

	Consultation Collaboration					decision making.
3	Advocates for access to supports within the school and community for all families. <i>Equitable Practices</i>	Candidate has limited skill in promoting fairness and social justice in family engagement practices.	Candidate has emerging skill in promoting fairness and social justice in family engagement practices.	Candidate is competent in promoting fairness and social justice in family engagement practices.	Candidate is proficient in promoting fairness and social justice in family engagement practices.	Candidate is highly skilled in promoting fairness and social justice in family engagement practices.
3	Candidate uses data to understand, develop or evaluate practices that promote family school collaboration <i>Data-Based Decision Making</i>	Candidate is unable to use data to understand, develop, or evaluate family-school collaboration practices.	Candidate has limited skill in using data to understand, develop, or evaluate family-school collaboration practices.	Candidate has emerging skill in using data to understand, develop, or evaluate family-school collaboration practices.	Candidate is competent in using data to understand, develop, or evaluate family-school collaboration practices.	Candidate is proficient in using data to understand, develop, or evaluate family-school collaboration practices.

QUANTITATIVE FEEDBACK ON WORK CHARACTERISTICS

Please evaluate the candidate's **Work Characteristics** according to the following criteria:

0: Unsatisfactory	1: Inconsistent	2: Emerging	3: Competent	4: Exemplary
The candidate does not display the required behaviors to the degree necessary for successful performance in schools at this time, remediation is necessary.	Student has the necessary behaviors in his/her repertoire but is inconsistent in employing them in the school setting or has not had the opportunity.	Student has the necessary behaviors in their repertoire, employs them with guidance from the field supervisor.	Student has the necessary behaviors and employs them appropriately in school situations.	Student not only has the necessary behaviors but engages in exemplary conduct appropriate for modeling by other professionals.

	Rating 0-4
1. Demonstrates accountability to self and others	
2. Demonstrates ability to take on leadership roles and ability to work collaboratively with others	
3. Demonstrates effective interpersonal awareness and communication skills	
4. Demonstrates understanding of the ecologies of educational systems and works within these systems and structures	

5. Demonstrates initiative in soliciting, accepting, and integrating feedback	
6. Demonstrates self-awareness of mental and emotional stability, and ability to manage stress	
7. Demonstrates and integrates ethical and legal standards and principles of the profession	
8. Demonstrates progress towards independence as school psychologist	
9. Demonstrates engagement in reflective activities	
10. Demonstrates commitment to cultural competence, which includes willingness to engage in cultural self-awareness and valuing the cultural intersectionality of others	
11. Demonstrates commitment to work for a more socially just world through school psychology.	

Please Describe the Candidate’s Strengths:

Please Describe the Candidates Continued Areas of Growth:

Practicum ratings: If any areas rated below 2, provide a summary of candidate skills, opportunities to demonstrate the skill in the field placement, and preparedness to progress to internship.

Internship Ratings: At the end of internship, if any areas are rated below 3, provide a summary of candidate skills, opportunities to demonstrate the skills in the field placements, and whether or not the candidate has met the standard at a sufficient level to enter the profession. Candidates are also encourage to provide a summary based on their self-assessment.

Student Name
Date

Student Signature

Supervisor Name
Date

Supervisor Signature

SEATTLE UNIVERSITY

College of Education
901 12th Ave.
Seattle, WA 98122
School Psychology Program

Fall Quarter, Example Syllabus

The College of Education's Mission

We prepare ethical, reflective, transformative professionals to advance social, economic, and political justice in collaboration with local and global communities.

Program Mission

School psychology program graduates are knowledgeable, ethical, and reflective educational professionals who lead and advocate for social justice.

COURSE INFORMATION

SPSY 5700: School Psychology Practicum I

3 credits

Time: 4:15-6:55pm

Room:

Meets five times during term

(See course calendar on Canvas)

INSTRUCTOR INFORMATION

REQUIRED TEXT AND READINGS:

NASP (2020). *Principles for professional ethics*. Bethesda, MD: National Association of School Psychologists.

Available: <http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx>

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

Washington administrative code chapter 392-172: Rules for the provision of special education. (July, 2007).

Olympia: Special Education, OSPI. Available:

http://www.k12.wa.us/SpecialEd/pubdocs/wac/WAC_392_172a.pdf

Washington association of school psychologists professional practice standards. (2000-2001). Olympia, WA:

Washington State Association of School Psychologists. Available: www.wsasp.org

COURSE DESCRIPTION AND RATIONALE

[Academic Catalog 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 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.

Program Description: This course is designed to integrate knowledge and skills gained from three previous courses in the School Psychology curriculum: SPED 5430 (Positive Behavior Support), SPED 5460 (Advanced Behavior Intervention), and SPSY 5050 (Advanced Application of Research and Statistics). The course is a practicum and, as such, focuses on the practical application of behavior principles and program evaluation 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 behavior 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.

Alignment to Professional and Program Standards:

National Association of School Psychologists Standards for Graduate Preparation of School Psychologists 2020

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.

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

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

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

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

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

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

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

Domain 8: Equitable Practices for Diverse Student Populations: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists

demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

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

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

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 school psychology graduates who are knowledgeable, ethical, and reflective educational professionals who lead and advocate for social justice*, 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.

COURSE LEARNING OUTCOMES, GOALS, AND 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 behavioral intervention skills during collaboration with diverse groups of teachers and parents in K-12 settings. Knowledge of a variety 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. 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 2.2, 2.9).

COURSE INSTRUCTIONAL METHODS & EXPECTATIONS

Because this course is a practicum, the focus of instruction is field-based in the school setting. Online or 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.**

COMMUNICATION EXPECTATIONS

All enrolled students are assigned SU email accounts and are expected to check their SU email on a frequent and consistent basis in order to stay current with course, College of Education, and university-related communications. Communications may be time-critical, including announcements related to timelines, course details, and class cancellations.

INSTRUCTIONAL POLICIES & GRADING

Attendance & Participation Policy

Students are expected to report to their practicum site in a timely and reliable manner as negotiated with their field supervisor. Attendance at scheduled class sessions is required. If a student must miss a class session, they should contact the instructor in advance. A persistent pattern of absenteeism at the practicum site and/ or in class sessions is grounds for a failing grade in this CR/ F course.

Inclement Weather / Class Cancellations / Emergencies Policies

Weather-based closures or delayed openings are disseminated by 6 a.m., but conditions may change through the day; you should use your best judgment about how safe it is to travel. Announcements are also posted at www.seattleu.edu. Cancellations will be sent to your SU email address. During emergencies, students should seek safety and when necessary, dial ext. **5911** from any university phone or 911 from a mobile device. Students are encouraged to [sign up for wireless notifications](#) and explore more at [Public Safety's webpage](#). Please also check your SU email account for possible instructor cancellations.

Course Requirements / Assignments

1. **Attendance and participation in all scheduled classes and practicum experiences.** A total of 100 practicum hours must be documented on the *Verification of Hours* Form. These 100 hours include: 1) at least 70 hours on site in the practicum school site (7 hours per week for 10 weeks), 2) required attendance in class sessions, 3) consultations with peers and instructor, and 4) preparation time directly related to work in the school practicum site. Students are expected to be at their practicum sites for a total of ten weeks. The course instructor 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. (*See Practicum Reflection Log and Verification of Hours form in Syllabus Appendix or Canvas*).
2. **Reflection logs (5) and verification of hours.** Participation in practicum experiences is documented in reflection logs. The logs should be a maximum length of two doubled spaced, typed pages, and should record hours, activities aligned to the NASP domains of practice, 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. If it is challenging to submit your log by noon, please plan to submit it the day before class. (*See Reflection Log form in Course Appendix or Canvas.*) During the term, please also account for your on-site and off-site hours on the *Verification of Practicum Hours form* on Canvas.
3. **Behavioral intervention case study:** Students will complete one behavior intervention case study during the quarter. Based on consultation with a teacher, parent, or team, students will collaborate to design, implement, and evaluate a behavioral intervention with a child or group of children. A written summary of the case study will include the following sections which are described in detail in the *Behavior Intervention Case Study Rubric* found in the course appendix or on Canvas: 1) Problem identification, 2) Problem analysis, 3) Intervention, 4) Evaluation of impact, and 5) Overall assessment. If required by the school, students should obtain written permission to implement behavior interventions. The summary should not exceed 8 pages non-inclusive of references and supporting materials.
4. **Classroom behavior observation/ reflection paper:** Based on one classroom behavior observation, students will complete an analysis and self-evaluation reflecting upon of their use of observational techniques in the context of their case study. Specific details for this assignment are located in the assignment description in Canvas.

5. **Schoolwide practices to support learning observation/ reflection paper:** Interview one or more school staff about the systemic practices in place in the school to support positive behavior, social emotional learning, or mental health. Observe in common areas of the school for visual indications of these practices (e.g., signage/ posters), instances of staff applying these practices (e.g., reminders to students on playground), and examples of students applying the practices (e.g., using common language). Write a two page maximum reflection paper describing what you learned and what you observed (or did not observe).
6. **Practicum supervisor’s assessment of practicum performance.** Students are required to obtain the practicum site supervisor’s feedback on their performance using the *Fall/ Winter Quarter Practicum Formative Assessment form*. This form is designed to provide qualitative, formative feedback on professional skills demonstrated in the field to date, critical skills not yet demonstrated, goals for the next term, and quantitative feedback on the candidate’s demonstration of 11 work characteristics critical for success in the role of school psychologist.
7. **Additional in-class activities.** For our class sessions, you will be asked to read and prepare for in class activities and discussions. You will be asked to consult with peers on your work, provide consultation to peers on their work, locate and share resources, and present your final case. Please see Canvas before class for detailed description of required planning in advance of class.
8. **Additional outside-of-class activities: Cross Cohort Peer Consultations**
 - a. **Up-stream peer consultation:** Students will engage in virtual consultation with an intern during the term. Students should be prepared to share their practicum case and seek guidance on next steps from the more advanced student. The intern may also wish to consult with the practicum student on their activities in the internship setting. While there is no minimum time required, time devoted to peer consultation is logged as additional (not site-based) hours and counts toward the 100 total required hours.
 - b. **Down-stream peer consultation:** Students will engage in virtual consultation with a first-year student during the term. Students should be prepared to share their practicum activities and answer questions the new student may have about the profession and their experiences thus far. While there is no minimum time required, time devoted to peer consultation is logged as additional (not site-based) hours and counts toward the 100 total required hours.

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 Practicum Formative Feedback form completed by the practicum site supervisor

Alignment of Course Requirements with Program Goals and NASP Practice Model:

Core Assignments	Seattle U. Program Goals	NASP Domains of Practice
Reflection Log	Program Goals 1-8	NASP Domains 2.1 through 2.10
Supervisor’s Formative Feedback on Performance	Program Goals 1-8	NASP Domains 2.1, 2.2, 2.3, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11
Behavior Intervention Case Study	Program Goals 1, 2, and 4	NASP Domains 2.1, 2.4, 2.9, 2.10

Classroom/ Schoolwide observations	Program Goals 1-6	NASP Domains 2.1, 2.2, 2.4, 2.5, 2.10
Case Presentation	Program Goals 1, 2, and 4	NASP Domains 2.1, 2.4, and 2.10

SCHEDULE OF COURSE ACTIVITIES

Session #1: Introduction to Practicum and Behavioral Intervention		
9/27	Course Overview Orientation to the second-year practicum Review of NASP standards for professional practice Students share information about their school placements	Readings and Assignments: Review school profile online and prepare to share in class. Read the NASP standards for professional ethics.
Session #2: Applying the problem-solving model for behavioral interventions: The big picture.		
10/11	Review of case study requirements Review of example case studies Getting started with problem identification Building a relationship with your consultee Peer case consultations	Readings and Assignments: Reflection log one due in Canvas before class. Identify a case for the behavior intervention case study. Review example case study reports in Canvas, be prepared to evaluate one of them in our next class. Assigned readings from BP in school psychology posted in Canvas.
Session #3: Entering the problem-solving process for behavioral needs		
10/25	Problem identification and analysis phases Operationalizing behavior Describing current levels and desired levels of behavior Contextualizing behavior with the ICEL/ RIOT matrix Conducting behavioral observations Peer case consultations	Readings and Assignments: Reflection log two due before class. Conduct a structured classroom observation and share results in class. See Canvas for assignment instructions. Come to class prepared to share your operationalized behavior and data monitoring plan. Assigned readings from BP in school psychology posted in Canvas.
Session #4: Moving from problem analysis to intervention		
11/1	Goal setting Matching needs to evidence-based interventions Planning for implementation integrity Review of classroom observations Peer case consultations	Readings and Assignments: Reflection log three posted before class. Self-evaluation of classroom observation. Come to class prepared to share your outcome goal and plans for monitoring implementation. Assigned readings from BP in school psychology posted in Canvas.
Session #5: Intervention implementation and progress monitoring		
11/15	Strategies for addressing low implementation integrity	Readings and Assignments: Reflection log four due before class. Assigned

	Evaluating progress toward goals Assessing positive impact of an intervention plan Peer case consultations	readings from BP in school psychology posted in Canvas. Ask supervisor to complete evaluation form, complete Case Study report, compile hours into the verification of hours form.
Session #6: Whole Class Sharing of Consultation Cases		
11/29	Case presentations Group processing of skills acquired and lessons learned Preview of what is coming next for practicum	Readings and Assignments: Reflection log five posted before class; Case report and Practicum Formative Feedback form completed by your supervisor. Also, complete verification of hours form. Assigned readings from BP in school psychology posted in Canvas.

Course Deadlines, Extensions, Late Submissions, and Resubmitting Work

Students are expected to meet assignment deadlines as presented in Canvas. If a student is unable to meet a deadline, they must contact the instructor in advance of the deadline to request an extension which may be granted on a case by case basis.

Submitting Assignments

Canvas. The course Canvas page is where you can find all course materials. All course assignments must be submitted electronically through the appropriate assignment drop box in [Canvas](#), unless otherwise specified.

Formatting. All assignments must be submitted in Word, 12 pt., Times New Roman, left-aligned, double-spaced, and page must be numbered.

APA Citations. All citations must follow the *APA Publication Manual* (6th edition). An additional valuable online resource for APA formatting is [Purdue University's OWL \(Online Writing Lab\)](#).

Technology Policy

Students may use laptops or tablets in class to consult readings, take notes, or otherwise contribute to their learning. Please place all mobile devices, including laptops, on mute. If you are unable to contribute to discussions or are otherwise distracted by such devices, I may ask you to refrain from using it in class. There may be some classes where we will use technology together, and in those instances, all students should plan to bring a laptop or tablet to class. If you have any questions or concerns, please contact me directly.

ACADEMIC POLICIES

Seattle University Academic Policies & Forms

Applicable academic policies can be found at the following webpage:

<https://www.seattleu.edu/redhawk-service-center/academic-policies/>. Relevant forms can be found at the following webpage: <https://www.seattleu.edu/redhawk-service-center/forms/>.

Support for Students with 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 [Disability Services](#) located in Loyola 100, (206) 296-5740, ds@seattleu.edu. The Associate Dean for Academic and Student Services, serves as the college's Americans with Disabilities Act (ADA) Coordinator and provides supports in the accommodations process.

Support for Religious Accommodations

The [Policy on Religious Accommodations for Students](#) and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

Seattle University Academic Integrity Policy

Academic dishonesty in any form is a serious offense against the academic community and will be addressed according to the [Academic Integrity Policy](#). The [Academic Integrity Tutorial](#) is a learning aid to help you understand the “do’s and don’ts” of academic life.

Academic policies on the Registrar website

<https://www.seattleu.edu/redhawk-axis/academic-policies/>

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

Academic integrity policy:

Academic Grading Grievance Policy

Professional Conduct Policy

Academic Grading Grievance Policy

The [Academic Grading Grievance Policy](#) governs the process for challenging course grades. A student seeking to grieve a grade carries the burden of proof to establish that the faculty member acted arbitrarily or capriciously in assigning the course grade.

Professional Conduct Policy

The [Professional Conduct Policy](#) applies to all students situated in field experiences, who must at all times conform to conduct that demonstrates the appropriate ethical, professional and social attributes expected of professionals in that practice. The professional standards that govern field experiences in this course are: *[Programs with field experiences must insert a reference to the professional standards or code that would be upheld under this policy; this can be a reference to the program handbook wherein more detailed information is included related to developmental support plans].*

Student Concerns & Complaints

The [Concerns & Complaints](#) webpage includes resources for students who have concerns with other students, staff, faculty, or administrators, including the [COE Student Complaint Process](#). Students with academic concerns regarding instruction or advising should first attempt to resolve the issue with the faculty member involved.

STUDENT RESOURCES

Library, Research, and McGoldrick Learning Commons Resources

[Lemieux Library](#) provides research services, technology, and spaces that support learning. The [McGoldrick Learning Commons](#) includes a variety of learning assistance programs.

College of Education – Student Resources Webpage

Includes information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and concerns and complaints.

Campus Ministry

Campus Ministry supports the religious and spiritual lives of students through daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.

Commuter Resources

The Dean of Students Office provides services, programs, and information for graduate students, including a commuter plan, facilities, and the [Collegia Program](#).

Counseling & Psychological Services (CAPS)

CAPS offers a range of confidential therapeutic, educational, and consultation support services.

Office of Multicultural Affairs (OMA)

OMA provides resources to support students of color, queer students, and trans students.

ZOOM Class recording

Zoom meetings of this course may be recorded. Any recordings will only be available to students registered for this class. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments.

Academic resources to support your learning

Library and Learning Commons

** <http://www.seattleu.edu/learningcommons/>

Writing Center

The Seattle University Writing Center supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. Please visit <https://www.seattleu.edu/writingcenter/> to learn more about the Writing Center. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>

Learning Assistance Programs

Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. We offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit our website

<https://www.seattleu.edu/learning-assistance/> or e-mail us at learningassistance@seattleu.edu for the most updated information about accessing services.

Research Services

Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics.

To learn more, or for assistance via chat/phone/email, check out our Get Research Help page (<https://www.seattleu.edu/library/get-research-help/>) or book a Virtual Consultation online (<https://www.seattleu.edu/library/consultation/>).

English-language learning center (ELLC)

The English Language Learning Center (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit <https://www.seattleu.edu/ellc/ellc-tutoring/>

Support for remote learning

Remember to review the online tutorial that our Center for Digital Learning and Innovation has created to support your remote learning experience: <https://seattleu.instructure.com/courses/1563070> Students and faculty have reported a more engaging class experience when using video on Zoom. We know not everyone has the ability to have their camera on all the time, for a variety of reasons. If you aren't able to do so, be sure to stay connected in other ways (in chat or vocally).

Borrow a Chromebook or an internet hotspot from the Library

If you are having difficulty with remote learning because your laptop is older or your internet access is patchy, the Library is currently loaning out Chromebooks and internet hotspots. You can submit a request by emailing the Library; follow the link under "Technology Lending" at: <https://libguides.seattleu.edu/technology#s-lg-box-23259286>

University policies

Support for students with disabilities

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include "invisible disabilities," such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery ("long-COVID"), if a health care provider determines it is a chronic health problem.

If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this

process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

Notice on Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).

HEALTH AND SAFETY PROTOCOLS [Applies if/ when our course has an in-person component during the COVID-19 pandemic; updated 30 August 2021.]

Safe Start Health Screen

Each day before coming to campus or class, all of us – students, faculty, and staff – need to complete the Safe Start Health Check screening and should be prepared to show the screening result upon request. We are expected to stay home if we are unable to pass the health screening. If you live on campus in the residence halls and do not pass the health screening, you should stay in your room. In addition to completing the daily health screening, all of us in the SU community – students, faculty, and staff – must continuously monitor for symptoms of illness throughout the day and take appropriate steps to isolate from others if we become symptomatic.

Face coverings

We will all wear face coverings consistent with SU’s COVID-19 Face Covering Policy (or as amended).

Change in Delivery of Instruction

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

APPENDIX A. COURSE-SPECIFIC RUBRICS

BEHAVIORAL INTERVENTION CASE STUDY Evaluation Rubric

Section 1: Problem Identification

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Problem definition	Problem is not defined operationally	Problem is operationally defined	Problem is defined operationally and comparisons are made to age/grade level expectations (e.g. local norms).	

Comparison data	Problem is not defined in terms of both current and desired levels of performance	Problem is defined in terms of both current and desired levels of performance	The discrepancy between the current and desired level of performance is described and explained well	
Average Rating for Section:				/2

Section 2: Problem Analysis

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Function or type of deficit	Problem is not identified as a skill and/or performance deficit	Problem is identified as a skill and/or performance deficit and a testable hypothesis about the function or nature of concern is presented	Testable hypotheses about the function of student's problem consider multiple factors (e.g. instruction, curriculum, environment, learner-ICEL)	
Data-based decision-making	Appropriate data are not collected to confirm or reject the hypotheses	Appropriate data are collected to confirm or reject the hypotheses from multiple sources (e.g. parent, teacher, self report, records reviews)	Data obtained from multiple methods (e.g. observations, direct/indirect methods) and sources converge to either confirm or reject proposed hypotheses	
Goals	Goals are absent or are not measurable	Goals are present and are measurable	Measurable goals are clear and supported by data obtained from multiple methods and sources	
Average Rating for Section:				/2

Section 3: Intervention

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Intervention selection/plan	No intervention is described	Intervention is adequately described and links to problem-analysis/measurable goals	Intervention is described well and links well to problem analysis/measurable goals	

Evidence-based intervention(s)	Selected intervention is not evidence-based	Intervention is adequately described and evidence-based; description includes a clear rationale for selection & at least one citation from literature	Intervention is thoroughly described and evidence-based, with a clear rationale for selection & at least two citations from literature	
Treatment integrity	The intervention plan does not address treatment integrity	The intervention plan addressed treatment integrity	The intervention plan includes a thorough analysis of factors affecting integrity	
Average Rating for Section:				/2

Section 4: Evaluation

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Progress monitoring	Progress monitoring data are absent or are not presented on a chart	Progress monitoring data are presented on a chart	Progress monitoring chart includes student performance and comparison data (e.g. trend line, goal line, bar graph).	
Positive impact	Did not analyze data to assess positive impact on student outcomes	Positive impact on student outcome was evaluated (e.g. PND or GAS).	Data indicate there was a positive impact on student outcomes.	
Data-based decision making	Data are not used to inform decision-making	Data are used to inform decision-making (e.g. continuation or modification)	Data-based decision making leads to continuation or increased positive impact on student outcomes.	
Generalization	Strategies for generalizing outcomes to other settings are not addressed	Strategies for generalizing outcomes to other settings are addressed	Strategies for generalizing outcomes to other settings are documented as effective	
Average Rating for Section:				/2

Section 5: Overall Assessment

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
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Reflective thinking & critical analysis	Demonstrates little or no awareness of skills and strategies acquired/used in the activities	Demonstrates thoughtful analysis of skills/strategies acquired/used in the activities	Demonstrates exceptional insight and understanding of skills/strategies acquired/used in the activities	
Awareness of personal strengths/weakness	Areas of strength and areas to improve are not identified, or poorly identified	Areas of strength and areas for improvement are identified	Areas of strength and areas for improvement are identified, with a specific plan for improvement	
Collaboration	Collaboration with others is not utilized in most phases of the intervention and/ or acceptability of the intervention is not addressed.	Collaboration with others is used in most phases of the intervention and the acceptability of the intervention is addressed.	Collaboration with others is well described in the problem identification, analysis, intervention, and evaluation phases. Acceptability of the intervention is thoroughly addressed.	
Diversity	Case study does not reflect awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors)	Case study reflects awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors)	Case study is supported by thoughtful analyses of how issues related to diversity impact student's behavior	
Use of technology	Technology is not used to develop graph(s)	Technology is used to develop graph(s) of baseline performance and progress monitoring data	Technology is used to develop graphs of baseline and progress monitoring data that include additional features (e.g. trend lines, goal lines, peer performance)	
Average Rating for Section:				<i>/2</i>

This case study included family-school collaboration:
Yes/No

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

School Psychology Program

Winter Quarter, Example Syllabus

The College of Education's Mission

We prepare ethical, reflective, transformative professionals to advance social, economic, and political justice in collaboration with local and global communities.

Program Mission

School psychology program graduates are knowledgeable, ethical, and reflective educational professionals who lead and advocate for social justice.

COURSE INFORMATION

SPSY 5710: School Psychology Practicum II

3 credits

Dates: See Schedule

Time: Mondays, 4:15 - 6:30

Location: **Loyola 203**

INSTRUCTOR

REQUIRED TEXT AND READINGS:

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

Hass, M.R. & Carriere, J.A. (2014). *Writing useful, accessible, and legally defensible psychoeducational reports*. Wiley.

*Washington administrative code chapter 392-172A: Rules for the provision of special education*_(January, 2016). Olympia: Special Education, OSPI. Available: http://www.k12.wa.us/SpecialEd/pubdocs/WAC_392-172A.pdf

Identification of students with specific learning disabilities: State of Washington severe discrepancy tables WAC 392-172A-03055-03080 (December, 2014) Olympia: Special Education, OSPI. Available: http://www.k12.wa.us/specialed/pubdocs/sld_guide.pdf.

Washington association of school psychologists professional practice standards. Olympia, WA: Washington State Association of School Psychologists. Available: www.wsasp.org

Using Response to Intervention (RTI) for Washington's Students (June, 2006): Olympia, WA: Special Education, OSPI. Available: <http://www.k12.wa.us/SpecialEd/RTI>

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.

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

NASP 2020 Practice Domains

Domain 1: Data-Based Decision Making

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

Domain 2: Consultation and Collaboration

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

Domain 3: Academic Interventions and Instructional Supports

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

Domain 4: Mental and Behavioral Health Services and Interventions

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

Domain 5: School-Wide Practices to Promote Learning

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

Domain 6: Services to Promote Safe and Supportive Schools

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

Domain 7: Family, School, and Community Collaboration

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

Domain 8: Equitable Practices for Diverse Student Populations

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

Domain 9: Research and Evidence-Based Practice

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

Domain 10: Legal, Ethical, and Professional Practice

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

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 and 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. A total of 100 practicum hours must be documented on the *Verification of Hours* Form. These 100 hours include: 1) at least 70 hours on site in the practicum school site (7 hours per week for 10 weeks), 2) required attendance in five class sessions, 3) consultations with peers and instructor, and 4) preparation time directly related to work in the school practicum site. 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. (*See Verification of Hours form in Course Appendix or Canvas*).

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 hours, activities aligned to the NASP domains of practice, 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. If it is challenging to submit your log by noon, please plan to submit it the day before class. (See *Reflection Log form in Course Appendix or 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. Peer consultation. In each small group class session, students will consult with peers 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 by their practicum supervisor for scoring accuracy. 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: Site-based 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 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.

Core Assignments	Seattle U. Program Goals	NASP Domains of Practice
Reflection Log	Program Goals 1-8	NASP Domains 2.1 through 2.11
Supervisor’s Assessment of Practicum Performance	Program Goals 1-8	NASP Domains 2.1 through 2.11
Evaluation Reports	1. Professional, ethical, legal standards 2. Diversity 4. Data-based decisions	2.1 Data based decision making 2.8 Diversity 2.10 School psychology practice
Case Presentation	1. Professional, ethical, legal standards 2. Diversity 4. Data-based decisions	2.1 Data based decision making 2.8 Diversity 2.10 School psychology practice
Professional Practice Consultation	1. Professional, ethical, legal standards 6. Self-reflection to guide work	2.10 School psychology practice

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

Class #	Dates	Topic/ Activity	Assignments
1	Jan 10	Course overview Ethical issues in the assessment process	
2	Jan 24	Peer consultations Review WAC evaluation procedures and disability categories	Due: Reflection Log #1 Hass & Carriere, 2014 – Ch1 & 2
3	Feb 7	Peer consultations Special topic: TBD	Due: Reflection Log #2 Hass & Carriere, 2014 – Ch3

4	Feb 28	Peer consultations Special Topic: TBD	Due: Test observation checklist, Reflection Log #3 Hass & Carriere, 2014, Ch 4
5	Mar 14	Case presentations CELEBRATION!	*Due: Evaluation report for instructor review; Supervisor's evaluation of competencies, Reflection Log #4 Hass & Carriere, 2014, Ch 5

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.

Course Deadlines, Extensions, Late Submissions, and Resubmitting Work

Students are expected to meet assignment deadlines as presented in Canvas. If a student is unable to meet a deadline, they must contact the instructor in advance of the deadline to request an extension which may be granted on a case by case basis.

Submitting Assignments

Canvas. The course Canvas page is where you can find all course materials. All course assignments must be submitted electronically through the appropriate assignment drop box in [Canvas](#), unless otherwise specified.

Formatting. All assignments must be submitted in Word, 12 pt., Times New Roman, left-aligned, double-spaced, and page must be numbered.

APA Citations. All citations must follow the *APA Publication Manual* (6th edition). An additional valuable online resource for APA formatting is [Purdue University's OWL \(Online Writing Lab\)](#).

Technology Policy

Students may use laptops or tablets in class to consult readings, take notes, or otherwise contribute to their learning. Please place all mobile devices, including laptops, on mute. If you are unable to contribute to discussions or are otherwise distracted by such devices, I may ask you to refrain from using it in class. There may be some classes where we will use technology together, and in those instances, all students should plan to bring a laptop or tablet to class. If you have any questions or concerns, please contact me directly.

ACADEMIC POLICIES

Seattle University Academic Policies & Forms

Applicable academic policies can be found at the following webpage:

<https://www.seattleu.edu/redhawk-service-center/academic-policies/>. Relevant forms can be found at the following webpage: <https://www.seattleu.edu/redhawk-service-center/forms/>.

Support for Students with 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 [Disability Services](#) located in Loyola 100, (206) 296-5740, ds@seattleu.edu. The Associate Dean for Academic and Student Services, serves as the college’s Americans with Disabilities Act (ADA) Coordinator and provides supports in the accommodations process.

Support for Religious Accommodations

The [Policy on Religious Accommodations for Students](#) and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

Seattle University Academic Integrity Policy

Academic dishonesty in any form is a serious offense against the academic community and will be addressed according to the [Academic Integrity Policy](#). The [Academic Integrity Tutorial](#) is a learning aid to help you understand the “do’s and don’ts” of academic life.

Academic policies on the Registrar website

<https://www.seattleu.edu/redhawk-axis/academic-policies/>

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

Academic integrity policy:

Academic Grading Grievance Policy

Professional Conduct Policy

Academic Grading Grievance Policy

The [Academic Grading Grievance Policy](#) governs the process for challenging course grades. A student seeking to grieve a grade carries the burden of proof to establish that the faculty member acted arbitrarily or capriciously in assigning the course grade.

Professional Conduct Policy

The [Professional Conduct Policy](#) applies to all students situated in field experiences, who must at all times conform to conduct that demonstrates the appropriate ethical, professional and social attributes expected of professionals in that practice. The professional standards that govern field experiences in this course are: *[Programs with field experiences must insert a reference to the professional standards or code that would be upheld under this policy; this can be a reference to the program handbook wherein more detailed information is included related to developmental support plans]*.

Student Concerns & Complaints

The [Concerns & Complaints](#) webpage includes resources for students who have concerns with other students, staff, faculty, or administrators, including the [COE Student Complaint Process](#). Students with academic concerns regarding instruction or advising should first attempt to resolve the issue with the faculty member involved.

STUDENT RESOURCES

Library, Research, and McGoldrick Learning Commons Resources

[Lemieux Library](#) provides research services, technology, and spaces that support learning. The [McGoldrick Learning Commons](#) includes a variety of learning assistance programs.

College of Education – Student Resources Webpage

Includes information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and concerns and complaints.

Campus Ministry

Campus Ministry supports the religious and spiritual lives of students through daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.

Commuter Resources

The Dean of Students Office provides services, programs, and information for graduate students, including a commuter plan, facilities, and the [Collegia Program](#).

Counseling & Psychological Services (CAPS)

CAPS offers a range of confidential therapeutic, educational, and consultation support services.

Office of Multicultural Affairs (OMA)

OMA provides resources to support students of color, queer students, and trans students.

ZOOM Class recording

Zoom meetings of this course may be recorded. Any recordings will only be available to students registered for this class. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments.

Academic resources to support your learning

Library and Learning Commons

** <http://www.seattleu.edu/learningcommons/>

Writing Center

The Seattle University Writing Center supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the

writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. Please visit <https://www.seattleu.edu/writingcenter/> to learn more about the Writing Center. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>

Learning Assistance Programs

Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. We offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit our website <https://www.seattleu.edu/learning-assistance/> or e-mail us at learningassistance@seattleu.edu for the most updated information about accessing services.

Research Services

Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics.

To learn more, or for assistance via chat/phone/email, check out our Get Research Help page (<https://www.seattleu.edu/library/get-research-help/>) or book a Virtual Consultation online (<https://www.seattleu.edu/library/consultation/>).

English-language learning center (ELLC)

The English Language Learning Center (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit <https://www.seattleu.edu/ellc/ellc-tutoring/>

Support for remote learning

Remember to review the online tutorial that our Center for Digital Learning and Innovation has created to support your remote learning experience: <https://seattleu.instructure.com/courses/1563070>
Students and faculty have reported a more engaging class experience when using video on Zoom. We know not everyone has the ability to have their camera on all the time, for a variety of reasons. If you aren't able to do so, be sure to stay connected in other ways (in chat or vocally).

Borrow a Chromebook or an internet hotspot from the Library

If you are having difficulty with remote learning because your laptop is older or your internet access is patchy, the Library is currently loaning out Chromebooks and internet hotspots. You can submit a request by emailing the Library; follow the link under "Technology Lending" at: <https://libguides.seattleu.edu/technology#s-lg-box-23259286>

University policies

Support for students with disabilities

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a chronic health problem.

If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

Notice on Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).

HEALTH AND SAFETY PROTOCOLS [Applies if/ when our course has an in-person component during the COVID-19 pandemic; updated 30 August 2021.]

Safe Start Health Screen

Each day before coming to campus or class, all of us – students, faculty, and staff – need to complete the Safe Start Health Check screening and should be prepared to show the screening result upon request. We are expected to stay home if we are unable to pass the health screening. If you live on campus in the residence halls and do not pass the health screening, you should stay in your room. In addition to completing the daily health screening, all of us in the SU community – students, faculty, and staff – must continuously monitor for symptoms of illness throughout the day and take appropriate steps to isolate from others if we become symptomatic.

Face coverings

We will all wear face coverings consistent with SU’s COVID-19 Face Covering Policy (or as amended).

Change in Delivery of Instruction

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

APPENDIX A. COURSE-SPECIFIC MATERIALS

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

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

Responsiveness to examinee

- 1 2 3 X Established rapport before beginning the test
- 1 2 3 X Prepared student for the examination
- 1 2 3 X Showed interest in student
- 1 2 3 X Gave student ample encouragement and support
- 1 2 3 X Appeared open and accepting of student's feelings
- 1 2 3 X Seemed at ease with student
- 1 2 3 X Maintained frequent eye contact with student
- 1 2 3 X Paced the examination to suit student's needs and temperament
- 1 2 3 X Used developmentally appropriate vocabulary
- 1 2 3 X Showed awareness of signs of fatigue
- 1 2 3 X Handled fatigue appropriately
- 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:

Strengths

Areas for improvement

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.
6. A norm-referenced standardized academic assessment using an instrument practiced in SPSY 5640 Individual Educational 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.

Student _____

Date _____

**Seattle University
School Psychology Practicum Program
Comprehensive Evaluation Report**

Evaluation Rubric

Section 1: Reason for referral and background information

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Reason for referral	Reason for referral is missing or insufficient	Reason for referral is sufficiently addressed	Reason for referral is clear and comprehensive	
Background information	Educational and developmental background is missing or insufficient	Educational and developmental background is sufficiently addressed	Educational and developmental background is clear and comprehensive	
Results of prior evaluations and assessments	Review of prior assessments is missing or insufficient	Review of prior assessments is sufficiently addressed	Review of prior assessments is clear and comprehensive	
Overall Rating for Section (Average for rows)				/2

Section 2: Observations

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Classroom Observation	Classroom observation is missing or insufficient	Classroom observation presented and uses objective wording	Classroom observation utilized structured observation techniques	
Evaluation Observation	Evaluation observation is missing or insufficient	Evaluation observation is presented and uses objective wording	Evaluation observation makes connections between observations and other sources of data (e.g. classroom observation, test results)	
Overall Rating for Section (Average for rows)				/2

Section 3: Assessment results and interpretation

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Assessment procedures	Assessment procedures are not sufficient to answer the referral concern	Assessment procedures address the referral concern	Assessment procedures are comprehensive and address all areas related to the referral concern	
Interpretations	Inadequate interpretation of the assessment scores and the meaning of the scores	Interpretation of the assessment scores and the meaning of the scores	Interpretation of the assessment scores and the meaning of the scores, all interpretations data-based	
Writing quality	Writing is not concise, free from major grammatical errors, and/ or uses language readers can understand	Writing is concise, free from major grammatical errors, and uses language readers can understand	Writing is concise, free from grammatical errors, and uses language readers can understand	
Report conveys respect for student and family	One or more aspects of respect for student is missing or inadequate	Report language is non-biased (e.g., person-first language), protects confidentiality	Report language is non-biased, protects confidentiality, and focuses on strengths as well as weaknesses	
Tables	Tables are not included or do not include all assessment data	Tables are inclusive of all assessment data	Tables include all assessment data and are well formatted for the reader	
Overall Rating for Section (Average for rows)				/2

Section 4: Eligibility determination and recommendations

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Summary	Summary is missing or insufficient	Satisfactory summary of assessment results is presented	Summary of assessment results is clear, concise, and links to conclusions	
Eligibility determination	Eligibility determination	Eligibility determination	Eligibility determination	

	statement is missing or insufficient	statement is adequately presented	statement reflects criteria for eligibility and assessment data	
Recommendations	Recommendations are missing or insufficient	Recommendations are adequate	Recommendations link to assessment findings and are appropriate	
Overall Rating for Section (Average for rows)				/2

Section 5: Overall Assessment

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

SEATTLE UNIVERSITY
College of Education
901 12th Ave.
Seattle, WA 98122
School Psychology Program

Spring Quarter, Example Syllabus

The College of Education's Mission

We prepare ethical, reflective, transformative professionals to advance social, economic, and political justice in collaboration with local and global communities.

Program Mission

School psychology program graduates are knowledgeable, ethical, and reflective educational professionals who lead and advocate for social justice.

COURSE INFORMATION

INSTRUCTOR

SPSY 5720: School Psychology Practicum III

3 credits

Time: 4:15-6:55pm

Room:

Meets five times during term

(See course calendar on Canvas)

REQUIRED TEXT AND READINGS:

NASP (2020). *Principles for professional ethics*. Bethesda, MD: National Association of School Psychologists.

Available: <http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx>

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

Washington administrative code chapter 392-172: Rules for the provision of special education. (July, 2007).

Olympia: Special Education, OSPI. Available:

http://www.k12.wa.us/SpecialEd/pubdocs/wac/WAC_392_172a.pdf

Washington association of school psychologists professional practice standards. (2000-2001). Olympia, WA:

Washington State Association of School Psychologists. Available: www.wsasp.org

Using Response to Intervention (RTI) for Washington's Students. (June, 2006): Olympia, WA: Special

Education, OSPI. Available: <http://www.k12.wa.us/SpecialEd/RTI>

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 5630 (Linking Assessment to Instruction), SPED 5450 (School Consultation and Intervention), and SPSY 5050 (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. A total of 100 practicum hours must be documented on the *Verification of Hours* Form. These 100 hours include: 1) at least 70 hours on site in the practicum school site (7 hours per week for 10 weeks), 2) required attendance in five class sessions, 3) consultations with peers and instructor, and 4) preparation time directly related to work in the school practicum site. 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. (*See Verification of Hours form in Course Appendix or Canvas.*)

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 hours, activities aligned to the NASP domains of practice, 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. If it is challenging to submit your log by noon, please plan to submit it the day before 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. 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.

7. 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.

Core Assignments	Seattle U. Program Goals	NASP Domains of Practice
Reflection Log	Program Goals 1-8	NASP Domains 2.1 through 2.10
Supervisor's Assessment of Practicum Performance	Program Goals 1-8	NASP Domains 2.1, 2.2, 2.3, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11
Consultation Case Study	Program Goals 1, 2, and 4	NASP Domains 2.1, 2.5, 2.10
Consultation Self-Evaluation	Program Goals 1-6	NASP Domains 2.1, 2.2, 2.3, 2.5, 2.10
Case Presentation	Program Goals 1, 2, and 4	NASP Domains 2.1, 2.5, and 2.10

SCHEDULE OF COURSE ACTIVITIES

Session #1: Intro to the Consultation and Intervention Practicum		
All Students	Course Overview Students share information about their school placements. Schedule for case consultations and case presentations.	Readings and Assignments: Review school profile online and prepare to share in class
		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.
Session #2: Small Group Sharing and Support for Practicum Experiences		
Group A	Review of consultation case study requirements Case Consultations	Readings and Assignments: Reflection logs posted in Canvas before class. Review example case study posted on Canvas.
Group B		For Next Class: Locate a case for the consultation case study, if you have not done so already. Review consultation models in Best Practices in School Psychology.
Session #3: Small Group Sharing and Support for Practicum Experiences		
Group A	Review of Consultation Models in School Psychology practice Case Consultations	Readings and Assignments: Reflection log two posted before class. Operationalize a goal for your case and share it for the next class.

Group B		For Next Class: Complete self-evaluation of consultation skills. Share your consultation goal.
Session #4: Small Group Sharing and Support for Practicum Experiences		
Group A	Strategies for goal setting and troubleshooting interventions Case Consultations	Readings and Assignments: Reflection log three posted before class; Self evaluation of consultation skills
Group B		For Next Class: Ask supervisor to complete evaluation forms, complete Consultation Case Study.
Session #5: Whole Class Sharing of Consultation Cases		
All Students	Case presentations Course evaluations	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.

National Association of School Psychologists

Standards for Graduate Preparation of School Psychologists 2020

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

NASP 2020 Practice Domains

Domain 1: Data-Based Decision Making

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

Domain 2: Consultation and Collaboration

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

Domain 3: Academic Interventions and Instructional Supports

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

Domain 4: Mental and Behavioral Health Services and Interventions

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

Domain 5: School-Wide Practices to Promote Learning

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

Domain 6: Services to Promote Safe and Supportive Schools

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

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to

culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

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

Domain 9: Research and Evidence-Based Practice

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

Domain 10: Legal, Ethical, and Professional Practice

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

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:

6. Practice in accordance with professional, ethical, and legal standards.
7. 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.
8. Apply knowledge of theory and practice to promote cognitive, academic, social and emotional competence for youth at all school systems levels.
9. Apply knowledge and skills to make data-based decisions that produce positive educational outcomes for youth.
10. Demonstrate effective interpersonal, consultation and collaboration skills to promote competence for all youth and to build the capacity of systems.
11. Use self-reflection to guide their work with youth, families, and professional colleagues.
12. Demonstrate knowledge and skills to promote programs that make schools more safe, compassionate, and responsive to the academic and mental health needs of youth.
13. Use technology to enhance and safeguard their work, promote positive educational outcomes for youth, and advocate for equitable access to technology within educational settings.

APPENDIX A. COURSE-SPECIFIC MATERIALS

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

Component	Needs Development (0)	Effective (1)	Very Effective (2)	Points
Consultation theory/ research-based model	Not identified or poorly identified and/ or no evidence to support selected model	Some evidence to support identified model, with at least one citation from literature	Extensive evidence to support selected model with multiple citations from literature	
Overall Rating for Section:				<i>/2</i>

Section 2: Consultation Goals and Activities

Component	Needs Development (0)	Effective (1)	Very Effective (2)	Points
Consultation goals	Missing or do not reflect selected model	Reflect general features of model	Reflect specific elements of model	
Description of consultation activities	Missing or inadequate	Adequate; includes summary of at least one consultation session	Excellent; includes summaries of at least two consultation sessions	
Overall Rating for Section:				<i>/2</i>

Section 3: Collaboration

Component	Needs Development (0)	Effective (1)	Very Effective (2)	Points
Collaboration	Minimal or no evidence of collaboration with consultee	Adequate evidence of collaboration with consultee	Clear description of collaborative involvement of consultee (and others, when appropriate)	<i>/2</i>
Overall Rating for Section:				<i>/2</i>

Section 4: Evaluation of Impact

Component	Needs Development (0)	Effective (1)	Very Effective (2)	Points
Evaluation	No evidence of evaluation	Reflects selected model and goals. Goal attainment data (e.g. GAS) are presented and analyzed	Reflects selected model and goals. Analysis of goal attainment data shows positive outcomes of consultation	/2
Overall Rating for Section:				/2

Section 5: Overall Assessment

Component	Needs Development (0)	Effective (1)	Very Effective (2)	Points
Reflective thinking & critical analysis	Demonstrates little or no awareness of skills and strategies acquired/used in the activities	Demonstrates thoughtful analysis of skills/strategies acquired/used in the activities	Demonstrates exceptional insight and understanding of skills/strategies acquired/used in the activities	
Self-Awareness	Areas of strength and areas to improve are not identified, or poorly identified	Areas of strength and areas for improvement are identified	Areas of strength and areas for improvement are identified, with a specific plans for improvement	
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
- 1 2 3 X Works with consultee to develop a plan to address the skill(s)/ behavior(s)
- 1 2 3 X Works with consultee to develop data-based goal(s)/ expectations for improvement
- 1 2 3 X The acceptability of the plan is assessed with the consultee

Developing an Assessment Plan

- 1 2 3 X Determines what skill(s)/ behavior(s) will be assessed
- 1 2 3 X Develops a plan for when and how data will be gathered (e.g. baseline/ intervention)
- 1 2 3 X The plan clearly establishes who is responsible for data collection and implementation
- 1 2 3 X The plan includes strategies for assessing implementation fidelity

Developing a Follow-up Plan

- 1 2 3 X Timeline for intervention evaluation is established
- 1 2 3 X Date for timely follow-up with consultee is scheduled (e.g. one week after interview)
- 1 2 3 X Summarizes interview and plan
- 1 2 3 X Clarifies any questions from the consultee

Evaluation of Intervention Outcomes

- 1 2 3 X Data reviewed (including implementation data) to determine if goal(s) was met
- 1 2 3 X Agreement is reached regarding the need to continue, modify, or terminate the plan
- 1 2 3 X Social validity of the intervention results were addressed
- 1 2 3 X 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.

Consultation Micro-skills	Needs Development (0)	Satisfactory (1)	Excellent (2)
Rapport with the consultee			
Reflecting			
Paraphrasing			
Clarifying			
Summarizing			
Collaborative problem solving			

SUMMARY: List at least three strengths and three areas to improve your consultation skills.

Strengths

Areas for improvement

Course Deadlines, Extensions, Late Submissions, and Resubmitting Work

Students are expected to meet assignment deadlines as presented in Canvas. If a student is unable to meet a deadline, they must contact the instructor in advance of the deadline to request an extension which may be granted on a case by case basis.

Submitting Assignments

Canvas. The course Canvas page is where you can find all course materials. All course assignments must be submitted electronically through the appropriate assignment drop box in [Canvas](#), unless otherwise specified.

Formatting. All assignments must be submitted in Word, 12 pt., Times New Roman, left-aligned, double-spaced, and page must be numbered.

APA Citations. All citations must follow the *APA Publication Manual* (6th edition). An additional valuable online resource for APA formatting is [Purdue University's OWL \(Online Writing Lab\)](#).

Technology Policy

Students may use laptops or tablets in class to consult readings, take notes, or otherwise contribute to their learning. Please place all mobile devices, including laptops, on mute. If you are unable to contribute to discussions or are otherwise distracted by such devices, I may ask you to refrain from using it in class. There may be some classes where we will use technology together, and in those instances, all students should plan to bring a laptop or tablet to class. If you have any questions or concerns, please contact me directly.

ACADEMIC POLICIES

Seattle University Academic Policies & Forms

Applicable academic policies can be found at the following webpage:

<https://www.seattleu.edu/redhawk-service-center/academic-policies/>. Relevant forms can be found at the following webpage: <https://www.seattleu.edu/redhawk-service-center/forms/>.

Support for Students with 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 [Disability Services](#) located in Loyola 100, (206) 296-5740, ds@seattleu.edu. The Associate Dean for Academic and Student Services, serves as the college’s Americans with Disabilities Act (ADA) Coordinator and provides supports in the accommodations process.

Support for Religious Accommodations

The [Policy on Religious Accommodations for Students](#) and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

Seattle University Academic Integrity Policy

Academic dishonesty in any form is a serious offense against the academic community and will be addressed according to the [Academic Integrity Policy](#). The [Academic Integrity Tutorial](#) is a learning aid to help you understand the “do’s and don’ts” of academic life.

Academic policies on the Registrar website

<https://www.seattleu.edu/redhawk-axis/academic-policies/>

Be sure that you understand the following university academic policies, posted on the Registrar's website:

ACADEMIC INTEGRITY POLICY:
ACADEMIC GRADING GRIEVANCE POLICY
PROFESSIONAL CONDUCT POLICY

Academic Grading Grievance Policy

The [Academic Grading Grievance Policy](#) governs the process for challenging course grades. A student seeking to grieve a grade carries the burden of proof to establish that the faculty member acted arbitrarily or capriciously in assigning the course grade.

Professional Conduct Policy

The [Professional Conduct Policy](#) applies to all students situated in field experiences, who must at all times conform to conduct that demonstrates the appropriate ethical, professional and social attributes expected of professionals in that practice. The professional standards that govern field experiences in this course are: *[Programs with field experiences must insert a reference to the professional standards or code that would be upheld under this policy; this can be a reference to the program handbook wherein more detailed information is included related to developmental support plans].*

Student Concerns & Complaints

The [Concerns & Complaints](#) webpage includes resources for students who have concerns with other students, staff, faculty, or administrators, including the [COE Student Complaint Process](#). Students with academic concerns regarding instruction or advising should first attempt to resolve the issue with the faculty member involved.

STUDENT RESOURCES

Library, Research, and McGoldrick Learning Commons Resources

[Lemieux Library](#) provides research services, technology, and spaces that support learning. The [McGoldrick Learning Commons](#) includes a variety of learning assistance programs.

College of Education – Student Resources Webpage

Includes information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and concerns and complaints.

Campus Ministry

Campus Ministry supports the religious and spiritual lives of students through daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.

Commuter Resources

The Dean of Students Office provides services, programs, and information for graduate students, including a commuter plan, facilities, and the [Collegia Program](#).

Counseling & Psychological Services (CAPS)

CAPS offers a range of confidential therapeutic, educational, and consultation support services.

[Office of Multicultural Affairs \(OMA\)](#)

OMA provides resources to support students of color, queer students, and trans students.

ZOOM Class recording

Zoom meetings of this course may be recorded. Any recordings will only be available to students registered for this class. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments.

Academic resources to support your learning

Library and Learning Commons

** <http://www.seattleu.edu/learningcommons/>

Writing Center

The Seattle University Writing Center supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. Please visit

<https://www.seattleu.edu/writingcenter/> to learn more about the Writing Center. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>

Learning Assistance Programs

Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. We offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit our website <https://www.seattleu.edu/learning-assistance/> or e-mail us at learningassistance@seattleu.edu for the most updated information about accessing services.

Research Services

Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics.

To learn more, or for assistance via chat/phone/email, check out our Get Research Help page (<https://www.seattleu.edu/library/get-research-help/>) or book a Virtual Consultation online (<https://www.seattleu.edu/library/consultation/>).

English-language learning center (ELLC)

The English Language Learning Center (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language

skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit <https://www.seattleu.edu/ellc/ellc-tutoring/>

Support for remote learning

Remember to review the online tutorial that our Center for Digital Learning and Innovation has created to support your remote learning experience: <https://seattleu.instructure.com/courses/1563070>
Students and faculty have reported a more engaging class experience when using video on Zoom. We know not everyone has the ability to have their camera on all the time, for a variety of reasons. If you aren't able to do so, be sure to stay connected in other ways (in chat or vocally).

Borrow a Chromebook or an internet hotspot from the Library

If you are having difficulty with remote learning because your laptop is older or your internet access is patchy, the Library is currently loaning out Chromebooks and internet hotspots. You can submit a request by emailing the Library; follow the link under "Technology Lending" at: <https://libguides.seattleu.edu/technology/#s-lg-box-23259286>

University policies

Support for students with disabilities

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include "invisible disabilities," such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery ("long-COVID"), if a health care provider determines it is a chronic health problem.

If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

Notice on Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).

Health and safety protocols [Applies if/ when our course has an in-person component during the COVID-19 pandemic; updated 30 August 2021.]

Safe Start Health Screen

Each day before coming to campus or class, all of us – students, faculty, and staff – need to complete the Safe Start Health Check screening and should be prepared to show the screening result upon request. We are expected to stay home if we are unable to pass the health screening. If you live on campus in the residence halls and do not pass the health screening, you should stay in your room. In addition to completing the daily health screening, all of us in the SU community – students, faculty, and staff – must continuously monitor for symptoms of illness throughout the day and take appropriate steps to isolate from others if we become symptomatic.

Face coverings

We will all wear face coverings consistent with SU's COVID-19 Face Covering Policy (or as amended).

CHANGE IN DELIVERY OF INSTRUCTION

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.