

**THE UNIVERSITY OF TENNESSEE AT
CHATTANOOGA**

**COLLEGE OF HEALTH, EDUCATION AND
PROFESSIONAL STUDIES**



**ED. S. DEGREE IN ADVANCED
EDUCATIONAL PRACTICE:
SCHOOL PSYCHOLOGY
CONCENTRATION**

**PROGRAM HANDBOOK
FOR FACULTY AND STUDENTS**

2009-2010

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Ed.S. Degree in Advanced Educational Practice: School Psychology Concentration
Program Handbook for Faculty and Students
2008-2009

INTRODUCTION

This handbook provides comprehensive information about the University of Tennessee at Chattanooga's School Psychology program and is an important resource for school psychology faculty and students.

In this handbook you will find information not only about the School Psychology program but also some general information about the University of Tennessee at Chattanooga (UTC) and the profession of school psychology. *Part One* of this handbook describes the institutional context of the program, the program's history, the program's philosophy and objectives, admissions requirements and procedures, and sources of assistance to students. *Part Two* describes the program's academic and professional fitness requirements and procedures. *Part Three* provides information about practicum courses and experiences. *Part Four* provides information about internship courses and experiences. *Part Five* provides information about the profession of school psychology.

PART ONE: INSTITUTIONAL CONTEXT, CONTACT INFORMATION, BRIEF HISTORY OF UTC/SCHOOL PSYCHOLOGY PROGRAM, PROGRAM PHILOSOPHY AND OBJECTIVES, ADMISSION PROCEDURES AND REQUIREMENTS, AND SOURCES OF ASSISTANCE TO STUDENTS

Institutional Context

The University of Tennessee at Chattanooga's School Psychology program is housed in the Graduate Studies Division (GSD), a department in the College of Health, Education and Professional Studies (CHEPS). The School Psychology program co-coordinators, Dr. Pam Guess and Dr. George Helton, report to the department head of the GSD, Dr. John Freeman, who reports to the Dean of CHEPS, Dr. Mary Tanner. Overall responsibility for graduate degree programs at UTC rests with the Interim Dean of the Graduate School, Dr. Stephanie Bellar.

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As a general rule, school psychology students should first direct questions or concerns to their course instructors, then advisors (Dr. Helton or Dr. Pam Guess), or Dr. Guess or Dr. Helton in their capacity as program co-coordinators. If needed, students should next consult Dr. Freeman as department head of the GSD, then Dr. Tanner as Dean of the College. If students continue to have concerns after consulting with these faculty members, they can file appeals with the Graduate Council. (Appeal procedures are described in the *UTC Graduate Catalog* on page 19 or may be found online at <http://www.utc.edu/Administration/GraduateSchool/forms/documents/gradeappealform.pdf>.)

Brief History of UTC and the UTC School Psychology Program

Since its founding as Chattanooga University in 1886, the University of Tennessee at Chattanooga has developed an institutional excellence which rests on an unusual blend of the private and public traditions of American education. For 83 years the University was a private school. Three years after its founding the University was consolidated with another church-related school, East Tennessee Wesleyan University at Athens, under the name of Grant University. In 1907 the name University of Chattanooga was adopted.

In 1969 the University of Chattanooga and a junior college, Chattanooga City College, merged with The University of Tennessee, one of the oldest land-grant universities in the nation, to form the UTC campus. The new campus was given the mandate to devote the major portion of its resources to the development of excellence in undergraduate education and in selected areas of graduate study.

The University is located a few blocks from downtown Chattanooga, a city that is both highly industrial and rich in natural beauty. Claiming more than 600 industries, Chattanooga lies at the foot of Lookout and Signal Mountains where the Tennessee River forms Moccasin Bend. These sites possess historical significance as well as beauty in a city steeped in the heritage of the Civil War. With a population of about 162,170 in a metropolitan statistical population area of over 466,647, Chattanooga is easily accessible from all parts of the nation by air and bus.

The University combines the advantages of a strong private tradition with those of a state-assisted institution. Dedicated to providing quality education to a diverse population of over 9,000 students from across the state, the region, and the world, UTC seeks to meet its responsibilities as an emerging metropolitan university, actively involved with regional municipalities, schools, business, and industry and offering expanded instructional opportunities that respond to area needs. The University's ability to fulfill this role is enhanced by continuing support from its alumni, community, and the University of Chattanooga Foundation, a public, nonprofit organization which administers most of UTC's private endowment. The hallmark of the University is outstanding teaching by a talented and committed faculty. Small classes, personalized advising, and frequent opportunities to interact with faculty provide a student-oriented learning experience.

The University's programs provide both a firm grounding in the liberal arts and strong professional preparation. Bachelor's and master's degrees as well as several post-master's specialist degrees are awarded through the Colleges of Arts and Sciences; Business Administration; Health, Education and Professional Studies; and Engineering and Computer Science. The University also awards three degrees at the doctoral level: the Ph.D. in Computational Engineering, the Ed.D. in Learning and Leadership, and the D.P.T. in Physical Therapy.

The School Psychology program began in 1975 as an M.S. degree program housed in the Psychology Department. The program was initiated at the request of the Tennessee Department of Education (TDE) and had an initial enrollment of 12 students. The program gained approval from the Tennessee Department of Education in 1976 after a successful review of its program proposal, which included monitoring 32 separate student competencies. The program graduated its first students in 1977. The program moved from the Psychology Department to the former Department of Educational Psychology and Special Education in the College of Education in 1986. Later the Department of Educational Psychology and Special Education was restructured to become the Graduate Studies Division.

Action by the Tennessee Higher Education Committee (THEC) authorizing UTC to grant graduate degrees above the master's degree in the fall of 1998 helped set the stage for offering

the specialist degree in school psychology. A proposal to replace the M.S. program with an Ed.S. program was approved by the UTC Faculty Senate in 2000 and subsequently by the Tennessee Department of Education. An initial class of 13 students was accepted into the Ed.S. program in 2000; the final M.S. students graduated in August of 2001.

In response to a request by the primary program faculty (Drs. Guess, Helton, Miller, and Tucker), the UTC Faculty Senate approved several changes to program requirements in the spring of 2005. These changes became effective for students entering the program in the fall of 2005. One change was to require school psychology students to earn grades of at least “B” on all required courses as listed on their applications for candidacy for the Ed. S. degree. (See **Candidacy Requirements** on page 23 and **Course Grade Requirements** on page 27 of this handbook.) A second change was to implement a residency requirement that all students complete at least 18 semester hours during one calendar year prior to graduation. The residency requirement was modified in the fall of 2006 to state that students entering the program in the fall of 2007 and thereafter must complete this requirement prior to beginning their first semester of internship. (See **Graduation Requirements** on page 28 of this handbook.) A third change was to increase the number of prerequisite courses for EPSY 650: Internship I. (See **Course Sequencing** on page 20 of this handbook.) These changes were made with the goal of improving the quality of the program. Additional changes as needed will be made based on program evaluation data.

Over 200 M.S. graduates and post-master’s students have received Tennessee Department of Education licensure as school psychologists through UTC’s program. Several have gone on to complete educational specialist, doctoral, or law degrees, and several hold supervisory and administrative positions. Between 75% and 80% of the currently practicing school psychologists in southeastern Tennessee and northwest Georgia are UTC graduates. Other graduates are spread across the country and around the world. As of August 31, 2008, 54 Ed.S. students have graduated. Most of these graduates are currently practicing as school psychologists in the states of Tennessee and Georgia.

Program Philosophy and Objectives

The overall mission of UTC is that of a “...national model of an engaged metropolitan university whose faculty, staff, and students, in collaboration with external partners, employ the intellectual resources of the liberal arts and professional programs to enrich the lives of those we serve.” (*UTC Mission Statement*, adopted 2004-05)

The following mission and vision statement was adopted by the College of Health, Education and Professional Studies in 2003. “*The College of Health, Education and Professional Studies prepares liberally educated, technologically efficient scholars and practitioners for life in a global society. The College is committed to:*

1. *Enhancing the bodies of knowledge in each of its disciplines.*
2. *Promoting the values and ethics of a truth-seeking, caring community.*
3. *Serving diverse populations by providing family and social service experts, health and lifestyle professionals, leaders and teachers for the 21st century.”*

The School Psychology program is delivered inside of and incorporates these missions. The program seeks to promote the mission of UTC and CHEPS by producing graduates who meet requirements for licensure in school psychology from the Tennessee Department of Education and are prepared to utilize commonly accepted ‘best practices’ in their work as school psychologists. By doing so, they will provide helpful services and leadership in their field to schools and other organizations serving children and adolescents.

The program's philosophy incorporates several commitments. One is to the “scientist-practitioner model” of training and practice as described by Fagan and Wise in *School Psychology: Past, Present, and Future, 2nd ed.*, published by the National Association of School Psychologists (NASP). A second is to the mission of CHEPS and the emphasis placed by CHEPS on “reflective practice” as a means to realize its mission. A third involves the program faculty’s specific views of the profession of school psychology. A fourth commitment is to the knowledge and skills described in NASP’s *Domains of Professional Practice*.

The "scientist-practitioner model" of training and practice, according to Fagan and Wise, includes “...a blend of psychology’s research and practice orientations such that trainees are prepared to conduct and understand research as well as practice effectively with clients” (p. 200). Two program courses, EPSY 501: Methods of Educational Research, and EDS 610: Program Evaluation, focus on formal research methods with an emphasis on conducting program evaluations as a means of improving school programs. Students demonstrate the understandings and skills taught in those courses, in part, by completing a capstone project during internship (EPSY 650: Internship I and EPSY 655: Internship II). The capstone project requires each intern to identify a problem of practice affecting a group of students and/or staff members in his/her internship setting, collaboratively design an intervention to improve that practice, assist in implementing the intervention, evaluate the effectiveness of the intervention, and successfully defend the capstone project before a faculty committee.

Courses in the program’s *assessment* sequence (EPSY 516: Assessment Strategies for Individuals with Mild Disabilities; EPSY 536: Affective and Behavioral Assessment; EPSY 630: Individual Ability Testing; and EPSY 635: Practicum in Assessment) and *intervention* sequence (EPSY 504: Classroom Management Techniques; EPSY 625: Consultation Methods; and EPSY 640: Practicum in Intervention) focus on collecting and using information to make data-based recommendations for assisting individual students and groups of students. These recommendations include those made in relation to special education eligibility decisions, initial intervention planning decisions, and decisions to modify or end interventions based on results of progress monitoring data.

The program also seeks to produce “reflective practitioners” who discover and use knowledge to improve the lives of those they serve. Reflective practice is the general conceptual framework for all academic programs in CHEPS. Reflective practice, according to this framework, embodies highly developed knowledge and skill, high standards of professional conduct, personal integrity, a strong commitment to the welfare of all clients, and effective collaboration. When applied specifically to school psychologists, reflective practice involves thoughtful, systematic assessment of factors that contribute to students’ learning and adjustment, the use of research-based strategies to link assessment results to interventions designed to enhance students’

learning and adjustment, an emphasis on collaboration as the vehicle to enhance learning and adjustment, concern for the welfare of all students and other clients, and professional practice that reflects legal and ethical standards.

The program also seeks to provide training experiences that implement the program faculty's specific views of the profession of school psychology. These views include:

- ❖ School psychologists represent a potent force in helping schools achieve the levels of educational excellence that society desires.
- ❖ School psychologists serve the goal of promoting educational excellence through their understanding of research on best practices, their abilities to apply this understanding to meet the needs of individual students and groups of students, and *shared beliefs and values*.
- ❖ *Shared beliefs* include the purpose of schools is to prepare each student to achieve the maximum success possible in society. Given this purpose, all education is special. Instruction is the most important force in helping students achieve success. Instruction is the common responsibility of teachers, other professionals, parents, and the community. Instruction is effective to the degree that it incorporates practices supported by research. All efforts to improve student learning and adjustment must be based on an accurate, integrated understanding of the factors currently influencing that learning and adjustment.
- ❖ *Shared values* include the importance of engaging in and promoting competent, legal, and ethical practice. Collaboration is the vehicle to maximize the benefits of practice. Respect for human diversity as a strength in efforts to facilitate positive outcomes.

The program faculty's view that instruction is the most important force in helping students achieve success will lead them to continuing efforts to enhance students' skills in instructional assessment, intervention, and consultation. They believe that these activities are central to efforts to improve schools' instructional effectiveness. While they will not neglect the need to prepare students to meet other role emphases, they believe that an increased focus on improving instructional effectiveness is a particularly promising direction for expanding school psychologists' roles.

Finally, the program seeks to integrate the emphases of the scientist-practitioner model, reflective practice, and the faculty's views of school psychology into four goals and training experiences that result in our students becoming competent in all of NASP's *Domains of Professional Practice*. The following chart illustrates this integration.

UTC School Psychology Goals	NASP Domains
Enhance and refine knowledge in psychology and education.	Domain 1: Data-Based Decision-Making and Accountability Domain 3: Effective Instruction and Development of Cognitive/Academic Skills Domain 4: Socialization and Development of Life Skills Domain 9: Research and Program Evaluation
Promote values, ethics, and legal requirements in service to communities.	Domain 1: Data-Based Decision-Making and Accountability Domain 2: Consultation and Collaboration Domain 5: Student Diversity in Development

	<p>and Learning</p> <p>Domain 6: School and Systems Organization, Policy Development, and Climate</p> <p>Domain 8: Home/School/Community Collaboration</p> <p>Domain 10: School Psychology Practice and Development</p>
Serve diverse populations by providing expertise in the application of psychological and educational principles.	<p>Domain 1: Data-Based Decision-Making and Accountability</p> <p>Domain 2: Consultation and Collaboration</p> <p>Domain 3: Effective Instruction and Development of Cognitive/Academic Skills</p> <p>Domain 4: Socialization and Development of Life Skills</p> <p>Domain 5: Student Diversity in Development and Learning</p> <p>Domain 7: Prevention, crisis intervention and mental health</p> <p>Domain 8: Home/School/Community Collaboration</p>
Use research based knowledge to promote effective educational strategies and activities in schools.	<p>Domain 1: Data-Based Decision-Making and Accountability</p> <p>Domain 2: Consultation and Collaboration</p> <p>Domain 3: Effective Instruction and Development of Cognitive/Academic Skills</p> <p>Domain 4: Socialization and Development of Life Skills</p> <p>Domain 6: School and Systems Organization, Policy Development, and Climate</p> <p>Domain 7: Prevention, crisis intervention and mental health</p> <p>Domain 9: Research and Program Evaluation</p> <p>Domain 11: Information Technology</p>

Admissions Procedures and Requirements

The primary program faculty serve as an admissions committee and make recommendations to the UTC Graduate School on whether to accept or reject each applicant to the program. The admissions committee wishes to admit students that it believes will be successful in the program rather than to be highly selective, and the committee has developed admissions standards designed to serve that goal.

All application materials are submitted to the UTC Graduate School. The Graduate School notifies the program coordinator when an applicant's file is complete and ready for review by the admissions committee. Applications are considered for admission during the fall, spring, and summer semesters ("rolling admissions").

Admission to the School Psychology program is a two step process. The first step involves being admitted to the UTC Graduate School as a provisional student. The second step involves being admitted to the program as a degree student.

A provisional student is one who has at least a bachelor's degree and has met the admission requirements of the UTC Graduate School but has not yet submitted all materials needed to be considered for admission into the program. A provisional student can take up to nine (9) credit hours of program courses during one semester but should understand that these courses will not count toward a degree unless he/she is admitted to the program. He/she should also understand that a provisional student is not eligible for financial aid through the UTC Financial Aid Office.

An applicant becomes a provisional student by:

1. Filing an application for admission with the UTC Graduate School. An application form can be requested by phone at (423) 425-4666 or accessed on the web at <http://www.utc.edu/Administration/GraduateSchool/forms/Applications.php>
2. Paying an application fee of \$25.00.
3. Submitting all college transcripts. (To be accepted as a provisional student, an applicant applying with a bachelor's degree from a regionally accredited college must have a cumulative GPA of at least 2.50 or 3.0 during his/her senior year. An applicant from an unaccredited college must have a cumulative GPA of at least 3.0.)

An applicant accepted by the UTC Graduate School as a provisional student can progress to the second step of the admissions process by submitting the additional information the admissions committee requires to consider admitting him/her as a degree student in the UTC School Psychology program. Degree students are eligible for financial aid through the UTC Financial Aid Office.

An applicant with a *bachelor's degree* seeking admission to the program as a degree student must:

*Submit scores (Verbal, Quantitative, and Analytical Writing) on the Graduate Record Examination. Verbal and Quantitative scores will be combined with the applicant's undergraduate GPA to form an admissions index score. Students meeting or exceeding a minimum admissions index score of 1,000 will be considered for admission. (The admissions index score is calculated by multiplying the applicant's cumulative undergraduate GPA by 200 and adding to that figure his/her average score on the Verbal and Quantitative sections on the GRE.)

*Show evidence of having completed a minimum of 18 semester hours of undergraduate or graduate courses in psychology and/or education (with no grade below C) including three (3) semester hours in general or educational psychology, three (3) semester hours in child/adolescent development, and three (3) semester hours of characteristics of exceptional children. (An applicant lacking one or more of these courses can be accepted into the School Psychology

Program as a degree graduate student but must complete any missing course(s) prior to becoming a candidate for the Ed.S. degree.)

*Submit three (3) letters of reference from professors and/or community professionals familiar with his/her academic and/or professional work.

*Submit a personal statement describing his/her reasons for wishing to become a school psychologist.

An applicant with a *graduate degree* seeking admission to the concentration must:

*Submit transcripts of all graduate work. A student with a GPA above 3.0 on all graduate work will be considered for admission.

*Show evidence of having completed a minimum of 18 semester hours of undergraduate or graduate courses in psychology and/or education (with no grade below C), including three (3) semester hours in general or educational psychology, three (3) semester hours in child/adolescent development, and three (3) semester hours of characteristics of exceptional children. (An applicant lacking one or more of these courses can be accepted into the School Psychology Program as a degree graduate student but must complete any missing course(s) prior to becoming candidate for the Ed.S. degree.)

*Submit three (3) letters of reference from professors and/or community professionals familiar with his/her academic and/or professional work.

*Submit a personal statement describing his/her reasons for wishing to become a school psychologist.

Following his/her admission to the program as a degree student, each student has an orientation conference with either Dr. Guess or Dr. Helton. During this conference, students who lack professional experience in either education or psychology are encouraged to pursue volunteer opportunities in schools. The program faculty believes that such experience as a volunteer helps “contextualize” and make more meaningful the knowledge and skills that students will be acquiring during their initial courses in the program.

A new student orientation meeting involving new students, UTC administrators, and representatives of local schools is held once a year during the first month of the fall semester. The orientation is both informational and social.

Sources of Assistance to Students

Faculty advisors to students in the UTC School Psychology program are Dr. Pam Guess and Dr. George Helton. Students are assigned for advising to either Dr. Guess or Dr. Helton when they enter the program and continue with the same advisor until they leave the program. Dr. Guess and Dr. Helton provide advice to students on course selection, program requirements, and other

topics relevant to students achieving success in the program and in the profession of school psychology.

The **CHEPS Certification Officer**, Mrs. Connie Cloud, assists graduates in applying to the Tennessee Department of Education for licensure as school psychologists.

The **School Psychology Program Bulletin Board** provides information on job openings, professional organizations (including membership application forms), and other relevant topics.

Financial aid is available to graduate students from several sources, contingent on a student being admitted both to the UTC Graduate School and to a specific degree program. Graduate students are eligible for student loans; student loan requests are processed through the UTC Financial Aid Office. UTC graduate students are also eligible for financial aid as a Graduate Assistant (GA). A GA assists one or more faculty members by providing support for their teaching, research, and/or service activities. There are two categories of graduate assistants: full-time (20 hours per week) and part-time (10 hours per week). A full-time GA works 20 hours per week, receives a waiver of all tuition and fees, and a stipend of \$2,750 per semester. A part-time GA works 10 hours per week, receives a waiver of tuition and fees for 6 credit hours, and a stipend of \$1,375 per semester. Graduate assistantships are available during fall and spring semesters but are not typically available during summer terms. Applications for a graduate assistantship are available from the Graduate Admissions Office in 103 Race Hall or on the UTC website at <http://www.utc.edu/Administration/GraduateSchool/documents/AssistantshipApp.pdf> Applications must be received in the Graduate Admissions Office by April 1 for a student to be considered for an assistantship. Assistantships typically begin in the fall semester.

UTC graduate students in School Psychology are eligible for Siskin Circle of Scholars Scholarships. A competitive research award of \$1,500 will be given to a graduate student for research relating to impact on children with disabilities (ages birth to five) and will require registration for a one-credit-hour independent study course under the direction of the Siskin Chair of Excellence. Two Graduate Research Assistantships (GRA's), one full time (20 hours/week) and one half-time (10 hours/ week), will also be awarded under the Siskin scholarships. These GRAs will serve under the mentorship of the Siskin Chair of Excellence and engage in research primarily at the Siskin Children's Institute. In exchange, the students will receive the established stipend amount given to graduate assistants at UTC.

A number of specifically-targeted scholarships (such as Finley Scholarships for single parents) are also available to UTC graduate students. Contact the **UTC Financial Aid Office** for more information regarding these scholarships or visit them on the web at <http://www.utc.edu/Administration/FinancialAid/>

The **UTC Graduate Student Association (GSA)** provides workshops and other activities to support graduate students at UTC. The GSA also provides travel awards for attendance at professional conferences. Students interested in affiliating with the GSA and/or applying for a travel award should go to the UTC Graduate School Page (www.utc.edu/Administration/GraduateSchool/) and click on the link to the Graduate Student Association.

On-campus housing is arranged through the UTC Housing Office located in the UTC Place Town Hall (phone: (423) 425-4252 or <http://www.utc.edu/Administration/StudentHousing/index.php>). Accommodations range from traditional dorm rooms to apartments.

The **Office for Students with Disabilities** is located in 102 Frist Hall (phone: (423) 425-4008 or <http://www.utc.edu/Administration/OfficeForStudentsWithDisabilities/>). This office works to provide equal access to all facilities, programs, and services at UTC for students with disabilities and determines appropriate academic accommodations according to the requirements of the Americans with Disabilities Act of 1990.

The **Counseling and Career Planning Center** is located in 338 University Center (phone: (423) 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>). The Center provides personal, vocational, and academic counseling as well as crisis intervention for individuals and groups.

The **Health Services Center (UTC Polyclinic)** is located in 202 Metropolitan Building (phone: (423) 425-4453 or <http://www.utc.edu/Administration/StudentHealthCenter/index.php>). The Center provides primary health care, health wellness and prevention programs, and referrals to appropriate agencies. A **health insurance** policy is available to students through the Health Services Center. This policy covers expenses for surgery and hospitalization in cases of accident and illness. Call the Center for more information.

The **Placement and Student Employment Center** is located in 315 University Center (phone: (423) 425-4184 or <http://www.utc.edu/Administration/PlacementAndStudentEmployment/>). The Center provides educational workshops to prepare students for finding jobs, assists students in finding part-time employment, and assists graduates in finding positions.

The **Writing Center** is located in 119 Holt Hall (phone: (423) 425-1774 or <http://www.utc.edu/Administration/WritingCenter/>). This center provides a variety of services designed to help students improve their writing. These services range from individual consultations to small group instruction to workshops on topics of general interest.

The **Handbook and Campus Directory (2008-2009)** provides detailed information on student services at UTC as well as the Honor Code and Student Conduct Code. The Student Handbook is distributed on campus at the beginning of each fall semester and is also available on-line at <http://www.utc.edu/Administration/StudentDevelopment/studenthandbook.php>.

PART TWO: ACADEMIC REQUIREMENTS AND PROCEDURES

Course Emphases

There are a total of 20 required courses in the UTC School Psychology program. Of these 20 courses, two are practicum courses (EPSY 635: Practicum in Assessment and EPSY 640: Practicum in Intervention). Two other courses are internship courses (EPSY 650: Internship I and EPSY 655: Internship II). All courses are taken for three (3) semester hours each with the exception of the two internship courses, which are taken for six (6) semester hours each.

All students are responsible for satisfying the requirements of all 20 required courses. Students entering the program with no prior graduate course credits must take all 20 courses. Students entering the program with prior graduate course credits must take all 20 courses unless they receive a waiver(s) for one or more of them. (See page 27 in this handbook for information on course waivers.)

Program courses serve different functions and have different emphases. These functions and emphases are described below in terms of each of the 11 *NASP Domains of Professional Practice*. Note that some courses have multiple emphases.

- 1) Courses that emphasize the understandings and skills involved in promoting *Data-Based Decision-Making and Accountability* are:
 - EDS 610: Program Evaluation
 - EPSY 501: Methods of Educational Research
 - EPSY 504: Classroom Management Techniques
 - EPSY 516: Assessment Strategies for Individuals with Mild Disabilities
 - EPSY 536: Affective and Behavioral Assessment
 - EPSY 630: Individual Ability Testing
 - EPSY 635: Practicum in Assessment
 - EPSY 640: Practicum in Intervention
 - EPSY 645: Psychological Foundations of School Psychology
 - EPSY 650: Internship I
 - EPSY 655: Internship II

- 2) Courses that emphasize the understandings and skills involved in practicing *Consultation and Collaboration* are:
 - EDS 605: Reflective Practice I
 - EPSY 504: Classroom Management Techniques
 - EPSY 625: Consultation Methods
 - EPSY 640: Practicum in Intervention
 - EPSY 645: Psychological Foundations of School Psychology
 - EPSY 650: Internship I
 - EPSY 655: Internship II

- 3) Courses that emphasize the understandings and skills involved in promoting *Effective Instruction and Development of Cognitive/Academic Skills* are:
 EDS 605: Reflective Leadership
 EDS 613: Teaching and Learning
 EDSP 506: Program Design and Curriculum Strategies for the Exceptional Learner
 EPSY 516: Assessment Strategies for Individuals with Mild Disabilities
 EPSY 614: Historical, Legal, and Ethical Foundations of School Psychology
 EPSY 625: Consultation Methods
 EPSY 630: Individual Ability Testing
 EPSY 635: Practicum in Assessment
 EPSY 640: Practicum in Intervention
 EPSY 645: Psychological Foundations of School Psychology
 EPSY 650: Internship I
 EPSY 655: Internship II
- 4) Courses that emphasize the understandings and skills involved in promoting *Socialization and Development of Life Skills* are:
 EDS 605: Reflective Leadership
 EPSY 504: Classroom Management Techniques
 EPSY 516: Assessment Strategies for Individuals with Mild Disabilities
 EPSY 536: Affective and Behavioral Assessment
 EPSY 544: Theories and Techniques of Counseling
 EPSY 545: Counseling Skills
 EPSY 625: Consultation Methods
 EPSY 635: Practicum in Assessment
 EPSY 640: Practicum in Intervention
 EPSY 645: Psychological Foundations of School Psychology
 EPSY 650: Internship I
 EPSY 655: Internship II
- 5) Courses that emphasize the understandings and skills involved in responding appropriately to *Student Diversity in Development and Learning* are:
 EDSP 506: Program Design and Curriculum Strategies for the Exceptional Learner
 EDUC 514: Teaching in Diverse Classrooms
 EPSY 536: Affective and Behavioral Assessment
 EPSY 544: Theories and Techniques of Counseling
 EPSY 545: Counseling Skills
 EPSY 630: Individual Ability Testing
 EPSY 635: Practicum in Assessment
 EPSY 640: Practicum in Intervention
 EPSY 645: Psychological Foundations of School Psychology
 EPSY 650: Internship I
 EPSY 655: Internship II
- 6) Courses that emphasize the understandings and skills involved in promoting the *School and Systems Organization, Policy Development, and Climate* are:

- EDS 605: Reflective Leadership
 EDS 610: Program Evaluation
 EDUC 514: Teaching in Diverse Classrooms
 EPSY 614: Historical, Legal, and Ethical Foundations of School Psychology
 EPSY 625: Consultation Methods
 EPSY 645: Psychological Foundations of School Psychology
 EPSY 650: Internship I
 EPSY 655: Internship II
- 7) Courses that emphasize the understandings and skills involved in facilitating *Prevention, Crisis Intervention, and Mental Health* are:
 EDS 605: Reflective Leadership
 EPSY 504: Classroom Management Techniques
 EPSY 536: Affective and Behavioral Assessment
 EPSY 545: Counseling Skills
 EPSY 635: Practicum in Assessment
 EPSY 640: Practicum in Intervention
 EPSY 645: Psychological Foundations of School Psychology
 EPSY 650: Internship I
 EPSY 655: Internship II
- 8) Courses that emphasize the understandings and skills involved in promoting *Home/School/Community Collaboration* are:
 EDUC 514: Teaching in Diverse Classrooms
 EPSY 625: Consultation Methods
 EPSY 640: Practicum in Intervention
 EPSY 645: Psychological Foundations of School Psychology
 EPSY 650: Internship I
 EPSY 655: Internship II
- 9) Courses that emphasize the understandings and skills involved in using and conducting *Research and Program Evaluation* are:
 EDS 610: Program Evaluation
 EPSY 501: Methods of Educational Research
 EPSY 516: Assessment Strategies for Individuals with Mild Disabilities
 EPSY 640: Practicum in Intervention
 EPSY 650: Internship I
 EPSY 655: Internship II
- 10) Courses that emphasize the understandings and skills involved in incorporating *School Psychology Practice and Development* are:
 EDS 605: Reflective Leadership
 EPSY 516: Assessment Strategies for Individuals with Mild Disabilities
 EPSY 536: Affective and Behavioral Assessment
 EPSY 614: Historical, Legal, and Ethical Foundations of School Psychology
 EPSY 625: Consultation Methods

EPSY 630: Individual Ability Testing
 EPSY 635: Practicum in Assessment
 EPSY 640: Practicum in Intervention
 EPSY 650: Internship I
 EPSY 655: Internship II

- 11) Courses that emphasize the understandings and skills involved in using *Information Technology* are:
 EDS 605: Reflective Leadership
 EDS 608: Technology in Education
 EDS 610: Program Evaluation
 EDS 613: Teaching and Learning
 EPSY 501: Methods of Educational Research
 EPSY 536: Affective and Behavioral Assessment
 EPSY 545: Counseling Skills
 EPSY 630: Individual Ability Testing
 EPSY 635: Practicum in Assessment
 EPSY 650: Internship I
 EPSY 655: Internship II

These course emphases are graphically represented by the following matrix.

Matrix of Courses Addressing NASP Domains

	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
EDS 605		P	S	S		P	S			S	S
EDS 608											P
EDS 610	S					S			P		S
EDS 613			P								S
EDSP 506			P		P						
EDUC 514					P	S		S			
EPSY 501	P								P		S
EPSY 504	P	S		P			P				
EPSY 516	P		P	S					P	S	
EPSY 536	P			P	P		S			S	S
EPSY 544				P	S						
EPSY545				P	S		S				S
EPSY 614			S			S				P	
EPSY 625		P	S	S		S		P		S	
EPSY 630	P		P		S					S	S
EPSY 635	P		P	P	P		S			S	S
EPSY 640	P	P	P	P	P		P	P	S	S	
EPSY 645	P	S	P	P	P	P	P	S			
EPSY 650	P	P	P	P	P	P	P	P	P	P	P
EPSY 655	P	P	P	P	P	P	P	P	P	P	P

P = Primary Emphasis of Course
S = Secondary Emphasis of Course

Course Sequencing

In order to ensure adequate enrollment, required courses serving only or mainly school psychology students are offered only once per academic year.

Courses offered only in the *fall* semester are:

- EPSY 516: Assessment Strategies for Individuals with Mild Disabilities
- EPSY 536: Affective and Behavioral Assessment
- EPSY 614: Historical, Legal, and Ethical Foundations of School Psychology
- EPSY 625: Consultation Methods
- EPSY 635: Practicum in Assessment

Courses offered only in the *spring* semester are:

- EPSY 504: Classroom Management
- EPSY 630: Individual Ability Testing
- EPSY 640: Practicum in Intervention
- EPSY 645: Psychological Foundations of School Psychology

Required courses that are shared with students in other programs are typically offered more than once per academic year. Required courses are offered in such a way that a school psychology student entering with a bachelor's degree can complete all degree requirements in three years. To do so, he/she should:

- *Begin taking courses during the fall semester as a full-time student (taking nine (9) credit hours or more per semester).
- *Take at least nine (9) semester hours during each fall and spring semester of his/her first two years.
- *Take other courses needed to become eligible for degree candidacy, the practicum courses (EPSY 635 and EPSY 640), and the first semester of internship (EPSY 650: Internship I) during his/her first two summer terms.

Following the course sequence below will allow a full-time student to complete the program in three years. It will also allow a student to meet the academic requirements of the program (in terms of satisfying course prerequisite requirements; being eligible to file for degree candidacy after completing at least 15 semester hours but fewer than 31 semester hours; meeting the residency requirement of at least 18 semester hours during a calendar year prior to internship; and being eligible to begin internship, EPSY 650 - Internship I). Students can expect these courses to be offered in the semesters indicated.

Full Time Students (at least nine (9) semester hours per term)

First Year Fall	Second Year Fall	Third Year Fall
EPSY 516	EPSY 635	EPSY 650
EPSY 536	EPSY 625	EDS 605
EPSY 614	EPSY 544	
First Year Spring	Second Year Spring	Third Year Spring
EPSY 630	EPSY 640	EPSY 655
EPSY 504	EDS 608	

EPSY 645	EDS 610	
First Year Summer	Second Year Summer	
EDS 613	EDUC 514	
EPSY 501	EDSP 506	
EPSY 545		

A student entering the program with a bachelor's degree and taking his/her first courses during the spring semester will likely need more than three years to complete the Ed.S. degree regardless of the number of semester hours he/she takes during fall and spring semesters and summer terms.

Students entering with a bachelor's degree and beginning courses during the fall semester will also need more than three years to complete degree requirements if they take fewer than nine (9) semester hours per semester.

Following the course sequence below will allow a part-time student to complete the program in four years. It will also allow a student to meet the academic requirements of the program (in terms of satisfying course prerequisite requirements; being eligible to file for degree candidacy after completing at least 15 semester hours but fewer than 31 semester hours; meeting the residency requirement of at least 18 semester hours during a calendar year prior to internship; and being eligible to begin internship, EPSY 650: Internship I). Students can expect these courses to be offered in the semesters indicated.

Part Time Students (fewer than nine (9) semester hours per term)

First Year Fall	Second Year Fall	Third Year Fall	Fourth Year Fall
EPSY 516	EPSY 614	EPSY 635	EPSY 650
EPSY 536	EPSY 625	EPSY 544	EDS 605
First Year Spring	Second Year Spring	Third Year Spring	Fourth Year Spring
EPSY 504	EPSY 645	EPSY 640	EPSY 655
EPSY 630	EDS 610	EDS 608	
First Year Summer	Second Year Summer	Third Year Summer	
EDS 613	EDSP 506	EDUC 514	
EPSY 501	EPSY 545		

All UTC graduate students must complete their degree requirements within six calendar years unless granted additional time as a result of a petition to the Graduate Council. School psychology students should work closely with their advisors to plan their course schedules for each semester and summer term. This planning should pay close attention to prerequisite course requirements in the assessment and intervention course sequences as well as other program requirements.

Please see the *Student/Faculty Advisor Checklist* on pages 32-34 of this handbook for a summary of program requirements presented in checklist form. Each student and his/her advisor should consult and complete this checklist during each course advising appointment, when preparing an application for degree candidacy, and prior to enrollment in EPSY 650, in order to facilitate adherence to program requirements.

Courses in *the assessment and intervention sequences* must be taken in a prescribed order to promote sequential development of understandings and skills.

In *the assessment sequence*, EPSY 536: Affective and Behavioral Assessment, and EPSY 630: Individual Ability Testing, must be taken before a student can take EPSY 635: Practicum in Assessment. In addition, EPSY 516: Assessment Strategies for Individuals with Mild Disabilities, must be taken as a prerequisite to or (with instructor permission) as a co-requisite with EPSY 635: Practicum in Assessment. While EPSY 516, EPSY 536, and EPSY 630 emphasize basic concepts in assessment and develop skills with specific assessment techniques, EPSY 635 requires students to conduct assessments in field settings; the results of those assessments are used to make decisions about actual clients. The assessments done in EPSY 635 are supervised by both UTC faculty and school-based supervisors. Nevertheless, students need the information and skills taught in EPSY 516, EPSY 536, and EPSY 630 to meet the requirements of EPSY 635.

In *the intervention sequence*, EPSY 504: Classroom Management Techniques, and EPSY 625: Consultation Methods, must be taken before a student can take EPSY 640: Practicum in Intervention. Any exceptions to this requirement must be approved by the instructor of EPSY 640. EPSY 504 and EPSY 625 emphasize basic concepts and specific techniques in understanding and intervening with client problems such as applied behavior analysis, functional behavioral assessment, evaluating intervention effectiveness, and consultation methods. EPSY 640 requires students to help design and implement interventions in field settings. This work is supervised by both UTC faculty and school-based supervisors. Nevertheless, students need the information and skills taught in EPSY 504 and EPSY 625 to meet the requirements of EPSY 640.

A student cannot take EPSY 650: Internship I, without having first taken EPSY 635: Practicum in Assessment, and EPSY 640: Practicum in Intervention. Both prerequisite courses help determine whether a student is ready to display the full range of understandings and skills expected of interns. In addition, a student may not take EPSY 650 unless he/she has: 1) advanced to candidacy for the Ed. S. degree; 2) received an endorsement to begin internship from the program faculty signifying confidence in the student's abilities and professional fitness; and 3) taken EPSY 501: Methods of Educational Research, EPSY 544: Theories and Techniques of Counseling, EPSY 545: Counseling Skills, EPSY 645: Psychological Foundations of School Psychology, EDSP 506: Program Design and Curriculum Strategies for the Exceptional Learner, EDS 610: Program Evaluation, and EDS 613: Teaching and Learning.

While some course requirements can be waived for students with equivalent graduate courses (see **Course Waivers** on page 27 of this handbook), EPSY 635: Practicum in Assessment, and EPSY 640: Practicum in Intervention, cannot be waived as course prerequisites to EPSY 650: Internship I.

Candidacy Requirements

All graduate students at UTC must file for candidacy for their graduate degrees. An *Application for Admission to Candidacy for the Degree* is completed by the student with the assistance of his/her advisor. The completed form lists the courses the student has already taken (with course

grades) and courses the student will need to take to complete degree requirements. Forms are signed by the student, his/her advisor, the program coordinator, and the Director of the Graduate School. The Director's signature indicates that the candidacy form has been accepted by the UTC Graduate School and is binding on the student and UTC. Any revisions to the courses listed on the form must be submitted on the *Application for Revision to Candidacy* and approved by the student's advisor, program coordinator, and the Director of the Graduate School.

The *Application for Admission to Candidacy for the Degree* and *Application for Revision to Candidacy* forms are reproduced on the following pages.

APPLICATION FOR REVISION TO CANDIDACY

**The Graduate School
The University of Tennessee at Chattanooga**

Name: _____	UTC ID#: _____
Address: _____	Telephone: _____
Program: _____	
Student's Signature: _____	Graduation Date: _____

I request permission to make the following change(s) in my graduate program as stated on my approved Application for Admission to Candidacy form:

DELETE Course # and Title:	Hours
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ADD Course # and Title	Hours
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Approval Signatures:	
_____	_____
Program Advisor	Date
_____	_____
Program Coordinator	Date
_____	_____
Director The Graduate School	Date

Students entering the School Psychology program with bachelor's degrees must file for candidacy for the Ed.S. degree after completing 15-30 semester hours of program courses. A student cannot file for candidacy without receiving an endorsement from the program's primary faculty. An endorsement signifies the program faculty's confidence in the student's abilities and professional fitness to complete the program. Students who do not receive an endorsement will be recommended for dismissal from the program. A recommendation for dismissal will be sent to the Dean of the Graduate School, who will make a final determination on the recommendation. Students being recommended for dismissal from the program have rights of appeal as specified in the *UTC Graduate Catalog*.

An endorsement of the student's degree candidacy also signifies that the student has completed all the undergraduate prerequisite courses specified in his/her admissions letter, is making adequate progress in the assessment and intervention course sequences (see **Course Sequencing** on page 20 of this handbook), has no grades of "I" (Incomplete) or "IP" (In Progress), and has completed a foundation course. The assessment sequence courses that must be taken before advancing to candidacy are EPSY 516: Assessment Strategies for Individuals with Mild Disabilities, EPSY 536: Affective and Behavioral Assessment, and EPSY 630: Individual Ability Testing. The intervention sequence course that must be taken before advancing to candidacy is EPSY 504: Classroom Management Techniques. The foundation course that must be taken before advancing to candidacy is EPSY 614: Historical, Legal, and Ethical Foundations of School Psychology.

A student entering the program with a graduate degree must file for candidacy after taking 9-18 semester hours and completing all undergraduate prerequisite courses specified in his/her admissions letter. As is true for students with bachelor's degrees, a student entering the program with a graduate degree must also receive an endorsement from the program's primary faculty before filing for degree candidacy. Students failing to receive an endorsement will be recommended for dismissal from the program. A recommendation for dismissal will be sent to the Dean of the Graduate School, who will make a final determination on the recommendation. Students being recommended for dismissal from the program have rights of appeal as specified in the *UTC Graduate Catalog*.

The UTC courses needed to complete the Ed.S. degree may vary among students entering the program with graduate degrees as a result of course waivers. Some of these students may receive course waivers, and those receiving waivers will receive them for different courses. Hence, there are no specific UTC courses that these students must take before filing for degree candidacy. Students entering the program with graduate degrees must complete 36-66 semester hours of program courses to receive the degree. These hours must include 12 hours for EPSY 650 and EPSY 655. These hours must also include six hours for EPSY 635: Practicum in Assessment, and EPSY 640: Practicum in Intervention, since these courses are prerequisites to EPSY 650 and cannot be waived.

Course Waivers

Students with no prior graduate credit cannot request course waivers and must complete the 66 semester hours of courses. Students with prior graduate course credit may file requests for

course waivers with the program coordinator. Formal decision rules for granting course waivers were adopted by the primary program faculty in the spring of 2004 and apply to all students entering the program in the fall semester of 2004 and thereafter. These decision rules are as follows:

- ❖ The program coordinator may grant a course waiver if the student has taken a course required by the program or judged to be equivalent to a required course within five years of entering the program. The program coordinator (with consultation from other faculty as needed) can require whatever documentation is needed to determine whether a course is equivalent to a required course. The student is notified in writing of the coordinator's decision.
- ❖ If a student requests a course waiver for a course taken more than five years prior to entering the program, the coordinator first determines if the prior graduate course is the same as or equivalent to a course required by the program. If it is so judged, the program coordinator (with consultation from other faculty as needed) can require whatever documentation is needed to determine if the student currently has the knowledge and skills required by the required course. Examples of such documentation include taking course exams, submitting assessment reports, submitting intervention reports, and submitting research reports. The primary program faculty considers the documentation provided and determines whether or not to grant a course waiver. The student is notified in writing of the faculty's decision by the program coordinator.
- ❖ If a course waiver is granted, that course is omitted from the UTC courses listed as needing to be completed on the student's application for candidacy for the Ed.S. degree. For example, if a student is granted a waiver for one required course, that student's degree candidacy form lists 63 semester hours of course work instead of the usual 66 semester hours.
- ❖ Course waivers cannot be granted for more than 30 semester hours of the 66 required semester hours. As already noted, course waivers cannot be granted for EPSY 635, EPSY 640, EPSY 650, and EPSY 655.

Course Grade Requirements

All UTC graduate students are expected to maintain an overall GPA of at least 3.0 in graduate courses. Students who fall below an overall graduate GPA of 3.0 are placed on academic probation by the UTC Graduate School and have two semesters to raise their graduate GPA to at least 3.0. Students failing to raise their graduate GPA to this level are dismissed from the UTC Graduate School and cannot enroll for courses unless reinstated through a petition approved by the UTC Graduate Council.

School psychology students must earn grades of at least "B" in all courses required by the program and specified on their approved degree candidacy forms. Failure to make a course grade of at least "B" in a required course results in the student retaking that course until he/she achieves a grade of at least "B." Since several required courses are offered only once a year and

some are prerequisites to other courses, having to retake a course may significantly delay a student's progress toward graduation.

Graduation Requirements

A student must complete the following requirements to receive a graduate degree from UTC: Complete all courses listed on his/her degree candidacy form with no grade below "C" (with no grade below "B" for a school psychology student); complete all courses listed on the degree candidacy form within a six year period, unless the student has successfully petitioned the Graduate Council for additional time; and complete all other degree requirements specified by his/her particular graduate program.

In addition to general Graduate School degree requirements, the School Psychology program has three additional degree requirements. One is that a student successfully completes a capstone project during his/her internship. The second is that a student achieves a passing score on the program's comprehensive exam. The third is a residency requirement stipulating that all students must complete at least 18 semester hours during one calendar year before beginning internship (EPSY 650). The calendar year may begin with any of the three academic terms (the fall semester, the spring semester, or the summer term).

The capstone project involves designing, helping to implement, and evaluating the effectiveness of an intervention undertaken to improve some aspect of educational or psychological practice in the internship site. Each student proposes a capstone project via a written prospectus, and the project cannot be undertaken without the written authorization of the student's internship supervisor and two program faculty members. Once approved, these persons oversee the capstone project until it is completed. To complete the capstone project requirement, the student's written report of the project and its results must be approved by the internship supervisor and the two program faculty members. The capstone project demonstrates the student's ability to recognize a problem, develop an intervention to address that problem, help implement the intervention, and evaluate the degree to which it was successful in improving practice. The program evaluation skills acquired during EPSY 501 and EDS 610 must be reflected in the completed capstone project.

The School Psychology program uses the Praxis Specialty Exam in School Psychology as its comprehensive exam. Students must achieve a score of at least 154 to satisfy the comprehensive examination degree requirement. A score of 154 is the minimum score needed to attain licensure as a school psychologist from the Tennessee Department of Education. Students are strongly encouraged to attain a score of at least 165, the minimum score needed to become a Nationally Certified School Psychologist.

The residency requirement was approved by the UTC Faculty Senate in the spring of 2005. It was amended in the fall of 2006 to state that the residency requirement must be completed prior to beginning internship (EPSY 650). The amended residency requirement applies to all students entering the program for the fall semester of 2007 and thereafter. The residency requirement is intended to promote each student's identification with the program and the profession of school

psychology. Any exceptions to the enrollment requirement must be approved in writing by the primary program faculty.

Summing Up: Achieving Success in the School Psychology Program

The following summarizes the information presented under the headings of **Course Sequencing, Degree Candidacy Requirements, Course Grade Requirements, and Graduation Requirements**. This section also includes information about and focuses on how a student can achieve success in the program.

If entering the program with a *bachelor's degree* you should:

- ❖ **Remember that you should begin taking courses in the fall semester and take at least nine semester hours during each fall and spring semester and additional courses during your first two summer terms in order to complete degree requirements in three years.** Beginning courses during the spring semester and/or taking fewer courses during the fall and spring semesters and summer terms means that you will need more than three years to complete degree requirements.
- ❖ **Take three assessment sequence courses within your first 30 semester hours** (the maximum number of hours you can complete before filing for candidacy for the Ed.S. degree). These courses are EPSY 516: Assessment Strategies for Individuals with Mild Disabilities, EPSY 536: Affective and Behavioral Assessment, and EPSY 630: Individual Ability Testing.
- ❖ **Take one intervention sequence course within your first 30 semester hours.** This course is EPSY 504: Classroom Management Techniques.
- ❖ **Take one foundation course within your first 30 semester hours.** This course is EPSY 614: Historical, Legal, and Ethical Foundations of School Psychology.
- ❖ **Complete all undergraduate prerequisite courses before you are required to file for degree candidacy.** These courses are specified in your letter admitting you to the program as a degree student.
- ❖ **Make grades of at least “B” in all required courses.**
- ❖ **Remember that you cannot advance to candidacy for the Ed.S. degree or take EPSY 650 without the endorsement of the program’s primary faculty.** Understand that this endorsement represents judgments about both your academic progress and your professional fitness for the field. See page 35 of this handbook to review a copy the *Student Evaluation Summary* (completed on each student by each primary program faculty member at the end of each term and reviewed according to the *Program Activities and Student/Program Evaluation Calendar*). See page 36 of this handbook to review a copy of the *Program Activities and Student/Program Evaluation Calendar*.

- ❖ **Understand that EPSY 635: Practicum in Assessment, and EPSY 640: Practicum in Intervention, are prerequisite courses for EPSY 650 and are used to assess your readiness to be a successful intern.**
- ❖ **Remember that you will have to complete a residency requirement prior to beginning internship.** This requirement involves completing at least 18 semester hours within a one calendar year period. This requirement must be completed prior to beginning internship (EPSY 650).
- ❖ **Remember that you will have to complete all internship requirements (including completing a capstone project and passing the comprehensive exam) to graduate.** See Part Four of this handbook for detailed information on internship requirements.

If entering the program with a *graduate degree*, you should:

- ❖ **Complete all undergraduate prerequisite courses before you are required to file for degree candidacy.** These courses are specified in your letter admitting you to the program as a degree student.
- ❖ **File for candidacy for the Ed.S. degree after completing nine semester hours but before completing 18 semester hours.**
- ❖ **Make grades of at least “B” in all required courses.**
- ❖ **Remember that you cannot advance to candidacy for the Ed.S. degree or take EPSY 650 without the endorsement of the program’s primary faculty.** Understand that this vote represents judgments about both your academic progress and your professional fitness for the field. See page 35 of this handbook to review a copy the *Student Evaluation Summary* (completed on each student by each primary program faculty member at the end of each term and reviewed according to the *Program Activities and Student/Program Evaluation Calendar*). See page 36 of this handbook to review a copy of the *Program Activities and Student/Program Evaluation Calendar*.
- ❖ **Understand that EPSY 635: Practicum in Assessment, and EPSY 640: Practicum in Intervention, are prerequisite courses for EPSY 650 and are used to assess your readiness to be a successful intern.** Neither EPSY 635 nor EPSY 640 can be waived.
- ❖ **Remember that you will have to complete a residency requirement prior to beginning internship.** This requirement involves completing at least 18 semester hours within a one calendar year period. This requirement must be completed prior to beginning internship (EPSY 650).
- ❖ **Remember that you will have to complete all internship requirements (including completing a capstone project and passing the comprehensive exam) to graduate.** See Part Four of this handbook for detailed information on internship requirements.

Using the Student/Faculty Advisor Checklist

Another way to facilitate success in the school psychology program (including adherence to program requirements) is to use the checklist that begins on the following page. Each student and his/her advisor should consult and complete this checklist during each course advising appointment, when preparing an application for degree candidacy, and prior to enrollment in EPSY 650.

School Psychology Student/ Faculty Advisor Checklist

Student Name: _____ Student UTC ID: _____

Student Address: _____

Student Phone: _____ Cell: _____

Student's UTC email: _____

Faculty Advisor Name: _____

Faculty Advisor Address: _____

Faculty Advisor Phone: _____

Faculty Advisor UTC email: _____

Semester _____ Year _____ student entered the program

Undergraduate Prerequisite Courses Listed on Letter of Admission

_____ None

Course	Date Completed	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Program Courses Waived Based on Previous Graduate Courses

_____ None _____ Not applicable (no previous graduate courses)

Course	Waived By	Date of Waiver
_____	_____ coordinator _____ program faculty	_____
_____	_____ coordinator _____ program faculty	_____
_____	_____ coordinator _____ program faculty	_____
_____	_____ coordinator _____ program faculty	_____

**Prerequisite courses for EPSY 635 (Practicum in Assessment) and EPSY 640 (Practicum in Intervention)
(*must be accomplished prior to beginning EPSY 635 or EPSY 640)**

*EPSY 536 and EPSY 630 completed with grades of A or B prior to beginning EPSY 635:

___ Yes ___ No

*EPSY 516 completed as pre-requisite (with a grade of A or B) or taken (with instructor's permission) as a co-requisite to EPSY 635:

___ Yes ___ No

*EPSY 504 and EPSY 625 completed with grades of A or B prior to beginning EPSY 640:

___ Yes ___ No

Any Concerns About Professional Fitness Reflected in Semester by Semester Review by Faculty?

_____ None to date (provide dates of review)

_____ Yes _____ date(s) concern noted
if yes, nature of concern(s), action taken, and result:

Degree Candidacy (* must be accomplished prior to filing for degree candidacy)

*Student has UTC graduate gpa of 3.0 or above ___ Yes ___ No

*Student has completed EPSY 504, EPSY 516, EPSY 536, EPSY 614, & EPSY 630 with grades of A or B:

___ Yes ___ No

*Student has completed all undergraduate prerequisite courses:

___ Yes ___ No

*Student currently has no grades of "incomplete" (I) or "in progress" (IP)

___ Correct (no grades of I or IP) ___ Incorrect (at least one grade of I or IP)

*Application for degree candidacy endorsed by program faculty?

___ Yes ___ No, _____ date

if no, stated reason, action taken, and result:

_____ Date application for degree candidacy approved by Graduate School

_____ Candidacy expiration date

_____ Date(s) revision(s) to candidacy approved by Advisor

_____ Date(s) revision(s) to candidacy approved by Graduate School

Content of revision(s) to candidacy:

Enrollment for EPSY 650, Internship I (* must be completed before beginning EPSY 650)

*Degree candidacy approved by Graduate School:

 Yes No

*Student has met residency requirement (18 semester hours within one calendar year):

 Yes No

*Enrollment in EPSY 650 endorsed by program faculty

 Yes No _____ Date of endorsement

If no, stated reason, action taken, and result:

Courses completed with a grade of A or B (or waived)

* Prerequisite for enrollment in EPSY 650 **Also required prior to degree candidacy

_____ EPSY 501*	_____ EPSY 630* **	_____ EDS 605
_____ EPSY 504* **	_____ EPSY 635*	_____ EDS 608
_____ EPSY 516* **	_____ EPSY 640*	
_____ EPSY 536* **	_____ EPSY 645*	
_____ EPSY 544*	_____ EDS 610*	
_____ EPSY 545*	_____ EDS 613*	
_____ EPSY 614* **	_____ EDSP 506*	
_____ EPSY 625*	_____ EDUC 514	

Graduation (*must be completed in order to graduate)

*Completed all courses listed on degree candidacy form with a grade of A or B

 Yes No

*Satisfied all requirements for EPSY 650 and 651, including:

Satisfactory Portfolio

 Yes No

*Satisfactory field supervisor evaluations

 Yes No

*Passed comprehensive exam

 Yes No

*Successfully defended capstone project before faculty committee

 Yes No**Notes:**

**School Psychology Program
University of Tennessee at Chattanooga
Student Evaluation Summary Form**

Student Name _____
Faculty Name _____ **Date** _____

This summary is based on the student's performance during
the: fall ___ spring ___ summer term of _____.

Ratings: Satisfactory (S) Unsatisfactory (U) Not able to Rate (NR)

I. Academic Progress and Courses/Grades: Rating _____

** (consistency of performance on tests, projects, etc.; participates actively, cooperatively, and productively in group projects; demonstrates ability not only to memorize but to apply, analyze, synthesize, and evaluate; shows understanding of and ability to think from a scientist-practitioner perspective; shows evidence of retention and application of information and skills acquired in earlier courses in subsequent courses.)

Comments (An explanation of a rating of U is required)

II. Legal and ethical behavior: Rating _____

** (abides by all behavioral and academic expectations in the UTC Student Handbook; demonstrates awareness of and compliance with the requirements of federal laws (such as IDEA, FRPA, etc.), particularly in practicum and internship courses; demonstrates awareness of and compliance with the NASP Principles for Professional Ethics, particularly in practicum and internship courses.)

Comments (An explanation of a rating of U is required)

III. Judgment and decision-making: Rating _____

** (demonstrates reflective rather than impulsive decision making; demonstrates ability to use nuanced rather than simplistic thinking; comes to reasonable conclusions; shows ability to look at a situation from a variety of perspectives before deciding on a course of action; understands that behavior is multifaceted)

Comments (An explanation of a rating of U is required)

IV. Commitment to profession and professional growth: Rating _____

** (membership in professional organizations, participation in training opportunities provided by professional organizations, seeks opportunities to develop professional skills through volunteer activities)

Comments (An explanation of a rating of U is required)

V. Interpersonal relations: Rating _____

** (appropriate communication in classes with peers and faculty and in field experiences, practica, and internship settings, behavior that reflects respect for differences in ideas, opinions, and perspectives with peers, faculty, and all individuals in field, practica, and internship settings)

Comments (An explanation of a rating of U is required)

Recommendations (may check more than one): None Designate faculty member to discuss concern with student Joint conference involving student and primary faculty Consider recommending dismissal from program Consider recommending against degree candidacy Consider recommending against enrollment in internship Consider recommending against graduation/state licensure Other (please describe below)

****Note:** Behaviors listed for each category are provided for illustration purposes; listings are examples and they are not intended to be all inclusive definitions of each category.

Program Activities and Student/Program Evaluation Calendar

Scheduled meetings of the primary program faculty will be held to deal with the following activities as well as routine and ad hoc matters. The agenda of each meeting will include possible program changes based in part on formative and summative program evaluation data. A student representative will be invited to each meeting. However, the student representative will be asked to step out during faculty votes on students.

Some activities require special called meetings as noted below.

August

- Business associated with beginning of fall semester - 1st scheduled meeting of August
- New student orientation meeting - special called meeting
- Update data on graduates - 2nd scheduled meeting of August

September

- Review student professional fitness evaluations from summer term & determine actions to be taken - 1st scheduled meeting of September
- Formalize plan for year's student recruitment efforts - 2nd scheduled meeting of September
- Internship orientation meeting for students beginning internships in spring - special called meeting

October

- Review previous year's Praxis scores - 1st scheduled meeting of October
- Meet with school psychology community advisory committee - special called meeting
- Review and consider student applications for spring internship enrollment in terms of academic progress and professional fitness - 2nd scheduled meeting of October

November

- Review and vote on student applications for degree candidacy in terms of academic progress and professional fitness - 1st scheduled meeting of November
- Complete capstone reviews of students graduating in December and report results to internship course instructor (by the meeting) - 2nd scheduled meeting of November

December

- No formally scheduled meetings due to final exams and the end of fall semester

January

- Business associated with beginning of spring semester - 1st scheduled meeting of January
- Review student professional fitness evaluations from fall term & determine actions to be taken - 2nd scheduled meeting of January

February

- Mail survey forms to graduates and employers (every two years following previous survey) - no later than the 2nd scheduled meeting of February
- Internship orientation meeting for students beginning internship in the fall - special called meeting

March

- Review and consider student applications for fall internship placements in terms of academic progress and professional fitness - 1st scheduled meeting of March
- Review and consider student applications for degree candidacy in terms of academic progress and professional fitness - 2nd scheduled meeting of March

April

- Complete capstone reviews of students graduating in May and report results to internship course instructor - by 1st scheduled meeting of April
- No 2nd meeting due to final exams and end of spring semester

May

- Review data collected throughout year in terms of needed program changes - special called meeting
- Develop proposal for program changes requiring Graduate Council approval - special called meeting
- Review student professional fitness evaluations from spring term and determine actions to be taken – special called meeting

June & July

- No scheduled meetings - summer break

PART THREE: PRACTICUM COURSES**Introduction**

This section of the handbook provides detailed information on the program's practicum courses (EPSY 635: Practicum in Assessment and EPSY 640: Practicum in Intervention). However, it should be understood that prerequisite courses to these practicum courses require out-of-class applied work as well.

Specifically, two of the required courses in the assessment sequence (EPSY 536: Affective and Behavioral Assessment and EPSY 630: Individual Ability Testing) involve out-of-class applied work with volunteer subjects. Students in these courses practice the use of a variety of assessment instruments and techniques with volunteers. These assessments are graded by the course instructors in terms of accuracy in administration and scoring and whether written interpretations of assessment results are data-based.

Two of the required courses in the intervention sequence (EPSY 504: Classroom Management and EPSY 625: Consultation Methods) involve applied work in school settings. Both courses require that students collaboratively develop and assist in implementing interventions targeting preK-12 students' academic and/or behavioral difficulties. Intervention reports in EPSY 504 are graded by the course instructor using a rubric incorporating the stages of the problem-solving

process. In EPSY 625, reports from consultees as well as students' self-reflections are used in judging students' intervention work.

Formal Practicum Courses

The final courses in the assessment and intervention sequences are formal practicum courses (EPSY 635 and EPSY 640). Both courses focus on the development of specific understandings and skills. These skills and understandings, as well as others developed during the program, will be needed for successful performance during internship. It is during the internship courses (EPSY 650 and EPSY 655) that students integrate and apply the full range of school psychology competencies and domains. Detailed information on these courses can be found in section four of this handbook.

The two practicum courses (EPSY 635 and EPSY 640) share several common features. In addition to weekly in-class meetings, each course requires:

- ❖ A practicum placement for each student that is individualized in terms of setting and on-site supervisor.
- ❖ A minimum of 80 hours spent in an appropriate field setting documented by a time/activity log signed by the student and his/her on-site supervisor.
- ❖ On-site supervision provided by an appropriately credentialed and experienced school psychologist.
- ❖ A formal memorandum of understanding specifying conditions of the practicum placement signed by the course instructor, the on-site supervisor, and the student.
- ❖ Written parental consent for the practicum student's activities, as appropriate and coordinated by the on-site supervisor.
- ❖ Proof that the student has obtained professional liability insurance before beginning practicum activities.
- ❖ Supervision of practicum activities by both the course instructor and the on-site supervisor.
- ❖ End-of-semester, formal ratings of the practicum student's performance by both the on-site supervisor and the student himself/herself. These rating forms incorporate items relevant to each of NASP's *Domains of Professional Practice*.
- ❖ Explicit rubrics used by the course instructors to evaluate the quality of the student's assigned work in the field setting.

In addition, it should be understood that performance in the practicum courses is used to judge each student's readiness to begin the first semester of internship (EPSY 650). School psychology students must receive a formal endorsement from the primary program faculty before enrolling in EPSY 650.

EPSY 635 - Practicum in Assessment

Detailed information on course procedures, requirements, and scheduled activities can be found in the course syllabus and documents posted during the semester to Blackboard. (Blackboard is UTC's online course delivery system used by many instructors to organize course materials, lectures, assignments, discussions, etc. The system is secure and is available both on- and off-

campus.) The focus of the course is on designing and implementing assessments relevant to making data-based decisions on special education eligibility and planning interventions for students experiencing academic and/or behavioral difficulties.

The two in-class exams in the course require responses to multiple-choice questions and reactions to case reports constructed by the instructor. The multiple-choice questions assess students' knowledge of relevant topics. The reactions to case reports assess students' abilities to use sound professional judgment to determine whether the reports' findings and intervention recommendations represent reasonable, data-based conclusions which have research support. Some case reports are constructed to contain reasonable conclusions and intervention recommendations. Other case reports are constructed to contain errors in data interpretation and/or intervention recommendations which lack research support or are inappropriate in other ways. Students are required to evaluate the quality of these case reports and to identify and explain any errors in data interpretation and/or any inappropriate intervention recommendations.

In addition to the in-class exams, each student must conduct a minimum of three assessments during his/her practicum placement. At least one assessment must focus on determining a student's eligibility for special education; at least one other assessment must focus on intervention planning (such as a functional behavioral assessment or curriculum-based assessment). If possible, at least one assessment should involve a child who is a member of a cultural and/or linguistic minority.

Each assessment report is submitted to both the course instructor and the on-site supervisor. The course instructor grades the assessment report, using a rubric that has been introduced and discussed in class. The on-site supervisor and practicum student sign the assessment report after the supervisor ensures that its contents are accurate, conform to legal and ethical requirements, and comply with system expectations.

Each student in EPSY 635 must present one case to the class. The presentation must protect the identity of the student and his/her family. These presentations give students practice in presenting findings and recommendations orally (as they will later do as interns and practicing school psychologists). The presentations also give class members exposure to numerous cases to analyze and discuss and, in the process, engage in the processes involved in data-based decision making.

The following forms, documents, and rubrics are used in EPSY 635.

Memorandum of Agreement

As part of the School Psychology Ed.S. program requirements, each school psychology student must complete a practicum that provides experience in conducting assessments to determine special education eligibility and to determine students' programming needs. School psychology students are expected to perform assessments and complete assessment reports during this practicum. A minimum of 80 hours of practicum work are required.

The following guidelines are offered regarding the practicum experience:

*Supervision of assessment cases is provided in class by the instructor and on-site by a field supervisor (a credentialed and experienced school psychologist).

*Field supervisors will complete rating forms (provided by UTC) on each practicum student they supervise. Field supervisors will discuss their ratings of each practicum student with that student. Field supervisors will use stamped & addressed envelopes provided by their students to mail their ratings to the course instructor, Dr. George Helton. These rating forms should be mailed by "date".

*Should any problems arise with a practicum student during the course of the practicum experience, Dr. George Helton will be available to provide assistance as needed ((423)425-4272; George-Helton@utc.edu).

*Parental or guardian permission is obtained before each assessment conducted by a practicum student using a consent form provided by UTC. Obtaining parental or guardian permission is coordinated through the field supervisor.

*Each school psychology practicum student possesses student liability insurance and the insurance is in force at the time of the practicum experience.

*School psychology students will work out a schedule with school personnel in order to accomplish course assignments. A log of practicum hours and activities will be maintained by the school psychology student, reviewed and signed by the field supervisor, and filed with the course instructor at the end of the semester.

School psychology student/Date

On-site practicum supervisor/Date

Course instructor/Date

School setting

Grading Standards

Assessments That Focus on Determining Eligibility for Special Education

1. Accuracy of Assessment Information (8 points) - Were tests administered according to the directions in the manuals? Were tests scored accurately? Were observation notes relevant to referral questions?, etc.
2. Interpretation of Assessment Information (8 points) - Were test results interpreted accurately? Were other assessment data interpreted accurately? Were apparent contradictions in assessment results addressed? Were conclusions adequately supported by assessment data?, etc.
3. Accuracy of special education eligibility recommendation (8 points) - Was the eligibility recommendation reasonable in terms of the relevant eligibility criteria and the assessment data collected?
4. Appropriateness of recommendations to assist student (8 points) - Were the recommendations offered to assist the student appropriate to the concerns raised about the student and the assessment data? Were the recommendations research-based? Were the recommendations appropriate in terms of characteristics of the student (such as sensory and physical difficulties, linguistic differences, cultural background)? Did the recommendations reflect an awareness of issues of acceptability and feasibility?
5. Overall writing quality (8 points) - Did the assessment report "build" so that conclusions and recommendations make sense? Was information presented in the right "places" in the report? Did the report reflect proper grammar, punctuation, and spelling? Would the report be understandable to the average teacher and parent?

Grading Standards Assessments That Focus on Intervention Planning

As I mentioned earlier, I will be using the *NASP Report on Case Study Evaluation* in grading your reports on assessments done for intervention planning. This rubric is similar to the one used to judge case studies submitted by school psychologists applying for designation as Nationally Certified School Psychologists (NCSPs). The rubric is divided into four parts, based on stages in the problem-solving process. I will use all four parts if possible. However, I realize that many of you will not have time during this semester to evaluate the effectiveness of the interventions being used with the student. If you do not have time to get to stage 4 (evaluation), I'll grade your report only on the basis of the first three parts.

You should strive to conduct your work in ways that will lead me to check "very effective" or "effective" on this form. Checks in the "needs development" column will lead to lower grades on these reports.

Each report is worth a maximum of 40 points.

Section 1: Problem Identification

	Very Effective	Effective	Needs Development
1.1	<input type="checkbox"/> The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms	<input type="checkbox"/> The student's behavior is operationally defined	<input type="checkbox"/> The student's behavior is identified but not operationally defined
1.2		<input type="checkbox"/> The problem is collaboratively defined	<input type="checkbox"/> The problem is not collaboratively defined
1.3	<input type="checkbox"/> The discrepancy between current and desired level of performance is explained	<input type="checkbox"/> The behavior is operationally defined or quantified in terms of both current and desired levels of performance	<input type="checkbox"/> The behavior is not operationally defined in terms of both current and desired levels of performance
1.4	<input type="checkbox"/> Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines	<input type="checkbox"/> A baseline for the student behavior is established using sufficient data	<input type="checkbox"/> A baseline for the student behavior is not established or has insufficient data
1.5		<input type="checkbox"/> The student behavior is identified as a skill and/or performance deficit	<input type="checkbox"/> The student behavior is not identified as a skill and/or performance deficit
1.6		<input type="checkbox"/> Parents/guardians and teachers are involved in the problem-identification process	<input type="checkbox"/> Parents/guardians and teachers are not involved in the problem-identification process

Rating for 1.0: Problem Identification**Comments**

- Effective
- Needs Development
- Insufficient Information

Section 2: Problem Analysis

	Very Effective	Effective	Needs Development
2.1	<input type="checkbox"/> Hypotheses are generated through collaboration with teacher and/or parent	<input type="checkbox"/> One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child	<input type="checkbox"/> Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable

		factors, curriculum, peers, teacher, classroom, home	
2.2	<input type="checkbox"/> There are multiple sources of data that converge on each proposed hypothesis	<input type="checkbox"/> There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	<input type="checkbox"/> Appropriate data are not collected to confirm or reject the hypotheses
2.3		<input type="checkbox"/> Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	<input type="checkbox"/> Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)

Rating for 2.0: Problem Analysis**Comments**

- Effective
- Needs Development
- Insufficient Information

Section 3: Intervention

	Very Effective	Effective	Needs Development
3.1		<input type="checkbox"/> Intervention is linked to observable, measurable goal statement(s)	<input type="checkbox"/> Intervention is not linked to observable, measurable goal statement(s)
3.2		<input type="checkbox"/> Intervention(s) selection is based on data from problem analysis and hypothesis testing	<input type="checkbox"/> Intervention(s) selection is not based on data from problem analysis and hypothesis testing

3.3	<input type="checkbox"/> Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)	<input type="checkbox"/> Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)
3.4	<input type="checkbox"/> Intervention(s) is developed collaboratively	<input type="checkbox"/> Intervention(s) is not developed collaboratively
3.5	<input type="checkbox"/> Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	<input type="checkbox"/> Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified
3.6	<input type="checkbox"/> Logistics of setting, time, resources and personnel are included in the intervention plan	<input type="checkbox"/> Logistics of setting, time, resources and personnel are not included in the intervention plan
3.7	<input type="checkbox"/> Intervention selection considers unintended outcomes or limitations	<input type="checkbox"/> Intervention selection does not consider unintended outcomes or limitations
3.8	<input type="checkbox"/> Intervention is monitored and data are provided to ensure that it is implemented as designed	<input type="checkbox"/> Treatment integrity is not monitored

Rating for 3.0: Intervention**Comments**

- Effective
- Needs Development
- Insufficient Information

Section 4: Evaluation

	Very Effective	Effective	Needs Development
4.1	<input type="checkbox"/> Charting includes student performance trend lines, and/or goal lines	<input type="checkbox"/> Progress monitoring data are demonstrated on a chart	<input type="checkbox"/> Progress monitoring data are not demonstrated on a chart
4.2	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to baseline data	<input type="checkbox"/> Intervention is not demonstrated to be effective through data comparison

4.3	<input type="checkbox"/> Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	<input type="checkbox"/> Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	<input type="checkbox"/> Data are not used to inform further problem solving and decision making
4.4	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are documented as effective	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are addressed	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are not addressed
4.5	<input type="checkbox"/> Modifications for future interventions are considered based upon collaborative examination of effectiveness data	<input type="checkbox"/> Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	<input type="checkbox"/> Effectiveness of intervention is not shared or communicated
4.6	<input type="checkbox"/> Strategies for follow-up are developed and implemented	<input type="checkbox"/> Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	<input type="checkbox"/> Suggestions for follow-up are not developed

Rating for 4.0: Evaluation**Comments**

- Effective
- Needs Development
- Insufficient Information

Guidelines for In-Class Case Presentations

When you present your assessment case orally to the **practicum** class, please do so according to these **guidelines**

*Provide a written summary of the data available on the case, including background information, testing conditions and observations, and assessment results. Two examples of written summaries are also provided in course documents via Blackboard, one for an assessment for intervention planning and the other for an assessment for special education classification.

*Do not designate the student, family, or teacher in any way that could lead a member of the class to recognize that person. Use pseudonyms.

*Verbally describe to the class:

- why you chose the assessment procedures you did and whether or not you have any concerns about your selection of assessment procedures;
- any information that is missing but that would be helpful in making decisions and recommendations about the student; also, why it is missing and how it might best be collected;
- any concerns you have about interpreting the assessment data in this case;
- the classification decision you would make (if asked) and your justification for making this recommendation; whether or not you have any concerns about this recommendation;
- the intervention recommendations you would make (if asked) and your justifications for those recommendations; whether or not you have any concerns about these recommendations (such as whether or not the recommendations have research support, whether or not they use system resources well, whether or not they are legally and ethically appropriate, whether they are appropriate to the child's linguistic and/or cultural characteristics, etc.);
- any long-range concerns you may have about the case and recommendations for how those should be addressed;
- controversial aspects of the case (if any) and how those should be dealt with; and
- whether or not you would be satisfied with the assessment, your classification recommendation, and your intervention recommendations if the student was your own child.

Practicum Log

Name: _____

Placement: _____

Supervising Psychologist: _____

EPSY 635, Practicum in Assessment Activity Log

Date	Total Hours	Description of Practicum Activity/Setting

		Total Practicum Hours: _____

I have completed the above hours in the assigned practicum setting.

Student Signature/Date

Supervisor Signature/Date

Sample Cover Letter to Accompany On-Site Supervisor Rating Form

“Date”

Re: Field Based Supervisor Evaluation

Dear Cooperating Psychologist,

Please find (as an attachment) a form that the UTC School Psychology Program has developed that allows us to receive feedback on the performance of our students. We would appreciate your completing the form on the practicum student with whom you are currently working. Your completion of this form will not affect the student’s grade in the practicum course - but will help us to understand his/her strengths/weaknesses and how we can improve on our instruction.

For practicum students, it is expected that ratings of 1 or 2 would be most appropriate. However, please feel free to use ratings of 3 or 4 if you feel one or the other is more appropriate.

I am also asking the practicum students to rate themselves on the items on the form. I would appreciate your reviewing and contrasting your ratings with the student's self-ratings. If you would prefer, I will go over these ratings with the student.

Please let me know by email or phone (425-4272) if you have any questions or concerns. Thank you again, very much, for serving as a field advisor for our students.

Sincerely,

George Helton, Professor
UTC School Psychology Program

**University of Tennessee, Chattanooga
School Psychology Practicum Students
Self-Evaluation and Field-Based Supervisor Evaluation**

Practicum Student Self/ Field Supervisor Evaluation (Circle One)

Key: 1 - Below Expected Level, 2 -At Expected Level, 3 - Initial Independence , 4 - Independence

Practicum Student: _____ Date Completed _____
School System/Placement: _____
Field-based Supervisor: _____

Supervisor Rating for EPSY 635, Practicum In Assessment

This evaluation provides information from self-ratings and supervisor ratings' of current skill levels related to the practice of school psychology. The Practicum Student completes a self-evaluation separately from the field-based supervisor's evaluation. The self-evaluation and the field-based supervisor's evaluations are jointly discussed with the Practicum Student, either by the field-based supervisor or the course instructor. Both ratings are provided to the course instructor. While knowledge/skill development takes place over time, the field-based supervisor's ratings should also include identification of any knowledge/skill areas in which concerns are noted.

Completed evaluations are due to the course instructor by “date”. The Practicum student should provide an addressed (George Helton, Dept 4154, CHEPS, UTC, Chattanooga, TN 37403) and stamped envelope for the convenience of the field supervisor.

For activities/skills in the following areas, please rate as follows:

N/A: Not applicable, not available during placement, or no data to evaluate

1: Competence below the expected level for a Practicum Student, even with more than typical amount of supervision

2: At expected level with continued and direct supervision

3: Initial Independence; adequate competence with need for only general guidance in this area

4 Independent; either no supervision or general consultation necessary

Note: While ratings of 1 and 2 seem appropriate for practicum students, please feel free to use ratings of 3 and 4 if you believe that they are appropriate.

I. Data-Based Decision-Making and Accountability

a. Demonstrates accuracy in applying information from informal assessment data (i.e., observations, analysis of work samples, etc.)	1	2	3	4	N/A
b. Systematically collects information to identify problems and strengths	1	2	3	4	N/A
c. Accurately interprets data collected from a variety of sources	1	2	3	4	N/A
d. Uses assessment data to assist in decision-making such as determination of services and needs	1	2	3	4	N/A
e. Demonstrates proficiency in the problem-solving process	1	2	3	4	N/A

Comments:

2 Self/ Field Supervisor Evaluation (Circle One)

Key: 1 - Below Expected Level, 2 -At expected Level , 3 - Initial Independence , 4 – Independence

II. Consultation and Collaboration

a. Demonstrates ability to effectively establish rapport with adults.	1	2	3	4	N/A
b. Demonstrates ability to effectively communicate results from an assessment and/or intervention in an understandable manner to parents/guardians/families	1	2	3	4	N/A
c. Demonstrates ability to establish effective rapport with all ages of children	1	2	3	4	N/A
d. Demonstrates ability to explain information in an understandable manner to school personnel	1	2	3	4	N/A
e. Demonstrates ability to effectively communicate in written form	1	2	3	4	N/A
f. Shows concern, respect, and sensitivity to others	1	2	3	4	N/A

Comments:

III. Effective Instruction and Development of Cognitive/Academic Skill

a. Demonstrates accuracy in administering basic assessment instruments (e.g., intelligence tests, achievement tests)	1	2	3	4	N/A
b. Demonstrates accuracy in scoring and analyzing assessment information related to learning	1	2	3	4	N/A
c. Links assessment data to development of instructional interventions	1	2	3	4	N/A
d. Evaluates outcomes of interventions	1	2	3	4	N/A
e. Recommends research-based instructional methods	1	2	3	4	N/A

Comments:**Practicum Student 3 Self/ Field Supervisor Evaluation (Circle One)**

Key: 1 - Below Expected Level, 2 -At expected Level , 3 - Initial Independence , 4 - Independence

IV. Socialization and Development of Life Skills

a. Appropriately analyzes and interprets data	1	2	3	4	5	N/A
b. Links assessment data to development of interventions	1	2	3	4	5	N/A
c. Utilizes ecological approaches when developing intervention plans	1	2	3	4	5	N/A
d. Appropriately evaluates intervention outcomes	1	2	3	4	5	N/A

Comments:**V. Student Diversity in Development and Learning**

a. Assists in the integration of all students into instructional programs	1	2	3	4	N/A
b. Demonstrates sensitivity to cultural and background factors of students, families, and school personnel	1	2	3	4	N/A
c. Considers background and environmental factors of students in assessment design and interpretation	1	2	3	4	N/A
d. Considers background and environmental factors of students when developing interventions	1	2	3	4	N/A

Comments:**Practicum Student 4 Self/ Field Supervisor Evaluation (Circle One)**

Key: 1 - Below Expected Level, 2 -At expected Level , 3 - Initial Independence , 4 – Independence

VI. School Organizations, Policy Development, and Climate

a. Is knowledgeable of general education, special education, and related services	1	2	3	4	N/A
b. Applies understanding of organizational characteristics in developing interventions	1	2	3	4	N/A
c. Understands the various roles of school personnel, including relationship to the school psychologist, both organizationally and for service provision	1	2	3	4	N/ A
d. Utilizes school procedures and forms for documenting special education needs	1	2	3	4	N/A

Comments:

Please note that there is no section VII on this rating form.

VIII. Home/School/ Community Collaboration

a. Works effectively with families in communicating student strengths and needs	1	2	3	4	N/A
b. Adapts language and behaviors in communicating with families, demonstrating sensitivity to family characteristics	1	2	3	4	N/A

Comments:

Practicum Student 5 Self/ Field Supervisor Evaluation (Circle One)

Key: 1 - Below Expected Level, 2 -At expected Level , 3 - Initial Independence , 4 - Independence

IX. Research and Program Evaluation

a. Incorporates principles of measurement and psychometric standards in using assessment techniques	1	2	3	4	N/A
b. Utilizes literature and other resources in selecting assessment and intervention strategies	1	2	3	4	N/A
c. Includes outcome measures in evaluating interventions	1	2	3	4	N/A

Comments:

X. School Psychology Practice and Development

a. Applies ethical principles in problem solving	1	2	3	4	N/A
b. Seeks continued improvement in practice-related skills	1	2	3	4	N/A
c. Demonstrates understanding of legal issues related to school psychology	1	2	3	4	N/A

Comments:**Practicum Student 5 Self/ Field Supervisor Evaluation (Circle One)**

Key: 1 - Below Expected Level, 2 -At expected Level , 3 - Initial Independence , 4 - Independence

XI. Written Communication and Information Technology

a. Utilizes computer software for various school-related responsibilities	1	2	3	4	N/A
b. Presents information in a clear and useful manner to intended audience	1	2	3	4	N/A
c. Incorporates supervisor (s)' feedback into written reports and practices	1	2	3	4	N/A
d. Completes tasks in an organized manner	1	2	3	4	N/A

Comments:

I have completed this evaluation and I have ___ have not ___ reviewed my ratings with the practicum student on _____.

Field Based Supervisor/Date

The information contained in this evaluation was reviewed with me by my field based supervisor ___ course instructor _____

_____ Practicum Student/Date Practicum Student:

Discussion of Self-Rating/Supervisor Rating

Please complete the following when comparing results from the self-rating and the supervisor rating:

1. List and discuss areas in which similar ratings were obtained. That is, by Domain, list areas in which self and supervisor ratings were the same.
2. List and discuss areas in which different ratings were obtained. By specific skill area(s), list areas in which self and supervisor ratings were different. If the final supervisor rating changed as a result of this comparison, please note this change below and explain the rationale.

EPSY 640 - Practicum in Intervention

Detailed information on course procedures, requirements, and scheduled activities can be found in the course syllabus and documents posted to Blackboard during the semester. The focus of the course is on designing and utilizing assessment information relevant to making data-based decisions regarding interventions for students experiencing academic and/or behavioral challenges. Practicum in Intervention shares features similar to Practicum in Assessment as previously summarized. Forms that the two courses share that were included under the description of EPSY 635 are: *Memorandum of Agreement*, *Practicum Log*, *Self-Evaluation and Field-based Supervisor Evaluation*. A case evaluation rubric, similar to the *NASP Report on Case Study Evaluation*, is also used in Practicum in Intervention with some additional categories for evaluation. The specific form utilized is included at this end of the description of Practicum in Intervention.

Practicum in Intervention activities emphasize application of data-based problem-solving procedures. The course is built around these problem-solving concepts. While course content provides a thorough examination of the problem-solving steps, the practicum placement in a preK-12 school requires the student to apply these concepts. In addition to extensive reading assignments about data-based problem-solving procedures that include topics such as functional

and environmental assessment, criteria of evidence-based strategies, implementation and monitoring of interventions, and fidelity of intervention implementation, students attend classes weekly during which these topics are discussed. Related cases are routinely discussed by the instructor during class as a vehicle for students to apply these concepts. Also, students are expected to present cases from their practicum placements that reflect the progression of problem-solving steps.

To facilitate study of additional intervention-related topics, each practicum student must complete an extensive review and written summary of literature specific to one topic. Example topics include best practices in facilitating early literacy, social skills training, crisis intervention, and facilitating intervention fidelity. After completion of the literature review, each student summarizes major findings in both a formal paper submitted to the instructor as well as a hand-out (including references and resources) that is provided to other members of the class. Each student must also provide a verbal presentation to the class covering major findings and resources.

The literature review described above is completed as a component of an intervention portfolio that each student develops throughout the course of the semester. Other required components include a resource list of references, community agencies, websites, etc., that is developed over the semester and shared with all class members and articles read for the course as listed on the Course Schedule.

Another component of the intervention portfolio focuses on the practicum placement requirements. In his/her practicum placement each student must apply data-based problem-solving strategies to a minimum of two intervention cases. At least one case must focus on an academic need of a student in the practicum placement; at least one other case must focus on a behavioral challenge. To the extent possible, intervention cases should involve students and families with ethnic, familial, language, or other diversities. Also, the practicum student is encouraged to participate in as many different intervention related activities as possible in the placement setting. When meeting with the field-based supervisor and practicum student, the course instructor discusses this requirement and available opportunities in the setting are identified.

Each intervention report is submitted to the course instructor after review of information with the on-site supervisor. The course instructor grades the intervention report using a rubric that has been introduced and discussed in class. Other intervention-related activities are documented via the Practicum Log; these activities may include assisting with/conducting functional assessments, attending student support team meetings, attending parent conferences, and attending meetings to monitor progress from interventions that have been implemented. The field-based supervisor and the practicum student may also identify other intervention-related opportunities throughout the course of the semester.

Each student in EPSY 640 must present information from his/her cases to the class. These presentations give students practice in presenting findings and recommendations orally (as they will later do as interns and practicing school psychologists). The presentations also give class

members exposure to numerous cases to analyze and discuss and, in the process, engage in the processes involved in data-based decision making.

As mentioned previously, the following rubric is used in EPSY 640, Practicum in Intervention.

Practicum in Intervention Intervention Guidelines - Part One

Requirements for the **two** intervention cases to be included in the Intervention Portfolio follow.

As discussed in the syllabus, at least two intervention projects are required. The intervention projects consist of a summary report, references, and data relevant to the intervention(s) implemented. These cases must be in addition to any class related activities and they also must focus on an activity that is different than what you would typically do in your current setting. That is, if you are working as a classroom teacher, the two cases must include supervision from the site school psychologist regarding a student concern. While the student might be in your classroom, you need to go beyond what has already been done for the student. Please let me know if you have any specific questions about your setting and assignments.

Two intervention projects must be completed—one primarily targeting a behavioral need and the other primarily targeting an academic need. Requirements for the project as well as for the summary report are as follows; in addition to rubric requirements for Background Information, the NASP Report on Case Study Evaluation will be used to judge your summary report for Part One. This rubric describes effective methods for implementing each stage of the problem-solving process.

The following components **must** be included in the summary report for Part One:

1. *Title of project* (Academic or Behavioral)/your name/general description of setting
2. *Student Information*. This should be listed as a heading in the report including the student name (**please use abbreviations or some other way to maintain confidentiality**), date of birth, grade, educational setting (i.e., type of classroom, etc.), intervention dates.

3. *Background Information.* Include a summary of the duration of the learning or behavioral challenge, features associated with the challenge, when demonstrated, etc. Also include who described this challenge to you, i.e., is the description based on teacher report? Include relevant educational information such as current performance, grades, previous assessment results, etc. Clearly describe diversity issues that may impact the development of an intervention plan for the student. For example, varying learning needs, cultural characteristics, classroom features, family values, etc. must be described.

Very Effective	Effective	Needs Development
3.1 History is detailed in specific terms, including varying degrees of severity, degree of impairment, and identification of current expectations	History is discussed in specific terms, including onset, chronology, and current status	History is discussed in general terms but important “milestones” are omitted
3.2 Description of history includes specific verbal descriptions and examples by informants, including the student him/herself	Informant descriptions are included with specific details of when/where challenge is demonstrated	Informant descriptions are vaguely addressed or descriptions omit examples
3.3 Detailed information about background history is summarized including educational, medical, social history	Background history is summarized as related to current concern	Background history does not include important information about educational history and performance
3.4 Previous interventions and related outcomes are discussed, including school/home and/or community based	Previous school-based interventions and related outcomes are detailed	Previous interventions are alluded to but not explained and/or outcomes are omitted
3.5 History includes detailed discussion of diversity issues that are present. These details go beyond a focus on learning and /or behavioral characteristics of the student and include features related to classroom, teacher, and/or family.	History includes discussion of diversity issues. Learning and/behavioral needs of student are discussed and other diversity issues are generally addressed.	History does not include consideration/identification of diversity issues.

4. *Detailed description of context (setting where concern is reported).* Include description of classroom type (for example, general education, 5th grade or 2nd grade inclusion classroom), teacher(s) style or instruction/interaction, details regarding specific time/activity in which targeted behavior occurs, other details regarding environment. Use ACES/AIMS or other measure to provide information to supplement your observations.

Very Effective	Effective	Needs Development
4.1 Context is detailed in specific terms, including grade level/type, teacher descriptors/ACES/AIMS info. or other assessment info.	History is discussed in specific terms, including general characteristics of context	History is discussed in general terms but important features as related to function of “behavior “are omitted
4.2 Description includes specific info from observations that support identified characteristics	Descriptions are included with specific details of when/where challenge is demonstrated	Descriptions are vaguely addressed or descriptions omit examples
4.3 Detailed information provided from ACES/AIMS as related to targeted concern	ACES/AIMS info is summarized as related to current concern	ACES/AIMS or other assessment data not included

5. *Assessment.* Include information specific to the assessment of the learning or behavioral challenge. This might be in the form of standardized testing, grades, work samples, summary of observations, etc. Include direct assessment data as well in the form of a functional behavior assessment or curriculum-based assessment. The latter type of data will provide the most useful information for designing interventions. **In addition, all intervention plans must include “assessment” of the student concern AND of the environment. “Behaviors” occur as a function of both.**

Very Effective	Effective	Needs Development
5.1 Assmt data are detailed in specific terms and discussed in relation to the targeted behavior.	Assmt data is discussed in specific terms, including general characteristics of context	Assmt data are discussed in general terms but important features as related to targeted behavior are not addressed.

6. *Operational Definition.* Provide a definition of the behavior or learning challenge of concern. This definition should be specific, should be measurable, and should be observable. Include any environmental factors that appear to contribute or influence these concerns.

Very Effective	Effective	Needs Development
6.1 Student's beh. Is defined in the context of approp. Grade and/or peer expectations	Student's beh. Is operationally defined	Student's beh. Is identified but not operationally defined
6.2	Problem is collaboratively defined	Problem is not collaboratively defined
6.3 Discrepancy between current and desired level of performance is explained	Beh. Is operationally defined or quantified in terms of both current and desired levels of performance	Beh is not operationally defined in terms of both current and desired levels of perf.
6.4 Baseline includes the student and peer/grade norms and expectations computed trend lines	A baseline for the student behavior is established using sufficient data	A baseline for the student behavior is not established or has insufficient data
6.5	Student beh. Is identified as a skill and/or performance deficit	Student beh. Is not identified as a skill and/or performance deficit
6.6	Parents/guardians/teachers are involved in the problem identification process	Parents/guardians/teachers are not involved in the problem identification process

7. *Problem Analysis.* Using information obtained from the assessment, including observations, interview, and performance data, provide a hypothesis regarding the possible function of the "behavior."

Very Effective	Effective	Needs Development
7.1 Hypotheses are generated through collaboration with teacher and/or parent	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable
7.2 There are multiple sources of data that converge on each proposed hypothesis	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self-report	Appropriate data are not collected to confirm or reject the hypotheses
7.3	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)

Intervention Plan - Part Two

Part Two of the intervention plan represents a continuation from Part One. Whereas Part One focused on the assessment of the academic or behavioral challenge, Part Two focuses on the design and implementation of intervention strategies to address the challenge.

8. *Intervention Strategies.* For each intervention objective, a specific instructional strategy or technique should be identified. Include a description of who, how, when, the strategy will be implemented. Intervention strategies should have at least two references supporting their use for the specific problem of concern. Include evidence that you worked in collaboration with parents, teachers, and/or other school staff in identifying goals/objectives. Treatment acceptability and strategies for ensuring treatment integrity must also be included.

Very Effective	Effective	Needs Development
8.1	Intervention is linked to observable, measurable goal/objective statement(s)	Intervention is not linked to observable, measurable goal/objective statement(s)
8.2	Intervention selection is based on data from problem analysis and hypothesis testing	Intervention selection is not based on data from problem analysis and hypothesis testing
8.3	Intervention is evidence-based (e.g., research literature, functional analysis, single case design analysis)	Intervention is not research-based
8.4	Intervention is developed collaboratively	Intervention is not developed collaboratively
8.5	Intervention reflects sensitivity to individual differences, resources, classroom practices, and other system	Intervention does not reflect sensitivity to individual differences, resources, classroom practices, and other system

	issues. Acceptability is verified.	issues. Acceptability is not verified.
8.6	Logistics of setting, time, resources and personnel are included in the intervention plan	Logistics of setting, time, resources and personnel are not included in the intervention plan
8.7	Intervention selection considers unintended outcomes or limitations	Intervention selection does not consider unintended outcomes or limitations
8.8	Intervention is monitored and data are provided to ensure that it is implemented as designed	Treatment integrity is not monitored.

9. *Intervention Results.* Each intervention strategy and plan should have at least one review date at least one week after initiation of the intervention. Additional follow-ups should be built into the intervention plan. Results should be summarized in a format that is quantifiable. Use of charts or percentages are a couple of examples of formats appropriate for use. A narrative description of results should also be included. If the intervention did not result in any changes, offer possible explanations why. Discuss both successful and unsuccessful features of the intervention.

Very Effective	Effective	Needs Development
9.1 Charting includes student performance trend lines, and/or goal lines	Progress monitoring data are demonstrated on chart	Progress monitoring data are not demonstrated on chart
9.2 Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	Progress monitoring data are demonstrated to be effective when compared to baseline data	Intervention is not demonstrated to be effective through data comparison and possible reasons for ineffectiveness are not explained.
9.3 Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	Data are used to inform further problem solving and decision-making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	Data are not used to inform further problem solving and decision making

10. *Summary of changes in intervention plan.* This section should include a discussion of anything that emerged that resulted in a change in strategy than had initially been identified. For example, one strategy might have been use of interval reinforcement; however, the teacher may not have been consistent in following this plan so you changed the plan. Include a discussion of why the plan was changed along with how. Also, discuss a rationale for either: a) changing the intervention plan or b) leaving the intervention plan as is. This section MUST include strategies for generalization of outcomes to other settings/situation/times.

10.1 Strategies for transfer/generalizing outcomes to other settings are documented as effective	Strategies for transfer/generalizing outcomes to other settings are addressed	Strategies for transfer/generalizing outcomes to other settings are not addressed
10.2 Modifications for future interventions are considered based upon collaborative examination of effectiveness data	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	Effectiveness of intervention is not shared or communicated
10.3 Strategies for follow-up are developed and implemented	Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	Suggestions for follow-up are not developed

11. *Impressions.* Include a discussion of interpersonal issues that may have arisen that you feel may have influenced the intervention. Also, include issues that may be related to other factors that influenced intervention effectiveness. Addressing factors related to effectiveness (i.e., establishing rapport, developing intervention goals collaboratively, including as many “consultees” as possible when designing the intervention plan and evaluating effectiveness) as discussed in class will be helpful in completing this component. This section should specifically include issues related to consultation and collaboration that you noted in the design and implementation of the intervention project. Specifically, you should address ways in which the collaborative process might have been enhanced by you as well as your own perceptions regarding strengths/weaknesses in designing and implementing the intervention plan.

Very Effective	Effective	Needs Development
11.1	Interpersonal process in developing	Interpersonal process is addressed but

	intervention plan in collaboration with others is described; description includes characteristics of the process at multiple points in plan development and implementation	without attention to changes/features at various points in the process
11.2	Student strengths/needs are included in the description. Ways to improve/enhance the collaborative/consultative process are specifically identified. Perceptions of strengths/needs related to addressing features of diversity that are present are clearly addressed.	Student strengths/needs are briefly and/or vaguely addressed. Clear suggestions/ideas about improving the process are not identified. Reflection on strengths/needs related to diversity aren't identified.

Use headings in your summary report. Also attach any worksheets utilized for completion of cases. Note that the *NASP Report on Case Study Evaluation* has been included in the rubric to provide assistance in planning and evaluating your work; I will also utilize this rubric when giving you feedback about your projects.

For the purposes of this rubric, the term “behavior” refers to either the academic and/or the behavioral challenge.

PART FOUR: INTERNSHIP IN SCHOOL PSYCHOLOGY **EPSY 650 (INTERNSHIP I) AND EPSY 655 (INTERNSHIP II)**

Introduction

The internship in School Psychology represents an experience students begin after admission to candidacy and completion of required prerequisites. The experience provides the student with opportunities to demonstrate the full range of school psychology skills in an applied setting. Internship course requirements include completion of 1200 hours in such a setting, with a minimum of 600 hours completed in a preK-12 grade school setting.

The program faculty has approved a variety of settings that are appropriate for internship experiences. A listing of these programs is included in this handbook on page 78. Other placements can also be considered but must be approved by the program's primary faculty. Requests for approval of an internship site must be made to the program's primary faculty in writing by the prospective intern. During an orientation discussion, this process is explained to upcoming interns, and procedures for obtaining approval are provided. Minimum requirements of internship placements include:

- opportunities for experiences with a variety of types of students,
- an average of two hours per week face-to-face supervision by an appropriately credentialed psychologist for full-time interns,
- an average of one hour per week face-to-face supervision for half-time interns, and

- opportunities for demonstration of required skills as reflected by an Intern's Outline of Learning Objectives.

In addition to demonstration of skills, the internship experience requires:

- participation in online communication via Blackboard/UTC OnLine;
- compilation of an Internship Portfolio;
- satisfactory ratings by field supervisors;
- successful completion of a Capstone Project;
- and passing the School Psychology Praxis exam.

Descriptions of these as well as other requirements are included in the syllabus on the following pages.

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

Internship in School Psychology

EPSY 650 – 001

EPSY 655 – 001

Fall 2008, Spring 2009

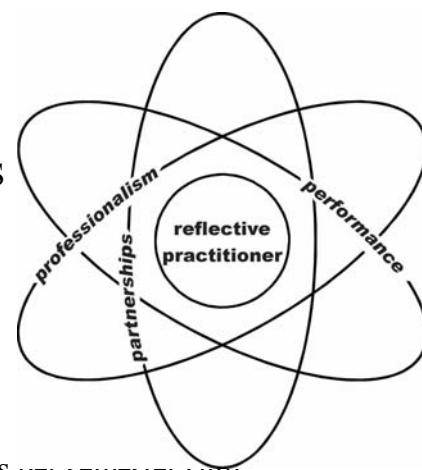
Instructor: Pamela Guess, Ph. D Office: 204 Pfeiffer Hall

Phone: 423-425-4175

E-mail: Pamela-Guess@utc.edu

Credit: 3 graduate hours per semester (1/2 time internship); 6 graduate hours per semester (full-time internship)

Time and Location of class: Online



Catalog Course Description

Supervised experience performing all the activities of a practicing school psychologist. Students are assigned either 20 hours per week (3 semester hours) or 40 hours per week (6 semester hours) to schools or other agencies providing services to students. Regular class meetings as well as university and field-based supervision.

Required Texts

Thompson, P.T. (2004). The school psychology licensure exam guide. New York: Universe, Inc.

Course Objectives

This course is designed to provide activities to support experiences in the internship placement.

Goals of the course include:

- facilitating reflective discussion of internship experiences among Interns and Instructor;
- increasing knowledge of topics in school psychology through interactive forums such as online class discussions and/or online activities,
- providing university supervision of internship activities through online discussions, office or telephone conferences with instructor, and instructor visits to internship settings,
- completing activities in the internship placement which support specific skills and objectives of the internship course; and
- monitoring progress toward skill/program objective activities through successful completion of 1200 hours of internship and completion of required activities. The University instructor will provide ongoing feedback regarding this progress.

Specific objectives for the Intern are summarized below and focus on completion of a variety of diverse experiences during the internship. More detailed information about each objective is provided later in the syllabus.

The Intern will:

1. Develop a Personal Essay that includes a description of the intern's own theoretical orientation and purposes related to choice of school psychology as a profession
2. Create a Vita of educational and professional work experiences
3. Take and pass the Praxis II exam in School Psychology; a minimally acceptable score is the score required for licensure as a School Psychologist in the state of Tennessee.
4. Maintain daily logs of activities and hours completed at the internship placement.
5. Maintain supervision logs with date and topics of discussion with site supervisor(s).
6. Maintain reflective journal regarding internship objectives and domains.
7. Complete self-evaluations of skills and review with internship supervisor.
8. Complete data-based problem-solving activities such as screenings, eligibility assessments, functional behavior assessments, and informal assessments to assist in educational planning for a variety of students.
9. Complete collaborative consultations with school staff, teachers and/or parents regarding academic and behavioral concerns, classroom management issues, and/or system operations.
10. Complete informative conferences with parents/educators regarding results from problem-solving assessments.
11. Develop and implement instructional interventions for students based on problem-solving assessments directly and/or in consultation with a teacher/parent/other educator.
12. Develop and implement social-emotional interventions for students based on problem-solving assessments through direct counseling and/or consultation with a teacher/parent/other educator.
13. Complete internship requirements with students and schools with diverse characteristics that may include learning, behavioral, cultural, geographical, and/or other differences.
14. Work within school settings (a minimum of 600 hours) providing services to children and youth to develop an understanding of system structures (such as general education, special education, and related services), how such structures interact, policies and procedures utilized within various divisions, and participate in activities related to such structures and policies

- (can, with approval, complete remainder of internship hours in other settings providing services to children, adolescents, and post-secondary students).
15. Develop and implement prevention and intervention services designed to promote the safety and mental health needs of students.
 16. Work with a variety of families in collaboration with educators to assist in supporting the comprehensive needs of students.
 17. Complete program evaluation, either individual building or system-level, to statistically evaluate effects and design improvements accordingly.
 18. Reflectively complete internship requirements and participate in training within the internship setting or offered through professional organizations to facilitate ongoing professional development.
 19. Accurately use technology associated with functioning in the internship setting such as through the use of system data bases, scoring software, electronic tracking systems, statistical evaluation systems, or other technological resources within the internship setting.

These objectives are intended to provide the Intern with activities and experiences and assess competency related to the 11 NASP Domains listed below (refer to Appendix for Table outlining NASP Domains, related objectives, and methods for assessing the Intern's level of competency):

NASP Domain	Description
Domain 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.
Domain 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 individual, group, and system levels.
Domain 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.
Domain 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 the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.
Domain 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 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
Domain 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.
Domain 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.
Domain 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.
Domain 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.
Domain 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.

Course Requirements

Course Procedures and Activities

Classes will be held online and will involve discussions, student reports, and reflective discussion of internship experiences. Office conferences and/or telephone conferences with the instructor will be scheduled at least twice during each semester of internship; additional conferences to be scheduled as needed. ***PLEASE NOTE THAT THE INTERN IS RESPONSIBLE FOR SCHEDULING AND COORDINATING THESE CONFERENCES.***

The instructor will also complete visits to internship settings at least twice during the internship experience. (For students whose internship placements are more than 60 miles from UTC, alternative methods of communication with the site supervisor(s) will be arranged. These methods may include phone conferences, phone calls, and/or emails.)

Additional visits will be made as needed or requested. The instructor will complete such visits to provide information to the Intern and to the field placement supervisor and/or representative(s) regarding internship requirements. In addition, skills and needs of the intern will be discussed and observed as can be arranged and as is appropriate.

1. Class Attendance

Class will be held online via Blackboard activities and Discussions. All Interns must participate by posting responses to class discussions as directed.

2. Field Placement

Each Intern will be required to complete 1200 hours of internship, at least half of which must be in a school setting (pre-kindergarten through 12th grade). A maximum of 600 hours from a non-school setting such as a mental health center is allowed. Internship hours are normally completed across two semesters (six semester hours each semester).

Completion of internship on a part-time basis is also permitted; a typical part-time arrangement would include at least 20 hours per week in an appropriate setting, completion of the internship across 4 semesters, and registration for 3 semester hours credit per semester. Throughout the internship, the Intern must have an appropriately credentialed supervisor as defined in the next section of this syllabus.

3. Supervision

In addition to university level supervision, each Intern must have an appropriately credentialed field based supervisor. An appropriately credentialed supervisor is defined as a school psychologist licensed to practice by the state Department of Education and/or a psychologist licensed by a state's Board of Examiners in Psychology. The field supervisor must also have a minimum of three years experience as a psychologist. In school settings, the supervisor is expected to be a licensed school psychologist; in non-school settings, an appropriate supervisor is defined as a psychologist appropriately licensed for that setting.

A minimum of two hours per week, on average, of face-to-face supervision with the field-based supervisor is required. Face-to-face supervision may occur individually as well as during completion of assigned activities, i.e., completing a classroom observation alongside the supervisor, observing the supervisor and then discussing the experience, etc. It is expected that this supervision time is in addition to any time spent reviewing reports or other documentation generated by the Intern.

Written feedback from the field supervisor is required, at a minimum, at mid-semester and at the end of the semester during all semesters of Internship I and II. This feedback will be utilized, in part, in the determination of whether the intern has completed all internship requirements successfully.

Other responsibilities of the Field-based Supervisor in the Internship setting include the following:

- Assist the intern in identifying appropriate activities for completion within the field setting as related to internship objectives;
- Provide ongoing orientation to the Intern of system procedures and policies;
- Mentor the Intern in developing professional skills expected for independent functioning as a school psychologist;
- Identify areas in need of improvement and/or experiences for the Intern in order to facilitate the Intern's development of comprehensive skills;
- Observe the Intern in a variety of situations (e.g., individual assessment activities, informing conferences with parents, consultation interviews with teachers/educators, etc.) to assure accuracy in skill application and to provide feedback for continued skill development.

The National Association of School Psychologists position statement regarding supervision can be found at: http://www.nasponline.org/about_NASP/pp_supervision.aspx

A copy of this and related documents specific to supervision is provided to each Intern supervisor at the beginning of the internship experience.

4. Field-based Supervisor Evaluations

Over the term of the internship experience, each Intern must be evaluated by his/her field supervisor a minimum of four times. Individual Learning Objectives established for the Intern across the 11 NASP Domains must be evaluated by the Supervisor using the Evaluation Form.

Two evaluations (mid-semester and end semester) are required during Epsy 650, Internship I, and two evaluations (mid-semester and end semester) are required during Epsy 655, Internship II. Interns must earn minimum ratings as follows:

- “at expected level” (i.e., a rating of 2), at a minimum, on all items within all Domains on the evaluation form for the mid-semester and end semester ratings for Epsy 650, Internship I.
- ratings of at least 2 are also required on all items on the mid-semester evaluation for Epsy 655, Internship II.
- ***For the final evaluation (end semester) for Epsy 655, Internship II, supervisor ratings of at least 3 (“initial independence”) on all items is one requirement for receiving a grade for the Course.***

If a rating on any evaluation does not meet these criteria, a Remediation Plan must be

developed by the Intern, Field-based Supervisor, and University Supervisor. Additional information about the Remediation Plan can be found in the School Psychology Program Handbook.

5. Internship Portfolio

Development of an Internship Portfolio that reflects skill/program objectives represents the primary product the Intern submits for evaluation by School Psychology faculty. As noted, the required activities for internship correspond to the 11 NASP Domains; work samples submitted to reflect competency in these Domains are evaluated with a variety of rubrics and feedback is provided to the Intern in terms of: a) whether the documents meet minimum requirements for demonstration of competency and b) if additional documentation and/or support for a Domain is required. Requirements for specific activities that reflect skill/program objectives are listed below.

Items to include in internship portfolio:

*Number in parentheses corresponds to the total number of samples required for inclusion in the portfolio.

a. Screening

Activities: Assist in screening of students possibly in need of more comprehensive assessment and/or intervention, including annual and continuous methods of screening. This may include documentation from instructional support teams, grade level screenings, and/or reevaluations. (2 samples from different activities each semester)

b. Data-Based Problem-Solving Assessments

Activities: Complete comprehensive assessments to address **educational** and **behavioral** problems. Problem-solving assessments should be completed with a variety of kinds of referral problems, a variety of types of children of a variety of ages, and a wide variety of types of assessments. The overview should provide a description of the variety included within this category. (3 samples of different assessments each semester)

c. Data-Based Problem-Solving Interventions

i. Consultation (Indirect Intervention)/Monitoring Progress

Activities: An indirect intervention involves providing recommendations/suggestions to “consultees” who work directly with a situation of concern and/or with an identified student. Indirect intervention includes parent, teacher, or other school staff consultations. These interventions should be completed with a variety of referral problems, a variety of types of children of a variety of ages, and a variety of school personnel/parents. **Intervention must include all aspects of intervention including problem identification/analysis, plan development, plan implementation, plan outcome. Data supporting initiation of and follow-up of plan should also be included. A sample case summary is posted on Blackboard** (2 Samples of different activities each semester)

ii. Individual Counseling or Classroom Group Intervention(s)

Activities: A direct counseling intervention that involves working with an individual student and/or a group such as a classroom group. Activities might include: individual counseling, behavior management, group skills training, or academic skills training.

Intervention must include all aspects of counseling and intervention including problem identification/analysis, plan development, plan implementation, plan outcome. Data supporting initiation of and follow-up of plan should also be included. A sample case is posted on Blackboard (2 Samples of different activities each semester).

d. Assessment or Intervention Planning or Feedback Conferences

Activities: Conferences with teachers, parents/caregivers, and school staff to discuss interventions and/or interpret results of assessments; conferences with other school specialists and/or representatives from community agencies to develop educational and intervention plans with students. Documentation of these meetings may be in the form of Meeting Minutes, other formal documentation, or a summary written by the Intern. Documentation must include a description of the purpose of the meeting, who was present (by title, NOT by name), content of the meeting discussion, and follow-up plan (2 Samples first semester, 4 samples second semester)

The assessment rubric utilized in evaluating the above activities included in the Internship Portfolio is the Faculty Assessment of Internship Requirements & Performance, Portfolio Evaluation and Feedback Form found on pages 22-46. The Intern's Individual Outline of Internship Objectives, Experiences, and Activities must be attached to the Memorandum of Agreement between the Intern, UTC, and the field placement. This is the document that represents what the Intern will complete during internship, specific to the internship placement.

In addition to appropriate documentation of required activities and competencies, the Intern must reflect on internship experiences in each designated area of the Portfolio. This reflection must include:

- a. a summary of all activities completed within each designated activity area,
- b. a description of cases/documentation provided in the area including a rationale for choosing those included,
- c. a reflection regarding how the activities provide evidence for documentation of knowledge and skills within the relevant NASP Domain, and,
- d. specifically, what the Intern has learned regarding this Domain via internship experiences.

6. Praxis Exam

Passing the Praxis School Psychology Exam is required for successful completion of internship. This is not only a Tennessee Department of Education licensure requirement but also a program requirement. Therefore, to graduate, the student must pass the Praxis at the required cut-off score or above, i.e., both Georgia and Tennessee require a score that falls at or above the 10th percentile. A score at or above the 25th percentile is strongly encouraged; this score is the minimum score required for NCSP certification.

Interns are encouraged to take the Praxis exam prior to the end of the first semester of internship in the event that the exam has to be retaken by the student to achieve a passing score. Additional information about the Praxis exam can be obtained from Connie Cloud, Certification Officer, at

423.425.4022. For licensure preparation, Epsy 655 (Internship II) Interns are referred to the next section of this syllabus.

7. State Licensure Procedures

During Internship II (Epsy 655), each Intern must follow the steps listed below for achieving licensure as a School Psychologist from the Tennessee Department of Education.

- When applying to take the Praxis, School Psychology Specialty Exam, make sure that you request that scores be sent to UTC.
- To ensure that scores are recorded accurately, please include your Social Security Number with your request. The application form is available at www.ets.org.
- Request that all transcripts (undergraduate and graduate) from all institutions, including UTC, be sent to the CHEPS Certification Officer, Mrs. Connie Cloud.
- If seeking licensure in Tennessee, go to the Tennessee Department of Education website at <http://www.state.tn.us/education/lic/ed2331.pdf>, download the licensure application, and take the completed form to Mrs. Cloud in 203C Hunter Hall.
- If you have additional questions and/or if you are seeking licensure from a state other than Tennessee, please contact Mrs. Cloud at (423) 425-4022 or Connie-Cloud@utc.edu.

8. Capstone Project

Each Intern will be required to complete a Capstone Project for successful completion of internship. The Capstone is a Portfolio requirement consisting of an applied project that directly targets needed improvements in the functioning of groups of students or improvements within the internship setting that can be expected to indirectly benefit students or other clients.

Development of the Capstone Project must occur in a sequence as described below:

- a. Discuss potential Capstone topics with the Field-based Supervisor in the internship placement and identify the specific topic to be the focus for the Capstone;
- b. Develop a summary of the Capstone proposal. The proposal must include a general description of the problem and a proposed method for addressing the problem.
- c. Assemble a Capstone Committee consisting of at least two (2) members of the School Psychology Faculty; submit the summary to the two (2) faculty members and request their participation as Committee members.
- d. Develop the Capstone Proposal more thoroughly, including a detailed literature review and proposed method.

The Capstone Proposal must be approved by the Capstone Committee during Epsy 650: Internship I. Failure to submit a completed proposal and to obtain Committee approval of the proposal by the due date PRIOR TO THE CONCLUSION OF INTERNSHIP I will result in a delay in the intern being able to implement the project. This delay will likely, in turn, delay the Intern's eventual graduation.

The Capstone Project must be successfully completed and approved by the Intern's Capstone Committee before a final grade for Epsy 655: Internship II, can be assigned.

Requirements of the Capstone Project are detailed in the School Psychology Program Handbook.

9. Liability Insurance

Each student **must** have professional liability insurance at the onset of internship, and this insurance must be in effect during the entire internship period. Professional liability insurance can be obtained through the National Association of School Psychologists or through the UTC Bursar's Office, located in 216 Fletcher Hall. The Bursar's Office phone number is (423) 425-4781.

Proof of liability insurance must be included in the internship portfolio and must be provided to the university supervisor prior to beginning the internship.

10. Fingerprinting Procedure

Proof of fingerprinting and liability insurance must be submitted to Sandra Jones in the Teacher Preparation Academy before visiting a school for observation or before beginning a practicum/internship placement. Students may submit their fingerprinting transaction number to Sandra Jones in Hunter 312E, office hours 8-5 Monday through Friday.

School Psychology students must also provide proof of fingerprinting and liability insurance to their course instructor before visiting a school or before beginning a practicum/internship field placement. A paper copy of both items should be submitted to the course instructor at the beginning of the semester. Students should also retain copies of proof for their own records.

Course Evaluation

Grading

Overview of Grading Procedures

For internship grades to be awarded each semester, documentation of all Internship Objectives via the Outline of Individual Objectives, Experiences, and Activities must be completed. The course grade will be based on level of efficiency in completing skills and objectives as determined by an evaluation rubric and from evaluations from field supervisors. Interns are expected to receive ratings from their field supervisors that indicate that skills are, at a minimum, at the expected level on all aspects of their performance as Interns. As noted earlier, ratings of "initial independence" must be attained on the final field supervisor rating. Both mid-term and final field supervisor ratings are required for EPSY 650: Internship I, and EPSY 655: Internship II, as described above.

The Faculty Assessment of Internship Requirements & Performance, Portfolio Evaluation and Feedback Form (pg. 22-46) is utilized by School Psychology faculty to provide feedback to the Intern regarding adequacy of documentation provided. If documentation provided is not sufficient, the Intern resubmits the required documentation as noted on the Faculty Assessment of Internship Requirements & Performance, Portfolio Evaluation and Feedback Form. A grade of In Progress (IP) may be assigned to students who have not completed all requirements of each internship course (EPSY 650 and EPSY 655).

Components Required for Grading

To receive a grade for Internship I and Internship II, each student must submit the following:

1. Internship Portfolio that includes representative work samples and reflections as previously described;
2. Documentation of activities via time logs with required hours of experience and signed by the Intern and field-based supervisor;
3. Supervision documentation signed by the Intern and field-based supervisor that reflects required time for supervision;

4. All field-based supervisor evaluations;
5. All Capstone materials including data collected, Committee approval forms, and Institutional Review Board documentation.

(All requirements are described in detail in Part Four of the School Psychology Handbook.)

Specific Grading Procedure

A grading rubric is utilized by faculty to evaluate the portfolio; while this rubric includes a checklist of required informational components, the primary purpose of the rubric is for faculty to assess the intern's level of accomplishment in demonstrating the knowledge, skills, and dispositions required by the program. *An intern must receive faculty ratings of "has attained requirement" in each of the 11 domains in order to receive a passing course grade for EPSY 655, Internship II.*

Notes

- 1) If you are a student with a disability and think that you might need special assistance or a special accommodation in this class or any other class, call the Office for Students with Disabilities/College Access Program at 755-4006, or come by the office in 110 Frist Hall. Examples of disabilities might include blindness/low vision, communication disorders, deafness/hearing impairments, emotional/psychological disabilities, learning disabilities, and other health impairments. This list is not exhaustive.
- 2) If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.
- 3) The instructor reserves the right to amend the contents of this syllabus. However, any changes will be discussed with the class before a final decision to amend is made.
- 4) All work submitted for the course must be your own. Plagiarism in any form is a violation of the UTC Honor Code and will result (at a minimum) in no credit being given the work in question. More detailed information on plagiarism is contained in the UTC Student Handbook and Student Directory (which can be picked up in the Student Center). Please consult this source of information and talk with the instructor if you are unclear or concerned about ways of avoiding plagiarism.
- 5) To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423-425-4000.
- 6) The requirements of this course include the discussion of many situations from various schools. The student is to remove all names from any documents submitted, including the name of the school. If the document could still be used to identify the specific school or individuals involved, the student should alter part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically charged, and therefore requires the following additional precautionary actions:
 1. Students must respect the confidentiality of other schools discussed in class and refrain from discussing information or specifics of any other schools outside of class.

2. Failure to do the above will be considered an issue related to the student's professional fitness and will be addressed in the Professional Fitness Review completed each semester.

7) Because we will be using Blackboard/UTC Online, students must have access to a computer (home or UTC lab). Because Blackboard is accessible throughout campus, not being able to access the assignments, announcements, and drop box is not an acceptable excuse for incomplete course work. **Assignments must be submitted in Word format.**

8) The UTC School Psychology website can be accessed at: <http://www.utc.edu/Academic/SchoolPsychology/>. Students enrolled in the School Psychology Program are also members of a community on Blackboard, titled "School Psychology Community."

Course Calendar

Internship classes will be held online biweekly; however, this schedule may be modified depending on the needs of the class. This schedule does NOT include the minimum two meetings and/or telephone conferences per semester with individual Interns, their respective Field Supervisors, and the University Supervisor. The following schedules for Internship I and Internship II represent general outlines of course organization. However, Internship Class content is flexible according to the needs of the specific Interns; therefore, additional topics and/or modifications to the schedule according to needs of the class may occur.

EPSY 650: Internship I Course Schedule

Forum	Week Of	Topic
1	8/25-9/7	Review of Course Requirements/Internship Procedures/Part 4 of Program Handbook. On-site meeting (telephone conference) with Field Supervisor, Intern, and University Supervisor scheduled (if not completed already)
2	9/8-9/21	Discussion of issues related to beginning internship, time management, documentation, theoretical vs. practice issues. Discussion of Capstone requirements, purpose of Capstone, Personal Essay requirements/issues; and Praxis requirements.
3	9/22-10/5	Ethical issues related to school practice; due process procedures/common reasons for due process complaints; importance of and strategies for establishing collaborative practices with school staff, parents/guardians, students, community agencies. Review of data-based problem-solving model and strategies for application. Initial Capstone idea(s)
4	10/6-10/19	Current Issues related to social/emotional/behavioral functioning (to be determined by Interns based on specifics of individual placements); Crisis prevention and intervention strategies; Discussion of Cases by Interns Personal Essay/ Vita/ Description of Internship Site/Midterm Field Supervisor Evaluation Due

5	10/20-11/2	Current issues related to developmental/academic/learning in General education classrooms (tied to Response to Intervention Concepts; specific topics to be determined by Interns based on specifics of individual placements) Capstone Prospectus Due; Approval meetings with Capstone Committee to be scheduled by this date
6	11/3-11/16	Internship I Portfolio Due; Case Presentations by Interns; End Term Field Supervisor Evaluations Due

****Interns are strongly encouraged to take the Praxis Exam during first semester of Internship.**

**EPSY 655: Internship II
Course Schedule**

Forum	Week Of	Topic
1	1/12-1/25	Current legal and ethical issues relevant to individual Intern placements; On-site meeting (telephone conference) with Field Supervisor, Intern, and University Supervisor scheduled (if not completed already)
2	1/26-2/8	Individual meetings/telephone conferences with University Supervisor and Intern to review Objectives, Capstone, other pertinent issues
3	2/9-2/22	Case Discussions-questions/issues related to cases in internship setting; Midterm Field Supervisor Evaluation Due; Revised Personal Essay Due
4	2/23-3/8	Job interview process, preparing for the interview, “mock” interview questions
5	3/9-3/22	Capstone Progress/Results Discussion
6	3/23-4/5	Transitioning to the work setting; practical issues; panel discussion from former students/practicing school psychologists
7	4/6-4/19	End of Semester (Final) Field Supervisor Evaluation Due Portfolio Due; All Capstone requirements MUST be completed by this date.

**THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
SCHOOL PSYCHOLOGY PROGRAM
FINGERPRINTING PROCEDURES FOR STUDENTS**

The State of Tennessee currently requires all students visiting or working in the schools to submit to a fingerprint-based background check. There is a \$48 fingerprinting fee. Please follow the steps below:

- Prior to being fingerprinted you must sign and submit the fingerprinting release form to Sandra Jones in Hunter 312E. The release form is located on the Teacher Preparation Academy website: <http://www.utc.edu/Academic/TeacherPreparationAcademy/>. Click on the “Fingerprinting” tab and then select “Release Form”. The signed form may be faxed to Sandra Jones at 423-425-5380.
- Register on-line with Cogent Systems PRIOR to going out to their location. Go to “Register on-line” at www.tennessee.cogentid.com and fill out the yellow sections. (Cogent’s telephone number is 1-877-862-2425)
- Payment for fingerprinting may be done PRIOR to going to UPS at the following website: <http://www.tnprints.com/>. Online payment cannot be completed until you have registered with Cogent Systems. Payment on location will only be accepted using a \$48 money order made payable to Cogent Systems. Cash/credit card/checks are NOT accepted on site.
- Be prepared to provide the personal identification information listed below.
- Allow at least 24-36 hours after registering with COGENT before you go to the UPS office (location given below) to be fingerprinted. Otherwise, you may be told your profile is not in their system and you will have to make a second trip to be fingerprinted. Appointments are not available, so please be sure your schedule is flexible.
- After being fingerprinted, write down your transaction number and bring THIS NUMBER and your receipt to Sandra Jones in Hunter Hall, Room 312. Sandra will put your transaction number in to a tracking database.
 - Your tracking number should have 19 digits and look similar to this sample number>>>>>>>TN000UPSSD112000000. Sandra’s phone is 423-425-1781if you have any questions.
- The transaction number can also be emailed to Sandra along with your name, student i.d. number, social security number, and D.O.B. Email information to: Sandra-jones@utc.edu.

DO NOT FORGET YOUR TRANSACTION NUMBER!!! It is your only proof of fingerprinting. Please be prepared to provide the following personal identification information:

- Legal Name, Birthdate, Birthplace, Gender, Race, Eye/Hair Color, Height/Weight
- Social Security Number
- Country of Citizenship
- Applicant Phone and Address
- Transaction Type: DP
- Agency ORI: TN CC33059

- Payment to be made by: APPLICANT
- Employer Name and Address: University of Tennessee at Chattanooga 615 McCallie Ave. Chattanooga, TN 37403 ATTN: Dr.Valerie Rutledge, Teacher Preparation Academy Dept 4154

NOTE: If you need to check on your status of your fingerprinting release, allow at least 36 hours and then contact Sandra Jones at 423-425-1781 or Sandra.jones@utc.edu. You will need to provide her with your name, SSN, DOB, phone number, and tracking number.

COGENT FINGERPRINTING LOCATION:

UPS STORE, 2288 GUNBARREL ROAD, CHATTANOOGA, TN 37421

Hours of Operation: 8:30 a.m. – 7:00 p.m. Monday-Friday; 10:00 a.m. – 4:00 p.m. Saturday

**Faculty Assessment of Internship Requirements & Performance
Portfolio Evaluation and Feedback Form
Internship I and II**

Intern: _____ Internship I Date of Submission: _____ Internship II Date of Submission: _____ Dates of Internship: _____ Internship Setting(s): _____

Internship Portfolio: General Content Requirements									
Internship I Activities					Internship II Activities				
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Requirements?	If No, Intern must revise by completing the following:	Adequately Meets Requirements?/Date?	Informational Component	Adequately Meets Requirements?	If No, Intern must revise by completing the following:	Adequately Meets Requirements?	Comments/Date Adequately Completed:
Table of Contents	Clearly details organization of Portfolio with page numbers and list of documents submitted	Y/N		Y/N	Table of Contents including Internship II Activities	Y/N		Y/N	
Current Transcript	Received minimum grade of "B" for all courses	Y/N		Y/N	Current Transcript with minimum grade of "B" for all courses	Y/N		Y/N	
Personal Essay	Includes 5 required elements as outlined in Ch. 4 of Program Handbook	Y/N		Y/N	Revision of Personal Essay as outlined in Ch. 4 of Program Handbook	Y/N		Y/N	
Description of Internship Site, including rationale for choosing this site	Includes 5 required elements as outlined in Ch. 4 of Program Handbook	Y/N		Y/N	No updates to Description of Internship Site required in second term unless site has changed	Na, site has not changed Y/N		Na, site has not changed Y/N	
Description of individual learning objectives and related activities	Includes relevant objectives for student learning and includes experiential opportunities for each area listed on requirements	Y/N		Y/N	Updated objectives developed	Y/N		Y/N	
Current Vita	Includes employment/school/Experiential history	Y/N		Y/N	No updates to Vita required in second term unless changes have occurred	Na, no changes Y/N		Na, no changes Y/N	
Memorandum of Agreement/Individual Learning	MOA/Learning Objectives reviewed and signed by all parties.	Y/N		Y/N	No updates to memorandum/individual learning agreements required unless changes	Na, no changes Y/N		Na, no changes Y/N	

Internship Portfolio: General Content Requirements Cont'd									
Objectives	have occurred	Internship I Activities	Internship II Activities	Adequately Meets Requirements?	If No, Intern must revise by completing the following:	Adequately Meets Requirements?	If No, Intern must revise by completing the following:	Adequately Meets Requirements?	Comments/Date Adequately Completed:
Proof of Liability Insurance		Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Requirements?	Y/N		Y/N	No updates to proof of liability insurance required	Na	Na
Praxis II Results/Passing Score		Minimum score needed for Tennessee licensure attained	Adequately Meets Requirements?	Y/N		Y/N	No updates to Praxis Results required if minimum score needed for Tennessee licensure or better has been attained	Na, score has been attained Y/N	Na, score has been attained Y/N
Daily Logs (cumulative total of 600 hours)		Completed as directed with 600 hours documented	Adequately Meets Requirements?	Y/N		Y/N	Daily Logs (cumulative total of 1200 hours) documented	Y/N	Y/N
Internship Summary of Activities		Summary completed/corresponds to daily logs	Adequately Meets Requirements?	Y/N		Y/N	Summary completed/corresponds to daily logs	Y/N	Y/N
Reflective Journal of internship activities/ events (recorded on daily log and/or on Blackboard Discussion)		Provided reflections on ethical issues, new ideas, questions, Capstone project	Adequately Meets Requirements?	Y/N		Y/N	Reflective Journal of internship activities/ events (recorded on daily log and/or on Blackboard Discussion)	Y/N	Y/N
Midsemester Field Supervisor Eval.		Supervisor Ratings of "2" or higher	Adequately Meets Requirements?	Y/N		Y/N	Midsemester Field Supervisor Eval.	Y/N	Y/N
Midsemester Self Eval.			Adequately Meets Requirements?	Y/N		Y/N	Midsemester Self Eval.	Y/N	Y/N
Summary of Ratings Comparison, including individual learning objectives			Adequately Meets Requirements?	Y/N		Y/N	Summary of Ratings Comparison, including individual learning objectives	Y/N	Y/N

Internship Portfolio: General Content Requirements Cont'd

Internship I Activities				Internship II Activities				Comments/ Date Adequately Completed:
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Requirements?	If No, Intern must revise by completing the following:	Adequately Meets Requirements?/Date?	Informational Component	Adequately Meets Requirements?	If No, Intern must revise by completing the following:	
End Semester Field Supervisor Eval.	Supervisor Ratings of "2" or higher	Y/N	If any rating below "2", remediation plan developed/completed	Y/N	End Semester Field Supervisor Eval.	Y/N	If any rating below "3" remediation plan developed/completed	Y/N
End Semester Self Eval.		Y/N		Y/N	End Semester Self Eval.	Y/N		Y/N
Summary of Ratings Comparison, including individual learning objectives		Y/N		Y/N	Supervisor Ratings of "3" or higher in all areas	Y/N		Y/N
Weekly supervision Logs, average of 2 hours per week supervision		Y/N		Y/N	Weekly supervision Logs, average of 2 hours per week supervision	Y/N		Y/N
Capstone Prospectus Approval Form	Signature of approval from Capstone committee	Y/N		Y/N	Capstone Project Approval Form Signed by Capstone Committee and successful presentation of Capstone results	Y/N		Y/N
Internal Review Board Form	Submitted to course instructor and approved prior to implementation of Capstone project	Y/N		Y/N	No updates to IRB Form required	Na		Na

*For Internship II, evaluation of entry level competence in the NASP domains will not proceed unless all documents have been submitted and revised if needed.

By the end of Internship II does the student's portfolio adequately meet all of the above referenced requirements? Y/N
If not, portfolio is missing the following documents: _____

Instructor/Student Chart of Progress Toward Demonstrating Competence in NASP Domain 2.1: Data-Based Decision Making and Accountability

Internship I Activities Related to NASP Domain 2.1				Internship II Activities Related to NASP Domain 2.1						
Informational Component	Requirements: Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Informational Component	Requirements: Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Comments/ Date Adequately Completed:
Summary of screening describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Screening will be judged satisfactory if a) min. of 2 screenings are in portfolio b) instructor judges student's summary of activities in this objective area as satisfactory c) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	Summary of screening describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Screening will be judged satisfactory if a) min. of 4 screenings are in portfolio b) instructor judges student's summary of activities in this objective area as satisfactory c) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	
Data-based Problem-solving Assessment	3 samples representing different problems required. All must receive instructor rating of "Effective" on all sections of the expanded NASP rubric.	Y/N		Y/N	Data-based Problem-solving Assessment	6 samples representing different problems required. All must receive instructor rating of "Effective" on all sections of the expanded NASP rubric.	Y/N		Y/N	
Field-Supervisor Rating	End of semester rating of "2" or above for items assessing Domain 2.1.	Y/N		Y/N	Field-Supervisor Rating	End of semester rating of "3" or above for items assessing Domain 2.1.	Y/N		Y/N	

Faculty Assessment of Internship Portfolio: Assessment Criteria for Documenting Entry Level Competence in NASP Domain 2.1			
NASP Domain 2.1 Data-Based Decision Making and Accountability	Internship Requirements	Intern Rating	Comments/Date Requirement Attained
<p>Program Goal</p> <ul style="list-style-type: none"> - Enhance and refine knowledge in psychology and education - Promote values, ethics, and legal requirements in service to communities - Serve diverse populations by providing expertise in the application of psychological and educational principles - Use research based knowledge to promote effective educational strategies and activities in schools 	<ol style="list-style-type: none"> 1. Received rating of "yes" for adequately meets screening requirements by end of Internship II. 2. Received instructor rating of "Effective" on all sections of the expanded NASP rubric for 6 data-based problem-solving assessments by end of Internship II. 3. Intern description of how competency in this domain has been established (overview statement) has been judged satisfactory. 4. Portfolio includes a total of 4 screenings and 6 data-based problem-solving assessments samples. 5. Praxis score needed for Tennessee licensure attained. 6. Field-supervisor rating of "3" at end of Internship II on all items assessing Domain 2.1. 7. Received minimum grade of "B" for all courses addressing Domain 2.1. 	<p>___ Intern has attained all requirements</p> <p>___ One or more requirement is incomplete or needs revision</p> <p>___ One or more requirements is missing or unacceptable</p>	

Instructor/Student Chart of Progress Toward Demonstrating Competence in NASP Domain 2.2: Consultation and Collaboration										
Internship I Activities Related to NASP Domain 2.2					Internship II Activities Related to NASP Domain 2.2					
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Comments/ Date Adequately Completed:
Consultation/ Progress Monitoring	2 samples required. Must include data-based problem-solving components and receive instructor rating of "Effective" on all sections of the expanded NASP rubric.	Y/N		Y/N	Consultation/ Progress Monitoring	4 samples required. Must include data-based problem-solving components and receive instructor rating of "Effective" on all sections of the expanded NASP rubric.	Y/N		Y/N	
Conferences with parents/guardians /school staff emphasizing collaborative problem-solving	Conference summaries will be judged satisfactory if a) min. of 2 conference summaries are in portfolio b) instructor judges student's summary of activities in this objective area as satisfactory c) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	Conferences with parents/guardians /school staff emphasizing collaborative problem-solving	Conference summaries will be judged satisfactory if a) min. of 6 conference summaries are in portfolio b) instructor judges student's summary of activities in this objective area as satisfactory c) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	
Field-Supervisor Rating	End of semester rating of "2" or above for items assessing Domain 2.2.	Y/N		Y/N	Field-Supervisor Rating	End of semester rating of "3" or above for items assessing Domain 2.2.	Y/N		Y/N	

Faculty Assessment of Internship Portfolio: Assessment Criteria for Documenting Entry Level Competence in NASP Domain 2.2			
NASP Domain 2.2 Consultation and Collaboration	Internship Requirements	Intern Rating	Comments/Date Requirement Attained
<p>Program Goal</p> <ul style="list-style-type: none"> - Promote values, ethics, and legal requirements in service to communities - Serve diverse populations by providing expertise in the application of psychological and educational principles - Use research based knowledge to promote effective educational strategies and activities in schools 	<ol style="list-style-type: none"> 1. Received instructor rating of "Effective" on all sections of the expanded NASP rubric for 4 reports of intervention implementation via consultation by end of Internship II. 2. Received rating of "yes" for adequately meets conference summary requirements by end of Internship II. 3. Intern description of how competency in this domain has been established (overview statement) has been judged satisfactory. 4. Portfolio includes a total of 4 reports of intervention implementation via consultation and 6 conference samples. 5. Praxis score needed for Tennessee licensure attained. 6. Field-supervisor rating of "3" at end of Internship II on all items assessing Domain 2.2. 7. Received minimum grade of "B" for all courses addressing Domain 2.2. 	<p>___ Intern has attained requirement</p> <p>___ One or more requirement is incomplete or needs revision</p> <p>___ One or more requirement is missing or unacceptable</p>	

Instructor/Student Chart of Progress Toward Demonstrating Competence in NASP Domain 2.3: Effective Instruction and Development of Cognitive/Academic Skills										
Internship I Activities Related to NASP Domain 2.3					Internship II Activities Related to NASP Domain 2.3					
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Comments/ Date Adequately Completed:
Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	
Documents submitted to fulfill domain 2.1 or 2.2 requirements (see pages 4 & 6) include appropriate instructional suggestions specific to academic and cognitive skills and/or interventions based on individual student assessment or consultation	Receive instructor rating of "Effective" on section 3 (Intervention) of NASP rubric	Y/N		Y/N	Documents submitted to fulfill domain 2.1 or 2.2 requirements (see pages 4 & 6) include appropriate instructional suggestions specific to academic and cognitive skills and/or interventions based on individual student assessment or consultation	Receive instructor rating of "Effective" on section 3 (Intervention) of NASP rubric	Y/N		Y/N	
Field-Supervisor Rating	End of semester rating of "2" or above for items assessing Domain 2.3.	Y/N		Y/N	Field-Supervisor Rating	End of semester rating of "3" or above for items assessing Domain 2.3.	Y/N		Y/N	

Faculty Assessment of Internship Portfolio: Assessment Criteria for Documenting Entry Level Competence in NASP Domain 2.3			
NASP Domain 2.3 Effective Instruction and Development of Cognitive/Academic Skills	Internship Requirements	Intern Rating	Comments/Date Requirement Attained
<p>Program Goal</p> <ul style="list-style-type: none"> - Enhance and refine knowledge in psychology and education - Serve diverse populations by providing expertise in the application of psychological and educational principles - Use research based knowledge to promote effective educational strategies and activities in schools 	<ol style="list-style-type: none"> 1. Received rating of “yes” for adequately meets activity summary requirements by end of Internship II. 2. Intern description of how competency in this domain has been established (overview statement) has been judged satisfactory. 3. Documents submitted to fulfill domain 2.1 or 2.2 requirements receive instructor rating of “Effective” on section 3 (Intervention) of NASP rubric. 4. Praxis score needed for Tennessee licensure attained. 5. Field-supervisor rating of “3” at end of Internship II on all items assessing Domain 2.3. 6. Received minimum grade of “B” for all courses addressing Domain 2.3. 	<p>___ Intern has attained requirement</p> <p>___ One or more requirement is incomplete or needs revision</p> <p>___ One or more requirement is missing or unacceptable</p>	

Instructor/Student Chart of Progress Toward Demonstrating Competence in NASP Domain 2.4: Socialization and Development of Life Skills										
Internship I Activities Related to NASP Domain 2.4					Internship II Activities Related to NASP Domain 2.4					
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Comments/Date Adequately Completed:
Counseling with individual/group	1 sample required. Must include data-based problem-solving components and receive instructor rating of "Effective" per NASP rubric.	Y/N		Y/N	Counseling with individual/group	2 samples required. Must include data-based problem-solving components and receive instructor rating of "Effective" per NASP rubric.	Y/N		Y/N	
Classwide Intervention	1 sample required. Must receive instructor rating of "Effective" on all sections of the expanded NASP rubric.	Y/N		Y/N	Classwide Intervention	2 samples required. Must receive instructor rating of "Effective" on all sections of the expanded NASP rubric.	Y/N		Y/N	
Field-Supervisor Rating	End of semester rating of "2" or above for items assessing Domain 2.4.	Y/N		Y/N	Field-Supervisor Rating	End of semester rating of "3" or above for items assessing Domain 2.4.	Y/N		Y/N	

Faculty Assessment of Internship Portfolio: Assessment Criteria for Documenting Entry Level Competence in NASP Domain 2.4			
NASP Domain 2.4 Socialization and Development of Life Skills	Internship Requirements	Intern Rating	Comments/Date Requirement Attained
<p>Program Goal</p> <ul style="list-style-type: none"> - Enhance and refine knowledge in psychology and education - Serve diverse populations by providing expertise in the application of psychological and educational principles - Use research based knowledge to promote effective educational strategies and activities in schools 	<ol style="list-style-type: none"> 1. Received rating of "Effective" on all sections of the expanded NASP rubric for 2 counseling samples by end of Internship II. 2. Received rating of "Effective" on all sections of the expanded NASP rubric for 2 class-wide interventions by end of Internship II. 3. Intern description of how competency in this domain has been established (overview statement) has been judged satisfactory. 4. Portfolio includes a total of 2 counseling samples and 2 class-wide intervention samples. 5. Praxis score needed for Tennessee licensure attained. 6. Field supervisor rating of "3" at end of Internship II on all items assessing Domain 2.4. 7. Received minimum grade of "B" for all courses addressing Domain 2.4. 	<p>___ Intern has attained requirement</p> <p>___ One or more requirement is incomplete or needs revision</p> <p>___ One or more requirement is missing or unacceptable</p>	

Instructor/Student Chart of Progress Toward Demonstrating Competence in NASP Domain 2.5: Student Diversity									
in Development and Learning									
Internship I Activities Related to NASP Domain 2.5					Internship II Activities Related to NASP Domain 2.5				
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Comments/Date Adequately Completed:
Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	
Field-Supervisor Rating	End of semester rating of "2" or better for items assessing Domain 2.5.	Y/N		Field-Supervisor Rating	End of semester rating of "3" or better for items assessing Domain 2.5.	Y/N		Y/N	

Faculty Assessment of Internship Portfolio: Assessment Criteria for Documenting Entry Level Competence in NASP Domain 2.5			
NASP Domain 2.5 Student Diversity in Development and Learning	Internship Requirements	Intern Rating	Comments/Date Requirement Attained
<p>Program Goal</p> <ul style="list-style-type: none"> - Promote values, ethics, and legal requirements in service to communities - Serve diverse populations by providing expertise in the application of psychological and educational principles 	<ol style="list-style-type: none"> 1. Received rating of "yes" for adequately meets activity summary requirements by end of Internship II. 2. Intern description of how competency in this domain has been established (overview statement) has been judged satisfactory. 3. Praxis score needed for Tennessee licensure attained. 4. Field-supervisor rating of "3" at end of Internship II on all items assessing Domain 2.5. 5. Received minimum grade of "B" for all courses addressing Domain 2.5. 	<p>___ Intern has attained requirement</p> <p>___ One or more requirement is incomplete or needs revision</p> <p>___ One or more requirement is missing or unacceptable</p>	

Instructor/Student Chart of Progress Toward Demonstrating Competence in NASP Domain 2.6: School and Systems Organization, Policy Development, and Climate										
Internship I Activities Related to NASP Domain 2.6					Internship II Activities Related to NASP Domain 2.6					
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Comments/ Date Adequately Completed:
Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	
Capstone Prospectus	Statement of problem outlined in Capstone Prospectus identifies specific school and/or school system problem(s) to be addressed	Y/N		Y/N	Completed Capstone Project	Completed Capstone Project includes communication and application of results from project	Y/N		Y/N	
Field-Supervisor Rating	End of semester rating of "2" or better for items assessing Domain 2.6.	Y/N		Y/N	Field-Supervisor Rating	End of semester rating of "3" or better for items assessing Domain 2.6.	Y/N		Y/N	

Faculty Assessment of Internship Portfolio: Assessment Criteria for Documenting Entry Level Competence in NASP Domain 2.6			
NASP Domain 2.6 School and Systems Organization, Policy Development, and Climate	Internship Requirements	Intern Rating	Comments/Date Requirement Attained
<p>Program Goal</p> <ul style="list-style-type: none"> - Promote values, ethics, and legal requirements in service to communities - Use research based knowledge to promote effective educational strategies and activities in schools 	<ol style="list-style-type: none"> 1. Received rating of “yes” for adequately meets activity summary requirements by end of Internship II. 2. Intern description of how competency in this domain has been established (overview statement) has been judged satisfactory. 3. Completed Capstone Project meets requirements of Capstone Committee 4. Praxis score needed for Tennessee licensure attained. 5. Field-supervisor rating of “3” at the end of Internship II on all items assessing Domain 2.6. 6. Received minimum grade of “B” for all courses addressing Domain 2.6. 	<p>___ Intern has attained requirement</p> <p>___ One or more requirement is incomplete or needs revision</p> <p>___ One or more requirement is missing or unacceptable</p>	

Instructor/Student Chart of Progress Toward Demonstrating Competence in NASP Domain 2.7: Prevention, Crisis Intervention, and Mental Health										
Internship I Activities Related to NASP Domain 2.7					Internship II Activities Related to NASP Domain 2.7					
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Comments/ Date Adequately Completed:
Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	
Field-Supervisor Rating	End of semester rating of "2" or better for items assessing Domain 2.7.	Y/N		Y/N	Field-Supervisor Rating	End of semester rating of "3" or better for items assessing Domain 2.7.	Y/N		Y/N	

Faculty Assessment of Internship Portfolio: Assessment Criteria for Documenting Entry Level Competence in NASP Domain 2.7			
NASP Domain 2.7 Prevention, Crisis Intervention, and Mental Health	Internship Requirements	Intern Rating	Comments/Date Requirement Attained
<p>Program Goal</p> <ul style="list-style-type: none"> - Serve diverse populations by providing expertise in the application of psychological and educational principles - Use research based knowledge to promote effective educational strategies and activities in schools 	<ol style="list-style-type: none"> 1. Received rating of “yes” for adequately meets activity summary requirements by end of Internship II. 2. Intern description of how competency in this domain has been established (overview statement) has been judged satisfactory. 3. Praxis score needed for Tennessee licensure attained. 4. Field-supervisor rating of “3” at the end of Internship II on all items assessing Domain 2.7. 5. Received minimum grade of “B” for all courses addressing Domain 2.7. 	<p>___ Intern has attained requirement</p> <p>___ One or more requirement is incomplete or needs revision</p> <p>___ One or more requirement is missing or unacceptable</p>	

Instructor/Student Chart of Progress Toward Demonstrating Competence in NASP Domain 2.8: Home/School/Community Collaboration										
Internship I Activities Related to NASP Domain 2.8					Internship II Activities Related to NASP Domain 2.8					
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Comments/Date Adequately Completed:
Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	
Documents submitted to fulfill domain 2.1 or 2.2 requirements include specific identification of collaborative activities	Receive instructor rating of "Effective" on all sections of the expanded NASP rubric.	Y/N		Y/N	Documents submitted to fulfill domain 2.1 or 2.2 requirements include specific identification of collaborative activities	Receive instructor rating of "Effective" on all sections of the expanded NASP rubric.	Y/N		Y/N	
Field-Supervisor Rating	End of semester rating of "2" or better for items assessing Domain 2.8.	Y/N		Y/N	Field-Supervisor Rating	End of semester rating of "3" or better for items assessing Domain 2.8.	Y/N		Y/N	

Faculty Assessment of Internship Portfolio: Assessment Criteria for Documenting Entry Level Competence in NASP Domain 2.8			
NASP Domain 2.8 Home/School/Community Collaboration	Internship Requirements	Intern Rating	Comments/Date Requirement Attained
<p>Program Goal</p> <ul style="list-style-type: none"> - Promote values, ethics, and legal requirements in service to communities - Serve diverse populations by providing expertise in the application of psychological and educational principles 	<ol style="list-style-type: none"> 1. Received rating of “yes” for adequately meets activity summary requirements by end of Internship II. 2. Intern description of how competency in this domain has been established (overview statement) has been judged satisfactory. 3. Documents submitted to fulfill domain 2.1 or 2.2 requirements receive instructor rating of “Effective” on all sections of the expanded NASP rubric. 4. Praxis score needed for Tennessee licensure attained. 5. Field-supervisor rating of “3” at end of Internship II on all items assessing Domain 2.8. 6. Received minimum grade of “B” for all courses addressing Domain 2.8. 	<p>___ Intern has attained requirement</p> <p>___ One or more requirement is incomplete or needs revision</p> <p>___ One or more requirement is missing or unacceptable</p>	

Instructor/Student Chart of Progress Toward Demonstrating Competence in NASP Domain 2.9: Research and Program Evaluation										
Internship I Activities Related to NASP Domain 2.9					Internship II Activities Related to NASP Domain 2.9					
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Comments/Date Adequately Completed:
Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	
Capstone Prospectus	Adequately outlines (as judged by Capstone Committee) school-based problem, relevant literature, and method to obtain needed data	Y/N		Y/N	Completed Capstone Project	Adequately implements (as judged by the Capstone Committee) proposed plan, analyzes results, and identifies implications of results for internship setting	Y/N		Y/N	
Internal Review Board Approval of Capstone Prospectus	Approval Granted	Y/N		Y/N	Internal Review Board Approval of Capstone Prospectus	No updated needed if approval already granted	Y/N		Y/N/Na	
Field-Supervisor Rating	End of semester rating of "2" or better for items assessing Domain 2.9.	Y/N		Y/N	Field-Supervisor Rating	End of semester rating of "3" or better for items assessing Domain 2.9.	Y/N		Y/N	

Faculty Assessment of Internship Portfolio: Assessment Criteria for Documenting Entry Level Competence in NASP Domain 2.9			
NASP Domain 2.9 Research and Program Evaluation	Internship Requirements	Intern Rating	Comments/Date Requirement Attained
<p>Program Goal -Enhance and refine knowledge in psychology and education - Use research based knowledge to promote effective educational strategies and activities in schools</p>	<p>1. Received rating of “yes” for adequately meets activity summary requirements by end of Internship II. 2. Intern description of how competency in this domain has been established (overview statement) has been judged satisfactory. 3. Capstone Project successfully completed and approved by faculty committee 4. Praxis score needed for Tennessee licensure attained. 5. Field-supervisor rating of “3” at end of Internship II on all items assessing Domain 2.9. 6. Received minimum grade of “B” for all courses addressing Domain 2.9.</p>	<p>___ Intern has attained requirement ___ One or more requirement is incomplete or needs revision ___ One or more requirement is missing or unacceptable</p>	

Instructor/Student Chart of Progress Toward Demonstrating Competence in NASP Domain 2.10: School Psychology Practice and Development										
Internship I Activities Related to NASP Domain 2.10					Internship II Activities Related to NASP Domain 2.10					
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Comments/ Date Adequately Completed:
Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	
Field-Supervisor Rating	End of semester rating of "2" or better for items assessing Domain 2.10.	Y/N		Y/N	Field-Supervisor Rating	End of semester rating of "3" or better for items assessing Domain 2.10.	Y/N		Y/N	

Faculty Assessment of Internship Portfolio: Assessment Criteria for Documenting Entry Level Competence in NASP Domain 2.10			
NASP Domain 2.10 School Psychology Practice and Development	Internship Requirements	Intern Rating	Comments/Date Requirement Attained
<p>Program Goal - Promote values, ethics, and legal requirements in service to communities</p>	<ol style="list-style-type: none"> 1. Received rating of “yes” for adequately meets activity summary requirements by end of Internship II. 2. Intern description of how competency in this domain has been established (overview statement) has been judged satisfactory. 3. Praxis score needed for Tennessee licensure attained. 4. Field-supervisor rating of “3” at end of Internship II on all items assessing Domain 2.10. 5. Received minimum grade of “B” for all courses addressing Domain 2.10. 	<p>___ Intern has attained requirement</p> <p>___ One or more requirement is incomplete or needs revision</p> <p>___ One or more requirement is missing or unacceptable</p>	

Instructor/Student Chart of Progress Toward Demonstrating Competence in NASP Domain 2.11: Information Technology										
Internship I Activities Related to NASP Domain 2.11					Internship II Activities Related to NASP Domain 2.11					
Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Informational Component	Requirements (Refer to Ch. 4 of Program Handbook for Detailed rubrics/requirements)	Adequately Meets Req's?	If No, Intern must revise by completing the following:	Adequately Meets Req's?	Comments/ Date Adequately Completed:
Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	Summary of activities describing number and types of activities completed and outlining the specific ways each activity addresses this domain and how assessed	Summary will be judged satisfactory if a) instructor judges student's summary of activities in this objective area as satisfactory b) instructor judges student's overview statement of how competence in this domain has been demonstrated as satisfactory	Y/N		Y/N	
Field-Supervisor Rating	End of semester rating of "2" or better for items assessing Domain 2.11.	Y/N		Y/N	Field-Supervisor Rating	End of semester rating of "3" or better for items assessing Domain 2.11.	Y/N		Y/N	

Faculty Assessment of Internship Portfolio: Assessment Criteria for Documenting Entry Level Competence in NASP Domain 2.11			
NASP Domain 2.11 Information Technology	Internship Requirements	Intern Rating	Comments/Date Requirement Attained
<p>Program Goal - Use research based knowledge to promote effective educational strategies and activities in schools</p>	<p>1. Received rating of “yes” for adequately meets activity summary requirements by end of Internship II. 2. Intern description of how competency in this domain has been established (overview statement) has been judged satisfactory. 3. Praxi score needed for Tennessee licensure attained. 4. Field-supervisor rating of “3” at end of Internship II on all items assessing Domain 2.11. 5. Received minimum grade of “B” for all courses addressing Domain 2.11.</p>	<p>___ Intern has attained requirement ___ One or more requirement is incomplete or needs revision ___ One or more requirement is missing or unacceptable</p>	

To be assessed upon completion of Internship II:

Intern has received rating of “attained requirement” in ___/11 domains. Entry level competence in all 11 domains is required to receive course grade for EPSY 655, to graduate, and to receive faculty endorsement for licensure.

If intern has not received rating of “attained requirement” in all 11 domains, intern must adequately address the following:

Reviewed and Rated by: _____ (faculty) on _____ (date).

Comments

Rubric Report on Case Study Evaluation (NASP Rubric, expanded)

The following format/report as reflected by the rubric must be utilized when documenting activities in Data-based Problem-solving Assessments, Consultation, Counseling, and Classwide Interventions. While the specific Internship setting requirements may not be consistent with this format (e.g., a different report format may be utilized), the Intern must clearly include all required components in documentation submitted for the Portfolio. That is, a different organizational format may be utilized but the Intern must ensure that all of the components as described below are included in documentation.

- *Background Information.* Include a summary of the duration of the learning or behavioral challenge, features associated with the challenge, when demonstrated, etc. Also include who described this challenge to you, i.e., is the description based on teacher report? Include relevant educational information such as current performance, grades, previous assessment results, etc. Clearly describe diversity issues that may impact the development of an intervention plan for the student. For example, varying learning needs, cultural characteristics, classroom features, family values, etc. must be described.

Very Effective

Effective

Needs Development

3.1 History is detailed in specific terms, including varying degrees of severity, degree of impairment, and identification of current expectations	History is discussed in specific terms, including onset, chronology, and current status	History is discussed in general terms but important “milestones” are omitted
3.2 Description of history includes specific verbal descriptions and examples by informants, including the student him/herself	Informant descriptions are included with specific details of when/where challenge is demonstrated	Informant descriptions are vaguely addressed or descriptions omit examples
3.3 Detailed information about background history is summarized including educational, medical, social history	Background history is summarized as related to current concern	Background history does not include important information about educational history and performance
3.4 Previous interventions and related outcomes are discussed, including school/home and/or community based	Previous school-based interventions and related outcomes are detailed	Previous interventions are alluded to but not explained and/or outcomes are omitted
3.5 History includes detailed discussion of diversity issues that are present. These details go beyond a focus on learning and /or behavioral characteristics of the student and include features related to classroom, teacher, and/or family.	History includes discussion of diversity issues. Learning and/behavioral needs of student are discussed and other diversity issues are generally addressed.	History does not include consideration/identification of diversity issues.

- *Detailed description of context (setting where concern is reported).* Include description of classroom type (for example, general education, 5th grade or 2nd grade inclusion classroom), teacher(s) style or instruction/interaction, details regarding specific time/activity in which targeted behavior occurs, other details regarding environment. Use ACES/AIMS or other measure as appropriate to provide information to supplement your observations.

Very Effective

Effective

Needs Development

4.1 Context is detailed in specific terms, including grade level/type, teacher descriptors/ACES/AIMS info. or other assessment info.	History is discussed in specific terms, including general characteristics of context	History is discussed in general terms but important features as related to function of “behavior “are omitted
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4.2 Description includes specific info from observations that support identified characteristics	Descriptions are included with specific details of when/where challenge is demonstrated	Descriptions are vaguely addressed or descriptions omit examples
4.3 Detailed information provided from ACES/AIMS as related to targeted concern	ACES/AIMS info is summarized as related to current concern	ACES/AIMS or other assessment data not included

- *Assessment.* Include information specific to the assessment of the learning or behavioral challenge. This might be in the form of standardized testing, grades, work samples, summary of observations, etc. Include direct assessment data as well in the form of a functional behavior assessment or curriculum-based assessment. The latter type of data will provide the most useful information for designing interventions.

Very Effective
Needs Development

Effective

5.1 Assmt data are detailed in specific terms and discussed in relation to the targeted behavior.	Assmt data is discussed in specific terms, including general characteristics of context	Assmt data are discussed in general terms but important features as related to targeted behavior are not addressed.
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- *Operational Definition.* Provide a definition of the behavior or learning challenge of concern. This definition should be specific, should be measurable, and should be observable. Include any environmental factors that appear to contribute or influence these concerns.

Very Effective
Needs Development

Effective

6.1 Student's beh. Is defined in the context of approp. Grade and/or peer expectations	Student's beh. Is operationally defined	Student's beh. Is identified but not operationally defined
6.2	Problem is collaboratively defined	Problem is not collaboratively defined
6.3 Discrepancy between current and desired level of performance is explained	Beh. Is operationally defined or quantified in terms of both current and desired levels of performance	Beh is not operationally defined in terms of both current and desired levels of perf.
6.4 Baseline includes the student and peer/grade norms and expectations computed trend lines	A baseline for the student behavior is established using sufficient data	A baseline for the student behavior is not established or has insufficient data
6.5	Student beh. Is identified as a skill and/or performance deficit	Student beh. Is not identified as a skill and/or performance deficit
6.6	Parents/guardians/teachers are involved in the problem identification process	Parents/guardians/teachers are not involved in the problem identification process

- *Problem Analysis.* Using information obtained from the assessment, including observations, interview, and performance data, provide a hypothesis regarding the possible function of the "behavior."

Very Effective
Needs Development

Effective

7.1 Hypotheses are generated through collaboration with teacher and/or parent	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas:	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable
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	child factors, curriculum, peers, teacher, classroom, home	
7.2 There are multiple sources of data that converge on each proposed hypothesis	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self-report	Appropriate data are not collected to confirm or reject the hypotheses
7.3	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)

For Counseling/Consultation/Classwide Interventions, the following must also be included in documentation.

- **Intervention Strategies.** For each intervention objective, a specific instructional strategy or technique should be identified. Include a description of who, how, when, the strategy will be implemented. Intervention strategies should have at least two references supporting their use for the specific problem of concern. Include evidence that you worked in collaboration with parents, teachers, and/or other school staff in identifying goals/objectives. Treatment acceptability and strategies for ensuring treatment integrity must also be included.

Very Effective
Needs Development

Effective

8.1	Intervention is linked to observable, measurable goal/objective statement(s)	Intervention is not linked to observable, measurable goal/objective statement(s)
8.2	Intervention selection is based on data from problem analysis and hypothesis testing	Intervention selection is not based on data from problem analysis and hypothesis testing
8.3	Intervention is evidence-based (e.g., research literature, functional analysis, single case design analysis)	Intervention is not research-based
8.4	Intervention is developed collaboratively	Intervention is not developed collaboratively
8.5	Intervention reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability is verified.	Intervention does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability is not verified.
8.6	Logistics of setting, time, resources and personnel are included in the intervention plan	Logistics of setting, time, resources and personnel are not included in the intervention plan
8.7	Intervention selection considers unintended outcomes or limitations	Intervention selection does not consider unintended outcomes or limitations
8.8	Intervention is monitored and data are provided to ensure that it is implemented as designed	Treatment integrity is not monitored.

- **Intervention Results.** Each intervention strategy and plan should have at least one review date at least one week after initiation of the intervention. Additional follow-ups should be built into the intervention plan. Results should be summarized in a format that is quantifiable. Uses of charts or percentages are a couple of examples of formats appropriate for use. A narrative description of

results should also be included. If the intervention did not result in any changes, offer possible explanations why. Discuss both successful and unsuccessful features of the intervention.

Very Effective

Effective

Needs Development

9.1 Charting includes student performance trend lines, and/or goal lines	Progress monitoring data are demonstrated on chart	Progress monitoring data are not demonstrated on chart
9.2 Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	Progress monitoring data are demonstrated to be effective when compared to baseline data	Intervention is not demonstrated to be effective through data comparison and possible reasons for ineffectiveness are not explained.
9.3 Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	Data are used to inform further problem solving and decision-making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	Data are not used to inform further problem solving and decision making

- **Summary of changes in intervention plan.** This section should include a discussion of anything that emerged that resulted in a change in strategy than had initially been identified. For example, one strategy might have been use of interval reinforcement; however, the teacher may not have been consistent in following this plan so you changed the plan. Include a discussion of why the plan was changed along with how. Also, discuss a rationale for either: a) changing the intervention plan or b) leaving the intervention plan as is. This section **MUST** include strategies for generalization of outcomes to other settings/situation/times.

Very Effective

Effective

Needs Development

10.1 Strategies for transfer/generalizing outcomes to other settings are documented as effective	Strategies for transfer/generalizing outcomes to other settings are addressed	Strategies for transfer/generalizing outcomes to other settings are not addressed
10.2 Modifications for future interventions are considered based upon collaborative examination of effectiveness data	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	Effectiveness of intervention is not shared or communicated
10.3 Strategies for follow-up are developed and implemented	Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	Suggestions for follow-up are not developed

11. Impressions. Include a discussion of interpersonal issues that may have arisen that you feel may have influenced the intervention. Also, include issues that may be related to other factors that influenced intervention effectiveness. Addressing factors related to effectiveness (i.e., establishing rapport, developing intervention goals collaboratively, including as many “consultees” as possible when designing the intervention plan and evaluating effectiveness) as discussed in class will be helpful in completing this component. This section should specifically include issues related to consultation and collaboration that you noted in the design and implementation of the intervention project. Specifically, you should address ways in which the collaborative process might have been enhanced by you as well as your own perceptions regarding strengths/weaknesses in designing and implementing the intervention plan.

Very Effective

Effective

Needs Development

11.1	Interpersonal process in developing intervention plan in collaboration with others is described; description includes characteristics of the process at multiple points in plan development and implementation	Interpersonal process is addressed but without attention to changes/features at various points in the process
11.2	Student strengths/needs are included in the description. Ways to improve/enhance the collaborative/consultative process are specifically identified. Perceptions of strengths/needs related to addressing features of diversity that are present are clearly addressed.	Student strengths/needs are briefly and/or vaguely addressed. Clear suggestions/ideas about improving the process are not identified. Reflections on strengths/needs related to diversity aren't identified.

Appendix
EPSY 650, EPSY 655-Internship in School Psychology I and II

Course Objectives: This course addresses and assesses several objectives. These objectives, in turn, reflect all of the 11 Domains of School Psychology Training and Practice developed by the National Association of School Psychologists (NASP). The chart below presents these objectives, NASP Domains, and methods used during the course to assess students' attainment of Course Objectives and NASP Domains.

Attention: Students' attainment of competency in these Domains is developmental. School psychology students are expected to demonstrate improvement in attaining competency in the 11 NASP Domains as they progress through the school psychology program. Each student's progress in attaining competency in these Domains is reviewed by the primary program faculty at the end of each semester/term. These reviews and other methods of assessing a student's progress are described in Part Two of the Program Handbook. It should be noted that during EPSY 655 (Internship II), each student is required to demonstrate at least entry-level competence in all 11 NASP Domains in order to graduate and receive the faculty's endorsement for professional licensure.

Course Objective	NASP Domain	Assessment Methods
Take and pass the Praxis II in School Psychology with a score at or above the score required for Tennessee licensure	2.1: Data-Based Decision Making and Accountability (P) 2.2: Consultation and Collaboration. (P) 2.3: Effective Instruction and Development of Cognitive/Academic Skills (P) 2.4: Socialization and Development of Life Skills. (P) 2.5: Student Diversity in Development and Learning (P) 2.6: School and Systems Organization, Policy Development, and Climate (P) 2.7: Prevention, Crisis Intervention, and Mental Health (P) 2.8: Home/School/Community Collaboration (P) 2.9: Research and Program Evaluation (P) 2.10: School Psychology Practice and Development (P) 2.11: Information Technology (P)	This course objective and competence in each of these NASP domains is documented by faculty rating of "intern has attained requirement" for each domain on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Maintain and submit daily logs of activities and hours completed at the internship placement.	2.1: Data-Based Decision Making and Accountability (P) 2.2: Consultation and Collaboration. (P) 2.3: Effective Instruction and Development of Cognitive/Academic Skills (P) 2.4: Socialization and Development of Life Skills. (P) 2.5: Student Diversity in Development and Learning (P) 2.6: School and Systems Organization, Policy Development, and Climate (P) 2.7: Prevention, Crisis Intervention, and Mental Health (P) 2.8: Home/School/Community Collaboration (P) 2.9: Research and Program Evaluation (P) 2.10: School Psychology Practice and Development (P) 2.11: Information Technology (P)	This course objective and competence in each of these NASP domains is documented by faculty rating of "intern has attained requirement" for each domain on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Maintain supervision logs with date and topics of discussion with site supervisor(s).	2.1: Data-Based Decision Making and Accountability (P) 2.2: Consultation and Collaboration. (P) 2.3: Effective Instruction and Development of Cognitive/Academic Skills (P) 2.4: Socialization and Development of Life Skills. (P)	This course objective and competence in each of these NASP domains is documented by faculty rating of "intern has attained requirement" for each domain on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.

	<p>2.5: Student Diversity in Development and Learning (P)</p> <p>2.6: School and Systems Organization, Policy Development, and Climate (P)</p> <p>2.7: Prevention, Crisis Intervention, and Mental Health (P)</p> <p>2.8: Home/School/Community Collaboration (P)</p> <p>2.9: Research and Program Evaluation (P)</p> <p>2.10: School Psychology Practice and Development (P)</p> <p>2.11: Information Technology (P)</p>	
Develop reflective journal regarding internship objectives and domains.	<p>2.1: Data-Based Decision Making and Accountability (P)</p> <p>2.2: Consultation and Collaboration. (P)</p> <p>2.3: Effective Instruction and Development of Cognitive/Academic Skills (P)</p> <p>2.4: Socialization and Development of Life Skills. (P)</p> <p>2.5: Student Diversity in Development and Learning (P)</p> <p>2.6: School and Systems Organization, Policy Development, and Climate (P)</p> <p>2.7: Prevention, Crisis Intervention, and Mental Health (P)</p> <p>2.8: Home/School/Community Collaboration (P)</p> <p>2.9: Research and Program Evaluation (P)</p> <p>2.10: School Psychology Practice and Development (P)</p> <p>2.11: Information Technology (P)</p>	This course objective and competence in each of these NASP domains is documented by faculty rating of “intern has attained requirement” for each domain on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Complete self-evaluations of skills and review with internship supervisor.	<p>2.1: Data-Based Decision Making and Accountability (P)</p> <p>2.2: Consultation and Collaboration. (P)</p> <p>2.3: Effective Instruction and Development of Cognitive/Academic Skills (P)</p> <p>2.4: Socialization and Development of Life Skills. (P)</p> <p>2.5: Student Diversity in Development and Learning (P)</p> <p>2.6: School and Systems Organization, Policy Development, and Climate (P)</p> <p>2.7: Prevention, Crisis Intervention, and Mental Health (P)</p> <p>2.8: Home/School/Community Collaboration (P)</p> <p>2.9: Research and Program Evaluation (P)</p> <p>2.10: School Psychology Practice and Development (P)</p> <p>2.11: Information Technology (P)</p>	This course objective and competence in each of these NASP domains is documented by faculty rating of “intern has attained requirement” for each domain on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Complete consultations with teachers and/or families regarding academic and behavioral concerns, classroom management issues, and/or system operations; consultations must involve implementation of instructional interventions, social-emotional interventions, and prevention and/or crisis intervention	<p>2.1: Data-Based Decision Making and Accountability (P)</p> <p>2.2: Consultation and Collaboration (P)</p> <p>2.3: Effective Instruction and Development of Cognitive/Academic Skills (P)</p> <p>2.4: Socialization and Development of Life Skills (P)</p> <p>2.5: Student Diversity in Development and Learning (P)</p> <p>2.6: School and Systems Organization, Policy Development, and Climate (P)</p> <p>2.7: Prevention, Crisis Intervention, and Mental Health (P)</p> <p>2.8: Home/School/Community Collaboration (P)</p>	This course objective and competence in each of these NASP domains is documented by faculty rating of “intern has attained requirement” for domains 2.1 through 2.8 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.

Complete data-based problem-solving activities such as screenings, eligibility assessments, functional behavior assessments, and informal assessments to assist in educational planning for a variety of students.	2.1: Data-Based Decision Making and Accountability (P) 2.2: Consultation and Collaboration. (P) 2.3: Effective Instruction and Development of Cognitive/Academic Skills (P) 2.4: Socialization and Development of Life Skills (P) 2.5: Student Diversity in Development and Learning (P)	This course objective and competence in each of these NASP domains is documented by faculty rating of "intern has attained requirement" for domains 2.1 through 2.5 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Complete informative conferences with parents/educators regarding results from problem-solving assessments.	2.2: Consultation and Collaboration. (P)	This course objective and competence in this NASP domain is documented by faculty rating of "intern has attained requirement" for domain 2.2 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Develop and implement instructional interventions for students based on problem-solving assessments directly and/or in consultation with a teacher/parent/other educator.	2.3: Effective Instruction and Development of Cognitive/Academic Skills (P)	This course objective and competence in this NASP domain is documented by faculty rating of "intern has attained requirement" for domain 2.3 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Develop and implement social-emotional interventions for students based on problem-solving assessments through direct counseling and/or consultation with a teacher/parent/other educator.	2.4: Socialization and Development of Life Skills (P)	This course objective and competence in this NASP domain is documented by faculty rating of "intern has attained requirement" for domain 2.4 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Complete internship requirements with students and schools with diverse characteristics that may include learning, behavioral, cultural, geographical, and/or other differences.	2.5: Student Diversity in Development and Learning (P)	This course objective and competence in this NASP domain is documented by faculty rating of "intern has attained requirement" for domain 2.5 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Work within school settings (a minimum of 600 hours) or other settings providing services to children and youth to develop an understanding of system structures (such as general education, special education, and related services), how such structures interact, policies and procedures utilized within various divisions, and participate in activities related to such structures and policies.	2.6: School and Systems Organization, Policy Development, and Climate (P)	This course objective and competence in this NASP domain is documented by faculty rating of "intern has attained requirement" for domain 2.6 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Develop and implement prevention and intervention services designed to promote the safety and mental health needs of students.	2.7: Prevention, Crisis Intervention, and Mental Health (P)	This course objective and competence in this NASP domain is documented by faculty rating of "intern has attained requirement" for domain 2.7 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Work with a variety of families in collaboration with educators to assist in supporting the comprehensive needs of students.	2.8: Home/School/Community Collaboration (P)	This course objective and competence in this NASP domain is documented by faculty rating of "intern has attained requirement" for domain 2.8 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.

Develop and implement a Capstone Project related to an identified concern and/or issue in the internship setting. Complete program evaluation, either individual building or system-level, to statistically evaluate effects and design improvements accordingly.	2.9: Research and Program Evaluation (P)	This course objective and competence in this NASP domain is documented by faculty rating of “intern has attained requirement” for domain 2.9 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Reflectively complete internship requirements and participate in training within the internship setting or offered through professional organizations to facilitate ongoing professional development.	2.10: School Psychology Practice and Development (P)	This course objective and competence in this NASP domain is documented by faculty rating of “intern has attained requirement” for domain 2.10 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Develop a Personal Essay that includes a description of personal theoretical orientation, purposes related to choice of school psychology as a profession, perceived strengths/needs in skill development and create a Vita of educational and professional work experiences	2.10: School Psychology Practice and Development (P)	This course objective and competence in this NASP domain is documented by faculty rating of “intern has attained requirement” for domain 2.10 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.
Accurately use technology associated with functioning in the internship setting such as through the use of system data bases, scoring software, electronic tracking systems, statistical evaluation systems, or other technological resources within the internship setting.	2.11: Information Technology (P)	This course objective and competence in this NASP domain is documented by faculty rating of “intern has attained requirement” for domain 2.11 on the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.

*** Prior to graduation and faculty endorsement for professional licensure, Internship II student must have a faculty rating of “Intern has attained requirement” for each NASP Domain (2.1 through 2.11) on Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form.**

Ethical and Professional Responsibilities of Interns in School Psychology

The School Psychology Internship experience provides appropriately supervised opportunities to participate in and complete a variety of applied activities. Given the sensitive nature of many of these activities, each Intern is expected to conduct him/herself in an ethical manner in documentation, communication, and interactions with students, parents/caregivers, and agency personnel.

Knowledge and application of ethical principles (as detailed in the National Association of School Psychologists Professional Conduct Manual which includes Principles for Professional Ethics) is required. Ethical behaviors associated with confidentiality, practice, documentation of services, and conflict resolution must be adhered to as a School Psychology Intern. Please refer to www.nasponline.org for additional information regarding ethical practice.

Professional responsibilities of the Intern include:

- development of and adherence to a work schedule with the Field supervisor,
- punctuality,
- completion of documentation within designated timelines,
- appropriate grooming and dress based on the Internship setting, and
- collegiality.

The Intern is expected to adhere to principles related to confidentiality and privacy regarding individuals, families, teachers, schools, and/or other entities associated with the internship setting. Failure to follow ethical guidelines is a serious offense and may result in:

- Development and implementation of a remedial plan specific to the ethical issue;
- Requirements for activities in addition to those normally required for internship;

Approved Internship Sites

The list below includes Internship Sites where Interns have previously been placed for either all or a portion of their internship experience. These settings are appropriate placements for consideration pending approval by placement personnel and updated review by the Internship Course Instructor. Additional sites may be considered but must be reviewed by Program faculty for determining appropriateness of experiences, supervision, and diversity.

Athens City Schools, Tn
 Berkeley County School District, Moncks Corner, South Carolina
 Blount County Schools, Tn
 Bradley County Schools, Tn
 Calhoun City Schools Ga
 Catoosa County Schools, Ga
 Cleveland City Schools, Tn
 Dallas Independent School District, Dallas, TX
 Dalton Public Schools, Ga
 Gordon County Schools, Ga

Fayette County Schools, Ga
Hamilton County Schools, Tn
Hamilton-Boone-Madison Special Services, Indianapolis, Indiana
Kodiak Island Borough School System, Kodiak Island, Alaska
Lincoln County Schools, Tn
Madison County School District, Danielsville, Ga
Marion County Schools, Tn
Meigs County Schools, Tn
OLPH/Notre Dame, Catholic Schools, Chattanooga, TN
Shelby County Schools, Tn
Tennessee's Early Intervention System, Tn
University of Tennessee at Chattanooga Counseling and Career Planning Center
Walker County Schools, Ga
Whitfield County Schools, Ga

Other settings may also be considered by the School Psychology Program faculty. Prior to beginning an Internship in a setting that is not listed, the Internship Course Instructor will present any alternative options to the Program faculty for final approval.

Please contact the Instructor about your preferences for Internship placement. The Instructor will make the first contact with a representative from any placement unless the Intern has been directed otherwise by the Instructor.

As soon as can be arranged by the Intern, a placement representative, and the Internship Instructor, a Memorandum of Agreement between the agencies must be completed. This Memorandum of Agreement represents the contract between the Intern and internship placement that includes a description of the Intern's Outline of Objectives/ individual learning objectives, timeframes for internship, and any stipend that will be paid. An acceptable Memorandum of Agreement must be completed before an internship placement is considered official.

Request for Internship Placement
(To be completed prior to beginning Internship; normally completed during Practicum in Intervention, EPSY 640)

Prospective Intern Name: _____

Anticipated Date for Beginning Internship: _____

Please list three choices for a possible Internship placement:

1. _____

2. _____

3. _____

If any of the choices are not included on the list of approved Internship placements, please provide a description of the placement, answering the following questions:

- a. Name of Placement
- b. Contact Person
- c. Number of School Psychologists present in placement
- d. Other types of Psychologists who might be available for supervision
- e. Age range of students served
- f. Types of services provided

For Internship Placements requiring School Psychology Faculty approval:

The Internship Placement at _____
 was reviewed by School Psychology Faculty on _____ and the placement
 was approved/not approved. If not approved, reasons for this decision included the following:

Insufficient supervisory support available

Supervisor(s) available do not meet minimum requirements

Limited range of services

Limited age range

Other: _____

Memorandum of Agreement Between:
The University of Tennessee at Chattanooga And _____ (Internship Setting), And _____ (Intern Name) for completion of internship requirements.

The internship placement will specifically be completed in the following schools and/or facilities: _____

This agreement between the University of Tennessee at Chattanooga, the Intern, and

_____ will be effective for the period of _____ semester(s)

beginning _____ and ending _____.

Specific responsibilities of the University of Tennessee at Chattanooga:

- Designated faculty members will share with the agency any information regarding the objectives and content of the course through the syllabus and other course materials; this includes review and discussion of the Outline of Individual Internship Objectives and Experiences to be attached to this Memorandum;
- Designated faculty members will maintain communication with the field supervisor to insure maximum integration of class and field learning;
- A designated faculty member will visit the agency a minimum of two visits during the internship (one visit per semester) to facilitate the communication process. If an in person visit is not possible, the designated faculty member will communicate with the agency via phone, or other agreed upon means, to describe and explain internship requirements.
- Designated faculty members will assure that Interns are informed of their academic responsibilities and their ethical responsibilities.

Specific responsibilities of the Internship setting, _____,
 include the following:

- The Intern will be provided with an initial orientation that will help establish familiarity with the policies and procedures of the agency and thorough understanding of the issue of confidentiality;
- 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 will be provided;
- Designated staff members or contract personnel will act as field-based Intern supervisors. The designated supervisor(s) for the above named Intern is:

- The field-supervisor must be an appropriately credentialed psychologist (i.e., a school psychologist for school settings or an appropriately credentialed psychologist for non-school settings) Supervision of the Intern must

be provided for *an average of two hours, face-to-face contact per week* (one hour per week for part-time interns) Documentation of supervision will be kept by the Intern and signed by the field supervisor for each meeting. Release time will be provided to the Intern for participation in this required supervision;

- Opportunities will be developed for the Intern to engage in meaningful experiences that foster learning and that are in line with the objectives and experiences required by the school psychology training program;
- Commitment to the internship as a diversified training experience as reflected by provision of opportunities to participate in required experiences and learning objectives;
- Opportunities for participation in continuing professional development activities will be provided;
- Designated University faculty members will be informed by the field-based supervisor of any problems the Intern is experiencing. If the Intern has absences, which are excessive or not approved by the designated field supervisors or personnel, the designated faculty member will be notified immediately. Likewise, if the Intern demonstrates any continuing skill deficiency or any other behavior, which is cause for concern by the field supervisor, the designated university faculty will be informed of these concerns. The Intern and/or the field supervisor should document these concerns and suggested plans to address these concerns in the supervision log.
- A written evaluation of the Intern will be submitted at the time designated by UTC. The Intern will be responsible for providing the written evaluation form to the field supervisor according to timelines designated by UTC.
- It is the prerogative of the agency providing internship experiences to determine if the Intern is suitable for continuation at any point during the internship. The agency and university internship instructor will review suitability of the Intern no later than the middle of the first semester to determine if the placement continues to be appropriate. If the placement is determined to no longer be appropriate, a representative(s) of the agency, the university internship instructor, and the Intern will meet to discuss any concerns. These concerns will be provided to the Intern in writing.
- It is also the prerogative of the agency providing the internship experiences to determine whether or not a stipend will be provided to the Intern. If such a stipend is to be provided, it is expected that the agency would have a written agreement with the Intern specifying amount as well as applicable dates for the Intern to complete designated responsibilities. This contract will be included in the internship portfolio (attached to this Memorandum) by the Intern.

Specific responsibilities of the Intern, _____:

- Complete and maintain timely documentation as required by the Internship Course and any documentation required within the internship placement. Time logs, supervision logs, and other recordkeeping documentation as required by the internship must be completed **within one week** from the date the activity was completed;
- Arrange a time schedule with input from the supervisor. Follow any procedures within the internship placement for communicating this schedule with the supervisor and/or

other appropriate facility personnel. Notify appropriate personnel of any schedule changes;

- Communicate with the placement supervisor regarding any questions and/or problems that may arise. The University instructor should be contacted as necessary regarding concerns after discussing these with the placement supervisor;
- Maintain professional and ethical behaviors in all interactions with school personnel, students, and other individuals with whom the student interacts. This includes maintenance of confidentiality of information relevant to the internship site;
- Acquisition of student liability insurance to be maintained during the entire internship period. Documentation of liability insurance must be provided to the site supervisor and to the university Supervisor;
- Maintain communication with the field- and university – based supervisors regarding activities and accurately document supervision activities.

Information regarding stipend:

A stipend or other monetary remuneration will be provided to the Intern by the placement agency: YES/NO

If YES, the specific agreement is as follows (and a copy of any contract specifying the stipend must be attached to this Memorandum:

The following agree to the above responsibilities:

Field Supervisor/Position/Date

School Psychology Intern/Date

University Personnel/Position/Date

Outline of Internship Objectives, Experiences, and Activities

Documentation of a variety of objectives, experiences, and activities is required during the Internship. Interns must successfully complete several activities including: formal and informal problem-solving assessments, provide assessment results feedback, demonstrate involvement with interventions in a variety of settings, and complete a culminating Capstone Project. In collaboration with the internship course supervisor and field supervisor, the Intern must delineate specific activities to be completed within the internship setting that correspond to internship objectives, experiences and activities as described in the following section. This Outline of Objectives must be attached to the Memorandum of Agreement. Showcase samples are required for each Objective category. In addition to completion of a variety of activities, the Intern is expected to participate in an ongoing self-evaluation and reflection regarding aspects of the activities.

The Portfolio serves as a method for organizing the internship objectives, experiences, and activities as well as reflecting upon supervision topics, documenting a log of Internship hours, providing proof of liability insurance, Praxis scores, self-reflective activities, and the Capstone process. The Intern, Field-based Supervisor, and University Supervisor typically establish Individual Learning Objectives near the beginning of the internship. The Individual Learning Objectives are focused on diversifying experiences and strengthening skills of the Intern; these are based on discussion of previous experiences, performance, and self-assessment as well as specific characteristics and available activities within the internship placement. These Individual Learning Objectives may be modified and/or expanded at any time during the internship experience as deemed appropriate by the Supervisor(s) and/or Intern.

An electronic portfolio submission process has been developed so that the Intern must submit required work products at the designated site on Blackboard. The information should be organized clearly, with each section clearly delineated and **with all sample work labeled**. The portfolio should be a collection of at least a beginning sample for each objective and a sample that the Intern considers his/her best work as well as self-reflections across time. A reflective application for each Objective area is required. **In order to facilitate choice of work products, the Intern is encouraged to keep all copies of assessment reports, meeting minutes, intervention plans, and any other documentation in a folder from which s/he will choose materials for inclusion in the final portfolio.**

Documents required for the Portfolio are submitted to the University Supervisor at various checkpoints during internship as specified on the Course Schedule. The Portfolio contents are utilized, in part, for determination of the Intern's progress, course grade, and proficiency in knowledge/skill demonstration. An evaluation rubric is utilized for determining Intern accomplishment of requirements and, in part, for determining the Intern's grade for the course.

********Identifying information MUST be removed from documents included within the portfolio. If identifying information is submitted, evaluation of the Portfolio will be stopped and the Intern will be notified by the University Supervisor. All identifying information MUST be removed before evaluation will continue.***

The Intern may wish to make a **copy** of the Portfolio. The University will maintain the Internship portfolios for a period not to exceed 3 years. After that period of time, the portfolio will be made available to the Intern at the Intern's request.

An example arrangement for the Portfolio requirements follows this description.

Internship Portfolio List of Contents

Documentation required for the Portfolio is follows:

I. General Intern Information

- Personal Essay
- Description of Internship Site, including a rationale for choosing this site(s)
- Current vita

III. General Documentation

- Memorandum of Agreement including Individual Objectives
- Proof of Liability Insurance and Fingerprinting Documentation
- Copy of Praxis scores

IV. Field Supervisor and Self-Evaluation Documentation

- Mid-Semester Field Supervisor Evaluation, Epsy 650, Internship I
- End Semester Field Supervisor Evaluation, Epsy 650, Internship I
- Mid-Semester Field Supervisor Evaluation, Epsy 655, Internship II
- End Semester Field Supervisor Evaluation, Epsy 655, Internship II
- Self-Evaluations for each Field Supervisor Evaluation and Summary of Evaluations
- Supervision Log

V. Internship Log and Reflective Activities

- Log of Internship Hours
- Internship Summary of Activities, Epsy 650, Internship I and Epsy 655, Internship II
- Blackboard Discussion Activities/Reflective Journal

VI. Outline of Internship Objectives, Activities, and Experiences-Overview

The following sections corresponding to the Objectives, Activities, and Experiences must be included in the Portfolio; documentation of these activities should be clearly labeled by title. General notes about portfolio contents are as follows:

- ***Omit all identifying information of the students/parents/family/school.***
- ***The minimum number of required activities for the entire internship experience is included in parentheses; portfolio requirements each semester are also indicated. For example, for Screening, a total of 6 screening activities are required for completion during Internship I and II. Two samples of these screening activities must be submitted each semester.***

1. Screening (***minimum = 6; 2 each semester***)
2. Data-based Problem-Solving Assessments (***minimum = 16; 3 each semester, each reflecting a different focus***)
3. Data-based Problem-Solving Interventions:

- a. Teacher/Parent Consultations (Indirect Intervention) /Monitoring Progress (*minimum = 10; 2 each semester*)
 - b. Individual (Counseling) or Classwide Intervention(s) (*minimum = 6; 2 each semester*)
4. Assessment and/or Intervention Planning/Feedback Conferences (*minimum = 16; at least 2 first semester and 4 second semester*)- *Documentation from these conferences must clearly indicate the role the Intern had at the conference*
 5. General education consultations (*minimum = 4; 1 each semester*)
 6. Professional Development- includes any placement-based, in-service training meetings, professional organization conferences, other workshops
 7. Research- includes review of journal articles/other resources, not related to Capstone

VII. Capstone Project

- Capstone Prospectus,
- Notes from correspondence with Capstone Committee Members
- Field Supervisor/University Committee Approval Form
- Final Approved Capstone Project/Outline/Hand-out/PowerPoint from final Capstone presentation
- University Committee Prospectus and Final Capstone Approval Form
- Institutional Review Board documentation/approval
- Questionnaires/surveys/other data from Project
- Consent forms

****If any of the above are not included in the portfolio, the incomplete portfolio will be returned to the student. Only completed portfolios will be reviewed by the University supervisor. Please refer to the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form for detailed information.**

Internship Portfolio Description of Required Contents

I. General Intern Information

- **Personal Essay**
At the *beginning* of the internship, the Intern should complete a Personal Essay that includes the following:
 - a. Personal statement of theoretical orientation
 - b. Perceived skill strengths and goals for the internship (e.g., what experiences are desired, what areas represent specific interests)
 - c. Identification of areas in need of improvement
 - d. Long-term career goals
 - e. Perceived role of school psychologists and how the role may be changing as related to the internship setting

This essay must be turned in on a date during the first semester of internship as assigned by the internship instructor.

******During the second semester of the internship, the Intern should review this Personal Essay and write how any views, ideas, goals, etc. may have changed and why. Identify the specific changes and explain how and why these changes have come about. In addition, the Intern must include information about self-perceptions of improvements and/or skill changes since initially writing this essay.*** This revision is due on the same date for Epsy 650, Internship I, and Epsy 655, Internship II, students Interns who are enrolled during the same semester.

- **Description of Internship Site, including a rationale for choosing this site(s)**
Provide a description of the schools and/or other agencies that are the focus of the internship placement. **If this changes during the internship**, please include an updated description of any new placement(s) and any reasons for these changes. Include a description of the population(s) served within the placement, number of school personnel, number of school psychologists, and organizational structure. In the description of population, outline diversities that comprise the placement. For example, include ethnic, socioeconomic, and learning characteristics of clients served as well as staff. Finally, the Intern should include an explanation of why s/he had an interest in this site(s).
- **Current vita**
The Intern must submit a vita containing relevant educational history, relevant work history, scholarly activities (publications, presentations, etc.), professional memberships, and any honors/awards. The length of the vita will vary but should be roughly 2-3 pages. The vita should be included in the EPSY 650, Internship I, portfolio and then updated as necessary during the course of the internship experience. The purpose for including the vita is to begin documentation to assist with transition to employment as a school psychologist after graduation from the program.

III. General Documentation

- **Memorandum of Agreement**
The Memorandum of Agreement is a contract that is completed with all agencies at the beginning of the Internship and/or the Internship placement. The Memorandum details responsibilities of the placement agency, the University, and the Intern. Stipend details, if applicable, are included and/or attached to the Memorandum. A signed and dated Memorandum from all internship agencies in which hours have been completed must be included in the Internship Portfolio.
- **Proof of Liability Insurance and Fingerprinting Documentation**
The Intern must provide documentation of liability insurance covering the entire internship experience. Documentation may include a copy of the receipt of purchase, insurance verification forms, and/or the actual policy coversheet. As noted on the Course Syllabus, each Intern must be fingerprinted prior to beginning internship.
- **Copy of Praxis scores**
A copy of the score report from the Praxis Exam in School Psychology must be included in the Portfolio. The Intern is encouraged to take the Praxis during the first semester of internship in that passing the Praxis is also a degree requirement. A score of 154 is considered “passing.” A score of 165 is required for NCSP Certification. Information relevant to the Praxis Exam in School Psychology may be obtained from the UTC Certification Office or at www.ETS.org.

IV. Field Supervisor Documentation

Input from the Field Supervisor(s) is obtained on an ongoing basis. It is the Intern's responsibility to provide the appropriate evaluation form to the supervisor along with due dates. The evaluation form is reviewed by the field based supervisor with the Intern and the evaluation form is then submitted to the university supervisor by the Intern by the due date. A minimum of 4 ratings from the field supervisor is required and appropriate forms are included in this Guide.

Due dates for the following will be provided by the University supervisor:

Mid-Semester Field Supervisor Evaluation, Epsy 650, Internship I

End Semester Field Supervisor Evaluation, Epsy 650, Internship I

Mid-Semester Field Supervisor Evaluation, Epsy 655, Internship II

End-Semester Field Supervisor Evaluation, Epsy 655, Internship II

➤ **Self-Evaluations**

Interns will be expected to evaluate skills at various points throughout internship which coincide with dates of supervisor ratings. Appropriate self-evaluation forms are included in this Guide.

- Ongoing communication between Intern and Field Supervisor(s) and University Supervisor- at various points during the internship experience, the Intern, Field Supervisor and University Supervisor meet and/or participate in telephone conferences. The Intern is expected to document these communications via the Supervision Log described below.

➤ **Supervision Log**

A log of supervision, both field and university based, is required. It is the Intern's responsibility to complete the appropriate supervision log and document hours. All Interns should submit supervision logs that correspond to the semesters in which they are registered for Internship.

Documentation should be submitted to the university-based supervisor a minimum of two times during the period of supervision each semester or at intervals requested by the University Supervisor.

V. Internship Log and Reflective Activities

➤ **Log of Internship Hours**

The Intern must keep a current log of internship hours and activities. The appropriate form is included later in this part of the Handbook. The Intern should provide the Log to the field-based supervisor for review **within one week following completion of these activities**. The field-based supervisor must electronically sign off on each weekly log. The Intern must complete weekly logs throughout the duration of internship. On the log sheet, an area is designated "journal." The Intern should record notes about issues, topics, concerns in this area as a means of tracking topics on which s/he wishes to follow-up. All topics should be addressed in the Internship Portfolio in some way either through reflection of activity completion and must be so designated in documentation submitted to clearly cross-reference materials.

- **Internship Summary of Activities, Internship I, Epsy 650 and**
- **Summary of Activities, Internship II, EPSY 655**

The weekly logs should be used to complete the Internship Summary of Activities (forms included later in this part of the handbook). The purpose of the summaries is to provide an overview of the activities in which the Intern has been engaged. The Summaries are required a minimum of two times during completion of the Internship or at intervals designated by the University Supervisor. An Excel spreadsheet is available for calculation of total hours and will be placed on Blackboard for access by the Intern.

➤ **Blackboard Discussion/Reflective Activities**

To facilitate ongoing conversation with other Interns and the University Supervisor, Blackboard Discussion Activities are required. In addition to providing the Personal Essay and Description of Internship site, the Intern will be asked to reflect on a variety of questions, issues, and/or situations posed by other Interns and/or the University Supervisor. Responses and ongoing discussion via Blackboard must be included in the Portfolio.

VI. Outline of Objectives

The Intern must submit samples of activities and documentation from the following areas. The samples must include a beginning sample and a showcase sample. A beginning sample is defined as a sample completed at the beginning of the internship experience, i.e., one of the first in that category. A showcase sample is defined as an example from each area that the Intern has judged to be representative of his/her best work; typically, this sample would be taken from a second semester activity and must be clearly labeled as such.

Each required sample must be evaluated and signed by the field supervisor. The NASP Report of Case Study Evaluation will be used to judge showcase samples of Problem-Solving Assessment, Consultation (Indirect Intervention; 3 below) and Individual Counseling (see 4 below) and Class-wide Intervention (see 4 below). It is noted that documentation of separate activities is required in each category. If documentation provided is not adequate, the sample(s) will be returned to the Intern and additional documentation will be required. (See Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form).

Please note: *In addition to submission of documentation, the Intern must include a summary for each objective area providing an overview of the types of students, referral problems, and situations in which s/he was involved and why s/he chose the particular sample(s) for inclusion in the portfolio. In each overview, a self-reflective component is required. This overview represents the Intern's description of how required objectives have been met and how these activities relate to designated NASP Domains and related competencies.*

*Number in parentheses corresponds to the total number of samples required for inclusion in the portfolio.

1. Screening

Activities: Assist in screening of students possibly in need of more comprehensive assessment and/or intervention, including annual and continuous methods of screening. This may include

documentation from instructional support teams, grade level screenings, and/or reevaluations. (2 samples from different activities each semester)

2. Data-Based Problem-Solving Assessments

Activities: Complete comprehensive assessments to address **educational** and **behavioral** problems. Problem-solving assessments should be completed with a variety of kinds of referral problems, a variety of types of children of a variety of ages, and a wide variety of types of assessments. The overview should provide a description of the variety included within this category. (3 samples of different assessments each semester)

3. Data-Based Problem-Solving Interventions

a. Consultation (Indirect Intervention)/Monitoring Progress

Activities: An indirect intervention involves providing recommendations/suggestions to “consultees” who work directly with a situation of concern and/or with an identified student. Indirect intervention includes parent, teacher, or other school staff consultations. These interventions should be completed with a variety of referral problems, a variety of types of children of a variety of ages, and a variety of school personnel/parents. **Intervention must include all aspects of intervention including problem identification/analysis, plan development, plan implementation, plan outcome. Data supporting initiation of and follow-up of plan should also be included. A sample case summary is posted on Blackboard** (2 Samples of different activities each semester)

b. Individual Counseling or Classroom Group Intervention(s)

Activities: A direct counseling intervention that involves working with an individual student and/or a group such as a classroom group. Activities might include: individual counseling, behavior management, group skills training, or academic skills training. **Intervention must include all aspects of counseling and intervention including problem identification/analysis, plan development, plan implementation, plan outcome. Data supporting initiation of and follow-up of plan should also be included. A sample case is posted on Blackboard** (2 Samples of different activities each semester).

4. Assessment or Intervention Planning or Feedback Conferences

Activities: Conferences with teachers, parents/caregivers, and school staff to discuss interventions and/or interpret results of assessments; conferences with other school specialists and/or representatives from community agencies to develop educational and intervention plans with students. Documentation of these meetings may be in the form of Meeting Minutes, other formal documentation, or a summary written by the Intern. Documentation must include a description of the purpose of the meeting, who was present (by title, NOT by name), content of the meeting discussion, and follow-up plan (2 Samples first semester, 4 samples second semester)

5. General Education Consultation

Activities: Indirect intervention with teachers, parents/caregivers, other school staff involved with general education students who have not been referred for special services. This activity can be focused on an individual student or can have a classroom focus. (1 Sample each semester)

Intervention must include all aspects of intervention including problem identification/analysis, plan development, plan implementation, plan outcome. Data supporting initiation of and follow-up of plan should also be included. A sample case summary is posted on Blackboard

6. Professional Development

Activities: Attendance at in-service training meetings, workshops, and/or membership in professional organizations such as TASP, NASP, TAEYC, etc. Documentation submitted can include notes from meetings, PowerPoints distributed, or membership documentation.

7. Research

Activities: During internship, it is expected that the Intern will consult with appropriate literature or other resources related to individual students, school or other educational issues. The Intern must keep a log of articles read, resources consulted, list of resources, bibliography, or instruments reviewed

8. Professional Conduct/Ethics Activities: Journal of ethical questions/issues and legal questions/issues encountered during internship experience. Questions about and/or responses to ethical dilemmas are typically posted on Blackboard and Discussion activities represent the Intern's journal.

VII. Capstone Project

Required Documentation:

- Capstone Prospectus/Recommended Changes-an approved Prospectus must be completed during the first semester (first 6 hours) of internship.
- Field Supervisor/University Committee Approval Form
- Completed Capstone Paper/Recommended Changes- a Completed Capstone Paper must be presented prior to the end of the second semester of internship
- Committee Approval Form (Final, After Oral Presentation)

The Intern is expected to provide appropriate forms to the Capstone Committee and Field-based Supervisor for signatures. **The Intern must bring appropriate forms to Capstone meetings for Committee signatures.**

Internship Portfolio Evaluation

The following rubrics are utilized to evaluate the Internship Portfolio submitted by each Intern during Internship I and Internship II. In addition to documenting the Intern's completion of required hours, cases, and activities, faculty assessment of the Internship Portfolio includes a rating of the Intern's accomplishments in demonstrating knowledge, skills, and dispositions required by the Program. An expanded version of the NASP Case Study Evaluation Rubric is utilized by faculty to assess effectiveness. Specific requirements and relevant Program Domains are identified.

Faculty evaluation of the Portfolio occurs via the following assessment tools:

- Faculty evaluation of all individual portfolio components via the Faculty Assessment of Internship Requirements and Performance, Portfolio Evaluation and Feedback Form; this evaluation tool is utilized for providing feedback to each Intern regarding the contents of his/her Portfolio and level of competency demonstrated, it also documents the Intern's successful demonstration of required competencies. All Interns **MUST** receive ratings of "has attained requirement" in each of the 11 NASP domains in order to successfully complete internship. Ratings lower than "has attained requirement" require completion of additional activities and/or documentation to be specified on the form.
- Faculty Evaluation of Cases via the NASP Rubric (see page 73).

Internship Activity Log

This log must be completed and signed by the supervisor no later than one week following the week in which activities occurred; an Excel Spreadsheet is posted on Blackboard for Intern use.

Name: _____
 Week: _____ Total hours for week: _____ Total: _____

Activity	M	Tues	Wed	Thurs	Friday	Sat.	Sun.
Screening							
Problem/Solving Assessment							
Intervention/ Progress Monitoring/ Individual							
Individual/Class Wide inter.							
Conferences (parent, student, Teacher, etc.)							
Consultation/ General Educ.							
Prof. Dev.							
Research*							
Data Keeping/ Report Writing							
Supervision							
Capstone Project							
Other*							

*Record travel time between schools and other activities not listed. Details of activities must be explained; for example, if researching a particular topic, references must be provided.

 Student Signature

 Date

 Field Supervisor Signature

 Date

Professional Conduct/Ethics Journal: (Continue on other side as necessary) _____

Supervision Log

Date: _____

Intern: _____

Focus of supervision:

Supervisor Comments, including any areas in need of improvement, if applicable:

Intern/Date _____

Supervisor/Date _____

Supervision Log

Date: _____

Intern: _____

Supervisor Present: _____

Focus of supervision:

Supervisor Comments, including any areas in need of improvement, if applicable:

Intern/Date _____

Supervisor/Date _____

**University of Tennessee, Chattanooga
School Psychology Internship I and II
Self-Evaluation and Field-Based Supervisor Evaluation**

Note: This evaluation form may also be used to survey Post-Graduates and Employers

Practicum / Internship Student / Post- Graduate: _____ Date Completed: _____

School System/Placement: _____

Field-based Supervisor / Employer: _____

Supervisor Rating (circle one): Internship, Mid-Semester (after approx 300 hours)
Internship, End –Semester (after approx 600 hours)
Internship, Mid-Semester 2(after approx 900 hours)
End of Internship Rating (after completion of 1200 hours)
Post-Graduate / Employer Rating

This evaluation provides information from self-ratings and supervisor ratings' of current skill levels related to the practice of school psychology. The Intern completes a self-evaluation separately from the field-based supervisor's evaluation. The self-evaluation and the field-based supervisor's evaluations are jointly discussed with the Intern by the field-based supervisor. Both ratings are then provided to the university supervisor. While skill development takes place over time, the field-based supervisor's ratings should also include identification of any skill areas in which concerns are noted.

Completed evaluations are due to the University supervisor by: _____.

For activities/skills in the following areas, please rate as follows:

N/A: Not applicable, not available during placement, or no data to evaluate

- 1: Competence below the expected level for an Intern, even with more than typical amount of supervision
- 2: At expected level with continued and direct supervision
- 3: Initial Independence; adequate competence with need for only general guidance in this area
- 4: Independent; either no supervision or general consultation necessary

I. Data-Based Decision-Making and Accountability

a. Demonstrates accuracy in applying information from informal assessment data (i.e., observations, analysis of work samples, etc.)	1	2	3	4	N/A
b. Systematically collects information to identify problems and strengths	1	2	3	4	N/A
c. Accurately interprets data collected from a variety of sources	1	2	3	4	N/A
d. Uses assessment data to assist in decision-making such as determination of services and needs	1	2	3	4	N/A
e. Demonstrates proficiency in the problem-solving process	1	2	3	4	N/A

Comments: _____

II. Consultation and Collaboration

a. Demonstrates ability to effectively establish rapport with adults.	1	2	3	4	N/A
b. Demonstrates ability to effectively communicate results from an assessment and/or intervention in an understandable manner to parents/guardians/families	1	2	3	4	N/A
c. Demonstrates ability to establish effective rapport with all ages of children	1	2	3	4	N/A
d. Demonstrates ability to explain information in an understandable manner to school personnel	1	2	3	4	N/A
e. Demonstrates ability to effectively communicate in written form	1	2	3	4	N/A
f. Shows concern, respect, and sensitivity to others	1	2	3	4	N/A

Comments: _____

III. Effective Instruction and Development of Cognitive/Academic Skills

a. Demonstrates accuracy in administering basic assessment instruments (e.g., intelligence tests, achievement tests)	1	2	3	4	N/A
b. Demonstrates accuracy in scoring and analyzing assessment information related to learning	1	2	3	4	N/A
c. Links assessment data to development of instructional interventions	1	2	3	4	N/A
d. Evaluates outcomes of interventions	1	2	3	4	N/A
e. Recommends research-based instructional methods	1	2	3	4	N/A

Comments: _____

IV. Socialization and Development of Life Skills

a. Appropriately analyzes and interprets data	1	2	3	4	N/A
b. Links assessment data to development of interventions	1	2	3	4	N/A
c. Utilizes ecological approaches when developing intervention plans	1	2	3	4	N/A
d. Appropriately evaluates intervention outcomes	1	2	3	4	N/A

Comments: _____

V. Student Diversity in Development and Learning

a. Assists in the integration of all students into instructional programs	1	2	3	4	N/A
b. Demonstrates sensitivity to cultural and background factors of students, families, and school personnel	1	2	3	4	N/A
c. Considers background and environmental factors of students in assessment design and interpretation	1	2	3	4	N/A
d. Considers background and environmental factors of students when developing interventions	1	2	3	4	N/A

Comments : _____

VI. School Organizations, Policy Development, and Climate

a. Is knowledgeable of general education, special education, and related services	1	2	3	4	N/A
b. Applies understanding of organizational characteristics in developing interventions	1	2	3	4	N/A
c. Understands the various roles of school personnel, including relationship to the school psychologist, both organizationally and service provision	1	2	3	4	N/A
d. Utilizes school procedures and forms for documenting special education needs	1	2	3	4	N/A

Comments: _____

VII. Prevention, Crisis Intervention, and Mental Health

a. Is knowledgeable of child/adolescent development	1	2	3	4	N/A
b. Collaborates with school staff to promote mental health and physical well-being of students	1	2	3	4	N/A
c. Takes initiative in identifying resources to meet mental health needs of students	1	2	3	4	N/A
d. Effectively collaborates with school personnel, families, and community resources in planning for and during crisis situations	1	2	3	4	N/A

Comments: _____

Home/School/Community Collaboration

a. Works effectively with families in communicating student strengths and needs	1	2	3	4	N/A
b. Adapts language and behaviors in communicating with families, demonstrating sensitivity to family characteristics	1	2	3	4	N/A

Comments: _____

IX. Research and Program Evaluation

a. Incorporates principles of measurement and psychometric standards in using assessment techniques	1	2	3	4	N/A
b. Utilizes literature and other resources in selecting assessment and intervention strategies	1	2	3	4	N/A
c. Includes outcome measures in evaluating interventions	1	2	3	4	N/A
d. Applies problem solving skills related to identification of school psychology related issue and develops appropriate action plan (e.g., Capstone project)	1	2	3	4	N/A
e. Implements improvement plans based on needs assessment, review of literature, and appropriate outcome measurement techniques (e.g., Capstone project)	1	2	3	4	N/A

Comments: _____

X. School Psychology Practice and Development

a. Applies ethical principles in problem-solving	1	2	3	4	N/A
b. Seeks to development continued improvement in practice-related skills	1	2	3	4	N/A
c. Demonstrates understanding of legal issues related to school psychology	1	2	3	4	N/A

Comments: _____

XI. Written Communication and Information Technology

Utilizes computer software for Various school-related responsibilities	1	2	3	4	N/A
--	---	---	---	---	-----

Presents information in a clear and useful manner to intended audience	1	2	3	4	N/A
Incorporates supervisor (s)' feedback into written reports and practices	1	2	3	4	N/A
Completes tasks in an organized manner	1	2	3	4	N/A

Comments: _____

Individual Learning Objectives*

	1	2	3	4	N/A
	1	2	3	4	N/A
	1	2	3	4	N/A

Developed at the beginning of each semester of Internship and documented on the Memorandum of Agreement.*

I have completed this evaluation and I have reviewed my ratings with the Intern on _____.

 Field-Based Supervisor/Date

The information contained in this evaluation was reviewed with me by my field based supervisor.

 Intern Date

For Interns, End of Internship ONLY:

Based on level of skills demonstrated, I recommend _____ for state licensure as a School Psychologist.

Yes / No

(If rating is "No", please provide a written explanation on the back of this rating form.)

Summary of Internship Experience for EPSY 650: Internship I

Intern Name: _____

Internship Dates: _____

Intern Supervisor: _____

Placement: _____

a. Number of actual hours of direct assessment/evaluation by format listed below:

(1) Screening _____

(2) Problem-Solving Assessments _____

b. Indirect intervention _____

c. Individual Counseling _____

d. Class-wide Intervention _____

e. Conferences _____

e. Consultation/general education _____

a. Number of actual hours of indirect activities as listed below:

(1) Report writing/record keeping _____

(2) Supervision _____

(3) Workshops, training, etc. _____

(4) Other _____

List types of activities included in this Category:

Summary of Internship Experience for EPSY 655: Internship II

Intern Name: _____

Internship Dates: _____

Intern Supervisor: _____

Placement: _____

Intern Name: _____

Internship Dates: _____

Intern Supervisor: _____

Placement: _____

a. Number of actual hours of direct assessment/evaluation by format listed below:

(1) Screening _____

(2) Problem-Solving Assessment s _____

b. Indirect intervention _____

c. Individual Counseling _____

Classwide Intervention _____

d. Conferences _____

e. Consultation/general education _____

a. Number of actual hours of indirect activities as listed below:

(1) Report writing/record keeping _____

(2) Supervision _____

(3) Workshops, training, etc. _____

(4) Other _____

List types of activities included in this

Category:

CAPSTONE PROJECT OVERVIEW OF REQUIRED ACTIVITIES

Overview

The Capstone Project is an activity that requires the school psychology intern to apply a variety of action research skills to an actual school or agency-related problem. There are two main "phases" of the project:

1. identification of the problem via a proposal (prospectus) and
2. intervention directed toward problem resolution.

The "problem" should be focused on a problem in the delivery of psychological or educational services in the internship setting and the "intervention" focused on actual implementation of a plan to "improve" services. The problem is to be identified during Epsy 650, Internship I, and implementation completed during Epsy 655, Internship II. The Project can focus on either quantitative or qualitative analysis of the specified problem.

Specific Activities

1. As the Intern begins the first semester, s/he should be thinking about and paying attention to possible areas for improvement in service delivery. Problems might be related to the process of assessment, components of assessment, direct intervention, behavior intervention, or communication between school psychologists and other school staff. Other areas might also be the focus; such ideas might include those with a system focus such as collaboration between general education and special education services, managing conflict, or implementing school-wide learning and behavior management systems. Ideas should be discussed with the Field supervisor, previously informed of the Capstone Project via the Course Syllabus as well as during the initial meeting between him/her, the University Supervisor, and the Intern. The proposal should not be developed without the prior approval of the Field supervisor. A copy of the proposal and discussion of the plan should also occur prior to initiation of any intervention.
2. The prospectus. After identifying a specific problem and obtaining approval from the Field supervisor, discuss the specific idea with the University supervisor. A prospectus must then be developed.

The prospectus should be a double-spaced document, completed in APA format, with references from professional literature. An approximate length of the prospectus is 8 – 10 pages.

The prospectus should include the following:

- a. A literature review related to the identified problem;
- b. statement of the problem including a description of the setting, staff involved, resources, etc.;
- c. method or proposed intervention plan (i.p.) related to improvement of the problem; the i.p., must identify any subjects and/or participants, instruments to be used for data collection purposes, data collection methods, and data analyses methods (quantitative or qualitative). If utilizing a qualitative methodology, the project must

be evaluated utilizing a modified goal attainment scaling method must be utilized for reporting results.

The prospectus must be submitted to a Capstone Committee consisting of two School Psychology faculty members of the student's choice. Both members of the Committee must approve the prospectus and the Committee may require changes in the prospectus before granting approval. A meeting with the Capstone Committee must be completed prior to implementation of the plan. Also, the IRB approval process must be completed prior to implementation of the plan. The rubric found in the NASP Report on Case Study Evaluation will be used in judging the Prospectus and determining any required changes.

3. Following collection of information as outlined in the prospectus, the student summarizes the information in the Capstone Paper. The Capstone Paper consists of the literature review with any suggested changes, a summary of the method and analyses of data, including any changes made since the Prospectus, results from implementation of the plan, and a discussion of implications of results. A suggested format for the Capstone Paper follows:
 - a. Literature Review;
 - b. Statement of the Problem specific to the setting where the Plan was implemented;
 - c. Method- description of subjects/participants, materials, methods, and procedures,
 - d. Results-data analysis information-effect size or modified goal attainment scaling.
 - e. Discussion – summarize implications from the Capstone project results, including limitations of results, and any changes that may be beneficial for the future.

This final project must be presented orally to and approved by the Capstone Committee. Any changes suggested at the Capstone presentation must be made prior to completing the Internship Course.

Capstone Project Sequence

The Capstone Project occurs in two phases: 1) Prospectus and 2) Implementation of Plan. Refer to section 4 of the Program Handbook for a description of each phase.

Organization of Paper

Organization of the Capstone Prospectus (first semester) and the final Capstone Project paper (second semester) should follow the typical format of an article in a professional publication as described in the APA manual.

The sequence is as follows:

- Introduction – Literature Review/Statement of the Problem
- Method – Participants, Materials, Intervention Procedures, Data Analysis Procedures

- Results - Description of how information was analyzed and what specific results were. Include Tables and other information in APA style.
- Discussion – Summarize purpose of project, summary of results, limitations of results, need for future research/practice implications, how present information will be utilized.

For the Capstone Prospectus, the Literature Review and the Methods section are required. The paper is written in, “future” tense, e.g., students will be divided into two groups.

For the final Capstone Project, all four sections noted above are included. However, for Literature Review and Methods, the paper is now written in “past” tense, e.g., the students were divided into two groups. The final Capstone paper must also include any suggested changes required by the Committee.

Sequence of Capstone Process

1. Identify possible topics with input from university and field supervisors
2. Determine committee membership.
3. Complete literature review supporting the problem you will investigate.
4. Identify your methods for completing the investigation.
5. Write Prospectus (obtaining field supervisor input is helpful before sending to Committee)
6. Obtain IRB Approval.
7. Schedule a Committee meeting to occur at least **two weeks** after providing Prospectus to Committee.
8. After obtaining Committee approval, implement plan/evaluate results/write final Paper/provide final paper to Committee (it is helpful to allow at least two weeks prior to scheduling final Capstone meeting).
9. Schedule Committee meeting for presentation of results (see Handbook for suggestions about presentation).

****At steps 7 and 9, please bring appropriate approval forms to the Committee meetings. The forms are included in the Program Handbook.**

**CAPSTONE PROSPECTUS
FIELD SUPERVISOR/UNIVERSITY COMMITTEE APPROVAL**

Title: _____
 Internship Setting: _____
 Anticipated Completion Date: _____

Faculty Committee: _____

Field Supervisor: _____

This prospectus has been reviewed by the faculty committee and the field supervisor and approved for implementation.

Faculty Committee Member	Date
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Faculty Committee Member	Date
--------------------------	------

Field Supervisor	Date
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Intern	Date
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(This form must be included with the approved Capstone Prospectus.)

Suggested Format for Capstone Presentation

After you have scheduled and confirmed a date and time with your Committee members, please consider the following as you plan for your presentation:

1. Provide a copy of the Final Capstone Project paper to the Committee members as soon as possible, preferably a minimum of one week prior to the presentation.
2. Plan on completing a presentation that lasts approximately 20 – 30 minutes. Provide **background information** relevant to the project such as how the problem was identified, how the project developed, etc. Review pertinent information from the **literature review** that you utilized to guide your project. Discuss, in detail, **plan implementation**, who was involved, and the outcomes of the project. Finally, include a **discussion** of what you learned from this process, what you might do differently and/or the same if you repeated the project in the future, and any other ideas you might have to better the plan.
3. Supplement your presentation with visuals that might clarify or emphasize important points. For example, you might want to utilize PowerPoint and/or an outline as a way to facilitate your presentation.
4. Be prepared to answer any questions and respond to any comments the Committee members might have. After the question/answer period, the Committee will ask that you step out of the room while they discuss your presentation. After their discussion, the Committee will then inform you of any further information that might be needed, any suggested changes, and/or whether they feel that you have completed the Capstone successfully.
5. The Capstone presentation and discussion will last for approximately 1 hour.

Note: Please consult with your Capstone Committee members to obtain specific directions for how they would like the Capstone presentation to be conducted.

FINAL CAPSTONE PROJECT - COMMITTEE APPROVAL

Student Name: _____

Project
Title: _____

Date of Approval: _____

Faculty Committee Members: _____

This Capstone Project was presented to the faculty committee by the School Psychology student and approved.

Faculty Committee Member Date

Faculty Committee Member Date

This Capstone Project was presented to the faculty committee by the School Psychology student and was not approved. Additional requirements are detailed below.

Faculty Committee Member Date

Faculty Committee Member Date

The following requirements must be met in order to receive Capstone Committee approval:

PART 5: THE PROFESSION OF SCHOOL PSYCHOLOGY

Professional Ethics and Standards

Graduation from the program is contingent on faculty judgments that students consistently demonstrate professional fitness for the field (including legal and ethical behavior, appropriate judgment, and effectiveness in interpersonal relations). As noted in Part II of this handbook, the primary program faculty completes ratings of each student's professional fitness following each semester (see page 35 of this handbook to review the rating form).

Legal and ethical requirements of practice are a primary focus of EPSY 614: Historical, Legal, and Ethical Foundations of School Psychology, and are also discussed in several other required courses (EPSY 504: Classroom Management; EPSY 516: Assessment Strategies for Individuals with Mild Disabilities; EPSY 536: Affective and Behavioral Assessment; EPSY 625: Consultation Methods; EPSY 630: Individual Ability Testing; EPSY 635: Practicum in Assessment; EPSY 640: Practicum in Intervention; EPSY 650: Internship I; and EPSY 655: Internship II. The *Field Supervisor Rating Form* (see page 95 in this handbook) used in EPSY 650 and EPSY 655 contains items dealing with the degree to which a student exhibits legal and ethical behavior. In addition, the program's comprehensive examination (the Praxis Specialty Exam in School Psychology) contains questions on legal and ethical practice standards.

Students should also be aware that legal and ethical standards of practice change as a result of legislation, court cases, and decisions of professional organizations such as the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Frequent review of professional publications such as the NASP newsletter (the *Communiqué*) and attendance at professional conferences help school psychologists stay abreast of these changes (see immediately below for a discussion of professional organizations and conferences).

Professional Organizations and Conferences

UTC school psychology students are encouraged to become student members and attend the conferences of the Tennessee Association of School Psychologists (TASP) and NASP. Membership applications are available on the program bulletin board in 209 Hunter Hall. School psychology students may join these organizations at reduced rates and, as members, receive organizational newsletters and journals and discounts on conference registration fees. They may also review employment postings on the organizations' web sites.

TASP sponsors yearly conferences and occasional special meetings on topics of particular interest. TASP members are also eligible to attend the Mid-South Conference on Psychology in the Schools. This meeting is held every other year and is a joint effort of the school psychology professional organizations of Alabama, Tennessee, and Mississippi. NASP sponsors yearly conferences, some of which have been held in the Southeast (Atlanta and Nashville). UTC students can (and have) receive travel awards for all of these conferences from the UTC Graduate Students Association. (See page 15 of this handbook for information on these travel awards.)

Professional Credentials

Graduates of the Ed.S. program in school psychology are eligible for licensure as school psychologists as granted by the Tennessee Department of Education (TDE). Graduates' eligibility for this license is based on TDE approval of the UTC program to recommend graduates for licensure. This credential is necessary to obtain employment as a school psychologist in a Tennessee school system. Mrs. Connie Cloud, the CHEPS' Certification Officer (see Contact Information on page 5 of this handbook), will assist program graduates in applying for TDE licensure as a school psychologist. To facilitate the application process, students should do several things: 1) have their scores on the Praxis Specialty Examination in School Psychology sent to UTC; 2) have all transcripts (undergraduate and graduate, including those from UTC) sent to Mrs. Cloud; and 3) download a Licensure Application from the TDE web site (www.state.tn.us/education/lic/ed2331.pdf), complete it, and take it to Mrs. Cloud.

Graduates may also seek recognition as a Nationally Certified School Psychologist (NCSP). Those interested in applying for this credential should consult the NCSP web site at www.nasponline.org/certification/ncsp_system.html. This credential not only identifies the holder as having met high standards but also leads to an easier path to licensure/certification as a school psychologist by the state departments of education in numerous states. The UTC Certification Officer does not assist graduates in applying for this credential. However, Dr. Guess and Dr. Helton, as the program's faculty advisors, will be happy to assist graduates applying for recognition as an NCSP.