

**THE UNIVERSITY OF TENNESSEE AT
CHATTANOOGA**

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



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

**PROGRAM HANDBOOK FOR FACULTY AND
STUDENTS**

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

**Ed.S. Degree in Advanced Educational Practice: School Psychology Concentration
Program Handbook for Faculty and Students 2018-2019**

INTRODUCTION

This handbook provides comprehensive information about the University of Tennessee at Chattanooga's School Psychology program and the document represents 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. The handbook is intended to provide Program information to prospective students as well as current students. Consistent with University guidelines, all students in the School Psychology Program are expected to be aware of and adhere to procedures detailed within this Program guide. As stated in the UTC Graduate catalogue, "Graduate students must assume full responsibility for knowledge of rules and regulations of the Graduate Council and departmental requirements for the chosen degree program."
(<http://catalog.utc.edu/index.php?catoid=11>)

The handbook is organized as follows:

Chapter 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.

Chapter Two describes the program's academic and professional fitness requirements and procedures.

Chapter Three provides information about practicum courses and experiences.

Chapter Four provides information about internship courses and experiences.

Chapter Five provides information about the profession of school psychology.

Appendix provides necessary forms related to practicum and internship.

CHAPTER ONE: INSTITUTIONAL CONTEXT, CONTACT INFORMATION, 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 School of Professional Studies (SPS), a department in the College of Health, Education and Professional Studies (CHEPS). The School Psychology program coordinator, Dr. Pam Guess reports to the School of Professional Studies Director, Dr. Beth Crawford, who reports to the Dean of CHEPS, Dr. Valerie Rutledge. Overall responsibility for graduate degree programs at UTC rests with the Dean of the Graduate School, Dr. Joanne Romagni.

Contact Information

Program Director

Dr. Pam Guess, Hunter Hall 308, (423) 425-4175, Pamela-Guess@utc.edu Mail: Department 4154, School of Professional Studies, College of Health, Education and Professional Studies, UTC, 615 McCallie Avenue, Chattanooga, TN 37403 Dr. Guess teaches required courses in intervention and internship. She began her career as an early childhood educator, working in classrooms with 4-and 5-year old children. Dr. Guess' professional experiences and undergraduate training in psychology further focused her interest in child and youth development and she pursued a Master's degree in Clinical Psychology. Following completion of this degree, she continued working in a school setting located within a rehabilitation center for individuals of all ages with a variety of disabilities. This experience solidified her interest in coping strategies and variation in responses in individuals with disabilities and their families. This topic later became the focus of her dissertation for completion of a Ph.D. in School Psychology. Dr. Guess has taught full-time at UTC since 2000. In addition to teaching courses in the School Psychology program, she has been involved with the Summer Institute for special education teachers, the Osborne Fellows program for teachers in urban school settings, and the Alternative Certification program for regular and special education teachers. Dr. Guess also maintains a part-time private practice with a focus on person-centered, strengths-based intervention for children, adolescents, and adults.

Primary Faculty

Dr. Sara Bowling, Hunter Hall 308, (423) 425-5289, Sara-Bowling@utc.edu Mail: Department 4154, School of Professional Studies, College of Health, Education and Professional Studies, UTC, 615 McCallie Avenue, Chattanooga, TN 37403

Dr. Bowling teaches required courses in assessment. Dr. Sara McCane-Bowling is a Licensed Psychologist, HSP working as an Assistant Professor in the School Psychology Program at the University of Tennessee, Chattanooga. In 2007, Dr. McCane-Bowling earned her PhD from the School Psychology Program at the University of Tennessee, Knoxville and then began working as a school psychologist for a public school system. In this role, Dr. Bowling conducted psychoeducational evaluations, consulted with teachers regarding academic and behavioral interventions, and assisted in program evaluation research and systems-change initiatives. She then began working as an educational consultant through the University of Tennessee, Knoxville. As a consultant, Dr. McCane-Bowling provided technical assistance and professional development trainings in school-wide positive behavior support, classroom management, and inclusive educational practices. Her current research interests include issues related to school-wide positive behavior support, response to intervention, curriculum-based measurements, and school-based academic and behavioral interventions.

Dr. George Helton, Professor Emeritus, (423) 425-4272, George-Helton@utc.edu
School of Professional Studies, College of Health, Education and Professional Studies,
UTC, 615 McCallie Avenue, Chattanooga, TN 37403

Dr. Helton retired from UTC in 2012. He was a full-time member of the faculty from 1975-2010 and served as coordinator or co-coordinator of the School Psychology program for most of those years. Prior to coming to UTC, he served as a school psychologist and central office administrator in several Texas school systems.

Dr. Ted Miller, Hunter Hall 202, (423) 425-4540, Ted-Miller@utc.edu
Mail: Department 4154, School of Professional Studies, College of Health, Education and Professional Studies, UTC, 615 McCallie Avenue, Chattanooga, TN 37403 Dr. Miller teaches required courses in assessment, learning, and program evaluation. Dr. Miller teaches in the School Psychology and Special Education programs at UTC. Prior to joining UTC, Dr. Miller was a professor at Northern Illinois University. Dr. Miller is a UC Foundation Professor; he holds a doctorate in Educational/School Psychology from Indiana University. His research interests include alternative measurement practices and action research procedures of improving classroom effectiveness. He is also interested in procedures that improve online instruction and in teacher effectiveness.

Dr. Jim Tucker, Hooper Hall 102D, (423) 425-5261, Jim-Tucker@utc.edu
Mail: Department 4154, School of Education, College of Health, Education and Professional Studies, UTC, 615 McCallie Avenue, Chattanooga, TN 37403 Dr. Tucker teaches required courses in historical, legal, ethical, and psychological foundations of school psychology. Dr. Tucker currently holds the McKee Chair of Excellence in Learning at UTC. He is a member of the faculty in the school learning and leadership program as well as being a member of the school psychology program. Prior to arriving at UTC in 2001, Dr. Tucker was Professor of Educational Psychology at Andrews University. Formerly, Dr. Tucker served as Director of the Bureau of Special

Education, Pennsylvania Department of Education, Director of Federal Programs for the Department of Special Education, Texas Education Agency, and perhaps most importantly, High School and Elementary School Teacher in Florida. Dr. Tucker is one of the learning authorities in America on the subject of integrated educational program-development for at-risk students, including students with disabilities. He has served as a consultant/trainer to hundreds of school systems, both public and private in more than 40 states and provinces in North America, as well as to school systems in Brazil, Canada, Japan, Lithuania, Norway, and the West Indies.

Secondary Faculty

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(Dr. O'Brien teaches some required courses in counseling.)

Dr. Carmen Lewis, University Center 338, (423) 425-4438, Carmen-Lewis@utc.edu
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Dr. Hinsdale Bernard, Hunter Hall 310A, (423) 425-5460, Hinsdale-Bernard@utc.edu
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Director of School of Professional Studies

Dr. Elizabeth Crawford, Hunter Hall 208B, (423) 425-5286, Beth-Crawford@utc.edu
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Dean, Graduate School

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Program Liaison, Graduate School

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NOTE:

As a general rule, school psychology students should first direct questions or concerns to their course instructors, then Dr. Guess in her capacity as program coordinator. If needed, students should next consult Dr. Crawford as Director of School of Professional Studies, then Dr. Rutledge 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 may be found online at <http://www.utc.edu/graduate-school/student-resources/forms.php>)

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 173,366 in a metropolitan statistical population area of over 528,143, 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 10,000 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, the D.P.T. in Physical Therapy, and the D.N.P. in Nursing.

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. In the most recent reorganization (2015), the School Psychology program became part of the School of Professional Studies (SPS) in the College of Health, Education, and Professional Studies.

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 **Course Grade Requirements** on page 42 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 41 of this handbook.) A third change was to increase the number of prerequisite courses for EPSY 6500: Internship I. (See **Course Sequencing** on page 32 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.

NASP Program Approval

In 2008, the School Psychology program initially received Full Approval by the National Association of School Psychologists (NASP); following the required updated NASP approval application, the Program, again, received Full Approval through 2023. The UTC program is listed as a NASP-Approved/Nationally Recognized Graduate Program in the directory maintained by NASP (<http://www.nasponline.org>). As stated by NASP, “NASP Program approval/national recognition is an important indicator of quality graduate education in school psychology, comprehensive content, and extensive and properly supervised field experiences and internships, as judged by trained national reviewers. Thus, NASP approval/national recognition confers multiple advantages to programs, program graduates, the profession of school psychology, and, most importantly, to the children, families, and schools that we serve” (www.nasponline.org/certification/NASPAproved.aspx).

Over 290 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 80% and 85% 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 May, 2016, 148 Ed.S. students have graduated. Many of these graduates are currently practicing as school psychologists in the states of Tennessee and Georgia. Recent graduates are also practicing in states including Colorado, Illinois, Texas, Florida, South Carolina, Utah, Washington, Virginia, and Wisconsin.

Program Philosophy and Objectives

The *overall mission of UTC* is that of “...a driving force for achieving excellence by actively engaging students, faculty and staff; embracing diversity and inclusion; inspiring positive change; and enriching and sustaining our community. At UTC... we develop a community on campus... enable students to go into the global community and achieve... provide a nurturing environment that connects students, community and opportunity.” (*UTC Mission Statement*)

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, CHEPS, and the SPS 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 School Psychology Program at UTC is identified as a unit of CHEPS that falls under the umbrella of CAEP accreditation (formerly NCATE), specifically as a program training professionals for a SPA (specialized professional association).

School Psychology Program Philosophy and Objectives

The program's philosophy incorporates is outlined below and involves commitments to:

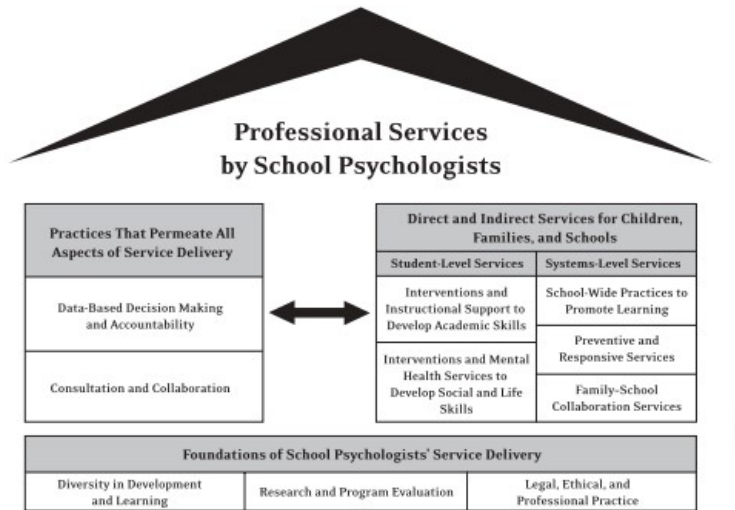
- the knowledge and skills described in NASP's *Standards of Professional Practice* and Graduate Training standards and reflected by the NASP "Model of Comprehensive and Integrated Services by School Psychologists" (refer to *Standards for Graduate Preparation of School Psychologists, Appendix A, p. 11*)
- the "scientist- practitioner model" of training and practice as described by Fagan and Wise in *School Psychology: Past, Present, and Future, 3rd ed.*, published by the National Association of School Psychologists (NASP);
- the *mission of CHEPS and the SPS* and the emphasis placed by CHEPS and SPS on "reflective practice" as a means to realize its mission;
- the program faculty's specific views of the profession of school psychology.

NASP Graduate Preparation Training Standards and the Program

The Program requires students to demonstrate an understanding of the foundations for all services provided by school psychologists as identified by NASP (2010):

- ***diversity in development and learning,***
- ***research and program evaluation; and***
- ***legal, ethical, and professional practice.***

APPENDIX A. MODEL OF COMPREHENSIVE AND INTEGRATED SERVICES BY SCHOOL PSYCHOLOGISTS



*Retrieved from the Standards for the Credentialing of School Psychologists found on:
https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/2_Credentialing_Standards.pdf*

These foundations are interwoven in Program coursework, practica, and internship requirements and reflected through the requirement that professional competencies as related to knowledge and skills in ten domains of school psychology practice be demonstrated by students (NASP, 2010, Appendix A above). Careful assessment of knowledge and skills is completed by Program faculty throughout a student's tenure in the Program. Not only are course-embedded assessments completed, a mastery of skills orientation is built into course, practica, and internship procedures. That is, ongoing assessment and minimum criteria for mastery are established; students are not able to proceed to various checkpoints in the program until mastery is established. Further, if mastery of knowledge and skills ultimately demonstrating integration of competencies is not demonstrated, a variety of "remedial" activities are required for completion by the student prior to continued matriculation in the Program. In addition, ongoing professional fitness evaluations are completed by Program faculty each semester to assess student demonstration of required skills and dispositions.

Scientist-Practitioner Model and the Program

The "scientist-practitioner model" of training and practice, according to Fagan and Wise's book *School Psychology Past, Present, and Future* 3rd edition (2007), 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 5010: Methods of Educational Research, and EDS 6100: 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 6500: Internship I and EPSY 6550: 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. In addition to the provision of an opportunity to demonstrate required skills, the completion of the Capstone affords the Intern an opportunity to begin his/her practice to offer positive impact to children, families, and school stakeholders.

Courses in the program's *assessment* sequence (EPSY 5160: Assessment Strategies for Individuals with Mild Disabilities; EPSY 5360: Affective and Behavioral Assessment; EPSY 6300: Individual Ability Testing; and EPSY 6350: Practicum in Assessment) and *intervention* sequence (EPSY 5040: Classroom Management Techniques; EPSY 6250: Consultation Methods; and EPSY 6400: 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.

“Reflective Practitioner” and the Program

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 SPS. 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, self-assessment related to self-development and effective practice, an emphasis on collaboration as the vehicle to enhance learning and adjustment, concern for the welfare of all students and other clients with sensitivity and respect for individual and cultural diversity, and professional practice that reflects legal and ethical standards. In essence, the UTC School Psychology Program embraces the philosophy that school psychologists must work toward integration of their knowledge and skills to promote effective services, advocacy, and social justice for students, families, and schools. Ongoing personal reflection regarding level of respect and sensitivity to issues of diversity in a pluralistic society including individual differences in culture, gender identification, ethnicity, sexual orientation, socioeconomic status, and learning abilities is emphasized as an important aspect of reflective practice in professional behaviors and development.

Program Faculty Philosophy/Views

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 is 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, which 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.

The program provides students with a foundation of knowledge in both psychology and education, including: theories, models, research, empirical findings, and techniques in the elements. The program focuses on teaching students to use effective strategies and skills in helping students succeed academically, socially, behaviorally, and emotionally. School psychologists will use the knowledge and skills obtained to create and maintain a safe, supportive, fair, and effective learning environment. Skills and strategies will be developed to help school psychologists improve family-school collaboration in schools they are involved with.

Finally, the program seeks to integrate the emphases of the NASP Practice model, 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 the knowledge and skills encapsulated within the ten NASP's *Standards of Professional Practice* (additional information about course content, assessment, and relationship to standards is detailed in a section that follows). The following chart illustrates this integration:

Program Philosophy	UTC School Psychology Goals	NASP Standards
<p>UTC graduate students must work towards integration of their knowledge and skills to promote effective services, advocacy, and social justice for students, families, and schools.</p> <p>UTC graduate students will represent a potent force in helping schools achieve the levels of educational excellence that society desires.</p> <p>Appropriate instruction is the most important force in helping students achieve success.</p> <p>School psychologists will use the knowledge and skills obtained to create and maintain a safe, supportive, fair, and effective learning environment.</p>	Enhance and refine knowledge in psychology and education.	<p>Standard II: Practices that permeate all aspects of service Delivery: Data-Based Decision- Making and Accountability Standard IV (4.1): Direct and Indirect Services: Student Level Services: Interventions and Instructional Support to Develop Academic Skills Standard IV (4.2): Direct and Indirect Services: Student Level Services: Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Standard VIII (8.1): Foundations of School Psychologists' Service Delivery: Research and Program Evaluation</p>
<p>UTC graduate students must work towards integration of their knowledge and skills to promote effective services, advocacy, and social justice for students, families, and schools.</p>	Promote values, ethics, and legal requirements in service to communities.	<p>Standard II: Practices that Permeate all aspects of Service Delivery: Data-Based Decision- Making and Accountability Standard III: Practices that Permeate all aspects of Service Delivery: Consultation and Collaboration Standard VII: Foundations of School Psychologists' Service Delivery: Diversity</p> <p>Standard V (5.1): Direct and Indirect Services: Systems Level Services: School-wide Practices to Promote Learning</p> <p>Standard VI: Direct and Indirect Services: Systems Level Services: Family-School Collaboration Services Standard VIII (8.2): Foundations of School Psychologists' Service Delivery: Legal, Ethical, and Professional Practice</p>

<p>UTC graduate students will engage in ongoing personal reflection regarding the level of respect and sensitivity to issues of diversity in a pluralistic society including individual differences in culture, gender identification, ethnicity, sexual orientation, socioeconomic status, and learning abilities.</p>	<p>Serve diverse populations by providing expertise in the application of psychological and educational principles.</p>	<p>Standard II: Practices that permeate all aspects of service Delivery: Data-Based Decision- Making and Accountability Standard III: Practices that Permeate all aspects of Service Delivery: Consultation and Collaboration Standard IV (4.1): Direct and Indirect Services: Student Level Services: Interventions and Instructional Support to Develop Academic Skills Standard IV (4.2): Direct and Indirect Services: Student Level Services: Interventions and Mental Health Services to Develop Social and Life Skills Standard VII: Foundations of School Psychologists' Service Delivery: Diversity Standard V (5.2): Direct and Indirect Services: Systems level ServicesSchools: Preventive and Responsive Services Standard VI: Direct and Indirect Services: Systems Level Services: Family-School Collaboration</p>
<p>The UTC school psychology graduate student will develop his or her practice that will have a positive impact to the children, families, and school stakeholders involved. 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. Appropriate instruction is the most important force in helping students achieve success.</p>	<p>Use research-based knowledge to promote effective educational strategies and activities in schools.</p>	<p>Standard II: Practices that permeate all aspects of service Delivery: DataBased Decision- Making and Accountability Standard III: Practices that Permeate all aspects of Service Delivery: Consultation and Collaboration Standard IV (4.1): Direct and Indirect Services: Student Level Services: Interventions and Instructional Support to Develop Academic Skills Standard IV (4.2): Direct and Indirect Services: Student Level Services: Interventions and Mental Health Services to Develop Social and Life Skills Standard V (5.1): Direct and Indirect Services: Systems Level ServicesSchools: School-wide Practices to Promote Learning Standard V (5.2): Direct and Indirect Services: Systems level ServicesSchools: Preventive and Responsive Services Standard VIII (8.1): Foundations of School Psychologists' Service Delivery: Research and Program Evaluation</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, and the committee has developed admissions standards designed to serve that goal.

The Graduate School notifies the Program Director 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"), hence new students can be admitted at the beginning of any of these semesters.

Note: While students can be admitted during any semester, it is preferred that new students begin in the Summer or Fall semesters.

Admission to the School Psychology program first involves being admitted to the UTC Graduate School and secondly involves being admitted to the program as a degree student.

For admission to the Graduate School, an applicant must have at least a bachelor's degree and complete the following:

1. File 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/graduate-school/>
- 2.
3. Pay an application fee of \$35.00.
4. Submit all college transcripts. (To be accepted as a student, an applicant applying with a bachelor's degree from a regionally accredited college must have a cumulative GPA of at least 2.7 OR a GPA of 3.0 during the last two years his/her undergraduate coursework. An applicant from an unaccredited college must have a cumulative GPA of at least 3.0.

An applicant to the UTC Graduate School progresses to the second step of the admissions process by submitting the additional information the admissions committee requires for consideration of admission as a degree student in the UTC School Psychology program. This is a separate application from the Graduate School application. It can be accessed at the Graduate School website.

Once admitted, degree-seeking students are then eligible for financial aid through the UTC Financial Aid Office.

Required application materials if applying to the School Psychology program with a *bachelor's degree*:

- *Graduate Record Examination (GRE) Scores (Verbal, Quantitative, and Analytical Writing scores must be submitted).*

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 1,000 ***will be considered for admission but not assured of being admitted.*** (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.) The Analytical score, while not included in the Admissions Index total, will be reviewed by the Admissions Committee in making final admissions recommendations. GRE scores are converted using the Concordance Table found on the ETS website and plugged into the formula.

- *Evidence of having completed a minimum of 18 semester hours of undergraduate or graduate courses in psychology and education (with no grade below C. These hours must include:*
 - three (3) semester hours in general or educational psychology, □
 - three (3) semester hours in child/adolescent development, and
 - three (3) semester hours of abnormal psychology or learning diversities.

N O T E: 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.)

- *Three (3) electronic recommendation forms from professors and/or community professionals familiar with the applicant's academic and/or professional work. NOTE: References MUST be from individuals in the identified roles noted above. Letters from family friends, supervisors in extracurricular activities, and others not directly involved with the prospective student's academic and/or professional roles will **not** be accepted. These recommendations are completed electronically through the applicant's **online process**. An email will be sent to the applicant's references with a link to fill out the recommender form.*
- *A personal statement describing the applicant's reasons for wishing to become a school psychologist. The personal statement is meant to assist the admissions committee in knowing more about academic and/or life experiences contributing to the decision to pursue this graduate degree. This is completed in the **online application process**.*

- *An interview (either in-person or via phone)* with representatives from the admissions committee. The Program Director will contact the applicant to schedule this interview.

Required application materials if applying to the School Psychology program with a *graduate degree*:

- *Transcripts of all undergraduate and graduate work.* A student must have a **GPA of 3.0 or above** on all graduate work to be considered for admission.
- *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).* These hours must include:
 - three (3) semester hours in *general or educational psychology*,
 - three (3) semester hours in *child/adolescent development*, and
 - three (3) semester hours of *abnormal psychology or learning diversities*.

NOTE: *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 during the internship year for the Ed.S. degree.)*

- *Three (3) electronic recommendation forms from professors and/or community professionals familiar with the applicant's academic and/or professional work.*
NOTE: References MUST be from individuals in the identified roles noted above. Letters from family friends, supervisors in extracurricular activities, and others not directly involved with the prospective student's academic and/or professional roles will *not* be accepted. These recommendations are completed electronically through the applicant's **online process**. An email will be sent to the applicant's references with a link to fill out the recommender form.
- *A personal statement describing the applicant's reasons for wishing to become a school psychologist.* The personal statement is meant to assist the admissions committee in knowing more about academic and/or life experiences contributing to the decision to pursue this graduate degree. This is completed in the **online application process**.
- *An interview (either in-person or via phone)* with representatives from the admissions committee is often included in the admissions process along with an optional campus visit. The Program Director will contact the applicant to schedule this interview and to provide information about any upcoming campus visits. An interview may be requested or be required as part of the application process should further information, clarification, or elaboration be needed following initial faculty review on one's application.

Following his/her admission to the program as a degree student, each student has an orientation conference with either the Program Director and/or Advisor. 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 and program representatives is held once a year during the fall semester. Representatives of local schools, students from other cohorts in the program, and former students may also attend this orientation as can be arranged. The orientation is informational as well as an opportunity for students across cohorts in the Program to meet.

Sources of Assistance to Students

Advising to students in the UTC School Psychology program is provided by Dr. Pam Guess and Dr. Sara Bowling. Students are assigned for advising to either Dr. Guess or Dr. Bowling when they enter the program and continue with the same advisor until they leave the program. Dr. Guess and Dr. Bowling 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 *School Psychology Program Bulletin Board* provides information on job openings, professional organizations (including membership application forms), and other relevant topics.

The *School Psychology Program website* (www.utc.edu/SchoolPsychology) provides general information about the Program for prospective students, information relevant for current students (i.e., links to the Program Handbook, etc.), a link to the School Psychology Student Association, and a variety of program-related forms.

Financial assistance is available to degree-seeking 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.

Graduate Assistantships: 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, includes a stipend of \$3,500 per semester and a maintenance fee waiver (9 hours per semester) for the fall and spring semesters. A part-time GA works 10 hours per week, receives a waiver of tuition and fees for 5 credit hours, and a stipend of \$1,638 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/graduate-school/student-resources/assistantships.php>

Applications must be received in the Graduate Admissions Office/department where the assistantship resides by April 2 for a student to be considered for an assistantship. Assistantships typically begin in the fall semester.

- The Opportunity Graduate Assistantship is another resource as described on the UTC Graduate School website as follows: “Degree-seeking first generation graduate students enrolling for the first time in graduate school are eligible to apply for the opportunity assistantships. Recipients will work with their assigned mentor twenty hours per week for a full-time assistantship.”

The application for this assistantship can be found at: <https://www.utc.edu/graduate-school/student-resources/assistantships.php>

NOTE: The Opportunity Assistantship application is SEPARATE from the Graduate Assistantship application. If applicable, students are encouraged to complete BOTH applications.

The **National Association of School Psychologists (NASP) Minority Scholarship Program** awards a minimum of one \$5,000 scholarship to a chosen minority graduate student. As explained on the NASP website, the Program’s goal is for each scholar receiving the award to enter the field as a practicing school psychologist following graduation, infusing the profession with diversity and cultural awareness to benefit children and school communities across the country. Please visit <http://www.nasponline.org/membership-and-community/awardsscholarships-and-grants/minority-scholarship-program> for more information.

Other UTC Resources

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/graduate-school/student-resources/scholarships.php>

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 <http://www.utc.edu/graduate-student-association/>

On-campus housing is arranged through the UTC Housing Office located in the UTC Stacy Town Center, phone: (423) 425-4304 or <http://www.utc.edu/housing/index.php>. Accommodations range from traditional dorm rooms to apartments.

The **Disability Resource Center** is located in 108 University Center, phone: (423) 425-4006 or <http://www.utc.edu/disability-resource-center/>. 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/counseling-personal-development-center/>. The Center provides personal, vocational, and academic counseling as well as crisis intervention for individuals and groups.

The **Health Services Center** is located at 615 McCallie Ave. (MacLellan Gym), phone: (423) 425-2337 or <http://www.utc.edu/student-health-services>. 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 **Career and Student Employment Center** is located in 315 University Center, phone: (423) 425-4184 or <http://www.utc.edu/career-student-employment/>. 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/library/services/writing-and-communication-center>. 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 **UTC Library** offers the highest quality of research materials and scholarly support materials. It allows students to check out laptops, scientific calculators, video equipment, cameras, books, DVDs, and more. The newly constructed building has study rooms, practice presentation rooms, quiet lounges, classrooms, conference rooms, reading rooms, and much more. For more information about what the UTC Library has to offer visit the website <http://www.utc.edu/library/new-library/index.php> or call (423)-425-4501.

The *Handbook and Campus Directory (2015-2016)* 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/dean-students/student-handbook.php>.

The *School Psychology Student Association (SPSA)* is a recognized student organization at the University of Tennessee at Chattanooga established in 2014. SPSA's goal is to help improve networking between the different graduate school psychology student cohorts, and also to enlighten undergraduate students on the roles and responsibilities of school psychologist in the education system. The SPSA also organizes fundraisers, social gatherings, and trainings that will help students feel connected in the program and further their knowledge on different topics in the field of school psychology. Yearly, the SPSA sends several students from UTC to the NASP Convention to help the students gain insight on the current advancements in the school psychology profession. Meetings are held bi-weekly, where students get together to discuss current, relevant issues in the field. More information can be found at:

<http://www.utc.edu/school-psychology/spsa.php>

State Certification

The *CHEPS Certification Officer*, Avalon Gourlay, assists graduates in applying to the Tennessee Department of Education for licensure as school psychologists. Ms. Gourlay provides assistance for licensure in other states as well. Specific information about applying for state licensure is provided to students during the Internship year.

Avalon Gourlay, 312G Hunter Hall, (423) 425-4022, Avalon-Gourlay@utc.edu.

CHAPTER 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 6350: Practicum in Assessment and EPSY 6400: Practicum in Intervention). Two other courses are internship courses (EPSY 6500: Internship I and EPSY 6550: 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.** This hour differential is in place due to the intensity of the internship experience, not only in terms of field based experiences, field-based supervision, and university-based supervision but also completion of the Capstone project.

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 41 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 *NASP Standards of Professional Practice of Professional Practice*. Note that some courses have multiple emphases.

- 1) Courses that emphasize the understandings and skills involved in promoting ***Standard II, Practices that Permeate All Aspects of Service Delivery: Data-Based Decision Making and Accountability*** are:
 - EDS 6100: Program Evaluation
 - EPSY 5010: Methods of Educational Research
 - EPSY 5040: Classroom Management Techniques
 - EPSY 5160: Assessment Strategies for Individuals with Mild Disabilities
 - EPSY 5360: Affective and Behavioral Assessment
 - EPSY 6300: Individual Ability Testing
 - EPSY 6350: Practicum in Assessment
 - EPSY 6400: Practicum in Intervention
 - EPSY 6500: Internship in School Psychology I
 - EPSY 6550: Internship in School Psychology II

- 2) Courses that emphasize the understandings and skills involved in practicing ***Standard III, Practices that Permeate All Aspects of Service Delivery: Consultation and Collaboration*** are:

EPSY 5040: Classroom Management Techniques
 EPSY 5450: Counseling Skills
 EPSY 6250: Consultation Methods
 EPSY 6350: Practicum in Assessment
 EPSY 6400: Practicum in Intervention
 EPSY 6500: Internship in School Psychology I
 EPSY 6550: Internship in School Psychology II

- 3) Courses that emphasize the understandings and skills involved in promoting ***Standard IV (Element 4.1), Direct and Indirect Services: Student Level Services: Interventions and Instructional Support to Develop Academic Skills*** are:

EDS 6130: Teaching and Learning
 EDSP 5060: Program Design and Curriculum Strategies for the Exceptional Learner
 EPSY 5160: Assessment Strategies for Individuals with Mild Disabilities
 EPSY 6250: Consultation Methods
 EPSY 6350: Practicum in Assessment
 EPSY 6400: Practicum in Intervention
 EPSY 6450: Psychological Foundations of School Psychology
 EPSY 6500: Internship in School Psychology I
 EPSY 6550: Internship in School Psychology II

- 4) Courses that emphasize the understandings and skills involved in promoting ***Standard IV, (Element 4.2) Direct and Indirect Services: Student Level Services: Interventions and Mental Health Services to Develop Social and Life Skills*** are:
 - EDSP 5060: Program Design and Curriculum Strategies for the Exceptional Learner
 - EPSY 5040: Classroom Management Techniques
 - EPSY 5360: Affective and Behavioral Assessment
 - EPSY 5440: Theories and Techniques of Counseling
 - EPSY 5450: Counseling Skills
 - EPSY 6250: Consultation Methods
 - EPSY 6350: Practicum in Assessment
 - EPSY 6400: Practicum in Intervention
 - EPSY 6450: Psychological Foundations of School Psychology
 - EPSY 6500: Internship in School Psychology I
 - EPSY 6550: Internship in School Psychology II

- 5) Courses that emphasize the understandings and skills involved in responding appropriately to ***Standard V (Element 5.1) Direct and Indirect Services: Systems Level Services-Schools: School-Wide Practices to Promote Learning*** are:
 - EDS 6100: Program Evaluation
 - EDSP 5060: Program Design and Curriculum Strategies for the Exceptional Learner
 - COUN 5750: Psychopathology
 - EPSY 5040: Classroom Management Techniques
 - EPSY 5440: Theories and Techniques of Counseling
 - EPSY 5450: Counseling Skills
 - EPSY 6300: Individual Ability Testing
 - EPSY 6350: Practicum in Assessment
 - EPSY 6400: Practicum in Intervention
 - EPSY 6450: Psychological Foundations of School Psychology
 - EPSY 6500: Internship in School Psychology I
 - EPSY 6550: Internship in School Psychology II

- 6) Courses that emphasize the understandings and skills involved in promoting ***Standard V (Element 5.2) Direct and Indirect Services: Systems Level Services-Schools: Preventive and Responsive Services*** are:
 - EDS 6100: Program Evaluation
 - EDUC 5140: Teaching in Diverse Classrooms
 - EPSY 5160: Assessment Strategies for Individuals with Mild Disabilities
 - EPSY 5360: Affective and Behavioral Assessment
 - EPSY 6140: Historical, Legal, and Ethical Foundations of School Psychology
 - EPSY 6350: Practicum in Assessment
 - EPSY 6400: Practicum in Intervention

EPSY 6250: Consultation Methods
 EPSY 6450: Psychological Foundations of School Psychology
 EPSY 6500: Internship in School Psychology I
 EPSY 6550: Internship in School Psychology II

- 7) Courses that emphasize the understandings and skills involved in facilitating ***Standard VI, Direct and Indirect Services: Systems Level: Family- School Collaboration Services*** are:

EDSP 5060: Program Design and Curriculum Strategies for the Exceptional Learner
 COUN 5750: Psychopathology
 EPSY 5040: Classroom Management Techniques
 EPSY 5440: Theories and Techniques of Counseling
 EPSY 5360: Affective and Behavioral Assessment
 EPSY 5450: Counseling Skills
 EPSY 6250: Consultation Methods
 EPSY 6350: Practicum in Assessment
 EPSY 6400: Practicum in Intervention
 EPSY 6450: Psychological Foundations of School Psychology
 EPSY 6500: Internship in School Psychology I
 EPSY 6550: Internship in School Psychology II

- 8) Courses that emphasize the understandings and skills involved in promoting ***Standard VII: Foundations of School Psychologists' Service Delivery: Diversity in Development and Learning*** are:

EDS 6130: Teaching and Learning
 COUN 5750: Psychopathology
 EPSY 5160: Assessment Strategies for Individuals with Mild Disabilities
 EPSY 5360: Affective and Behavioral Assessment
 EPSY 5440: Theories of Counseling
 EPSY 6140: Historical, Legal, and Ethical Foundations of School Psychology
 EPSY 6250: Consultation Methods
 EPSY 6350: Practicum in Assessment
 EPSY 6400: Practicum in Intervention
 EPSY 6450: Psychological Foundations of School Psychology
 EPSY 6500: Internship in School Psychology I
 EPSY 6550: Internship in School Psychology II

- 9) Courses that emphasize the understandings and skills involved in using and conducting ***Standard VIII (Element 8.1) Foundations of School Psychologists' Service Delivery: Research and Program Evaluation*** are:

EDS 6100: Program Evaluation
 EPSY 5010: Methods of Educational Research
 EPSY 6500: Internship in School Psychology I

EPSY 6550: Internship in School Psychology II

- 10) Courses that emphasize the understandings and skills involved in incorporating ***Standard VIII (Element 8.2) Foundations of School Psychologists' Service Delivery: Legal, Ethical, and Professional Practice*** are:
- EPSY 5160: Assessment Strategies for Individuals with Mild Disabilities
 - EPSY 5360: Affective and Behavioral Assessment
 - EPSY 6140: Historical, Legal, and Ethical Foundations of School Psychology
 - EPSY 6250: Consultation Methods
 - EPSY 6300: Individual Ability Testing
 - EPSY 6350: Practicum in Assessment
 - EPSY 6400: Practicum in Intervention
 - EPSY 6500: Internship in School Psychology I
 - EPSY 6550: Internship in School Psychology II

FINGERPRINTING PROCEDURES FOR STUDENTS

The majority of courses in the School Psychology Program require a field or practicum component in an applied setting. Each School Psychology student must have a fingerprint based background check PRIOR to enrolling for any course in the Program. Specific procedures for having the background check completed are described below. The State of Tennessee currently requires all students visiting or working in the schools to submit to a fingerprint-based background check. Please follow the steps below:

UTC School of Professional Studies Criminal History Background Check Student Procedures

Step 1: Schedule a Fingerprinting Appointment

1. Visit the IdentoGO website (www.identogo.com) to register and schedule a fingerprinting appointment.
 - Search for the nearest IdentoGO location and follow the online instructions to schedule a new appointment for digital fingerprinting
 - Register using your legal name
 - For the *Agency Name*, select **Non-DCS Child Care/Adoption Providers**
 - For the *Applicant Type*, select **Child-Related Worker (Private)**
 - For the *ORI Number*, enter: **TNCC33083**
 - Complete the *Applicant Employer Information* as follows: University of Tennessee at Chattanooga, 615 McCallie Avenue, Dept. 2242, Chattanooga, TN 37403
2. Complete the online payment process. You are required to pay for your own fingerprinting.
3. On the day of your fingerprinting appointment, arrive at the designated time and location with **a valid photo ID**.
4. After you have been fingerprinted, you will receive a receipt which includes a 12-digit Transaction Number. **Do not lose this Transaction Number**. This is your proof of fingerprinting. You will need to reference the Transaction Number in order to proceed to Step 2.

Step 2: Digitally Sign and Submit the VECHS Waiver Agreement

Please carefully follow each of the steps below to avoid delaying the process

1. You will need access to a PC or Mac computer with Adobe Reader installed. If you do not already have Adobe Reader installed, you may download a free copy [here](#).
2. Select the following link from a PC or Mac computer:
 - [VECHS Waiver Agreement SPSY](#)
3. **Download** the VECHS Waiver Agreement form and save the file to your local computer.
4. Open the VECHS Waiver Agreement form **using Adobe Reader**. (On a PC this is accomplished by right-clicking the file and selecting "Open with... Adobe Reader." Please note that your computer or browser may default to a program other than Adobe

Reader for viewing PDFs.)

5. Complete all required fields (indicated in red) on the VECHS Waiver Agreement.
 - Enter your legal name
 - Enter the 12-digit Transaction Number from your fingerprinting receipt.
6. On page 2, click on the digital signature field (indicated with a red flag/arrow) to apply your digital signature to the VECHS Waiver Agreement. If you do not see the red flag/error, please make sure you opened the file with Adobe Reader. If you need further assistance with the digital signature process, please contact your Program/Field Director.
7. Once your digital signature is in place, save the digitally signed form to your local computer. ***Please include your last name and UTCID at the beginning of the file name*** (Example: *Smith ABC123 VECHS Form*).
8. Complete all required form fields and **SAVE**.
9. Select the **SUBMIT** button on page 2 of the form.
10. When prompted, "How would you like to send this email"?
 - Select *Use Webmail*
 - Select *Add Gmail...* from the drop down menu
 - Enter your Mocsmail address (ABC123@mocs.utc.edu) and select *OK*
 - Select *Continue*
 - [If prompted, select *Allow*]
 - [If prompted to choose an account, select your Mocsmail account]
 - Login using your UTCID and password & proceed to step #11 below
11. ***IMPORTANT***: Go to your **Drafts** folder, click on the Draft email (Example: *Form Returned: Smith ABC123 VECHS Form*), and select **Send**.
12. Go to your **Sent** folder to confirm that the completed form has successfully sent. You should also receive a confirmation email from "UTC, SharePoint Uploads" within 20 minutes.
13. The Program/Field Director will submit your waiver agreement form to the TBI and will review your background check results in the online database.
 - If the background check shows no indications, you will be cleared for registration or field placement at the appropriate time.
 - If the background check results show any indications, you will be required to meet with the Program/Field Director to review and discuss the report. The Program/Field Director will contact you via UTC email to schedule a meeting. Further action may be required depending on the severity of the incident(s) indicated.

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 5160: Assessment Strategies for Individuals with Mild Disabilities
- EPSY 5360: Affective and Behavioral Assessment
- EPSY 6140: Historical, Legal, and Ethical Foundations of School Psychology
- EPSY 6250: Consultation Methods
- EPSY 6350: Practicum in Assessment

Courses offered only in the *spring* semester are:

- EPSY 5040: Classroom Management
- EPSY 6300: Individual Ability Testing
- EPSY 6400: Practicum in Intervention
- EPSY 6450: 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, s/he:

- *Should begin taking courses during the fall semester as a full-time student (taking 9 credit hours or more per semester).*
- *Should take at least 9 semester hours during each fall and spring semester of his/her first two years.*
- *May need to take prerequisite courses during the first year to become eligible for degree candidacy.*

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; meeting the residency requirement of at least 18 semester hours during a calendar year prior to internship; and being eligible to begin internship, EPSY 6500 - Internship in School Psychology 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 5160	EPSY 6350	EPSY 6500
EPSY 5360	EPSY 6250	EDS 6050
EPSY 6140	EPSY 5440	
First Year Spring	Second Year Spring	Third Year Spring
EPSY 6300	EPSY 6400	EPSY 6550
EPSY 5040	EDS 6080 / EDUC 5750	
EPSY 6450	EDS 6100	
First Year Summer	Second Year Summer	
EDS 6130	EDUC 5140	
EPSY 5010	EDSP 5060/ EDSP 5170	
EPSY 5450		

Note: 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 s/he takes during fall and spring semesters and summer terms due to the of the assessment sequence and of the intervention sequence of courses.

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; meeting the residency requirement of at least 18 semester hours during an academic year prior to internship; and being eligible to begin internship, EPSY 6500: 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 5160	EPSY 6140	EPSY 6350	EPSY 6500
EPSY 5360	EPSY 6250	EPSY 5440	EDS 6050
First Year Spring	Second Year Spring	Third Year Spring	Fourth Year Spring
EPSY 5040	EPSY 6450	EPSY 6400	EPSY 6550
EPSY 6300	EDS 6100	EDS 6080 / EDUC 5750	
First Year Summer	Second Year Summer	Third Year Summer	
EDS 6130	EDSP 5060/ EDS 5170	EDUC 5140	
EPSY 5010	EPSY 5450		

***Note that part-time students are still required to meet 18 hours per academic year to meet residency requirements. ***

Please see the *Student/Faculty Advisor Checklist* on pages 58 of this handbook for a summary of program requirements presented in checklist form. Each student may wish to complete this checklist during each course advising appointment, when preparing an application for degree candidacy, and prior to enrollment in EPSY 6500, Internship in School Psychology I 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 5360: Affective and Behavioral Assessment, and EPSY 6300: Individual Ability Testing, must be taken before a student can take EPSY 6350: Practicum in Assessment. In addition, EPSY 5160: Assessment Strategies for Individuals with Mild Disabilities, must be taken as a prerequisite to or (with instructor permission) as a corequisite with EPSY 6350: Practicum in Assessment. While EPSY 5160: Assessment Strategies for Individuals with Mild Disabilities, EPSY 5360: Affective and Behavioral Assessment, and EPSY 6300: Individual Ability Testing emphasize basic concepts in assessment and develop skills with specific assessment techniques, EPSY 6350: Practicum in Assessment 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 6350: Practicum in Assessment are supervised by both UTC faculty and school-based supervisors. Nevertheless, students need the information and skills taught in EPSY 5160: Assessment Strategies for Individuals with Mild Disabilities, EPSY 5360: Affective and Behavioral Assessment, and EPSY 6300: Individual Ability Testing to meet the requirements of EPSY 6350: Practicum in Assessment.

In *the intervention sequence*, EPSY 5040: Classroom Management Techniques, and EPSY 6250: Consultation Methods, must be taken before a student can take EPSY 6400: Practicum in Intervention. Any exceptions to this requirement must be approved by the instructor of EPSY 6400: Practicum in Intervention. EPSY 5040: Classroom Management Techniques and EPSY 6250: Consultation Methods 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 6400: Practicum in Intervention 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 5040: Classroom Management Techniques and EPSY 6250: Consultation Methods to meet the requirements of EPSY 6400: Practicum in Intervention.

A student cannot take EPSY 6500: Internship in School Psychology I, without having first taken EPSY 6350: Practicum in Assessment, and EPSY 6400: 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 6500: Internship in School Psychology I unless s/he has:

- 1) Received an endorsement to begin internship from the program faculty signifying confidence in the student's abilities and professional fitness; and 2) taken the following courses:

EPSY 5010: Methods of Educational Research

EPSY 5440: Theories and Techniques of Counseling

EPSY 5450: Counseling Skills

EPSY 6450: Psychological Foundations of School Psychology

EDSP 5060: Program Design and Curriculum Strategies for the Exceptional Learner

EDS 6100: Program Evaluation

EDS 6130: Teaching and Learning.

While some course requirements can be waived for students with equivalent graduate courses (see Course Waivers on page 41 of this handbook), EPSY 6350: Practicum in Assessment, and EPSY 6400: Practicum in Intervention, CANNOT be waived as course prerequisites to EPSY 6500: Internship in School Psychology I.

Substitute and elective courses

UNDER REVISION

Candidacy Requirements

All students must complete a Program of Study during their first semester in the program. The graduate Program of Study can be accessed at <http://www.utc.edu/graduate-school/studentresources/forms.php>. The Graduate Program of Study lists all courses the student has taken and will take toward the Ed.S. Forms are signed by the student, his/her advisor, the program coordinator, and the Dean of the Graduate School. The Dean's signature indicates that the candidacy form has been accepted by the UTC Graduate School and is binding for the student and UTC.

NOTE: Any revisions to the courses listed on the original Program of Study submitted by the student after their first semester in the program must be submitted on the *Application for Candidacy* and approved by the student's advisor, program coordinator, and the Director of the Graduate School.

The *Graduate Program of Study*, *Program of Study & Candidacy – Continuation Form* and *Graduate Application for Candidacy* forms can be found at: <http://www.utc.edu/graduate-school/student-resources/forms.php>

**UNIVERSITY OF TENNESSEE AT CHATTANOOGA
OFFICE OF THE GRADUATE SCHOOL**

GRADUATE PROGRAM OF STUDY

Type or Print All Information

Name: _____ UTCID: _____

Degree: ☐ Last ☐ First ☐ Middle ☐ Specialist ☐ Doctoral Major: _____ Conc.: _____

Semester First Course Taken: _____ Hours Required for Degree: _____

Credit hours in core: _____ Number of elective hours to complete program: _____
(All core courses must be listed.) (Elective courses may be listed but are not required on the POS form.)

Course Prefix & Number	Course Title	Credit Hr.	Semester	Grade

List Transfer Courses below: (list course prefix, number, title, where taken, and grade)

Use the CONTINUATION Form for additional coursework if applicable.

Typed / Printed Name:

Student

Major Advisor / Chairperson

Program Officer (Director, Coordinator, etc.)

Signatures:

Date

Date

Date

_____	_____	_____
Dean of the Graduate School	Date	Degree Completion Required Date

**Students must submit the Application for Candidacy & Graduation Form the semester prior to their anticipated graduation. Some programs may have more strict guidelines; students should consult with their specific graduate program.

SUBMIT completed form to: Graduate School Office, Dept 5305, 103 Race Hall, 615 McCallie Ave., Chattanooga, TN 37403

Name: _____ UTCID: _____
Last First Middle

[illegible]

Student
Major Advisor

Date _____

 Date _____

<http://www.utc.edu/graduate-school/pdfs/candidacy-and-graduation-2-5-11.pdf>

The Graduation Form is completed one semester PRIOR to anticipated graduation. Thus, if a student anticipates graduating in the Spring semester, the Graduation Online Form MUST be completed through MOCS NET under the academics tab during the preceding Fall semester.

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 and apply to all students entering the program. These decision rules are as follows:

- The Program Director 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 Director (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. **The student must initiate the request for any course waivers via contacting his/her course advisor and supplying any required documentation. The student requesting the course waiver MUST keep a copy of all correspondence with the advisor regarding course waiver requests and any subsequent approvals.**
- 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 Director (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 6350: Practicum in Assessment, EPSY 6400: Practicum in Intervention, EPSY 6500: Internship in School Psychology I, and EPSY 6550: Internship in School Psychology II.**

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;
- Complete all other degree requirements specified by his/her particular graduate program.

In addition to general Graduate School degree requirements and course related requirements, the School Psychology program has four additional degree requirements:

1. Student successfully completes a capstone project during his/her internship.
2. Student achieves a passing score on the program's comprehensive exam (Praxis exam).
3. Residency requirement stipulates that all students must complete at least 18 semester hours during one calendar year before beginning internship (EPSY 6500: Internship in School Psychology I). The calendar year may begin with any of the three academic terms (the fall semester, the spring semester, or the summer term).

4. Obtain satisfactory ratings from faculty on routine professional fitness evaluations; if concerns have been noted during these reviews, the student must successfully complete all required remedial activities as recommended by faculty as a result of these reviews.

Capstone Project

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. **Institutional Review Board approval is also required.** 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 Capstone also serves as a two semester long project completed during internship that services as a performance-based measure which faculty utilize to assess mastery of NASP Standards.

Comprehensive Exam

The School Psychology program uses the Praxis Specialty Exam in School Psychology as its comprehensive exam. Students must achieve a score of **at least 147** to satisfy the comprehensive examination degree requirement. A score of 147 is the minimum score needed to attain licensure as a school psychologist from the Tennessee Department of Education. **A score of at least 147 is also required in order to apply for the Nationally Certified School Psychologist (NCSP) credential. Detailed information about the NCSP application process can be found at www.nasponline.org**

Residency Requirement

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 6500: Internship in School Psychology I). The amended residency requirement applies to all students who entered the program beginning 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.

Timeline for completing Coursework

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. For students who are granted course waivers for previous coursework, this timeline begins as of the date of the earliest class for which credit has been granted.

Professional Fitness Review Procedures

Professional fitness reviews occur during the Fall and Spring semesters for each student who is active in the School Psychology Program. During the Fall semester, each student who was enrolled in courses during the preceding Spring and/or Summer semester is reviewed and during the Spring semester, each student enrolled in courses the preceding Fall semester is reviewed. Professional fitness reviews are confidential discussions between all school psychology program faculty regarding each student's ongoing performance. These reviews are considered a part of formative assessment such that feedback from reviews must be incorporated into student behavior and skills in subsequent reviews. During these discussions, faculty utilize the Professional Fitness Student Evaluation Summary Form included in this Handbook. Five areas related to effective practice of the professional school psychologist are reviewed: Academic Progress and Courses/Grades; Legal and Ethical Behavior; Judgment and Decision-making; Commitment to Profession and Professional growth; and Interpersonal Relations. An "Other" category is also included to provide descriptions of any behaviors of concern that require elaboration.

The Professional Fitness Student Evaluation Summary Form includes behaviors illustrative of and relevant to each category noted above. The list of behaviors is not all inclusive; faculty may identify concerns in addition to those specific behaviors listed. Professional Fitness Evaluations are generally based on faculty observations of student classroom behaviors and interactions, review of work samples, report by field-based supervisors and/or school staff working with the student during field activities, and/or informal observations of students during interactions with faculty. Review of professional fitness of each student in the program takes place each semester (Fall and Spring). Faculty who observed noted behaviors are identified on the Professional Fitness Student Evaluation Summary; faculty who are present during review discussions may also be listed on the form. It should be noted that feedback to the student regarding behaviors of concern is not contingent on unanimous faculty agreement. That is, any and all concerns that any faculty member might have about a particular student are summarized in writing and feedback is provided to the student in writing.

A school psychology student receives a professional fitness review each semester s/he is active in the Program. The intent of this review is to discuss concerns noted by faculty as well as report to the student these concerns that may potentially impact effective functioning as a school psychologist. The review is internal and completed Professional Fitness Student Evaluation Summaries are maintained in each student's individual program folder. The folder also houses current admissions, advisement, and other programmatic information. The documents within the folder are collected for internal program purposes and are not shared with individuals outside of the program faculty. In compliance with The Family Educational Rights

and Privacy Act, the School Psychology Program at the University of Tennessee at Chattanooga provides for the confidentiality of student records by maintaining files in a locked cabinet.

An exception to the sharing of information outside of the program would occur if the program faculty recommended any of the following as indicated on the Review form: recommend dismissal from the program, recommend against degree candidacy, recommend against enrollment in internship, and/or recommend against graduation/state licensure. In any of these circumstances, the Graduate School *may* require that relevant documentation be provided to support the faculty recommendation in the event that the student wishes to appeal a faculty recommendation. These conditions would be interpretable under UTC Graduate school policies. UTC Graduate School policies and procedures related to program dismissal can be found in the Graduate School Catalog under Academic Policies for Graduate Students. For your convenience, that information is reproduced here.

Continuation Standards

A student admitted to graduate study must maintain a 3.0 grade point average on all courses taken for graduate credit. In the event the student fails to meet this standard, one of the following actions will be taken.

Probation — *A student will be placed on academic probation whenever the grade point average falls below a 3.0 on courses completed for graduate credit. (See discussion under Dismissal.) A student will be dismissed if he or she earns a semester GPA below 3.0 while on academic probation for low institutional cumulative GPA.*

Academic Dismissal — *A student will be dismissed if he or she earns a semester GPA below 3.0 while on academic probation for low institutional cumulative GPA. Decisions regarding continuation will be made by the dean of The Graduate School. Students admitted to graduate study must maintain a 3.0 institutional cumulative grade point average (GPA) in all courses taken for graduate credit.*

A graduate student may also be dismissed for a grade of NC, D, or F in any course; more than two grades below a B; failure of the comprehensive/preliminary examination; an unsatisfactory evaluation of a thesis or dissertation; failure of a research defense; or any other failure of a required component pertaining to Graduate School academic requirements. Any, or a combination of these, constitutes sufficient basis for dismissal of a student at the discretion of the degree program and the Graduate School. Individual programs have the right to establish their own criteria; however, the preceding definition must be the minimum standard for continuing in graduate programs.

Graduate students will be placed on academic probation when their institutional cumulative GPA falls below a 3.0. By the end of the next two terms of enrollment (counting the entire summer session as one term), students must raise their institutional cumulative GPA to 3.0 or higher. Students will be academically dismissed if they fail to achieve this institutional cumulative GPA within the two semester probation OR if they fail to achieve a 3.0 or higher for either probationary semester.

Dismissed students may appeal to the Dean of the Graduate School for readmission. Upon readmission, students may resume graduate study on probation with the same continuation standards.

Program Dismissal for Reasons other than Individual Course Grades Failure to Make Timely Progress

A student may also be dismissed should the program faculty find that the student has failed to complete degree requirements in a timely manner, received an excessive number of I, NC or NP course evaluations, or failed to pass examinations required by a master's or doctoral program. The criteria for timely progress shall be defined by each graduate program.

The Graduate School has adopted a Statement of Professional Fitness regarding a student's ethical and professional skills/behavior responsibilities. Individual programs may also adopt their own professional fitness standards appropriate to the discipline. If after an informal preliminary investigation, it is determined that a student's conduct is in violation of the professional fitness code of The Graduate School or the specific program in which the student is enrolled, any of the following actions may be recommended by program faculty:

- *A formal reprimand*
- *Additional coursework*

- Personal counseling
- Additional supervision
- Formal probation
- Dismissal from the program

When a student is dismissed from a graduate program for reasons other than grades, the student is also dismissed from the Graduate School. If the dismissal is upheld at the completion of the appeal process, current and future enrollments will be cancelled. Students who have been dismissed from the Graduate School may re-apply for admission.

Ethical Violations

A student may also be dismissed should the program faculty find that the student's behavior directly violates the ethical code of conduct governing members of the professional organization for the program's discipline, or whose personal conduct leads the faculty to conclude that the student is unfit to assume a role as a professional in the discipline. A majority vote of the program faculty will serve as basis for dismissal if the student violates the guidelines for ethical conduct.

A student may also be dismissed for cause if found to have violated UTC's code of conduct. Refer to the Student Handbook for a review of these expectations.

All students conducting research with human participants or animal subjects must comply with the policies and procedures of the University's Institutional Review Board or the Animal Review Board. Violation of these regulations shall be considered a violation of ethical behavior.

Failure to Achieve Professional Skills/Behavior/fitness

A student, regardless of academic performance, may be dismissed should he or she fail to demonstrate mastery of essential professional behaviors, which include those skills essential for work in the profession. These skills shall be defined by each graduate degree program. A majority vote of the program faculty will serve as basis for dismissal if the student fails to demonstrate proficiency of professional achievement.

Program Dismissal Procedure

A recommendation for dismissal can be made by a majority vote of the designated departmental committee (or, if no such committee exists, the graduate faculty of the program) if a student earns a semester GPA below 3.0 while on academic probation for low institutional cumulative GPA, fails to achieve professional skills/behavior/fitness, or violates the ethical code of conduct governing members of the professional organization for the program's discipline. Such recommendation shall be made in writing to the Department Head or Program Director.

Before communicating with the student the Department Head or Program Director will consult with the academic dean of the college where the program resides and the dean of The Graduate School. Other university administrators may be consulted as necessary. Upon the concurrence of the academic dean and the dean of The Graduate School (and others if consulted) with the decision to dismiss, the head or director shall provide written notification of dismissal to the student. Notification must occur within five working days of the consultation with the academic dean and the dean of the Graduate School. Such notice shall inform the student of the right to appeal and specific procedures to be followed.

The student may continue to attend classes during the appeal process or register for subsequent semesters unless the student's presence poses a continuing threat to persons or property, an ongoing risk of disrupting the academic process, or health/safety concerns. This will be determined

on a case by case basis. The program director and instructors will outline specifically what the student must do to be allowed to continue to attend classes, internships, and clinical rotations and may limit the student to an observer's role in clinical situations. Any such determination shall be included as part of the Department Head/Program Director's written notification to the student. If the student does not comply with the requirements outlined in this written notification, the student may be immediately removed and may not attend classes while his/her appeal is in process.

Student Appeal Procedure

Following written notification of dismissal from the program, the student has the right to appeal. Students who wish to appeal their dismissal should contact the UTC Graduate School office for the necessary forms and to review the procedures of the appeal. A written appeal, including a documented rationale for the basis of the appeal, must be submitted to the Department Head/Program Director within five working days. In all cases, the program faculty shall be presumed to have taken appropriate action and the student appealing shall have the burden of proof to the contrary.

Step 1. Within five working days of receipt of the student's written appeal, the Department Head/Program Director will meet with the student and review the student's written appeal with him/her in person. If the student declines such a meeting, the department head/director will proceed to Step 2.

Step 2. Within five working days of the meeting described in Step 1, the department head/program director (in consultation with the dean of the academic college) will notify and confirm in writing to the student the results of this appeal. The head/director will also notify the dean of The Graduate School regarding the results of this appeal. Copies of this notification will be sent to the program faculty.

Step 3. If the student is not satisfied with the decision of the Department Head/Program Director, he or she may appeal this decision to the Graduate Council Appeals Committee (the Chair of the Graduate Council and three members of the Council). Such appeal must be made within five working days of notification of the head/director's decision.

Step 4. Within five working days of receiving the student's written appeal, the Graduate Council Appeals Committee will meet to hear the student's appeal. The Chair of the Graduate Council shall preside over this hearing as a non-voting chair. The student may bring such materials and/or witnesses as necessary to support his or her position. The Department Head/Program Director and/or a representative(s) of the program faculty may also attend this hearing in order to explain the reason(s) for the dismissal and answer questions. After hearing, the dean of The Graduate School will notify and confirm in writing to the student the results of this appeal. The graduate dean will also notify the college dean and the department head/director, who will in turn notify the program faculty.

Step 5. If the student remains unsatisfied with this decision, he or she may appeal in writing to the Chancellor of the University. Such request must be made within five working days of notification from the dean of The Graduate School. The dean of The Graduate School shall forward all pertinent information to the Chancellor with a recommendation. The Chancellor's decision shall be made within ten working days and shall be considered final.

Faculty Appeal

The faculty member of record for the appeal may appeal an overturn of his/her recommendation to the next higher administrative official in the chain of command or to the Chancellor if the appeal was overturned at the Chancellor level.

Note: A student who is dismissed from his or her program of study for reasons other than grades, and whose appeal for readmission to that program is denied through the above process but who is in good academic standing, may apply for admission to another graduate program(s) at the University. Admission to such other graduate program is not guaranteed and is subject to that program's specific procedures and requirements.

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

Student Name _____ Date _____
Faculty participating in review _____
Based on the student's performance during the: fall _____ spring _____ summer term of _____.

Professional fitness reviews for each student in the Program are completed twice yearly for continuously enrolled students and involve confidential discussions between all school psychology program faculty regarding each student's ongoing performance. These reviews are considered a part of performance-based, formative assessment such that any constructive feedback from reviews must be incorporated into student behavior and skills in subsequent reviews in that identified behaviors are considered by faculty as critical professional work characteristics expected of a school psychologist. For additional information, please refer to the School Psychology Program Handbook.

Ratings: Satisfactory (S); Needs Improvement (I); Unsatisfactory (U); Not able to Rate (NR)
(see back for description of example behaviors in each category)

I. Academic Progress and Courses/Grades: Rating _____
Comments (An explanation of a rating of "I" or "U" is required)

II. Legal and ethical behavior: Rating _____
Comments (An explanation of a rating of "I" or "U" is required)

III. Judgment and decision-making: Rating _____
Comments (An explanation of a rating of "I" or "U" is required)

IV. Commitment to profession and professional growth: Rating _____
Comments (An explanation of a rating of "I" or "U" is required)

V. Interpersonal relations/Other Professional Work Characteristics: Rating _____
Comments (An explanation of a rating of "I" or "U" is required)

VI. Other Personal, work-related characteristics See above

Recommendations (may check more than one):

- ☐ None
- ☐ Designate faculty member to discuss concern with student _____
- ☐ Joint conference involving student and primary faculty
- ☐ Develop student performance improvement plan (developed by faculty in conferencing with student and attached to review form)
- ☐ 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)

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

I. Academic Progress and Courses/Grades

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.

II. Legal and ethical behavior

abides by all behavioral and academic expectations in the UTC Student Handbook and UTC Graduate School catalog including adherence to confidentiality guidelines required by the ~~Program~~ ~~demonstrates~~ awareness of and compliance with the requirements of federal laws (such as IDEA, FERPA, 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

III. Judgment and decision-making

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; considers alternative viewpoints from one's own in making decisions

IV. Commitment to profession and professional growth

membership in professional organizations, participation in training opportunities provided by professional organizations, seeks opportunities to develop professional skills through volunteer activities, seeks opportunities to increase understanding of principles of professional practice governing school psychology

V. Interpersonal relations

appropriate communication in classes with peers and faculty and in classes, field experiences, ~~practica~~, and internship settings, behavior that reflects respect for differences in ideas, opinions, and perspectives with peers, faculty, and all individuals in classes, field, ~~practica~~, and internship settings, responds appropriately to constructive feedback from faculty or other supervisors, follows time schedules by arriving on time and being prepared, recognizes the importance of working collaboratively with others and refrains from unprofessional discussions regarding peers and others in class, field experiences, ~~practica~~, and internship settings.

VI. Other Personal, work-related characteristics

any behavior(s) demonstrated by a student that may not be consistent with expectations in an educational work setting such as dress, hygiene, work habits, etc.

**Plan for Student Performance Improvement UTC
School Psychology Program**

Name: _____ Date Developed: _____
Present for Plan Development: _____

The development of a Performance Improvement occurs when a student receives either a rating of "I" (Needs Improvement) or "U" (Unsatisfactory) on a Professional Fitness Evaluation completed by the School Psychology Program Faculty AND when the faculty recommends this course of action among those listed on the Student Evaluation Form. For additional information, please refer to UTC Student Handbook.

Faculty Concerns:

Recommendations to Improve Performance:

Objectives to be met for Satisfactory Performance:

Deadline for Objectives to be met:

Potential Outcome(s) for failure to meet stated objectives:

I have read and I understand the information included in this Performance Improvement Plan. I agree/do not agree to complete the identified activities. (Circle One). (If "disagree," appeal procedure as discussed in student handbook is initiated).

Student Signature/Date

Witness/Date

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.** These courses are EPSY 5160: Assessment Strategies for Individuals with Mild Disabilities, EPSY 5360: Affective and Behavioral Assessment, and EPSY 6300: Individual Ability Testing.
- **Take one intervention sequence course within your first 30 semester hours.** This course is EPSY 5040: Classroom Management Techniques.
- **Take one foundation course within your first 30 semester hours.** This course is EPSY 6140: 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 6500: Internship in School Psychology I 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 43 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 59 of this handbook to review a copy of the *Program Activities and Student/Program Evaluation Calendar*.

Understand that EPSY 6350: Practicum in Assessment, and EPSY 6400: Practicum in Intervention, are prerequisite courses for EPSY 6500: Internship in School Psychology I

- 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 6500: Internship in School Psychology I).
- **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.
- **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 6500: Internship in School Psychology I 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.
- **Understand that EPSY 6350: Practicum in Assessment, and EPSY 6400: Practicum in Intervention, are prerequisite courses for EPSY 6500: Internship in School Psychology I and are used to assess your readiness to be a successful intern.** Neither EPSY 6350: Practicum in Assessment nor EPSY 6400: Practicum in Intervention 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 6500: Internship in School Psychology I).
- **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 should consult and complete this checklist during each course advising appointment, when preparing an application for degree candidacy, and prior to enrollment in EPSY 6500: Internship in School Psychology I. The student is responsible for completing the identifying information on the checklist and for updating information throughout the Program. Note that this form is a working document of the purposes of keeping up with Program requirements; thus, it does not have to be submitted but rather maintained by the student. The checklist is to be used as a working document that is maintained by the individual student so that s/he can remain up to date with all required components.

School Psychology Student/ Faculty Advisor Checklist

Student Name: _____

Student UTC ID: _____

Student Address: _____

Student Phone: _____

Student's UTC email: _____ Cell: _____

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

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	

Prerequisite courses for EPSY 6350 (Practicum in Assessment) and EPSY 6400 (Practicum in Intervention) (*must be accomplished prior to beginning EPSY 6350 or EPSY 6400)

*EPSY 5360 and EPSY 6300 completed with grades of A or B prior to beginning EPSY 6350:

____ Yes ____ No

*EPSY 5160 completed as pre-requisite (with a grade of A or B) or taken (with instructor's permission) as a co-requisite to EPSY 6350:

____ Yes ____ No

*EPSY 5040 and EPSY 6250 completed with grades of A or B prior to beginning EPSY 6400:

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 5040, EPSY 5160, EPSY 5360, EPSY 6140, & EPSY 6300 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 6500, Internship I (* must be completed before beginning EPSY 6500)

*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 6500 endorsed by program faculty
 _____ Yes _____ No _____ Date of endorsement

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

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 6500 and 6550, 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:

Confidentiality Requirements

In addition to the above professional characteristics, all students in the School Psychology Program are required to adhere to principles of confidentiality as related to all program-related activities. Given the sensitive nature of required course activities that involve use of volunteer participants as well as participation with formal assessments and interventions in the school setting, each student must complete the Confidentiality agreement form each year that s/he is in the Program. The signed Confidentiality Agreement Forms are maintained by School Psychology Faculty. The purpose of the Form is to ensure that students are aware of their responsibilities for adhering to ethical requirements when involved in Program related activities. This includes not only case related information but also applies to use of social media; posting any information about schools, families, clients, program matters, and/or peers in the UTC School Psychology Program is expressly forbidden. Failure to adhere to confidentiality requirements represents grounds for dismissal from the Program and will be addressed during a Professional Fitness Review discussion conducted by Program faculty.

University of Tennessee at Chattanooga
School Psychology Program
Confidentiality and Information Access Agreement

The UTC School Psychology Program Faculty are dedicated to safeguarding and maintaining the confidentiality of information related to our students and the “clients” of our students (NOTE: Clients are defined as anyone you see related to course requirements, practicum, research participants, internship, the graduate assistantship, and course requirements.) as well as Program Faculty, staff, and organizational information. “Confidential Information” includes all information that is personally identifiable and non-public. Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. Examples of Confidential Information include, but are not limited to, the following:

1. Academic information related to school-aged children, clients and/or research participants, such as grades, Individual Education Plans (IEPs), tutoring information, academic records, school placement, and school name;
2. Psychological information related to school-aged children, clients and/or research participants, such as educational classifications, psychological diagnosis, psychological reports, and research data.
3. Family information of school-aged children, clients, and/or research participants, such as income, marriage history, and family member’s information;
4. School psychology student, clients, and staff disciplinary or employment records or related information;
5. Client behavioral plans, such as but not limited to targeted behaviors, progress of treatment, treatment outcomes, and treatment methods;
6. School-aged children, clients, and/or research medical records, such as but not limited to medical history, medication types or usage, and psychological records; and
7. Social Security Numbers, phone numbers, or similar identification codes or numbers (The later may be related to research.).

Access to information does not imply approval to otherwise disclose it. For example, client information (such as telephone numbers, street addresses, diagnosis, medication, psychological reports, etc.) may appear in the client’s file; however, disclosure of the same information in another format (text message, verbally sharing, e-mails, phone messages, or other social media) is prohibited.

Protection of Confidential Information requires the following minimum standards, to which I agree as a condition of my continued enrollment in the school psychology program and/or continued employment as a graduate assistant:

1. Download or Transmission of Confidential Information: I will not download or extract Confidential Information to any removable storage such as compact discs or USB flash discs, or transport or transmit such information off-site or to any non-authorized computer system or entity without explicit approval to do so by your faculty supervisor or designee.
2. Access to Confidential Information: I understand and agree that I must safeguard and maintain the confidentiality, integrity, and availability of all Confidential Information at all times. I will only access, use, and/or disclose the minimum Confidential Information necessary to perform my assigned duties as a school psychology student and/or graduate assistant. I will not disclose such information to any other individuals/organizations for any reason.
3. Desktop and Laptop Computer Security: If any computer under my control may be used to access, transmit, or store Confidential Information I will to the best of my ability maintain the security of this computer including the use of passwords, password protected "screen savers", approved anti-virus and anti-spyware software, and other measures. I will refrain from using unapproved "adware", "shareware", "freeware", or any other unauthorized software. I will also remove any software that is no longer needed and promptly install and update security patches and updates for all software installed on my desktop or laptop computer system.
4. I agree to encrypt or otherwise password protect all confidential information on my computer and flash drives.
5. I agree that I will not share any personal information (e.g., phone numbers, social security numbers, health information, psychological information, etc.) related to clients, other students in the school psychology program, and school psychology faculty with anyone outside of the University without the consent of the associated individual.
6. I agree not to discuss any information related to clients, other students, faculty, or staff with unauthorized individuals while I am a student in the UTC School Psychology Program and after I am no longer a student at UTC.
7. I agree to not discuss or share in any form (written or verbal) my graduate assistantship activities with other students, faculty, or staff members unless I have permission from my graduate assistantship faculty supervisor.
8. I agree that information that is shared with me by clients, faculty, graduate assistantship supervisors, and staff will not be shared with anyone outside of the School Psychology Program at UTC.
9. I understand that videotaping and/or photographing any minors in a school setting without written consent of the parent/legal guardian is not allowable, and I will not do so without securing the appropriate permission to do so.

10. I agree that I will not text, email, or use any social media site (e.g., Facebook, Twitter) to exchange inappropriate information or share information related to clients, other students in the school psychology programs, faculty, staff, and field-based supervisors or other personnel.

11. Sanctions: I understand that violations of this Agreement may result in disciplinary action, which may include termination as a student within the school psychology programs, suspension and loss of privileges, termination of authorization to work with Confidential Information, as well as legal sanctions.

12. I agree not to gossip or confabulate information related to clients, other students within the school psychology programs, faculty, or staff while a student and after I am not a student.

By signing this Agreement, I acknowledge that I have read and fully understand and agree to comply with all of its terms and conditions.

Student's Signature
Date

Student's
Printed Name

**Witness's Signature Date

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 in the tentative schedule:

August

- Business associated with beginning of fall semester - 1st scheduled meeting of August
- Update data on graduates

September

- Review student professional fitness evaluations from spring and summer terms & 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
- New student orientation meeting - special called meeting

October

- Review and consider student applications for spring internship enrollment in terms of academic progress and professional fitness

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**
- 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, as appropriate

June & July

- No scheduled meetings - summer break

CHAPTER THREE: PRACTICUM COURSES

Introduction

This section of the handbook provides detailed information on the program's practicum courses (EPSY 6350: Practicum in Assessment and EPSY 6400: Practicum in Intervention). These courses require extensive out-of-class work with children/adolescents in schools and other settings. 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 5360: Affective and Behavioral Assessment and EPSY 6300: Individual Ability Testing) involve out-of-class applied work with self-selected volunteer subjects. Students in these courses practice the use of a variety of assessment instruments and techniques with these 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 5040: Classroom Management and EPSY 6250: 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 5040: Classroom Management are graded by the course instructor using a rubric incorporating the stages of the problem-solving process. In EPSY 6250: Consultation Methods, 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 6350: Practicum in Assessment and EPSY 6400: Practicum in Intervention). Both courses focus on the development of specific knowledge and skills in various domains associated with basis professional competencies as identified by NASP. This knowledge and skills, as well as others developed during the program, will be needed for successful performance during internship. It is during the internship courses (EPSY 6500: Internship in School Psychology I and EPSY 6550: Internship in School Psychology II) that students integrate and apply the full range of school psychology competencies and NASP Standards. Detailed information on these courses can be found in section four of this handbook.

The two practicum courses (EPSY 6350, Practicum in Assessment, and EPSY 6400, Practicum in Intervention) share several common features. In addition to in-class meetings and online activities/content provided via modules on UTC Learn, each course requires:

- A practicum placement for each student that is individualized in terms of setting and on-site supervisor.
- A minimum of **100 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.
- Registration form sent to TN Department of Education (for placements in TN).
- 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 and has had a background check before beginning practicum activities and has passed a background check.
- Supervision of practicum activities by both the course instructor and the on-site supervisor.
- A minimum of at least an End-of-semester, formal rating of the practicum student's performance completed by the on-site supervisor and also student self-assessments that are included in class related activities. The specific rating form utilized by the on-site supervisor incorporates items relevant to each of NASP's *Standards and relevant 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. Assessment via these rubrics provides a performance-based assessment measure related to basic skills and competencies.

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 6500: Internship in School Psychology I) and minimum criteria for supervisor ratings must be met (outlined in course syllabus). School psychology students must receive a formal endorsement from the primary program faculty before enrolling in EPSY 6500: Internship I.

EPSY 6350 - 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 UTC Learn. (UTC Learn 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 in-class exam in the course require responses to selected-response (mc, T/F, matching), short-answer, and essay questions and provide reactions to case reports constructed by the instructor. Selected response, short-answer, and essay 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 exam, each student must conduct a minimum of three assessments during his/her practicum placement. Two assessments must focus on determining a student's eligibility for special education; 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 6350: Practicum in Assessment 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.

Memorandum of Agreement

The following forms, documents, and rubrics are example documents used in EPSY 6350: Practicum in Assessment; it is noted that these forms are regularly modified and updated.

University of Tennessee, Chattanooga
EPSY 6350: Practicum in Assessment

MEMORANDUM OF AGREEMENT

As part of the UTC 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 100 hours of practicum work is required (minimum of 70 must be school-based). If your student is also employed at the school in which he or she is also accruing practicum hours, please see separate handout for guidance as to how that individual should count certain activities with regards to practicum totals.

The following guidelines are offered regarding the practicum experience:

- ❖ Supervision of a minimum of three 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 check scoring and administration procedures completed by the practicum student to ensure accuracy before using these data for any decision-making purposes. Supervisors will also review / edit reports submitted by students prior to their finalization.
- ❖ Field supervisors will complete formal online ratings (provided by UTC) on each practicum student they supervise. These formal ratings will be completed near the end of the semester. Field supervisors will discuss their ratings of the individual practicum student with that student prior to the established deadline. Field supervisors will complete evaluations online at a link to be provided by the course instructor/practicum student. Students also complete a self-rating online at the provided link. These rating forms are due by November 28, 2018 (final review). An informal progress check will also be conducted with supervisors at mid-semester to evaluate student progress. These evaluations will be conducted via email. Please include any and all concerns regarding the student, and also discuss these with the student, so that adequate remediation can occur in the remaining weeks / months of the practicum placement.
- ❖ Should any problems arise at any time with a practicum student during the course of the practicum experience, the instructor will be available to provide assistance as needed (423.425.5289; Sara-Bowling@utc.edu). Please contact her as soon as concerns arise so that issues can be addressed immediately with the student.
- ❖ Parental or guardian permission must be 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. Original consent forms will be turned into the course instructor and will be maintained in a separate file. Field supervisors also keep a copy of signed consent forms for their records. Students should not keep a copy of the consent form after turning into the course instructor.

- ❖ Each school psychology practicum student is required to obtain student liability insurance and that insurance must be in place at the time of the practicum experience. In addition, each student must complete fingerprinting as required by the UTC College of Health, Education, and Professional Studies. The instructor's signature on this form verifies that this student has passed the background requirements established by UTC's School of Education.
- ❖ 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. Again, see separate handout for guidance on hour accumulation for students also employed by the schools.
- ❖ School psychology students will also complete 6 specific activities in addition to the 3 required cases. The supervisor will confirm completion of these activities and the student will provide additional documentation as outlined in the course syllabus. These activities include:
 - Student observation of supervisor administering a cognitive measure
 - Supervisor observation of student administering a cognitive measure
 - Student administration of a norm-reference, individually-administered achievement measure
 - Student observation of an eligibility determination meeting
 - Student observation of a reevaluation meeting
 - Student observation in a special education classroom

School Psychology Practicum Student Signature	Date

On-Site Field Supervisor Signature	School Setting	Date

Course Instructor Signature	Date

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.

INSTRUCTIONS FOR COURSE ASSIGNMENTS

Rubrics will be used to score all case reports (each case report is worth 50 points). *Grading Standards – Assessments That Focus on Eligibility for Special Education*

The rubric for grading your case report(s) focusing on special education eligibility will be discussed and provided in class. Key information to be contained in this scoring rubric is listed below.

1. Accuracy of Assessment: 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: 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: Was the eligibility recommendation reasonable in terms of the relevant eligibility criteria and the assessment data collected?
4. Appropriateness of recommendations to assist student: 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: 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? Was the report understandable to the average teacher and parent?

Grading Standards – Assessment That Focuses on Assessment for Intervention Planning

The NASP Report on Case Study Evaluation will be used as the rubric for judging your case report(s) focusing on intervention planning. This rubric is presented on the next page and is divided into 9 parts, based on stages in the problem-solving process. I will use all 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 the Intervention Results and / or Summary of Changes in Intervention Plan stages, I'll grade your report only on the basis of the preceding stages.

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 report.

UTC Practicum Student Name: _____
County / School Placement: _____
On-Site Field Supervisor: _____

[illegible]

EPSY 6400 - Practicum in Intervention

Detailed information on course procedures, requirements, and scheduled activities can be found in the course syllabus and documents posted to UTC Learn 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. EPSY 6400: Practicum in Intervention, shares features similar to EPSY 6350: Practicum in Assessment as previously summarized. Forms that the two courses share that were included under the description of EPSY 6350: Practicum in Assessment are: *Memorandum of Agreement, Practicum Log, Self-Evaluation and Field-based Supervisor Evaluation*. NOTE: An expanded supervisor evaluation rating form is utilized for EPSY 6400: Practicum in Intervention, Practicum in Intervention; this form includes all items rated for Practicum in Assessment as well as additional items as identified on the rating form. 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 in the appendix.

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 to develop consultation/intervention plans to address learning, behavioral, and mental health needs. 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 face to face classes 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.

Another requirement for Practicum in Intervention involves activities completed in the field-based setting. 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.

*The Supervisor evaluation form that is utilized with Practicum students can be found in the appendix. This survey evaluation is completed online by Supervisors and by the Practicum student for the self-evaluation, and then sent directly to the University supervisor. After review of both supervisor and student self-evaluations, copies are provided to the student to use for joint review with his/her supervisor to complete a comparisons analysis. *

Each student in EPSY 6400: Practicum in Intervention 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.

The following rubric is used in EPSY 6400, Practicum in Intervention, and the development of basic knowledge and skills is evaluated via results from this performance-based assessment:

Practicum in Intervention

Intervention Guidelines - Part One

Requirements for the **two** intervention cases to be completed during Practicum in Intervention 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.
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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)

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 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.

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 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. Reflection on strengths/needs related to diversity aren't identified.

CHAPTER FOUR: INTERNSHIP IN SCHOOL PSYCHOLOGY EPSY 6500 (INTERNSHIP I) AND EPSY 6550 (INTERNSHIP II)

Introduction

The internship in School Psychology represents an experience students begin after approval from school psychology faculty, completion of required courses, and completion of required prerequisites. The experience provides the student with opportunities to demonstrate the full range of school psychology skills and competencies in an applied setting. The required activities are intended to provide experiences reflective of the full range of school psychological services. In addition to the *foundations of practice (understanding diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice)*, the internship experience includes requirements that address *practices that permeate all aspects of service delivery (data-based problem decision making and accountability and consultation and collaboration)* as well as *direct and indirect services for children, families, and schools (interventions and instructional support to develop academic skills, interventions and mental health services to develop social and life skills, school-wide practices to promote learning, preventive and responsive services, and family school collaboration services)* represented in the NASP Model:

Internship course requirements include completion of 1200 hours in a setting that provides opportunities to participate in the full range of services, with a minimum of 600 hours required for completion in a PreK- 12 grade school setting.

In the internship setting, the Intern must have:

- 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 Internship Training Plan, the plan that outlines specific activities required for completion in the identified setting.

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

- participation in online communication via UTC Learn;
- 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 internship requirements are provided on the following pages. *Detailed explanations of all required components are also provided to each intern via the course syllabi for EPSY 6500, Internship I, and EPSY 6550, Internship II.*

Determination of the Internship Placement

After completion of the required courses and practica experiences, the School Psychology faculty review each candidate for internship to determine readiness for beginning based on completion of program criteria as well as based on the candidate receiving professional fitness reviews with satisfactory progress indicated; satisfactory ratings for at least one semester prior to internship must be obtained prior to the candidate being approved to begin internship. After receiving faculty approval to begin internship, formal placement in the internship setting can proceed. Internship placements are based on input from the Intern, availability of appropriately credentialed supervisor(s) in the desired setting, availability of a diversity of training experiences, and approval from the agency, itself. Obtaining agency approval is typically initiated by the internship coordinator; no later than Practicum in Intervention, school psychology students should begin discussing possible options with the coordinator and developing a plan for contacting potential agencies.

Once an appropriate setting has been identified, the Intern begins the internship experience *after* completion of the Memorandum of Understanding with the supervisor/agency representative. The Memorandum of Understanding is an agreement between the University, the Internship placement agency, and the Intern that includes the length of the internship, details regarding a stipend, if available, identification of the specific individual(s) who will supervise the Intern, and signatures of appropriate parties. The signed Memorandum is placed in the Intern's e-portfolio.

(Information that follows is excerpted from the Course Syllabus).

Goals of the internship include:

- facilitating reflective discussion of internship experiences among Interns and Instructor;
- increasing knowledge of topics in school psychology through interactive forums such as class discussions and/or online experiences;
- providing university supervision of internship activities through class and online discussions, office or telephone conferences with instructor, instructor visits to internship settings as appropriate, and faculty review of the eportfolio, the forum used by the intern to provide documentation of comprehensive activities completed during the internship experience;
- 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 at established criteria. The University supervisor will provide ongoing feedback regarding this progress.

Specific objectives for the Intern focus on completion of a variety of diverse experiences during the internship experience at a minimum level of competency. A brief overview of objectives is summarized below; more detailed information about each objective is provided later in this syllabus.

The Intern will:

1. Develop a Personal Essay/Mission Statement that includes a description of professional priorities, personal theoretical orientation, purposes related to
2. Choice of school psychology as a profession, and perceived strengths/needs;
3. Create a Resume of educational and professional work experiences;
4. Take and pass the Praxis II in School Psychology; a minimally acceptable score is 147;
NOTE: THIS IS THE NEWLY REVISED SCORE REQUIRED FOR NCSP LICENSURE.
5. Maintain daily logs of activities and hours completed at the internship placement.
6. Maintain supervision logs with date and topics of discussion with site supervisor(s).
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) 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.
15. Develop and implement prevention and intervention services designed to promote the safety and mental health needs of students.
16. Develop and present an inservice training for school staff on one topic related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. Work with a variety of families in collaboration with educators to assist in supporting the comprehensive needs of students.
17. Complete program evaluation (via the Capstone project), either individual, school, or system-level, to address needs of students and/or to positively impact the learning environment. This evaluation requires development of a plan proposal, plan implementation, evaluation, and communication of results to school staff.
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 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 to assess competency related to the NASP Standards listed below:

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

Standard III: Consultation and Collaboration.	School psychologists have knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.
Standard IV Element 4.1: Interventions and Instructional Support to Develop Academic Skills.	School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.
Standard IV Element 4.2: Interventions and Mental Health Services to Develop Social and 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.
Standard V Element 5.1: Schoolwide Practices to Promote Learning	School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development and mental health. School psychologists in collaboration with others, demonstrate skills to develop and implement practices and
	strategies to create and maintain effective and supportive learning environments for children and their families.
Standard V Element 5.2: Preventive and Responsive Services	School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
Standard VI: Family-School Collaboration Services	School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Standard VII: Diversity in Development and Learning	School psychologists have knowledge of individual differences, abilities, and disabilities, and other diverse characteristics, principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.
Standard VIII Element 8.1: Research and Program Evaluation	School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system levels.
Standard VIII Element 8.1: Legal, Ethical, and Professional Practice	School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal,; 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.

COURSE PROCEDURES AND ACTIVITIES

Classes will be held on campus and/or by phone conference according to the general schedule included with the syllabus. The beginning class meetings are on campus with telephone conference capabilities for those Interns who are not local. As internship progresses and according to the needs of the class, online discussion activities and online posts will be assigned. Classes will involve discussions, student reports, and reflective discussion of internship experiences. Office conferences and/or telephone conferences with the instructor will be scheduled a minimum of monthly during each semester of internship; additional conferences to be scheduled as needed.

NOTE: THE INTERN IS RESPONSIBLE FOR SCHEDULING AND COORDINATING THESE INDIVIDUAL CONFERENCES.

COURSE REQUIREMENTS

1. **Class Attendance** This class is a “hybrid” class that includes individual class meetings as well as online activities and Discussions. All Interns must participate by posting responses to class discussions as directed. Interns whose placements are beyond a 60-mile radius of campus **MUST** make arrangements to attend via teleconferencing. Regular attendance at class meetings, class discussions, and University-based supervision conferences is **EXPECTED AND REQUIRED**.

Failure to attend required meetings/discussions WILL result in a delay in receiving feedback regarding internship progress and evaluation of required documents, which may, eventually, impact an Intern’s planned graduation date.

2. **Individual and Group Supervision with University Supervisor and Collaborative Conferences with Field-based Supervisor**—as described above. NOTE: the Intern is required to schedule a monthly meeting with the University supervisor. Failure to regularly schedule and keep these appointments on a regular basis will result in an “I” being assigned as a final grade.

3. **Field Placement**

Each Intern is 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 allowable; 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.

Remember that the Internship experience has a two-fold purpose:

- to gain a minimum of 1200 hours of applied experience under the supervision of an appropriately credentialed professional and
- to attain necessary skills at a minimum level of “beginning independence” as a school psychologist by the time of internship completion.

5. Field-based 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.

- As part of the portfolio requirements to be described in a subsequent section, the Intern must obtain and submit a copy of the Field Supervisor's license.
- ***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.

As noted in the NASP (2010) Standards for Graduate Preparation of School Psychologists, the required format for field-based supervision is as follows:

“Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern’s attainment of competencies” (p. 8).

If the Intern has any questions or issues regarding the nature of supervision and/or how it is provided, it is the Intern's responsibility to discuss concerns with the University supervisor **immediately**.

- 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. Thus, a minimum of four supervisor evaluations will be obtained over the course of the internship. This feedback will be utilized, in part, in the determination of the Intern's satisfactory completion of internship requirements.
- Other responsibilities of the Field-based Supervisor in the Internship setting include the following:
 1. Assist the intern in identifying appropriate activities for completion within the field setting as related to internship objectives;
 2. Provide ongoing orientation to the Intern of the system procedures and policies;
 3. Mentor the Intern in developing professional skills expected for independent functioning as a school psychologist;
 4. Identify areas in need of improvement and/or experiences for the Intern in order to facilitate the Intern's development of comprehensive skills;
 5. 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

6. 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.
- Two evaluations (mid-semester and end semester) are required during EPSY 6500, Internship I, and two evaluations (mid-semester and end semester) are required during EPSY 6550, Internship II.
- Ratings requirements are as follows:
 - “at expected level” (i.e., a rating of 2), at a minimum, on all items within all Standards on the evaluation form for the mid-semester and end semester ratings for EPSY 6500, Internship I.
 - ratings of at least 2 are also required on **ALL** items on the mid-semester evaluation for EPSY 6550, Internship II.
 - **It is imperative that the Intern is thoroughly familiar with activities listed on the supervisor evaluation in order to assist in requesting participation in all activities included on the evaluation form. While ratings on N/A are on the first semester rating scale, ALL items must receive a rating other than N/A on the final internship rating.**
 - **For the final evaluation (end semester) for EPSY 6550, Internship II, supervisor ratings of at least 3 (“initial independence”) on all items is one requirement for receiving a satisfactory grade for the Course.**

NOTE: 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. The Remediation Plan includes specific objectives to be accomplished by the Intern as well as timelines and methods for evaluation of progress toward these objectives. Hours accumulated during the implementation of a Remediation Plan do not count toward the 1200 required but must be completed in addition to these hours.

****Additional information about the Remediation Plan can be found in the Internship section of the School Psychology Program Handbook available at:
www.utc.edu/SchoolPsychology

7. E-portfolio

- **ALL** required documents for internship must be submitted by dates due to an electronic portfolio to be set up by each individual intern. Directions for setting up E-portfolio are available on UTC Learn. Each intern will access and develop the eportfolio through his/her gmail account at UTC.

Evaluation of e-Portfolio

Development of an Internship Portfolio that reflects an Intern's knowledge and skills related to program objectives and, more broadly, reflective of the NASP standards (Internship Objectives, Experiences, and Activities) represents the primary product the Intern submits for evaluation by School Psychology faculty. As noted, the required activities for internship correspond to the NASP Standards; work samples submitted to reflect competency in these Standards 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 knowledge and skill/competency and
- b) if additional documentation and/or support for a Standard is required. The assessment rubric utilized in evaluating the Portfolio is included with this syllabus.

8. 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 successfully graduate, the student must pass the Praxis at the required cut-off score or above.
- 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 at the following website: www.ets.org/praxis
- Also, as described by www.nasponline.org, in outlining requirements for the NCSP:

“Applicants must achieve a passing score (147) on the National School Psychology Examination #5402 administered by the Educational Testing Service. Test scores remain valid for ten (10) years after the test. Test scores older than ten (10) years are considered expired and would require the re-taking of the examination.”

- As noted, the score required for NCSP certification is 147. This is also the minimum required score for the UTC School Psychology Program (147), the minimum score required for licensure in Tennessee. Additional information about Tennessee licensure and the Praxis can be found at the following links:
<http://www.ets.org/praxis/prepare/materials/5402> (study materials are also available here)
<http://www.ets.org/praxis/tn/requirements/> (look under Instructional Support Personnel).
- Additional information about the Praxis may also be obtained from Avalon Gourlay, Certification Officer, at 423.425.4022. For licensure preparation, Epsy 6550 (Internship II) Interns are referred to the next section of this syllabus.

9. State Licensure Procedures and Becoming Licensed

- During Internship II (Epsy 6550), each Intern must follow the steps listed below for achieving licensure as a School Psychologist from the Tennessee Department of Education. It is suggested that all Interns become licensed in Tennessee, even if they plan to practice in a different state. Note that each state has its own individual licensure requirements; refer to the following website for details regarding individual state licensure requirements: http://www.nasponline.org/certification/state_info_list.aspx
- Steps to follow in preparation for state licensure:
 - 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 School of Education Certification Officer, Avalon Gourlay.
 - If seeking licensure in Tennessee, go to the Tennessee Department of Education website at: <http://tennessee.gov/education/article/get-a-school-personnel-license>
 - To initiate the licensure process, the Intern MUST contact Avalon Gourlay at (423) 425-4022 or Avalon-Gourlay@utc.edu

10. National Certification Procedures and obtaining the NCSP.

- Interns are encouraged to seek national certification (Nationally Certified School Psychologist) available through the National Association of School Psychologists. The NCSP Credential reflects that the individual school psychologist has met a nationally recognized standard. **In addition to specific course and internship requirements that are built into the UTC Program, the Intern must achieve a passing score on the Praxis II of 147 or above.**
- **Procedures for applying for the NCSP**
Detailed information about the NCSP, the required applications, and the application process is available in the document, “Applying for the NCSP: Tips for Graduate Students” available at:
<http://www.nasponline.org/students/ncsptips.pdf>

The information that follows is taken from the document and details steps for applying for NCSP:

“The application process is streamlined for graduates of NASP-approved training programs, since these programs are structured to meet coursework and training standards required by the certification board.

☐ ☐ Confirm that NASP has received your Praxis scores by calling the NASP Certification Department and providing them with the date you took the exam (mo/date/year) and name under which the test was taken.

- Print out and complete the application pages that are listed as necessary for all applicants.
- Obtain signatures from intern supervisors and faculty supervisors immediately upon completion of internship. These can be very difficult to collect later on and can be collected even if an applicant is not ready to send in a completed application.
- After graduation, obtain an official sealed copy of your graduate transcript, making sure it includes your internship and graduation date. Sealed transcripts also may be sent directly to the NASP office from your university.
- Send the complete application package, including transcript and application fee, to the NASP office. The address is listed in the application.” (From: <http://www.nasponline.org/students/ncsptips.pdf>).

11. Capstone Project

- Each Intern is required to complete a Capstone Project as part of internship requirements. The Capstone is a Portfolio requirement that is an applied project during the internship that directly targets needed improvements in the functioning of individual and groups of students or improvements within the internship setting that can be expected to indirectly benefit students or other clients. As noted in the NASP Training Standards (2010), a focus for internship, in addition to providing opportunities to attain skills and “professional characteristics needed for effective school psychology service delivery,” is also to provide experiences and opportunities for making “direct, measurable, positive impact on children, families, schools, and other consumers” (NASP, 2010, p. 7). (Detailed information about the Capstone Project including required components is included with this syllabus).

- There are several “phases” to completing the Capstone Project:

Phase 1 (within the first month of internship during the Fall semester)

Capstone Prospectus

Summary of idea, including rationale, and proposed methodology must be submitted to and approved by the internship coordinator prior to proceeding with the capstone project. A capstone committee cannot be assembled until after this step has been completed.

Phase 2.

Capstone Proposal (must be completed AND approved prior to the end of first internship semester)

Detailed description of the project including the Literature review/expanded rationale and proposed Methodology

Phase 3.

Capstone Project and Results (must be completed and approved prior to the end of the second semester of internship)

Summary completed after implementation of the Capstone Proposal; written paper including Literature Review, Methodology, Analysis of Results, and Discussion.

This third phase is completed during EPSY 6550;

Development of the Capstone MUST occur in the sequence described below:

- a. Discuss Capstone topics of interest with the Field-based Supervisor in the internship placement and identify the specific topic to be the focus for the Capstone;
 - b. Obtain any necessary approvals from field-based personnel (e.g., Director of Schools, School Counsel, etc.). ***It is extremely important that you have the approval of school staff for implementation of this project!***
 - c. Develop a written summary in the form of a **Capstone Prospectus**. The Prospectus must include a general description of the problem, rationale to support the need for the project, and a rationale to support the proposed methodology. Please clearly label these sections in your paper that should be approximately 2-3 pages in length. Also, include a References page.
 - d. Submit the **Prospectus** (described above) to the Internship Coordinator for approval and to determine next steps for Capstone Committee assembly.
 - e. Develop the Capstone Prospectus into the **Capstone Proposal** by completing a thorough literature review, statement of the problem, and method for the project. The Capstone Proposal must be completed and approved by the Capstone Committee **by the established due date** in order to receive a grade for EPSY 6500.
 - f. The Capstone Proposal must be approved by the Capstone Committee during EPSY 6500: 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 would likely, in turn, delay the Intern's eventual graduation.
 - g. Implement the Capstone as described in the Capstone Proposal during EPSY 6550. The Capstone Project and Results must be successfully completed and approved by the Intern's Capstone Committee before a final grade for EPSY 6550 Internship II, can be assigned.
 - h. **PRIOR TO THE COLLECTION OF ANY DATA DURING THE SECOND SEMESTER OF INTERNSHIP, THE INTERN MUST COMPLETE AN INSTITUTIONAL REVIEW BOARD FORM (STUDENT PROJECTS), SUBMIT TO THE UNIVERSITY-BASED SUPERVISOR, AND GAIN APPROVAL TO PROCEED WITH THE DATA COLLECTION. THIS STEP MUST OCCUR PRIOR TO ANY DATA BEING COLLECTED.**
- In summary, note the following points regarding the Capstone Project:

- ✓ The Capstone Project is developed, implemented, and summarized *over the course of the internship experience.*

- ✓ The Capstone Project is developed, implemented, and summarized with *ongoing input and approval* from the field-based supervisor, the university based supervisor, and/or Capstone Committee (composed of the university based supervisor and one other school psychology faculty member). Input and approval from field-based school staff must also be obtained.
- ✓ Written summaries of the Capstone Project (e.g., Prospectus, Proposal, Final Paper) should be viewed as drafts when submitted; that is, EXPECT that you will get feedback from the University-based supervisor and/or Committee member that will require that you revise sections of the paper, etc. *Expect that multiple revisions will be required during all Phases of Project implementation.*
- ✓ The Capstone Project development, implementation, and summarization *must follow the sequence specified above.*
- ✓ During the first semester of internship, the Intern must complete the following:
 - 1) identify a topic with relevance to the internship setting
 - 2) develop the Capstone Prospectus, a 2-3 page description of the idea underlying the Capstone project and supporting references and submit to the university-based supervisor for approval
 - 3) elaborate on the Capstone Prospectus through the development of a Capstone Proposal that **MUST** be submitted AND approved **PRIOR** to the end of first internship semester.

During the second semester of internship, the Capstone is *implemented*; thus specific data are collected to answer the questions identified in the Capstone Proposal.

- ✓ The Intern summarizes Capstone Project results in a comprehensive paper written professionally and in accordance with APA Guidelines that includes the following four sections:
 - Introduction/Literature Review (note that this heading is not included in the actual paper)
 - Methods (description of participants, procedures, and measures)
 - Results- a description of results presented in statistical format
 - Discussion- a summary of project premises, questions asked, results, and implications of results. Ideas for future research are also summarized here as are limitations to obtained results.

12. 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 274 University Center. The phone number is (423) 425-4781.
- Proof of liability insurance must be included in the internship portfolio and must be provided to the university representative prior to beginning the internship.

13. 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 an internship field placement. Note that some school districts also require that the Intern go through their own fingerprinting policies.
- Additional information about fingerprinting procedures is included later in the syllabus.

Overview of Grading Procedures

For internship grades to be awarded each semester, documentation of all Internship Objectives via required components in the eportfolio must be completed. The course grade will be based on level of efficiency in completing skills and objectives as determined by the 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 6500: Internship I, and EPSY 6550: Internship II, as described above.

The e-portfolio review form 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 form and a grade of In Progress (IP) may be assigned to students who have not completed all requirements of each internship course (EPSY 6500 and EPSY 6550).

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; all work samples are evaluated by school psychology faculty to make an assessment of competency in relevant areas;
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 and consistent with required amount of supervision;
4. All field-based supervisor evaluations;
5. All Capstone materials including data collected, Committee approval forms, and IRB documentation.

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 accomplishments in demonstrating knowledge, skills, and dispositions required by the program.

CHANGES TO THE PROGRAM OF STUDY MUST BE MADE AND SUBMITTED TO THE GRADUATE SCHOOL.

Outline of Required Internship Objectives, Experiences, and Activities

Required Contents for E-Portfolio - Overview

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 direct and consultative 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 Internship Training Plan (ITP) must be attached to the Memorandum of Agreement on the eportfolio.

Representative samples are required for each Standard 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.

NOTE: You do not post ALL products on the eportfolio; rather, you choose representative samples to post for each category.

The Portfolio serves as a method for:

- organizing the internship objectives, experiences, and activities
- demonstrating mastery of knowledge and skills in identified areas
- reflecting upon supervision topics,
- documenting a log of Internship hours,
- providing proof of liability insurance,
- providing Praxis scores, □ self-reflective activities,
- the Capstone process, and
- a forum through which the faculty can provide feedback toward mastery of skills and competencies.

The Intern, Field-based Supervisor, and University Supervisor typically develop the Internship Training Plan near the beginning of the internship. Review of the following objectives by the Intern and the field-based Supervisor should be utilized to develop this training plan. The ITP is 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 and/or needed by the Supervisor(s) and/or Intern.

An electronic portfolio submission process has been developed for the Intern to submit required work products on the designated site. The information should be organized clearly, with each document clearly identified by title and saved with Intern and document name.

The portfolio should be a collection of exemplars for each objective. Thus, example documents that represent activities completed in required areas are submitted to the e-portfolio rather than submission of documents from ALL work completed. The specific number of examples to be included in the eportfolio is detailed below. 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 an electronic 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 to be provided via a due dates schedule provided on the Assessment Rubric. The Portfolio contents are utilized, in part, for determination of the Intern's progress, course grade, and proficiency in knowledge/skill demonstration.

A faculty evaluation rubric is utilized for determining Intern accomplishment of requirements and, in part, for determining the successful demonstration and obtainment of expected skills and work characteristics for each Intern.

*******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.**

*******All documents submitted to the portfolio that are evaluation reports, intervention reports, or consultation reports must also have the supervisor's signature. Unsigned documents will not be accepted.**

*******Note that ALL documents saved on any device must be encrypted or password protected to ensure the confidentiality of the clients and any involved parties.**

II. Outline of Internship

Objectives, Activities, and Experiences- Overview

Required activities for the internship experience are described below; these activities correspond to the Standards of Professional Practice as outlined by the National Association of School Psychologists. Thus, successful completion of each of these activities by the Intern as evaluated by the field-based and university supervisors is intended to be reflective of competencies in these professional practice standards.

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 exemplars to be included in the portfolio is indicated in parentheses. A variety of activities in each standard is expected to be completed during the internship experience; the number of exemplars to be submitted in the portfolio does NOT correspond to a required number of activities to be completed during the internship. In other words, it is anticipated that the Intern will complete more activities in each Standard than is represented by the number of exemplars to be submitted for the portfolio. The total number of activities completed in each standard should be included in the Standard Summary as described below.***
- ***For each of the following standards, the Intern must summarize his/her experiences each semester. The summary of Standard experiences for each of the following ten areas must include a description of the range of activities performed (e.g., for Standard II, the Intern might indicate that 10 evaluations were completed that semester and describe the types of evaluations that were completed). In addition, the Intern must identify specific skills that were exhibited in each Standard (e.g., for Standard II, the Intern might indicate that s/he administered instruments related to intellectual functioning, adaptive behavior, social-emotional functioning, etc. and integrated results from these assessments into written summary reports.***
- ***The Standard Summary as described above should be approximately ½ to 1 page in length. The Intern will development a summary for EACH SEMESTER. Therefore, the Standard Summary for Internship II will be a revision/expansion of what was written for Internship I.***
- ***The Standard Summary should follow the format listed below:***
 - ✓ ***Name of Standard***
 - ✓ ***Description of activities completed in the standard for the semester; include total numbers of activities completed (e.g., total number of assessments completed over the semester)***
 - ✓ ***Description of the exemplars included in the portfolio including information about rationale for inclusion in the eportfolio***

Internship Portfolio Expanded Description of Required Contents

Detailed information about all required activities is provided to each Intern via the Internship Course Syllabus.

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CAPSTONE PROJECT DESCRIPTION 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. A major purpose of the Capstone Project is for the Intern to identify a problem and to evaluate impact of an intervention or plan in addressing that problem that relates to schools and students.

There are two main "phases" of the project:

1. identification of the problem via a prospectus and proposal 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 6500, Internship I, and implementation completed during EPSY 6550, 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 with the field supervisor should also occur prior to initiation of any intervention.

2. The *prospectus*. After identifying a specific problem and obtaining approval from the Field supervisor, develop a written prospectus that provides an overview of the problem identified in #1 above. In addition to an overview of the problem, the Prospectus must include a brief overview of initial ideas about methodology. Rationale for methodological choice specific to intervention methods must be provided via supporting literature. The written prospectus that is approximately 1-2 pages in length is provided to potential committee members for their review in determining interest in serving on the Capstone Committee. The prospectus should be a double-spaced document, completed in APA format, with references from professional literature.

3. Once the Committee has been determined (the Capstone Committee must consist of at least two faculty members from the School Psychology program who have reviewed the Capstone Prospectus and who have agreed to serve on the Committee), the

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developed. The Proposal represents an in-depth description of the proposed plan, including *Capstone Proposal* is supporting rationale for the plan.

The Capstone Proposal should include the following and be presented in this format:

- 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 for reporting results.

The Capstone Proposal must be submitted to the Capstone Committee for their approval; both members of the Committee must approve the Proposal. (The Committee may require changes in the Proposal before granting approval.) *A meeting with the Capstone Committee must be completed and approval obtained prior to implementation of the plan. Also, the IRB approval process must be completed prior to implementation of the plan.* For the purposes of this project, the Intern must complete Form C that can be found at: www.utc.edu/IRB.

4. Following collection of information as outlined in the Capstone Proposal, 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 three phases: 1) Prospectus, 2) Proposal, and 3) Implementation of Plan.

Organization of Paper

Organization of the Capstone Prospectus and Proposal (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 (note: this section does not begin with “Introduction” as a subheading per APA)

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- 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 Proposal, 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 field supervisors.
2. Develop Capstone Prospectus draft.
2. Determine committee membership and submit Capstone Prospectus draft for approval.
3. Complete a more extensive literature review supporting the problem you will investigate.
4. Fully develop your methods and materials for completing the investigation.
5. Write Capstone Proposal and submit to Committee.
6. Submit IRB Form to University supervisor for approval.
7. Schedule a Committee meeting to review Proposal and obtain approval.
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. Specific results should be presented to school district personnel most related to the project. Information about presentation of results will be provided as part of the Internship course.

**Memorandum of Agreement
School Psychology Internship
Advanced Educational Practice: School Psychology, Education Specialist
University of Tennessee at Chattanooga, School of Professional Studies**

This Memorandum of Agreement is between the University of Tennessee at Chattanooga
and _____ (placement setting)

for the internship placement of _____, School Psychology Intern.

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

The individual(s) within this setting who will provide supervision will be as follows:

Note: Any changes to this placement setting and/or field based supervisor(s) noted above MUST be discussed and approved by the University supervisor and Internship setting representatives PRIOR to changes taking place.

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
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- Designated faculty members will inform the agency and internship supervisor regarding objectives and content of the course through the syllabus and other course materials; this includes review and discussion of the Outline of Internship Objectives and Experiences related to NASP Standards 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 (a minimum of 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 and to monitor Intern progress;
- Designated faculty members will assure that Interns are informed of their academic responsibilities and their ethical responsibilities.
- Designated faculty members will assist in resolving issues that may arise between the placement setting and the Intern as necessary.
- The University-based supervisor is available throughout the duration of the Intern's placement to provide clarification and assistance in discussions related to the Intern's demonstration of required skills.

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- The University-based supervisor is responsible for reviewing all documents submitted by the Intern to meet requirements of the internship experience. All documents submitted to an e-portfolio by the Intern **MUST** be de-identified to maintain confidentiality of person's involved beyond the Intern and the field based internship supervisor.

Specific responsibilities of the Internship setting/Field-based Supervisor:

Specific responsibilities of the Internship setting/Field-based Supervisor

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 field based 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; the field based supervisor will assist in ensuring this occurs by reviewing the Internship Training Plan with the Intern and developing objectives and activities to meet those objectives. (A copy of the Internship Training Plan is included with this Memorandum.)
- 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;
- The field-based supervisor will notify the designated faculty member as soon as possible 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 as soon as possible. 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. Information from formative and summative evaluations of the Intern will be provided in writing to the Intern by the field supervisor. This includes an evaluation of strengths and needs provided during supervision sessions and on the evaluation form. The supervisor evaluation form is also included with this memorandum; at assigned times, the Intern will provide the field-based supervisor with a link for completing the evaluation electronically.
- 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 in person or by phone 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
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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 first discussing these with the field based 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;
- Obtain a background check via fingerprinting procedure required for participation in educational settings;
- 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 (or is explained in the contract that is attached):

The following agree to the above responsibilities:

Field Supervisor/Position/Date

School Psychology Intern/Date

Other Internship Agency Representative

University Supervisor/Date

Capstone Prospectus Rubric

Directions: This rubric (and those to follow that detail requirements for the Capstone Proposal and Capstone Project paper) includes information about the format, content, and writing quality expected for the Capstone. Use this rubric as a method for thinking through your ideas and including all relevant information. Information is based on Thompson, Diamond, McWilliam, Snyder, and Snyder (2005) and the *What Works Clearinghouse Guidelines* (2011). Additionally, this rubric includes information from the University of Georgia and MTSU.

Description of Capstone Prospectus: The Capstone Prospectus is a 1-2 page written summary of the “problem” that will be the focus for the Capstone Project. After discussing general ideas with the Field based and University-based supervisors, prepare a typewritten, double-spaced summary that is written according to APA, 6th Edition guidelines. The Prospectus should include the following:

- Title page
- Overview of practice-related issue
- Overview of initial ideas regarding methodology
- Reference List

Use the following checklist to assist you with development and proofing of your paper.

- ____ Includes title page with draft title of project and student name (APA style)
- ____ Includes Running Head on title page and following pages
- ____ Begins with a paragraph introducing the topic; this paragraph should have a broad focus that sets the stage for specific goals of the project and/or questions to be addressed.
- ____ Introduction includes references that support broad ideas
- ____ Demonstrates logical connection between broad ideas and specific focus for the project
- ____ Elaborates on the initial concepts by explaining the “problem” or “need” as it exists in the internship setting
- ____ Clearly identifies a specific research question(s) to be addressed, question to be answered by the project, and/or proposed outcome from the project
- ____ Identifies who the anticipated participants for the project will be
- ____ Describes the expected activities/instruments/procedures that will be completed by the participants (general overview)
- ____ Describes the type of data that will be collected and a possible strategy for analysis of data

Potential structure for introduction and proposed method

1. Explain the topic with the goal of relating this topic to a practice concern in school psychology.
2. Provide a general overview of what is known about this topic (NOTE: the Capstone **Proposal** will be a more detailed explanation of the general ideas and specific focus of the Project; for the Prospectus, only a general overview is required.)

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3. Identify why this is an important issue in the internship setting; for example, explain why a process needs improvement, gaps in current services, needs of school personnel, etc.
4. State the purpose of the project and the research question(s) to be answered
5. Explain how results from this study will be used in the field setting.
6. Separate sections with headings that relate to components for the Prospectus
7. Begin the “methodology” section with a heading
8. Use the subheading, Participants, as the first section of the methods section
9. Describe who the participants will be (e.g., general education teachers, parents of children with disabilities, 5th grade students, etc.). Include the anticipated number of participants and general demographics such as grade level or setting, if known.
10. Follow this section with the subheading, Procedures. Include in this section the activities, questionnaires, interventions, etc. that the participants will be a part of. This section should also include the type of data that is anticipated to be collected.
11. Follow the introduction and proposed method section with a Reference list (use APA style).

Overall Style

- ___ Writes clearly and concisely
- ___ Writes in a professional style vs. an informal style
- ___ Uses person first language consistently
- ___ Writes clearly structured (e.g., clearly indicates sections with headings)
- ___ Uses APA style throughout (spacing, headings, font, citations, referencing, etc.)
- ___ Uses citations within manuscript that match reference list
- ___ Provides a reference list that is complete and in an appropriate format.

CAPSTONE PROPOSAL RUBRIC

Description of Capstone PROPOSAL: The Capstone Proposal is a thorough document (usually somewhere between 12-15 pages) that provides an elaboration of the “problem” initially described in the Capstone Prospectus. After obtaining approval from the University-based supervisor regarding initial ideas (i.e., approval of the Prospectus), prepare a typewritten, double-spaced summary that is written according to APA, 6th Edition guidelines. The Proposal should be written in future tense and should include the following:

- Title page
- Introduction of the practice-related issue and thorough literature review that details background information about the identified problem. The literature review begins with general information and then progresses to more specific information about the issue that will be the focus for the Capstone Project. This section of the paper is the same format as any research article that you read in professional journals.
- Methodology- a detailed methods section, including specific instruments to be administered, etc.
- Reference List

Potential structure for expanded introduction and proposed methodology

1. Explain the topic with the goal of relating this topic to a practice concern in school psychology.

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2. Provide a detailed review of what is known about this topic. Follow an outline in laying out the rationale for the project. Start general then move to specific as noted previously.
3. Identify why this is an important issue in the internship setting; for example, explain why a process needs improvement, gaps in current services, needs of school personnel, etc.
4. State the purpose of the project and the research question(s) to be answered
5. Explain how results from this study will be used in the field setting.
6. Separate sections with headings that relate to components for the Prospectus
7. Begin the “methodology” section with a heading
8. Use the subheading, Participants, as the first section of the methods section
9. Describe who the participants will be (e.g., general education teachers, parents of children with disabilities, 5th grade students, etc.). Include the anticipated number of participants and general demographics such as grade level or setting.
10. Follow this section with the subheading, Procedures. Include in this section the activities, questionnaires, interventions, etc. that the participants will be a part of. This section should also include the type of data that is anticipated to be collected.
11. Follow the introduction and proposed method section with a Reference list (use APA style).

Capstone Proposal Rubric

Use the following checklist to assist you with development and proofing of your paper.

- ___ Includes title page with draft title of project and student name (APA style)
- ___ Includes Running Head on title page and following pages
- ___ Literature review begins with a paragraph introducing the topic; this paragraph should have a broad focus that sets the stage for specific goals of the project and/or questions to be addressed.
- ___ Introduction includes references that support broad ideas
- ___ Flow of paper starts with broad concepts, then moves to a more specific focus (i.e., the questions to be researched)
- ___ Rationale for the need to address the identified questions is thoroughly described through the literature review
- ___ Demonstrates logical connection between broad ideas and specific focus for the project
- ___ Elaborates on the initial concepts by explaining the “problem” or “need” as it exists in the
- ___ Clearly identifies a specific research question(s) to be addressed, question to be answered by the project, and/or proposed outcome from the project. This section typically is at the end of the literature review with the subheading “Questions to be addressed.”
- ___ Identifies who the participants for the project will be
- ___ Describes the expected activities/instruments/procedures that will be completed by the participants
- ___ Describes the type of data that will be collected and a possible strategy for analysis of data

Description of Participants and Setting

- ___ Begins methodology section with Participants or subjects followed by Procedures followed by Materials (again, the format is the same as a research article from a journal)
- ___ States that project has been approved through Institutional Review Board procedures at UTC ___ Provides a thorough description of participants including the following:

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Demographics such as age, race, gender, English language Learner, special education status, socioeconomic status ___Identifies number of participants

___Description of how participants were selected

___Description of type of setting/school

Description of Procedures

___Provides description of measures to be used to collect data, who administers, how frequently, etc.

___Provides a description of the instruments (and copy of questionnaires in Appendix)

___Describes information to be obtained from measures and relates to specific questions identified in introduction

___Provides reliability/validity information relevant to measures, as appropriate

___Describes intervention/training, etc. that will be part of the treatment to be evaluated, as appropriate

___Describe any safeguards in place to protect confidentiality, validity of responses, etc.

___If informal measures will be used, describes how measures were developed

Data Analysis

___Provides linkage between data analysis and key research questions

___Includes statistics to be used to analyze data/determine results

Overall Style

___Write clearly and concisely

___Writes according to the required structure

___Uses APA style throughout (i.e., spacing, headings, font, citations, etc.)

___Uses citations within manuscript that match reference list

___Includes thorough reference list

Capstone Presentation Rubric

The Capstone presentation is scheduled with the committee members either in person or via SKYPE/phone. The purpose of the Presentation is to present information relevant to data collection, results, unanticipated events that differ from what was planned, and implication of results. The presentation is typically 45 minutes to 1 hour in duration. In addition to your Committee members, other students in the Program as well as other faculty may attend.

Please include the following components in the Capstone Presentation:

- Visual outline of presentation
- Review of pertinent points from literature review and how the topic relates to the internship setting
- Specific questions that were the focus of the study
- An overview of data collection procedures
- An overview of data collection instruments
- Results specifically as related to identified questions

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- When discussing results focus on answering the questions outlined in your Proposal; while you do not have to discuss every detail of the obtained results, be sure to include sufficient discussion to ensure that you have provided information to answer the identified questions
- Include any unanticipated events that may have interfered with originally identified data collection plan
- After providing an overview of results, discuss implications of results, particularly as applied to your internship setting. In other words, why and how do the results matter for the internship setting?
- Discuss actions that are suggested to be taken based on results; for example, if results indicated that staff had limited knowledge about a particular topic, discuss possible in-service trainings that may be provided to address this gap
- Include information about how and with whom in the internship setting you will be sharing information you obtained from completing the Capstone project
- Include information about why you learned from completing the project, what you would do differently, and any limitations of results

Completed Capstone Rubric

Use the following rubric to assist you with development and proofing of your paper.

Literature Review

- ____ Includes title page with draft title of project and student name (APA style)
- ____ Includes Running Head on title page and following pages
- ____ Literature review begins with a paragraph introducing the topic; this paragraph should have a broad focus that sets the stage for specific goals of the project and/or questions to be addressed.
- ____ Introduction includes references that support broad ideas
- ____ Flow of paper starts with broad concepts, then moves to a more specific focus (i.e., the questions to be researched)
- ____ Rationale for the need to address the identified questions is thoroughly described through the literature review; problem to be investigated is clearly related to an identified need in internship setting
- ____ Demonstrates logical connection between broad ideas and specific focus for the project
- ____ Elaborates on the initial concepts by explaining the “problem” or “need” as it exists in the internship setting
- ____ Clearly identifies a specific research question(s) to be addressed, question to be answered by the project, and/or proposed outcome from the project. This section typically is at the end of the literature review with the subheading “Questions to be addressed.”

Method

Description of Participants and Setting

- ____ Begins methodology section with Participants or subjects followed by Procedures followed by Materials (again, the format is the same as a research article from a journal)
- ____ States that project has been approved through Institutional Review Board procedures at UTC ____ Provides a thorough description of participants including the following:
Demographics such as age, race, gender, English language Learner, special education status, socioeconomic status ____ Identifies number of participants

- ___ Description of how participants were selected
- ___ Description of type of setting/school
- ___ Description of limits/problems/unexpected events related to participants

Description of Procedures

- ___ Provides description of measures to be used to collect data, who administers, how frequently, etc.
- ___ Provides a description of the instruments (and copy of questionnaires in Appendix)
- ___ Describes information obtained from measures and relates to specific questions identified in introduction
- ___ Provides reliability/validity information relevant to measures, as appropriate ___ Describes intervention/training, etc. that will be part of the treatment evaluated, as appropriate
- ___ Describe any safeguards in place to protect confidentiality, validity of responses, etc.
- ___ If informal measures were used, describes how measures were developed

Results

- ___ Provides linkage between data analysis and key research questions
- ___ Includes statistics and/or procedures used to analyze data/determine results
- ___ Provides information in Table form and/or with sufficient detail for evaluating results
- ___ Specifically reports data and results from data analysis

Discussion

- ___ Begins by restating general purpose of investigation
- ___ Provides a summary of salient results, focusing on themes of results
- ___ Includes applied interpretation of salient results, i.e., includes the implication of each salient result for the internship setting
- ___ Includes a description of limitations of results and ways in which research could be improved ___ Includes a discussion of how results positively impact or could potentially positively impact educational services to children and youth and school systems
- ___ Includes a description of "next steps:" that is, in what way will results be (or have been) communicated to school district and/or utilized for improvement of functioning within a school district

Overall Style

- ___ Write clearly and concisely
- ___ Writes according to the required structure
- ___ Uses APA style throughout (i.e., spacing, headings, font, citations, etc.)
- ___ Uses citations within manuscript that match reference list
- ___ Includes thorough reference list

Capstone Presentation

- ___ Completed at the agreed upon time
- ___ Draft of paper submitted in advance as directed

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- ___ Includes a visual such as an outline and/or a PowerPoint to be used in moving through the presentation
- ___ Adheres to allotted timeframe
- ___ Begins presentation with overview of topic and questions
- ___ Includes description of subjects and data collection procedures and tools
- ___ Provides an overview of results with a focus on most salient results obtained
- ___ Provides a thorough description of implications of results
- ___ Includes a “follow-up” plan for disseminating results to appropriate stakeholders
- ___ Adequately answers questions presented by Committee members during presentation

CHAPTER 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 43 of this handbook to review the rating form).

Legal and ethical requirements of practice are a primary focus of EPSY 6140: Historical, Legal, and Ethical Foundations of School Psychology, and are also discussed in several other required courses (EPSY 504: Classroom Management; EPSY 5160: Assessment Strategies for Individuals with Mild Disabilities; EPSY 5360: Affective and Behavioral Assessment; EPSY 6250: Consultation Methods; EPSY 6300: Individual Ability Testing; EPSY 6350: Practicum in Assessment; EPSY 6400: Practicum in Intervention; EPSY 6500: Internship I; and EPSY 6550: Internship II. The *Field Supervisor Rating Form* (see page 142 in this handbook) used in EPSY 6500 and EPSY 6550 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).

Confidentiality Requirements

In that students in the program complete required activities in field settings that involve observations and collection of information that must be maintained in a confidential manner, all students in the Program are required to review and sign, annually, a Confidentiality Agreement. This Agreement also applies to maintaining confidentiality regarding other students in the program, faculty, and/or information related to specific field placement settings. As a general rule, the most professional approach to maintaining privacy of information is, whenever in doubt, do not disclose information prior to obtaining input from program faculty and/or field supervisors. The specific agreement form students must complete follows this description.

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**University of Tennessee at Chattanooga
School Psychology Program
Confidentiality and Information Access Agreement***

The UTC School Psychology Program Faculty are dedicated to safeguarding and maintaining the confidentiality of information related to our students and the “clients” of our students (NOTE: Clients are defined as anyone you see related to course requirements, practicum, research participants, internship, the graduate assistantship, and course requirements.) as well as Program Faculty, staff, and organizational information. “Confidential Information” includes all information that is personally identifiable and non-public. Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. Examples of Confidential Information include, but are not limited to, the following:

1. Academic information related to school-aged children, clients and/or research participants, such as grades, Individual Education Plans (IEPs), tutoring information, academic records, school placement, and school name;
2. Psychological information related to school-aged children, clients and/or research participants, such as educational classifications, psychological diagnosis, psychological reports, and research data.
3. Family information of school-aged children, clients, and/or research participants, such as income, marriage history, and family member’s information;
4. School psychology student, clients, and staff disciplinary or employment records or related information;
5. Client behavioral plans, such as but not limited to targeted behaviors, progress of treatment, treatment outcomes, and treatment methods;
6. School-aged children, clients, and/or research medical records, such as but not limited to medical history, medication types or usage, and psychological records; and

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7. Social Security Numbers, phone numbers, or similar identification codes or numbers (The later may be related to research.).

Access to information does not imply approval to otherwise disclose it. For example, client information (such as telephone numbers, street addresses, diagnosis, medication, psychological reports, etc.) may appear in the client's file; however disclosure of the same information in another format (text message, verbally sharing, e-mails, phone messages, or other social media) is prohibited. Protection of Confidential Information requires the following minimum standards, to which I agree as a condition of my continued enrollment in the school psychology program and/or continued employment as a graduate assistant:

1. Download or Transmission of Confidential Information: I will not download or extract Confidential Information to any removable storage such as compact discs or USB flash discs, or transport or transmit such information off-site or to any non-authorized computer system or entity without explicit approval to do so by your faculty supervisor or designee.
2. Access to Confidential Information: I understand and agree that I must safeguard and maintain the confidentiality, integrity, and availability of all Confidential Information at all times. I will only access, use, and/or disclose the minimum Confidential Information necessary to perform my assigned duties as a school psychology student and/or graduate assistant. I will not disclose such information to any other individuals/organizations for any reason.
3. Desktop and Laptop Computer Security: If any computer under my control may be used to access, transmit, or store Confidential Information I will to the best of my ability maintain the security of this computer including the use of passwords, password protected "screen savers", approved anti-virus and anti-spyware software, and other measures. I will refrain from using unapproved "adware", "shareware", "freeware", or any other unauthorized software. I will also remove any software that is no longer needed and promptly install and update security patches and updates for all software installed on my desktop or laptop computer system.
4. I agree to encrypt or otherwise password protect all confidential information on my computer and flash drives.
5. I agree that I will not share any personal information (e.g., phone numbers, social security numbers, health information, psychological information, etc.) related to clients, other students in the school psychology program, and school psychology faculty with anyone outside of the University without the consent of the associated individual.

6. I agree not to discuss any information related to clients, other students, faculty, or staff with unauthorized individuals while I am a student in the UTC School Psychology Program and after I am no longer a student at UTC.
7. I agree to not discuss or share in any form (written or verbal) my graduate assistantship activities with other students, faculty, or staff members unless I have permission from my graduate assistantship faculty supervisor.
8. I agree that information that is shared with me by clients, faculty, graduate assistantship supervisors, and staff will not be shared with anyone outside of the School Psychology Program at UTC.
9. I understand that videotaping and/or photographing any minors in a school setting without written consent of the parent/legal guardian is not allowable, and I will not do so without securing the appropriate permission to do so.
10. I agree that I will not text, email, or use any social media site (e.g., Facebook, Twitter) to exchange inappropriate information or share information related to clients, other students in the school psychology programs, faculty, staff, and field-based supervisors or other personnel.
11. Sanctions: I understand that violations of this Agreement may result in disciplinary action, which may include termination as a student within the school psychology programs, suspension and loss of privileges, termination of authorization to work with Confidential Information, as well as legal sanctions.
12. I agree not to gossip or confabulate information related to clients, other students within the school psychology programs, faculty, or staff while a student and after I am not a student.

By signing this Agreement, I acknowledge that I have read and fully understand and agree to comply with all of its terms and conditions.

Student's Signature

Student's Printed Name

** Witness Signature

Date

Witness Printed Name

*This form must be signed at the beginning of each academic year prior to starting courses, practicum, internship, research, and your graduate assistantship.

**The witness should be the Coordinator of the School Psychology Program or a school psychology faculty member.

NOTE: This form was adapted from materials provided by David McIntosh, Ph.D., Ball State University

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.

The UTC School Psychology Program also has a school psychology organization.

The School Psychology Student Association (SPSA) is a recognized student organization at the University of Tennessee at Chattanooga. SPSA's goal is to help improve networking between the different graduate school psychology student classes, and also to enlighten undergraduate students on the roles and responsibilities of school psychologist in the education system. The SPSA also organizes fundraisers, social gatherings, and trainings that will help students feel connected in the program and further their knowledge on different topics in the field of school psychology. Meetings are held bi-weekly, where students get together to discuss current, relevant issues in the field.

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. Ms. Avalon Gourlay, the CHEPS' Certification Officer (see Contact Information on page 18 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 Ms. Gourlay and 3) download a Licensure Application from the TDE web site (<https://www.tn.gov/education/topic/apply-for-a-license>), complete it, and take it to Ms. Gourlay.

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 <http://www.nasponline.org/standards-and-certification/national-certification>. 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, the School Psychology Program Coordinator can assist graduates applying for recognition as an NCSP.

University of Tennessee, Chattanooga
School Psychology

Practicum Supervisor Evaluation Form

Thank you for your valuable contribution in supervising a school psychology student. Your ratings of current skill levels related to the practice of school psychology is a very important part of feedback for the student as well as for the Program. The practicum student will also complete a self-evaluation separately from your evaluation. Once completed, the self-evaluation and the field-based supervisor's evaluations are jointly discussed by the Practicum student and field-based supervisor. Both ratings are also submitted via completion of this online questionnaire to the university supervisor and information will be used to determine the student's current strengths and needs.

For each of the following items, please rate the skills of the practicum student by comparing his/her skill in that area to expectations you would have for a student at a similar training level.

Q1. Student's Name

Q2. Supervisor's Name

Q3. I will be comparing the above named student to expectations for other students who are: (select one)

- ☐ • in their second year as a school psychology practicum student
- ☐ • in their third year as an Intern

PROFESSIONAL WORK CHARACTERISTICS

Q4. Works collaboratively with school personnel, supervisor, families, and students

- ☐ • N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ • 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ • 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ • 3: Meets Expectations; adequate competence with need for only general guidance in this area

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- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q5. Communicates clearly and in understandable language

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q6. Is regularly on time and dependable in keeping appointments

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q7. Responds appropriately to constructive feedback

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐

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- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q8. Adapts to feedback based on reflection

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q9. Dress is appropriate for the field-based setting

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

1: Needs Development; Competence below expected and more than typical amount of supervision req

- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q10. Shows ability to look at situations from multiple perspectives, including those that differ from his/her own before making decisions

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Part Two:

NASP has identified skills necessary for effective functioning as a school psychologist. Please compare the practicum student to expectations you would have for others at this same point in their training experience.

Standard II: Data-Based Decision Making and Accountability The practicum student has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

The practicum student competently utilizes (administers and, where applicable, correctly scores) a variety of assessment methods including the following:

Q11. Standardized cognitive/achievement tests

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- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q12. Behavioral observations

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q13. Curriculum based assessments/measurements

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

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Q14. Interviews (parent, teacher, and/or student)

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q15. Behavior Rating Scales

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q17. Integrating and accurately interpreting assessment data from a variety of sources in written report

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

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- ☐ • Other (please specify)

Q18. Considering background and environmental factors of students in assessment design and interpretation (e.g., includes background section in written reports in which known and relevant factors are discussed and alternate assessment strategies chosen/justified)

- ☐ • N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ • 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ • 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ • 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ • 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q19. Completing written reports accurately and presenting findings in ways that students, families, and school staff understand.

- ☐ • N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ • 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ • 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ • 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ • 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q20. Accurately using information and technology resources to enhance data collection and decision-making

- ☐ • N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ • 1: Needs Development; Competence below expected and more than typical amount of supervision req

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- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

The Practicum Student utilizes assessment information in a problem-solving and/or accountability context through:

Q21. Using data to identify AND demonstrate program outcomes (e.g., individual student interventions, class wide interventions, school-wide initiatives)

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q22. Using assessment information to assist in making decisions as part of an interdisciplinary team regarding special education eligibility

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

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- ☐ • Other (please specify)

Standard III: Consultation and Collaboration

The practicum student has knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems used to promote effective implementation of services.

Displays appropriate interpersonal communication skills through:

Q23. Listening attentively to others

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q24. Displaying appropriate empathy

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

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- ☐ • Other (please specify)

Q25. Establishing rapport with adults and children

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Communicates accurately and effectively through:

Q26. Writing clearly, coherently, and accurately

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q27. Speaking clearly, coherently, and accurately

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐

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- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q28. Adapting language appropriately when communicating with families and presenting all information in a manner that results in understanding by all family members

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q29. Translating professional vocabulary/jargon into understandable language in verbal and written communication

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Works collaboratively with others through:

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Q30. Soliciting and considering the viewpoints of others involved in problem-solving

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q31. Actively seeking input from parents/guardians in assessments and problem-solving

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q32. Adapting ideas as appropriate in working with other team members

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐

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- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Displays consultative problem solving through:

Q33. Applying systematic problem solving steps (i.e., Problem Identification, Problem Analysis, Intervention, and Evaluation) to the consultative process

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q34. Advocating and recommending evidence-based interventions during problem-solving process

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Standard IV: Student Level Services

Element 4.1: Interventions and Instructional Support to Develop Academic Skills

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The practicum student has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

Uses assessment data to:

Q35. Formulate instructional recommendations related to student strengths and needs as documented in written reports

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q36. Develop and implement individual/group academic interventions that are empirically validated

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q37. Facilitate intervention fidelity

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

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- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Collaborates in academic intervention development by:

Q38. Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q39. Developing intervention plans from consultation that are evidence based, practical and can be reasonably implemented by teachers, staff, and/or parents

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

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- ☐ • Other (please specify)

Standard IV: Student Level Services

Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills

The practicum student has 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. Uses assessment data to:

Q40. Recommend research-based strategies for improving behavioral, affective, adaptive, and social skills as needed based on assessment results

- ☐ • N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ • 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ • 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ • 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ • 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q41. Assist in designing and implementing data collection procedures that are appropriate for an intervention in terms of goals and pertinent student and environmental factors

- ☐ • N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ • 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ • 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ • 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ • 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

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- ☐ • Other (please specify)

Q42. Facilitate intervention fidelity

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Collaborates in behavioral, affective, adaptive, and social skills intervention development by:

Q43. Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q44. Developing intervention plans from consultation that are evidence based, practical, and can be reasonably implemented by teachers, staff, and/or parents

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

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- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Standard V: System Level Services-School

Element 5.1: School-wide Practices to Promote Learning

The practicum student has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development and mental health.

Works within system structures to:

Q45. Deliver psychological services within the framework of federal rules and regulations, school system, and State Department of Education policies and procedures

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q46. Collaborating with team members in addressing student or system needs via activities such as effective problem-solving, responding to “system” conflict, and maintaining professional objectivity.

☐

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- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q47. Demonstrating knowledge of effective disciplinary policies and practices such as working with school administrators to operationally define different categories of problem behavior, developing clear definitions of minor (classroom managed) and major (administration managed) rule violations, etc.

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q48. Promoting views that support student learning and needs as opposed to promoting punitive only responses to student behaviors

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐

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- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Standard V: System Level Services- School

Element 5.2: Preventive and Responsive Services

The practicum student has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Applies knowledge about prevention and response services through:

Q48. Knowing and recognizing behaviors and risk factors that represent threats to wellness

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q49. Critical review of system policies and procedures in the contest of best practice recommendations for crisis prevention and intervention.

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐

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- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q50. Implement system-wide (i.e., class wide and /or schoolwide) crisis prevention practices when feasible.

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q51. Provide training and resource information for ongoing monitoring of school practices related to crisis prevention and intervention.

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Standard VI: Family-School Collaboration Services

The practicum student has knowledge of principles and research-related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization and mental health; and methods to develop collaboration between families and schools.

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Applies knowledge about family systems, strengths, and needs, and culture through:

Q52. Application of family-centered principles (e.g., use of appropriate language, inclusion of information about family priorities and concerns) in verbal and written communication

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q53. Use of appropriate vocabulary allowing for understanding of presented information

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q54. Development of interventions in a manner that does not violate cultural norms of the family

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision

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- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ Other (please specify)

Applies knowledge of evidence-based strategies and methods for developing collaboration through:

Q55. Routinely including family members as Team members for assessment and intervention purposes

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q56. Appropriately recognizing and addressing concerns raised by family members

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q57. Adherence to confidentiality practices recognizing the legal rights of parents/guardians

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

- ☐ • Other (please specify)

Advocates for families by:

Q58. Understanding and explaining parent/guardian rights for educational purposes

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Standard VII: Foundations of School Psychologists' Service Delivery Diversity in Development and Learning

The practicum student has knowledge of individual differences, abilities, and disabilities, and other diverse characteristics, principles, and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. Appropriately addresses diversity issues through:

Q59. Demonstrating sensitivity to cultural and background factors of students, families, and school personnel

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q60. Applying understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions for learning and behavioral issues

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Work within a problem-solving framework for:

Q61. Addressing diverse learning and mental health needs of students

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q62. Assessing the needs of English language learners

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐

- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Standard VIII: Research, Program Evaluation, Legal, Ethical, and Professional Practice

Element 8.1: Research and Program Evaluation

The practicum student has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

Utilizes varied data collection and analysis techniques:

Q63. To evaluate outcomes from interventions in collaboration with others

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Applies knowledge of evidence-based interventions and programs:

Q64. Through designing, implementing, and evaluating fidelity and effectiveness of intervention plans

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area

- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q65. Through accurately incorporating principles of measurement and psychometric standards at individual, group, and system levels.

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Element 8.2: Legal, Ethical, and Professional Practice

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

Demonstrates behaviors consistent with professionalism as reflected by:

Q66. Demonstration of professional relationships and interpersonal skills with students, parents, and school staff.

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

- ☐ • Other (please specify)

Q67. Showing respect for the expertise and contributions of other professionals

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q68. Completing tasks with minimal supervision (for example, locating and obtaining needed information and materials, following through on assigned tasks, etc.)

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q69. Employs effective organizational strategies such as using a calendar, tracking caseloads, managing time, and meeting deadlines

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐

- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- Other (please specify)

Demonstrates a commitment to professional development as reflected by:

Q70. Following school psychology practice guidelines related to general and special education regulations, professional interactions, and scope of services

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q71. Understanding and observing laws pertaining to the delivery of services (e.g., child abuse reporting, confidentiality, informed consent, etc.)

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q72. Demonstrating knowledge of NASP Principles for Professional Ethics

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision required
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q73. Adhering to NASP Principles for Professional Ethics, including obligation to advocate for students/families' rights

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

- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q74. Demonstrating ability to use systematic decision-making process in responding to legal and/or ethical dilemmas

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Thank you for your time in providing input regarding this student's skills! Once submitted, your ratings will be sent to the University-based supervisor. A copy of your ratings will be provided to you by the University Supervisor. Please use this information to provide feedback to the student who will also be sharing a self-rating of their skills with you.

Supervision Log

Date: _____

Intern: _____ Supervisor Present: _____

Focus of supervision:

Intern/Date

Supervisor/Date

Internship Activity Log											
Name:		Total Hours for week					0	Total:	0		
Week:		Mon	Tues	Wed	Thurs	Fri	Sat	Sun	# Completed	Description	Purpose
Screening											
Problem/Solving Assessment											
Consultation/Collaboration											
Academic Interventions/Progress Monitoring											
Behavioral Interventions/Progress Monitoring											
Progress Monitoring Conferences (e.g. RTI meetings)											
IEP meetings											
Preventive and Responsive Services											
Research*											
Capstone											
Professional Development											
Data Keeping/Report Writing											
Supervision											
Other ^a											
Total Hours		0	0	0	0	0	0	0	0		

* Details of activities must be explained; for example, if researching a particular topic, references must be provided.

^a Record travel time between schools and other activities not listed.

Student Signature		Date		Field Supervisor Signature		Date	
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Internship in School Psychology II

Summary of Diversity Experiences

Population	# of Assessments	# of Direct Interventions	# of Indirect Interventions**
<i>Ethnicity</i>			
African-American			
Asian			
Bi-racial			
Latino/Hispanic			
Middle Eastern			
Native American			
White/European			
<i>Age</i>			
Preschool			
Elementary School			
Middle School			
High School			
<i>Disability Area</i>			
Autism Spectrum			
Blind			
Blind/Deaf			
Deaf			
Developmental Delay			
Emotional Disturbance			
Other Health Impairment			
Learning Disability			
Intellectual Disability			

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Language Proficiency			
General Education			

**Indirect interventions includes characteristics of “clients” from formal or informal consultations

Note: Additional Categories can be added as necessary

Supervisor Evaluation Rating Form

University of Tennessee, Chattanooga
School Psychology

Field-Based Supervisor Evaluation

Thank you for your valuable contribution in supervising a school psychology student. Your ratings of current skill levels related to the practice of school psychology is a very important part of feedback for the student as well as for the Program. The Intern will also complete a self-evaluation separately from your evaluation. Once completed, the self-evaluation and the field-based supervisor's evaluations are jointly discussed by the Intern and field-based supervisor. Both ratings are also submitted via completion of this online questionnaire to the university supervisor and information will be used to determine the student's current strengths and needs.

For each of the following items, please rate the skills of the intern by comparing his/her skill in that area to expectations you would have for a student at a similar training level.

Q1. Student's Name

Q2.
Supervisor's Name

Q3. I will be comparing the above named student to expectations for other students who are:

(select one)

- ☐ • in their second year as a school psychology practicum student
- ☐ • in their third year as an Intern

PROFESSIONAL WORK CHARACTERISTICS

Q4. Works collaboratively with school personnel, supervisor, families, and students

- ☐ • N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ • 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ • 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ •

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- 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q5. Communicates clearly and in understandable language

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

- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q6. Is regularly on time and dependable in keeping appointments

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q7. Responds appropriately to constructive feedback

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q8. Adapts to feedback based on reflection

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q9. Dress is appropriate for the field-based setting

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q10. Shows ability to look at situations from multiple perspectives, including those that differ from his/her own before making decisions

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

- ☐ • Other (please specify)

Part Two:

NASP has identified skills necessary for effective functioning as a school psychologist. Please compare the intern to expectations you would have for others at this same point in their training experience.

Standard II: Data-Based Decision Making and Accountability The Intern has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Intern competently utilizes (administers and, where applicable, correctly scores) a variety of assessment methods including the following:

Q11. Standardized cognitive/achievement tests

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- Other (please specify)

Q12. Behavioral observations

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

- ☐ • Other (please specify)

Q13. Curriculum based assessments/measurements

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q14. Interviews (parent, teacher, and/or student)

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q15. Behavior Rating Scales

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐

- 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q16. Permanent products (e.g., school records review)

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

- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Intern competently interprets data, reaches data-based decisions, and clearly communicates findings as reflected by:

Q17. Integrating and accurately interpreting assessment data from a variety of sources in written report

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q18. Considering background and environmental factors of students in assessment design and interpretation (e.g., includes background section in written reports in which known and relevant factors are discussed and alternate assessment strategies chosen/justified)

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area

- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q19. Completing written reports accurately and presenting findings in ways that students, families, and school staff understand.

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q20. Accurately using information and technology resources to enhance data collection and decision-making

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Intern utilizes assessment information in a problem-solving and/or accountability context through:

Q21. Using data to identify AND demonstrate program outcomes (e.g., individual student interventions, classwide interventions, school-wide initiatives)

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

- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q22. Using assessment information to assist in making decisions as part of an interdisciplinary team regarding special education eligibility

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ Other (please specify)

Standard III: Consultation and Collaboration

The Intern has knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems used to promote effective implementation of services.

Displays appropriate interpersonal communication skills through:

Q23. Listening attentively to others

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐

Updated August 2018

- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q24. Displaying appropriate empathy

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q25. Establishing rapport with adults and children

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Communicates accurately and effectively through:

Q26. Writing clearly, coherently, and accurately

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐

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- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q27. Speaking clearly, coherently, and accurately

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q28. Adapting language appropriately when communicating with families and presenting all information in a manner that results in understanding by all family members

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q29. Translating professional vocabulary/jargon into understandable language in verbal and written communication

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

- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- 2: Emerging Competence; performance approaching expected level with continued supervision
- 3: Meets Expectations; adequate competence with need for only general guidance in this area

- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Works collaboratively with others through:

Q30. Soliciting and considering the viewpoints of others involved in problem-solving

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q31. Actively seeking input from parents/guardians in assessments and problem-solving

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q32. Adapting ideas as appropriate in working with other team members

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req

- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Displays consultative problem solving through:

Q33. Applying systematic problem solving steps (i.e., Problem Identification, Problem Analysis, Intervention, and Evaluation) to the consultative process

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q34. Advocating and recommending evidence-based interventions during problem-solving process

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Standard IV: Student Level Services

Element 4.1: Interventions and Instructional Support to Develop Academic Skills

The Intern has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Uses assessment data to:

Q35. Formulate instructional recommendations related to student strengths and needs as documented in written reports

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q36. Develop and implement individual/group academic interventions that are empirically validated

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q37. Facilitate intervention fidelity

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

- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Collaborates in academic intervention development by:

Q38. Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q39. Developing intervention plans from consultation that are evidence based, practical and can be reasonably implemented by teachers, staff, and/or parents

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills

The Intern has 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

Uses assessment data to:

Q40. Recommend research-based strategies for improving behavioral, affective, adaptive, and social skills as needed based on assessment results

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q41. Assist in designing and implementing data collection procedures that are appropriate for an intervention in terms of goals and pertinent student and environmental factors

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- Other (please specify)

Q42. Develop and implement individual/group social and life skill interventions that are empirically validated

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q43. Facilitate intervention fidelity

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Collaborates in behavioral, affective, adaptive, and social skills intervention development by:

Q44. Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area

[Type here]

- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

☐ • Other (please specify)

Standard V: System Level Services- School

Element 5.1: School-wide Practices to Promote Learning

The Intern has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development and mental health.

Works within system structures to:

Q45. Deliver psychological services within the framework of federal rules and regulations, school system, and State Department of Education policies and procedures

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q46. Collaborate with team members in addressing student or system needs via activities such as effective problem-solving, responding to "system" conflict, and maintaining professional objectivity

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐

[Type here]

- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

☐ • Other (please specify)

Facilitates practices that foster positive school climate by:

Q47. Demonstrating knowledge of effective disciplinary policies and practices such as working with school administrators to operationally define different categories of problem behavior, developing clear definitions of minor (classroom managed) and major (administration managed) rule violations, etc.

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- 2: Emerging Competence; performance approaching expected level with continued supervision
- 3: Meets Expectations; adequate competence with need for only general guidance in this area
- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- Other (please specify)

Q48. Promoting views that support student learning and needs as opposed to promoting punitive only responses to student behaviors

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q49. Demonstrating knowledge of strategies to promote school family-community cooperation

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

[Type here]

- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Element 5.2: Preventive and Responsive Services

The Intern has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Applies knowledge about prevention and response services through:

Q50. Knowing and recognizing behaviors and risk factors that represent threats to wellness

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

[Type here]

- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q51. Critical review of system policies and procedures in the context of best practice recommendations for crisis prevention and intervention

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q52. Collaborating with school and community staff to promote practices supportive of mental health and physical well-being of students

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision

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- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Collaborates with school personnel, students, and families to:

Q53. Implement system-wide (i.e., class-wide and/or schoolwide) crisis prevention practices when feasible

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision 3: Meets Expectations; adequate competence with need for only general guidance in this area
- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- Other (please specify)

Q54. Provide training and resource information for ongoing monitoring of school practices related to crisis prevention and intervention

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

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Standard VI: Family-School Collaboration Services

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

Applies knowledge about family systems, strengths, and needs, and culture through:

Q55. Application of family-centered principles (e.g., use of appropriate language, inclusion of information about family priorities and concerns) in verbal and written communication

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q56. Use of appropriate vocabulary allowing for understanding of presented information

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

- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

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Q57. Development of interventions in a manner that does not violate cultural norms of the family

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Applies knowledge of evidence-based strategies and methods for developing collaboration through:

Q58. Routinely including family members as Team members for assessment and intervention purposes

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q59. Adapting to meet family schedules in order to obtain input from family members

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

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- 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision 3: Meets Expectations; adequate competence with need for only general guidance in this area
- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- Other (please specify)

Q60. Appropriately recognizing and addressing concerns raised by family members

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q61. Adherence to confidentiality practices recognizing the legal rights of parents/guardians

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

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Advocates for families by:

Q62. Assisting in the identification of diverse cultural issues and other factors that impact family-school partnershipsians

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q63. Understanding and explaining parent/guardian rights for educational purposes

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

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1: Needs Development; Competence below expected and more than typical amount of supervision req

☐

2: Emerging Competence; performance approaching expected level with continued supervision

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- 3: Meets Expectations; adequate competence with need for only general guidance in this area

☐

- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

☐

• Other (please specify)

Standard VII: Foundations of School Psychologists' Service Delivery Diversity in Development and Learning

The Intern has knowledge of individual differences, abilities, and disabilities, and other diverse characteristics, principles, and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. Appropriately addresses diversity issues through:

Q64. Demonstrating sensitivity to cultural and background factors of students, families, and school personnel

☐

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

☐

- 1: Needs Development; Competence below expected and more than typical amount of supervision req

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- 2: Emerging Competence; performance approaching expected level with continued supervision

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- 3: Meets Expectations; adequate competence with need for only general guidance in this area

☐

- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

☐

• Other (please specify)

Q65. Applying understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions for learning and behavioral issues

☐

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

☐

- 1: Needs Development; Competence below expected and more than typical amount of supervision req

☐

- 2: Emerging Competence; performance approaching expected level with continued supervision

- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ Other (please specify)

Work within a problem-solving framework for:

Q66. Addressing diverse learning and mental health needs of students

- ☐ • N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ • 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ • 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ • 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ • 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

☐ **Q67. Assessing the needs of English language learners**

- ☐ • N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ • 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ • 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ • 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ • 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Standard VIII: Research, Program Evaluation, Legal, Ethical, and Professional Practice

Element 8.1: Research and Program Evaluation

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

Utilizes varied data collection and analysis techniques:

Q68. To evaluate outcomes from interventions in collaboration with others

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

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1: Needs Development; Competence below expected and more than typical amount of supervision req

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2: Emerging Competence; performance approaching expected level with continued supervision

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• 3: Meets Expectations; adequate competence with need for only general guidance in this area

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• 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

Q69. Through designing, implementing, and evaluating fidelity and effectiveness of intervention plans

☐

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

☐

• 1: Needs Development; Competence below expected and more than typical amount of supervision req

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• 2: Emerging Competence; performance approaching expected level with continued supervision

☐

• 3: Meets Expectations; adequate competence with need for only general guidance in this area

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• 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

☐

• Other (please specify)

Q70. Through accurately incorporating principles of measurement and psychometric standards at individual, group and system levels

☐

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

☐

• 1: Needs Development; Competence below expected and more than typical amount of supervision req

☐

• 2: Emerging Competence; performance approaching expected level with continued supervision

☐

• 3: Meets Expectations; adequate competence with need for only general guidance in this area

☐

• 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

☐

• Other (please

specify)

☐

• Other (please

specify)

Q71. To identify a school psychology related issue and developing an appropriate plan (e.g., Capstone project)

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- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ ☐
 - ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
 - ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
 - ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area

4: Exceeds Expectations; very minimal supervision is necessary for successful performance

Other (please specify)

Q72. To implement improvement plans based on needs assessment, review of literature, and appropriate outcome measurement techniques (e.g. Capstone project)

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Applies knowledge of evidence-based interventions and programs:

Element 8.2: Legal, Ethical, and Professional Practice The Intern has knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Demonstrates behaviors consistent with professionalism as reflected by:

Q73. Demonstration of professional relationships and interpersonal skills with students, parents, and school staff.

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

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- ☐ • Other (please specify)

Q74. Showing respect for the expertise and contributions of other professionals

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
2: Emerging Competence; performance approaching expected level with continued supervision
3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ Other (please specify)

Q75. Completing tasks with minimal supervision (for example, locating and obtaining needed information and materials, following through on assigned tasks, etc.)

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q76. Employs effective organizational strategies such as using a calendar, tracking caseloads, managing time, and meeting deadlines

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area

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- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Demonstrates a commitment to professional development as reflected by:

Q77. Following school psychology practice guidelines related to general and special education regulations, professional interactions, and scope of services

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ Other (please specify)

Q78. Understanding and observing laws pertaining to the delivery of services (e.g., child abuse reporting, confidentiality, informed consent, etc.)

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q79. Advocating for needs and rights of students in school settings

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

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- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q80. Demonstrating knowledge of NASP Principles for Professional Ethics

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req
- ☐ 2: Emerging Competence; performance approaching expected level with continued supervision
- ☐ 3: Meets Expectations; adequate competence with need for only general guidance in this area
- ☐ 4: Exceeds Expectations; very minimal supervision is necessary for successful performance
- ☐ • Other (please specify)

Q81. Adhering to NASP Principles for Professional Ethics, including obligation to advocate for students/families' rights

- ☐ N/A: Not applicable, not available during placement, or no data to evaluate
- ☐ 1: Needs Development; Competence below expected and more than typical amount of supervision req

2: Emerging Competence; performance approaching expected level with continued supervision

3: Meets Expectations; adequate competence with need for only general guidance in this area

☐

4: Exceeds Expectations; very minimal supervision is necessary for successful performance

☐

Other (please specify)

Q82. Demonstrating ability to use systematic decision-making process in responding to legal and/or ethical dilemmas

☐

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

☐

- 1: Needs Development; Competence below expected and more than typical amount of supervision req

☐

- 2: Emerging Competence; performance approaching expected level with continued supervision

☐

- 3: Meets Expectations; adequate competence with need for only general guidance in this area

☐

- 4: Exceeds Expectations; very minimal supervision is necessary for successful performance

☐

• Other (please specify)

Thank you for your time in providing input regarding this student's skills! Once submitted, your ratings will be sent to the University-based supervisor. A copy of your ratings will be provided to you by the University Supervisor. Please use this information to provide feedback to the student who will also be sharing a self-rating of their skills with you.