NATIONAL RECOGNITION REPORT National Association of School Psychologists (NASP)

Name of institution: Sam Houston

City/state: Huntsville, TX Date of review: Fall 2010

Note: **NCATE recognition** of this program is dependent on the review of the program by representatives of the National Association of School Psychologists (NASP) and review of the unit by NCATE. The NASP approval decision was made independent of NCATE unit review. This report is in response to a(n): **☒** Initial Review ☐ Revised Report ☐ Response to Condition **Title of Program Covered Program Type: Program Level:** by This Review: **☒** Specialist School Psychology Other School Personnel □ Doctorate Specific title of degree/award that appears in official institutional documentation: Specialist in School Psychology (SSP)

PART A—RECOGNITION DECISION (see Part G for specifics on decision)

A.1—Decision on NASP approval/NCATE recognition of the program—TO BE COMPLETED BY PROGRAM APPROVAL <u>BOARD ONLY</u> :	
 □ NASP Approved/NCATE Nationally recognized (if in unit accredited by NCATE) ☑ NASP Conditionally Approved/NCATE Nationally recognized with conditions (if in unit accredited by NCATE) □ Not approved or nationally recognized 	

A.2—Test Results (from information supplied in Assessment #1, if applicable) ¹ The program meets or exceeds an 80% pass rate on state licensure exams:					
	⊠ Yes	□ No	☐ Not applicable	\square Not able to determine	
Comment: 100% of the candidates in the three cohorts presented in the data attained passing scores on the Praxis II. Means for each of the 3 cohorts were well above the level required for national certification in school psychology.					

A.3—Summary of Strengths:

Candidates begin their field experiences early in the program, and a strong emphasis is placed on provision of mental health services as a role for school psychologists. It is evident that the program faculty members have put a great deal of work into creating an organized and coherent program mission and philosophy. Three years of program data are provided.

PART B—STATUS OF MEETING SPA STANDARDS

M = **Met.** Program documentation/evidence clearly establishes that the standard is met. **NM** = **Not Met.** Program documentation/evidence is incomplete, unclear, or inconsistent, indicating that the standard is not met.

NASP Standard	Rating	Comment
Standard 1. Program		
Context/Structure. School		
psychology training is		
delivered within a context of		
program values and clearly		
articulated training		
philosophy/mission, goals, and		
objectives. Training includes a		

¹ The 80% pass rate requirement is an NCATE requirement, not an SPA-specific requirement. SPA decisions and comments on licensure data should be applied to what the institution has provided for Assessment #1.

The NCATE pass rate requirement is that 80% of program completers, in the most recent annual set of data, must pass the state-required licensure test that includes or is specific to content knowledge. Programs that have fewer than 10 completers in the most recent annual data set must base the pass rate on the average of three years of annual data. Programs that have fewer than 10 completers over the total of a three-year period are exempt from this requirement. Reviewers should be able to determine whether the pass rate is met by looking at the Candidate/Completers chart for information on the number of candidates and the licensure data that is supplied as Assessment #1. If a determination cannot be made from these two pieces of information, then reviewers should check the "unable to determine" box, and NCATE staff will seek clarification from the institution.

NASP Standard	Rating	Comment
comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists		
1.1-Mission, goals, objectives; integrated and sequential program of studies in school psychology	M	The program handbook includes a "program of studies" which is actually a list of required courses and the corresponding NASP element that the courses address. Transcripts indicate some variability across candidates in terms of coursework and course sequence. Additionally, PSY 570 Academic Assessment and Consultation is used as evidence for several standards, but appears on transcripts as PSY 535 Academic Consultation. While it appears that this is due to a change from a "special problems in psychology course" to an official course, it would have been helpful if the program had noted this in its folio.
1.2-Program commitment to human diversity throughout all aspects of the program	M	The mission and goals of the program state the value of diversity and indicate that diversity is incorporated throughout the three-year program. Further, the program is commended for interpreting diversity broadly by including religion, learning styles, race, and ethnicity, gender and sexual affiliation as topics. Syllabi for most courses show evidence of attention to diverse populations and cultural factors that influence behavior and academic performance.
1.3-Candidate affiliation with colleagues/faculty/the profession through full-time residency or alternative planned experiences	M	
1.4–Faculty	M	The three primary faculty members have

NASP Standard	Rating	Comment
WASI Standard	Rating	Comment
requirements/credentials		doctorates in school psychology. Additionally, two of the program faculty have experience in practicing professionally as school psychologists.
1.5-Continuing professional development opportunities	<u>NM</u>	Although there are statements about the commitment that the program has made to continuing education, there is no supporting documentation of how the program meets this element.
Requirements for Specialist-		
level programs only		
1.6-Minimum years of study/credit hour requirement (3 yrs/60 hrs with 54 hrs	M	
exclusive of internship); institutional documentation of program completion		
1.7-Minimum internship requirement (1 yr/1200 clock hrs)	M	
Requirements for Doctoral-		
level programs only		
1.8 -Greater depth of study in multiple domains		Not Applicable
1.9-Minimum years of study/credit hour requirement (4 yrs/90 hrs with 78 hrs exclusive of internship and dissertation); institutional documentation of program completion		Not Applicable
1.10 -Minimum internship requirement (1 yr/1500 clock hrs)		Not Applicable

Standard 2. Domains/Elements of School Psychology Training and Practice.

General comments:

The program provided numerous assessment methods and evidence of candidate attainment on the assessments (i.e. aggregated data), as noted in the following specific

NASP Standard Rating Comment

comments about the assessments.

<u>Assessment #1:</u> The PRAXIS II exam in school psychology is required by the program and candidate results are reported and aggregated for the previous three years.

<u>Assessment #2:</u> The program assesses content knowledge using grades and course embedded assignments for which rubrics have been developed. The table of course grades was linked to specific NASP elements/domains.

Assessment #3: The program uses the identical form to assess both interns and practicum students and the form, itself, is entitled "PSY 671 School Psychology Intern Competency Evaluation." While the use of the same form allows for comparison across time, two separate forms, clearly identified as such, might better meet the needs of the program by identifying beginning level skills in the practicum form and more advanced skills in the internship form. Additionally, while a table is provided that links Practicum competencies (as listed on the evaluation forms) to individual NASP elements, the program does not provide aggregated data pertinent to *each* domain, as two or more are often combined to yield aggregated data. Thus, the analysis is less useful as a measure of candidates' attainment of skills in the 11 NASP elements. Additionally, the program notes that the descriptors associated with the 3-point Likert scale are not well understood by field supervisors, resulting in possible poor reliability and validity.

Assessments #4: The program provided a sample intern evaluation form, a description of how the measure was used, and aggregated data. However, as it is the identical form used for practicum, concerns noted above are applicable here as well. Of most significance to the current review is the lack of attainment data specific to each of the 11 NASP elements (referring instead to 8 collapsed competencies). While the form itself is well designed, comprehensive, and skill oriented, the narrative regarding analysis should be specific to the 11 elements in order to provide clear evidence of candidate attainment of skills. Only elements 2.5 and 2.11 are measured exclusively.

Assessment #5: The program uses an internship portfolio to constitute the program-embedded assessment. While the portfolio is comprehensive and aligned with NASP elements, the program might consider operationalizing the ratings of *Pass/No Pass/Not Included/Not applicable* to improve reliability across raters. As a measure of attainment of candidate competency, the program notes "candidates have struggled to demonstrate competence in their ability to consistently utilize data to guide consultation, counseling, and behavioral interventions. Beyond this, the consultation and counseling cases have proven more difficult for candidates to complete in such a way that clearly demonstrates competency in certain areas."

Assessment #6: The narrative presented for this assessment indicates that the program is

NASP Standard Rating Comment

in the process of implementing changes that will make it possible to more directly assess the impact of candidates work on children, youth, families, and other consumers. At this time, outcome data are qualitative rather than quantitative, as they are based on responses to field-based survey questions and candidates' self-report of positive impact for Portfolio case interventions.

The program appears to address most Domains/Elements in Standard II except as noted in comments on specific standards below. However, the program's evidence for Section IV assessment methods and attainment data were inadequate. Assessment of knowledge and skills appears to occur, but there was no presentation of aggregated data for all 11 NASP elements based on Internship Field Supervisor Evaluations (Assessment #4). Please be advised that it is the lack of assessment and attainment evidence, rather than areas not being addressed (except as noted below) that lead to ratings of "Not Met" for each element below.

DCIOW.		
2.1-Data-Based Decision-	NM	Addressed: There is sufficient evidence that
Making and Accountability.		the program has addressed and assessed
School psychologists have		content in this element. Although internship
knowledge of varied models		site supervisors generally rated candidates
and methods of assessment		as being competent in this element, ratings
that yield information useful in		given by program faculty suggest that a
identifying strengths and		substantial number of candidates have not
needs, in understanding		met the required competencies. Per the
problems, and in measuring		program's analysis of its data, "candidates
progress and		have struggled to demonstrate competence
accomplishments. School		in their ability to consistently utilize data to
psychologists use such models		guide consultation, counseling, and
and methods as part of a		behavioral interventions".
systematic process to collect		
data and other information,		Assessed and Attained: Refer to notes above
translate assessment results		regarding assessed and attained.
into empirically-based		
decisions about service		
delivery, and evaluate the		
outcomes of services. Data-		
based decision-making		
permeates every aspect of		
professional practice.		
2.2-Consultation and	NM	Addressed: It is the lack of assessment and
Collaboration. School		attainment evidence as explained above,
psychologists have knowledge		rather than this area not being addressed
of behavioral, mental health,		that led to rating of "Not Met."
collaborative, and/or other		

NASP Standard	Rating	Comment
consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. 2.3-Effective Instruction and Development of Cognitive/Academic Skills. School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional	NM	Assessed and Attained: Refer to notes above regarding assessed and attained. Addressed: With the new addition of PSY 570 (previously PSY 535), this content area appears to be adequately addressed. Assessed and Attained: It is the lack of assessment and attainment evidence as explained above, rather than this area not being addressed that lead to rating of "Not Met."
interventions and consultation. 2.4–Socialization and	NM	Addressed: This element appears to be
Development of Life Skills. School psychologists have knowledge of human	1.41.4.T	adequately addressed. Assessed and Attained: It is the lack of
developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social		assessment and attainment evidence as explained above, rather than this area not being addressed that lead to rating of "Not Met."

NASP Standard	Rating	Comment
skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling. 2.5-Student Diversity in Development and Learning. School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	M	Addressed: There appears to be strong attention given to diversity and cultural influences in the across many of the courses. The program might broaden the conceptualization of diversity to include attention educational disabilities, or accommodations and adaptations for individuals with disabilities. Assessed and Attained: Refer to notes above regarding assessed and attained.
2.6-School and Systems	NM	Addressed: This element appears to be
Organization, Policy Development, and Climate.		adequately addressed.
School psychologists have		Assessed and Attained: It is the lack of
knowledge of general		assessment and attainment evidence as
0 0		
education, special education,		explained above, rather than this area not

NASP Standard	Rating	Comment
and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.		being addressed that lead to rating of "Not Met."
2.7-Prevention, Crisis	NM	Addressed: The program addresses mental
Intervention, and Mental Health. School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.		health skills; however, there is little, if any, attention given to prevention or crisis intervention other than noting that students often participate in crisis response during their internships. Assessed and Attained: Refer to notes above regarding assessed and attained.
2.8-Home/School	NM	Addressed: While some attention is given to
Community Collaboration. School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.		competencies in this element through isolated readings or portions of lectures, there is no evidence of systematic attention to addressing this domain. While it is expected that Internship will provide candidates the opportunity to interact with parents, there is no evidence regarding how candidates learn the necessary skills for effective family/professional engagement prior to using these skills in field settings. Assessed and Attained: Refer to notes above regarding assessed and attained.

NASP Standard	Rating	Comment
2.9-Research and Program	NM	Addressed: This element appears to be
Evaluation. School		adequately addressed.
psychologists have knowledge		
of research, statistics, and		Assessed and Attained: It is the lack of
evaluation methods. School		assessment and attainment evidence as
psychologists evaluate		explained above, rather than this area not
research, translate research		being addressed that lead to rating of "Not
into practice, and understand		Met."
research design and statistics		
in sufficient depth to plan and		
conduct investigations and		
program evaluations for		
improvement of services. 2.10–School Psychology	NM	Addragged This element appears to be
Practice and Development.	INIVI	Addressed: This element appears to be adequately addressed.
School psychologists have		adequatery addressed.
knowledge of the history and		Assessed and Attained: It is the lack of
foundations of their		assessment and attainment evidence as
profession; of various service		explained above, rather than this area not
models and methods; of public		being addressed that lead to rating of "Not
policy development applicable		Met."
to services to children and		
families; and of ethical,		
professional, and legal		
standards. School		
psychologists practice in ways		
that are consistent with		
applicable standards, are		
involved in their profession,		
and have the knowledge and		
skills needed to acquire		
career-long professional		
development.	2.5	A 1 1 1 ml · 1
2.11-Information	M	Addressed: This element appears to be
Technology. School		adequately addressed.
psychologists have knowledge of information sources and		Assessed and Attained: Refer to notes above
technology relevant to their		regarding assessed and attained.
work. School psychologists		regarding assessed and attained.
access, evaluate, and utilize		
information sources and		
technology in ways that		

NASP Standard	Rating	Comment
safeguard or enhance the quality of services.		
Standard 3. Field		
Experiences/Internship.		
School psychology candidates		
have the opportunities to		
demonstrate, under conditions		
of appropriate supervision,		
their ability to apply their		
knowledge, to develop specific		
skills needed for effective		
school psychological service		
delivery, and to integrate		
competencies that address the		
domains of professional		
preparation and practice		
outlined in these standards		
and the goals and objectives of		
their training program. 3.1 –Practica and internships	M	Field experiences begin in the first year of
are completed for academic	141	the program and continue throughout the
credit; practica include the		program, culminating in the full-year
development/evaluation of		internship. It may be noted, however, that
specific skills; practica are		the internship logs do not provide
distinct from and precede		comprehensive evidence of the types of
culminating internship;		activities that are completed by interns.
internship requires		Activities are coded by categories, but there
integration/application of full		is no description of categories on Log 2.
range of		
competencies/domains		The goals for the field experience as
		articulated in the program guide given to
		candidates as a handbook specifies the
		number of hours that each candidate must
		spend in given activities while in the field. It
		would be useful to understand how a field
		practitioner could be certain that each of these activities are within their scope weekly
		given that the needs of children and school
		climates vary.
3.2 –Internship is a	M	
collaboration between		
institution and field site,		

NASP Standard	Rating	Comment
includes activities consistent with program goals, and has a written plan specifying responsibilities		
3.3-Internship is completed on full-time basis over one year or half-time over two consecutive years; at least 600 hours in a school setting	M	
3.4-Interns receive average of 2 hours of field-based supervision per week from credentialed school psychologist or, for non-school settings, credentialed psychologist	M	
3.5 -Provision of appropriate support for the internship experience	M	
Standard 4. Performance-based Program Assessment and Accountability. School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.		
4.1 –Systematic, valid procedures used to evaluate and improve the quality of the	M	During the previous review, it was recommended that the Program improve attention to the areas of academic

NASP Standard	Rating	Comment
program		intervention, counseling as it relates to working with children, and intervention evaluation Instruments. New and revised syllabi indicate that this has occurred.
4.2-The program applies published criteria for assessment and admission at each level and for candidate retention and progression. Criteria address academic/professional competencies and professional work characteristics 4.3-The program employs a systematic, valid process to ensure that all candidates are able to integrate domains of knowledge and apply professional skills in delivering services evidenced by measurable positive impact on children, youth, families, and other consumers.	NM	The narrative presented for Assessment # 6 indicates that the program is in the process of implementing changes that will make it possible to more directly assess the impact of candidates' work on children, youth, families, and other consumers. At this time, outcome data are qualitative rather than quantitative, as they are based on responses to field-based survey questions and candidates' self-report of positive impact for Portfolio case interventions rather than on actual case-based data. The program is encouraged to continue to pursue efforts related to improving documentation of candidates' ability to positively impact children.

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates' knowledge of content. NASP performance-based standards covered in this entry could include (but are not limited to) Standards 2.1–2.11. **Comments on the program's assessment/documentation of candidate content knowledge consistent with NASP standards:**

Candidates have performed well on the Praxis II exam, which is also used for the purpose of Texas licensure. The program assesses content knowledge using grades and course embedded assignments for which rubrics have been developed. The table of course grades

was linked to specific NASP elements/domains.

C.2—Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Comments on the program's assessment/documentation of candidate skills and professional work characteristics consistent with NASP standards:

The program uses the identical form to assess both interns and practicum. While the use of the same form allows for comparison across time, two separate forms, clearly identified as such, might better meet the needs of the program by identifying beginning level skills in the practicum form and more advanced skills in the internship form. Additionally, while a table is provided that links Practicum competencies (as listed on the evaluation forms) to individual NASP elements, the program does not provide aggregated data pertinent to *each* domain, as two or more are often combined to yield aggregated data. Thus, there is no clear evidence of candidates' attainment of skills in the 11 NASP elements.

C.3—Candidate effects on P-12 student learning. **Comments on the program's** assessment/documentation of candidate impact on P-12 students and other clients consistent with NASP standards:

As noted previously, the program indicates that it is in the process of implementing changes that will make it possible to more directly assess the impact of candidates work on children, youth, families, and other consumers. Based on the evidence presented, it appears that site supervisors for both practicum and internship see candidates as demonstrating the competencies required for the field experiences. At this time, outcome data are qualitative rather than quantitative, as they are based on responses to field-based survey questions and candidates' self-report of positive impact for Portfolio case interventions rather than on actual case-based data.

PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidates and/or strengthening of the program (as outlined in NASP Standard 4.1 and discussed in Section V of the program report):

The faculty has demonstrated their commitment to strengthening of the program and it is apparent that changes have occurred in the program as a result of the faculty's review of assessment data over the past three or more years. They have increased their full-time faculty dedicated to school psychology training and presently have 2 full-time faculty who have been practicing school psychologists prior to entering school psychology training. There is discussion of transitioning to a cohort model, extensive field and clinic work, and increasing attention to children and adolescents in courses. All of this has potential to increase the quality of student learning experiences.

PART E—AREAS FOR IMPROVEMENT

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PART F—ADDITIONAL COMMENTS (Optional)

F.1—Comments on topics not covered in previous sections:

It was very helpful to have the contextual information based on the unique characteristics of school psychology practice within the State of Texas. This provided helpful information about the program and about the settings in which field experiences are taking place.

F.2—Concerns for possible follow-up by the NCATE Board of Examiners:

<u>Clarification of course numbers---it appears that PSY 570 is a new course, but not sure when it was implemented.</u> None of the transcripts included this course, but the syllabus indicated that it would meet requirements for Element 2.3.

PART G—TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS¹ (TO BE COMPLETED BY PROGRAM APPROVAL BOARD ONLY)

☑ Program is NASP conditionally approved and (if in a unit that is NCATE accredited) NCATE nationally recognized with conditions for the period January 1, 2011 through December 31, 2012.

The program will be listed as NASP conditionally approved in NASP websites and/or publications. During the period of NASP conditional approval, graduates of the program will automatically qualify for national certification contingent on a passing score on the Praxis II examination in school psychology and documentation of the completion of an internship consistent with NASP standards. If in a unit accredited by NCATE, the program will also be designated as NCATE nationally recognized with conditions on websites and/or other publications of NCATE.

Subsequent action by the institution: To retain approval/recognition, a report addressing the conditions must be submitted within 18 months of the date of this report, no later than September 15, 2012. The report must address the conditions specified in the box below. Failure to submit a report by the date specified above will result in loss of national approval/recognition.

¹ If the decision is "recognized with conditions," the box at the bottom of Section G must specify the conditions or issues to be addressed in the follow-up report from the institution.

- **National approval/recognition with conditions:** The following conditions must be addressed within 18 months (see above for specific date):
- The program must meet the NASP standards rated below as Not Met. The program's conditional report must document the program's compliance with each NASP standard rated above as Not Met and must address comments noted for each standard rated as Not Met, as well as other concerns noted in the current national recognition report.
- -The program's conditional report must be submitted online and contain ALL required materials to document compliance with each NASP standard rated as Not Met. Thus, to document that the program is in compliance with standards rated as Not Met the program's conditional report must include required sections and attachments as outlined in the standard NASP/NCATE online program report form and in instructions for NASP online program submissions at the time of the program's submission of the conditional report, located at

http://nasponline.org/standards/approvedtraining/training_program.aspx.

- The program must ADDRESS, ASSESS, and ATTAIN domains listed in NASP Standards 2.1 to 2.11.

In addition to providing all other sections of the required NASP/NCATE online report form to provide evidence of the program's compliance with NASP standards currently rated as Not Met, the program's conditional report must include specific required documentation that domains are ADDRESSED in program required coursework and other experience. Further, the program must provide specific required documentation for Section IV-Assessments 1-6 in order to provide evidence of program ASSESSMENT methods and candidate ATTAINMENT relative to the domains. Important information about required Assessments 1-6 and documentation that must be submitted by programs is located in the NASP/NCATE online report form. The required program assessment and candidate attainment documentation is as follows (except for Assessment 1-National or State Exam, which has additional requirements) and should be submitted online as part of the conditional report:

- 1. A brief description of the assessment and its use in the program;
- 2. A description of how this assessment specifically aligns with each domain it is cited for in Section III.
- 3. A brief analysis of the data findings.
- 4. An interpretation of how that data provides evidence for meeting each domain it is cited for in Section III.
- 5. Documentation for each assessment, including:
- (a) the assessment TOOL or description of the assignment;
- (b) the SCORING GUIDE for the assessment; and
- (c) aggregated candidate DATA derived from the assessment, with aggregated data specific to each NASP domain that it assesses.

For further information on due dates or requirements, contact the chair of the NASP Program Approval Board or program review staff at NCATE (202-466-7496).

	Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
1	(Required)-CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test: Praxis II in School Psychology	1. State licensure examination. (Praxis II)	1. During Year 3 (Internship)
	(Required)-CONTENT KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1–2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.	 Undergraduate College Performance and Graduate School Readiness. Graduate School Performance. Instructor rating of practical cases completed during field-based courses on the appropriate Procedural Integrity Rubric. 	 Admission to the Program. During Year 1 and Year 2. PSY 5338, 5370, 6396, 6397, and 6394.
3	(Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.	Practicum supervisor rating of candidate.	1. Conclusion of Year 2.
4	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.	1. Intern evaluations by field supervisors.	1. Conclusion of Year 3.
5	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-	1. Portfolio Review	1. Conclusion of Year 3.

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course titles and numbers], or completion of the program).

	Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
	BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.		
6	(Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment).	Calculated intervention effectiveness from the Behavioral Consultation and Intervention, Academic Consultation and Intervention, and Counseling cases submitted as part of the Portfolio Review.	1. Conclusion of Year 3.
7	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.	N/A	N/A
8	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.	N/A	N/A

NASP STANDARDS	APPLICABLE ASSESSMENTS		
I. PROGRAM CONTEXT/STRUCTURE School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.	Information is provided in Section I.		
DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Cand skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and educempirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the profess effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be curricula, practica, and internship.	ication, including theories, models, sional skills necessary to deliver		
2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models	√#1 √#2 √#3 √#4		
and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-	√#5 √#6 □#7 □#8		
based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.			
2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health,	√#1 √#2 √#3 √#4		
collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	√#5		
2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have	√#1 √#2 √#3 √#4		
knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and	√#5 √#6 □#7 □#8		
needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.			
2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human	√#1 √#2 √#3 √#4		
developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.	√#5 √#6 □#7 □#8		

NASP STANDARDS	APPLICABLE ASSESSMENTS
2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School	□#1 √#2 √#3 √#4 √#5 □#6 □#7 □#8
psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs. 2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools	□#1 √#2 √#3 √#4
and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others. 2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.	√#5
School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. 2.8 Home/School Community Collaboration: School psychologists have knowledge of family systems,	√#5 L #6 □#7 □#8 □#1 √#2 √#3 √#4
including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	√#5
2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	□#1 √#2 √#3 √#4 √#5 □ #6 □#7 □#8
2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	√#1 √#2 √#3 √#4 √#5
2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	□#1 √#2 √#3 √#4 √#5 □#6 □#7 □#8
III. FIELD EXPERIENCES/INTERNSHIP School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.	Information is provided in Section I.

NASP STANDARDS	APPLICABLE ASSESSMENTS
IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY	
School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of	Information is provided in Section V.
program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the	Section V.
positive impact that interns and graduates have on services to children, youth, families, and other consumers.	

Assessment 3 – Professional Knowledge, Skills, and Disposition

TABLE 1 – Practicum II Site Supervisor Ratings^a of Candidates, Spring 2010

NASP	Cand	Cand	Cand	Cand	Cand	Cand	TOTAL
Domain	1	2	3	4	5	6	(n=6)
1: Data-Based							
Decisions	2.25	2.0	2.0	2.0	3.0	1.5	2.13
2: Consultation &							
Collaboration	2.0	2.0	2.0	2.0	2.9	1.25	2.03
3: Cognitive &							
Academic Skills	2.0	2.0	2.0	2.0	2.88	1.67	2.09
4: Socialization							
& Life Skills	2.0	2.0	2.0	2.0	3.0	1.5	2.08
5: Diversity	2.0	2.0	2.0	2.0	3.0	1.5	2.08
6: Systems Org &							
Policy	2.25	2.0	2.0	2.0	2.75	1.33	2.06
7: Prevention,							
Crisis Inter. &							
Mental Health	2.0	2.0	2.0	2.0	3.0	2.0	2.17
8: Home/School							
Collaboration	2.0	2.0	2.0	2.0	3.0	2.0	2.17
9: Research &	_						
Program Eval	, b	2.0	2.0	2.0	3.0	2.0	2.2
10: SP Practice &							
Development	2.0	2.0	2.0	2.0	3.0	2.0	2.17
11: Tech	2.5	2.0	2.0	2.0	3.0	2.0	2.25
Candidate							83%
Average	2.1	2.0	2.0	2.0	2.96	1.70	Competent

^a Ratings of 2.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once licensed, LSSPs receive one additional full year of supervision.

^b Indicates the supervisor gave all items from this Domain a rating of "Not Applicable or No Opportunity to Observe."

TABLE 2 – Practicum II Site Supervisor Ratings^a of Candidates, Spring 2011

NASP	Cand	Cand	Cand	Cand	Cand	Cand	Cand	Cand	TOTAL
Domain	1	2	3	4	5	6	7	8	(n = 8)
1: Data-Based									
Decisions	3.0	2.25	3.0	2.6	2.5	3.0	2.75	3.0	2.76
2: Consultation &									
Collaboration	3.0	2.0	3.0	2.5	2.33	2.6	2.75	3.0	2.65
3: Cognitive &									
Academic Skills	2.67	2.0	3.0	2.25	2.25	2.25	2.67	3.0	2.51
4: Socialization			,	,					
& Life Skills	3.0	2.0	•	, b	2.0	2.5	2.5	3.0	2.5
5: Diversity	3.0	2.5	3.0	3.0	2.75	3.0	3.0	3.0	2.91
6: Systems Org &									
Policy	2.75	1.67	3.0	2.75	2.25	2.5	2.75	3.0	2.58
7: Prevention,									
Crisis Inter. &	- 0	- 0	- 0	- 0					
Mental Health	3.0	2.0	3.0	3.0	2.5	3.0	3.0	3.0	2.81
8: Home/School	Ь	- 0	- 0	- 0			b		
Collaboration	, b	2.0	3.0	3.0	2.67	2.33	, b	3.0	2.67
9: Research &	•	• •	•	• •				•	
Program Eval	3.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	2.75
10: SP Practice &	2.0	1.75	2.0	2.4	2.0	2.5	2.75	2.0	2.4
Development	3.0	1.75	3.0	2.4	2.8	2.5	2.75	3.0	2.65
11. 71.	2.0	2.5	b	2.0	2.5	2.0	2.0	2.0	2.96
11: Tech	3.0	2.5	b •	3.0	2.5	3.0	3.0	3.0	2.86
Candidate	2.04	2.06	2.0	2.65	2.5	2.7	2.02	2.0	100%
Average	2.94	2.06	3.0	2.65	2.5	2.7	2.82	3.0	Competent

^a Ratings of 2.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once licensed, LSSPs receive one additional full year of supervision.

^b Indicates the supervisor gave all items from this Domain a rating of "Not Applicable or No Opportunity to Observe."

SECTION IV: EVIDENCE FOR MEETING STANDARDS

Assessment #3: Professional Knowledge, Skills, and Dispositions: Candidate Evaluations by Practicum II Field Supervisors

Assessment: Description and Usage

The SSP Program evaluates candidate performance during their final practicum experiences (end of Year 2) through the use of a detailed evaluation completed by the field supervisor. The evaluation form is completed at the conclusion of the spring semester. Completion of the practicum candidate evaluation document includes a one-to-one feedback session between the supervisor and candidate to review the results. The practicum evaluation document is aligned with the evaluation document used during the Internship. Candidates in practicum receive supervisor evaluations addressing competencies in each Domain which are reflective of their level of training and experience (i.e., pre-Intern). Candidates on Internship are again evaluated on these same competencies, with additional competency items in each Domain included to reflect the expanded level of experience (i.e., pre-licensure). The alignment of these evaluation documents provides the Program with data that can be compared across candidate as well as across cohort over time.

The evaluation form used for this assessment can be found as part of Attachment I-C: Program Handbook, p. 49-55. The form was designed to be completed based on a Likert rating scale of 1 to 3, with the scoring rubric embedded throughout the document at the beginning of each subsection. Competency is defined by the Program as a score of 2 and includes the need for supervision. This supervision need is considered "competent" because in Texas the TSBEP (the TX credentialing agency) requires that individuals with the Licensed Specialist in School Psychology (LSSP) credential be supervised for one additional year beyond attainment of licensure.

Alignment of Assessment with Competency Domains

The Practicum evaluation document currently in place was realigned to address all 11 Domains of School Psychology Training and Practice set forth as part of the NASP *Standards*. Cross-walk documentation was developed to transition all items on the previous evaluation document from eight combined competency areas to the 11 Domains. Then, items used for each Domain were scrutinized for relevance at the pre-internship level of practice, with numerous items removed. The realigned evaluation form includes multiple items for each Domain assessed related to candidate competency. Item scores for each Domain can be averaged together for a Domain total score. Candidate performance can be analyzed by individual Domain as well as overall performance spanning all 11 Domains. Finally, aggregated data have been calculated to reveal Domain scores across each cohort. Data reported from the 2010 cohort have also been realigned and are included as part of this assessment in addition to the data collected from a new administration of the evaluation documents during the spring of 2011.

Data Analysis

Aggregated ratings of candidate performance during their final practicum have been provided in the Assessment 3: Data Chart document across two cohorts (i.e., the spring semesters of 2010 and 2011). Five of six candidates in the 2010 cohort obtained ratings of Competent (2.0 or better) in all Domains (83% Competent). One candidate obtained ratings of competent in five of the 11 Domains, resulting in an overall rating of Below Competent (1.70). All eight candidates

in the 2011 cohort achieved overall ratings of Competent (100% Competent). One candidate in this cohort obtained ratings in two Domains that fell just below the level of Competent.

Data Interpretation

Aggregate scores across Domains for each candidate and across cohorts for each Domain indicate attainment of competence and generally satisfactory performance of candidates during their final practicum experience, as rated by field supervisors. When viewed collectively, these results provide strong evidence that our candidates are obtaining the knowledge and skills necessary to meet the performance expectations of individuals working in the field. Although these ratings taken as a whole are quite encouraging, the performance of two candidates warrants discussion. First, one candidate in the 2010 cohort failed to earn aggregate "Competent" ratings in six of the 11 Domains. After careful review, the Program determined that both candidate and supervisor factors were involved in the resulting poor ratings of performance. This was the first occasion that this particular supervisor worked with a practicum candidate, and the supervisor was noted to be particularly cautious in assigning tasks to the candidate, resulting in less direct experience opportunities for the candidate. As a result, the supervisor rated the candidate with "Needs Improvement" in multiple domains of training. The candidate and program faculty agreed that the candidate would complete the final practicum experience a second time in order to more adequately develop the skill-set that is acquired during this practicum course sequence and needed as a prerequisite for advancement to internship. Second, for the 2011 candidate who earned a "Needs Improvement" rating (i.e., less than 2.0) on both the Systems Organization and Policy and School Psychology Practice and Development Domains, a plan of action has been developed to improve his/her performance/knowledge in these areas, and it is being employed during the internship year.



School Psychology Practicum II Competency Evaluation Sam Houston State University

(To be completed by the Site Supervisor)

Practicum Student:		
Practicum Site:		
Site Supervisor:		
Date:		

Instructions: Please rate the practicum student's competence level based on actual observation and/or evaluation of reports written by the student and on information received from other school staff, families, students, etc. Each student should be rated independently by circling the number that best exemplifies the practicum student's competencies. It is not expected that all students will have had the opportunity to engage in all of the listed activities. If the student has not yet had the opportunity to demonstrate certain competencies during the practicum experience, please mark the last column.

Data-Based Decision-Making and Accountability: NASP Domain 1

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of various assessment models and methods				
	1	2	3	N/A
2. Appropriately uses data gathered to identify strengths and needs of students	1	2	3	N/A
3. Appropriately measures students' progress and accomplishments				
	1	2	3	N/A
4. Systematically collects data	1	2	3	N/A
5. Empirically-based decisions are made about the delivery of services	1	2	3	N/A
6. Outcome of services are evaluated based on data gathered				
	1	2	3	N/A

Consultation and Collaboration: NASP Domain 2

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of various consultation and collaboration models and methods	1	2	3	N/A
Appropriately applies various models and methods of consultation and collaboration	1	2	3	N/A
3. Understands students' presenting problems	1	2	3	N/A
4. Implements appropriate interventions to achieve student goals	1	2	3	N/A
5. Evaluates the effectiveness of the interventions implemented	1	2	3	N/A

Comments:

Effective Instruction and Development of Cognitive/Academic Skills: NASP Domain 3

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of various influences on development and learning.				
	1	2	3	N/A
2. Knowledgeable of human learning processes and the techniques to assess them				
	1	2	3	N/A
3. Appropriately develops cognitive and academic goals for students				
	1	2	3	N/A
4. Utilizes both instructional interventions and consultation				
Constitution	1	2	3	N/A

Socialization and Development of Life Skills: NASP Domain 4

	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
			Supervision	
			Needed)	
1. Knowledgeable of human developmental				
processes and the techniques to assess them				
-	1	2	3	N/A
2. Appropriately develops behavioral, affective,				
adaptive, and social skills goals for students				
	1	2	3	N/A

Comments:

Student Diversity in Development and Learning: NASP Domain 5

Student Diversity in Development and Let				
	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Supervision	
			Needed)	
			Needed)	
4 77 1 1 11 0: 1: 1 1:00				
1. Knowledgeable of individual differences,				
abilities, and disabilities				
•	1	2	3	N/A
2. Sensitive to students of diversity				
	1	2	3	N/A
3. Demonstrates skills needed to work with				
students of diversity				
•	1	2	3	N/A
4. Implements strategies based on the student's				
individual characteristics, strengths, and				
needs				
	1	2	3	N/A

School and Systems Organization, Policy Development, and Climate: NASP Domain 6

= = = = = = = = = = = = = = = = = = =	oney Development, and Chinate. 14 151 Domain o			
	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
			Supervision	
			Needed)	
			,	
1. Collaborates effectively with school				
personnel				
personner	1	2	3	N/A
	1		3	IV/A
2. Interacts effectively with the school				
administration				
	1	2	3	N/A
3. Knowledgeable of general education, special				
education, and other educational and related				
services				
Ser vices				
	1	2	3	N/A
4. Understands the school setting as a system				
	1	2	3	N/A

Comments:

Prevention, Crisis Intervention, and Mental Health: NASP Domain /						
	Improvement	Competent	Professionally	No		
	Needed	(Supervision	Competent	Opportunity		
		Needed)	(No	to Observe		
			Supervision			
			Needed)			
Knowledgeable about current theory and						
research of human development,						
psychopathology, and other influences on						
human behavior						
Human behavior				27/1		
	1	2	3	N/A		
2. Utilizes consultation, behavioral assessment,						
and counseling interventions						
	1	2	3	N/A		

Home/School Community Collaboration: NASP Domain 8

Home/Benoor Community Condbordion.	THE BOILD	1 0		
	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Supervision	
			Needed)	
			Necded)	
1. Knowledgeable of family systems		_	_	
	1	2	3	N/A
2. Knowledgeable of family influences on				
student's development, learning, and				
behavior				
	1	2	3	N/A
3. Promotes and provides comprehensive				
services to students and families				
	1	2	3	N/A

Comments:

Research and Program Evaluation: NASP Domain 9

Research and Frogram Evaluation. 17 181	Improvement	Competent	Professionally	No
	Needed	(Supervision Needed)	Competent (No Supervision Needed)	Opportunity to Observe
Knowledgeable of statistics as applied to the work of a school psychologist				
	1	2	3	N/A
2. Knowledgeable of research				
	1	2	3	N/A

School Psychology Practice and Development: NASP Domain 10

School I sychology I factice and Developh	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of the history and foundations of school psychology				
	1	2	3	N/A
2. Knowledgeable of various services methods and models	1	2	3	N/A
3. Knowledgeable of ethical standards	1	_		
Practices school psychology according to standards and ethical guidelines	1	2	3	N/A
Ç	1	2	3	N/A
5. Knowledgeable of applicable state and federal laws governing the practice of psychology in the schools				
	1	2	3	N/A

Comments:

Information Technology: NASP Domain 11

	Improvement	Competent	Professionally	No
	Needed	(Supervision Needed)	Competent (No Supervision Needed)	Opportunity to Observe
Knowledgeable of information sources and technology relevant to work as a school psychologist	1	2	3	N/A
Uses technology in ways that safeguard or enhance quality of services				
	1	2	3	N/A

Strengths of practicum student:	
Weaknesses of practicum student:	
Weakinesses of practicum stations.	
Suggestions to university training program:	
Site Supervisor	Date
Practicum Student*	Date
University Supervisor	

^{*}The practicum student's signature only indicates that this evaluation was discussed with him or her; it does not indicate that the practicum student agrees with the report in part or in whole.

Assessment 4 – Pedagogical and Professional Knowledge, Skills, and Dispositions

TABLE 1 – End of Year Internship Site Supervisor Ratings^a of Candidates, 2010 Cohort

NASP	Candidate	Candidate	Candidate	Candidate	Candidate	TOTAL
Domain	1	2	3	4	5	(n = 5)
	_			-		(11)
1: Data-Based						
Decisions	3.0	3.0	3.0	3.0	3.0	3.0
2: Consultation &						
Collaboration	3.0	3.0	3.0	3.0	3.0	3.0
3: Cognitive &						
Academic Skills	3.0	3.0	3.0	3.0	3.0	3.0
4: Socialization &						
Life Skills	3.0	3.0	3.0	3.0	3.0	3.0
5: Diversity	3.0	3.0	3.0	3.0	3.0	3.0
6: Systems Org &						
Policy	3.0	3.0	3.0	3.0	3.0	3.0
7: Prevention,						
Crisis Intervent &						
Mental Health	3.0	3.0	3.0	3.0	3.0	3.0
8: Home/School						
Collaboration	3.0	3.0	3.0	2.88	3.0	2.98
9: Research &						
Program Eval	3.0	3.0	3.0	3.0	3.0	3.0
10: SP Practice &						
Development	3.0	3.0	3.0	3.0	3.0	3.0
11: Tech	3.0	3.0	2.67	3.0	2.67	2.87
Candidate						100%
Average	3.0	3.0	2.97	2.99	2.97	Competent

^aRatings of 2.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once licensed, LSSPs receive one additional full year of supervision.

TABLE 2 – End of Year Internship Site Supervisor Ratings^a of Candidates, 2011 Cohort

NASP	Candidate	Candidate	Candidate	Candidate	Candidate	TOTAL
Domain	1	2	3	4	5	(n = 5)
1.5.5						
1: Data-Based	2.0		2.0	2.0	2.0	2.0
Decisions	3.0	3.0	3.0	3.0	3.0	3.0
2: Consultation &		• •				
Collaboration	3.0	3.0	3.0	3.0	3.0	3.0
3: Cognitive &						
Academic Skills	3.0	3.0	3.0	3.0	3.0	3.0
4: Socialization &						
Life Skills	3.0	3.0	3.0	3.0	3.0	3.0
5: Diversity	3.0	3.0	3.0	3.0	3.0	3.0
6: Systems Org &						
Policy	3.0	3.0	3.0	3.0	3.0	3.0
7: Prevention,						
Crisis Intervent &						
Mental Health	3.0	3.0	3.0	3.0	3.0	3.0
8: Home/School						
Collaboration	3.0	3.0	2.83	3.0	3.0	2.97
9: Research &						
Program Eval	3.0	3.0	3.0	3.0	3.0	3.0
10: SP Practice &						
Development	3.0	3.0	3.0	3.0	3.0	3.0
Î						
11: Tech	3.0	3.0	2.67	2.67	3.0	2.87
Candidate						100%
Average	3.0	3.0	2.95	2.97	3.0	Competent

^a Ratings of 2.0 (Competent, Supervision Needed) or higher are needed for Texas competence to obtain the LSSP license. Once licensed, LSSPs receive one additional full year of supervision.

SECTION IV: EVIDENCE FOR MEETING STANDARDS

Assessment #4: Pedagogical and Professional Knowledge, Skills and Dispositions: Intern Evaluations by Field Supervisors

Summary of Description and Usage

The SSP Program evaluates candidate performance during the internship (end of Year 3) through the use of a very detailed evaluation completed by the field supervisor. The evaluation form is completed twice during the Internship year: once at the mid-term prior to the conclusion of the fall semester and then again at the conclusion of the spring semester prior to candidate graduation from the Program. Field supervisors are asked to share their ratings with candidates at these times as a means of facilitating communication about the intern's strengths and weaknesses. Data from the final internship rating cycle are included as part of the Program's evidence of assessment and attainment of competency.

The evaluation form used for this assessment can be found as part of Attachment I-C: Program Handbook, p. 116-122. The form was designed to be completed based on a Likert rating scale of 1 to 3, with the scoring rubric embedded throughout the document at the beginning of each subsection. Competency is defined as a score of 2 and includes the need for supervision. This supervision need is considered "competent" because in Texas the TSBEP (the TX credentialing agency) requires that individuals with the Licensed Specialist in School Psychology (LSSP) credential be supervised for one additional year beyond attainment of licensure.

Alignment of Assessment with Competency Domains

The Intern evaluation document currently in place was realigned to address all 11 Domains of School Psychology Training and Practice set forth as part of the NASP *Standards*. Cross-walk documentation was developed to transition all items on the previous evaluation document from eight combined competency areas to the 11 Domains. The realigned evaluation form includes multiple items for each Domain assessed related to candidate competency. Item scores for each Domain can be averaged together for a Domain total score. Candidate internship performance can be analyzed by individual Domain as well as overall performance spanning all 11 Domains. Finally, aggregated data have been calculated to reveal Domain scores across each cohort. Data reported from the 2010 cohort have also been realigned and are included as part of this assessment in addition to the data collected from a new administration of the evaluation documents during the spring of 2011.

Data Analysis

Aggregated final supervisor ratings of candidate intern performance during the internship experience have been provided in the Assessment 4: Data Chart document across two cohorts (i.e., the spring semesters of 2010 and 2011). Five of five candidate interns in the 2010 cohort obtained ratings of Competent (2.0 or better) in all Domains (100% Competent). No candidate interns from the 2010 cohort obtained ratings of less than Competent in any of the 11 Domains. All five interns in the 2011 cohort achieved overall ratings of Competent (100% Competent). Again, no candidate intern in this cohort obtained ratings of less than Competent in any of the 11 Domains.

Data Interpretation

Aggregate scores across Domains for each candidate and across cohorts for each Domain indicate attainment of competence and overall exceptional performance of candidates during their internship experience, as rated by field supervisors. When viewed collectively, these results provide *very* strong evidence that our candidates are obtaining the knowledge and skills necessary to meet the performance expectations of individuals licensed and working in the field.



School Psychology Internship Competency Evaluation Sam Houston State University

(To be completed by the Site Supervisor)

School Psychology Intern:			
Internship Site:			
Site Supervisor:			
Date:	Circle One:	Mid-term Evaluation	Final Evaluation

Instructions: Please rate the intern's competence level based on actual observation and/or evaluation of reports written by the intern and on information received from other school staff, families, students, etc. Each item should be rated independently by circling the number that best exemplifies the intern's competencies.

Data-Based Decision-Making and Accountability: NASP Domain 1

Data-Daseu Decision-Making and Account			D., f	NI.
	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No	No Opportunity to Observe
		ricededy	Supervision Needed)	to observe
Knowledgeable of various assessment models and methods				
	1	2	3	N/A
2. Appropriately uses data gathered to identify strengths and needs of students	1	2	3	N/A
3. Appropriately measures students' progress and accomplishments				
	1	2	3	N/A
4. Systematically collects data	1	2	3	N/A
5. Empirically-based decisions are made about the delivery of services	1	2	3	N/A
6. Outcome of services are evaluated based on data gathered				
	1	2	3	N/A

Consultation and Collaboration: NASP Domain 2

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of various consultation and collaboration models and methods	1	2	3	N/A
Appropriately applies various models and methods of consultation and collaboration	1	2	3	N/A
3. Understands students' presenting problems	1	2	3	N/A
4. Implements appropriate interventions to achieve student goals	1	2	3	N/A
5. Evaluates the effectiveness of the interventions implemented	1	2	3	N/A

Comments:

Effective Instruction and Development of Cognitive/Academic Skills: NASP Domain 3

Effective instruction and Development of Cognitive/Academic Skins. NASF Domain 5				
	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
		,	Supervision	
			Needed)	
			1100000)	
1. Knowledgeable of various influences on				
development and learning.				
de verspinent une remning.	1	2	3	N/A
2. Knowledgeable of human learning processes	1		3	1 1/11
and the techniques to assess them				
and the teeninques to assess them	1	2	3	NT/A
	1		3	N/A
3. Knowledgeable of services available to assist				
in developing cognitive and academic skills			2	37/4
	1	2	3	N/A
4. Appropriately develops cognitive and				
academic goals for students				
	1	2	3	N/A
5. Utilizes both instructional interventions and				
consultation				
Consultation	1	2	3	N/A
	1	_		1 1/11

Socialization and Development of Life Skills: NASP Domain 4

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of human developmental processes and the techniques to assess them	1	2.	3	N/A
Knowledgeable of services available to assist in development of behavioral, affective, adaptive, and social skills	1	2	3	N/A
3. Appropriately develops behavioral, affective, adaptive, and social skills goals for students	1	2	3	N/A

Comments:

Student Diversity in Development and Learning: NASP Domain 5

Student Diversity in Development and Learning: NASP Domain 5				
	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
			Supervision	
			Needed)	
			,	
1. Knowledgeable of individual differences,				
abilities, and disabilities	1	2	3	N/A
3. Sensitive to students of diversity				
	1	2	3	N/A
4. Demonstrates skills needed to work with				
students of diversity				
,	1	2	3	N/A
5. Implements strategies based on the student's				
individual characteristics, strengths, and				
needs				
	1	2	3	N/A

School and Systems Organization, Policy Development, and Climate: NASP Domain 6

School and Systems Organization, I only i				
	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
			Supervision	
			Needed)	
1. Collaborates effectively with school				
personnel				
•	1	2	3	N/A
2. Collaborates effectively with the school				
administration and policy makers				
I I	1	2	3	N/A
3. Knowledgeable of general education, special	•		3	11/11
education, and other educational and related				
services				
	1	2	3	N/A
4. Understands the school setting as a system				
	1	2	3	N/A
5. Participates in the facilitation of policies and				
practices that promote safe and supportive				
learning environments for the students				
	1	2	3	N/A
6. Effectively conducts program investigations				
and evaluations				
	1	2	3	N/A
	1			1 1/ / 1

Comments:

Prevention, Crisis Intervention, and Mental Health: NASP Domain 7

1 revention, Crisis intervention, and wient				1
	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
		,	Supervision	
			Needed)	
			14ccdcd)	
Knowledgeable about current theory and				
•				
research of human development,				
psychopathology, and other influences on				
human behavior				
	1	2.	3	NT/A
	1		3	N/A
2. Utilizes consultation, behavioral assessment,				
and counseling interventions				
	1	2	3	N/A
3. Contributes to the prevention and				
intervention of programs that promote mental				
health and physical well-being				
	1	2	3	N/A
4. Effectively collaborates with others in the				
aftermath of a crisis				
arterman of a crisis	1	2	3	N/A
	1		3	IN/A

Home/School Community Collaboration: NASP Domain 8

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of resources available within the community	1	2	3	N/A
2. Collaborates effectively with the community	1	2	3	N/A
3. Knowledgeable of family systems	1	2	3	N/A
4. Knowledgeable of family influences on student's development, learning, and behavior	1	2	3	N/A
5. Knowledgeable of methods that promote family involvement in education and service delivery	1	2	3	N/A
6. Promotes and provides comprehensive services to students and families	1	2	3	N/A

Comments:

Research and Program Evaluation: NASP Domain 9

	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
			Supervision	
			Needed)	
1. Knowledgeable of statistics as applied to the				
work of a school psychologist				
	1	2	3	N/A
2. Knowledgeable of research				
	1	2	3	N/A
3. Effectively evaluates research and translates				
it into practice				
	1	2	3	N/A
4. Uses research gathered for improvement of				
services				
	1	2	3	N/A

School Psychology Practice and Development: NASP Domain 10

School Psychology Practice and Developin			Duofossions!!	No
	Improvement Needed	Competent (Supervision	Professionally Competent	Opportunity
	Needed	Needed)	(No	to Observe
		(Needed)	Supervision	to Observe
			Needed)	
			(Needed)	
1. Knowledgeable of the history and				
foundations of school psychology				
roundations of senoof psychology		2		37/4
	1	2	3	N/A
2. Knowledgeable of various services methods				
and models				
	1	2	3	N/A
3. Knowledgeable of public policies related to				
students and families				
	1	2	3	N/A
4. Knowledgeable of ethical standards				
C				
	1	2	3	N/A
5. Practices school psychology according to				
standards and ethical guidelines				
C	1	2	3	N/A
6. Knowledgeable of applicable state and				
federal laws governing the practice of				
psychology in the schools				
psychology in the schools	1	2	3	N/A
7. Wassala Israel Israel Call Harman Israel Carrent	1		3	IN/A
7. Knowledgeable of skills needed to acquire				
career-long professional development				
	1	2	3	N/A

Comments:

Information Technology: NASP Domain 11

Improvement	Competent	Professionally	No
Needed	(Supervision	Competent	Opportunity
	-		to Observe
	riceded)	`	to Observe
		Needed)	
1	2	3	N/A
1	2	3	N/A
1		3	11/71
1	2	3	N/A
	*	Improvement Competent (Supervision Needed)	Improvement Needed Competent (Supervision Needed) Professionally Competent (No Supervision Needed) 1 2 3 1 2 3

Strengths of intern:	
Weaknesses of intern:	
Suggestions to university training program:	
Site Supervisor	Date
Intern*	Date
University Supervisor	

^{*}The intern's signature only indicates that this evaluation was discussed with him or her; it does not indicate that the intern agrees with the report in part or in whole.

SECTION IV: EVIDENCE FOR MEETING STANDARDS

Assessment #5: Pedagogical and Professional Knowledge, Skills and Dispositions: Comprehensive, Performance-Based Assessment of Candidate Abilities Evaluated by Faculty During Internship

Table 1. Aggregated Ca	ndidate Competence	by Portfolio Case a	and Domain, 2011 Coho	rt	
Average FRF Score	Academic	Assessment	Behavioral	Counseling	Total
by Domain	Consultation		Consultation		Competence
					Attained
2.1 Score (%)	4.8/5 (96)	7.4/8 (92.5)	5/5 (100)	1.7/2 (85)	18.9/20 (94.5%)
2.2 Score (%)	2/2 (100)		2/2 (100)	2/2 (100)	6/6 (100%)
2.3 Score (%)	2/2 (100)	3.8/4 (95)			5.8/6 (96.7%)
2.4 Score (%)		3/3 (100)	2/2 (100)	2/2 (100)	7/7 (100%)
	2 2 (2 2 2 2)	1 2 (2 (12 2)	2.2 (2.42.2)	2 4/2 (2 4 7)	
2.5 Score (%)	2.8/3 (93.3)	1.9/3 (63.3)	2.2/3 (73.3)	2.6/3 (86.7)	9.5/12 (79.2%)
2 (21)	0.040.40.4	2 2 / / (2 = =)	0/0/(100)	2 (2 (4 0.0)	10.044.00.70()
2.6 Score (%)	2.9/3 (96.7)	3.9/4 (97.5)	3/3 (100)	3/3 (100)	12.8/13 (98.5%)
2.7.6	2.0/2.(06.7)		2/2 (100)	2.0/2.(06.7)	0.0/0./07.00/.)
2.7 Score (%)	2.9/3 (96.7)		3/3 (100)	2.9/3 (96.7)	8.8/9 (97.8%)
200(0/)		4/4 (100)	<u> </u>	<u></u>	
2.8 Score (%)		4/4 (100)	##	<mark>##</mark>	
2 0 Coore (0/)	##		##	<u> </u>	
2.9 Score (%)	##		##	<mark>##</mark>	
2.10 Score (%)	4/4 (100)	5/5 (100)	4/4 (100)	1 0/5 (08)	17.9/18 (99.4%)
2.10 Score (%)	4/4 (100)	5/5 (100)	4/4 (100)	4.9/5 (98)	17.9/10 (99.4%)
2.11 Score (%)	2/2 (100)	3/3 (100)	2/2 (100)	3/3 (100)	10/10 (100%)

Table 2. Aggregated Por	Table 2. Aggregated Portfolio Review Data by Cohort and Case										
2011 Cohort	Academic Consultation	Assessment	Behavioral Consultation	Counseling							
Average FRF Rating	97.5	95.34	97.5	96.47							
% Competent	100	100	100	100							
Ave. Overall Rating	4	4	3.8	3							
% Competent	100	100	100	100							
Average PIR Score	26.4	41.8	22.3	21							
% Competent	100	100	100	60							
Total PIR '0' Ratings	0	0	0	1							
% Competent	100	100	100	80							
Total % Competent	100	100	100	85							

Table 3. 20			•	U				
Portfolio E	valuation	: Academ	ic Consult	tation and	l Intervent	tion Case		
Candidate	FRF Rating	FRF Rating 2	Ave FRF Rating	Comp Met (Y/N)	Overall Rating	Overall Rating	Ave Overall Rating	Comp Met (Y/N)
Cand 1	100	100	100	Y	4	4	4	Y
Cand 2	100	95.8	97.9	Y	5	5	5	Y
Cand 3	100	100	100	Y	3	3	3	Y
Cand 4	100	87.5	93.75	Y	4	3	3.5	Y
Cand 5	100	91.7	95.85	Y	5	4	4.5	Y
Cohort Data			97.5	5/5; 100%			4	5/5; 100%

a Candidates are expected to achieve an average FRF rating of 85% or greater for competency.
b Candidates are expected to achieve an average FRF rating of 85% or greater for competency.
c Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

Table 4. 2011 PIR Scores Portfolio Evaluation: Academic Consultation and Intervention Case

Candidate	PIR 1	PIR 2	Ave PIR Scorea	Competency Met (Yes/No)	Total Ratings of '0'b	Competency Met (Yes/No)
Cand1	29	28	28.5	Y	0	Y
Cand2	28	28	28	Y	0	Y
Cand3	24	24	24	Y	0	Y
Cand4	24	24	24	Y	0	Y
Cand5	29	26	27.5	Y	0	Y
Cohort				5/5;		5/5;
Data			26.4	100%	0	100%

^a Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '24' for competency. ^b Candidates are expected to achieve zero total ratings of '0' on the PIR for competency.

Table 5. 2011 FRF and Overall Faculty Rating Portfolio Evaluation: *Assessment Case*

Candidate	FRF Rating	FRF Rating 2	Ave FRF Rating ^a	Comp Met (Y/N)	Overall Rating 1	Overall Rating 2	Ave Overall Rating ^c	Comp Met (Y/N)
Cand 1	100	86	93	Y	4	3	3.5	Y
Cand 2	94.12	100	97.06	Y	4	5	4.5	Y
Cand 3	91.18	100	95.59	Y	3	3	3	Y
Cand 4	94.12	88	91.06	Y	5	4	4.5	Y
Cand 5	100	100	100	Y	4	4	4.0	Y
Cohort Data			95.34	5/5; 100%				5/5; 100%

^a Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

^b Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

^c Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

Table 6. 2011 PIR Scores

Portfolio Evaluation: Assessment Case

Candidate	PIR 1	PIR 2	(Yes/No)		Total Ratings of '0'b	Competency Met (Yes/No)
Cand1	41	41	41	Y	0	Y
Cand2	42	46	44	Y	0	Y
Cand3	40	42	41	Y	0	Y
Cand4	42	42	42	Y	0	Y
Cand5	40	42	41	Y	0	Y
Cohort				5/5;		5/5;
Data			41.8	100%	0	100%

^a Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '39' for competency. ^b Candidates are expected to achieve zero total ratings of '0' on the PIR for competency.

Table 7. 20	Table 7. 2011 FRF and Overall Faculty Rating											
Portfolio E	valuation	. Behavio	ral Consu	ltation an	d Intervei	ition Case	•					
Candidate	FRF	FRF	Ave	Comp	Overall	Overall	Ave	Comp				
	Rating	Rating	FRF	Met	Rating	Rating	Overall	Met				
	1	2	Ratinga	(Y/N)	1	2	Rating ^c	(Y/N)				
Cand 1	100	91.67	95.84	Y	3	4	3.5	Y				
Cand 2	100	91.67	95.84	Y	4	4	4	Y				
Cand 3	100	100	100	Y	3	4	3.5	Y				
Cand 4	100	100	100	Y	3	4	3.5	Y				
Cand 5	100	91.67	95.84	Y	5	4	4.5	Y				
Cohort Data			97.5	5/5; 100%			3.8	5/5; 100%				

^a Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

^b Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

^c Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

Table 8. 2011 PIR Scores

Portfolio Evaluation: Behavioral Consultation and Intervention Case

Candidate	PIR 1	PIR 2	Ave PIR Score ^a	au i - · i intal Ratings at 41/2		Competency Met (Yes/No)
Cand1	22	22	22	Y	0	Y
Cand2	23	22	22.5	Y	0	Y
Cand3	22	22	22	Y	0	Y
Cand4	21	22	21.5	Y	0	Y
Cand5	25	22	23.5	Y	0	Y
Cohort				5/5;		5/5;
Data			22.3	100%	0	100%

^a Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '21' for competency.

^bCandidates are expected to achieve zero total ratings of '0' on the PIR for competency.

Table 9. 20 Portfolio E			•	Rating				
Candidate	FRF Rating	FRF Rating 2	Ave FRF Rating ^a	Comp Met (Y/N)	Overall Rating	Overall Rating 2	Ave Overall Rating ^c	Comp Met (Y/N)
Cand 1	96	100	98	Y	4	3	3.5	Y
Cand 2	100	100	100	Y	4	4	4	Y
Cand 3	100	100	100	Y	4	3	3.5	Y

Cand 4

Cand 5

Cohort

Data

100

91

91.30

86.36

95.65

88.68

96.47

100% ^a Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

Y

Y

5/5;

4

3

3

3

3.5

3

Y

Y

5/5;

100%

^b Candidates are expected to achieve an average FRF rating of 85% or greater for competency.

^c Candidates are expected to achieve an average overall faculty rating of '3' or greater for competency.

Table 10. 2011 PIR Scores

Portfolio Evaluation: Counseling Case

Candidate	PIR 1	PIR 2	Ave PIR Score ^a	Competency Met (Yes/No)	Total Ratings of '0'b	Competency Met (Yes/No)
Cand1	20	20	20	N	0	Y
Cand2	23	21	22	Y	0	Y
Cand3	21	21	21	Y	0	Y
Cand4	22	22	22	Y	0	Y
Cand5	19	21	20	N	1	N
Cohort				3/5;		4/5;
Data			21	60%	1	80%

^a Candidates are expected to achieve an average PIR score equal or greater to the Cut Score of '21' for competency.

^bCandidates are expected to achieve zero total ratings of '0' on the PIR for competency.

SECTION IV: EVIDENCE FOR MEETING STANDARDS

Assessment #5: Pedagogical and Professional Knowledge, Skills and Dispositions: Comprehensive, Performance-Based Assessment of Candidate Abilities Evaluated by Faculty During Internship

Summary of Description and Usage

The SSP Program employs a Portfolio assessment to evaluate candidate learning and skill application prior to Program exit and transition to professional practice as a Trainee and then Licensed Specialist in School Psychology (LSSP). The Portfolio submission is completed by each candidate during their Internship year (Year 3). It is practice-based in that candidates are required to submit a case summary and detailed report with supporting documentation for *four* separate cases, including 1) an academic assessment and intervention case, 2) an assessment case, which is to be a full evaluation completed by the Intern, 3) a behavioral consultation and intervention case, and 4) a counseling case. Candidates are specifically required to include information on methods of data collection to demonstrate appropriate intervention monitoring as well as intervention efficacy (see Attachment I-C: Program Handbook, p. 90-93, for a detailed description of Portfolio case expectations). Each portfolio case submitted is evaluated by a committee of two Program faculty for procedurally accurate work based on current best practices as well as the candidates' ability to demonstrate competence across the 11 NASP-provided Domains of Professional Practice. In order to facilitate consistency across faculty evaluations, two documents have been developed for use in guiding the faculty evaluation process.

- The Procedural Integrity Rubric (PIR) is used to document a candidate's ability to follow best practice procedures as they complete each case (see Attachment I-C: Program Handbook, p. 94-113 or Assessment 5: Rubrics). A cut score indicating attainment of proficiency was established for each of the four PIR documents (see Assessment 5: Rubrics for these scores across the four cases evaluated). As a further measure of competency, candidates are also expected to address each procedural aspect of the PIR, yielding no scores of '0.'
- The Faculty Rating Form (FRF) allows faculty to rate a candidate's performance on specific activities related to professional practice for each case submitted (see Attachment I-C: Program Handbook, p. 94 113 or Assessment 5: Rubrics). The FRF provides three scores, including one for competency areas addressed by the case, which has a performance expectation of 85% or higher for competency, one for a written case summary, and one for an overall faculty rating, with a score of '3' considered to be Average performance within the field, and thus competent.

Alignment of Assessment with Competency Domains

The Portfolio assessment, as it is currently designed, addresses the candidates' practical competencies through their completion of major professional roles, including academic consultation and intervention, assessment, behavioral consultation and intervention, and counseling. Table 1 provides information regarding how the four Portfolio cases evaluated relate to the 11 Domains of Professional Practice to be addressed by the Program.

Table 1. Internship Portfolio Required Cases Related to NASP's Eleven Domains of Professional Practice

NASP Domain	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
Academic Consultation and Intervention Case	X	X	X		X	X	X		X	X	X
Assessment Case	X		X	X	X	X		X		X	X
Behavioral Consultation and Intervention Case	X	X		X	X	X	X	X	X	X	X
Counseling Intervention Case	X	X		X	X	X	X	X	X	X	X

Data Analysis

Data included in Table 1 provides aggregated FRF ratings, overall case ratings, and PIR scores across cohort. The 2011 cohort attained 100% competence for three of four cases, with 85% competence for the fourth case. Tables 2 and 3 provide average FRF ratings, overall case ratings, and PIR scores for each candidate as well as the aggregate for the Academic Consultation and Intervention case. All candidates achieved 100% competence. Tables 4 and 5 provide average FRF ratings, overall case ratings, and PIR scores for each candidate as well as the aggregate for the Assessment case. All candidates achieved 100% competence. Tables 6 and 7 provide average FRF ratings, overall case ratings, and PIR scores for each candidate as well as the aggregate for the Behavioral Consultation and Intervention case. All candidates achieved 100% competence. Tables 8 and 9 provide average FRF ratings, overall case ratings, and PIR scores for each candidate as well as the aggregate for the Counseling case. Candidates achieved 100% competence for the FRF rating and overall case rating, 60% competence on the PIR score, and 80% competence related to total PIR ratings of '0.'

Data Interpretation

As can be seen from the aggregated data in Table 1, candidate performance across all four Portfolio cases was rated highly by Program faculty. All candidates performed at a competent level for the Academic Consultation and Intervention, Assessment, and Behavioral Consultation and Intervention cases with respect to both faculty ratings (i.e., FRF and Overall) and procedural expectations (i.e., PIR scores). Regarding the Counseling component of the portfolio, two candidates did not achieve proficiency on the average PIR score, falling just one point below the cut score. One of these candidates further did not meet competency with regard to not obtaining a rating of '0.' Both candidates struggled to demonstrate their application of data collection and monitoring knowledge and skills as applied within a counseling intervention. However, both of these candidates performed very well in this regard for both the academic and behavioral consultation and intervention cases. Program faculty encouraged these candidates to continue to seek ways to monitor intervention success and student progress through the use of appropriate data-based problem solving methods.

Portfolio Review Faculty Rating Form Academic Consultation and Intervention Case

Candidate	Date	
Placement	Reviewer	

Performance Rating			
(Based on qual	(Based on quality of professional practice expected during Internship)		
P _(1 point)	Pass (Average to Excellent)		
NP (0 points) No Pass (Below Average to Poor)			
NI (0 points)	Not Included in the case presented		
NA	Not Applicable to the case presented		

I. NASP Domain 2.1: Data-Based Decision Making and Accountability				
A. Data collection adequately related to the problem as defined	P ₁	NP ₀	NI_0	NA
B. Baseline and progress monitoring data used to inform decision-making	P_1	NP ₀	NI_0	NA
C. Data and other information provided supported intervention decisions	P ₁	NP ₀	NI_0	NA
D. Data and other information provided supported plan evaluation decisions	P ₁	NP ₀	NI_0	NA
E. Data and other information provided indicated good treatment integrity	P ₁	NP ₀	NI_0	NA
Total Domain Score				
II. NASP Domain 2.2: Interpersonal and Collaborative Skills				
A. Positive ongoing relationship established with the consultee(s)	P_1	NP ₀	NI_0	NA
B. Evidence of a <i>collaborative</i> consultee/consultant relationship	P ₁	NP ₀	NI_0	NA
Total Domain Score			ı	
III. NASP Domain 2.3: Development of Cognitive and Academic Skills				
A. Student strengths and weaknesses described effectively	P_1	NP ₀	NI_0	NA
B. Intervention plan appropriately related to facilitation of student's skill development	P ₁	NP ₀	NI ₀	NA
Total Domain Score				
IV. NASP Domain 2.5: Diversity Awareness and Sensitive Service Delivery				
A. Consideration of student's ethnic/cultural/linguistic background	P ₁	NP ₀	NI_0	NA

Total Competency Areas Passed o	f		Perce	entage	
Total Domai	n Score				
B. Effective use of technology for the report and case summary, include standard methods of displaying graphical data	ing	P_1	NP ₀	NI_0	NA
A. Effective use of technology throughout consultation		P ₁	NP ₀	NI_0	NA
IX. NASP Domain 2.11: Technological Applications			ı		
Total Domai	n Score				
D. Use of empirically supported intervention(s) with client		P ₁	NP ₀	NI_0	NA
C. Consultation conducted following state and federal legal guidelines		P ₁	NP ₀	NI ₀	NA
B. Consultation relationship conducted following current ethical guide	lines	P ₁	NP ₀	NI ₀	NA
A. Consultation relationship conducted in a professionally responsible manner	ixesponsibili	P ₁	NP ₀	NI_0	NA
VIII. NASP Domain 2.10: Professional, Legal, Ethical, and Social		itv			
B. Candidate conducted an evaluation of the intervention program in o improve services to the student		P ₁	NP ₀	NI_0	NA
A. Candidate demonstrated the ability to translate research into practic designing and implementing an evidence-based intervention program	e by	P ₁	NP ₀	NI_0	NA
VII. NASP Domain 2.9: Research and Program Evaluation	n Score				
C. Provided appropriate supports to consultee and student as they transout of services (or for maintenance of gains)		P ₁	NP ₀	NI_0	NA
B. Intervention plan appropriately related to facilitation of client's skill development	I	P ₁	NP ₀	NI_0	NA
A. Consideration of student's emotional/behavioral needs		P_1	NP ₀	NI_0	NA
VI. NASP Domain 2.7: Development of Wellness, Social, Skills, McCompetencies	ental Health	, and	Life		
Total Domai	n Score				
C. Appropriate intervention plan developed with consultee		P ₁	NP ₀	NI_0	NA
B. Consideration of school/classroom environment		P ₁	NP ₀	NI_0	NA
A. Consideration of family needs and student background		P ₁	NP ₀	NI_0	NA
V. NASP Domain 2.6: Systems-Based Service Delivery	n Score				
C. Consideration of student's developmental level	C-	P ₁	NP_0	NI_0	NA
background		P ₁	NP ₀	NI ₀	NA
B. Consideration of impact of dissimilar consultee/student cultural			ND		374

OVERALL RATING Academic Consultation & Intervention Case

Final Perfor	mance Rating
1	Very Poor
2	Poor
3	Average
4	Good
5	Very Good

Rating of Academic Consultation Case 1 2 3 4 5

NOTES:

Reviewer Signature	Date	
3 P a g e		

Procedural Integrity Rubric

- Academic Consultation Case¹ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

	Procedural Integrity Tasks	Rating ²	Date
1.	Obtains Informed Consent and Assent		
2.	Conducts review of student record(s)		
3.	Conducts Problem Identification Interview with Teacher(s), identifying specific area(s) of concern		
4.	Conducts review of permanent products (supplied by teacher, parent)		
5.	Conducts systematic structured behavioral observation(s) (minimum of two observations in setting of concern)		
6.	Conducts student interview		
7.	Specifically identifies academic skill deficit(s)		
8.	Conducts Problem Analysis Interview with Teacher(s)		
9.	Collaboratively selects an empirically-supported intervention(s) to address behavior(s)		
10.	Monitors intervention implementation for integrity, making any necessary changes or providing feedback		
11.	Conducts Plan Evaluation Interview with teacher(s), reviewing the process, graphed data (baseline and intervention), and treatment integrity		
12.	Provides recommendations to the teacher(s), including maintaining improvement, generalization, fading contingencies, and contacts for follow-up		
13.	Completes written report, providing an approved copy to parent(s)/teacher(s) along with verbal feedback.		
	TOTAL Procedural Integrity Score		
	Total Ratings of '0'		

Instructor Signature	Candidate Signature

 $^{^{1}}$ This PIR should be utilized for cases in Practicum Courses (6396/6397) and Internship (6371). 2 Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).

Portfolio Review Faculty Rating Form

Assessment Case

Candidate	Date	
Placement	Reviewer	

Performance Rating			
(Based on quality	(Based on quality of professional practice expected during Internship)		
P _(1 point)	Pass (Average to Excellent)		
NP (0 points) No Pass (Below Average to Poor)			
NI (0 points)	Not Included in the case presented		
NA	Not Applicable to the case presented		

NI ₀ NI ₀ NI ₀ NI ₀ NI ₀ NI ₀	NA NA NA NA
NI ₀ NI ₀ NI ₀	NA NA
NI ₀	NA
NI_0	
	NA
NI_0	
	NA
NI_0	NA
NIo	NA
	NA
1110	1111
NI ₀	NA
NI ₀	NA
NI_0	NA
NI_0	NA
NI_0	NA
NI_0	NA
NI ₀	NA
NI ₀	NA
)))))))	NI ₀ NI ₀

B. Recognition of subtle racial, class, gender, cultural, and other biases that may influence client testing performance and ultimate test interpretation			NI_0	NA
C. Ability to identify what is needed for clients of diverse backgrounds and			NI_0	NA
modify methods as needed to meet these needs	P ₁	NP_0	1110	1 1/1
Total Domain Score				
V. NASP Domain 2.6: Systems-Based Service Delivery				
A. Knowledge of the systems working to influence the client's performance	\mathbf{P}_1	NP_0	NI_0	NA
B. Skill in working effectively within the evaluation setting	P_1	NP_0	NI_0	NA
C. Skill in working effectively with the student's family	P_1	NP_0	NI_0	NA
D. Skill in working effectively with outside agencies	P_1	NP_0	NI_0	NA
Total Domain Score				
VI. NASP Domain 2.8: Home/School/Community Collaboration				
A. Knowledge of family, home, school/work and community	P_1	NP ₀	NI_0	NA
factors that influence provision of assessment services	F 1	110	1110	INA
B. Ability/confidence in providing effective assessment services	P_1	NP_0	NI_0	NA
C. Ability/confidence in participating in a supervisory Relationship	P_1	NP_0	NI_0	NA
D. Knowledge of available supports and services related to making effective	D	NID	NII	NA
recommendations for clients	\mathbf{P}_1	NP_0	NI_0	NA
Total Domain Score				
VII. NASP Domain 2.10: Professional, Legal, Ethical, and Social Responsibili	ty			
A. Knowledge of accepted standards in testing and assessment	\mathbf{P}_1	NP_0	NI_0	NA
B. Knowledge of legal requirements for evaluation services	\mathbf{P}_1	NP_0	NI_0	NA
C. Recognition of own strengths/weaknesses in training	P_1	NP_0	NI_0	NA
D. Ability to apply ethical standards in assessment practice	P_1	NP_0	NI_0	NA
E. Ability to incorporate supervisor feedback into assessment practice	P_1	NP_0	NI_0	NA
Total Domain Score				
VIII. NASP Domain 2.11: Technological Applications				
A. Skill in utilizing technology to function more effectively/ efficiently.	\mathbf{P}_1	NP_0	NI_0	NA
B. Skill in utilizing technology in an ethical/legal manner		NP_0	NI_0	NA
C. Skill in using technology resources available in the evaluation of clients		NP_0	NI_0	NA
Total Domain Score				
			,	
		Perce	entage	
Total Competency Areas Passed of				

OVERALL RATING

Assessment Case

Final Performance Rating			
1	Very Poor		
2	Poor		
3	Average		
4	Good		
5	Very Good		

Rating of Assessment Case 1 2 3 4 5

NOTES:

Reviewer Signature	Date
7 P a g e	

Procedural Integrity Rubric - Assessment Case³ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level above expectations.

Procedural Integrity Tasks	Rating ⁴	Date
Obtains informed consent and assent.		
Indicates explanation of confidentiality and its limitations prior to beginning any		
assessment work.		
Conducts a record review.		
Selects assessment procedures to address the referral question.		
Conducts a clinical interview of parent(s).		
Conducts a clinical interview of teacher(s) and other school personnel.		
Conducts a clinical interview of student.		
Conducts behavioral observations of the student.		
Assesses cognitive functioning using formal measures.		
Assesses academic functioning using formal measures.		
Assesses social/emotional/behavioral functioning using at least one broad rating scale (BASC-2, CBRS, ASEBA, etc.)		
Uses targeted brief rating scales specific to the referral question or in follow-up to the		
results obtained on the broad measure (e.g., RCMAS-2, CDI-2, ASDS)		
Provides interpretation of cognitive measure results.		
Provides interpretation of academic achievement measure results.		
Provides interpretation of social/emotional/behavioral measures' results.		
Provides an integrated interpretation of the assessment data gathered.		
Provides diagnostic determinations for TEA criteria and DSM-IV criteria, as appropriate.		
Provides recommendations that are supported by the data obtained.		
Report is completed within the designated timeline.		
Results and recommendations are reviewed with the parent(s), or appropriate attempts		
are made to review results, prior to the ARD meeting.		
Results and recommendations are presented in the ARD Meeting.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

Instructor Signature	Candidate Signature

³ This PIR should be utilized for cases in the Practicum in Psychometrics course (6394) and Internship (6371).

⁴ Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).

Portfolio Review

Faculty Rating Form Behavioral Consultation and Intervention Case

Candidate	Date	
Placement	Reviewer	

Performance Rating				
(Based on qua	(Based on quality of professional practice expected during Internship)			
P _(1 point)	P _(1 point) Pass (Average to Excellent)			
NP (0 points)	NP (0 points) No Pass (Below Average to Poor)			
NI (0 points)	NI (0 points) Not Included in the case presented			
NA	Not Applicable to the case presented			

I. NASP Domain 2.1: Data-Based Decision Making and Accountability				
A. Data collection adequately related to the problem as defined	P_1	NP ₀	NI_0	NA
B. Baseline, functional assessment, and progress monitoring used to inform decision-making	P ₁	NP ₀	NI_0	NA
C. Data and other information provided supported intervention decisions	P_1	NP ₀	NI_0	NA
D. Data and other information provided supported plan evaluation decisions	P ₁	NP ₀	NI_0	NA
E. Data and other information provided indicated good treatment integrity	P_1	NP ₀	NI_0	NA
Domain Total Score			I	
II. NASP Domain 2.2: Interpersonal and Collaborative Skills				
A. Positive ongoing relationship established with the consultee(s)	P_1	NP ₀	NI_0	NA
B. Evidence of a <i>collaborative</i> consultee/consultant relationship		NP ₀	NI_0	NA
Domain Total Score				
III. NASP Domain 2.4: Socialization and Development of Life Skills			T	
A. Student strengths and weaknesses described effectively	P ₁	NP ₀	NI_0	NA
B. Intervention plan appropriately related to facilitation of student's skill development		NP ₀	NI_0	NA
Domain Total Score				
IV. NASP Domain 2.5: Diversity Awareness and Sensitive Service Delivery				
A. Consideration of student's ethnic/cultural background	P ₁	NP ₀	NI_0	NA

B. Consideration of impact of dissimilar consultee/student cultural background	P ₁	NP ₀	NI_0	NA
C. Consideration of student's developmental level	P_1	NP ₀	NI_0	NA
Domain Total Score				
V. NASP Domain 2.6: Systems-Based Service Delivery	1	1		
A. Consideration of family needs and student background	P ₁	NP ₀	NI_0	NA
B. Consideration of school/classroom environment	P ₁	NP ₀	NI_0	NA
C. Appropriate intervention plan developed with consultee	P ₁	NP ₀	NI_0	NA
Domain Total Score				
VI. NASP Domain 2.7: Development of Wellness, Social, Skills, Mental Healt	h, and	Life		
Competencies				
A. Consideration of student's emotional/behavioral needs	P ₁	NP ₀	NI_0	NA
B. Intervention plan developed adequately met the emotional and/or behavioral needs of student	P ₁	NP ₀	NI_0	NA
C. Provided appropriate supports to consultee and student as they transitioned out of services	P ₁	NP ₀	NI_0	NA
Domain Total Score				
VII. NASP Domain 2.8: Home/School/Community Collaboration				
A. Consideration of the student's family strengths and/or weaknesses	P_1	NP ₀	NI_0	NA
B. Candidate sought ways to involve the family in service delivery	P_1	NP ₀	NI_0	NA
C. Candidate sought ways to support the student comprehensively through generalization of behaviors into the home and/or community settings		NP ₀	NI_0	NA
Domain Total Score				ı
VIII. NASP Domain 2.9: Research and Program Evaluation				
A. Candidate demonstrated the ability to translate research into practice by designing and implementing an evidence-based intervention program	P ₁	NP ₀	NI_0	NA
B. Candidate conducted an evaluation of the intervention program in order to improve services to the student	P ₁	NP ₀	NI_0	NA
Domain Total Score				
IX. NASP Domain 2.10: Professional, Legal, Ethical, and Social Responsibility	ty			
A. Consultation relationship conducted in a professionally responsible manner	P ₁	NP ₀	NI_0	NA
B. Consultation relationship conducted following current ethical guidelines	P ₁	NP ₀	NI_0	NA
C. Consultation conducted following state and federal legal guidelines	P ₁	NP ₀	NI_0	NA

D. Use of empirically supported intervention(s) with client		\mathbf{P}_1	NP ₀	NI_0	NA
De	omain Total Score				
X. NASP Domain 2.11: Technological Applications					
A. Effective use of technology throughout consultation		\mathbf{P}_1	NP_0	NI_0	NA
B. Effective use of technology for the report and case summary, including standard methods of displaying graphical data		P_1	NP ₀	NI_0	NA
Domain Total Score			l		
Total Rating of Competency Areas	of	Percentage			
<u>'</u>					

OVERALL RATING Behavioral Consultation and Intervention Case

Final Performance Rating			
1	Very Poor		
2	Poor		
3	Average		
4	Good		
5	Very Good		

Rating of Behavioral Consultation Case				3	4	5
Reviewer Signature	Date					
11 P a g e						

Procedural Integrity Rubric

- Behavioral Consultation Case⁵ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural In	tegrity Tasks	Rating ⁶	Date
14. Obtains Informed Consent and Assent	t		
15. Conducts Problem Identification Interspecific area(s) of concern	rview with Teacher(s), identifying		
16. Conducts systematic structured behav	ioral observation(s)		
17. Establishes adequate baseline in appro	opriate setting(s)		
18. Identifies posited function(s) of behav	vior(s)		
19. Conducts Problem Analysis Interview	with Teacher(s)		
20. Collaboratively selects an intervention	n(s) to address behavior(s)		
21. Monitors intervention implementation changes or providing feedback	n for integrity, making any necessary		
22. Conducts Plan Evaluation Interview with teacher(s), reviewing the process, graphed data (baseline and intervention), and treatment integrity			
23. Provides recommendations to the teach improvement, generalization, fading of	cher(s), including maintaining contingencies, and contacts for follow-up		
24. Completes written report, providing an approved copy to parent(s)/teacher(s) along with verbal feedback.			
	TOTAL Procedural Integrity Score		
	Total Ratings of '0'		

Instructor Signature	Candidate Signature

⁵ This PIR should be utilized for cases in PSYC 5338, Practicum Courses (6396/6397), and Internship (6371).

⁶ Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).

Portfolio Review Faculty Rating Form Counseling Case

Candidate	Date	
Placement	Reviewer	

Performance Rating			
(Based on qual	(Based on quality of professional practice expected during Internship)		
P _(1 point)	Pass (Average to Excellent)		
NP (0 points)	No Pass (Below Average to Poor)		
NI (0 points)	Not Included in the case presented		
NA	Not Applicable to the case presented		

I. NASP Domain 2.1: Data-Based Decision Making and Accountability				
A. Baseline and ongoing data collection used to inform treatment planning	P_1	NP ₀	NI_0	NA
B. Data and other information provided supported treatment decisions	P ₁	NP ₀	NI_0	NA
Domain Total Score				ı
II. NASP Domain 2.2: Interpersonal and Collaborative Skills	T	,		•
A. Positive ongoing relationship established with the client	P_1	NP_0	NI_0	NA
B. Information gathered and shared in a manner that supported the client	P_1	NP ₀	NI_0	NA
Domain Total Score				I
III. NASP Domain 2.4: Socialization and Development of Life Skills				
A. Client strengths and weaknesses described effectively	P_1	NP ₀	NI_0	NA
B. Treatment plan appropriately related to facilitation of client's skill development	P ₁	NP ₀	NI_0	NA
Domain Total Score		•		
IV. NASP Domain 2.5: Diversity Awareness and Sensitive Service Delivery	1	_		
A. Consideration of client's ethnic/cultural background	P_1	NP ₀	NI_0	NA
B. Consideration of impact of dissimilar counselor cultural background	P ₁	NP ₀	NI_0	NA
C. Consideration of client's developmental level	\mathbf{P}_1	NP ₀	NI_0	NA
Domain Total Score				
V. NASP Domain 2.6: Systems-Based Service Delivery		,		
A. Consideration of family needs and client background	P_1	NP_0	NI_0	NA

B. Consideration of school/classroom environment	P ₁	NP ₀	NI_0	NA
C. Appropriate treatment plan developed with client	P ₁	NP ₀	NI_0	NA
Domain Total Score				
VI. NASP Domain 2.7: Development of Wellness, Social, Skills, Mental Healt Competencies	th, and	l Life		
A. Consideration of client's emotional/behavioral needs	P ₁	NP ₀	NI_0	NA
B. Treatment plan developed adequately met the emotional and/or behavioral needs of client	P_1	NP ₀	NI_0	NA
C. Provided appropriate supports to client as they transitioned out of services	P_1	NP ₀	NI_0	NA
Domain Total Score				
VII. NASP Domain 2.8: Home/School/Community Collaboration				
A. Consideration of the student's family strengths and/or weaknesses	P ₁	NP ₀	NI_0	NA
B. Candidate sought ways to involve the family in service delivery	P ₁	NP ₀	NI_0	NA
C. Candidate sought ways to support the student comprehensively through generalization of behaviors into the home and/or community settings	P_1	NP ₀	NI_0	NA
Domain Total Score		•		
VIII. NASP Domain 2.9: Research and Program Evaluation	1	ı	I	ı
A. Candidate demonstrated the ability to translate research into practice by designing and implementing an evidence-based intervention program	P ₁	NP ₀	NI_0	NA
B. Candidate conducted an evaluation of the intervention program in order to improve services to the student	P_1	NP ₀	NI_0	NA
IX. NASP Domain 2.10: Professional, Legal, Ethical, and Social Responsibility	ty			
A. Counseling relationship conducted in a professionally responsible manner	P ₁	NP ₀	NI_0	NA
B. Counselor clearly established limits of confidentiality with multiple parties of interest at the outset of the counseling relationship	P ₁	NP ₀	NI_0	NA
C. Counseling relationship conducted following current ethical guidelines	P ₁	NP ₀	NI_0	NA
D. Counseling relationship conducted following state and federal legal guidelines	P ₁	NP ₀	NI_0	NA
E. Use of empirically supported treatment(s) with client	P ₁	NP ₀	NI_0	NA
Domain Total Score				
X. NASP Domain 2.11: Technological Applications				
A. Effective use of technology throughout the counseling relationship	P_1	NP ₀	NI_0	NA
B. Effective use of technology for the report and case summary	P_1	NP_0	NI_0	NA

C. Use of technology to corroborate evidence base of techniques employed		P_1	NP_0	NI_0	NA
Do	omain Total Score				
Total Numeric Rating of Competency Areas	of		Perce	entage	

OVERALL RATING Counseling Case

Final Performance Rating				
1	Very Poor			
2	Poor			
3	Average			
4	Good			
5	Very Good			

Rating of Counseling Case 1 2 3 4 5

NOTES:

Reviewer Signature	Date	
15 P a g e		

Procedural Integrity Rubric

- Counseling Case⁷ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level above expectations.

Procedural In	Rating ⁸	Date	
25. Obtains Informed Consent and Assen each member).			
26. Conducts intake interview with the in member of a group.			
27. Explains confidentiality and its limita work.			
4. Identifies deficits in functioning to be	addressed.		
5. Develops an appropriate Treatment Pl			
6. Establishes adequate therapeutic basel	line.		
7. Selects an evidence-based intervention functioning.			
8. Performs ongoing data collection duri			
9. Follows Treatment Plan, making adjudata collection.			
10. Provides appropriate support to transit gives appropriate community and/or s			
11. Provides IEP goal progress reports, when appropriate, or provides an approved written report of progress to parent(s) along with verbal feedback.			
	TOTAL Procedural Integrity Score		
	Total Ratings of '0'		
			•
Instructor Signature	Candidate Signature		

⁷ This PIR should be utilized for cases	in Practicum Courses	(6396/6397)	and Internship	6371).
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⁸ Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).

SECTION IV: EVIDENCE FOR MEETING STANDARDS Assessment #6: Effects on Student Learning Environments and/or Learning

Table 1. Positive Impact Statistics,					
Academic	Academic Consultation and Intervention				
Student	Effect	PND	Other		
	Size				
C1	8.2	100%			
C2	5.86*	93.75%*			
C3		100%			
C4	.81*	20%*			
C5	2.44	80%			
Cohort					
Average	4.33	78.75			

^{* =} Average

Table 2. Positive Impact Statistics,					
Behavior	Behavioral Consultation and Intervention				
Student	Effect	PND	Other		
	Size				
C1	1.06				
C2	3.95	100%			
C3	.78	40%			
C4	2.77				
C5	4.08	100%			
Cohort					
Average	2.53	80%			

Table 3. Positive Impact Statistics,					
Counselin	Counseling				
Student	Effect	PND	Other		
	Size				
C1		67%			
C2	1.38				
C3	2.13*	94%*			
C4	.84*	67%			
C5					
Cohort Average	1.45	76%			

^{* =} Average

SECTION IV: EVIDENCE FOR MEETING STANDARDS

Assessment #6: Effects on Student Learning Environments and/or Learning

Summary of Description and Usage

The SSP Program employs a Portfolio assessment to evaluate candidate learning and skill application. As part of this assessment, candidates are asked to submit four professional practice cases. The Program provides direct evidence of a measureable positive impact on children, youth, families, the educational environment, and other consumers, as applicable, through data gathered as part of three of these cases, including 1) an academic assessment and intervention case, 2) a behavioral consultation and intervention case, and 3) a counseling case. The data provided by each candidate includes calculations of effect size, percentage of non-overlapping data points (PND), or other methods as applicable. The SSP Program at this time requires candidates to demonstrate moderate intervention effectiveness for PND (i.e., 50-70% or higher) and/or effect size (.8 or higher) for at least one of the three cases submitted.

Alignment of Assessment with Competency Domains

Through the completion of cases representing major professional roles, including academic consultation and intervention, behavioral consultation and intervention, and counseling, the candidates obtain measureable positive impact data providing further evidence of their attainment of competence across the measurement- and evaluation-based NASP Domains. Table 1 provides information regarding how the three Portfolio cases evaluated, which include measureable positive impact data, relate to Domains of Professional Practice to be addressed by the Program.

Table 1. Internship Portfolio Measureable Positive Impact Linked with NASP Domains

NASP Domain	2.1	2.3	2.4
Academic Consultation	2.1	2.3	2.7
Treatment Companion			
and Intervention Case	X	X	
Behavioral Consultation			
and Intervention Case			
	X		X
Counseling			
Intervention Case	X		X

Data Analysis

Overall mean effect sizes and PND percentages for the cohort across intervention cases indicate a very respectable positive impact provided by the candidates. For academic consultation and intervention, the mean cohort effect size was 4.33 (range: .81 to 8.2) and the mean PND was 78.75 (range: 20% to 100%). For behavioral consultation and intervention, the mean cohort effect size was 2.53 (range: .78 to 4.08) and the mean PND was 58.6 (range: 20% to 100%). For counseling, the mean cohort effect size was 1.45 (range: .84 to 2.13) and the mean PND was 76 (range: 67% to 94%). One candidate did not report measureable positive impact data for the counseling case submitted.

Data Interpretation

All five candidates in the 2011 cohort were able to exceed the Program expectation of submission of at least one case of the three with data supporting a moderate intervention effectiveness level. Three candidates met the moderate intervention effectiveness level determined by the Program for two of three cases submitted, and two candidates met the effectiveness level for all three cases submitted. Based on the quantitative evidence provided, Program candidates are having a clear positive impact on children and the learning environment.

SECTION V. USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

The Specialist in School Psychology (SSP) Program at Sam Houston State University has substantially revised and implemented a comprehensive Program evaluation system. SSP Program faculty focused evaluation revisions to address concerns made evident during the 2010 initial review (see Attachment C: Program Handbook, p. 143, for the Program evaluation overview). Each year faculty have the opportunity to analyze information gathered regarding the performance of first- through third-year candidates, candidate feedback on their own professional progress, and candidate plus supervisor feedback related to field-based courses, practica, and practicum/internship sites. This global assessment of Program functioning affords faculty the opportunity to continually monitor and revise various aspects of the Program in order to best meet the needs of our candidates, employing school districts, and most importantly the students and families our graduates will be serving. The guiding emphasis of Program faculty on training professionals who will be *leaders* in their work settings, initiated with the current core faculty structure in June 2010, has now become institutionalized in practice.

The Program maintains high standards for admission of candidates, ensuring a solid academic foundation and evidence of the ability to complete the rigorous training demanded by the Program. Our candidates continue to perform very well in their core content courses, as was previously identified during the initial review through the analysis of course grades obtained by recent cohorts. Candidates are able to demonstrate application of knowledge and skills during those courses that contain a field-based component. Candidates in their final practicum placement as well as those on internship are generally rated as meeting or exceeding competency expectations for the applicable level of training across all domains. When candidate knowledge and skills are not rated within competency expectations, actions for remediation are taken to ensure both the quality of the candidate and the practicum or internship site. Not surprisingly, our candidates perform very well on the Praxis II examination used in place of a comprehensive examination and required for licensure to practice in Texas.

The Program evaluation system provides candidates with specific knowledge and skill application feedback during field-based and practical coursework leading up to the internship. Candidates are closely guided by faculty during their initial practice experiences in behavioral consultation and intervention (PSYC 5338), academic consultation and intervention (PSYC 5370), and individual counseling (PSYC 6396). They gain additional experience under the supervision of both professionals in the field and faculty during the final practical course sequence (PSYC 6394 and PSYC 6397), and they ultimately demonstrate independent functioning under field supervision while on internship through the Portfolio review. Feedback provided to candidates remains consistent during the course of the Program through the use of the same evaluation measures (see Attachment I-C: Program Handbook, p. 90-113). The Faculty Rating Form, or FRF, is aligned with the 11 NASP Domains and provides a means for rating each candidate following completion of one of the four types of intervention- and/or evaluationbased cases. A Procedural Integrity Rubric, or PIR, has been developed by Program faculty for each type of case to be completed, and is intended to be used as a guide toward best practices in school psychological service provision. Finally, candidates are asked to provide quantitative evidence of a positive impact on student learning or learning environment for each case completed as part of the field-based sequence of courses.

As indicated in the initial report submitted in 2010, Program faculty had already identified candidate 'synthesis' of knowledge and skills and candidate application of skills during the internship as areas of emphasis for ongoing Program improvement. While candidates were perceived as performing specific skills very well during field-based courses and practica under the close supervision of Program faculty, this level of competent performance declined during the internship when candidates no longer had immediate faculty oversight. Through the use of the FRF and PIR evaluation forms, faculty are now better able to judge the field-based work being completed under their supervision. In addition, candidates are guided through this type of evaluation process prior to leaving for internship. Candidate performance, as rated through the FRF and PIR, has been gathered and analyzed for all field-based and practical courses during the spring 2011 and fall 2011 semesters. Average FRF scores and PIR ratings aggregated across the cohort for the four courses (i.e., PSYC 5338, PSYC 5370, PSYC 6394, and PSYC 6396) reveal competent performance by candidates under supervision. In general, candidates are well-able to demonstrate their skills in the field under guidance provided by faculty, with many candidates able to demonstrate reasonable positive impact on student learning. The Program faculty intend to continue these early field-based evaluations with expectations for continuing improvement related to candidate demonstration of measureable positive impact data during their internship year. The alignment of the evaluation documents ensures that candidates both understand the performance expectations and are demonstrating skills at a quality level prior to the Portfolio review. Further, prior to the 2011 cohort, interns received no feedback on cases and case reports under development for Portfolio submission before the actual submission, and despite group and individual meetings held with interns and supervisors, it was concluded that the concept of intern as student and the importance of the Portfolio review were not well understood. The 2011 cohort was presented with the new evaluation documents at the end of February, and for the first time candidates received faculty feedback on every case submitted, and then were given an opportunity to revise their work prior to final submission. This process of feedback and the opportunity to revise work proved essential in assuring candidate submission of Portfolio cases that were truly representative of what faculty believe are best practices within the field, and thus Portfolio case feedback has been continued for the 2012 cohort.

Candidates continue to have field supervisor ratings during their final practicum and during internship. The ratings of candidates in PSYC 6397: Practicum II indicate an aggregate performance rating of 2.13 for the 2010 cohort (n=6) and 2.71 for the 2011 cohort. Two candidates with possible performance weaknesses revealed have had remediation experiences set in place. For candidate interns, field supervisor ratings of performance yielded an aggregate score of 2.99 for the 2010 cohort (n=5) and a score of 2.98 for the 2011 cohort (n=5). Overall, Program faculty have been very pleased with the use of these evaluation documents, and their use affords faculty the opportunity to identify potential candidate weaknesses and ameliorate these weaknesses prior to Program exit. Additionally, faculty appreciate the candid feedback given by our candidates regarding their practicum and internship sites. We need this candor to be able to assess the adequacy of supervised experiences obtained, and to work cooperatively with practicum and internship sites to improve professional practice for the benefit of our candidates as well as for all students.

The Portfolio review of cases completed during internship, while a long-standing part of the Program evaluation system, has been substantially revised to include the use of the FRF and PIR evaluation documents. Candidates receive four total ratings for each document, one for each of the four cases they submit (see Section IV-Assessment 5 for additional details). Overall, the FRF ratings across all four cases and across two cohorts indicate candidate achievement of competence in the 11 NASP Domains. Statement for 2010 cohort re: diversity... Faculty PIR ratings aggregated by cohort and analyzed across the four cases submitted also indicate candidate ability to implement knowledge and skills in a manner consistent with best practices in the field. Statement if there is anything specific to report... The data gathered from interns through the use of the FRF and PIR have enabled specific candidate feedback on performance with regard to the 11 NASP Domains and procedural expectations. The more interactive approach with interns in the form of case feedback has enhanced the learning aspect of the Portfolio review. Additionally, the clearly communicated requirements have assisted candidates in realizing that, with a bit of extra effort or ingenuity, interventions *can* be provided in schools just like they learned to conduct interventions in class.

Candidates are now asked to report measurable positive impact data related to improved student learning. Typically this data is reported as an effect size or a percentage of non-overlapping data points. All candidates have been able to demonstrate at least a moderate positive impact from one intervention implemented, with many candidates able to demonstrate this level of measurable impact from two or more cases submitted. Faculty members are extremely encouraged by the results of this assessment of candidate competency, and they believe that the use of this type of assessment will further embed the use of similar intervention evaluation techniques in the ongoing professional practice of our candidates.

While the Program evaluation system, as described, has only recently been implemented, candidates report having already benefited from the clearly written and aligned expectations for performance. In addition, the SSP Program is able to demonstrate with much more clarity and certainty the high level of candidate attainment of competency across all 11 Domains and the tremendous positive impact of candidates on students and their present levels of functioning. Future plans for changes to the Program include continued efforts with regard to course content changes, curriculum alignment, and ongoing improvement in the quality of our instruction. The documentation of knowledge and skill application in field-based experiential courses will continue, with faculty emphasizing measureable positive impact for all intervention case experiences. Collaborative relationships with practica and internship sites will continue to be fostered and improved through the use of the candidate and site rating forms. All candidates will continue to be expected to demonstrate competence in the 11 Domains through the completion of several integrated intervention cases, including one focusing on behavioral, one on academic, and one on mental health functioning.

SECTION VI. RESPONSE TO NATIONAL RECOGNITION WITH CONDITIONS

The SSP Program is resubmitting substantial report sections in an effort to adequately address those standards viewed as Not Met following the 2010 initial report review. Below we have listed each concern expressed by reviewers in the final recognition report in italics followed by a brief description of our efforts to address each concern.

NASP Standard 1.5: Although there are statements about the commitment that the Program has made to continuing education, there is no supporting documentation of how the Program meets this element. A table detailing professional development activities provided by the faculty during the past five years has been included in Attachment B.

NASP Standard 2 – General Comments, Assessment 3: The program uses the identical form to assess both interns and practicum students and the form, itself, is entitled "PSY 671 School Psychology Intern Competency Evaluation." While the use of the same form allows for comparison across time, two separate forms, clearly identified as such, might better meet the needs of the program by identifying beginning level skills in the practicum form and more advanced skills in the internship form. The Program did separate the single form being used at the time of the 2010 submission into two separate documents for use with practicum and intern candidates. The document for use with candidates in their final practica (end of Year 2) assesses candidate competence at a level commensurate with their level of training, with increased expectations for performance evaluated through the use of the internship evaluation document (end of Year 3). The Program still retains the ability to compare candidate performance across the documents used, but the questions included are more reflective of the level of candidate training being evaluated with each separate assessment.

NASP Standard 2 – General Comments, Assessment 3: While a table is provided that links Practicum competencies (as listed on the evaluation forms) to individual NASP elements, the program does not provide aggregated data pertinent to each domain, as two or more are often combined to yield aggregated data. Thus, the analysis is less useful as a measure of candidates' attainment of skills in the 11 NASP elements. The document used to gather field supervisor ratings of practicum candidate performance has been aligned with the 11 NASP Domains of Professional Practice. All 11 Domains are assessed by the instrument, and data are now aggregated both by candidate across Domains as well as by Domain across the cohort.

NASP Standard 2 – General Comments, Assessment 3: The program notes that the descriptors associated with the 3-point Likert scale are not well understood by field supervisors, resulting in possible poor reliability and validity. The Likert scale descriptions for the evaluation instruments used for both Assessment 3 (practicum) and Assessment 4 (internship) were clarified and inserted within each document at the beginning of each Domain area. The Program also continues to work with evaluators in understanding the rubric for the evaluation being applied and the importance of providing an accurate rating of candidate current

level of performance. The past two applications of each of these measures has resulted in overall ratings that are much more consistent with what the SSP Program faculty would expect for individual candidates based on their performance in the Program prior to beginning practicum or internship.

NASP Standard 2 – General Comments, Assessment 4: The program provided a sample intern evaluation form, a description of how the measure was used, and aggregated data. However, as it is the identical form used for practicum, concerns noted above are applicable here as well. Of most significance to the current review is the lack of attainment data specific to each of the 11 NASP elements (referring instead to 8 collapsed competencies). While the form itself is well designed, comprehensive, and skill oriented, the narrative regarding analysis should be specific to the 11 elements in order to provide clear evidence of candidate attainment of skills. Only elements 2.5 and 2.11 are measured exclusively. As indicated previously with regard to Assessment 3, the evaluation rating form used for internship (end of Year 3) has been differentiated from the rating form used at the practicum level. In addition, the rating instrument for Assessment 4 has been aligned with the 11 NASP Domains of Professional Practice. All 11 Domains are assessed by the instrument, and data are now aggregated both by candidate across Domains as well as by Domain across the cohort.

NASP Standard 2 – General Comments, Assessment 5: The program uses an internship portfolio to constitute the program embedded assessment. While the portfolio is comprehensive and aligned with NASP elements, the program might consider operationalizing the ratings of Pass/ No Pass/ Not Included/Not applicable to improve reliability across raters. In the process of reviewing the evaluation documents for Assessment 5, Program faculty actually made substantial revisions to the method of Portfolio case evaluation. The original assessment documents were divided into two separate documents for each of the four cases. The original faculty review documents had been graded Pass/Fail and had included a mixture of questions designed to assess both procedures undertaken by the candidate to complete the case as well as the candidates' ability to demonstrate attainment of various Domains of practice. A Procedural Integrity Rubric (PIR) was designed for each of the four cases to measure a candidate's performance according to best practice procedures in terms of both actions taken and the quality of those actions. The Faculty Rating Form (FRF) remained similar to the original document in that it allowed faculty members to evaluate candidate performance and competency attainment related to the NASP practice Domains being assessed by each of the four cases submitted. The ratings given by reviewing faculty members have been better defined and the FRF responses are scored to provide numeric values to the ratings. Thus, there are four separate FRF forms, and each FRF includes items grouped by Domains assessed. The combined evaluation of candidate competence using both Domain and procedural performance gives Program faculty a comprehensive assessment of candidate achievement during the internship year.

NASP Standard 2 – General Comments, Assessment 6: The narrative presented for this assessment indicates that the program is in the process of implementing changes that will make it possible to more directly assess the impact of candidates work on children, youth,

families, and other consumers. At this time, outcome data are qualitative rather than quantitative, as they are based on responses to field-based survey questions and candidates' self-report of positive impact for Portfolio case interventions. Documentation of candidates' positive impact on students, families, and other consumers has been changed, as previously indicated, to focus on measureable, or quantitative, data gathering and analysis. Candidates are now asked to report their positive impact on student learning or the learning environment through the use of one or more methods, including percentage of non-overlapping data points, effect size, goal attainment scaling, or other applicable quantitative methods. Candidates report positive impact data for three of four Portfolio cases submitted, and they are expected to demonstrate a moderate level of intervention effectiveness for at least one of these three cases.

NASP Standard 2 – General Comments, Domains 2.1 – 2.4 and 2.6 – 2.10: The program appears to address most Domains/Elements in Standard II except as noted in comments on specific standards. However, the program's evidence for Section IV assessment methods and attainment data were inadequate. Assessment of knowledge and skills appears to occur, but there was no presentation of aggregated data for all 11 NASP elements based on Internship Field Supervisor Evaluations (Assessment #4). Please be advised that it is the lack of assessment and attainment evidence, rather than areas not being addressed (except as noted) that lead to ratings of "Not Met" for each element below. The Program made several changes to better assess candidates with regard to each of the 11 NASP Domains. First, the practicum evaluation document (Assessment 3) and internship evaluation document (Assessment 4) were both aligned with the 11 Domains. Second, the Portfolio Faculty Rating Form documents (Assessment 5) were aligned with the Domains to be evaluated as part of each case submitted. Because the Program's evaluation of candidates more clearly indicates that each Domain is Assessed, it is now more easily demonstrated that all Domain competencies have been Attained by candidates as well.

NASP Standard 2 – Domain 2.7–Prevention, Crisis Intervention, and Mental Health - Addressed: The Program addresses mental health skills; however, there is little, if any, attention given to prevention or crisis intervention other than noting that students often participate in crisis response during their internships. Attachment E: NASP Standard II includes revised information related to how the Program is addressing these elements through the curriculum, and pertinent syllabi have been updated and included with this submission. Since the 2010 initial report submission, the Program has achieved the introduction of two new courses into the course sequence: Child Therapy and Multicultural Psychology (both courses numbered PSYC 5334). These courses have served to enhance general mental health coverage, and the Child Therapy course specifically has enhanced crisis- and trauma-focused instructional coverage. Additionally, crisis intervention and risk assessment is specifically covered in the Practicum I (PSYC 6396) course.

NASP Standard 2 – Domain 2.8–Home/School Community Collaboration – Addressed: While some attention is given to competencies in this element through isolated readings or portions of lectures, there is no evidence of systematic attention to addressing this domain. While it is

expected that internship will provide candidates the opportunity to interact with parents, there is no evidence regarding how candidates learn the necessary skills for effective family/professional engagement prior to using these skills in field settings. Attachment E: NASP Standard II includes revised information related to how the Program is addressing these elements through the curriculum, and pertinent syllabi have been updated and included with this submission. The Child Therapy course (PSYC 5334) provides initial instructional support related to working with children and families, and the Advanced School Psychology course (PSYC 5339) provides initial instructional support related to working with children in a school setting. Candidates receive their first field experiences working with families and school professionals during their consultation course sequence (PSYC 5338 and PSYC 5370), which occurs during Year 1. They continue to be supported instructionally and with additional field experience during their Practicum I (PSYC 6396) course, which occurs at the start of Year 2. Candidates receive additional supervised field experience working in school settings during the final practical course sequence (PSYC 6397 and PSYC 6394) at the end of Year 2.

NASP Standard 4.3: The narrative presented for Assessment #6 indicates that the Program is in the process of implementing changes that will make it possible to more directly assess candidates' work on children, youth, families, and other consumers. At this time, outcome data are qualitative rather than quantitative, as they are based on responses to field-based survey questions and candidates' self-report of positive impact for Portfolio case interventions rather than on actual case-based data. The Program is encouraged to continue to pursue efforts related to improving documentation of candidates' ability to positively impact children. Documentation of candidates' positive impact on students, families, and other consumers has been changed, as previously indicated, to focus on measureable, or quantitative, data gathering and analysis. Candidates are now asked to report their positive impact on student learning or the learning environment through the use of one or more methods, including percentage of non-overlapping data points, effect size, goal attainment scaling, or other applicable quantitative methods. Candidates report positive impact data for three of four Portfolio cases submitted, and they are expected to demonstrate a moderate level of intervention effectiveness for at least one of these three cases.

We hope that it is evident to reviewers that the SSP Program faculty have taken their recommendations and comments to heart, have instituted substantial changes to all applicable areas indicated as concerns, and will continue to strive to meet the challenges of training future school psychologists with enthusiasm very firmly grounded in our ongoing Program evaluation system.

ATTACHMENT A—CANDIDATE INFORMATION

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., specialist, doctorate) being addressed in this report.

Program:					
Specialist in School Psychology Program (SSP Degree)					
Academic # of Candidates Admitted to the Program Completers ¹					
	Female	Female	Male	Male	
	Minority	Non-	Minority	Non-	
		minority		Minority	
2011-2012	3	5	1	1	-
2010-2011	2	9	0	1	5 ^a
2009-2010	2	5	0	0	5
2008-2009	1	2	0	1	7
2007-2008	1	4	0	1	5

^a One program completer listed was a respecialization candidate.

¹ NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a degree program or state-approved preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ATTACHMENT B: FACULTY CHART

Faculty Member Name	Highest Degree, Specialty, & University	Assignment	Faculty Rank	Tenure Track	Scholarship, Leadership, and Service Contributions	Professional Experience	Credentials for Practice
Ramona Noland	PhD in School Psychology, The University of Tennessee, Knoxville	Program Director, Faculty, 1.0 FTE	Associate Professor	Yes	 Program Director; numerous Departmental committees (University service). Journal article in the Journal of Psychoeducational Assessment. Provide inservice and training to local school districts (see chart in Attachment D, section I.V). 	APPIC Internship and 6 years as School Psychologist	✓ NCSP✓ LSSP✓ LicensedPsychologist
James Crosby	PhD in School Psychology, Oklahoma State University	Faculty, 1.0 FTE	Assistant Professor	Yes	 Faculty supervisor: SHASP. Journal article in Psychology in the Schools. Executive Board, Texas Association of School Psychologists. 	Specialist-level Internship and APA Internship	✓ NCSP ✓ LSSP ✓ Licensed Psychologist
Gordon Lamb	PhD in School Psychology, Texas A & M University	Faculty, 1.0 FTE	Assistant Professor	Yes	 Journal article in Research in Autism Spectrum Disorders. Journal article in Multiple Voices for Ethnically Diverse Exceptional Learners. Departmental committees (University service). 	APA Internship and 2 years as School Psychologist	✓ NCSP ✓ LSSP ✓ Licensed Psychologist

Faculty Name	Date	Organization	Targeted Audience	Topic/Title
Noland	October, 2007	TX Association of School Psychologists Annual Conference	Licensed Specialists in School Psychology	School-based Interventions for Bullying: From Research to Individualized Practice
Noland	December, 2007	Fort Bend Independent School District	Licensed Specialists in School Psychology	English Language Learners: Best Practices for Special Education Referral and Assessment, Day 1
Noland	January, 2008	Fort Bend Independent School District	Licensed Specialists in School Psychology	English Language Learners: Best Practices for Special Education Referral and Assessment, Day 2
Crosby	January, 2009 – January, 2012	TX Association of School Psychologists	Licensed Specialists in School Psychology	Chair of Professional Development Executive Board
Crosby	November, 2010	Huntsville Independent School District	Interventionists, Teachers, and Administrators	Recognizing and Effectively Intervening on Peer Victimization in Elementary Schools (Three Sessions)
Lamb, Noland	February, 2012	Sheperd Independent School District	Licensed Specialists in School Psychology and Educational Diagnosticians	CHC Theory-based Assessment and Diagnosis (First of a planned series of sessions)
Crosby, Lamb, and Noland	April, 2012	Sam Houston Area Psychological Association	Licensed Specialists in School Psychology and Licensed Psychologists	New Developments in Psychological and Educational Assessment and Intervention: Bridging the Gap Between the Schools and Private Practitioners

SCHOOL PSYCHOLOGY

Preparation to Deliver School Psychological Services



Program Handbook

DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
SAM HOUSTON STATE UNIVERSITY

A Member of The Texas State University System

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The purpose of this handbook is to provide you with information that is relevant to the Sam Houston State University Specialist in School Psychology (SSP) Program. This handbook will probably change each year as we continually strive to improve our program, so you will want to have a current copy. Be sure to ask the SSP Program Director or the Coordinator of Masters Programs if you have any questions that are not addressed in the handbook.

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Mission Statements

Sam Houston State University

University Mission

Sam Houston State University (SHSU) is an inclusive institution whose mission is to provide high quality education, scholarship, and service to candidates and to regional, state, national, and international constituencies.

University Goals

- Promote students' intellectual, social, ethical, and leadership growth.
- Pursue continuous improvement.
- Recruit and retain qualified, dedicated faculty and staff.
- Recruit, motivate, and retain qualified students.
- Provide the necessary library, technology, and other facilities to support quality instruction, research, and public service.
- Promote scholarly and research activities that contribute to knowledge and understanding.
- Promote and support diversity and provide equitable opportunities for underrepresented groups.
- Offer a wide range of preprofessional, baccalaureate, master's, and doctoral programs.
- Promote cooperation with educational institutions, government and non-profit agencies, and the private sector.

College of Humanities and Social Sciences

Mission Statement

The College of Humanities and Social Sciences (CHSS) provides an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills, the College of Humanities and Social Sciences facilitates personal growth, competent professionalism, and responsible citizenship.

Vision Statement

To become a "Tier I Balanced" college -- nationally recognized for excellence in both instruction and research/scholarship - in which:

- 1. all students receive excellent instruction directly from tenure-track faculty,
- 2. undergraduate and graduate students are actively involved in creative/research activities,
- 3. graduates are well regarded by employers and graduate and professional schools,
- 4. faculty are well rounded academics who take equal pride in instructional, scholarly/research, and service activities,
- 5. instruction and research/scholarship are equally valued and rewarded,
- 6. the scholarship of teaching and innovation in instruction are promoted and rewarded,
- 7. the quality of the research, scholarship, and creative activity of the faculty are well regarded internationally,
- 8. seeking extramural funding for research/scholarship is promoted and rewarded,
- 9. outstanding scholarship is valued regardless of the attraction of extramural funding,
- 10. extramural funding for research is used to support students and engage them in the production of knowledge and understanding,

- 11. an active cross-disciplinary intellectual environment is present that promotes creative interactions of faculty and students,
- 12. students and faculty are actively engaged in the community,
- 13. service to the college and the profession are encouraged, valued, and rewarded.

Department of Psychology and Philosophy

The Department of Psychology and Philosophy supports the Mission Statement of the University and that of the College of Humanities and Social Sciences. The Department is committed to providing a quality educational environment conducive to scholarship and the acquisition of knowledge and applicable skills. We recognize that this ideal requires the effective use of faculty expertise and creativity, sensitivity to needs of university and community, as well as a genuine concern for the abilities and goals of students.

Specialist in School Psychology Program

The SHSU Specialist in School Psychology Program is based on the standards of the National Association of School Psychologists (NASP). As such it is a 60-hour program leading to a Specialist degree which meets the academic requirements recognized by the Texas State Board of Examiners of Psychology (TSBEP) for a Licensed Specialist in School Psychology (LSSP). The academic knowledge base for the Program embraces an integrated sequence of foundational and practical coursework as well as field-based experiences and professional practice.

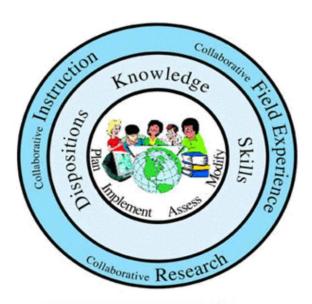
[&]quot;A teaching institution disseminates knowledge; a research institution discovers knowledge -- a balanced institution does both."

Philosophy

The SHSU Specialist in School Psychology (SSP) Program is based on the philosophy of integrating scientific inquiry and service delivery through the use of data-based intervention and performance-based assessment. The paradigm assumes that the specialist in school psychology is engaged in problem-solving and collaborates with all involved parties in empirically-based decision-making. Likewise, specialists in school psychology realize the constantly-changing nature of the field of psychology and the need to continue their education beyond graduation, licensure, and employment.

The SSP Program relates research associated with psychology and education in an effort to advance social/emotional and cognitive accomplishments in school-aged young people. Human diversity and individual differences necessitate a variety of interventions to address the many influences which affect students and their performances. Specialists in school psychology should be effective problemsolvers who use appropriate data-gathering procedures to assist various systems associated with students including the individual students themselves, families, teachers, administrators, districts, and communities. Additionally, graduates are expected to be models of mental health in balancing personal and professional domains.

The SSP Program is aligned with the Ethical Guidelines of the National Association of School Psychologists and the American Psychological Association and with the Rules of the Texas State Board of Examiners of Psychologists.



Enhancing The Future Through Preparation in School Psychology

The School Psychology Program is affiliated with the Educator Preparation Programs and the National Council for Accreditation of Teacher Education. Thus, the School Psychology Program embodies the Conceptual Framework adopted by the Sam Houston State University College of Education:

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.

Further, in alignment with the mission of the Educator Preparation Programs, the SSP Program strives to fulfill the need in our society for quality educators who will advance and positively influence the goals of society through assisting our candidates in achieving the five Conceptual Framework indicators of 1) developing a knowledge base that is comprehensive and directed to the candidates' individual needs, 2) technological mastery and mastery of the more complicated processes of problem-solving and decision-making necessary in a world with complex standards that are at times abstract and perhaps seemingly contradictory, 3) effectively communicating with a diverse group of stakeholders and striving for the highest levels of professionalism in all their interactions, 4) learning how to assess performance and to provide feedback that will lead to growth in their students academically and developmentally, and 5) immersion in field experiences that help them develop the dispositions of leadership, patience, flexibility, and respect for and acceptance of individual differences.

Goals, Objectives, Competencies, and Assessment of the Specialist in School Psychology (SSP) Program

Goal 1: The SSP Program will produce graduates who have a broad knowledge of scientific psychology which is gained through an integrated and sequential program of study and supervised practice that constitutes substantive preparation in the area of School Psychology.

Objective 1: Graduates will be knowledgeable of the core domains of scientific psychology including (a) biological, affective, and cognitive bases for behavior; (b) prevention, crisis intervention, and mental health; and (c) data-based decision-making, accountability, research, and program evaluation.

Outcome/Competency: Broad knowledge of scientific psychology.

Assessment 1: Successful completion of graduate course work, including culminating case experiences for all field-based courses.

Assessment 2: Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

Assessment 3: Graduate Records Exam Psychology Test

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2: Graduates will be knowledgeable regarding the core domains of educational psychology including (a) diversity in human development and learning; (b) effective instruction and cognitive/academic skill development; (c) socialization and life skills development; and (d) information technology.

Outcome/Competency: Broad knowledge of educational psychology.

Assessment 1: Successful completion of graduate course work, including culminating case experiences for all field-based courses.

Assessment 2: Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 3: Graduates will be knowledgeable regarding scientific, methodological, and theoretical foundations in professional school psychology including (a) school and systems organization, policy development, and school environment issues; (b) school psychology practice and development; and (c) consultation and collaboration with home, school, and community.

Assessment 1: Successful completion of graduate course work, including culminating case experiences for all field-based courses.

Assessment 2: Practica and internship supervisors' ratings of candidate's ability to integrate theory and practice.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Goal 2: The SSP Program will produce graduates who recognize human diversity as a strength that is valued and respected.

Objective 1: Graduates will be knowledgeable regarding individual differences in such areas as temperament, learning abilities, culture, ethnicity, identity, socioeconomics, gender, linguistics, religion, and sexual orientation.

Outcome/Competency: Broad knowledge regarding areas of human diversity.

Assessment 1: Successful completion of graduate course work.

Assessment 2: University and field supervisors' evaluations of student ability to integrate theory and practice.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2: Graduates will demonstrate sensitivity to issues of cultural and individual diversity in professional work and relationships with students, school personnel, families, and community.

Outcome/Competency: Demonstration of sensitivity to issues of cultural and individual diversity in the practice of school psychology.

Assessment 1: University and field supervisors' evaluations of student ability to be sensitive to diversity issues in all areas of school psychology practice.

Goal 3: The SSP Program will produce graduates who have professional identities as school psychologists with commitment to ethical standards and best practices.

Objective 1: Graduates will demonstrate knowledge of school psychology history, professional roles, and the breadth of research and practice.

Outcome/Competency: Demonstration of specific knowledge related to the practice of school psychology

Assessment 1: Successful completion of graduate course work, including culminating case experiences for all field-based courses.

Assessment 2: University and field supervisors' evaluations of student ability to function as a school psychologist.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2 Graduates will demonstrate professional identities as school psychologists with encouragement to become members and participation in state and national organizations.

Outcome/Competency: Membership and participation in state and national organizations.

Assessment 1: Attendance at state and/or national conferences.

Assessment 2: Memberships in state and/or national professional associations.

Goal 4: The SSP Program will produce graduates who demonstrate knowledge and skills to assist individual, group, family, community, and system-level entities in the areas of educational process and progress, assessment for intervention, direct/indirect interventions, and program evaluation.

Objective 1: Graduates will demonstrate knowledge and conceptual understanding regarding services to a variety of consumers in the areas of education, assessment, intervention, and program evaluation.

Outcome/Competency: Demonstration of knowledge and conceptual understanding regarding the provision of comprehensive school psychology services.

Assessment 1: Successful completion of graduate course work, including culminating case experiences for all field-based courses.

Assessment 2: University and field supervisors' evaluations of student knowledge in providing comprehensive school psychology services.

Assessment 3: Praxis exam

Assessment 4: Portfolio of samples demonstrating competency to provide comprehensive school psychology services.

Objective 2: Graduates will practice their skills in school settings that are clearly committed to training, supervision, and providing a wide range of training and educational experiences that integrate students' education and training.

Competency/Outcome: Effective performance in school practica and internship.

Assessment 1: Graduate student evaluations of courses and field-based experience sites, including practica sites and Internship sites.

Assessment 2: University supervisors' evaluations of experiences provided by field-based sites.

Objective 3: Graduates will demonstrate ability to function as a school psychologist providing comprehensive services to students, school systems, families, and communities.

Outcome/Competency: Demonstration of ability to provide comprehensive school psychology services to students, school systems, families, and communities.

Assessment 1: University and field supervisors' evaluations of candidate ability to provide comprehensive school psychology services.

Assessment 2: Portfolio of samples demonstrating competency to provide comprehensive school psychology services with the ability to positively impact the outcomes for students, families, and the school systems in which they work.

Program of Studies

Data-Based Decision-Making and	PSYC 5398	Advanced Child Assessment
Accountability	PSYC 5394	Psychometrics
	PSYC 5395	Assessment of Intelligence and
		Achievement
	PSYC 5370*	Academic Assessment &
		Consultation
	PSYC 6396*	Practicum in School Psychology I
	PSYC 6397*	Practicum in School Psychology II
	PSYC 6394*	Practicum in Psychometrics
Consultation and Collaboration	PSYC 5338*	Consultation in School
Consultation and Conaboration	1510 3330	Psychology
	PSYC 5370*	Academic Assessmt &
	15103370	Consultation
	PSYC 6396*	Practicum in School Psychology I
	PSYC 6397*	Practicum in School Psychology II
	1516 657	Tractically in School 1 sychology 11
Effective Instruction and	PSYC 5381	Advanced Learning
Development of Cognitive/Academic	PSYC 5370*	Academic Assessmt &
Skills		Consultation
	PSYC 5339	Advanced School Psychology
		, 0,
Socialization and Development of Life	PSYC 5397	Advanced Developmental
Skills		Psychology
Student Diversity in Development	PSYC 5334	Psychotherapy II: Multicultural
and Learning		Psychology
		<u>or</u>
	COUN 5392	Cross Cultural Issues in
		Counseling
Sahaal and Systems Ouganization	EDAD 5222	Administration & Organization of
School and Systems Organization, Policy Development, and Climate	EDAD 5332	Administration & Organization of Schools
roncy Development, and Chimate	PSYC 5339	Advanced School Psychology
	1310 3339	Advanced School Esychology

^{*} Contains a field-based experiential component

		-
Prevention, Crisis Intervention, and Mental Health	PSYC 5330 PSYC 5334 PSYC 5339 PSYC 5361 PSYC 5397	Psychopathology Psychotherapy II: Child Therapy Advanced School Psychology Neuropsychopharmacology Advanced Developmental
	PSYC 6396* PSYC 6397*	Psychology Practicum I Practicum II
Home/School/Community Collaboration	PSYC 5338* PSYC 5339 PSYC 6397*	Consultation in School Psychology Advanced School Psychology Practicum in School Psychology II
Research and Program Evaluation	PSYC 5394 PSYC 5387 PSYC 5370* PSYC 5398	Psychometrics Advanced Statistics Academic Assessmt & Consultation Advanced Child Assessment
School Psychology Practice and Development	PSYC 5339 PSYC 6397*	Advanced School Psychology Practicum in School Psychology II
Information Technology	PSYC 5398 PSYC 5395 PSYC 5338* PSYC 5370* PSYC 6396* PSYC 6397* PSYC 6394*	Advanced Child Assessment Assessment of Intelligence and Achievement Consultation in School Psychology Academic Assessmt & Consultation Practicum I Practicum II Practicum in Psychometrics
FIELD EXP	ERIENCES/INT	ΓERNSHIP
Field Experiences	PSYC 5338 PSYC 5370 PSYC 6396 PSYC 6397 PSYC 6394	Consultation in School Psychology Academic Assessmt & Consultation Practicum in School Psychology I Practicum in School Psychology II Practicum in Psychometrics
Internship	PSYC 6371 A PSYC 6371 B	Internship - Part I Internship - Part II

^{*} Contains a field-experienced component

Comprehensive Exams

In lieu of a faculty-created qualifying comprehensive exam, school psychology students are required to pass the Praxis II exam approved by NASP. Students typically sit for the exam just prior to or during the internship year.

Practica & Internship

Altogether, field-based practical experience of at least 250 - 400 hours will be accrued. Practica are designed to provide practice and experience in the areas of the educational process, assessment, and direct and indirect intervention. Close university supervision is provided. Practica are generally conducted in rural and suburban school districts near SHSU so that university supervisors may accompany students to field sites as needed. PSYC 6394 is a psychometrics practicum, which allows students to focus specifically on completing full evaluations. Two interventions practica, PSYC 6396 and PSYC 6397, provide over 100 hours each of practice and experience.

The internship is the culminating experience for the school psychology candidate and requires at least 1200 clock-hours of practice and experience. A broad range of experiences are required that explore the various professional roles that school psychologists utilize as they apply assessment, intervention, behavior management, and consultation for children representing a range of ages, populations and needs. Close on-site supervision is provided. Internships are typically provided in large suburban school districts. Occasionally, internships are approved for out-of-state placements if the supervision and assignment requirements can be met.

Annual Report of Student Progress

Students are required to self-reflect on an annual basis and provide to the Program faculty a brief description of the educational activities during the past academic year. School Psychology faculty will consult with additional Department faculty and practica supervisors and convey to students a summary of their progress in the Program to date, including any areas or issues of which the Program faculty has concern.

Sample Three-Year Sequence for the Specialist in School Psychology

Year One

Fall Semester	Spring Semester
 PSYC 5339 Advanced School Psychology PSYC 5394 Psychometrics PSYC 5334 Psychotherapy II: Child Therapy PSYC 5338 Consultation in the Schools (Behavioral Consultation)	PSYC 5387 Advanced Statistics PSYC 5397 Advanced Developmental PSYC 5361 Neuropsychopharmacology PSYC 5370 Academic Assessment & Consultation
 Summer Semester PSYC 5330 Psychopathology PSYC 5381 Advanced Learning	
Year Two	
Fall Semester	Spring Semester
 PSYC 6391 Practicum I PSYC 5395 Assessment of Intelligence & Achievement Elective Elective (optional)	PSYC 6392 Practicum II PSYC 5398 Advanced Child Assessment PSYC 6394 Practicum in Psychometrics
Summer Semester	
 EDAD 5332 Administration & Organization of Public Schools PSYC 5334 Psychotherapy II: Multicultural Issues in Psychology	
in a sychology	
Year Three	
Fall Semester	Spring Semester
 PSYC 6371A Master's Internship in Psychology	PSYC 6371B Master's Internship in Psychology

GRADUATE SCHOOL PSYCHOLOGY COURSE DESCRIPTIONS

EDAD 5332 ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS. This introductory course deals with the basic activities of educational management, theories and concepts, organization, and governance of the public schools. It is the initial course in the program(s).

COUN 5392 CROSS CULTURAL ISSUES IN COUNSELING. This course will examine the sociocultural characteristics and counseling issues related to the varied cultures in today's society. Hispanic, African-American, Native American, and Asian American cultures will be examined along with issues related to gender and Gay/Lesbian concerns.

PSY 5330 PSYCHOPATHOLOGY. This course examines psychological disorders and involves review, critical evaluation, and integration of current scientific literature regarding diagnosis, phenomenology, and etiology. Issues in the application of the multiaxial diagnostic system in clinical practice are discussed.

PSY 5334 THEORY AND RESEARCH IN PSYCHOTHERAPY II. This course examines in detail selected advanced systems or techniques of psychotherapy, including child therapy, multicultural psychology, group therapy, or others. Content may vary from semester to semester.

PSY 5338 CONSULTATION IN SCHOOL PSYCHOLOGY. Various methods and techniques of consultation in schools are examined and applied. Best practices according to the National Association of School Psychologists provide the basis for the curriculum. The course has both didactic and field experience components.

PSY 5339 ADVANCED SCHOOL PSYCHOLOGY. This course is designed to acquaint the student with history, theory, delivery models and techniques underlying the practice of school psychology. Various historical and contemporary roles of the school psychologist are examined in addition to a thorough examination of all applicable federal and state laws. There is also a field experience aspect to the course.

PSY 5361 NEUROPSYCHOPHARMACOLOGY. This course examines the field of behavioral pharmacology: the systematic study of the effects of drugs on behavior and the way in which behavioral principles can help in understanding how drugs work. The focus is on the neurophysiological mechanisms of action of various psychoactive drugs and on the various neurotransmitter systems within the nervous system. Prerequisite: Consent of instructor.

PSY 5381 ADVANCED LEARNING THEORY. This course examines processes of learning through a critical discussion of current research and theory in the areas of classical conditioning, operant conditioning, and social and cognitive influences in learning.

PSY 5387 ADVANCED STATISTICS. This course is an advanced study of statistical methods that includes consideration of data screening, effect sizes, and simple effects tests. It also provides an introduction to multiple regression. Prerequisite: PSYC 3387 or equivalent.

PSY 5394 PSYCHOMETRICS. This course covers principles of psychometric theory and applications, including reliability, validity, and test construction. The course emphasizes tests and scales that measure personality and mental health. Limited practicum is required.

PSY 5395 ASSESSMENT OF INTELLIGENCE AND ACHIEVEMENT. The course provides supervised instruction and practice in the administration, scoring, reporting of results, and interpretation of the Wechsler Scales and other measures of intelligence, achievement, adaptive behavior, and personality to produce integrated reports. Prerequisites: PSY 594 or equivalent.

PSY 5397 ADVANCED DEVELOPMENTAL PSYCHOLOGY. The course provides an advanced study of growth and development processes throughout the life cycle. Theories and current research are examined.

PSY 5398 ADVANCED CHILD ASSESSMENT. Students will gain in-depth practical experience in the comprehensive assessment of infants, children, and adolescents. A variety of individual testing instruments will be reviewed, including those used to evaluate cognitive, social-emotional, behavioral and executive functioning. Alternative methods of assessment, such as transdisciplinary play-based assessment, dynamic assessment, and curriculum-based measurement, as well as techniques and instruments specifically designed for the evaluation of Autism and other disabled populations, will be emphasized. Prerequisite: PSYC 5394 and PSYC 5395 or equivalent.

PSY 6371 INTERNSHIP IN PSYCHOLOGY. This course is designed to be the culmination of the master's level training in applied psychology. Students will be required to demonstrate their ability to integrate and apply their knowledge.

PSY 6394 PRACTICUM IN PSYCHOMETRICS. This concluding practicum experience is designed to provide the graduate student with an opportunity to further develop and apply skills in administration, scoring, interpreting, and reporting of psychological tests. This practicum is to be taken near the end of a student's educational program, with supervised experience intended to prepare the student for the psychological assessment and diagnostic aspects of internship or initial employment. Prerequisite: PSYC 5394 and PSYC 5395 or equivalent, and a co-requisite of PSYC 5398 or PSYC 5396.

PSY 6396 PRACTICUM I. This course will provide students with the theoretical foundation necessary to successfully design and implement intervention programs to promote mental health wellness and resiliency. Students will gain direct field experience with the provision of

psychological counseling used to assist children. Ethical issues related to intervention and prevention services are explored in depth. Prerequisite: PSYC 5339.

PSY 6397 PRACTICUM II. As the culminating specialist-level, field-based experience. This course is designed to provide students with the opportunity to bring theory and practice together to continue developing those skills required in practice. Students are assigned to school-based practicum sites where they provide a variety of services (e.g., assessment, intervention) under the supervision of both field and university supervisors. Prerequisite: PSYC 6396.

GRADUATE FACULTY

Brian Allen, Psy.D., *Assistant Professor of Psychology*. B.A., Hillsdale College; M.S., Eastern Michigan University; Psy.D., Indiana University of Pennsylvania; Post-doctoral Fellowship, UCLA/Duke University. Licensed Psychologist.

Jeffrey S. Anastasi, Ph.D., *Assistant Professor of Psychology.* B.S., M.A., Ph.D., State University of New York, Bighamton.

Marcus T. Boccaccini, Ph.D., *Associate Professor of Psychology*. B.S., Santa Clara University; M.A., Ph.D., The University of Alabama, Tuscaloosa.

A. Jerry Bruce, Jr., Ph.D., *Professor of Psychology*. B.A., Anderson University; M.S., Ph.D., University of Georgia. Licensed Psychologist.

Mary A. Conroy, Ph.D., *Professor of Psychology*. B.A., Michigan State University; M.A., Colorado State University; Ph.D., University of Houston. Licensed Psychologist.

Rob Cramer, Ph.D., Assistant Professor of Psychology. B.A., Loyola College in Maryland; M.A., Ph.D., The University of Alabama, Tuscaloosa.

James Crosby, Ph.D., *Assistant Professor of Psychology*. B.S., M.S., Abilene Christian University; Ph.D., Oklahoma State University. Licensed Psychologist, Licensed Specialist in School Psychology, Nationally Certified School Psychologist.

Donna M. Desforges, Ph.D., *Professor of Psychology*. B.A. University of Houston; M.S., Ph.D., Texas Christian University.

Richard F. Eglsaer, Ph.D., *Professor of Psychology*. B.A., M.A., Saint Mary's University; Ph.D., The University of Texas. Licensed Psychologist, Licensed Specialist in School Psychology, Nationally Certified School Psychologist.

Marsha J. Harman, Ph.D., *Professor of Psychology*, B.A., University of Houston; M.Ed., Sam Houston State University; Ph.D., University of Houston. Teacher Certification, Licensed Psychologist, Licensed Specialist in School Psychology, National Registry of Providers of Psychology, Nationally Certified School Psychologist.

Craig Henderson, Ph.D., Associate Professor of Psychology, B.A., Howard Payne University; M.A., Hardin-Simmons University; Ph.D., University of North Texas. Licensed Psychologist.

Lisa Kan, Ph.D., *Assistant Professor of Psychology*, B.S., University of Houston; M.A., Sam Houston State University; Ph.D., Sam Houston State University.

Stanley T. Kordinak, Ph.D., *Professor of Psychology*. B.A., Iowa Wesleyan College; M.A., Drake University; Ph.D., Texas A&M University. Licensed Psychologist, National Registry of Providers of Psychology.

Gordon Lamb, Ph.D., *Assistant Professor of Psychology*. B.A., Missouri State University; Ph.D., Texas A & M University. Licensed Psychologist, Licensed Specialist in School Psychology, Nationally Certified School Psychologist.

Audrey K. Miller, Ph.D., *Assistant Professor of Psychology*. B.A., DePauw University; M.S., Ph.D., Ohio University; Postdoctoral Fellowship, University of Washington. Licensed Psychologist.

Rowland S. Miller, Ph.D., *Professor of Psychology.* B.A., Cornell University; M.A., Ph.D., University of Florida.

David Nelson, Ph.D., Associate Professor of Psychology, B.S., Brigham Young University; B.S., Arizona State University; Ph.D., University of Washington. Licensed Psychologist; Diplomate in Clinical Health Psychology, American Board of Professional Psychology.

Ramona M. Noland, Ph.D., *Associate Professor of Psychology*. B.A., Wheeling Jesuit University; Ph.D., The University of Tennessee, Knoxville. Licensed Psychologist, Licensed Specialist in School Psychology, Nationally Certified School Psychologist. Director, SSP Program.

Jorge G. Varela, Ph.D., *Assistant Professor of Psychology*. B.A., Florida International University; M.A., Ph.D., The University of Alabama, Tuscaloosa. Licensed Psychologist.

D. Christopher Wilson, Ph.D., *Professor of Psychology*. B.A., Florida Presbyterian College; M.A., Ph.D., Texas Christian University.

Licensure/Certification/Employment

Opportunities for employment as a Licensed Specialist in School Psychology are very positive at the present time. Graduates of the Sam Houston State University SSP Program typically obtain employment in a school setting immediately upon completion of their internship. In fact, every graduate who wishes to be employed as an LSSP is currently employed as such. Frequently, the internship site employs the graduate. Individuals wishing to relocate to another state should consult regulations for that region. SHSU's program is approved by the National Association of School Psychologists, which is a national accrediting association. Reciprocity between states, therefore, is likely since Nationally Certified School Psychologists are recognized in many states throughout the nation.

National Association of School Psychologists (NASP)

www.nasponline.org

4340 East West Highway, Suite 402

Bethesda, MD 20814 Phone: 307/657-0270

Texas State Board of Examiners of Psychologists (TSBEP)

www.tsbep.state.tx.us

333 Guadalupe Tower 2, Room 450 Austin, TX 78701 512/305-7700

Texas Association of School Psychologists (TASP)

www.txasp.org

TASP

P.O. Box 141023

Austin, TX 78714-1023

Phone: 1-888-414-8277 (Toll Free) Phone: 512-836-1001 (Austin Area)

CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM

The SHSU School Psychology Program is committed to providing an active continuing professional development program for practicing school psychologists. As such, the faculty is closely associated with the Trainers' Committee of the Texas Association of School Psychologists (TASP) and faculty members are encouraged to serve on the executive board. The annual conference and area meetings provide continuing education opportunities in the areas of assessment for intervention, educational process, and direct/indirect interventions. The faculty is also supportive of Texas Psychological Association (TPA), Southwest Psychological Association (SWPA), National Association of School Psychologists (NASP), and American Psychological Association (APA) and frequently present continuing education workshops or research papers at conferences. The State Board of Examiners of Psychologists (TSBEP) requires at least 12 clockhours of continuing education each year to renew the LSSP. The SHSU SSP Program sometimes hosts area/regional meetings. Practicing school psychologists, graduate students and other personnel from nearby school districts are invited.

Upcoming Opportunities

Texas Association of School Psychologists (TASP) Conference http://www.txasp.org

<u>2012</u>	<u>2013</u>	<u>2014</u>
October 4-6	October 10-12	October 9-11
Westin Galleria, Houston	Omni @ Colonnade,	Omni Madalay at
	San Antonio	Las Colinas

National Association of School Psychologists (NASP) Convention http://www.nasponline.org

<u>2013</u>	<u>2014</u>	<u>2015</u>
February 12-16	February 18-23	February 17-20
Washington Convention	Marriott/Omni,	Walt Disney World
Seattle, WA	Washington DC	Orlando, FL

American Psychological Association (APA) Convention http://www.apa.org

<u>2012</u>	<u>2013</u>	<u>2014</u>
August 2-5	July 31 – August 4	August 7-10
Orlando, FL	Honolulu, Hawaii	Washington, DC

Admission Requirements

Requirements for *Regular* graduate admission include:

- 18 hours of course work in undergraduate Psychology that includes courses in
 - o Research Methods
 - Statistics
- Minimum 3.0 undergraduate grade point average
- Graduate Record Examination (GRE) scores and grade point average meeting the College admissions formula
- three (3) letters of recommendation
- personal statement

Requirements for *Probationary* graduate admission include:

- Minimum 2.7 undergraduate grade point average
- Approval of the Department and College Admissions Committees

Advancement to Candidacy

❖ 18 hours of graduate study completed

Comprehensive Exam

Praxis II School Psychology Exam required for Nationally Certified School Psychologists

RESIDENCY REQUIREMENTS

A *maximum* of 15 credit hours of coursework completed outside of Sam Houston State University may be approved and accepted toward the SSP degree. All other coursework must be completed with SHSU.

REQUIREMENTS FOR RESPECIALIZATION IN SCHOOL PSYCHOLOGY

Students seeking re-specialization from other areas of psychology (e.g., clinical) must have a master's or doctorate degree in psychology. If accepted for respecialization, graduates of SHSU will be provided an action plan to help them address curricular and experiential deficiencies. Non-SHSU graduates must complete coursework to adequately assure SHSU Program faculty of skill competence. Students desiring an alternative planned experience must demonstrate to the Program faculty how such experiences are equivalent to those associated with the SHSU residency requirements. All respecialization students will be accepted during the regular admissions period based on available space within Program courses.

GRADUATE PROGRAM

The Program is only open to graduate students, and students are not permitted to substitute course credit in the SSP Program through courses, seminars, and other learning experiences not exclusively offered to graduate students. Similarly, no course credit for undergraduate study, remedial courses, or courses designed to remove deficiencies in meeting requirements for program admission may be used toward the Program. A minimum of 60 graduate hours in courses offered ordinarily to graduate students is required.

Part-Time Admissions Status

Students may be admitted as Non-Degree seeking and are allowed to complete up to 15 credit hours before being required to obtain admission into a Graduate Program. Admission into Graduate courses cannot always be guaranteed. Non-Degree status students must apply for full-time admission into the SSP Program during the regular admissions period and will be considered for admission as part of that year's applicant pool. All SSP Program students are admitted on a full-time enrollment basis only.

For more information and to submit application materials, contact:

Jeffrey S. Anastasi, Ph.D.
Coordinator of PSY Master's Programs
Campus Box 2447
Department of Psychology and Philosophy
Sam Houston State University
Huntsville, TX 77341-2447
Phone: (936) 294-1176

Phone: (936) 294-1176 e-mail: miller@shsu.edu

Application deadline for admission:

February 15th*

*PLEASE IDENTIFY YOURSELF AS A SCHOOL PSYCHOLOGY STUDENT

Students are expected to maintain an e-mail account through the completion of their Program.

Consultation Sequence

Overview

The sequence of courses focusing on the development of both behavioral and academic consultation skills, as well as data-based assessment of behavioral and academic difficulties, occur in the Fall and Spring semesters of candidates' first year in the Program. By placing these courses in the first year of training, Program faculty hope to emphasize their importance as *foundational* to the best practice of School Psychology. In addition to classroom lecture and discussion, candidates participate in field-based experiences similar to those obtained during Practica for counseling and assessment skill development. The result of the field-based experience is a completed consultation with a teacher coupled with a full consultation report. These experiences directly inform candidates' academic and behavioral consultation efforts during their year of Internship.

Consultation in School Psychology – PSYC 5338

The primary purpose of this course is to provide an overview of consultation theory, research, and practice in psychology and education. An emphasis will be placed on a school-based problem-solving model of consultation. The course is also designed to be broad in coverage and present the role consultation plays in assessment, prevention, intervention, and program evaluation. An applied practicum component that relates the academic aspects of the course to school psychology practice is required.

Academic Assessment and Consultation – PSYC 5370

The purpose of this course is to provide school psychology graduate candidates with the skills to assess academic skill-sets and functioning of school-age children and adolescents as well as their respective instructional environments. Candidates in this course will develop an increased understanding of the problem-identification and problem-analysis stages of consultation within an "academic difficulties" context. Further, emphases will be placed on curriculum-based assessment within a decision-making model, as well as linking empirically-validated interventions with assessment results. Applied learning activities will include: teacher interviews for academic difficulties, record reviews, curriculum-based assessment development and administration, and intervention planning.



Sam Houston State University PSYC 5338 – BEHAVIORAL CONSULTATION Course Evaluation

(Evaluation to be completed by the candidate)

Fall 20	Spring 20
	e this scale to indicate to what degree this course eveloped your knowledge/abilities in the areas listed
1 – Provide	ed insufficient development in this area.
	ed minimal development in this area.
	ed adequate development in this area.
	ed significant development in this area.
5 – Provide	ed exceptional development in this area.
Note: if an	area was not addressed, please circle ND (No Data).

Interpersonal and Collaborative Skills

Communicate effectively during problem-solving, instructional, conjoint, and/or mental health consultations	1 2 3 4 5 ND
Demonstrate strong interpersonal skills during the consultation process	1 2 3 4 5 ND
Apply problem-solving skills in addressing challenging situations	1 2 3 4 5 ND
Collaborate effectively with school personnel and families	1 2 3 4 5 ND
Seek, accept, and incorporate feedback within the context of a supervisory relationship	1 2 3 4 5 ND

Diversity Awareness and Sensitive Service Delivery

Identify what is needed for students of diverse backgrounds and/or abilities to succeed, including what instructional or other modifications are required		2	3	4	5	ND
Recognize subtle racial, class, gender, cultural, and other biases that may influence student outcomes	1	2	3	4	5	ND
Acquire knowledge of family, home, and community factors that influence learning and achievement in school	1	2	3	4	5	ND
Acquire knowledge of possible cultural issues that impact homeschool relationships	1	2	3	4	5	ND
Promote collaboration between parents and schools	1	2	3	4	5	ND
Technological Applications						
Use technology to function more effectively/ efficiently	1	2	3	4	5	ND
Skill in utilizing technology in an ethical/legal manner	1	2	3	4	5	ND
Demonstrate knowledge of technology resources and potential application in implementing/evaluating interventions within the context of the consultation process	1	2	3	4	5	ND
Skill in using technology for the monitoring of student progress (e.g., treatment plan development, graphing)	1	2	3	4	5	ND
Professional, Legal, Ethical, and Social Responsibility						
Demonstrate professionalism during all consultation- related activities (e.g., appropriate dress, punctuality, etc.)	1	2	3	4	5	ND
Demonstrate knowledge of accepted standards in assessment, consultation, and intervention	1	2	3	4	5	ND

Demonstrate knowledge of legal requirements as they apply to the provision of school psychological services in the consultation	
process	1 2 3 4 5 ND
Apply ethical standards in counseling and intervention practice	1 2 3 4 5 ND
Recognize my own competencies in training	1 2 3 4 5 ND
Seek, accept, and incorporate feedback to inform consultation-related activities	1 2 3 4 5 ND
Data-Based Decision Making	
Differentiate acceptable from inadequate research	1 2 3 4 5 ND
Translate research findings into service delivery	1 2 3 4 5 ND
Acquire knowledge of the overall process of effective data-based decision-making in problem solving	1 2 3 4 5 ND
Use relevant assessment methods	1 2 3 4 5 ND
Link assessment results with intervention services	1 2 3 4 5 ND
Identify evidence-based prevention and/or intervention strategies/programs	1 2 3 4 5 ND
Effectively develop a means of monitoring client progress (e.g., through treatment planning, charting, graphing)	1 2 3 4 5 ND
Monitor progress and modify interventions if a student is not making adequate progress	1 2 3 4 5 ND
Evaluate the outcome of intervention when compared with the initial goal	1 2 3 4 5 ND
Effectively develop a means of monitoring treatment integrity	1 2 3 4 5 ND
Promote adequate treatment integrity by using strategies such as modeling, role-play, and performance feedback	1 2 3 4 5 ND

Systems-Based Service Delivery

Acquire knowledge of the systems working to influence the student's performance	1	2	3	4 5	ND
Demonstrate skill in working effectively within the school setting	1	2	3	4 5	ND
Demonstrate skill in working effectively with the student's family	1	2	3	4 5	ND
Demonstrate skill in working effectively with the student's teacher	: 1	2	3	4 5	ND
Demonstrate skill in working effectively with school personnel	1	2	3	4 5	ND
Enhancing the Development of Wellness, Social Skills, Mental Health and Life Competencies					
Account for the potential influences of biological, social, and socioeconomic factors in children's development and learning when making consultation-related decisions	1	2	3	4 5	ND
Apply knowledge of the developmental process in behavioral, social, affective, and adaptive domains	1	2	3	4 5	ND
Acquire knowledge of varied consultation approaches used to develop and implement behavior change programs	1	2	3	4 5	ND
Demonstrate competence in at least one consultation approach used to develop and implement behavior change programs	1	2	3	4 5	ND
Demonstrate a positive impact on the student's levels of functioning over time (i.e., maintenance)	1	2	3	4 5	ND
Demonstrate a positive impact on the student's levels of functioning across settings (i.e., generalization)	1	2	3	4 5	ND
Demonstrate a positive impact on the teacher's/parent's use of consultation-related skills across settings or people (i.e., generalization)	1	2	3	4 5	ND

Demonstrate a positive impact on the family system (when applicable; e.g., conjoint behavioral consultation)	1 2 3 4 5 ND
Demonstrate a positive impact on the school as a system	1 2 3 4 5 ND
What are the strengths of the PSYC 5338 course?	
What are the weaknesses of the PSYC 5338 course?	
What are the strengths/weaknesses of the PSYC 5338 instructor	r?
Overall, how would you rate your experience in this profess	sional/practicum course?
1- Course is very poor . As a student, I do not feel adequately prepar	and for practice without much more than
 typical levels of ongoing training and close supervision. Course is below average. As a student, I feel less than adequately typical levels of ongoing training and close supervision. 	_
3- Course is average . As a student, I <i>feel adequately prepared</i> for pratraining and supervision for practice.	
4- Course is above average . As a student, I <i>feel more than adequately</i> typical ongoing training and supervision for practice.	
5- Course is excellent . As a student, I <i>feel much more than adequatel</i> typical ongoing training and supervision for practice.	y prepared for practice, and will need
Additional comments:	

Procedural Integrity Rubric

- Behavioral Consultation Case¹ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

	Procedural Integrity Tasks	Rating ²	Date
1.	Obtains Informed Consent and Assent		
2.	Conducts Problem Identification Interview with Teacher(s), identifying specific area(s) of concern		
3.	Conducts systematic structured behavioral observation(s)		
4.	Establishes adequate baseline in appropriate setting(s)		
5.	Identifies posited function(s) of behavior(s)		
6.	Conducts Problem Analysis Interview with Teacher(s)		
7.	Collaboratively selects an intervention(s) to address behavior(s)		
8.	Monitors intervention implementation for integrity, making any necessary changes or providing feedback		
9.	Conducts Plan Evaluation Interview with teacher(s), reviewing the process, graphed data (baseline and intervention), and treatment integrity		
10.	Provides recommendations to the teacher(s), including maintaining improvement, generalization, fading contingencies, and contacts for follow-up		
11.	Completes written report, providing an approved copy to parent(s)/teacher(s) along with verbal feedback.		
	TOTAL Procedural Integrity Score		
	Total Ratings of '0'		

Instructor Signature	Candidate Signature

¹ This PIR should be utilized for cases in PSYC 5338, Practicum Courses (6396/6397), and Internship (6371).

² Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).



Sam Houston State University PSYC 5370 – ACADEMIC CONSULTATION Course Evaluation

(Evaluation to be completed by the candidate)

Please indicate semester/year for which you are completing this evaluation:
Fall 20 Spring 20
Please use this scale to indicate to what degree this course further developed your knowledge/abilities in the areas listed below.
1 – Provided insufficient development in this area.
2 – Provided minimal development in this area.
3 – Provided adequate development in this area.
4 – Provided significant development in this area.
5 – Provided exceptional development in this area.
Note: if an area was not addressed, please circle ND (No Data).

This course further enhanced my ...

Interpersonal and Collaborative Skills

Communicate effectively during problem-solving, instructional, conjoint, and/or mental health consultations	1 2 3 4 5 ND
Demonstrate strong interpersonal skills during the assessment/consultation process	1 2 3 4 5 ND
Apply problem-solving skills in addressing challenging situations	1 2 3 4 5 ND
Collaborate effectively with school personnel and families	1 2 3 4 5 ND
Seek, accept, and incorporate feedback within the context of a supervisory relationship	1 2 3 4 5 ND

Diversity Awareness and Sensitive Service Delivery

Identify what is needed for students of diverse backgrounds and/or abilities to succeed, including what instructional or other modifications are required		2	3	4	5	ND
Recognize subtle racial, class, gender, cultural, and other biases that may influence student outcomes	1	2	3	4	5	ND
Acquire knowledge of family, home, and community factors that influence learning and achievement in school	1	2	3	4	5	ND
Acquire knowledge of possible cultural issues that impact homeschool relationships	1	2	3	4	5	ND
Promote collaboration between parents and schools	1	2	3	4	5	ND
Technological Applications						
Use technology to function more effectively/ efficiently	1	2	3	4	5	ND
Skill in utilizing technology in an ethical/legal manner	1	2	3	4	5	ND
Demonstrate knowledge of technology resources and potential application in implementing/evaluating interventions within the context of the consultation process	1	2	3	4	5	ND
Skill in using technology for the monitoring of student progress (e.g., treatment plan development, graphing)	1	2	3	4	5	ND
Professional, Legal, Ethical, and Social Responsibility						
Demonstrate professionalism during all consultation- related activities (e.g., appropriate dress, punctuality, etc.)	1	2	3	4	5	ND
Demonstrate knowledge of accepted standards in assessment, consultation, and intervention	1	2	3	4	5	ND

Demonstrate knowledge of legal requirements as they apply to the provision of school psychological services in the		2	2	1	_	ND
assessment/consultation process	1	2	3	4	3	ND
Apply ethical standards in assessment and intervention practice	1	2	3	4	5	ND
Recognize my own competencies in training	1	2	3	4	5	ND
Seek, accept, and incorporate feedback to inform assessment/consultation-related activities	1	2	3	4	5	ND
Data-Based Decision Making						
Differentiate acceptable from inadequate research	1	2	3	4	5	ND
Translate research findings into service delivery	1	2	3	4	5	ND
Acquire knowledge of the overall process of effective data-based decision-making in problem solving	1	2	3	4	5	ND
Use relevant assessment methods	1	2	3	4	5	ND
Link assessment results with intervention recommendations	1	2	3	4	5	ND
Identify evidence-based prevention and/or intervention strategies/programs	1	2	3	4	5	ND
Effectively conceptualize a means of monitoring client progress (e.g., through recommendations, treatment planning, charting, graphing)	1	2	3	4	5	ND
Systems-Based Service Delivery						
Acquire knowledge of the systems working to influence the student's performance	1	2	3	4	5	ND
Demonstrate skill in working effectively within the school setting	1	2	3	4	5	ND
Demonstrate skill in working effectively with the student's family	1	2	3	4	5	ND

Demonstrate skill in working effectively with the student's teacher	1	2	3	4	5	ND	
Demonstrate skill in working effectively with school personnel	1	2	3	4	5	ND	
Enhancing the Development of Wellness, Social Skills, Mental Health and Life Competencies							
Account for the potential influences of biological, social, and socioeconomic factors in children's development and learning when making consultation-related decisions	1	2	3	4	5	ND	
Apply knowledge of the developmental process in behavioral, social, affective, and adaptive domains	1	2	3	4	5	ND	
Acquire knowledge of varied consultation approaches used to develop and implement academic behavior-change programs	1	2	3	4	5	ND	
Demonstrate competence in academic assessment approaches used to develop and implement behavior change programs	1	2	3	4	5	ND	
What are the strengths of the PSYC 5370 course?							
What are the weaknesses of the PSYC 5370 course?							
What are the strengths/weaknesses of the PSYC 5370 instructor?							
What are the strengths of the PSYC 5370 course? What are the weaknesses of the PSYC 5370 course?	1	2	3	4	5	ND	

Overall, how would you rate your experience in this course?

1 2 3 4 5 No Data

- **1-** Course is **very poor**. As a student, I *do not feel adequately prepared* for practice without *much more* than typical levels of ongoing training and close supervision.
- **2-** Course is **below average**. As a student, I *feel less than adequately prepared* for practice without *more* than typical levels of ongoing training and close supervision.
- **3-** Course is **average**. As a student, I *feel adequately prepared* for practice, and will need typical ongoing training and supervision for practice.
- **4-** Course is **above average**. As a student, I *feel more than adequately prepared* for practice, and will need typical ongoing training and supervision for practice.
- **5-** Course is **excellent**. As a student, I *feel much more than adequately prepared* for practice, and will need typical ongoing training and supervision for practice.

Additional comments:			

Procedural Integrity Rubric
- PSYC 5370: Instructional Assessment Report -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating ³	Date
Obtains Informed Consent and Assent		
2. Conducts review of student record(s)		
3. Conducts Problem Identification Interview with Teacher(s), identifying specific area(s) of concern		
4. Conducts review of permanent products (supplied by teacher, parent)		
5. Conducts systematic structured behavioral observation(s) (minimum of two observations in setting of concern)		
6. Conducts student interview		
7. Specifically identifies academic skill deficit(s)		
8. Selects an empirically supported intervention(s) to address to deficit(s)		
9. Provides recommendations to the teacher(s), including implementation, generalization, maintenance, fading contingencies, and contacts for follow-up		
10. Completes written report, providing an approved copy to parent(s) along with verbal feedback.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

Instructor Signature	Candidate Signature
³ Ratings are assigned by the <i>course instructor</i> througho agreement with the rating(s).	ut the term. A signature from the candidate does not indicate

PRACTICA

Practicum in School Psychology I – PSYC 6396

This course is designed to provide candidates with an opportunity to develop interviewing skills, provide an introduction to psychotherapy, and bring together theory and practice as a developing school psychologist. It is assumed that the candidate has had little to no experience in this domain. Ethical issues involved in clinical practice are thoroughly explored.

The approach taken in the course includes lectures, group discussions, demonstrations, role plays, mock interviews and counseling sessions, observation, audio/video recordings and reviews, individual and group supervision, volunteer placements, logs and journals, creative work products, other written assignments, and research presentations.

100 clock-hours are required, with the following approximate breakdown:

41 class 13 individual supervision

10 face-to-face adult role-play 36 applied hours (at school site)

Clock-hour logs are required. Initial counseling sessions with adult volunteers are videotaped for use during supervision, and sessions with students are audiotaped to facilitate supervision.

Practicum in School Psychology II – PSYC 6397

This course is designed to be the culminating practicum experience in interventions for SHSU school psychology candidates. Candidates will gain applied experience (i.e., an average of 8 hours per week over the semester; total of at least 125 practicum hours) within a school district placement. The instructor for this course will serve as the university supervisor, while one or more practitioners will serve as on-site supervisors.

The approach taken in the course includes lectures, group discussions, demonstrations, role plays, observation, audio/video recordings and reviews, individual and group supervision, and logs. Candidates will also gain experience in presenting didactic materials to their peers on a given area of child/adolescent pathology.

125 applied clock-hours are required, with additional hours as follows:

41 class

13 field supervision

Clock-hour logs are required. Field supervision provided by on-site supervisor; University group supervision provided in class.

<u>Practica are aligned with the Rules of the Texas State Board of Examiners of Psychologists and the Ethical Guidelines of the American Psychological Association and the National Association of School Psychologists.</u>



Sam Houston State University PSYC 6396 – PRACTICUM I Course Evaluation

(Evaluation to be completed by the candidate)

Please indicate semester/year for which you are completing this evaluation:
Fall 20 Spring 20
Please use this scale to indicate to what degree this course further developed your knowledge/abilities in the areas listed below.
1 – Provided insufficient development in this area.
2 – Provided minimal development in this area.
3 – Provided adequate development in this area.
4 – Provided significant development in this area.
5 – Provided exceptional development in this area.
Note: if an area was not addressed, please circle ND (No Data).

This course further enhanced my...

Interpersonal and Collaborative Skills

knowledge of family, home, and community factors that influence provision of counseling services		2	3	4	5	ND	
Knowledge of methods effective in promoting collaboration between community organizations and clients	1	2	3	4	5	ND	
Ability/confidence in providing effective counseling services	1	2	3	4	5	ND	
Ability/confidence in participating in a supervisory relationship	1	2	3	4	5	ND	

Diversity Awareness and Sensitive Service Delivery

Knowledge of the potential influences of cultural, ethnic, experiential, gender-related and linguistic factors as they apply to counseling and intervention	1 2 3 4 5 ND
Ability to identify what is needed for students of diverse backgrounds to succeed	1 2 3 4 5 ND
Recognition of subtle racial, class, gender, cultural, and other biases that may influence student outcomes	1 2 3 4 5 ND
Knowledge of possible cultural issues that impact family-community relationships	1 2 3 4 5 ND
Technological Applications	
Skill in utilizing technology to function more effectively/ efficiently	1 2 3 4 5 ND
Skill in utilizing technology in an ethical/legal manner	1 2 3 4 5 ND
Knowledge of technology resources and potential application in implementing/evaluating counseling interventions	1 2 3 4 5 ND
Skill in using technology for the monitoring of student progress (e.g., treatment plan development, graphing)	1 2 3 4 5 ND
Professional, Legal, Ethical, and Social Responsibility	
Knowledge of accepted standards in intervention and counseling	1 2 3 4 5 ND
Knowledge of legal requirements as they apply to provision of counseling	1 2 3 4 5 ND
Recognition of own strengths/weaknesses in training	1 2 3 4 5 ND
Ability to apply ethical standards in counseling and intervention practice	1 2 3 4 5 ND

Ability to apply legal concepts in counseling and intervention practice	1	2	3	4	5	ND
Ability to incorporate supervisor feedback into counseling and intervention practice	1	2	3	4	5	ND
Data-Based Decision Making and Accountability						
Skill in using information gathered about a client to inform intervention implementation Ability to effectively develop a means of monitoring client	1	2	3	4	5	ND
progress (e.g., through treatment planning, charting, graphing)	1	2	3	4	5	ND
Ability to differentiate acceptable from inadequate research	1	2	3	4	5	ND
Ability to translate research findings into service delivery	1	2	3	4	5	ND
Systems-Based Service Delivery						
Knowledge of the systems working to influence the student's performance					_	
performance	1	2	3	4	5	ND
Skill in working effectively within the school setting						ND ND
	1	2	3	4	5	
Skill in working effectively within the school setting	1	2	3	4	5	ND
Skill in working effectively within the school setting Skill in working effectively with the student's family	1 1 1	2 2 2	3 3	4 4	555	ND ND
Skill in working effectively within the school setting Skill in working effectively with the student's family Skill in working effectively with the student's teacher	1 1 1	2 2 2	3 3	4 4	555	ND ND ND
Skill in working effectively within the school setting Skill in working effectively with the student's family Skill in working effectively with the student's teacher Skill in working effectively with the school's counselor Enhancing the Development of Wellness, Social Skills, Mental	1 1 1	2 2 2 2	3 3 3	4 4 4	5555	ND ND ND

Knowledge and skill in the use of ecological and behavioral approaches to develop and implement behavior change programs	1	2	3	4	5	ND	
Knowledge of effective prevention strategies	1	2	3	4	5	ND	
Knowledge of effective crisis intervention strategies	1	2	3	4	5	ND	
Ability/confidence in collaborating with school personnel, parents, and community in the aftermath of a crisis		2	3	4	5	ND	
Ability to demonstrate a positive impact on the student's levels of functioning Ability to demonstrate a positive impact on the family system Ability to demonstrate a positive impact on the school as a system	1	2	3	4	5	ND ND ND	
What are the strengths of the PSYC 6396 course?							
What are the weaknesses of the PSYC 6396 course?							
What are the strengths/weaknesses of the PSYC 6396 instructor?							

Overall, how would you rate your experience in this professional/practicum course?

1 2 3 4 5 No Data

- **1-** Course is **very poor**. As a student, I *do not feel adequately prepared* for practice without *much more* than typical levels of ongoing training and close supervision.
- **2-** Course is **below average**. As a student, I *feel less than adequately prepared* for practice without *more* than typical levels of ongoing training and close supervision.
- **3-** Course is **average**. As a student, I *feel adequately prepared* for practice, and will need typical ongoing training and supervision for practice.
- **4-** Course is **above average**. As a student, I *feel more than adequately prepared* for practice, and will need typical ongoing training and supervision for practice.
- **5-** Course is **excellent**. As a student, I *feel much more than adequately prepared* for practice, and will need typical ongoing training and supervision for practice.

Additional comments:		

Procedural Integrity Rubric

- Counseling Case⁴ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating ⁵	Date
 Obtains Informed Consent and Assent (in the case of a group, this is done for each member). 		
2. Conducts intake interview with the individual client or with each individual member of a group.		
3. Explains confidentiality and its limitations prior to beginning any intervention work.		
4. Identifies deficits in functioning to be addressed.		
5. Develops an appropriate Treatment Plan.		
6. Establishes adequate therapeutic baseline.		
7. Selects an evidence-based intervention(s) to address difficulties in functioning.		
8. Performs ongoing data collection during the intervention implementation.		
9. Follows Treatment Plan, making adjustments as necessary based on ongoing data collection.		
10. Provides appropriate support to transition the client(s) from services, and gives appropriate community and/or school contacts for follow-up		
11. Provides IEP goal progress reports, when appropriate, or provides an approved written report of progress to parent(s) along with verbal feedback.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

Instructor Signature	Candidate Signature

⁴ This PIR should be utilized for cases in Practicum Courses (6396/6397) and Internship (6371).

⁵ Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).



School Psychology Practicum II Competency Evaluation Sam Houston State University

(To be completed by the Site Supervisor)

Practicum Student:		
Practicum Site:		
Site Supervisor:		
Date:		

Instructions: Please rate the practicum student's competence level based on actual observation and/or evaluation of reports written by the student and on information received from other school staff, families, students, etc. Each student should be rated independently by circling the number that best exemplifies the practicum student's competencies. It is not expected that all students will have had the opportunity to engage in all of the listed activities. If the student has not yet had the opportunity to demonstrate certain competencies during the practicum experience, please mark the last column.

Data-Based Decision-Making and Accountability: NASP Domain 1

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of various assessment models and methods				
	1	2	3	N/A
2. Appropriately uses data gathered to identify strengths and needs of students	1	2	3	N/A
3. Appropriately measures students' progress and accomplishments				
	1	2	3	N/A
4. Systematically collects data	1	2	3	N/A
5. Empirically-based decisions are made about the delivery of services	1	2	3	N/A
6. Outcome of services are evaluated based on data gathered				
	1 1	2	3	N/A

Consultation and Collaboration: NASP Domain 2

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of various consultation and collaboration models and methods	1	2	3	N/A
Appropriately applies various models and methods of consultation and collaboration	1	2	3	N/A
3. Understands students' presenting problems	1	2	3	N/A
4. Implements appropriate interventions to achieve student goals	1	2	3	N/A
5. Evaluates the effectiveness of the interventions implemented	1	2	3	N/A

Comments:

Effective Instruction and Development of Cognitive/Academic Skills: NASP Domain 3

	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
			Supervision	
			Needed)	
1. Knowledgeable of various influences on				
development and learning.				
	1	2	3	N/A
2. Knowledgeable of human learning processes				
and the techniques to assess them				
-	1	2	3	N/A
3. Appropriately develops cognitive and				
academic goals for students				
	1	2	3	N/A

4. Utilizes both instructional interventions and				
consultation	1	2	2	N/A
	1	2	3	IN/A

Comments:

Socialization and Development of Life Skills: NASP Domain 4

Socialization and Development of Life Skins. NASF Domain 4						
	Improvement	Competent	Professionally	No		
	Needed	(Supervision	Competent	Opportunity		
		Needed)	(No	to Observe		
			Supervision			
			Needed)			
1. Knowledgeable of human developmental						
processes and the techniques to assess them						
	1	2	3	N/A		
2. Appropriately develops behavioral, affective,	1			14/11		
adaptive, and social skills goals for students						
	1	2	3	N/A		

Comments:

Student Diversity in Development and Learning: NASP Domain 5

Student Biversity in Bevelopment and Bet	. 1 11 15 1	2 omani c		
	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
			Supervision	
			Needed)	
			ŕ	
Knowledgeable of individual differences, abilities, and disabilities				
aumities, and disaumities	1	2	3	N/A
2. Sensitive to students of diversity				
	1	2	3	N/A
3. Demonstrates skills needed to work with students of diversity				
•	1	2	3	N/A
4. Implements strategies based on the student's				
individual characteristics, strengths, and				
needs				
	1	2	3	N/A

School and Systems Organization, Policy Development, and Climate: NASP Domain 6

	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
			Supervision	
			Needed)	
1. Collaborates effectively with school				
personnel				
1	1	2	3	N/A
2. Interacts effectively with the school				
administration				
	1	2	3	N/A
3. Knowledgeable of general education, special				
education, and other educational and related				
services				
	1	2.	3	N/A
ATT	1		3	IN/A
4. Understands the school setting as a system				
	1	2	3	N/A

Comments:

Prevention, Crisis Intervention, and Mental Health: NASP Domain 7

	Improvement	Competent	Professionally	No
	Needed	(Supervision Needed)	Competent (No Supervision Needed)	Opportunity to Observe
Knowledgeable about current theory and research of human development, psychopathology, and other influences on human behavior				
	1	2	3	N/A
2. Utilizes consultation, behavioral assessment, and counseling interventions				
	1	2	3	N/A

Home/School Community Collaboration: NASP Domain 8

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
1. Knowledgeable of family systems	1	2	3	N/A
Knowledgeable of family influences on student's development, learning, and behavior				
	1	2	3	N/A
3. Promotes and provides comprehensive services to students and families	1	2	3	N/A

Comments:

Research and Program Evaluation: NASP Domain 9

Research and Program Evaluation: NASP Domain 9					
	Improvement	Competent	Professionally	No	
	Needed	(Supervision Needed)	Competent (No Supervision Needed)	Opportunity to Observe	
Knowledgeable of statistics as applied to the work of a school psychologist	1	2	3	N/A	
2 1/ 1 . 1 1	1		3	IV/A	
2. Knowledgeable of research	1	2	2	N/A	
	I		3	1 N /A	

School Psychology Practice and Development: NASP Domain 10

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of the history and foundations of school psychology				
	1	2	3	N/A
2. Knowledgeable of various services methods and models	1	2	3	N/A
3. Knowledgeable of ethical standards				
	1	2	3	N/A
4. Practices school psychology according to standards and ethical guidelines	1	2	3	N/A
5. Knowledgeable of applicable state and federal laws governing the practice of psychology in the schools		_		1,412
	1	2	3	N/A

Comments:

Information Technology: NASP Domain 11

Through Technology. This Bomain I				
	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
		riceded)	`	10 0030110
			Supervision	
			Needed)	
1. Knowledgeable of information sources and				
technology relevant to work as a school				
psychologist				
	1	2	3	N/A
2. Uses technology in ways that safeguard or				
enhance quality of services				
chilance quanty of services				
	1	2	3	N/A

Strengths of practicum student:	
Weaknesses of practicum student:	
Suggestions to university training program:	
Site Supervisor	——————————————————————————————————————
Site Supervisor	Dute
Practicum Student*	Date
University Supervisor	Date
*The practicum student's signature only indicates that this evaluation was discussed with him or her; it does student agrees with the report in part or in whole.	es not indicate that the practicum

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Revised February 2012

Specialist in School Psychology Program



School Psychology Practicum II Competency Evaluation Sam Houston State University

(To be completed by the Practicum Student)

Practicum Student:			
Practicum Site:			
Site Supervisor:			
Date:			

Instructions: Please rate your Practicum site's level of instructional and professional support based on your experiences and observations, and/or information received from other school staff, families, students, etc. Rate items independently, circling the number that best exemplifies the site's competencies. It is not expected that you will have had the opportunity to engage in all of the listed activities. If you have not yet had the opportunity to engage in certain activities during the practicum experience, please mark the last column.

Data-Based Decision-Making and Accountability: NASP Domain 1

	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
Knowledgeable of various assessment models and methods				
	1	2	3	N/A
2. Appropriately uses data gathered to identify strengths and needs of students	1	2	3	N/A
3. Appropriately measures students' progress and accomplishments				
	1	2	3	N/A
4. Systematically collects data	1	2	3	N/A
5. Empirically-based decisions are made about the delivery of services	1	2	3	N/A
6. Outcome of services are evaluated based on data gathered				
	1	2	3	N/A

Consultation and Collaboration: NASP Domain 2

	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
Knowledgeable of various consultation and collaboration models and methods	1	2	3	N/A
2. Appropriately applies various models and methods of consultation and collaboration	1	2	3	N/A
3. Understands students' presenting problems	1	2	3	N/A
4. Implements appropriate interventions to achieve student goals	1	2	3	N/A
5. Evaluates the effectiveness of the interventions implemented	1	2	3	N/A

Comments:

Effective Instruction and Development of Cognitive/Academic Skills: NASP Domain 3

Effective instruction and Development of Cognitive/Academic Skins: NASP Domain 5				
Improvement	Adequate	Outstanding	No	
Needed	(Typical for	(Better than	Opportunity	
	most school	most school	to Observe	
	districts)	districts)		
1	2	3	N/A	
1	2	3	N/A	
1	2	3	N/A	
1	2	3	N/A	
	Improvement	Improvement Needed (Typical for most school districts) 1 2	Improvement Needed (Typical for most school districts) 1	

Socialization and Development of Life Skills: NASP Domain 4

	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
Knowledgeable of human developmental processes and the techniques to assess them				
	1	2	3	N/A
2. Appropriately develops behavioral, affective, adaptive, and social skills goals for students				
	1	2	3	N/A

Comments:

Student Diversity in Development and Learning: NASP Domain 5

Student Biversity in Beveropinent und Bed			1	
	Improvement	Adequate	Outstanding	No
	Needed	(Typical for	(Better than	Opportunity
		most school	most school	to Observe
		districts)	districts)	
		districts)	districts)	
1 Vacadadasabla of indicidual differences				
1. Knowledgeable of individual differences,				
abilities, and disabilities			2	37/4
	1	2	3	N/A
2. Sensitive to students of diversity				
·	1	2	3	N/A
3. Demonstrates skills needed to work with				
students of diversity				
students of diversity	1	2	3	NT/A
	1	2	3	N/A
4. Implements strategies based on the student's				
individual characteristics, strengths, and				
needs				
needs	1		2	NT/A
	1	2	3	N/A

School and Systems Organization, Policy Development, and Climate: NASP Domain 6

	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
1. Collaborates effectively with school personnel				
	1	2	3	N/A
2. Interacts effectively with the school administration				
	1	2	3	N/A
Knowledgeable of general education, special education, and other educational and related services				
	1	2	3	N/A
4. Understands the school setting as a system				
	1	2	3	N/A

Comments:

Prevention, Crisis Intervention, and Mental Health: NASP Domain 7

	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
Knowledgeable about current theory and research of human development, psychopathology, and other influences on human behavior				
	1	2	3	N/A
2. Utilizes consultation, behavioral assessment, and counseling interventions				
	1	2	3	N/A

Home/School Community Collaboration: NASP Domain 8

	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
1. Knowledgeable of family systems	1	2	3	N/A
2. Knowledgeable of family influences on student's development, learning, and behavior				
	1	2	3	N/A
3. Promotes and provides comprehensive services to students and families	1	2	3	N/A

Comments:

Research and Program Evaluation: NASP Domain 9

Research and Flogram Evaluation. 1973 Domain						
	Improvement	Adequate	Outstanding	No		
	Needed	(Typical for most school districts)	(Better than most school districts)	Opportunity to Observe		
Knowledgeable of statistics as applied to the work of a school psychologist						
	1	2	3	N/A		
2. Knowledgeable of research						
_	1	2	3	N/A		

School Psychology Practice and Development: NASP Domain 10

Seriou I sy enorogy I I weeke with a Seriou plan	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
Knowledgeable of the history and foundations of school psychology				
	1	2	3	N/A
2. Knowledgeable of various services methods and models				
	1	2	3	N/A
3. Knowledgeable of ethical standards				
	1	2	3	N/A
4. Practices school psychology according to standards and ethical guidelines				
	1	2	3	N/A
5. Knowledgeable of applicable state and federal laws governing the practice of psychology in the schools				
	1	2	3	N/A

Comments:

Information Technology: NASP Domain 11

Sv	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
Knowledgeable of information sources and technology relevant to work as a school psychologist	1	2.	3	N/A
Uses technology in ways that safeguard or enhance quality of services	-	-		1 // 1
	1	2	3	N/A

Comments:

Strengths of practicum site:	
Weaknesses of practicum site:	
Suggestions to university training program:	
Site Supervisor*	Date
Practicum Student	Date
University Supervisor	 Date
*The site supervisor's signature only indicates that this evaluation was discussed with him or her; it does no	
agrees with the report in part or in whole.	

Assessment

Assessment of Intelligence and Achievement - PSYC 5395

The **PSY 5395: Assessment of Intelligence and Achievement** course is designed to acquaint candidates with the theory, problems, ethical standards, and techniques of administering individual tests of intelligence and achievement. Specifically, each candidate will learn to administer, score, and interpret the following instruments:

- Wechsler Adult Intelligence Scale Fourth Edition (WAIS-IV)
- Wechsler Intelligence Scale for Children Fourth Edition (WISC-IV)
- Woodcock-Johnson Tests of Cognitive Abilities, 3rd Ed. (WJ-COG-NU)
- Woodcock-Johnson Tests of Achievement Third Edition (WJ-ACH-NU)
- Wechsler Individual Achievement Test, 3rd Edition (WIAT-III) <u>OR</u> Kaufman Test of Educational Achievement, 2nd Edition (KTEA-II)

Additionally, students will practice comprehensive case conceptualization, including cross-battery assessment, and integrated assessment report writing.

Approximately 50 practical clock-hours are accrued.

Advanced Child Assessment – PSYC 5398

The **Advanced Child Assessment** course is designed to provide candidates with in-depth, practical experience in the comprehensive assessment of infants, children, and adolescents. A variety of individual testing instruments will be reviewed, including those used to evaluate cognitive, social-emotional, behavioral and executive functioning. Alternative methods of assessment such as transdisciplinary play-based assessment (TPBA) and dynamic assessment, as well as techniques and instruments specifically designed for the evaluation of Autism and other disabled populations, will be emphasized. Candidates will also increase their knowledge of assessment of special populations and tests designed for this purpose such as the Bayley III, Battelle Developmental Inventory (BDI-II), the Autism Diagnostic Observation Schedule (ADOS) and the Autism Diagnostic Inventory – Revised (ADI-R). Heavy emphasis will be placed on practical application of skills, including review of case examples, presentation of practice cases, and small group work.

Approximately 50 practical clock-hours are accrued.

Practicum in Psychometrics - PSY 694

The **Practicum in Psychometrics** course is designed to provide candidates with opportunities to further develop and apply skills in the administration, scoring, interpretation, and the reporting of psychological tests with clients. Candidates can expect to experience a variety of instructional methods, including lecture during the initial month, cooperative learning (group work), and applied work occurring primarily in the form of supervision. Emphasis will be placed on case conceptualization, assessment for intervention, and improving integrated report writing skills. Candidates will gain supervised experience working within their school-based practicum site or at the on-campus Psychological Services Center (PSC).

One complete assessment case, from conceptualization to feedback session, must be completed over the course of the semester. Additionally, portions of other evaluation cases may be completed at the discretion of the field supervisor. Approximately 125 practical clock-hours are accrued, with the following approximate breakdown:

41 class (instruction and/or supervision)
85 direct client contact and case preparation hours

Detailed client contact logs are maintained for all clients.

ALL sessions with clients are videotaped for use during supervision (PSC only).

A culminating case presentation is conducted at the conclusion of the semester.



Sam Houston State University PSYC 6394 – PRACTICUM IN PSYCHOMETRICS Course Evaluation

(Evaluation to be completed by the candidate)

Please indicate semester/year for which you are completing this evaluation:					
Fall 20 Spring 20					
Please use this scale to indicate to what degree this course further developed your knowledge/abilities in the areas listed below.					
 Provided insufficient development in this area. Provided minimal development in this area. Provided adequate development in this area. Provided significant development in this area. Provided exceptional development in this area. Provided exceptional development in this area. 					

This course further enhanced my ...

Interpersonal and Collaborative Skills

Knowledge of family, home, school/work and community factors that influence provision of assessment services	1 2 3 4 5 ND
Ability/confidence in providing effective assessment services	1 2 3 4 5 ND
Ability/confidence in participating in a supervisory relationship	1 2 3 4 5 ND
Knowledge of available supports and services related to making effective recommendations for clients	1 2 3 4 5 ND

Diversity Awareness and Sensitive Service Delivery

1	2	3	4	5	ND
1	2	3	4	5	ND
1	2	3	4	5	ND
1	2	3	4	5	ND
1	2	3	4	5	ND
1	2	3	4	5	ND
1	2	3	4	5	ND
1	2	3	4	5	ND
1	2	3	4	5	ND
1	2	3	4	5	ND
1	2	3	4	5	ND
	1 1 1 1 1	1 2 1 2 1 2 1 2 1 2 1 2 1 2	1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

Ability to incorporate supervisor feedback into testing and assessment practice	1	2	3	4	5	ND
Data-Based Decision-Making and Accountability						
Knowledge of the overall process of effective data-based decision-making in problem solving	1	2	3	4	5	ND
Knowledge of the various methods used by school psychologists in gathering data		2	3	4	5	ND
Ability/confidence in utilizing specific assessment methods	1	2	3	4	5	ND
Ability to accept accountability for the impact of professional decisions	1	2	3	4	5	ND
Ability/confidence in linking assessment results with diagnostic decisions	1	2	3	4	5	ND
Ability/confidence in linking assessment results with intervention services through recommendations	1	2	3	4	5	ND
Ability to differentiate acceptable from inadequate research	1	2	3	4	5	ND
Ability to translate research findings into service delivery	1	2	3	4	5	ND
Systems-Based Service Delivery						
Knowledge of the systems working to influence the client's performance	1	2	3	4	5	ND
Skill in working effectively within the clinic or other evaluation setting	1	2	3	4	5	ND
Skill in working effectively with the student's family	1	2	3	4	5	ND

Skill in working effectively with outside agencies

1 2 3 4 5 ND

Enhancing the Development of Cognitive and Academic Skills

Ability to link assessment information to the development of instructional strategies	1	2	3	4	5	ND	
Application of theoretical foundations to the development of effective instructional recommendations	1	2	3	4	5	ND	
Knowledge of current research and advances in curriculum and instruction	1	2	3	4	5	ND	
Application of current research knowledge to the development of effective instructional recommendations Enhancing the Development of Wellness, Social Skills, Mental Health and Life Competencies	1	2	3	4	5	ND	
Knowledge of the potential influences of biological, social, and socioeconomic factors in children's development and learning	1	2	3	4	5	ND	
Knowledge of the developmental process in behavioral, social, affective, and adaptive domains	1	2	3	4	5	ND	
Ability/confidence in collaborating with school personnel, parents, and community as it relates to providing a multi-faced evaluation		2	3	4	5	ND	
Ability to demonstrate a positive impact on the student's levels of functioning							
Ability to demonstrate a positive impact on the family system						ND ND	
Ability to demonstrate a positive impact on the school as a system	1	2	3	4	5	ND	
What are the strengths of the PSYC 6394 course?							

What a	are the wo	eakne	esses o	of the I	PSYC	C 6394	- cou	rse?									
				1		ul D			4		0						
——————————————————————————————————————	are the str	rengtr	1s/we <i>a</i>	akness	es of	the P		6394		uctor	·? 						
Overa	ll, how w	vould 1	you r	rate yo		xperio		in th Dat	_	ofessi	ional	/pra	ıctic	um	cours	se?	
3- 4-	Course is typical let Course is training a Course is typical on Course is typical on typ	vels of below vels of avera nd sup above ngoing excell	ongoir average. As ervision average training	ng train: ge. As a ng train: a stude: n for pr ge. As a g and si s a stude:	ing an a stude ing an nt, I fe cactice a stude upervi	d close ent, I feed close eel adeque. ent, I feed sign for feel much feel m	super el less super quately el mon r pract	vision than vision y prep re than tice.	n. adequa n. pared fo	ately por prac	orepar ctice, a	red for and warred f	or pravill ne	eed ty	withouypical of	ut <i>mor</i> ongoin will ne	e than ng eed
Additi	onal con	nmen	its:														

Procedural Integrity Rubric - Assessment Case⁶ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level above expectations.

Procedural Integrity Tasks	Rating ⁷	Date
Obtains informed consent and assent.		
Indicates explanation of confidentiality and its limitations prior to beginning any		
assessment work.		
Conducts a record review.		
Selects assessment procedures to address the referral question.		
Conducts a clinical interview of parent(s).		
Conducts a clinical interview of teacher(s) and other school personnel.		
Conducts a clinical interview of student.		
Conducts behavioral observations of the student.		
Assesses cognitive functioning using formal measures.		
Assesses academic functioning using formal measures.		
Assesses social/emotional/behavioral functioning using at least one broad rating scale (BASC-2, CBRS, ASEBA, etc.)		
Uses targeted brief rating scales specific to the referral question or in follow-up to the results obtained on the broad measure (e.g., RCMAS-2, CDI-2, ASDS)		
Provides interpretation of cognitive measure results.		
Provides interpretation of academic achievement measure results.		
Provides interpretation of social/emotional/behavioral measures' results.		
Provides an integrated interpretation of the assessment data gathered.		
Provides diagnostic determinations for TEA criteria and DSM-IV criteria, as appropriate.		
Provides recommendations that are supported by the data obtained.		
Report is completed within the designated timeline.		
Results and recommendations are reviewed with the parent(s), or appropriate attempts		
are made to review results, prior to the ARD meeting.		
Results and recommendations are presented in the ARD Meeting.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

	Total Ratings of '0'
Instructor Signature	Candidate Signature
	in Psychometrics course (6394) and Internship (6371). out the term. A signature from the candidate does not indicate

Additional Evaluation Documents

ANNUAL REPORT OF STUDENT PROGRESS School Psychology Program Sam Houston State University

Student:
Year in Program:
Date:
Please provide the following information in a brief description of your educational activities during the past academic year.
<u>COURSES COMPLETED</u> : List all courses you have taken and provide course grades. Describe significant learning experiences and/or include unique personal products resulting from courses.
<u>PROFESSIONAL ACTIVITIES</u> : List any significant educational activities in which you participated.
OTHER WORK COMMUNITY ACTIVITIES: List any significant experiences you have had working within the community, at a place of employment, etc.
<u>CONFERENCES and/or WORKSHOPS ATTENDED</u> : List all local, state, and national meetings you have attended and specify the title and presenter of any workshops/presentations you attended.
<u>PRESENTATIONS</u> : Reference the topic, occasion, and date of any presentations you made at professional meetings. Also, include any teacher/parent in-services you have provided here.
<u>PUBLICATIONS</u> : List the journal and citation of any publications that were accepted or published during the past year.
GOALS FOR NEXT 12 MONTHS:
Student Signature:

Sam Houston State University

Technology Competencies in the Best Practice of School Psychology

Computers and Technology are an important part of today's society and its school systems. School psychologists must be competent in different aspects of technology in order to work within this system and perform to the best of their ability. The faculty at Sam Houston State University has incorporated the use of different technologies in to their curriculum and encourages its use and mastery. Due to the learning curve required for many of these technologies, students will find that many tasks will be applied several times throughout the program. When the curriculum based assignments are insufficient practice for a student to obtain mastery, the student is expected to work independently and to seek assistance until such mastery is achieved. Mastery of technology is viewed by NASP as a fundamental part of training for School Psychologists.

Attached is a self-assessment measure that each student is required to maintain and update throughout their coursework. Students are expected to master all skills prior to beginning internship. Application of these skills will be an important part of internship and later work related activities. The faculty of Sam Houston State University's School Psychology Program supports the use of technology and may be contacted at any time for additional resources and support. Students are expected to summarize and document their technology competencies in their portfolios.

Technology Competencies in the Best Practice of School Psychology

Basic Computer Technology Operations and Concepts

Basic Computer and Technology Operations and Concepts	Courses Requiring Skill	Date Mastery Documented	Instructor's Initials
Familiarity with characteristics and types of available media			
Understands and applies visual design concepts to work products			
Ability to operate a multimedia computer system including knowledge of desktop controls, printing, saving and file management			
Uses terminology related to computers and technology in written and oral communication			
Implements trouble shooting techniques for computers and other technology hardware			
Ability to operate a TV, CD/DVD player, VCR, laptop, digital camera and film video camera			
Uses imaging devices such as scanners and digital cameras to create usable images			
Demonstrates appropriate computer and technology use in education, business, industry and society			
Knowledgeable with computers in all work environments including home, SHSU, practicum and internship sites			

Personal and Professional Use of Technology

Personal and Professional Use of Technology	Courses Requiring Skill	Date Mastery Documented	Instructor's Initials
Word processing- Ability to perform basic operations (i.e., edit text, copy, cut and paste, import and incorporate graphics into a text based document, and convert text files between the most common word processing formats)			
Produces and uses templates for psychological reports and test data			

Experience with at least 2 test scoring and interpretation software programs used for	
intelligence and/or achievement measures	
Ability to create a data base for descriptive and research purposes	
Creates and uses spreadsheets to analyze data	
and create a test score matrix	
Uses spreadsheet data to draw graphs	
PowerPoint: Ability to create instructional	
presentations, including transitions, text animation and graphics	
Multimedia presentations including sound,	
graphics, text, animation and video	
Maintains a professional website including	
professional information such as a personal description, philosophy, vitae and services	
offered	
Able to use email to enhance both personal and	
professional productivity including	
maintaining a current address book and using listserv subscriptions to relevant professional	
services	
Able to evaluate websites for credibility and	
information	
Able to use a variety of search engines	
Able to download files, attach documents in an	
email, unzip files, open .pdf files and capture web images to disk	
Able to access online and CD-Rom test-	
evaluation resources	
Demonstrates awareness of resources for	
adaptive assistive devices for students with	
special needs Demonstrates an appreciation for issues of	
equity, ethics, legal and human issues	
concerning the use of computers and	
technology with diverse populations	

Appreciates the use of computers and technology as a way to facilitate lifelong		
learning to be used by both the learner and		
educator in modern society		

Personal and Professional Use of Technology	Courses Requiring Skill	Date Mastery Documented	Instructor's Initials
Is familiar with distance learning technologies			
and has personally attempted or experienced			
distance learning of a professionally relevant			
skill			

Technology and Service of School Psychology

Technology and Service of School Psychology	Courses Requiring Skill	Date Mastery Documented	Instructor's Initials
Familiar with technology and computers			
related to Assessment, Consultation,			
Intervention, and Evaluation			
Uses technology to plan and deliver instruction			
to special needs children, adult peers, parents			
and educators			
Selects and evaluates computer software to			
match a particular instructional need			
Can use online search abilities to identify and			
review school district characteristics including			
assessment data such as proficiency test			
results, attendance and graduation rates			
Can describe current instructional principles,			
research, and appropriate assessment practices			
related to the use of computers and technology			
in schools			
Can use electronic data bases to retrieve			
relevant research articles pertaining to school			
psychology			
Can design, deliver, and assess student			
learning activities that integrate computers and			
technology			

Can design student learning activities that		
foster equitable, ethical, and legal use of		
technology by students		
Practices responsible, ethical, and legal use of		
technology, information, and software		
resources		

INTERNSHIP

COMPREHENSIVE EXAM

During the internship year, the candidate is to take the Praxis II School Psychology Exam which serves as the comprehensive examination requirement for the SHSU SSP Program. Passing the exam is both a requirement for graduation and a requirement for obtaining your license to practice.

Each spring semester the Program Director will arrange a meeting of the Praxis exam candidates for that year to talk about the exam, the process of registering for it, and to provide study suggestions. It is important to put that date on your calendar and plan to be there.

Currently, the Texas State Board of Examiners of Psychologists accepts the Praxis II School Psychology exam in lieu of further knowledge assessment.

More information about the exam and registration for it is available through the Educational Testing Service (ETS):

www.ets.org/praxis

Recently, some candidates have preferred to take the exam initially during the summer term prior to the start of the Internship year. This way, if another examination attempt is required it will not affect graduation.

Applying for Internship

Each fall semester your graduate student organization, the Sam Houston Association of School Psychology, or SHASP, will schedule a meeting for candidates and faculty to discuss requirements and application procedures. It is the responsibility of each individual candidate to locate their respective Internship site. The Program faculty will retain the **final approval** of the Internship site to insure the quality of this final training experience. Program faculty maintain a record of Internship sites that highlights the site's philosophy, type of experiences available, number of Interns accepted, and so on. Internship sites that will support both breadth and depth of experience, and especially sites that can support candidates' ability to meet the NASP requirements, will be highlighted and emphasized.

Some districts in the Houston area determine their choice of Interns by as early as November or shortly thereafter. Other districts wait until January, February or later to make their decisions. It is important to apply to a number of districts and to seek information from the districts early in the process. Attendance at the Texas Association of School Psychologists (TASP) Annual Conference gives candidates opportunities to talk with districts seeking Interns. It *is* possible to complete the Internship at an out-of-state location.

Internship Guidelines

The Internship in school psychology (PSYC 6371) is the final training component that requires the Intern to take a full-time school psychology position (or part-time position for two consecutive years) that is closely supervised and comprehensive in scope. The Internship provides an opportunity for the Intern to develop a clear professional identity and explore the full responsibilities of a practicing school psychologist while having solid supervisory support from an experienced school psychology field supervisor. The Internship is typically the point in training where candidates fully integrate all previous training experiences. It is designed to meet the specific training objectives of the National Association of School Psychologists (NASP) and the licensing requirements of the Texas State Board of Examiners of Psychologists (TSBEP). The Intern is required to accumulate at least 1200 practice hours within a school setting, and the SSP Program strongly encourages at least 25% of the total hours to be completed in activities of direct client contact.

It is preferable that all coursework be completed before the Internship year. However, if that is impossible for some reason, then no more than two courses should be remaining once the Internship begins. Only one course per semester may be taken in addition to the Internship course.

The Internship is aligned with the Rules of the Texas State Board of Examiners of Psychologists and the Ethical Guidelines of the American Psychological Association and the National Association of School Psychologists.

- ❖ An Internship is designed to provide the trainee with a sequence of experiences that will enhance professional attitudes, responsibility, communication skills, critical judgment and technical skills. The Internship is the culminating training experience and follows a programmed sequence of experiences including practice and field experiences. The Internship placement must allow the Intern the opportunity for carrying out major professional functions under appropriate supervision.
- * The Internship provides training in a range of intervention and assessment activities conducted with and for children and youth needing school psychology services.
- ❖ The Internship agency employs a clearly designated and actively licensed psychologist/licensed specialist in school psychology who is responsible for the integrity and quality of the Internship. For any portion of the Internship completed outside a school setting, an appropriately credentialed psychologist must supervise.
- * Reports by the Intern to consumers must be cosigned by the supervising psychologists/licensed specialists in school psychology.

- The Internship includes an average of at least two hours per week of regularly scheduled, formal, face-to-face supervision with at least one hour being exclusively individual supervision.
- ❖ A field supervisor shall not supervise more than *two* Interns in one semester.
- In addition to the scheduled supervision, there is additional opportunity for learning experiences that could include case conferences, professional issues seminars, in-service training, and other activities approved by the field supervisor.
- The total Internship experience may occur in more than one setting but must include a minimum of 1200 hours and must be completed within 24 months. At least 600 of the 1200 total hours must be completed in a "school setting."
- Supervision should comprise at least 10% (120 hours) of the Intern's total time (assuming 1200 total hours), although some of this time may occur during times outside the regular workday.
- ❖ At least 25% (300 hours) of the Intern's time is in direct client contact.
- School psychology internships require a full-time experience for either the academic or calendar year or a half-time experience for two years.

Goals

- Provide direct interventions to school-aged young people, parents, teachers, and other school/professional personnel employing techniques such as assessment, psychotherapy, and consultation.
- Provide indirect intervention services to school-aged young people, parents, teachers, and other school/professional personnel employing techniques such as consultation, inservice training, and program development.
- Demonstrate skills as a data-based problem solver and program evaluator as evidenced in assessment, program development, and program evaluation.
- Demonstrate skills in knowledge of human diversity/individual differences when working with school-aged young people, parents, teachers, and other school/professional personnel.

Internship Minimum Requirements

Breadth of Experiences

Interns should have experiences at *all levels* of service, including Infant/Preschool, Elementary School, Middle/Jr. High School, and High School. For the professional skills evaluated through the Portfolio Evaluation (i.e., assessment, counseling, behavioral intervention, and academic consultation) candidates should provide evidence of work within both the early developmental ages (i.e., Infant/Preschool and Elementary School) and the later developmental ages (i.e., Middle/Jr. High School and High School). Other required activities should occur across all levels of service as much as possible within the scope of the Intern's work assignments and with the understanding that some activities (e.g., Manifestation Determination Reviews) occur far more frequently in some levels than in others.

Required Activities

<u>Assessment</u> ⁸	
Emotional Disturbance/ADHD Evaluations	5
Specific Learning Disability Evaluations	2
Mental Retardation (Including IQ/Ach/AdBeh)	2
Counseling ⁹	
Individual Therapy Case	5
Group Therapy Cases	2
Behavioral Intervention 10	
Teacher Consultation Case	3
Parent Consultation Case	1

⁸ At least three of the assessment cases reported should be Full Independent Evaluations (FIEs), which means that the Intern has completed the assessment in its *entirety*, including interviews, observations, cognitive and academic achievement testing, and measurements of social, emotional, and behavioral functioning.

⁹ At least three of the counseling cases reported should include the Intern as the lead or co-lead therapist, and as such the Intern is expected to have drafted the treatment goals and objectives as well as monitored the progress of the counseling intervention.

¹⁰ *At least three* of the behavioral intervention cases reported should follow best practices expectations with regard to baseline data collection, ongoing data collection, and monitoring of treatment integrity and effectiveness – all performed under the direct guidance of the Intern.

Academic Consultation ¹¹	
Teacher Consultation Case	3
Behavior Intervention Plan Development	
Any individual student	4
<u>Functional Behavioral Assessment</u>	
Any individual student	4
Manifestation Determination Review (MDR) Meetings	
Attendance only	3
IEP Team (ARD) Meetings	
Attendance only	6
Meeting Facilitator	2

Recommended Professional Activities

Professional Development/In-Service Training Participation

Professional Development/In-Service Training *Presentation*

Attendance at the Texas Association of School Psychologists (TASP) annual conference

Building Intervention Team Meeting Participation (sit as a team member if possible)

Attendance at one or more *national* conferences

Involvement in RtI development and/or implementation (either academic or behavior, or both)

Crisis Intervention Training and/or program development

Participation on the district crisis intervention team

¹¹ *All three* of the academic consultation cases reported should follow best practices expectations with regard to conducting an initial assessment of academic skill to determine specific areas of weakness as well as ongoing data collection and monitoring of treatment integrity and effectiveness – all performed under the direct guidance of the Intern.

Internship Plan of Practice

Activity	Developmental
----------	---------------

Completed	Client Name	Age Level	DOB	School	Date
Assessment Cases					
Emotional	1. M. Martinez	Elementary	06/06/00	Anywhere	11/09/11
Disturbance/ADHD	2.				
(assessment requiring,	3.				
at minimum, an	4.				
examination of	5.				
psychological					
functioning)					
Learning Disability	1.				
(SSP Intern to	2.				
administer the IQ and					
Achievement)					
Mental Retardation	1.				
(SSP Intern to	2.				
administer IQ,					
Achievement & Ad.					
Beh.)					
Counseling Cases					
Individual	1.				
	2.				
	3.				
	4.				
	5.				
Group	1.				
	2.				
Academic					
Consultation Cases					
Teacher	1.				
	2.				
	3.				

Behavioral							
Intervention Cases			_				
Teacher	1.						
	2.						
	3.						
Parent	1.						
Behavior							
Intervention Plan							
(BIP) Development							
Individual	1.						
marviduai	2.						
	3.						
T	4.						
Functional							
Behavioral							
Assessments (FBA)			_				
Individual	1.						
	2.						
	3.						
	4.						
Manifestation		<u>'</u>					
Determination							
Review (MDR)							
Attendance only	1.						
Attendance only	2.						
	3.						
IED Toom (ADD)	3.						
IEP Team (ARD)							
Meetings	1						
Attendance only	1.						
	2.						
	3.						
	4.						
	5.						
	6.						
Facilitator	1.						
	2.						
Supervisor Signature:			D	oate:			
Supervisor Signature.			D	······			
Intern Signature:			D	_ Date:			

Responsibilities

Field-Based Supervisor

The Field-Based Supervisor is an employee of, or contracted by, the school district/cooperative. The Field-Based Supervisor is required by the Texas State Board of Examiners of Psychologists (TSBEP) to have at least three years of work experience as a practicing school psychologist and should hold a valid credential as a Licensed Specialist in School Psychology issued by TSBEP. It is, of course, preferable that the Field-Based Supervisor have some experience as a supervisor as well. The Field-Based Supervisor is expected to fulfill the following responsibilities:

- Negotiate with the Intern an Internship Plan consistent with Program goals and objectives that includes the minimum recommended experiences.
- Be responsible for no more than two (2) Interns at any given time.
- Provide an average of two hours of direct supervision each week per Intern.
- Systematically evaluate whether the Intern has met specific Program goals and objectives as well as field-based requirements.
- Provide Intern with a broad range of professional experiences.
- Contact the University Supervisor if any significant problem occurs with the Intern's assignment.
- Participate in formal evaluations of Intern's progress with University Supervisor at two points during the year.
- Conduct supervision in a manner consistent with current legal/ethical professional standards.
- Ensures that the school district provides appropriate support including:
 - o commitment to the Internship as a *training* experience.
 - o written contractual agreement specifying the period of appointment and the terms of compensation,
 - o expense reimbursement consistent with policies pertaining to agency school psychologists,
 - o a schedule of appointment consistent with that of the agency school psychologists (e.g., calendar, participation in continuing professional development activities,
 - o provision for participation in continuing professional development activities,
 - o an appropriate work environment including adequate supplies, materials, secretarial services, and office space, and
 - o release time for Internship supervisors

University Supervisor

The University Supervisor is a representative of the Sam Houston State University SSP Program. The University Supervisor should hold a valid Licensed Specialist in School Psychology credential issued by the Texas State Board of Examiners of Psychologists. The responsibilities of the University Supervisor will include the following:

- Be responsible for ensuring that the district has a commitment to the Internship as a training experience.
- Monitor the Internship to ensure it is consistent with Program goals.
- Limit supervision provided by Field Supervisors to no more than two (2) Interns at any time.
- Maintain an ongoing relationship with the Intern and the Intern's field-based supervisor and provide at least one field-based contact per semester for each Intern.
- Be available to Interns to provide mediation of difficulties, technical assistance, and any additional services needed.
- Be responsible for documenting that the Intern is meeting the Program objectives in a manner that is consistent with current legal/ethical standards of the profession.
- Provide documentation to the University when the student has completed all requirements of the Internship, including a final course grade, through collaboration with the student and field supervisor.

Intern

The Intern must have completed sufficient coursework required by the SSP Program and have approval of the Program Director and University Supervisor to complete the Internship. The Intern is expected to fulfill the following responsibilities:

- Review with the Field-Based Supervisor all Intern duties, supervision, work hours, work space, supplies, etc.
- Review and jointly create with the Field-Based Supervisor an Internship Plan consistent with Program goals and objectives.
- Complete Internship Logs and obtain Field-Based Supervisor's signature frequently.
- Notify the University Supervisor of any major change of assignment or difficulties associated with the Internship.

PORTFOLIO REVIEW

The Sam Houston State University School Psychology Program employs a systematic process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and applied professional skills in delivering a comprehensive range of services that result in measurable positive outcomes regarding the educational and mental health needs of children.

Over the course of the internship year, candidates are required to submit portions of a portfolio which will ultimately include an assessment case, a counseling case, an academic consultation case, and a behavioral intervention case. The portfolio is evaluated by a committee of Program faculty to ensure that candidates are able to integrate theory and practice in delivering appropriately *effective* services. The portfolio as a whole will be evaluated as exceeding expected competencies, meeting expected competencies, or below expected competency levels for an entry-level professional in the field of school psychology. Each portfolio case will be evaluated using the following methodologies:

- 1. Procedural Integrity Rating (PIR) form
- 2. Faculty Rating form (FRF)
- 3. Data-based case evaluation (as appropriate: GAS, effect size, and/or Percentage of Non-Overlapping Data points will be used to assess case monitoring and effectiveness of the intervention implemented.

The evaluation of each portfolio case, along with timeliness in meeting other deadlines and regularity with University supervisor communication, will determine the candidate's fall and spring semester internship course grades.

The final portfolio will be a collection of electronically submitted documents that are clearly marked to allow for better organization and access to materials and possible future revising. The portfolio should include:

• Personal Essav

O This should be no longer than three pages, double-spaced, and include a description of the candidate's goals going into internship, a description of the experiences obtained during the internship as the candidate worked to meet competency in the areas of assessment, consultation, counseling, and prevention/intervention, a brief statement of personal strengths and weaknesses observed, the candidate's future goals as they prepare to transition into professional practice, and how the candidate's understanding of and approach to the practice of school psychology has changed over the course of internship.

• Assessment Case

- Candidates should include a sanitized version of a final integrated report from an assessment case that is representative of the assessment experiences they have obtained during their internship year.
- O While reports submitted will take on the special nuances of the school district in which the assessment took place, all reports should include the following minimum sections: reason for referral, background information (parent clinical interview), a listing of assessment procedures used, classroom observations, testing observations, testing results and interpretation for each procedure, a summative integration of results, diagnostic conclusions, and recommendations. It should be evident from the documentation submitted that the Intern was responsible for the vast majority, if not the entirety, of the assessment procedures performed.
- O Candidates should include a Case Summary. This should be a brief (one- to two-page, double spaced) description of the case conceptualization, the evaluation process, the outcomes following the evaluation for the student being evaluated, and evaluator reactions to the process of assessment.

Academic Consultation Case

- Candidates should include a sanitized version of a final consultation report from a consultation case that is representative of the *academic* consultation experiences they have obtained during their internship year.
- O While reports will take on the special nuances of the school district in which the consultation took place, all reports should include the following minimum sections: reason for referral, background information and record review, problem identification, behavioral observations, student interview, problem analysis, intervention implementation, plan evaluation, summary, and recommendations.
- O Candidates should include a Case Summary. This should be a brief (one- to two-page, double spaced) description of the case conceptualization, the consultation process, the outcomes following the consultation for the student being evaluated, and consultant reactions to the process of consultation.

• Counseling Case

- O Candidates should include a sanitized version of a final counseling report from a counseling case, either individual or group, that is representative of the counseling experiences the candidate has obtained during their internship year.
- O Counseling reports should include the following minimum sections: presenting problem, background, social and adaptive skills considered, goals and objectives for the individual or group written up in the form of a Treatment Plan, number of sessions completed, description of evidence-based activities or techniques employed, treatment plan and intervention monitoring and progress (e.g., data collected through GAS or other appropriate means), and a case summary

- including recommendations for follow-up.
- o Candidates may wish to submit examples of work products or other counseling intervention products that were completed by the client.
- O Candidates should include a Case Summary. This should be a brief (one- to two-page, double spaced) description of the case conceptualization, the counseling process, the outcomes following the counseling relationship for the client, and counselor reactions to the process of counseling.

• Behavioral Intervention Case

- o Candidates should include a sanitized version of a final consultation report from a consultation case that is representative of the *behavioral consultation* experiences they have obtained during their internship year.
- O While reports will take on the special nuances of the school district in which the consultation took place, all reports should include the following minimum sections: reason for referral, background information and record review, problem identification, behavioral observations, baseline data, posited function(s) of the behavior(s), problem analysis, intervention plan, plan evaluation, summary, and recommendations.
- o In addition, candidates should attach functional behavioral assessment (FBA) information and/or report as well as behavioral intervention plan (BIP) information and paperwork developed *as part of this behavioral intervention case* (e.g., not developed as part of a traditional assessment or developed in isolation without a co-occurring behavioral consultation).
- O Candidates should include a Case Summary. This should be a brief (one- to two-page, double spaced) description of the case conceptualization, the behavioral consultation process, the outcomes following the behavioral intervention for the student being evaluated, and consultant reactions to the process of consultation.

Each of the cases submitted will be evaluated by two faculty members. Faculty will use the PIR and the FRF documents that follow. Candidates are well-advised to carefully review these forms at the onset of their Internship experience and then again periodically throughout their Internship year as they work to complete Internship requirements and select cases that best represent their *best practices* field experiences. A candidate should *never* receive a rating of 0 on any PIR form. Interns should consult with the University Internship Supervisor for ongoing guidance required for the Portfolio review submissions.

In addition to the PIR and FRF ratings, cases submitted with data will also be evaluated for the level of positive impact on student learning. Candidates are expected to report both baseline and intervention data for three of four Portfolio cases submitted in graphic form. Specifically, candidates are expected to provide data for the Counseling, Academic Consultation, and Behavioral Intervention cases. This information can easily be used to calculate the candidate's positive impact on student learning through the use of several different analyses, with the two

most common methods including the Percentage of Non-Overlapping Data (PND) and Effect Size. The PND is used to show how many data points during the intervention phase were above the most extreme baseline data point (highest point if the desired effect is an increase; lowest point if the desired effect is a reduction). Effect size calculation for the cases could be based on either standard mean differences between baseline and intervention phases or percentage of treatment reduction from baseline. SSP Program faculty would encourage candidates to select cases that not only meet the procedural and standards-based expectations, but that also demonstrate moderate intervention effectiveness for PND (i.e., 50-70% or higher) and/or effect size (.8 or higher). Candidates are expected to demonstrate moderate intervention effectiveness for at least one of the three cases submitted.

Portfolio Review Faculty Rating Form

Academic Consultation and Intervention Case

Candidate	Date	
Placement	Reviewer	

Performance Rating			
(Based on quality of professional practice expected during Internship)			
$\mathbf{P}_{(1 \text{ point})}$	Pass (Average to Excellent)		
NP (0 points)	No Pass (Below Average to Poor)		
NI (0 points)	Not Included in the case presented		
NA	Not Applicable to the case presented		

I. NASP Domain 2.1: Data-Based Decision Making and Accountability							
A. Data collection adequately related to the problem as defined		NP ₀	NI 0	NA			
B. Baseline and progress monitoring data used to inform decision-making	P ₁	NP ₀	NI 0	NA			
C. Data and other information provided supported intervention decisions	P ₁	NP ₀	NI 0	NA			
D. Data and other information provided supported plan evaluation decisions	P ₁	NP ₀	NI 0	NA			
E. Data and other information provided indicated good treatment integrity	P ₁	NP_0	NI 0	NA			
Total Domain Score							
II. NASP Domain 2.2: Interpersonal and Collaborative Skills							
A. Positive ongoing relationship established with the consultee(s)	P ₁	NP ₀	NI 0	NA			
B. Evidence of a <i>collaborative</i> consultee/consultant relationship	P ₁	NP ₀	NI 0	NA			
Total Domain Score							
III. NASP Domain 2.3: Development of Cognitive and Academic Skills							
A. Student strengths and weaknesses described effectively	P ₁	NP ₀	NIo	NA			
B. Intervention plan appropriately related to facilitation of student's skill development	P ₁	NP ₀	NI ₀	NA			

Total Domain Score				
IV. NASP Domain 2.5: Diversity Awareness and Sensitive Service Deli	ivery			
A. Consideration of student's ethnic/cultural/linguistic background		NP ₀	NI_0	NA
B. Consideration of impact of dissimilar consultee/student cultural background	P ₁	NP ₀	NI_0	NA
C. Consideration of student's developmental level		NP ₀	NI_0	NA
Total Domain Score				
V. NASP Domain 2.6: Systems-Based Service Delivery		1		
A. Consideration of family needs and student background	P ₁	NP ₀	NI ₀	NA
B. Consideration of school/classroom environment	P ₁	NP ₀	NI_0	NA
C. Appropriate intervention plan developed with consultee	P ₁	NP ₀	NI ₀	NA
Total Domain Score		l l		
VI. NASP Domain 2.7: Development of Wellness, Social, Skills, Menta Competencies	l Hea	alth, ar	nd Life	9
A. Consideration of student's emotional/behavioral needs	P ₁	NP ₀	NI ₀	NA
B. Intervention plan appropriately related to facilitation of client's skill development	P ₁	NP ₀	NI ₀	NA
C. Provided appropriate supports to consultee and student as they transitioned out of services (or for maintenance of gains)	P ₁	NP ₀	NI ₀	NA
Total Domain Score		l	1	
VII. NASP Domain 2.9: Research and Program Evaluation				
A. Candidate demonstrated the ability to translate research into practice by designing and implementing an evidence-based intervention program	P ₁	NP ₀	NI ₀	NA
B. Candidate conducted an evaluation of the intervention program in order to improve services to the student	P ₁	NP ₀	NI ₀	NA
Total Domain Score			•	
VIII. NASP Domain 2.10: Professional, Legal, Ethical, and Social Res	ponsi	bility		
A. Consultation relationship conducted in a professionally responsible manner	P ₁	NP ₀	NI ₀	NA
B. Consultation relationship conducted following current ethical guidelines	P ₁	NP ₀	NI ₀	NA
C. Consultation conducted following state and federal legal guidelines	P ₁	NP ₀	NI ₀	NA

D. Use of empirically supported intervention(s) with client			NP ₀	NIo	NA		
Total Domain Score							
IX. NASP Domain 2.11: Technological Applications							
A. Effective use of technology throughout consultation			NP ₀	NIo	NA		
B. Effective use of technology for the report and case summary, including standard methods of displaying graphical data			NP ₀	NI ₀	NA		
Total	al Domain Score	nain Score					
Total Competency Areas Passed	of	Percentage					

OVERALL RATING Academic Consultation & Intervention Case

Final Performance Rating				
1	Very Poor			
2	Poor			
3	Average			
4	Good			
5	Very Good			

Rating of Academic Consultation Case		2	3	4	5
NOTES:					
Reviewer Signature Date					

Procedural Integrity Rubric - Academic Consultation Case¹² -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating ¹³	Date
Obtains Informed Consent and Assent		
2. Conducts review of student record(s)		
3. Conducts Problem Identification Interview with Teacher(s), identifying specific area(s) of concern		
4. Conducts review of permanent products (supplied by teacher, parent)		
5. Conducts systematic structured behavioral observation(s) (minimum of two observations in setting of concern)		
6. Conducts student interview		
7. Specifically identifies academic skill deficit(s)		
8. Conducts Problem Analysis Interview with Teacher(s)		
9. Collaboratively selects an empirically-supported intervention(s) to address behavior(s)		
10. Monitors intervention implementation for integrity, making any necessary changes or providing feedback		
11. Conducts Plan Evaluation Interview with teacher(s), reviewing the process, graphed data (baseline and intervention), and treatment integrity		
12. Provides recommendations to the teacher(s), including maintaining improvement, generalization, fading contingencies, and contacts for follow-up		
13. Completes written report, providing an approved copy to parent(s)/teacher(s) along with verbal feedback.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

Instructor Signature	Candidate Signature
	acticum Courses (6396/6397) and Internship (6371). <i>tor</i> throughout the term. A signature from the candidate does not

Portfolio Review Faculty Rating Form

Assessment Case

Candidate	Date	
Placement	Reviewer	

Performance Rating				
(Based on quality of professional practice expected during Internship)				
P _(1 point)	P _(1 point) Pass (Average to Excellent)			
NP (0 points)	No Pass (Below Average to Poor)			
NI (0 points)	Not Included in the case presented			
NA	Not Applicable to the case presented			

	t y			
A. Overall knowledge of process in effective data-based decision-making	\mathbf{P}_1	NP ₀	NI ₀	NA
in problem solving				27.
B. Knowledge of the different methods used in for data collection	P ₁	NP_0	NI_0	NA
C. Ability/confidence in utilizing specific assessment methods	P ₁	NP_0	NI_0	NA
D. Ability to accept accountability for the impact of professional decisions	P ₁	NP ₀	NI ₀	NA
E. Ability/confidence in linking assessment results with diagnostic decisions	P ₁	NP ₀	NI ₀	NA
F. Ability/confidence in linking assessment results with intervention services through recommendations	P ₁	NP ₀	NIo	NA
G. Ability to differentiate acceptable from inadequate research	P_1	NP_0	NI_0	NA
H. Ability to make research based recommendations for service delivery		NP_0	NI_0	NA
Total Domain Score				
II. NASP Domain 2.3: Enhancing the Development of Cognitive and	Acade	emic Sl	kills	
A. Ability to link assessment information to the development of instructional strategies	P ₁	NP ₀	NI ₀	NA
B. Application of theoretical foundations to the development of effective instructional recommendations	P ₁	NP ₀	NI ₀	NA
C. Knowledge of current research and advances in curriculum and instruction	P ₁	NP ₀	NI ₀	NA
D. Application of current research knowledge to the development of Effective instructional recommendations	P ₁	NP ₀	NIo	NA
Total Domain Score	?			

III. NASP Domain 2.4: Socialization and Development of Life Skills						
A Knowledge of the potential influences of biological social and						
socioeconomic factors in children's development and learning	P ₁	NP ₀	NI_0	NA		
B. Knowledge of the developmental process in behavioral, social,	D.	ND.	NII.	NIA		
affective, and adaptive domains	P ₁	NP ₀	NI_0	NA		
C. Ability/confidence in collaborating with school personnel, parents,	P ₁	NP ₀	NI_0	NA		
and community as it relates to providing a multi-faceted evaluation	F1	INFO	1 N1 0	INA		
Total Domain Score						
IV. NASP Domain 2.5: Diversity Awareness and Sensitive Service Deli	very					
A. Knowledge of the potential influences of cultural, ethnic, experiential,	P ₁	NP ₀	NI_0	NA		
gender-related and linguistic factors as they apply to assessment	1.1	1410	1110	1 1/1		
B. Recognition of subtle racial, class, gender, cultural, and other biases						
that may influence client testing performance and ultimate test	\mathbf{P}_1	NP_0	NI_0	NA		
interpretation						
C. Ability to identify what is needed for clients of diverse backgrounds	P ₁	NP ₀	NI_0	NA		
and modify methods as needed to meet these needs	1 1	1110	1110	1 1/2 1		
Total Domain Score						
V. NASP Domain 2.6: Systems-Based Service Delivery	ı	ı				
A. Knowledge of the systems working to influence the client's	\mathbf{P}_1	NP ₀	NI_0	NA		
performance						
B. Skill in working effectively within the evaluation setting	P ₁	NP ₀	NI_0	NA		
C. Skill in working effectively with the student's family	P ₁	NP ₀	NI_0	NA		
D. Skill in working effectively with outside agencies	P ₁	NP ₀	NI_0	NA		
Total Domain Score						
VI. NASP Domain 2.8: Home/School/Community Collaboration	ı	1				
A. Knowledge of family, home, school/work and community	\mathbf{P}_1	NP_0	NI_0	NA		
factors that influence provision of assessment services						
B. Ability/confidence in providing effective assessment services	P ₁	NP ₀	NI ₀	NA		
C. Ability/confidence in participating in a supervisory Relationship	P ₁	NP ₀	NI ₀	NA		
D. Knowledge of available supports and services related to making	\mathbf{P}_1	NP ₀	NI_0	NA		
effective recommendations for clients						
Total Domain Score						
VII. NASP Domain 2.10: Professional, Legal, Ethical, and Social Responsi		· ·) II	D.T.A		
A. Knowledge of accepted standards in testing and assessment	P ₁	NP ₀	NI ₀	NA		
B. Knowledge of legal requirements for evaluation services	P ₁	NP ₀	NI ₀	NA		
C. Recognition of own strengths/weaknesses in training	P ₁	NP ₀	NI ₀	NA		
D. Ability to apply ethical standards in assessment practice	P ₁	NP ₀	NI ₀	NA		
E. Ability to incorporate supervisor feedback into assessment practice	P ₁	NP ₀	NI_0	NA		
Total Domain Score						
VIII. NASP Domain 2.11: Technological Applications		1				
A. Skill in utilizing technology to function more effectively/ efficiently.	P ₁	NP ₀	NI_0	NA		

B. Skill in utilizing technology in an ethical/legal manner	P ₁	NP ₀	NI_0	NA
C. Skill in using technology resources available in the evaluation of	P_1	NP ₀	NI_0	NA
clients	1 1	1110	1110	INA
Total Domain Sco	re			
		Perc	entage	
Total Competency Areas Passed of				

OVERALL RATING Assessment Case

Final Performance Rating					
1	Very Poor				
2	Poor				
3	Average				
4	Good				
5	Very Good				

Rating of Assessment Case	1	2	3	4	5

NOTES:

Reviewer Signature	Date	
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Procedural Integrity Rubric- Assessment Case¹⁴ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating 15	Date
Obtains informed consent and assent.		
Indicates explanation of confidentiality and its limitations prior to beginning any		
assessment work.		
Conducts a record review.		
Selects assessment procedures to address the referral question.		
Conducts a clinical interview of parent(s).		
Conducts a clinical interview of teacher(s) and other school personnel.		
Conducts a clinical interview of student.		
Conducts behavioral observations of the student.		
Assesses cognitive functioning using formal measures.		
Assesses academic functioning using formal measures.		
Assesses social/emotional/behavioral functioning using at least one broad rating scale		
(BASC-2, CBRS, ASEBA, etc.)		
Uses targeted brief rating scales specific to the referral question or in follow-up to the		
results obtained on the broad measure (e.g., RCMAS-2, CDI-2, ASDS)		
Provides interpretation of cognitive measure results.		
Provides interpretation of academic achievement measure results.		
Provides interpretation of social/emotional/behavioral measures' results.		
Provides an integrated interpretation of the assessment data gathered.		
Provides diagnostic determinations for TEA criteria and DSM-IV criteria, as appropriate.		
Provides recommendations that are supported by the data obtained.		
Report is completed within the designated timeline.		
Results and recommendations are reviewed with the parent(s), or appropriate attempts		
are made to review results, prior to the ARD meeting.		
Results and recommendations are presented in the ARD Meeting.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

are made to review results, prior to the ARD meeti	ing.	
Results and recommendations are presented in the	ARD Meeting.	
	TOTAL Procedural Integrity S	Score
	Total Ratings	of '0'
Instructor Signature	Candidate Signature	
¹⁴ This PIR should be utilized for cases in the Prac ¹⁵ Ratings are assigned by the <i>course instructor</i> the indicate agreement with the rating(s).	•	-
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Portfolio Review Faculty Rating Form

Behavioral Consultation and Intervention Case

Candidate	Date	
Placement	Reviewer	

Performance Rating			
(Based on qua	(Based on quality of professional practice expected during Internship)		
$\mathbf{P}_{(1 \text{ point})}$	P _(1 point) Pass (Average to Excellent)		
NP (0 points)	No Pass (Below Average to Poor)		
NI (0 points) Not Included in the case presented			
NA	Not Applicable to the case presented		

I. NASP Domain 2.1: Data-Based Decision Making and Accountability					
A. Data collection adequately related to the problem as defined	\mathbf{P}_1	NP ₀	NI ₀	NA	
B. Baseline, functional assessment, and progress monitoring used to inform decision-making	P ₁	NP ₀	NI ₀	NA	
C. Data and other information provided supported intervention decisions	P ₁	NP ₀	NI ₀	NA	
D. Data and other information provided supported plan evaluation decisions	P ₁	NP ₀	NI ₀	NA	
E. Data and other information provided indicated good treatment integrity	P ₁	NP ₀	NI ₀	NA	
Domain Total Score					
II. NASP Domain 2.2: Interpersonal and Collaborative Skills					
A. Positive ongoing relationship established with the consultee(s)	P ₁	NP ₀	NI ₀	NA	
B. Evidence of a <i>collaborative</i> consultee/consultant relationship	P ₁	NP ₀	NI ₀	NA	
Domain Total Score					
III. NASP Domain 2.4: Socialization and Development of Life Skills					
A. Student strengths and weaknesses described effectively	P ₁	NP ₀	NIo	NA	
B. Intervention plan appropriately related to facilitation of student's skill development	P ₁	NP ₀	NI ₀	NA	

Domain Total Score						
IV. NASP Domain 2.5: Diversity Awareness and Sensitive Service Delivery						
A. Consideration of student's ethnic/cultural background	P ₁	NP ₀	NI_0	NA		
B. Consideration of impact of dissimilar consultee/student cultural background	P ₁	NP ₀	NI ₀	NA		
C. Consideration of student's developmental level	P ₁	NP ₀	NI_0	NA		
Domain Total Score						
V. NASP Domain 2.6: Systems-Based Service Delivery	1	1	l			
A. Consideration of family needs and student background	P ₁	NP ₀	NI ₀	NA		
B. Consideration of school/classroom environment	P ₁	NP ₀	NI_0	NA		
C. Appropriate intervention plan developed with consultee	P ₁	NP ₀	NI ₀	NA		
Domain Total Score						
VI. NASP Domain 2.7: Development of Wellness, Social, Skills, Menta Competencies	l Hea	lth, an	d Life	2		
A. Consideration of student's emotional/behavioral needs	P ₁	NP ₀	NI_0	NA		
B. Intervention plan developed adequately met the emotional and/or behavioral needs of student			NI ₀	NA		
C. Provided appropriate supports to consultee and student as they transitioned out of services		NP ₀	NI ₀	NA		
Domain Total Score			I			
VII. NASP Domain 2.8: Home/School/Community Collaboration		T	T			
A. Consideration of the student's family strengths and/or weaknesses	P ₁	NP ₀	NI ₀	NA		
B. Candidate sought ways to involve the family in service delivery	P ₁	NP ₀	NI ₀	NA		
C. Candidate sought ways to support the student comprehensively through generalization of behaviors into the home and/or community settings		NP ₀	NI ₀	NA		
Domain Total Score						
VIII. NASP Domain 2.9: Research and Program Evaluation						
A. Candidate demonstrated the ability to translate research into practice by designing and implementing an evidence-based	P ₁	NP ₀	NI_0	NA		

intervention program				
B. Candidate conducted an evaluation of the intervention program in order to improve services to the student			NI ₀	NA
Domain Total Score				
IX. NASP Domain 2.10: Professional, Legal, Ethical, and Social Respon	ısibil	ity		
A. Consultation relationship conducted in a professionally responsible manner	P ₁	NP ₀	NI_0	NA
B. Consultation relationship conducted following current ethical guidelines	P ₁	NP ₀	NI ₀	NA
C. Consultation conducted following state and federal legal guidelines	P ₁	NP ₀	NI ₀	NA
D. Use of empirically supported intervention(s) with client		NP ₀	NI ₀	NA
Domain Total Score				
X. NASP Domain 2.11: Technological Applications				
A. Effective use of technology throughout consultation	P ₁	NP ₀	NIo	NA
B. Effective use of technology for the report and case summary, including standard methods of displaying graphical data			NI ₀	NA
Domain Total Score				
Total Rating of Competency Areas of			entage	

OVERALL RATING Behavioral Consultation and Intervention Case

Final Performance Rating			
1	Very Poor		
2	Poor		
3	Average		
4	Good		
5	Very Good		

Rating of Behavioral Consultation Case 1 2 3 4 5

Reviewer Signature Date

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Procedural Integrity Rubric - Behavioral Consultation Case¹⁶ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

	Procedural Integrity Tasks	Rating ¹⁷	Date
12.	Obtains Informed Consent and Assent		
13.	Conducts Problem Identification Interview with Teacher(s), identifying specific area(s) of concern		
14.	Conducts systematic structured behavioral observation(s)		
15.	Establishes adequate baseline in appropriate setting(s)		
16.	Identifies posited function(s) of behavior(s)		
17.	Conducts Problem Analysis Interview with Teacher(s)		
18.	Collaboratively selects an intervention(s) to address behavior(s)		
19.	Monitors intervention implementation for integrity, making any necessary changes or providing feedback		
20.	Conducts Plan Evaluation Interview with teacher(s), reviewing the process, graphed data (baseline and intervention), and treatment integrity		
21.	Provides recommendations to the teacher(s), including maintaining improvement, generalization, fading contingencies, and contacts for follow-up		
22.	Completes written report, providing an approved copy to parent(s)/teacher(s) along with verbal feedback.		
	TOTAL Procedural Integrity Score		
	Total Ratings of '0'		

Instructor Signature	Candidate Signature

This PIR should be utilized for cases in PSYC 5338, Practicum Courses (6396/6397), and Internship (6371). ¹⁷ Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).

Portfolio Review Faculty Rating Form

Counseling Case

Candidate	Date	
Placement	Reviewer	

Performance Rating			
(Based on qua	(Based on quality of professional practice expected during Internship)		
$\mathbf{P}_{(1 \text{ point})}$	Pass (Average to Excellent)		
NP (0 points)	No Pass (Below Average to Poor)		
NI (0 points)	Not Included in the case presented		
NA	Not Applicable to the case presented		

I. NASP Domain 2.1: Data-Based Decision Making and Accountability					
A. Baseline and ongoing data collection used to inform treatment planning	P ₁	NP ₀	NI ₀	NA	
B. Data and other information provided supported treatment decisions	P ₁	NP ₀	NI ₀	NA	
Domain Total Score					
II. NASP Domain 2.2: Interpersonal and Collaborative Skills					
A. Positive ongoing relationship established with the client	P ₁	NP ₀	NI ₀	NA	
B. Information gathered and shared in a manner that supported the client	P ₁	NP ₀	NI ₀	NA	
Domain Total Score					
III. NASP Domain 2.4: Socialization and Development of Life Skills					
A. Client strengths and weaknesses described effectively	P ₁	NP ₀	NIo	NA	
B. Treatment plan appropriately related to facilitation of client's skill development			NI ₀	NA	
Domain Total Score					
IV. NASP Domain 2.5: Diversity Awareness and Sensitive Service Delivery					
A. Consideration of client's ethnic/cultural background		NP ₀	NI ₀	NA	
B. Consideration of impact of dissimilar counselor cultural background	P ₁	NP ₀	NI_0	NA	

C. Consideration of client's developmental level	P ₁	NP ₀	NI ₀	NA
Domain Total Score		1		
V. NASP Domain 2.6: Systems-Based Service Delivery				
A. Consideration of family needs and client background	P ₁	NP ₀	NI_0	NA
B. Consideration of school/classroom environment	P ₁	NP ₀	NI_0	NA
C. Appropriate treatment plan developed with client	P ₁	NP ₀	NI ₀	NA
Domain Total Score				
VI. NASP Domain 2.7: Development of Wellness, Social, Skills, Menta Competencies	l Hea	lth, an	d Life	2
A. Consideration of client's emotional/behavioral needs	P ₁	NP ₀	NI ₀	NA
B. Treatment plan developed adequately met the emotional and/or behavioral needs of client	P ₁	NP ₀	NI ₀	NA
C. Provided appropriate supports to client as they transitioned out of services	P ₁	NP ₀	NI ₀	NA
Domain Total Score		II.	l	
VII. NASP Domain 2.8: Home/School/Community Collaboration				
A. Consideration of the student's family strengths and/or weaknesses	P 1	NP ₀	NI ₀	NA
B. Candidate sought ways to involve the family in service delivery	P ₁	NP ₀	NI_0	NA
C. Candidate sought ways to support the student comprehensively through generalization of behaviors into the home and/or community settings	P ₁	NP ₀	NI_0	NA
Domain Total Score				
VIII. NASP Domain 2.9: Research and Program Evaluation		T	ı	
A. Candidate demonstrated the ability to translate research into practice by designing and implementing an evidence-based intervention program	P ₁	NP ₀	NI ₀	NA
B. Candidate conducted an evaluation of the intervention program in order to improve services to the student	P ₁	NP ₀	NI ₀	NA
IX. NASP Domain 2.10: Professional, Legal, Ethical, and Social Respo	nsibil	lity		
A. Counseling relationship conducted in a professionally responsible manner	P ₁	NP ₀	NI ₀	NA

B. Counselor clearly established limits of confidentiality with multiple parties of interest at the outset of the counseling relationship	P ₁	NP ₀	NI_0	NA
C. Counseling relationship conducted following current ethical guidelines	P ₁	NP ₀	NI ₀	NA
D. Counseling relationship conducted following state and federal legal guidelines			NI ₀	NA
E. Use of empirically supported treatment(s) with client			NI_0	NA
Domain Total Score				
X. NASP Domain 2.11: Technological Applications	T	T		
A. Effective use of technology throughout the counseling relationship			NIo	NA
B. Effective use of technology for the report and case summary			NI_0	NA
C. Use of technology to corroborate evidence base of techniques employed			NI ₀	NA
Domain Total Score				
Total Numeric Rating of Competency Areas of		Perc	entage	

OVERALL RATING Counseling Case

Final Performance Rating			
1	Very Poor		
2	Poor		
3	Average		
4	Good		
5	Very Good		

Rating of Counseling Case 1 2 3 4 5

NOTES:

Reviewer Signature	Date	
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Procedural Integrity Rubric

- Counseling Case¹⁸ -

Score	Level	Description
0	Incomplete	Task is not fully complete.
1	Needs Improvement	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
2	Completed Satisfactorily	Task is completed accurately, with no areas of concern. Competency met.
3	Exemplary Performance	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating ¹⁹	Date
1. Obtains Informed Consent and Assent (in the case of a group, this is done for each member).		
2. Conducts intake interview with the individual client or with each individual member of a group.		
3. Explains confidentiality and its limitations prior to beginning any intervention work.		
4. Identifies deficits in functioning to be addressed.		
5. Develops an appropriate Treatment Plan.		
6. Establishes adequate therapeutic baseline.		
7. Selects an evidence-based intervention(s) to address difficulties in functioning.		
8. Performs ongoing data collection during the intervention implementation.		
9. Follows Treatment Plan, making adjustments as necessary based on ongoing data collection.		
10. Provides appropriate support to transition the client(s) from services, and gives appropriate community and/or school contacts for follow-up		
11. Provides IEP goal progress reports, when appropriate, or provides an approved written report of progress to parent(s) along with verbal feedback.		
TOTAL Procedural Integrity Score		
Total Ratings of '0'		

Instructor Signature	Candidate Signature

¹⁸ This PIR should be utilized for cases in Practicum Courses (6396/6397) and Internship (6371).

¹⁹ Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).

Internship Portfolio Candidate Score Summary

Candidate	Site Supervisor					
Anticipated Graduation (mo/yr)	University Supervisor					
_	Practice Domain					
	Assessment	Counseling	Behavioral Consultation	Academic Consultation		
Procedural Integrity						
Total PIR Score ²⁰						
Cut Score ²¹	39	21	21	24		
Total Ratings of '0'						
Faculty Ratings ²²						
Competency %						
Case Summary %						
Overall Rating						
Positive Impact						
Effect Size ²³						
PND ²⁴						
Other:						

²⁴ Percent of Non-Overlapping Data Points

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²⁰ Each cell in this section represents an average of the two faculty reviewer scores assigned.

²¹ Candidates are expected to achieve a score of '2' for a minimum of 85% of the elements that make up each of the Procedural Integrity Rubrics (PIR). Additionally, a student is expected to obtain *zero* ratings of '0' on the PIR.

²² Each cell in this section indicates an average of the two faculty reviewer scores assigned. Candidates are expected to obtain ratings of 85% or higher.

²³ Non-weighted effect sizes are reported.

Internship Portfolio Cohort Score Summary

Cohort Year University Supervisor

C #]	Prac	tice	Dor	nai	in											
		Assessment Counseling]	Beha	avior	al Co	nsul	tatio	1	A	Academic Consultation														
	PIR	0s	Cp %	FR	ES	PND	Oth	PIR	0s	Cp %	FR	ES	PND	Oth	PIR	0s	Cp%	FR	ES	PND	Oth	PIR	0s	Cp %	FR	ES	PND	Oth
С																												
1																												
C																												
2																												
C																												
3																												
C																												
4																												
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5																												
C																												
6																												
T																												

Note:

C#: Candidate Number PIR: Procedural Integrity Rubric Average Obtained

Cp%: FRF Competency Percentage Average 0s: Number of '0' Scores on PIR FR: Average Overall FRF Faculty Rating ES: Effect Size Reported (Total is Average for the Cohort)

PND: Percentage Non-Overlapping Data (Total is Average for the Cohort) Oth: Other type of quantitative data presented (Total is Average for the Cohort)

T: Total; the Average of scores obtained by all candidates in a cohort

School Psychology Internship Competency Evaluation Sam Houston State University

(To be completed by the Site Supervisor)

School Psychology Intern:			
Internship Site:			
Site Supervisor:			
Date:	Circle One:	Mid-term Evaluation	Final Evaluation

Instructions: Please rate the intern's competence level based on actual observation and/or evaluation of reports written by the intern and on information received from other school staff, families, students, etc. Each item should be rated independently by circling the number that best exemplifies the intern's competencies.

Data-Based Decision-Making and Accountability: NASP Domain 1

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of various assessment models and methods				
	1	2	3	N/A
2. Appropriately uses data gathered to identify strengths and needs of students	1	2	3	N/A
3. Appropriately measures students' progress and accomplishments				
	1	2	3	N/A
4. Systematically collects data	1	2	3	N/A
5. Empirically-based decisions are made about the delivery of services	1	2	3	N/A
6. Outcome of services are evaluated based on data gathered		2	2	27/4
	1	2	3	N/A

Consultation and Collaboration: NASP Domain 2

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of various consultation and collaboration models and methods	1	2	3	N/A
Appropriately applies various models and methods of consultation and collaboration	1	2	3	N/A
3. Understands students' presenting problems	1	2	3	N/A
4. Implements appropriate interventions to achieve student goals	1	2	3	N/A
5. Evaluates the effectiveness of the interventions implemented	1	2	3	N/A

Comments:

Effective Instruction and Development of Cognitive/Academic Skills: NASP Domain 3

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
1. Knowledgeable of various influences on				
development and learning.	1	2	3	N/A
2. Knowledgeable of human learning processes and the techniques to assess them	-	_		
	1	2	3	N/A
3. Knowledgeable of services available to assist in developing cognitive and academic skills	1	2	3	N/A
4. Appropriately develops cognitive and academic goals for students	1	2	3	N/A
5. Utilizes both instructional interventions and consultation	1	2	3	N/A

Socialization and Development of Life Skills: NASP Domain 4

	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No Supervision Needed)	to Observe
Knowledgeable of human developmental processes and the techniques to assess them				
	1	2	3	N/A
2. Knowledgeable of services available to assist in development of behavioral, affective, adaptive, and social skills				
	1	2	3	N/A
3. Appropriately develops behavioral, affective, adaptive, and social skills goals for students				
	1	2	3	N/A

Comments:

Student Diversity in Development and Learning: NASP Domain 5

Student Biversity in Beveropinent und Bet			D C : 11	3.7
	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
		,	Supervision	
			Needed)	
			1 (ccdcd)	
1. Knowledgeable of individual differences,				
abilities, and disabilities	1	2.	3	NT/A
	1		3	N/A
3. Sensitive to students of diversity				
	1	2	3	N/A
4. Demonstrates skills needed to work with				
students of diversity				
,	1	2	3	N/A
5. Implements strategies based on the student's				
individual characteristics, strengths, and				
needs				
	1	2	3	N/A

School and Systems Organization, Policy Development, and Climate: NASP Domain 6

, ,	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
			Supervision	
			Needed)	
1. Collaborates effectively with school				
personnel				
	1	2	3	N/A
2. Collaborates effectively with the school				
administration and policy makers				
1 7	1	2	3	N/A
3. Knowledgeable of general education, special				
education, and other educational and related				
services				
	1	2	3	N/A
4. Understands the school setting as a system				
	1	2	3	N/A
5. Participates in the facilitation of policies and				
practices that promote safe and supportive				
learning environments for the students				
	1	2	3	N/A
6. Effectively conducts program investigations				
and evaluations				
	1	2	3	N/A

Comments:

Prevention, Crisis Intervention, and Mental Health: NASP Domain 7

	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
			Supervision	
			Needed)	
Knowledgeable about current theory and				
research of human development,				
psychopathology, and other influences on				
human behavior				
	1	2	3	N/A
2. Utilizes consultation, behavioral assessment,				
and counseling interventions				
	1	2	3	N/A
3. Contributes to the prevention and				
intervention of programs that promote mental				
health and physical well-being				
	1	2	3	N/A
4. Effectively collaborates with others in the				
aftermath of a crisis				
	1	2	3	N/A

Home/School Community Collaboration: NASP Domain 8

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of resources available within the community	1	2	3	N/A
2. Collaborates effectively with the community	1	2	3	N/A
3. Knowledgeable of family systems	1	2	3	N/A
4. Knowledgeable of family influences on student's development, learning, and behavior	1	2	3	N/A
5. Knowledgeable of methods that promote family involvement in education and service delivery	1	2	3	N/A
6. Promotes and provides comprehensive services to students and families	1	2	3	N/A

Comments:

Research and Program Evaluation: NASP Domain 9

	Improvement Needed	Competent (Supervision Needed)	Professionally Competent (No Supervision Needed)	No Opportunity to Observe
Knowledgeable of statistics as applied to the work of a school psychologist				
	1	2	3	N/A
2. Knowledgeable of research	1	2	3	N/A
3. Effectively evaluates research and translates it into practice				
4 XX 1 1 1 1 C	1	2	3	N/A
4. Uses research gathered for improvement of services				
	1	2	3	N/A

School Psychology Practice and Development: NASP Domain 10

School I sychology I factice and Developing	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
		·	Supervision	
			Needed)	
1. Knowledgeable of the history and				
foundations of school psychology				
	1	2	3	N/A
2. Knowledgeable of various services methods				
and models				
	1	2	3	N/A
3. Knowledgeable of public policies related to				
students and families				
	1	2	3	N/A
4. Knowledgeable of ethical standards				
_				
	1	2	3	N/A
5. Practices school psychology according to				
standards and ethical guidelines				
	1	2	3	N/A
6. Knowledgeable of applicable state and				
federal laws governing the practice of				
psychology in the schools				
	1	2	3	N/A
7. Knowledgeable of skills needed to acquire				
career-long professional development				
	1	2	3	N/A

Comments:

Information Technology: NASP Domain 11

information reciniology. Who Domain			D C : 11	3.7
	Improvement	Competent	Professionally	No
	Needed	(Supervision	Competent	Opportunity
		Needed)	(No	to Observe
		1 (ccaca)	· ·	to observe
			Supervision	
			Needed)	
1. Knowledgeable of information sources and				
technology relevant to work as a school				
. .				
psychologist				
	1	2	3	N/A
2. Knowledgeable of assistive technology				
· · · · · · · · · · · · · · · · · · ·				
devices and their application	1	2	3	NT/A
	1	2	3	N/A
3. Uses technology in ways that safeguard or				
enhance quality of services				
cimanee quanty of services				3.7/1
	1	2	3	N/A

Strengths of intern:	
Weaknesses of intern:	
Suggestions to university training program:	
Cita Cumarricar	Date
Site Supervisor	Date
Intern*	Data
Intern*	Date
University Cymemican	Data
University Supervisor *The interm's cignature only indicates that this evaluation was discussed with him on how it does not indicate.	Date
*The intern's signature only indicates that this evaluation was discussed with him or her; it does not indicate report in part or in whole.	ue mat the intern agrees with the

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Specialist in School Psychology Program



School Psychology Internship Competency Evaluation Sam Houston State University

(To be completed by the SSP Intern)

School Psychology Intern:			
Internship Site:			
Site Supervisor:			
Date:	Circle One:	Mid-term Evaluation	Final Evaluation

Instructions: Please rate your Internship site's level of instructional and professional support based on your experiences and observations, and/or information received from other school staff, families, students, etc. Rate items independently, circling the number that best exemplifies the site's competencies.

Data-Based Decision-Making and Accountability: NASP Domain 1

	Improvement	Adequate	Outstanding	No
	Needed	(Typical for	(Better than	Opportunity
		most school	most school	to Observe
		districts)	districts)	to observe
		districts)	districts)	
Knowledgeable of various assessment				
models and methods				
models and medious		_	_	
	1	2	3	N/A
2. Appropriately uses data gathered to identify				
strengths and needs of students				
strengths and needs of students	1	2	3	N/A
			_	
3. Appropriately measures students' progress				
and accomplishments				
	1	2	3	N/A
4. Systematically collects data				
1. Systematically concets data	1	2	3	N/A
	•		3	14/21
5. Empirically-based decisions are made about		_	_	
the delivery of services	1	2	3	N/A
6. Outcome of services are evaluated based on				
data gathered				
	1		2	NT/A
	l I	2	3	N/A

Consultation and Collaboration: NASP Domain 2

	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
Knowledgeable of various consultation and collaboration models and methods	1	2	3	N/A
2. Appropriately applies various models and methods of consultation and collaboration	1	2	3	N/A
3. Understands students' presenting problems	1	2	3	N/A
4. Implements appropriate interventions to achieve student goals	1	2	3	N/A
5. Evaluates the effectiveness of the interventions implemented	1	2	3	N/A

Comments:

Effective Instruction and Development of Cognitive/Academic Skills: NASP Domain 3

Effective instruction and Development of Cognitive/Academic Skins. NAST Domain 5				
	Improvement	Adequate	Outstanding	No
	Needed	(Typical for	(Better than	Opportunity
		most school	most school	to Observe
		districts)	districts)	
		,	ĺ	
1. Knowledgeable of various influences on				
development and learning.				
development and rearming.	1	2	3	N/A
2 W 1 . 1	1	2	3	IN/A
2. Knowledgeable of human learning processes				
and the techniques to assess them				
	1	2	3	N/A
3. Knowledgeable of services available to assist				
in developing cognitive and academic skills				
	1	2	3	N/A
4. Appropriately develops cognitive and				
academic goals for students	1	2	3	N/A
	1	2	3	IV/A
5. Utilizes both instructional interventions and				
consultation				
	1	2	3	N/A
	i e	i e	i e	i

Socialization and Development of Life Skills: NASP Domain 4

_	Improvement Needed	Adequate (Typical for	Outstanding (Better than	No Opportunity
		most school districts)	most school districts)	to Observe
Knowledgeable of human developmental processes and the techniques to assess them				
	1	2	3	N/A
2. Knowledgeable of services available to assist in development of behavioral, affective, adaptive, and social skills				
	1	2	3	N/A
3. Appropriately develops behavioral, affective, adaptive, and social skills goals for students				
	1	2	3	N/A

Comments:

Student Diversity in Development and Learning: NASP Domain 5

Student Biversity in Beveropment and Bee	Improvement	Adequate	Outstanding	No
	Needed	(Typical for	(Better than	Opportunity
		most school	most school	to Observe
		districts)	districts)	
1 Vacadadasahla of individual differences				
1. Knowledgeable of individual differences,				
abilities, and disabilities	1	2	3	N/A
2. Sensitive to students of diversity				
	1	2	3	N/A
3. Demonstrates skills needed to work with students of diversity				
·	1	2	3	N/A
4. Implements strategies based on the student's individual characteristics, strengths, and				
needs	1	2	3	N/A

School and Systems Organization, Policy Development, and Climate: NASP Domain 6

School and Systems Organization, I only Development, and Chinate. NASI Domain o				
	Improvement	Adequate	Outstanding	No
	Needed	(Typical for	(Better than	Opportunity
		most school	most school	to Observe
		districts)	districts)	
		,		
1. Collaborates effectively with school				
personnel				
personner	1	2	3	N/A
0.0111	1		3	IN/A
2. Collaborates effectively with the school				
administration and policy makers				
	1	2	3	N/A
3. Knowledgeable of general education, special				
education, and other educational and related				
services				
Services				37/1
	1	2	3	N/A
4. Understands the school setting as a system				
	1	2	3	N/A
5. Participates in the facilitation of policies and				
practices that promote safe and supportive				
learning environments for the students				
learning environments for the students	1	2	2	NT/A
	1	2	3	N/A
6. Effectively conducts program investigations				
and evaluations				
	1	2	3	N/A

Comments:

Prevention, Crisis Intervention, and Mental Health: NASP Domain 7

	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
Knowledgeable about current theory and research of human development, psychopathology, and other influences on human behavior		,	,	
	1	2	3	N/A
2. Utilizes consultation, behavioral assessment, and counseling interventions				
	1	2	3	N/A
3. Contributes to the prevention and intervention of programs that promote mental health and physical well-being	1	2	3	N/A
4. Effectively collaborates with others in the aftermath of a crisis	-			
	1	2	3	N/A

Home/School Community Collaboration: NASP Domain 8

	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
Knowledgeable of resources available within the community	1	2	3	N/A
2. Collaborates effectively with the community	1	2	3	N/A
3. Knowledgeable of family systems	1	2	3	N/A
4. Knowledgeable of family influences on student's development, learning, and behavior	1	2	3	N/A
5. Knowledgeable of methods that promote family involvement in education and service delivery	1	2	3	N/A
6. Promotes and provides comprehensive services to students and families	1	2	3	N/A

Comments:

Research and Program Evaluation: NASP Domain 9

Research and 110gram Evaluation. 147151		Adaguata	Outstanding	No
	Improvement	Adequate	U	
	Needed	(Typical for	(Better than	Opportunity
		most school	most school	to Observe
		districts)	districts)	
		districts)	districts	
1. Knowledgeable of statistics as applied to the				
work of a school psychologist				
	1	2.	3	N/A
	1	Z	3	N/A
2. Knowledgeable of research				
	1	2	3	N/A
3. Effectively evaluates research and translates				
•				
it into practice				
	1	2	3	N/A
4. Uses research gathered for improvement of				
services				
SCIVICCS				
	1	2	3	N/A

School Psychology Practice and Development: NASP Domain 10

School I Sychology I Tuettee and Developing	Improvement	Adequate	Outstanding	No
	Needed	(Typical for most school	(Better than most school	Opportunity to Observe
		districts)	districts)	
1. Knowledgeable of the history and				
foundations of school psychology				
	1	2	3	N/A
2. Knowledgeable of various services methods and models				
	1	2	3	N/A
3. Knowledgeable of public policies related to students and families				
	1	2	3	N/A
4. Knowledgeable of ethical standards				
	1	2	3	N/A
5. Practices school psychology according to standards and ethical guidelines				
	1	2	3	N/A
6. Knowledgeable of applicable state and federal laws governing the practice of psychology in the schools				
	1	2	3	N/A
7. Knowledgeable of skills needed to acquire career-long professional development				
	1	2	3	N/A

Comments:

Information Technology: NASP Domain 11

	Improvement Needed	Adequate (Typical for most school districts)	Outstanding (Better than most school districts)	No Opportunity to Observe
Knowledgeable of information sources and technology relevant to work as a school psychologist	_			27/1
2 W 1 1 1 1 6 1 1 1 1	1	2	3	N/A
2. Knowledgeable of assistive technology devices and their application	1	2	3	N/A
3. Uses technology in ways that safeguard or enhance quality of services				
	1	2	3	N/A

Strengths of internship site:	
Weaknesses of internship site:	
Suggestions to university training program:	
Site Supervisor*	Date
Intern	Date
intern	Bac
University Supervisor	Date
*The site supervisor's signature only indicates that this evaluation was discussed with him or her; it does not agrees with the report in part or in whole.	ot indicate that the site supervisor
agrees wan nee report in part of in minore.	

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Revised February 2012

Specialist in School Psychology Program

Credentialing Information

Licensed Specialist in School Psychology (LSSP) & National Certified School Psychologist (NCSP)

LSSP (if you plan to work in public schools in Texas)

This application **MUST** be submitted to the Texas State Board of Examiners of Psychologists (TSBEP) **PRIOR** to your graduation in May from the SSP Program. Please refer to the document that follows which gives the specific Board statement addressing the need for prompt application submission.

Send \$15 to the following address and ask to be sent the LSSP application form:

Texas State Board of Examiners of Psychologists (TSBEP) 333 Guadalupe, Suite 2-450 Austin, TX 78701

You should hear from the Board in approximately **6 weeks** after your application is received and approved. If you have heard nothing after 6 **full** weeks, you may wish to call the Board and ask about the status of your application.

Once you have been notified by TSBEP that your LSSP application has been approved, you will be able to complete your Internship experience and you will be able to apply to take the **Jurisprudence Exam**. The Jurisprudence Exam is a takehome, open book exam that will be mailed to you upon your pre-payment, and you will have 2 weeks to complete the exam and mail it back to TSBEP. You may work as an "**LSSP Trainee**" in the public schools under supervision for one year while waiting to take and pass the TSBEP Jurisprudence Exam. However, once you pass the Jurisprudence Exam, you will receive your **LSSP**. Students are encouraged to take this exam as soon as possible, because once passed, even though you are granted the LSSP credential, you must continue to work **under supervision for one additional year** before you are able to function independently as an LSSP in the Texas public schools. You may not contract independently with the public schools until your period of supervision is completed. **The LSSP is not a license for private practice**.

NCSP

You may download the NCSP application from

http://www.nasponline.org/certification/becoming_NCSP.html

If you have graduated from the program anytime since **2000**, you may check that you graduated from a **NASP Approved** program.

Be sure you send to NASP:

- Praxis exam scores (sent directly from ETS)
 the completed NCSP application with
- copy of official transcript indicating the receipt of your degree
- application fee
- ❖ All related forms with Program Advisor's signature

When sending important documents, it is advisable to send the material by **certified mail** with return receipt requested.

Provision of Psychological Services in the Public Schools without a License by LSSP Applicants for Licensure

The Texas State Board of Examiners of Psychologists has recently adopted an amendment to Board rule 463.9 concerning licensed specialists in school psychology (LSSPs). There are now three separate stages under which an individual seeking licensure as an LSSP may be allowed to provide psychological services in the public schools without a license.

<u>First Stage</u>: Board rule 463.9 requires that an applicant for the LSSP have completed an internship of 1200 hours, at least 600 hours of which must be in the public schools. During this internship, the individual is allowed to provide school psychological services as an LSSP intern.

Second Stage: After the individual has completed an internship AND has submitted an application for licensure for LSSP with the Board, the individual/applicant may provide school psychological services without a license and would still be considered an LSSP intern. However, if the applicant receives a letter from the Board indicating that the applicant does NOT meet the training requirements for this licensure, the applicant may no longer legally provide psychological services in the public schools and must cease to do so immediately. Note: there should be no gap in time between the individual completing the internship and submitting an application for licensure to the Board. This means that the individual would have to submit the application for licensure in a prompt manner as soon as the internship is completed. If the application is not submitted in a timely manner and the formal internship is complete and the individual continues to provide psychological services in the interim, they would be providing services illegally. Also, if the application cannot be accepted by the Board and is returned to the applicant then the applicant must immediately stop providing school psychological services. An application would be returned to the applicant for various reasons such as for being incomplete or failing to provide required documentation.

<u>Third Stage</u>: The majority of LSSP applicants are found by the Board to have met the training requirements and therefore will be issued an LSSP trainee status letter. This letter informs the applicant that they have met the training requirements and therefore may function as an LSSP trainee for up to one year, while they take and pass the Jurisprudence Examination. This then is the third stage or condition that allows for providing psychological services in the public schools without a license.

<u>Summary</u>: The second stage constitutes the real change to the rule. At times there had been the situation where the applicant had completed the formal internship with the higher education institution, but their contract with the public school was not complete and so they continued to provide services and yet they had not submitted an application for licensure to the Board. The second stage aims at helping such an applicant transition into becoming an LSSP trainee, provided that the application is submitted to the Board as soon as the formal internship is completed. The applicant for the LSSP must complete their formal internship before applying for

licensure. Also, the applicant for the LSSP must take and pass the National School Psychology Exam before the end of their formal internship. Passage of this exam at the Texas cutoff is required information on the application for licensure. If the application does not indicate passage of this exam on their application, the Board returns the application to the applicant as being incomplete and the applicant will NOT have a pending application before the Board and therefore may no longer provide school psychological services.

STATEMENT OF AGREEMENT

BETWEEN

SAM HOUSTON STATE UNIVERSTIY PSYCHOLOGY DEPARTMENT,

LOCAL INDEPENDENT SCHOOL DISTRICT,

AND

CANDIDATE

THIS AGREEMENT is entered into by and between the Psychology Department of Sam Houston State University ("University"), which is a state-supported institution of higher education established pursuant to the Texas Education Code, and is located in Huntsville, Texas, Local Independent School District ("Facility") located in Humble, Texas, and Candidate ("Candidate"), a graduate student at SHSU who will be fulfilling the role of LSSP Intern with Local ISD during the 2010-2011 school year. University, Facility, and Candidate shall be known collectively as "the Parties" and singularly as "a Party" or "the Party."

WHEREAS, the University and the Facility seek to provide training in the provision of psychological services in the schools, to include assessment, consultation, behavioral and academic intervention, and both individual and group counseling, for the Candidate, who is enrolled in the culminating Internship course of the School Psychology Program within the Psychology Department at the University;

WHEREAS, the Candidate seeks to receive training in the provision of psychological services in the schools and has agreed to hold the position of LSSP Intern with the Facility during the 2008-2009 school year;

WHEREAS, it is agreed by the parties hereto to be of mutual interest and advantage that Candidate be given the opportunity to utilize the Facility for educational purposes.

NOW, THEREFORE, the Parties agree as follows:

ARTICLE I RESPONSIBILITIES OF UNIVERSITY

University shall fulfill the following terms, obligations, and covenants:

- (1) Provide information and assistance to Facility to implement a program of educational experiences ("Program") suitable to each candidate, including candidates with disabilities;
- (2) Inform Facility of the name, address, and telephone number of the Director of Internship Training who will be available to assist the Facility personnel and Candidate, and who will be responsible to maintain on-going contact with Facility's designated representative;
- (3) Acquaint Facility designated representative and participating staff with the goals, objectives, methods, and specific expectations of the School Psychology Program's Internship experience;
- (4) Assign to Facility only Candidates who have fulfilled prerequisites for the educational experience;
- (5) Assign only one candidate per agreement;
- (6) Notify Facility as soon as possible of the names and arrival dates of Candidate;
- (7) Ensure that Candidate assigned to Facility have professional liability insurance coverage in amounts not to be lower than \$1,000,000 for each claim and \$1,000,000 aggregate;
- (8) Inform Candidate about his or her obligations to adhere strictly to all applicable administrative policies, rules, standards, schedules, and practices of Facility;
- (9) Inform Candidate and faculty members who are supervising Candidate about the obligation to maintain confidentiality of all Facility matters, proceedings, and information to the extent required by law, including, but not limited to, client records and information. *This confidentiality shall extend beyond the termination of their agreement*;
- (10) Upon notice to the University, inform Facility of any adverse circumstances to which Facility may be exposed as a result of the behaviors deemed to be dangerous by Candidate;

- (11) Upon notice to University, notify Facility of any complaint, claim, investigation, or lawsuit involving Candidate if that action is related to the educational experiences provided under this Agreement;
- (12) Notify Candidate about his or her obligation to comply with the Facility policies and procedures, state law, and federal law where applicable in the performance of duties required by the Facility;
- (13) Accept overall responsibility for the education, evaluation, qualifications, and competency development of Candidate.

ARTICLE II RESPONSIBILITIES OF FACILITY

- (1) Provide supervised learning experiences for Candidate in accordance with NASP guidelines for agreed upon learning objectives, skill development areas, learning experiences, and intended learning outcomes;
- (2) Assign a qualified supervisor or supervisors to work with Candidate and identify one individual to act as a liaison with the Internship course instructor;
- (3) Provide the Internship course instructor with a learning agreement and a performance appraisal for each Candidate in a form prescribed by the University;
- (4) Provide periodic performance information to the Candidate and to the University as prescribed, and immediately report any unsatisfactory conduct or performance of the Candidate;
- (5) Permit designated faculty members the right to visit with Candidate and Facility supervisors regarding the progress of Candidate at the Facility;
- (6) Provide Candidate with essential conditions and materials for their work, including space, privacy, and technological supports;
- (7) Provide an atmosphere for learning that is supportive and free from discrimination based on race, ethnicity, religion, gender, disability, or sexual preferences;
- (8) Provide Candidate with information regarding policies and procedures of Facility, and with orientation experiences to ensure that Candidate will be able to meet the requirements of Facility.

ARTICLE III RESPONSIBILITIES OF THE CANDIDATE

- (1) Participate fully in supervised learning experiences designed for the Candidate in accordance with NASP guidelines for agreed upon learning objectives, skill development areas, learning experiences, and intended learning outcomes;
- (2) Monitor participation in the supervised learning experiences provided to ensure that they are sufficient to meet the NASP requirements for internship and completion of the final Portfolio evaluation. If additional experiences are needed, it is the responsibility of the Candidate to inform both the Facility and University of the need so that they might further assist the Candidate:
- (3) Complete the learning agreement with Facility supervisor and monitor progress toward meeting these goals;
- (4) Maintain frequent communication with Facility personnel and University faculty, specifically the Internship course instructor, to assist in the monitoring of Candidate progress;
- (5) Be familiar with and comply with the policies and procedures of the Facility, and to notify Facility supervisor and University faculty immediately if there is any reason why Candidate would not be able to meet the requirements of Facility;
- (6) Acquire and maintain professional liability insurance coverage in amounts not to be lower than \$1,000,000 for each claim and \$1,000,000 aggregate;
- (7) Upon reasonable suspicion by the candidate, notify University of any behavior or action that might result in any complaint, claim, investigation, or lawsuit involving Candidate if that action is related to the educational experiences provided under this Agreement;

ARTICLE IV RESPONSIBILITIES OF THE PARTIES

The Parties agree to fulfill the following terms, obligations, and covenants:

(1) Under this Agreement, University and any University personnel, including faculty, shall not be considered employees, agents, borrowed servants, partners, or joint venturers of Facility;

- (2) Facility is responsible for wages, social security taxes, medical insurance, or workers' compensation insurance for Candidate. Such wages and other applicable employment benefits will be provided under separate contract between the Facility and the Candidate, of which the University is not a party;
- (3) Nothing in this Agreement is to be construed as transferring responsibility from one party to another;
- (4) Without limitation of any provision set forth in the Agreement, the Parties expressly agree to abide by all applicable federal and/or state equal employment opportunity statutes, rules, and regulations;
- (5) Facility shall have the right to refuse to allow any Candidate who is not judged to have the requisite skills, attitudes, or previous training for proper provision of assigned tasks to participate in the activities at Facility;
- (6) To the extent permitted by the constitution and laws of the State of Texas and without waiver of sovereign immunity or any other defenses to which University is or may be entitled to assert, University shall indemnify and hold Facility harmless from and against any claims, costs, including reasonable attorney's fees, liabilities, or causes of action arising out of or from any negligent acts or omissions by Candidate or University personnel who are engaged in activities at Facility that are directly related to the School Psychology Program of the Psychology Department. In the event that University and Facility are legally adjudged to have been jointly negligent in causing injury or damage, each shall be obligated to satisfy its proportionate share of such judgment based upon the percentage of liability attributed to it in such judgment, but if, in addition, University is adjudged to be liable for acts or omission of Facility and/or any employee, personnel, or agent provided by Facility, then University shall be indemnified by Facility to the extent of such vicarious liability. Neither Party hereto shall be obligated to indemnify the other for such other Party's own negligence. This indemnification provision shall survive termination of the Agreement.

ARTICLE V TERM AND TERMINATION

- (1) This Agreement shall remain in effect until the end of the University's academic year, potentially including a portion of summer, and shall be valid for one academic year only;
- (2) Any breach of the covenants stated in Article I of the Agreement by University shall be considered a material breach of this agreement. In the event of a material breach, Facility shall have the right to terminate this Agreement immediately;

- (3) Notwithstanding any other provision of this Agreement, all Parties shall have the right to terminate this Agreement after thirty (30) calendar days written notice is given to the other Parties. If any Party exercises this option, the Parties agree to make reasonable efforts so that the Candidate, if already in training at the Facility, will be allowed to complete or make appropriate transfers of cases in progress which were undertaken as part of their course of study.
- (4) Facility shall further have the right to demand immediate removal of Candidate from its premises, upon a determination by the administrator in charge that the Candidate poses a threat to the safety of Facility's clients or personnel or to the orderly business functioning of Facility.

ARTICLE VI GENERAL PROVISION

- (1) The Parties agree that this Agreement will be construed by the laws of the State of Texas (exclusive of its conflict of laws); provision and venue for purposes of claims, or litigation shall be Houston, Harris County, Texas.
- (2) The terms and conditions of this Agreement may be modified upon mutual written consent of the Parties at any time.
- (3) This Agreement and all terms and conditions contained herein shall become effective as of the date noted as the Effective Date.
- (4) Any notice required or permitted under this agreement shall be considered effective as of the date sent by certified mail, return receipt requested.
- (5) No Party may assign any rights or obligations under this Agreement without the prior written consent of the other Parties.
- (6) Each individual executing this Agreement on behalf of any Party expressly represents and warrants that he/she has authority to do so, and thereby to bind the Party on behalf of which/whom he/she signs, to the terms of the Agreement.
- (7) If any part of this Agreement is determined to be invalid, illegal, inoperative, or contrary to applicable law, statute, regulation, or University or Facility policies that part of the Agreement shall be reformed, if reasonably possible to comply with applicable law, statute, or regulation and in any event, the remaining parts of this Agreement shall be fully effective and operative in so far as reasonably possible.

- (8) A waiver by any Party of the breach or violation of any provision of the Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the Agreement.
- (9) No Party shall be liable nor deemed to be in default for any delay or failure in performance under the Agreement or any other interruption of service deemed resulting, directly or indirectly, from acts of God, acts of public enemy, war, accidents, fires, explosions, hurricanes, floods, failures of transportation, strikes, or other work interruptions by either party's employees, or any other similar cause beyond reasonable control or either party.
- (10) This Agreement is entered into by and between the Parties hereto and for their benefit. Unless explicitly provided in this Agreement, there is no intent by any of the parties to create or establish third party beneficiary status or rights in any third party, and no such third party shall have any right to enforce any right or enjoy any benefit created under this Agreement.
 - (11) Unless expressly provided herein, the Parties do not assume or become liable for any of the existing or future obligations, liabilities, or debt of the other.
 - (12) This is the entire Agreement between the Parties and supersedes all prior agreements, proposals, or understandings, whether written or oral.

IN WITNESS THEREOF, the Parties have executed this Agreement in multiple counterparts. The effective date of this agreement will be the date of the last signature below:

Local Independent School District	Sam Houston State University					
Ву						
(Print):	Ramona M. Noland, Ph.D., NCSP, LSSP					
Title:	Title: Intern Supervisor for SHSU					
Date	Date					
LSSP I	ntern/SHSU Candidate					
Ву						
(Print):						
Date:						
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Specialist in School Psychology Program

FACILITY:
Administrator, Local Independent School District
UNIVERSITY:
Dean, College of Humanities and Social Sciences Sam Houston State University
With copies to: Christopher Wilson, Ph.D., Department Chair, Sam Houston State University Special Education Director, <i>Local</i> Independent School District

PROGRAM

EVALUATIONS

Sam Houston State University Performance Based Assessment Plan Specialist in School Psychology

Admission	Year 1	Year 2	Year 3	Praxis Exam	Post-Graduate Follow-up ^a
Admission to Graduate	Maintain 3.0	Maintain 3.0	Evaluation by	The Praxis Exam	Employment
School and Program:	GPA for all	GPA for all	Internship Site	meets the	data
- 3.0 Undergraduate GPA	courses	courses	Supervisor,	Comprehensive	
- 18 hours of Psy courses	~		Mid-Term and	Exam	One to five
- 1000 GRE <u>or</u> 50 MAT	Core Faculty	Core Faculty	Final	requirement for	year post-
	Evaluation of	Evaluation of		all Program	graduate
Graduate Program	Candidates'	Candidates'	Intern	candidates	evaluation of
Committee makes	Annual	Annual	evaluation of		Program
admission decisions based	Progress	Progress	site, Mid-Term	A passing score is	
on undergraduate GPA,	G 1:1.	F 1 2 1	and Final	defined as a score	Employer
GRE/MAT scores, letters	Candidates'	Evaluation by	D (C 1)	equal to or greater	survey of
of recommendation,	evaluation of	Practicum	Portfolio review	than that required	graduate
personal statement and	courses and	Site	of candidates'	to be a Nationally	performance
potential for success in the	Program	Supervisor	Internship Year	Certified School	
profession of school			Progress	Psychologist (NGSP)	
psychology				(NCSP), currently	
				165.	

^a Proposed assessment to be implemented during the 2012-2013 academic year.

Specialist in School Psychology Program

SAM HOUSTON STATE UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM EVALUATION

This evaluation form has been sent to you in an effort to conduct an on-going evaluation of the quality of our training program. Please complete and return this *anonymous* evaluation form in the envelope provided. The faculty of the SHSU Specialist in School Psychology (SSP) Program is grateful to you for your time, comments, and commitment to ensuring the highest level of quality for our training program.

 I am a recent graduate of the SSP Program. (Recent is defined as having graduated within the last two years)
 I am a <i>long-term graduate</i> of the SSP Program.
(Long-term is defined as having graduated within the last five years)

Please indicate the appropriate evaluator information:

the graduate's performance on the job.

Please rate each item on a scale of highest (5) to lowest (1) for quality of preparation. If an area of performance has not been observed or does not apply, please select the rating of NA.

I am an *employer* of a program graduate who is evaluating the program based on

EDUCATIONAL FOUNDATIONS		JAL	ITY	RA	TIN	G
1. Knowledgeable of core psychological foundations	1	2	3	4	5	NA
2. Knowledgeable of core educational foundations	1	2	3	4	5	NA
3. Knowledgeable of school psychology as a profession	1	2	3	4	5	NA
4. Knowledge of school law	1	2	3	4	5	NA
5. Knowledge of school administration and organization	1	2	3	4	5	NA
6. Knowledge of school policies/procedures	1	2	3	4	5	NA
7. Knowledge of academic resources	1	2	3	4	5	NA

8. Knowledge of mental health and other community resources		1	2	3	4	5	NA
9. Knowledge of special education resources 1	2	3	4	5	N.	A	
10. Knowledge of special education classrooms		1	2	3	4	5	NA
ASSESSMENT		QU	ALI	TY	RA'	ΓIN	G
1. Able to administer, score and interpret intelligence and other cognitive tests		1	2	3	4	5	NA
2. Able to administer, score and interpret academic achievement tests		1	2	3	4	5	NA
3. Able to administer, score and interpret measures of social/emotional functioning, personality, and behavioral adjustment		1	2	3	4	5	NA
4. Able to assess adaptive behavior		1	2	3	4	5	NA
5. Able to perform neuropsychological and process assessments		1	2	3	4	5	NA
6. Able to perform other types of assessments (e.g., curriculum-based , dynamic , portfolio)		1	2	3	4	5	NA
7. Able to interpret assessment results in response to the reasons for referral and clinical hypothesis		1	2	3	4	5	NA
8. Knowledgeable about the diagnostic system(s) used to make diagnoses		1	2	3	4	5	NA
9. Makes appropriate diagnoses		1	2	3	4	5	NA
10. Able to generate appropriate and useful recommendations for interventions		1	2	3	4	5	NA
11. Able to verbally communicate results meaningfully to teachers, administrators, parents and students		1	2	3	4	5	NA

12. Able to write effectively	1	2	3	4	5	NA
CONSULTATION	QU	JAL	ITY	RA	TIN	G
1. Able to consult effectively with teachers concerning academic issues	1	2	3	4	5	NA
2. Able to consult effectively with teachers concerning behavioral management issues	1	2	3	4	5	NA
3. Able to understand the constraints placed on the consultee by the work environment	1	2	3	4	5	NA
4. Able to assist the consultee in generating alternative solutions	1	2	3	4	5	NA
5. Able to assist the consultee in collecting and analyzing data to inform intervention development and implementation	1	2	3	4	5	NA
6. Able to develop helpful suggestions for parents related to their concerns about a child's behavioral functioning	1	2	3	4	5	NA
7. Able to develop helpful suggestions for parents related to their concerns about a child's academic functioning	1	2	3	4	5	NA
8. Able to develop helpful suggestions for administrators regarding their concerns	1	2	3	4	5	NA
9. Able to effectively confer with professionals from other disciplines (e.g., physicians, communication disorder specialists, physical and occupational therapists, counselors, etc.) regarding a child's or family's needs	1	2	3	4	5	NA

COUNSELING	QU	ALI	TY	RAT	IN(3
1. Able to assess need for counseling	1	2	3	4	5	NA
2. Able to establish goals and objectives for individual counseling	1	2	3	4	5	NA
3. Able to design strategies and activities based on goals for individual counseling	1	2	3	4	5	NA
4. Able to establish goals and objectives for group counseling	1	2	3	4	5	NA
5. Able to design strategies and activities based on goals for group counseling	1	2	3	4	5	NA
6. Able to provide effective social skills training	1	2	3	4	5	NA
7. Able to provide effective crisis response for students	1	2	3	4	5	NA
8. Able to utilize referral resources (e.g., MHMR, other community support groups or networks) effectively	1	2	3	4	5	NA
INTERVENTIONS 1. Able to formulate and assist with the	QU	ALI	TY	RAT	ΓΙΝ(J
implementation of effective academic interventions	1	2	3	4	5	NA
2. Able to formulate and assist with the implementation of effective behavioral interventions	1	2	3	4	5	NA
3. Able to adequately conduct a functional behavioral assessment (FBA)	1	2	3	4	5	NA
4. Able to link FBA results with the resulting behavioral plan	1	2	3	4	5	NA

5. Able to effectively design behavioral intervention plans (BIPs)	1	2	3	4	5	NA
6. Able to evaluate the effectiveness of interventions employed	1	2	3	4	5	NA
7. Able to provide effective parent education and to work with families	1	2	3	4	5	NA
ETHICS	OI	UAL	ITY	RA	TIN	\mathbf{G}
1. Demonstrates knowledge of ethical standards of professional practice	1	2	3	4		
2. Applies this knowledge in everyday practice	1	2	3	4	5	NA
SPECIAL POPULATIONS	ΩΙ	TAT	ITV	' RA	TIN	C
1. Demonstrates knowledge of diverse cultural and/or linguistic populations	1	2				
2. Demonstrates knowledge of various disabling conditions	1	2	3	4	5	NA
3. Demonstrates sensitivity toward individuals who are from diverse cultural and/or linguistic populations	1	2	3	4	5	NA
4. Demonstrates sensitivity toward individuals who have a disabling condition	1	2	3	4	5	NA

COMMENTS:

Please provide us with any further thoughts you have regarding the strengths, weaknesses, course offerings, practica experiences, faculty mentoring, etc. of the SSP Program at SHSU. THANK YOU for your help!

CANDIDATE RESOURCES

Financial Awards

The University offers several types of financial awards to eligible graduate students. The amount may vary from year to year. These are:

- 1. *Scholarships* The College of Humanities and Social Sciences offers \$1,000 scholarships awarded each semester based on academic eligibility. These awards are subject to availability of funds, and scholarship recipients qualify for **in-state tuition rates**.
- 2. Financial Awards through the University Financial Aid Office
 - a. Grants
 - b. State Tuition Exemption Programs
 - c. Various Student Loans
- 3. Assistantships There are frequently assistantships (10 hours/week) available through the Department of Psychology and Philosophy as well as other departments across campus for both 10 and 20 hours/week. Currently, information about these is usually word-of-mouth. Let the Department Chair and the School Psychology faculty know if you are interested in working in this capacity.

Student Services

Library

The Newton Gresham Library maintains substantial holdings in psychology, psychiatry, criminal justice, and related fields. Doctoral students are eligible for extended loan privileges at the discretion of the Director of Library Services and may initiate a request for this privilege by contacting the library. A limited number of study carrels also is available for student use; contact Library Services for further information

Computer Services

Graduate students have access to the Sam Houston State University network. The SHSU network provides on-campus access to various software packages and the Internet. There are several computer laboratories available to faculty, staff, and students.

Duplication Services

The University provides photocopy services for students in the Newton Gresham Library and in the Sam Houston Press. Students are responsible for any charges incurred in duplicating material. The copy machine in the Sam Houston Press has a reduction capacity so that oversized documents can be reduced to standard format. There are also several commercial establishments near the campus which offer photocopying services at reasonable rates.

Other Services

Academic Enrichment Center	(936) 294-3680
Bookstore	(936) 294-1862
Computer Services	(936) 294-1950
Counseling Center	(936) 294-1720
Financial Aid	(936) 294-1724
International Programs	(936) 294-3892
Lowman Student Center	(936) 294-4902
Office of Student Life	(936) 294-1785
Post Office	(936) 294-1936
Registrar	(936) 294-1040
Student Activities	(936) 294-4180
Student Services	(936) 294-1784
Legal Services	(936) 294-1717

GRIEVANCE PROCEDURES

Academic Honesty

Academic honesty is expected and required in all phases of student work. Academic dishonesty will result in an "F" which, in turn, leads to disqualification from the graduate program. Academic dishonesty includes, but is not limited to, the following:

- a. Cheating on examinations, including the Praxis examination.
- b. Plagiarism. Papers submitted in courses must be the student's own work. Information and opinions drawn from other sources are to be attributed and referenced properly, using the proper form of citation. A student who submits written work without clear attribution to original sources is guilty of plagiarism.
- c. Submitting a paper, book critique, evaluation, or any other written work as the student's own which the student, in fact, did not write or had substantial help in writing. This includes using the services of a commercial research paper agency in course submissions.
- d. Submitting the same or substantially similar research paper to different courses. The expectation is that a paper is the product of original research (although materials may be derived from secondary sources) and is written for a specific course only. Papers cannot be used to satisfy requirements in multiple courses, except with the prior written permission of the professor to whom it is submitted. The use of papers from previous graduate or undergraduate courses is also prohibited.

Sam Houston State University Academic Policy Statement 900823 Academic Grievance Procedures for Students Page 1 of 4 Revised January 26, 2006

1. PURPOSE

The purpose of this academic policy statement is to provide for the resolution of student academic grievances in a prompt and equitable manner.

2. GENERAL

- 2.01 Under the provisions of this policy, academic grievances include disputes over:
- a. Course grades
- b. Unauthorized class absences or tardiness
- c. Suspension for academic deficiency
- d. An instructor's alleged unprofessional conduct related to academic matters
- e. Graduate comprehensive and oral examinations
- f. Theses and dissertations
- 2.02 If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved. After considering the advice provided by any or all of the administrators participating in hearing the grievance, the individual(s) involved in the dispute shall retain the academic freedom to decline to change the original judgment in the matter.
- 2.03 Allegations of student misconduct, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office will be referred to the Dean of Students' Office for necessary action.
- 2.04 Allegations, questions, or appeals involving academic dishonesty, i.e., cheating, plagiarism, collusion, and/or abuse of resource materials, will be processed in accordance with the procedures set forth in Academic Policy Statement 810213, "Procedures in Cases of Academic Dishonesty."
- 2.05 If, in turn, the department/school chair, College Academic Review Panel, academic

dean, Dean of Graduate Studies (for graduate student issues), or Provost and Vice President for Academic Affairs finds that a disputed action conflicts with federal or state law, university, college, or departmental policy, or Sam Houston State University Academic Policy Statement 900823 Academic Grievance Procedures for Students Page 2 of 4 Revised January 26, 2006 with an instructor's stated class policy, a decision should be rendered in favor of the aggrieved student.

3. COLLEGE ACADEMIC REVIEW PANEL

- 3.01 There shall be in each college a Standing College Academic Review Panel. The members of the panel shall be chosen by procedures established by the college dean. The panel will consist of three faculty members and two student members. The chair of the panel will be selected from the panel members by the appointees to the panel. A department/school chair or any party to the appeal being heard may not serve on the panel. At least two faculty members and at least one student member must be present for action to be taken.
- 3.02 The Academic Review Panel will be involved in an alleged grievance only after the normal procedures outlined in paragraph 4.01.a and 4.01.b below have been exhausted.
- 3.03 The Academic Review Panel will hear only appeals involving disputes over those matters set forth in paragraph 2.01.a through 2.01.f of this policy. Appeals regarding university/college degree requirements, student misconduct, or academic dishonesty will not be addressed by the panel.

4. PROCEDURES

- 4.01 The following steps are to be followed in pursuing an academic grievance or an appeal of suspension for academic deficiency (a grade point average below 2.00):
 - a. In the event of an academic grievance, the student must first appeal to his/her instructor or committee chair for a resolution of the matter and must do so in writing and within thirty days following the final course exam for the semester or summer session during which the dispute arises. (If the grievance involves a suspension for academic deficiency, the student appeals directly to the appropriate academic dean.)
 - b. If an academic grievance is not satisfactorily resolved with the instructor or committee chair, the student may appeal to the chair of the academic department/school in which the complaint or dispute is centered. The student appealing must provide a written summary of the pertinent issues of the grievance. In addition, a student may include other faculty or staff Sam Houston State University Academic Policy Statement 900823 Academic Grievance Procedures for Students

- members or any other informed individual who might act as advocates in support of his/her appeal.
- c. If the student remains aggrieved after an appeal to the chair of the department/school, the student may forward the written appeal (plus any other additional material) to the college dean in whose college the dispute arose with a request to have the case heard by the College Academic Review Panel. Within fifteen working days of receiving the appeal, the Panel will investigate the alleged grievance and present such findings and recommendations as the Panel finds appropriate as soon as possible to the grievant and to other relevant parties, including the department/school chair and the faculty member(s) against whom the grievance is directed. During the panel hearing(s), all parties involved in the original grievance will be invited to appear before the Panel. The grievant may request either oral or written statements from advocates. The inclusion of these statements at the hearing(s) will be at the discretion of the Panel. Under no circumstances will advocates be permitted to directly question or cross-examine any person who is involved in the grievance. Legal counsel, if included by the grievant, may act only in an advisory capacity and may not be a directly active participant in the proceedings.
- d. If a resolution of an academic grievance by the Review Panel is not accepted, the student may request in writing that the grievance be forwarded to the college dean in whose college the dispute arose for review and adjudication. The dean will receive all documents pertaining to the dispute from the academic Review Panel and the dean will inform the student, the instructor, and/or the committee chair, and the administrators participating in the appeals process of the decision and the disposition of the matter within fifteen working days of receipt of the appeal. The dean's decision is final.

APPROVED: /signed/

James F. Gaertner, President

DATE: <u>04/25/06</u> Sam Houston State University Academic Policy Statement 900823 Academic Grievance Procedures for Students Page 4 of 4 Revised January 26, 2006

CERTIFICATION STATEMENT

This academic policy statement (APS) has been approved by the reviewer(s) listed below and represents Sam Houston State University's Division of Academic Affairs' APS from the date of this document until superseded.

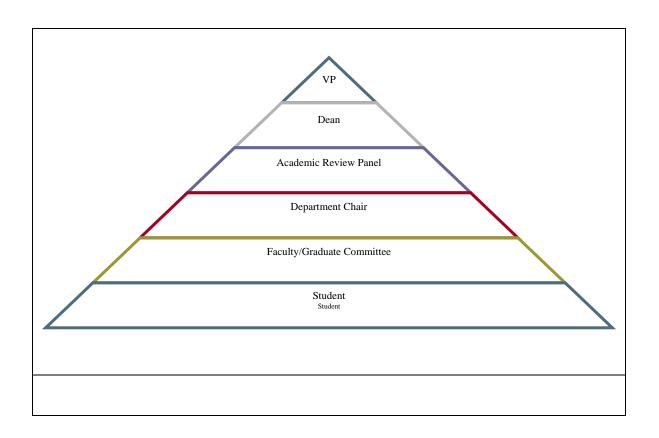
Original Date: August 23, 1990 Review Cycle: October, ENY*

Reviewer(s): Academic Policy Council Review Date: October 1, 2008

Approved: /signed/ Date: 04/25/06

David E. Payne

Provost and Vice President for Academic Affairs *ENY = Even Numbered Year



SAM HOUSTON ASSOCIATION OF SCHOOL PSYCHOLOGY (SHASP)



Sam Houston Association of School Psychology (S.H.A.S.P.)

CONSTITUTION

Article I

The name of this organization shall be known as the Sam Houston Association of School Psychology, or S.H.A.S.P.

Article II Purpose and Objectives

Purpose

o It is the mission of the Sam Houston Association of School Psychology to support the personal and professional development of its members through the promotion of community, leadership, professionalism, academic excellence, and interpersonal skills in order to enhance the mental health and educational competence of the youth community.

Objectives

- To cultivate an accepting and professional environment that encourages the free exchange of ideas, resources, and experiences, as well as promotes cooperative interactions among its members.
- o To encourage the academic success of its members by creating an open line of communication between faculty and students.
- O To create a social support network for school psychology students in which they, with the guidance of faculty members, can address any questions or concerns relating to their program. This allows for collaboration and discussion of topics related to the field of school psychology as well as to academic life at Sam Houston State University.
- O To serve as a forum for faculty, interns, and students to discuss current trends in school psychology as well as allow the opportunity to address any upcoming programmatic changes or concerns a student or faculty member might have regarding the program.
- o To encourage fellowship among its members by providing opportunities for social activities.

- o To advance students' multicultural competency and proficiency in the delivery of psychological services to the community.
- To encourage ethical conduct in the school psychology profession and academic integrity in educational pursuits and activities.

Article III Membership

Membership into the Sam Houston Association of School Psychology shall consist of and is open to any School Psychology Program graduate student at Sam Houston State University.

Article IV *Meetings*

S.H.A.S.P. officer meetings will take place on the second Thursday of each month at 5:00 PM. Meetings for the general membership will be held immediately following.

• Eight members shall constitute a quorum for purposes of conducting the organization's business.

Article V Officers

Elected Officers

- 1. President shall:
 - Lead regular and executive meetings of the S.H.A.S.P organization
 - Oversee group events and activities
 - Communicate with officers and advisors on all matters
 - Serve as liaison between S.H.A.S.P members and the faculty of the school psychology program
- 2. The Vice-President shall:
 - Lead meetings in the absence of the president
 - Assist the president in the coordination of group events and activities.
- 3. The Secretary shall:
 - Record minutes at all formal meetings
 - Maintain necessary correspondence with group members
 - Submit report of officers and advisor(s), including their names and addresses by the twelfth class day of each semester to the Student Activities Office
 - Submit changes to officers positions to the Student Activities Office

- 4. Treasurer shall:
 - Keep record of organization's revenue and disbursements
 - Assure accuracy and maintenance account information
 - Prepare monthly reports for the faculty advisor and other officers
- 5. First-Year Representative shall:
 - Serve as representative for first-year S.H.A.S.P members
 - Act as liaison between first-year S.H.A.S.P. members, S.H.A.S.P. officers, and the general S.H.A.S.P. membership

Appointed Officers

- 6. Programming Chair shall:
 - Serve as chair of the S.H.A.S.P. fundraising committee, coordinating and overseeing fundraising events.
 - Serve as chair of the S.H.A.S.P. social events committee, coordinating and overseeing social events.
- 7. Other Officers
 - May be established by the organization to meet programmatic needs of its members
 - These offices may be either appointed or elected offices.

Article VI Committees

The following standing committees shall exist:

- 1. Fund raising
 - Led by the programming chair, the fundraising committee will coordinate and execute S.H.A.S.P. fundraising events
- 2. Social Events
 - Led by the programming chair, the social events committee will coordinate and execute S.H.A.S.P. social events
- 3. Other
 - May be established by the organization to meet needs

Article VII Officer Elections and Appointments

- 1. The term of office for all positions is for one year.
- 2. Elections will be held each spring semester during the month of April. Elections of the First-Year Representative will be held during the first two weeks of the Fall semester.

- 3. Voting will consist of officers being elected based on a majority vote by the general membership. The First-Year Representative will be elected by a majority vote of the first-year organization members.
- 4. Appointed officer positions will be determined by the faculty sponsor within two weeks of the general officer elections.

Article VII University Registration/Recognition

At the beginning of each Fall, Spring, and Summer Semester, this organization shall submit an updated report with the names and addresses of its officers and advisor(s). This report shall be summated to the Student Activities Office (Suite 328 of the Lowman Student Center) no later than the twelfth class day. Changes in officers that occur during the semester must be reported promptly. If this organization fails to abide by this policy, this organization must resubmit the "Student Organization Registration Application" to the Student Activities Office and subsequently go before the Student Organizations' Board for consideration to once again become an officially recognized student organization.

Article IX Amendments

- 1. This constitution shall be amended by a majority vote of the membership.
- 2. A copy of all constitutional changes and amendment will be submitted to the Student Activities Office as described above.

ATTACHMENT D – RESPONSE TO NASP STANDARD I

Standards	Response/Documentation
I. PROGRAM CONTEXT/STRUCTURE School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.	
1.1 The program provides to all candidates a clearly articulated training philosophy/mission, goals, and objectives. An integrated and sequential program of study and supervised practice clearly identified as being in school psychology and consistent with the program's philosophy/mission, goals, and objectives are provided to all candidates.	Standard Previously Met.
1.2 A commitment to understanding and responding to human diversity is articulated in the program's philosophy/mission, goals, and objectives and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica, and internship experiences. Human diversity is recognized as a strength that is valued and respected.	Standard Previously Met.
1.3 Candidates have opportunities to develop an affiliation with colleagues, faculty, and the profession through a continuous full-time residency or alternative planned experiences.	Standard Previously Met.
1.4 The program possesses at least three full-time equivalent faculty. At least two faculty members (including the program administrator) shall hold the doctorate with specialization in school psychology and be actively engaged in school psychology as a profession (e.g., by possessing state and/or national credentials, having experience as a school psychologist, participating in professional school psychology associations, and/or contributing to research, scholarly publications, and presentations in the field). Other program faculty possess the doctoral degree in psychology, education, or a closely related discipline with a specialization supportive	Standard Previously Met.

Standards	Response/Documentation
of their training responsibilities in the school psychology program.	
poyonology program	
1.5 The program provides, collaborates in, or contributes to continuing professional development opportunities for practicing school psychologists based on the needs of practitioners.	POLICY: The Program seeks to provide ongoing professional development and collaborative experiences in keeping with University goals and the vision statement of the College (see Attachment I-C, p. 5-7).
	PRACTICE: Program faculty and candidates have provided professional development workshops and training experiences over the course of the past five (5) years. A table of professional development activities for the three core faculty members has been included with Attachment B, and should provide reviewers with evidence of the commitment to community training provision by the Program.
REQUIREMENTS FOR SPECIALIST-LEVEL PROGRAMS ONLY (1.6–1.7)	
1.6 Specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.	Standard Previously Met.
1.7 Specialist-level programs include a minimum of one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours.	Standard Previously Met.
REQUIREMENTS FOR DOCTORAL PROGRAMS ONLY (1.8–1.10)	
1.8 Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards (see Standard II). (Note: Programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and, to the greatest extent possible, credit for prior training.)	N/A
1.9 Doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level. The program shall include a	N/A

Standards	Response/Documentation
minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation.	
1.10 Doctoral programs include a minimum of one academic year of doctoral supervised internship experience, consisting of a minimum of 1500 clock hours.	N/A

ATTACHMENT E – RESPONSE TO NASP STANDARD II

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate-level curricula, practica, and internship.

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

NOTE: This Domain was determined to be adequately *Addressed* during the initial review.

Curricula: See Syllabi (description, goals, and course schedule) for the following courses used to address this Domain:

- PSYC 5394: Psychometrics
- PSYC 5395: Assessment of Intell. and Achievmt.
- PSYC 5398: Adv. Child Assessment
- PSYC 5338: Consultation in the Schools (Beh.)
- PSYC 5370: Academ. Assmt. and Consultation

Practica: Candidates are involved in the following courses during Year 2 that specifically address the application of data-based decision-making skills:

- PSYC 6394: Practicum in Psychometrics
- PSYC 6397: Practicum II

Internship: Candidates are encouraged to provide a full range of school psychological services, all of which are to be informed by data collection. The Internship Plan and Portfolio assessment detail how each Domain is addressed through practice during Year 3 (see Attachment I-C: Program Handbook, p. 86-87; 90-113).

2.2 **Consultation and Collaboration**: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the

NOTE: This Domain was determined to be adequately *Addressed* during the initial review.

Curricula: See Syllabi (description, goals, and course schedule) for the following courses used to address this Domain:

individual, group, and system levels.

- PSYC 5339: Adv School Psychology
- PSYC 5338: Consultation in the Schools (Beh.)
- PSYC 5370: Academ. Asmt. & Consultation

Practica: The culminating practical experience, PSYC 6397: Practicum II, is designed to introduce the candidate to work within the school setting as an integral member of a team of professionals.

Internship: Candidates are expected to obtain both academic and behavioral consultation experience during Year 3 as well as to perform collaboratively within the school setting and with other professionals in the community.

2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

NOTE: This Domain was determined to be adequately *Addressed* during the initial review.

Curricula: See Syllabi (description, goals, and course schedule) for the following courses used to address this Domain:

- PSYC 5381: Advanced Learning
- PSYC 5397: Advanced Developmental
- PSYC 5395: Assessment of Intell. and Achievmt.
- PSYC 5398: Adv. Child Assessment
- PSYC 5370: Academ. Asmt. & Consultation

Practica: Candidates are involved in the following courses during Year 2 that specifically address the application of skills related to supporting the development of cognitive and/or academic skills in students:

- PSYC 6394: Practicum in Psychometrics
- PSYC 6397: Practicum II

Internship: Candidates are specifically required to obtain experiences related to supporting effective instruction and development of student cognitive and/or academic skills during Year 3.

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate

NOTE: This Domain was determined to be adequately *Addressed* during the initial review.

Curricula: See Syllabi (description, goals, and course schedule) for the following courses used to address this Domain:

- PSYC 5334: Child Therapy
- PSYC 5330: Psychopathology
- PSYC 5339: Adv School Psychology

the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

- PSYC 5338: Consultation in the Schools (Beh.)
- PSYC 5381: Advanced Learning

Practica: Candidates are involved in the following courses during Year 2 that specifically address the application of skills related to supporting the development of student socialization and life skills:

- PSYC 6396: Practicum I - PSYC 6397: Practicum II

Internship: Year 3 experiences are to include sufficient practice in the implementation of a variety of interventions that would address student socialization and life skills development. Portfolio cases related to consultation, behavioral intervention and assessment, and counseling are all required.

2.5 **Student Diversity in Development and Learning**: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Domain 2.5 under Standard II previously met.

2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

NOTE: This Domain was determined to be adequately *Addressed* during the initial review.

Curricula: See Syllabi (description, goals, and course schedule) for the following courses used to address this Domain:

- PSYC 5339: Adv School Psychology
- EDAD 5332: Adm. & Org. of Schools
- PSYC 5338: Consultation in the Schools (Beh.)
- PSYC 5370: Academic Asmt. & Consultation

Practica: Candidates are further introduced to working in school systems during Practicum I (PSYC 6396), Practicum in Psychometrics (PSYC 6394) Practicum II (PSYC 6397) experiences.

Internship: A major component of Year 3 involves candidates learning to navigate the system of their internship placement. Field supervisors play critical roles in facilitating the candidates'

introduction to their role in policy and practice development.

2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

NOTE: This Domain was determined to be adequately *Addressed* during the initial review. However, reviewers expressed a need for better Program emphasis on Crisis response and intervention.

Curricula: See Syllabi (description, goals, and course schedule) for the following courses used to address this Domain:

- PSYC 5334: Child TherapyPSYC 5334: MulticulturalPSYC 5330: Psychopathology
- PSYC 5397: Advanced Developmental

Practica: Practicum I (PSYC 6396) specifically addresses candidate development of introductory counseling skills (individual) and has direct didactic coverage of crisis response, risk assessment and crisis intervention. In Practicum II (PSYC 6397) candidates receive didactic support in the development of group counseling skills and ongoing group supervision addressing a myriad of experiences gained in practical settings, including crisis response and intervention.

Internship: Candidates are expected to complete both individual and group counseling experiences as part of Year 3 activities. Candidates participate on crisis intervention teams within their respective districts as available. Most candidates obtain risk assessment and crisis response and intervention experience during the internship year.

2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

NOTE: This Domain was determined to *not* be adequately *Addressed* during the initial review.

Curricula: See Syllabi (description, goals, and course schedule) for the following courses used to address this Domain:

- PSYC 5334: Child Therapy
- PSYC 5334: Multicultural
- PSYC 5397: Advanced Developmental
- PSYC 5338: Consultation in the Schools (Beh.)

Practica: Program field-based courses (PSYC 5338 and PSYC 5370) as well as all practicum courses (PSYC 6396, PSYC 6394, and PSYC 6397) afford

candidates the opportunity to collaborate with educators and families in an effort to provide comprehensive services and have a positive impact on students' lives. PSYC 6396: Practicum I, PSYC 6397: Practicum II, and PSYC 6394 have candidates placed in various school districts providing direct services under supervision.

Internship: Candidates are required to obtain some experience providing behavioral consultation services to families as well as educators. While experiences obtained during the internship year are dependent on the internship site and the candidate's school placements, most sites do an excellent job of obtaining experiences for our candidates that allow them to build collaborative relationships within the community.

2.9 **Research and Program Evaluation**: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

NOTE: This Domain was determined to be adequately *Addressed* during the initial review.

Curricula: See Syllabi (description, goals, and course schedule) for the following courses used to address this Domain:

- PSYC 5394: Psychometrics
- PSYC 5387: Advanced Statistics
- PSYC 5338: Consultation in the Schools (Beh.)
- PSYC 5370: Academic Asmt. & Consultation

Practica: Candidates are able to engage in research and program evaluation experiences as part of PSYC 6397: Practicum II. There is a vast range of experiences available to candidates during this practicum course, but specific opportunities can be site- and academic year-specific.

Internship: Candidates again have a vast range of experiences available to them during Year 3, and they are encouraged to participate in school-specific as well as district-wide research and program development/evaluation projects whenever they are available. Candidates obtain regular program evaluation experience at the individual student or classroom level.

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services

NOTE: This Domain was determined to be adequately *Addressed* during the initial review.

to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Curricula: See Syllabi (description, goals, and course schedule) for the following courses used to address this Domain:

- PSYC 5339: Advanced School Psychology
- EDAD 5332: Adm. & Org. of Schools
- PSYC 5338: Consultation in the Schools (Beh.)
- PSYC 5370: Academic Asmt. & Consultation

Practica: All practicum courses address candidate application of foundational knowledge of school psychological "best practices." PSYC 6394: Practicum in Psychometrics specifically addresses legal, ethical, and practice issues related to conducting psychological assessments. PSYC 6396: Practicum I specifically addresses legal, ethical, and practice issues related to counseling interventions. PSY 6397: Practicum II broadly covers school psychological practice, ethical, and legal concerns through applied critical thinking.

Internship: Candidates are expected to maintain impeccable professional performance during Year 3. Supervision provided by both the field and university supervisors supports candidate performance. Additionally, candidates are encouraged to seek all possible professional development opportunities during this critical year of training.

2.11 **Information Technology**: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Domain 2.11 under Standard II previously met.

ATTACHMENT F - RESPONSE TO NASP STANDARD III

III. FIELD EXPERIENCES/INTERNSHIP School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.	
3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.	Standard Previously Met.
3.2 The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.	Standard Previously Met.
3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting. (Note: Doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may complete the doctoral internship in a non-school setting if consistent with program values and goals. Program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements.)	Standard Previously Met.
3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.	Standard Previously Met.

3.5 The internship placement agency provides appropriate support for the internship experience, including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

Standard Previously Met.