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THE
COLLEGE
OF SAINT
ROSE

SCHOOL PSYCHOLOGY HANDBOOK

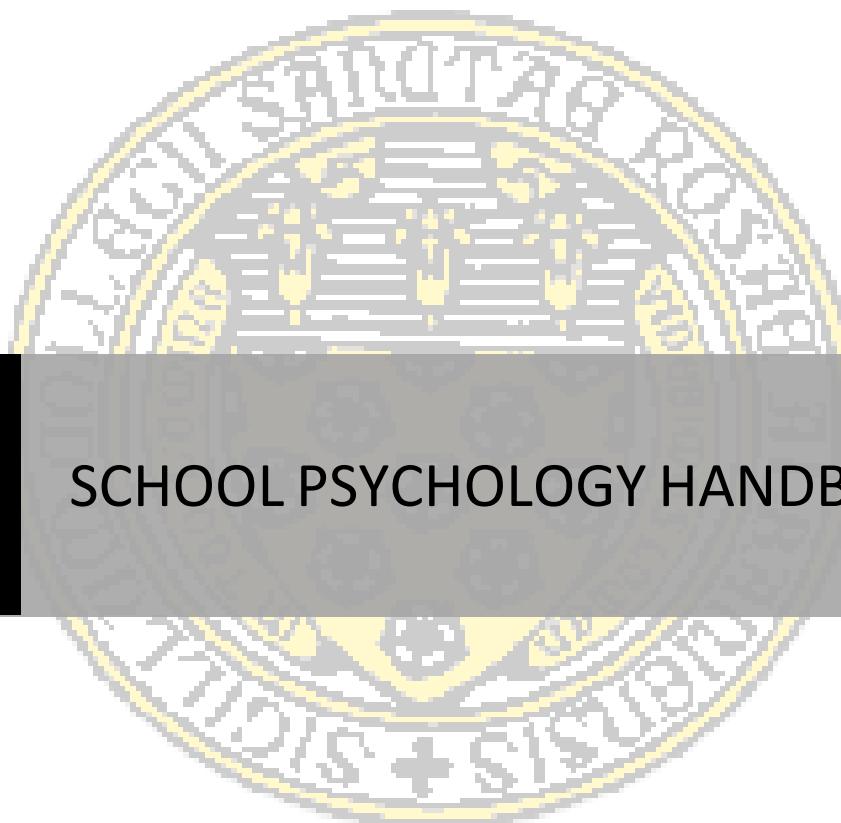


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SECTION 1

HISTORY, PHILOSOPHY and ORGANIZATION

A. HISTORY

The College of Saint Rose Graduate Program in School Psychology was approved by the New York State Education Department in June, 1994 and officially began offering coursework in school psychology in August, 1995. The original 60-credit training program employed a scientist-practitioner model of training in which education in both theory and professional School Psychology practice were emphasized in an integrated sequential format preparing candidates to become Certified School Psychologists. The mission of the program was to provide a comprehensive interdisciplinary course of study to prepare school psychologists to deliver professional services to children, adolescents, and families. Commitment to understanding human behavior and promoting effective learning and adjustment in both individual and interpersonal domains were articulated goals in all coursework and field experience.

In accord with the conceptual framework developed by the School of Education for all candidates in professional education programs at the College of Saint Rose (See Appendix A), candidates in School Psychology pursued study of required content in educational psychology, school psychology, counseling, special education, multicultural, and professional supervised practice areas. As a specialty in the fields of psychology and education, core values and standards of intellectual curiosity, upholding of ethical principles, understanding and responsiveness to human diversity and promoting optimal learning for all individuals, and positive collaboration among all parties involved in the educational or clinical process were infused throughout course content. The program's intent was to provide a foundation of academic and experiential knowledge in those basic areas of psychology and education directly bearing upon the practice of school psychology.

B. PROGRAM REVISION AND DESIGN

In the Spring of 2004, the College of Saint Rose School of Education made a major commitment to the development and future of the School Psychology program. The three current full-time faculty members were hired between Spring 2004 and Fall 2005 with the mission of significantly enhancing the program and meeting the criteria for National Association of School Psychologists (NASP) approval. In January of 2009, the program received Full Approval as a nationally accredited program. Full Approval was again received in January of 2015.

Since the 2004-05, to meet the needs of our students and the children they will serve as a school psychologist, program revisions have been made as needed. Some early changes included:

- Increasing the internship field requirement from 600 hours to 1200 hours
- Enrollment in the program occurs only in the Fall. All students must attend on a full-time basis.
- Addition of an advanced internship seminar to accompany the second semester of field placement
- Replaced a general counseling practicing course with a micro-counseling skills based course
- Addition of the “Introduction to School Psychology” course
- All candidates must take the Praxis II School Psychology exam as a graduation requirement.

Since 2015, curriculum changes have occurred throughout the program. All school psychology courses have been revised and continue to reflect the content and competencies as defined by the NASP Domains of School Psychology Training and Practice. Changes have included

- Case studies that exhibit positive impact and address academic and behavioral issues.
- To provide for a richer, complete understanding of research based interventions to impact both the mental health and academic learning of all children, two intervention classes were established, one addressing academic issues and the other addressing mental health (Fall 2015, Spring 2016)
- Students must also complete a comprehensive case study and a case presentation during their second semester of internship. These projects must demonstrate positive impact upon student learning in academic and behavioral realms.
- Created a Practicum/Internship Supervisor Manual the purpose of which is to assist those who may be new to the role of supervisor, as well as those who may be veterans of the role. Ultimately the design of the manual was to form a bridge between the field and the program for greater collaboration towards the learning experience and preparation of all of our candidates. The manual also provides:
 - Information about the structure and philosophy of our program
 - Clarity to the roles of the field supervisor, supervisee, and college supervisors,
 - Consistency between field sites as to the provision of supervisory experiences
 - Resources to assist for a better supervisory experience for both the supervisor and supervisee.
 - Clear expectations the Saint Rose School Psychology program has for the internship experience
- Incorporated web-based meeting technology (Zoom) to broaden internship opportunities around the state and country. This has opened up more job opportunities and address the school psychology shortages in other regions such as the Southwest and Southeast.

Program Design - As indicated in the College of Saint Rose Graduate Studies Catalog, the Graduate Program in School Psychology prepares candidates for careers as certified school psychologists. The program provides candidates with an interdisciplinary curriculum integrating school psychology, educational psychology, counseling, diversity issues, special education, and

direct experience in practicum and internship settings. The program leads to a Certificate of Advanced Study (C.A.S.) in School Psychology. The CAS is a 69 credit program, which includes a Master of Science in Education embedded in the curriculum sequence. The program entails three years of full time study with the final year being a full time field placement internship. This program is **FULL TIME ONLY**. See Section 2 and Section 3 of this handbook for the sequence of courses and how they meet NASP Training and Practice Standards. Upon completion of the program and passing the Praxis II exam, the candidate will become a Nationally Certified School Psychologist (NCSP).

In the first year of study, candidates take a course in psychological foundations, educational foundations, data based decision making, research and statistics, development, counseling, and exceptionality areas. The second year of study focuses on advanced coursework in the practice of school psychology, including courses in assessment, consultation, intervention, counseling, and problem solving skills. In addition, in the second semester of the year, candidates enroll in a supervised field-based practica (240 hours) distinct from, and prior to, the full time internship (1200 hour full academic year) which typically occurs the following semester in the same school setting. The third year of study is devoted to the comprehensive internship experience conducted on a full-time basis under appropriate supervision in accordance with NASP standards. Candidates will have the opportunity to engage in activities reflective of the full scope and function of the school psychologist role. Practicum and internship information and contractual packets are appended (Appendix F and G) including criteria for field placement, application, contract, and evaluation forms.

C. PROGRAM PHILOSOPHY

Consistent with the scientist practitioner model of training, the School Psychology Program at The College of Saint Rose combines a strong theoretical framework with empirically based research to inform candidates' work with children and families. The framework, merging systems thinking and a dynamic understanding of personality development, provides a template that guides case formulation, decision making and intervention design. Our emphasis on child and family strengths, resiliency, social justice, and cultural context are cornerstones of our philosophy.

Upon graduation from our Program candidates will be able to think critically, optimistically and passionately about what they will bring to the children, families and communities they serve. Candidates will embrace the role of systems change agent, problem solver, and child advocate.

The curriculum is designed to foster the development of this analytical approach and bolster the skills necessary for its application in the school setting. Course material can be broadly broken down into the following content areas that inform the development of program goals.

- Evidence-based practice
- Cognitive and social-emotional development
- Ethical, legal and professional practice
- Diversity issues as they inform thinking and practice
- Systems level understanding

D. GOALS OF PROGRAM

The development of program courses has been guided by program philosophy and the NASP Domains of School Psychology Training and Practice.

- ✓ *To prepare candidates to utilize evidence based practice in assessment, consultation and intervention.*
- ✓ *To instill knowledge of human development in cognitive and social emotional arenas from a strength based perspective.*
- ✓ *To develop a foundation for professional, ethical practice and advocacy.*
- ✓ *To further candidates' appreciation of the diverse characteristics of the people and communities with whom they work.*
- ✓ *Encourage candidates to embrace a systems level approach for case formulation and intervention planning.*

SECTION 2

COURSE ALIGNMENT WITH NASP DOMAINS

The College of Saint Rose School Psychology program is guided by the NASP standards for training and field placement. The program is constructed to ensure that our candidates gain knowledge and skill in each of the core areas of professional practice. By program's end, candidates will be prepared to deliver a full range of services to children, families, and schools.

The course array that makes up the program satisfy various NASP Domains of School Psychology Training and Practice. The narrative below is a description on how primary program courses and experiences link to each domain. While there is overlap in addressing domains, each domain is addressed more directly by some courses and experiences than others. A matrix of this narrative can be found in Appendix D.

A. DOMAINS OF SCHOOL PSYCHOLOGY AND PRACTICE

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

- **Assessment Sequence (SPY 501, 502, 505)** – *Candidates learn how to administer, score, and interpret results from various cognitive, academic, social, and behavioral measures. Results are utilized for service delivery within educational and or vocational settings.*
- **SED 512** – *This course is designed to provide candidates with a comprehensive overview of formal behavioral assessments, the use of functional assessment, and the development of behavior intervention plans.*
- **Intervention Sequence (SPY 510, SPY 530)** – *Candidates learn specific, research and evidence based interventions within the Multi-Tiered Systems of Support Model to best address school wide mental health and academic success. Collection, management, and interpretation of data for successful implementation of problem solving solutions.*
- **Field Placement Sequence (SPY 585, 590, 591)**– *Candidates learn and implement data collection techniques in the school setting under the supervision of a certified school psychologist. In final semester, candidates complete a data-driven case study.*
- *Domain also addressed in SPY 500, EPY 535*

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

- **SPY 525** – *In-depth study of consultation theory and methods are presented. This course precedes their Field Placement experience, positioning the candidates to be ready to enter consultative relationships upon site entry.*
- **Field Placement Sequence (SPY 585, SPY 590, SPY 591)** – *At school site, real life examples are utilized to teach consultation skills and practice collaborative problem solving with other school personnel, parents, and other social/educational agencies. The college seminar provides a forum for candidates to present cases where they can hone their consultation skills within a group problem solving environment.*
- *Domain also addressed SPY 500, CSL 528, Assessment Sequence, Intervention Sequence, and SED 501*

2.3 Interventions & 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.

- **SPY 510** – *Candidate develop an understanding of evidence based interventions for academic problems. Through case study, general discussion, case formulation, group presentation, candidates gain familiarity of application of techniques in a real life setting.*
- **Assessment Sequence (SPY 501, SPY 502, SPY 505)** – *Candidates learn how to assess cognitive and academic strengths and weaknesses in order to assist in the development of appropriate educational planning.*
- **EPY 524** - *Develop an overview and understanding of contemporary models and theories of human learning. Candidates will also gain an understanding of how these models and theories of learning relate to teaching and the improvement of learning environments.*
- *Domain also addressed in SPY 500, Field Placement Sequence, EPY 592, SED 512, and SPY 531.*

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

- **SPY 530** – *This course prepares candidates to design and implement evidence based interventions to support mental health in schools. The course builds on prior knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and other requisite knowledge in areas of child/adolescent development, personality theory, counseling, psychoeducational assessment, and systems theory. Interventions are presented in a model consistent with a three-tier Response to Intervention framework. effective across a wide range of presenting problems.*
- **SPY 505** – *Candidates develop an understanding of social and emotional development, developmental disorders, and social/emotional and behavioral assessments. Additionally, students gain a basic understanding of low incidence educational disabilities, including intellectual disabilities, hearing/vision impairments, and traumatic brain injuries. Students complete a social/emotional case study and present their results and recommendations at a mock CSE/eligibility meeting.*
- **Core Courses CSL 528, CSL 553, SPY 503, SPY 531, SPY 505** - *combine to give a full spectrum view of the processes that influence social emotional development. These courses will give candidates strong theoretical foundation from which to collect and analyze data that drive age appropriate interventions addressing social emotional needs.*
- *Domain also addressed in SPY 500, SPY 525, SPY 501, SPY 502, Field Placement Sequence, SED 501, and SED 512*

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

- **SPY 525** – *In-depth study of consultation theory and methods are presented. Content includes adopting a systems level perspective with change being viewed from a preventative framework. Students engage in an organizational change project to demonstrate their understanding of making system-level change.*
- **Field Placement Sequence (SPY 585, SPY 590, SPY 591)** – *Candidates experience first hand what it is like to be part of an educational system. They bring their experiences to seminar to analyze and problem solve. Systems-thinking remains a reference point throughout group discussions.*
- *Domain also addressed in SED 501, SED 512, EPY 524*

2.6 Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention and empirically supported 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.

- **SPY 530** – *Prevention and intervention programs are presented and discussed. Current research and best practices are combined with case discussions around various topics. Candidates are taught to use theory and context to understand behavior.*
- **Field Placement Sequence (SPY 585, SPY 590, SPY 591)** – *The field experiences provide candidates with the opportunity to apply their classroom knowledge and to begin to understand candidate behavior and functioning via hands-on experience. In class seminars, links are made between research/theory and field experiences, a critical aspect of skill integration*
- *Domain also addressed in SPY 500, SPY 503, SPY 531, EPY 523, and CSL 553*

2.7 Family-School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported 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 facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

- **SPY 525** – *In-depth study of consultation theory and methods are presented. Students learn how to consult and collaborate with essential team members, including parents and teachers. Students are expected to engage in a parent consultation using a problem solving model to effect change for a client (child) within a home setting.*
- **SPY 500, SPY 503, SPY 530** – *In SPY 500 and SPY 530 the importance of ecological systems theory and family systems are introduced. These perspectives are integrated throughout SPY 503 and SPY 530 topic discussions. The role of the family and ability to tap into family strengths is a theme in both courses*
- **Field Placement Sequence (SPY 585, SPY 590, SPY 591)** – *At field sites, candidates will have ample opportunity to work with families. The complexities of school systems and the importance of pulling families into the process of educational decision making are ever present during practicum and internship experiences. Class seminars allow candidates to process their field experiences as they build the skills necessary for working effectively with families.*
- *Domain also addressed in SPY 525 and EPY 535*

2.8 Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual and roles differences; and empirically supported 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, familiar and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts with recognition that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery.

- **EPY 535** – *Candidates will explore the cognitive and developmental processes of teachers and learners in our diverse society. Diversity of ethnicity, culture, sexuality, and gender orientation are primary discussion topics. Emphasis is on the necessity of teachers and psychologists to understand and place culture(s) at the center of their work.*
- **SED 501** – *Designed to provide candidates with an understanding of individuals with disabilities and exceptionalities. Also explored are issues related to cultural diversity, and current trends in special education.*
- **SPY 500** – *This course is designed to introduce the functions and roles of a school psychologists to first-year candidates. Throughout the course, students gain knowledge and appreciation for diversity and disabilities.*
- *Consistent with both the College of Saint Rose Conceptual Framework Learning Outcomes (Appendix A) and the School Psychology program's philosophy, all courses consider and highlight cultural diversity and diverse learners.*

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

- **EPY 500** – *Focuses on qualitative and quantitative research design, measurement, descriptive and inferential statistics, and critical evaluation. Prepares candidates to engage in effective educational research design and to be critical consumers/reviewers*
- **EPY 529** – *Candidates are prepared to use evidence to make decisions about school and community programs. Evidence based decision making, use of data and theoretical frameworks to define problems, measurement and evaluation through quantitative and qualitative methods and understanding case studies and single subject design.*
- **Internship Sequence (SPY 590, SPY 591)** – *At this level of training, candidates are evaluating programs in greater depth and choosing research based interventions. Beginning to design and implement interventions, such as their case study.*
- *Domain also addressed in SPY 500, SPY 510,*

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

- **Field Placement Sequence (SPY 585, SPY 590, SPY 591)** - *Issues of professional identity and best practice are among topics of discussion throughout the three semesters of field experience. In SPY 585, Practicum in School Psychology, class seminar discussions use the NASP Professional Conduct Manual to present cases that zero in on particular ethical dilemmas. These themes remain a topic of focus throughout the internship year. Candidates bring rich and challenging field site experiences to class seminars for discussion.*
- *Domain also addressed in Assessment Sequence, SPY 500, SPY 525, SED 512, SED 501, SPY 530, CSL 528, SPY 501, SPY 502, SPY 505, and SPY 530*

SECTION 3

COURSE SEQUENCE and DESCRIPTIONS

A. Course Sequence – The courses and workshops listed below constitute your program for the Masters of Science in Education (MS. Ed.) and Certificate of Advanced Study in School Psychology.

Semester	Course Number	Course Name	Credits
YEAR 1			
Fall Semester	SPY 500*	Introduction to School Psychology	3
	SPY 503*	Child/Adolescent Psychopathology	3
	EPY 500*	Educational Research	3
	SPY 531*	Advanced Developmental Psychology	3
Spring Semester	EPY 524*	Theories of Learning	3
	EPY 535*	Psychology of Diversity	3
	SED 512*	Approaches to Classroom Management***	3
	SPY 510	Neuropsychological Approach to Academic Interventions***	3
Summer Semester	EPY 529*	Measurement, Statistics and Appraisal***	3
	SED 501*	Children with Disabilities in Educational Settings	3
YEAR 2			
Fall Semester	SPY 501	Assessment I – Cognitive Assessment	3
	SPY 505	Assessment III – Social Emotional Assessment	3
	CSL 528	Counseling Skills***	3
	EPY 592*	Integrative Seminar - Educational Psychology	3
Spring Semester	SPY 502	Assessment II – Academic Assessment	3
	SPY 525	School Psychology Consultation	3
	SPY 530	Mental Health Interventions in School Psychology	3
	SPY 585	School Psychology Practicum	3
Summer Semester	CSL 553	Group Counseling	3
YEAR 3			
Fall Semester	SPY 590	School Psychology Internship	6
Spring Semester	SPY 591	Advanced School Psychology Internship	6

*Courses required for MS.Ed. in Educational Psychology

	WORKSHOPS	Credit
EDU 602	Violence Prevention Workshop**	0
EDU 603	Child Abuse and Abduction Prevention Workshop**	0
EDU 606	HIV/AIDS and Communicable Diseases Workshop**	0
EPY 637	Substance Abuse Prevention Workshop**	0
EDU 611	Dignity for All Students (DASA) Workshop**	0
SPY 700	Praxis II Preparation Course (Fall of Internship Year)	0

** All workshops, which are in accordance of NY State requirements, must be completed prior to enrollment of practicum.

B. Course Descriptions for School Psychology Program

CSL 528 Clinical Counsel Skills

This course will introduce students to various counseling techniques and skills based on established counseling theories. The class will focus on counseling as a problem-solving process influenced by the client's cultural identity, exposing students to a conceptual model of counseling. Basic counseling skills will be taught through video demonstration and practice in simulated sessions. *Fall*

CSL 553 Group Counseling (3)

As counselors carry out their basic job responsibilities, they come into daily contact with a variety of group settings in which they may be in the role of group facilitator, group counselor, group member or consultant. The purposes of this course are to provide a theoretical understanding of group dynamics and group counseling as well as present techniques for the application of these principles to practice situations. Participation in an experiential small group is an important component of the course. Enrollment is limited to 12. *Summer*

EPY 500 Educational Research (3)

An introductory course. A course which prepares candidates to be consumers and designers of educational research. Discussion includes research designs (qualitative and quantitative approaches), problem selection, review of the literature, measurement issues, proposal writing and critical evaluation. Library use, descriptive statistics and a discussion of inferential statistics are also included. *Fall*

EPY 524 Theories of Learning (3)

A study of current theories of learning with an emphasis on application. Cognitive perspectives on learning and motivation are the primary focus with additional coverage of relevant topics including: behavioral, social, cognitive, humanistic, and socio-cultural theories of learning. Fundamental principles of motivation related to each theory will be addressed.

Prerequisite: EPY 500. Spring

EPY 529 Measurement and Statistics for Appraisal and Decision Making (3)

This course is designed to prepare candidates and professionals from a variety of community, educational, and vocational settings who require competency in assessment and appraisal and in using data to make appropriate counseling, evaluation, and research decisions. Candidates taking this course will learn how to properly select, develop, administer, and interpret standardized/non-standardized measures, how to appropriately collect, manage, and use data, and how to conduct univariate and multivariate statistical analyses using Excel and SPSS in order to verify the reliability and validity of measures and make data based decisions. The role gender, culture, and development play in test bias and ethical decision making will also be discussed.

Summer

EPY 535 Multiculturalism and Educational Psychology (3)

This course is designed to examine theories in educational psychology from a multicultural context. Issues related to how cognitive and developmental processes vary in culturally and linguistically diverse populations will be discussed. Emphasis will be on the necessity of educators understanding and incorporating culture into their work. *Spring*

EPY 592 Integrative Seminar in Educational Psychology (3)

An integration of core courses and demonstration of knowledge and skills appropriate to the completion of the degree. This course represents the final evaluation of the degree.

A major evaluation component will typically include a paper synthesizing psychological issues on an educational topic, as well as a roundtable presentation of the paper. *Fall*

SED 501 Introduction to Children with Disabilities in Educational Settings (3)

A course that is designed to provide the candidate with an understanding of individuals with disabilities and exceptionalities in relation to their range of similarities and differences within the population as a whole. Candidates will explore the issues related to legislation, cultural diversity, current practices and trends in special education, as well as the needs of gifted and talented pupils. *A 10-hour field experience is required. Summer*

SED 512 Approaches to Classroom Management and Individualized Behavior Support (3)

A course designed to provide the candidate with a comprehensive overview of formal behavioral assessments, the use of functional assessments, and the development of behavioral intervention plans. An additional emphasis is placed upon the diagnosis of candidates with disabilities, the establishment, and the evaluation of positive classroom environments through the use of applied behavior analysis and other techniques used to promote positive social interactions of pupils with disabilities. These techniques are rooted in the historical, social and legal foundations of special education. *A 15 hour practicum experience is required. Spring.*

SPY 500 – Role and Function of the School Psychologist (3)

This course is an introduction to the field of school psychology, exploring the history and development of the profession. Candidates will become familiar with the School Psychology program's theoretical framework as they begin to view problems and solutions from a systems, strength based perspective. Various issues and topics related to school psychology will be addressed including assessment, intervention, consultation, and collaboration. These topics will be examined in greater depth in subsequent coursework in the curriculum. *15 hours of field work will accompany this course. Fall*

SPY 501 Assessment for the School Psychologist I-Cognitive Assessment (3)

The course emphasis will be on the administration, analysis, and interpretation of the major individually administered cognitive assessment batteries. An introduction to cross-battery assessment based on the Cattell-Horn-Carrol (CHC) theory of cognitive development as well as other theories will be provided. Candidates will develop competency in written and oral communication of test findings to families and school personnel.

Prerequisites: EPY 500, EPY 522, EPY 523, SED 501, SPY 500, SPY 503. Fall

SPY 502 Assessment for the School Psychologist II - Educational Assessment (3)

The administration, analysis and interpretation of individually administered achievement tests will be the focus of this course. An integration of test results using the cross battery approach for the purposes of diagnostic classification and educational planning will be emphasized.

Candidates will continue to develop competency in written and oral communication of test findings to families and school personnel. Prerequisites: *EPY 500, EPY 522, EPY 523, SED 501, SPY 501, SPY 500, SPY 503*. *Spring*

SPY 503 Child & Adolescent Psychopathology (3)

This course provides an overview of personality theory and psychopathology with an emphasis on interpretation/understanding, diagnosis and treatment of various issues and conditions common among school-age children. Candidates will become familiar with diagnostic criteria and methods of assessment for the problems school professionals often face in working with children in school settings. Candidates will learn case formulation and treatment planning strategies. Consultative strategies for working with other school professionals, family members and community resources will be reviewed; collaboration with other school professionals is highlighted. *Fall*

SPY 505 Assessment for the School Psychologist III – Social-Emotional & Low Incidence (3)

This course provides intensive training with additional diagnostic instruments. There will be emphasis on assessment of children from diverse cultural and linguistic backgrounds, as well as assessment of low incidence disabilities.

Prerequisites: EPY 500, EPY 522, EPY 523, SED 501, co-requisite SPY 501. Fall

SPY 510: Academic Interventions through a Neuropsychological Perspective (3)

The primary area of focus is on the assessment of academic problems with special emphasis on the collection of data that allow the planning of interventions at all levels of learning. Students will learn direct methods of academic assessment for both performance and skill deficits.

Emphasis will be on the integration of these assessment techniques, collaborative problem solving, systematic observation, the principles of the psychology of learning for the purpose of intervention development. A full and comprehensive review regarding the issues surrounding the implementation of RtI/MTSS policies and procedures will provide the realistic context in the provision of effective instruction for all children at all levels. Integrated throughout the course will be developing a working knowledge of brain structures and functions that impact learning.

Prerequisites: CSL 500, CSL 528, EPY 500, SPY 531, EPY 524, SED 501, SED 501, SPY 503. Spring

SPY 525 School Psychology Consultation (3)

This course will provide an overview of the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Course content will focus on collaborative consultation processes, theory and issues related to these processes, as well as relevant research. Content will include adopting a systems level perspective with change being viewed from a preventative framework. Consultation from a cross-cultural view will also be emphasized. This course will also include the opportunity to observe and practice the skills required to engage in collaborative consultative services through applied case work, practice, role play, self-appraisal, feedback and class discussion.

Prerequisites: SPY 500, SPY 531, SED 501. Spring

SPY 530 School Psychology Practice/Intervention (3)

This course prepares school psychology students to design and implement evidence based interventions to support mental health in schools. The course builds on prior knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) published by the American Psychiatric Association; and other requisite knowledge in areas of child/adolescent development, personality theory, counseling, psychoeducational assessment, and systems theory.

Topics to be addressed include a wide variety of presenting problems and need areas. Some can be considered prevention focused, while others are clearly intended to respond to more acute problems. Thus, interventions are presented in a model consistent with a three-tier Response to Intervention framework. Many of the interventions to be discussed have a strong evidence base, and some are proven effective across a wide range of presenting problems.

Prerequisites: CSL 500, CSL 528, EPY 500, SPY 531, EPY 524, SED 501, SED 501, SPY 501, Co- or prerequisite SPY 502, SPY 503. Spring

SPY 531 Advanced Development Psychology (3)

An in-depth study of the area of human developmental psychology, including a focus on the critical processes and contexts that support typical development from infancy through adolescence. A wide range of topics will be covered including biological, cognitive, social-emotional, moral, language and the development of self from an ecological perspective. Students will view developmental trajectories in light of attachment, resiliency, and cultural influences. Students will study and apply developmental processes in typical development and will build a frame of reference for utilizing these ideas when problem-solving in educational settings. **Field observations required.** Fall

SPY 585 Practicum in School Psychology (3)

Candidates are required to participate in a 240-hour experience in an approved school program under the direct supervision of a permanently certified School Psychologist. Candidates are required to successfully complete a series of intended learning outcomes designed to familiarize candidates with the role and function of the School Psychologist, which may include applying course content in critical School Psychology areas of testing, counseling, and consultation.

Prerequisites: All Educational Psychology requirements, CSL 500, CSL 528, SED 501, SED 512, SPY 501, and permission of the instructor. Spring

SPY 590/591 Internship in School Psychology (6,6)

Candidates are required to participate in a 1200-hour experience in an approved school program under the direct supervision of a permanently certified School Psychologist over 2 semesters to successfully complete a series of intended learning outcomes that are designed to validate candidate's proficiency in applying the course content of the School Psychology program.

Candidates will also participate in on-campus seminars to discuss their internship experiences.

Prerequisites: completion of all courses and permission of the instructor. Fall, Spring

SPY 598 Independent Study (1-6)

Candidates who wish the opportunity to work on a topic with a School Psychology faculty member should contact the faculty member directly to arrange course requirements.

EDU 602 Violence Prevention Workshop (0)

Provides training in school violence prevention and intervention. Topics include: the warning signs that relate to violence or signal precursors to violent behavior in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; academic supports and management strategies; methods for integrating social skill development and problem solving skills into ongoing curriculum and instruction; intervention techniques for addressing violent situations; and referral processes for students with violent behaviors.

Fee required. Must be taken prior to Practicum placement. Spring, Fall, Summer

EDU 603 Child Abuse and Abduction Prevention Workshop (0)

Approved by and designed to meet certification regulations of NYSED. Includes objectives related to detecting and reporting child abuse; meeting professional and legal responsibilities related to child abuse; strategies for preventing child abduction.

Fee required. Must be taken prior to Practicum placement. Spring, Fall, Summer

EDU 606 HIV/AIDS and Communicable Diseases Workshop (0)

Provides an overview of HIV/AIDS, sexually transmitted diseases, and other blood borne pathogens. The workshop will examine the laws regulating AIDS education in New York State and the public health law regulating confidentiality. In addition, this workshop will offer information, activities, and ideas regarding HIV/AIDS curricula; the rights, roles, and responsibilities of educators; and other universal precautions.

Fee required. Must be taken prior to Practicum placement. Spring, Fall, Summer

EDU 611 Dignity for All Students (DASA)

This workshop fulfills the training requirement on harassment, bullying, and discrimination prevention and intervention under the NYS Dignity for All Students Act. This is a participatory workshop which includes activities to help students understand and address personal and hidden biases as well as related behaviors and the school setting. Topics include: introduction to the Dignity for All Students Act; reporting requirements for educators; understanding diversity, multi-cultural environments, and examining personal biases; developing sensitivity to the experiences of specific student populations; understanding how school climate and culture have an impact on student achievement and behavior; understanding intervention and prevention strategies including how to interact with families; understanding how school climate and culture have an impact on student achievement and behavior; understanding the indicators and early warning signs. *Fee required. Must be taken prior to Practicum placement. Fall, Spring, Summer.*

EPY 637 Substance Abuse Prevention Workshop

Addresses the psychological and physiological effects of substance use and abuse. Legal, moral, and social issues are discussed, as well as education and prevention programs and their effectiveness. This course satisfies the drug education requirement set forth by NYSED. *Fee required. Must be taken prior to Practicum placement. Spring, Fall, Summer*

SPY 700 PRAXIS II Preparation Course

The Praxis II exam must be taken in the Fall semester of the Internship year. A mandatory six week preparation course runs in conjunction with the internship seminar. Candidates must pass the Praxis exam in order to receive National Certification. If a candidate does not pass in their first attempt, they must sit for a second attempt in order to complete the program.

SECTION 4

PRACTICUM AND INTERNSHIP

A. PROCESS OF OBTAINING FIELD SITE

Each candidate will be doing their practicum and internship within the same school district. The practicum will begin the second semester of their second year of study, and the full time internship will occur during the candidate's third year of study.

The School Psychology program has established strong relationships with multiple school districts within the Capital Region, and counties throughout New York State. The candidates will be placed at one of these sites by the primary faculty.

In the first semester of the second year of study, the candidates are surveyed regarding what type of educational environment in which they are interested. They detail their interest of the sites geographical location, setting (urban, rural, suburban), any particular age group with whom they would like to work (pre-school, high school), and/or specific population (MR, autism, ED). The primary faculty will review the surveys, consider the candidates strengths and needs, the characteristics of the various sites, and match the candidate with a site. Due to ethical concerns, candidates will not be placed in a district where they live, work, or attended school. The candidate **may not** initiate contact with any supervising psychologist without the direct approval of primary faculty. Upon approval, the candidate will make an appointment to interview at their matched site. Depending on the result of the interview, the candidate will begin the practicum at the site at the beginning of the second semester of the second year.

At the end of the Practicum and each of the two semesters of Internship, the candidate is expected to complete a portfolio, which will contain professional work samples, summary of hours, and essays reflecting their goals and progress (See Appendix E and F). In addition, a log will be kept documenting days and hours spent at the site. Logs, which are the responsibility of the candidate, must be signed by the supervisor and submitted to the course instructor monthly. Practicum candidates are required to log 240 hours experience, while inters are required 1200 hours experience. Credit for the practicum placement is dependent on timely submission of signed logs

Candidates are reminded that this is a professional placement. Attire and behavior must reflect your status as a professional in training, as well as a representative of The College of Saint Rose.

While participating at the site, the candidate is expected to have experiences that will allow him/her to achieve a developmentally appropriate, proficient level of competency in the following ten domains of practice:

- Data based decision making and accountability
- Consultation and Collaboration
- 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
- Family-school collaboration
- Diversity in development and learning
- Research and program evaluation
- Legal, ethical and professional practice

A detailed description of the practicum and internship is provided below

B. PRACTICUM EXPERIENCE (SPY 585)

I. Basic Criteria for Practicum

- Students spend a minimum of 240 hours (generally two days per week for sixteen weeks) in the field placement to gain exposure and experiences considered meaningful for the school psychologist in training.
- Supervision **MUST** be provided by a Permanently Certified School Psychologist. It is preferred that the supervisor is a district tenured employee.
- Assignments may include elementary or secondary schools and closely correlate with particular practicum course requirements (See Appendix E). All practicum experiences are distinct from and occur prior to the internship.
- Practicum experience will occur in the spring semester of the second year of the Program. Practicum experience will be of sufficient length of time to provide student with comprehensive understanding of range of psychological service delivery and opportunity for initial practice of scientist practitioner model for service delivery.
- All prerequisite coursework in core educational psychology, counseling, special education, and school psychology areas will have been completed prior to practicum enrollment (EPY 500, EPY 522, EPY 523, EPY 524, EPY 535, EPY 529, EPY 592, CSL 528, SED 501, SED 512, SPY 500, SPY 501, and SPY 503). Additionally, all State Department of Education workshops must be completed. Finally, students must be in good standing with respect to the Professional Qualities Assessment (PQA) described in the Student Handbook.
- All practicum students will be assigned a faculty supervisor. The faculty supervisor will facilitate seminar meetings two times per month throughout the practicum semester; maintain contact with the field supervisor via telephone contact, site visits and email. The faculty supervisor will assign a final grade of “pass” or “fail” in conjunction with the field supervisor’s recommendation.
- Practicum meets NASP Training Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 2.10, 3.1

II. Expectations of Practicum Student

- Students must make arrangements for scheduling and attending an interview at the recommended practicum site.
- Prior to entrance into Practicum, student must have appropriate documentation completed, including fingerprinting and certification that professional liability insurance has been obtained.

- Practicum students are expected to spend two full school days each week at the site for the entire semester. If days are missed due to sickness and/or personal reasons, this time must be made up. It is suggested that Practicum students attempt to be flexible in their days, so as to take advantage of learning experiences that might arise of different days.
- Practicum students will attend class bi-weekly, at which time there will be additional supervision, presentations by educational professionals, and the introduction of new material. This time will count towards total time within practicum.
- Practicum students will be expected to engage in professional activities that foster the development of a range of school psychologist's skills. Practicum students will:
 - a. Conduct intellectual, achievement, and socio-emotional/ behavioral assessments with children across age-and grade-levels;
 - b. Conduct systematic direct observations of children in classroom settings to gather information that will contribute to intervention design and implementation
 - c. Participate in teacher and parent conferences
 - d. Write and submit psychological reports
 - e. Document observation of assessment, counseling, and alternate child contacts;
 - f. Become involved with children in special education settings (resource room; self-contained classroom) in addition to their work in general education classrooms.
 - g. Participate at Child Study Team and CSE/CPSE meetings;
 - h. Conduct individual counseling of referred children;
 - i. Participate in group counseling, parent training, and related group experiences;
 - j. Be knowledgeable of and consent to follow the ethical and professional guidelines for School Psychology practice as dictated by the National Association of School Psychologists Ethical Guidelines;
 - k. Learn and follow established school district policies.
 - l. Complete the portfolio outlined in the course syllabus.
- Practicum students will be evaluated in the following domains:
 - Data based decision making and accountability (2.1)
 - Consultation and collaboration (2.2)
 - Intervention and instructional support (2.3)
 - Interventions and mental health services (2.4)
 - School wide practices to promote learning (2.5)
 - Diversity in development and learning (2.8)
 - Legal, Ethical, and Professional practice (2.10)
- Work samples demonstrating the application of skills are outlined in the Portfolio Checklist in Appendix E. Students will upload their work samples in their respective portfolios within the Chalk and Wire data management system. Practicum students will be expected to maintain confidentiality, and must be certain that all sample of work do not contain identifying information.
- Practicum students will also be evaluated on NASP domains 2.1, 2.2, 2.3, and 2.4 by their supervisor using the Practicum Student Evaluation Form.

INTERNSHIP EXPERIENCE (SPY 590, 591)

i. Basic Criteria for Internship

- The candidate is required to complete a 1,200 hour (2 semesters) internship experience in an approved school program which addresses the development and refinement of foundation skills in assessment, learning theory, counseling, and clinical and educational intervention practice areas across all NASP domains of training. Candidates enrolled in internship will be working full-time (40 hours/week) across the 2 semesters.
- Supervision **MUST** be provided by a Permanently Certified School Psychologist. It is preferred that the supervisor is a district tenured employee.
- The internship is a culminating experience during which the intern begins to function independently, as competencies in assessment, intervention, and consultation increase. During the internship, socialization into a variety of situations representative of school psychology practice occurs. Candidates are expected to be involved in a variety of settings within and outside the placement. Candidates should take advantage of this time to be exposed to as vast of experiences as possible.
- During internship, candidate is required to successfully complete a series of intended learning outcomes across all domains of school psychology training and practice consistent with NASP standards. All candidates will participate in a full range of supervised school psychology practice across developmental levels and maximizing exposure to diverse populations.
- All students are assigned a faculty supervisor who works collaboratively with the field supervisor to assure that candidates are involved in a wide-variety of field experiences and that they are having success in attaining of a range of school psychologist skills. Communication and problem solving takes place through field visits, phone calls and the completion of Intern Evaluation Forms, which are completed by the field supervisor at the end of each semester of internship.

ii. Candidate Expectations

- Candidate may register for internship upon advisement, satisfactory completion of practicum and all required courses in School Psychology, Educational Psychology, School Counseling, and Special Education. Finally, students must be in good standing with respect to the Professional Qualities Assessment (PQA) described in the Student Handbook.
- The internship start date will be worked out between the site supervisor and candidate. The concluding date, however, will be the end date of the Spring semester, unless hourly requirements have not been met. Interns would be expected to continue at their placements during semester breaks and follow the school district schedule.

- Paid internship settings may require candidates to work until the end of the school district year. Candidates contracts will reflect internship start and end dates (see Appendix F)
- At the beginning of the internship, the candidate will complete an Internship Plan (Appendix F) in which they indicate their personal goals, experiences they wish to have, and how they will exhibit their foundational and functional competencies. This plan will be evaluated at the beginning of the second semester to assess if any new goals need to be added or if initial goals are being met or need to be modified.
- Interns are required to have two hours of weekly face-to-face supervision with their field supervisor. The National Association of School Psychologists (which sets out program accreditation standards) requires that the specialist level internship be a 1200 -hour experience. Missed internship time must be made up based on an agreed upon arrangement between the supervisor, primary faculty, and candidate. Excessive absences will be addressed with the supervisor, primary faculty, and candidate, which may lead to an extended internship.
- A log will be kept documenting days and hours spent at the internship site. Logs, which are the responsibility of the candidate, must be signed by site supervisors and submitted to the course instructor on a monthly basis. Credit for the internship is dependent on timely submission of signed logs. See Appendix F for sample Log Form.
- Candidates will also attend a weekly seminar class, providing additional supervision, case problem-solving and case presentations, as well as introduction of new material. Hours attending class will count towards total internship experience. Attendance to class is essential. Candidates have the option of attending via teleconference (i.e. Zoom) providing that this has been arranged with the professor. Missing more than one class can be grounds for failure.
- Candidates **must** sit for the Praxis II School Psychology exam in the first semester of their Internship. If the candidate does not pass in the first attempt, candidate must sit for a second attempt prior to March 15th. Final results of the exam, including overall and subtest scores must be included in the internship portfolio.
- Over the course of two semesters, the candidate must complete a portfolio, a tool used to exhibit their proficiency in the eleven domains of practice. See Appendix F for Portfolio Checklist. The portfolio is submitted through the Chalk and Wire data management system.
- The primary function of the portfolio is to provide evidence of:
 - *Skill attainment in all NASP domains of training*
 - *Positive impact on student learning*
- Candidates present a range of artifacts to reflect their skills in each professional area. Case studies, intervention plans and outcomes, assessment reports, etc. are all included as primary evidence of professional skills (see Syllabus). Candidates are also required to

reflect and share specific evidence of their skill development in each domain of training (Skill Attainment Sheet) and provide supporting evidence from their supervisor ratings and positive impact surveys from their consumers as support of their skill attainment.

- Candidates are evaluated regarding their skill development by Faculty using the Portfolio Skills Rubric found within course syllabus.
- Internship supervisors rate the level of skill development across all domains of training and development of professional qualities on the Internship Evaluation Form (Appendix F).
- Candidates are required to provide evidence of their level of positive impact on student learning. Behavioral and academic case studies reflect the candidates' level of effectiveness in impacting the educational outcomes for their students. Candidates are evaluated by faculty with respect to level of positive impact using the Case Study Rubric and Oral Presentation Rubric (see Positive Impact Appendix G).
- Candidate will be required to:
 - a. Conduct intellectual, achievement, and socio-motional/behavioral assessments with children across age-and grade-levels.
 - b. Conduct systematic direct observations of children in classroom settings.
 - c. Consult with teachers and parents about children's educational and emotional needs.
 - d. Write and submit psychological reports, counseling treatment plans and other child based assessments and interventions.
 - e. Involve themselves with children in special education settings (resource room; self-contained classroom) in addition to working in general education classrooms.
 - f. Participate and facilitate at CST and CSE/CPSE meetings.
 - g. Individually counsel referred children, develop intervention plans, and confer with primary supervisor on each case on an ongoing basis.
 - h. Participate and facilitate group counseling, parent training, and related group experiences.
 - i. Collaborate on the development intervention plans for academic problems.
 - j. Be knowledgeable of and consent to follow the ethical and professional guidelines for School Psychology practice as dictated by the National Association of School Psychologists Professional Conduct Manual.
 - k. Learn and follow established school district policy enhancing probability of positive internship experience and contributing to district service goals.
 - l. Participate with various systems-wide prevention plans in the school district.
 - m. Learn about the district's crisis response plans. In the event of a crisis, guided by the field supervisor's judgment, the candidate may become involved in crisis intervention.
 - n. Become familiar with technology used in the practice of school psychology.
- Internship experience will meet NASP Training and Practice Standards of 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.1, 3.2, 3.4, and 3.5.

The College of Saint Rose School Psychology Program

Albany Medical Center – Developmental & Behavioral Pediatrics Clinical Rotation - Internship

School psychology students complete a full year internship in their third year of the program. Typically, all school psychology students complete a full year, 1200 hour internship within one school district. Since 2020, there is the opportunity for one student to be a part of the Clinical Rotation at Albany Medical Center for one day per week throughout their internship. The school district must agree that they support their intern spending one day per week at Albany Medical Center for the duration of the internship.

Albany Medical Center's website (August, 2020), Developmental & Behavior Pediatrics provides the following services:

Conditions Albany Med's comprehensive team of physicians, nurses, clinical psychologists and social workers provide evaluation and ongoing treatment for a range of behavioral health disorders:

- *ADHD (Attention-deficit/hyperactivity disorder)*
- *Anxiety*
- *Autism spectrum disorders*
- *Behavioral health disorders*
- *Depression*
- *Developmental disorders*
- *Learning and cognitive disorders*

Treatments Developmental and behavioral disorders are most effectively treated through a comprehensive approach and ongoing follow up care. Our team has the expertise to support the different roles needed to achieve positive results. Treatment options include:

- *Diagnostic evaluations*
- *Medication management*
- *Psychological assessments of learning and behavioral health disorders*
- *Psychotherapy including individual, family and group treatment of children, adolescents and their families.*

Goals and Objectives:

Interns will have the opportunity to engage in a wide range of activities. This may vary depending on particular programs and initiatives that are underway at Albany Medical Center Developmental & Behavioral Pediatrics in a given year; but every year interns will provide individual and or group counseling, collaborate with families, and gain an understanding of the

complex systems (i.e. schools, mental health facilities) that must work together to best support children and families. The following objectives are associated with NASP Domains of Practice:

- Interns will gain experience working with clients with a broad range of mental health challenges and diagnosis. Interns will provide individual and/or group counseling over the course of the year (NASP Domain 4)
- Interns will collaborate parents to help develop strategies to work with their children, and/or to provide support to parents (NASP Domain 7)
- Interns will gain an understanding of the continuum of care of mental health and educational services. They will experience how schools and mental health settings must collaborate to support children and families (NASP Domain 5).
- Interns will have the opportunity to work with diverse clients (race, culture, religion, sexual orientation, gender identity, and children with clinical high need – e.g. autism spectrum). They will develop an understanding of equitable practices to ensure that children and families receive the support they require (NASP Domain 8)

Application Process:

- Interested students will complete a letter of interest stating why they want to do the Clinical Rotation at Albany Med – to be submitted to the School Psychology Program Coordinator by May 1st of the year preceding internship
- Consideration will be given to students in strong academic standing who have received positive supervisor evaluations at the practicum level
- Students with a PQA will not be eligible
-

Clinical Rotation Logistics:

- The Clinical Rotation will follow the dates of the Saint Rose Academic Calendar.
- There is no stipend associated with the Clinical Rotation.
- Supervision will be provided by the Program Director or designee. At least 30 minutes per week of supervision will be provided. The other required 1 ½ hours of supervision will occur at the school district.

SECTION 5

GENERAL INFORMATION

A large majority of information within this section can be found in the Graduate Catalog. Please refer to the catalog for more specific information.

A. APPLICATION TO PROGRAM

The School Psychology program accepts only full time candidates. Fall admission only. To be considered for interview, all components of the application must be completed by February 15th. The components include:

- a complete Saint Rose graduate school application
- a baccalaureate degree from an accredited institution
- official transcripts from all colleges/universities attended
- personal and academic qualifications for graduate study as indicated by letters of recommendation. Two letters should be from previous professors.
- an undergraduate grade point average of 3.0
- International applicants must submit English translations and evaluations of transcripts prepared by the college/university of origin or by a professional independent transcript evaluator, and a TOEFL score showing a minimum of 550 on the written or 213 on the computer-based exam.

If the applicant qualifies, they will be invited for an interview. The first part of the interview will be in a group format. Each candidate will then be met individually. Finally, each candidate will be expected to provide a writing sample at the end of the session. Candidates will be notified within a few weeks of interview and no later than April 1st. The candidates must inform the College by April 15th about their enrollment decision. **No deferments will be offered.**

B. FINANCIAL AID INFORMATION

While the basic responsibility for financing education lies with the candidates, scholarships, loans, and/or assistantships can supplement resources. The amount of aid available through the College is limited and awarded on the basis of academic merit. Financial aid awards are contingent upon candidates' maintaining good academic standing and satisfactory academic progress.

However, it is within the area of graduate assistantships that school psychology candidates have been most competitive and successful. School Psychology candidates are currently employed with assistantships across the College in various departments such as Psychology, Physical Education, Special Education, and Educational Psychology. Assistantships are held for one academic year and require 150 hours of time per semester (10 hours per week). The position offers the approximately four (4) credit hours of tuition per semester.

When available, one or two candidates will be nominated for graduate scholarship. These scholarships may be for up to \$1000 per semester for four semesters. All scholars must maintain a minimum grade point average of 3.3.

C. TRANSFERRING CREDIT

As indicated by the Graduate Catalog, candidates may request that previously earned graduate credits (whether earned at The College of Saint Rose or at another institution) be applied to up to one-third of the program. The School Psychology department may limit credit requests.

Specific courses must be approved for transfer by the School Psychology primary faculty, department chair, and school dean. Transfer credit is allowed only for courses in which candidate have received a grade B or better. The course must have been completed within six years of transfer. For the necessary forms to complete transfer credits please review the Graduate Catalog or contact the Registrar's Office.

D. GRADES

Candidates are required to earn grades of B or better in all courses in order to remain in the program. Should a grade less than B be earned in any given course, the candidate will be placed on academic probation and must repeat as soon as it is offered. *Upon the second instance of receiving a grade lower than B, the candidate will be disenrolled from the School Psychology program.* The grade of Incomplete (I) is awarded only with special permission of the instructor. Candidates are expected to develop a contract with the instructor for course completion. The Incomplete becomes an F if it has not been completed within one month after the beginning of the following semester. Summers are not included.

When candidates repeat courses for the purpose of raising grades, the credits will be counted once in the total number of credits required for their degrees. The prior grades are replaced by R's.

All candidates will receive letter grades at the end of the course, which is consistent with academic policies and procedures for Graduate grades as described in the Graduate Handbook (p.21).

Grades are assigned as followed

Letter Grade	100 Point Scale Grade	4 Point Scale Grade
A	94 to 100	4.00
A-	90 to 93	3.70
B+	86 to 89	3.30
B	80 to 85	3.00

i. Grading Rubrics – Candidates in courses taught by primary faculty will be graded based on rubrics with these classifications:

- *Distinguished*- Excellent skills, understanding, and application of concepts. Consistently meets course standards and expectations at the highest level. Can function independently with little supervision.
- *Proficient*- Adequate skills, understanding, and application of concepts. Typically meets course standards and expectations. Can function independently with modest level of supervision.
- *Novice/Needs Improvement*- Emerging skill development, understanding, and application of concepts. Needs high level of supervision and guidance to meet course standards and expectations.
- *Unsatisfactory*- Insufficient skills, understanding, and application of concepts. Does not meet minimal course standards and expectations.

While there are certain requirements that apply to all work samples (e.g. no less than Proficient on any scored section), the expectations for specific work samples vary. All sections of work samples (as indicated by respective syllabi) will be graded on a four point Likert scale, with each point corresponding to the classification (i.e. 0 points for ‘Unsatisfactory’, 3 points for ‘Distinguished’)

For some courses, the expectation is that the overall score on an assignment will reflect at least a balance of ‘Distinguished’ and ‘Proficient’ work, approximately one-half of each. Take for an example of a rubric for a ten section work product, with a score of 3 for Proficient and a score of 4 for Distinguished. To convert the overall rubric score to a 100-point scale that reflects a 50-50 ratio, the obtained raw score is divided by 35. The number 35 was calculated by adding the total possible points under the Proficient category (10 sections x 3 points = 30 total points), to the total possible points under the Distinguished category (10 sections x 4 points = 40 total points). This sum (70) is multiplied by 0.50 (or in layman terms, divided in half) for a total of 35 points. A candidate who receives 32 points in this example would receive a grade of 91 (within the 100-point scale system) which converts to a letter grade of A-, which converts to a 3.70 within the 4-point scale system. Appendix G has an example of a scoring rubric for review.

ii. Grade disputes – Candidates who believe their grades are incorrect or unfair should first discuss the matter at issue with the faculty member who is the party to the grievance. If no resolution of the grievance was achieved, then the candidate must request, in writing, a meeting with the chair of the department and the faculty member who is party to the grievance. The candidate must request this meeting within one semester following the last day of the semester within which the grievance occurred. The meeting will be set by the department chair for within two weeks of receiving the written request. If no resolution is achieved in this second step, the candidate may make a request for a formal hearing by the Academic Grievance Committee. The request must be in writing and presented to the committee chair. Within two weeks of the receiving the written request, a meeting between the candidate, faculty member, and department chair will be held. The candidate should review the Graduate Catalog for a more detailed discussion about this process.

E. STUDENT EVALUATION – PROFESSIONAL QUALITIES ASSESSMENT

Programs which train professional psychologists must recognize the importance of personal and professional competencies, in addition to traditional academic skills. Interpersonal effectiveness is essential for practice as a professional psychologist. Candidates who wish to become professional educators must demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. As candidates progress toward completion of their professional education programs, they must demonstrate evidence to professors through course work, field and clinical experiences, and interpersonal interactions that they are developing professionally. Faculty consider these professional qualities to be as important as academic performance since they are so clearly related to one's success as a professional. Development of acceptable levels of performance in each of the performance categories is an expectation of all candidates prior to completion of the school psychology program.

While throughout the program the candidate will continually receive feedback as to their professional skills, there will be points during the program (SPY 500, SPY 501, and SPY 590) in which formal evaluation will take place.

If a candidate is exhibiting difficulty in one or more professional competency area, the candidate will be alerted in order to allow development of a remedial plan. Appendix C contains the Professional Qualities Assessment (PQA) Report, Conference Documentation form, and PQA Review Schedule. The PQA Review is completed and shared with candidates exhibiting marginal or less than acceptable behavior. The Conference Documentation form is used to summarize the meetings between faculty and the candidates. The PQA Report provides specific qualities within each competency area that candidates are expected to exhibit.

If a candidate considers the assessment to be inaccurate, s/he may ask for a review of the assessment by the Chair of the department in which the candidate is enrolled. If the Chair has referred the candidate for review, then the candidate may request a review from the Dean.

F. DELAY OF PROGRESS/DISMISSAL FROM PROGRAM

The school psychology program is a professional training program. As noted in the above subsections, grades and professional conduct are vital to continuation through the program and development as a school psychologist. Due to the developmental and sequential nature of the program curriculum, a grade lower than a B or a course withdrawal would delay progress in the program by a minimum of one semester. The candidate would be expected to retake and pass the course before continuing course sequence. Should the candidate be dismissed from the program as a result of performance (two course grades of C or one course grade of F), the candidate may request re-enrollment into the program. Steps to re-enrollment are detailed within the Graduate Handbook.

Throughout enrollment, each candidate must adhere to the ethical code and principles of APA and NASP. Candidates are also expected to follow the standards of professional behavior as outlined in the Professional Qualities Assessment (PQA), which can be found in Appendix C of

this handbook. Any ethical/professional behavior breaches are the responsibility of the candidate and cannot be faulted on other forces, such as but not limited to medical, familial, or life stressor situation. Unresolved PQA issues would impact a candidate's ability to move forward in the field placement sequence.

In cases of ethical violation, the candidate can be immediately dismissed from the program. Should an immediate dismissal be determined, the candidate has seven days from notice to submit an appeal to the Department Chair and/or Dean of Education. The appeal would be reviewed and decided upon within seven days of receipt. If it is determined that enrollment can continue, a Professional Qualities Determination meeting must be held as soon as possible and prior to the candidates return to any and all program activities (i.e. internship, classroom attendance). If it is determined that the dismissal is appropriate, the candidate would earn a failing grade for the class(es) impacted by the violation. The failing grade(s) cannot be altered through application of class withdrawal. The candidate has the right to grieve the grade in accordance with policies of the College of Saint Rose.

G. APPLICATION FOR DEGREE

This is a three year, full time enrollment program that leads to a Certificate of Advanced Study in School Psychology (CAS). The curriculum sequence allows the candidate to receive a Master of Science in Education (MS. Ed) upon their completion of the first semester of the second year of study. Candidates should apply for each degree before the start of the last semester they expect to receive the degree. Application is due no later than mid-October for the December Commencement ceremony, and no later than mid-March for the May Commencement ceremony. Candidates can find the necessary forms on-line or at the Registrar Office.

H. COURSE AND ACADEMIC POLICIES

- Attendance- Candidates are expected to attend all classes. Because class is once a week, attendance is essential for the synthesis of information. Candidate should only miss class for significant medical or family emergency. It is the responsibility of the candidate to complete all work missed if absent, and adhere to the same time lines that are expected for other candidates. Attendance expectations are set by faculty must be followed, or candidates risk receiving a lower grade.
- Email – Candidates are expected to check their Saint Rose email address on a regular basis. Outside of office hours and planned meetings, email will be the primary method of communication used for group and individual contact.
- Cell Phones - These devices are to be turned off in class. Text messaging during class is unacceptable. It is only with the instructor's permission may these devices be left on for bona fide emergencies.

- Use of laptop during class- Research has indicated that note taking is more effective via paper/pen than typing. Laptops often create distractions from class participation. Unless required, use of laptops in the classroom is discouraged.
- Professional Behavior – Candidates are expected to present themselves in a professional manner and interact with the faculty and their colleagues in like manner. This includes attendance in class, as well as within the assigned practicum and internship placements. Candidates are reminded that they are representatives of both the field of school psychology, as well as of The College of Saint Rose.
- Academic Honesty – Candidates should be aware that their first responsibility as candidates is to be academically honest. The College faculty expect that candidates will not resort to cheating, plagiarism, or any other form of academic dishonesty. A grade of F may be given in a course for plagiarism and/or dishonesty on any assignment, paper, or examination. Please refer to the Graduate Catalog for a more detailed discussion.
- American Psychological Association Style for Papers – Candidates are required to use APA format for all papers handed in. The most current version must be used.

I. SCHOOL PSYCHOLOGY ASSOCIATION (SPA)

SPA is a formal candidate group that was organized during the 2004-05 school year to promote candidate involvement in School Psychology program and in the field of school psychology. The group focuses on professional development. SPA invites speakers to The College to present on topics impacting upon school psychology and education as a whole. The candidates are directly responsible for the organizing and planning for the presentations.

Overall, the purpose of the SPA is to:

1. Create a general awareness of and promote growth in the area of school psychology
2. Offer practical services, presentations, and general forms of discussion, which increase skills and experiences related to the field of school psychology.
3. Promote communication among candidates, faculty, and field professionals on current issues relating to school psychology.
4. Invite experts within the field, interns, and community representatives to share their experiences, which will increase the school psychology major's efficiency in the field.
5. Foster enthusiasm within the school psychology program by initiating communication and offering the opportunity to have colleagues work together.

Meetings will be held once a month. The first portion of the meeting will be to inform members of upcoming events, accept ideas and comments, and to maintain general communication between candidates and staff. The second portion of the meeting will consist of a guest speaker(s) to increase member enthusiasm and to address issues in the field.

J. STUDENT SERVICES

The College of Saint Rose provides academic and student-centered services to support and enhance graduate candidates' experiences during their stay on campus. Services are provided through the day and evening, week and weekends to accommodate busy schedules. Candidates are strongly encouraged to utilize the services. Below is a list of services most often used by candidates within the School Psychology program. For further information, please refer to the Graduate Catalog.

- Special Services Office – This office is responsible for coordinating academic support in compliance with the Americans with Disabilities Act to enable candidates with documented disabilities to access academic programs.
- The Writing Center – Offers individual and group tutorials on all stages of the writing process. Writing workshops are offered throughout the academic year. Will be a tremendous help in resume writing.
- Career Center – An invaluable tool for school psychology candidates, especially when they prepare to apply for jobs. The Center assists candidates through the job process. It provides advisement on resumes, cover letters, interviewing, networking, and job search strategies.
- Counseling and Psychological Services Center – Graduate school can be a highly stressful experience. In addition to normal life stressors, the counseling center is an excellent resource to help deal with the difficult periods one may encounter.
- Neil Hellman Library - Holds over 212,000 volumes, 725 periodical subscriptions, and 312,000 microforms. The library's electronic resources are available to users throughout the campus and from their homes. Subscriptions to full text services provide web access to over 20,000 journals, magazines and newspapers.
- Office of Intercultural Leadership – Besides assisting multicultural candidates with their adjustment to college life, it promotes a positive and successful living and learning environment for all.
- School Psychology Resource Library and Study Room – Located on 3 West wing of Lally, this room is dedicated to the studies of school psychology. There are over 150 books and journals related to the field of school psychology. Many of these books were donated posthumously by former field supervisor Dr. Maureen Lynch.
- Curriculum Library – This library specializes in curriculum material for candidates entering the field of education. The library is also a holding area for various academic, social-emotional, and behavioral assessments that school psychology candidates will be using during much of their career. The Curriculum Library is located on the second floor of the Lally building.

K. STUDENT GRIEVANCE

The candidate is encouraged to use the informal process as a first approach. They should meet with, call, or write the primary faculty or staff member involved within three years of the problem. The basis for the complaint should be explained and any appropriate documentation should be presented. Complainants are encouraged to keep copies of all correspondence and documents. If the candidate is unsatisfied with the outcome of the initial process, then an appeal to the appropriate dean/area head responsible for the person/area should be made within 30 days of the decision process. For a detailed explanation of formal process, candidate is referred to the Graduate Handbook.

Please see other sections of the Graduate Handbook for sexual harassment and other policies with regard to candidates. Any candidate who believes they has been aggrieved should review the internal complaint process. If the person is unable to resolve the complaint with the institution or believes the institution has not properly addressed the concern, the candidate should follow the State appeal process.

L. OTHER CAMPUS INFORMATION AND RESOURCES

- Parking – The College of Saint Rose is located within an urban community. Parking is an ongoing issue, especially during the winter months. The candidate is strongly encouraged to plan arriving at least a half hour before class time to ensure prompt attendance. The College has various parking lots located within and around campus. Vehicles must be registered with the College, and a decal permit must be displayed on the vehicle to park in College owned and leased lots. The permit is issued each academic year from the office of Safety and Security. There is a two permit limit per individual, and the second permit requires additional costs.
- Technology Resources – The College offers a variety of computer lab resources for candidate use. Some of the labs are dedicated as open labs, and several of them are open twenty four hours a day, seven days a week. All computer labs have laser printers. The College has implemented a wireless network. Candidates who need to access the wireless network should bring their equipment to the Educational Technology Services Help Desk in the basement of the Lally School of Education building.
- Education Office - The Education office staff are a tremendous resource for all candidates. Located on the first floor of the Lally Building, behind the security desk, the administrative assistants will either provide or find an answer out for the candidate regarding campus issues.

M. SOCIAL MEDIA POLICY

In accordance with The College of Saint Rose mission, Statement on Integrity, Acceptable Use Policy, [Student Handbook](#), and any applicable hosting web sites' terms of use agreements, all users must adhere to the general rights and practices of social media.

- **Purpose** – The School Psychology Program recognizes the importance of the Internet and is committed to supporting students' right to interact knowledgeably and ethically when using social media. The program also strives to provide guidelines in this social media policy that will help candidates make appropriate decisions about online exchanges and behavior during their time in the school psychology program, practicum, and internship. The guidelines also protect the privacy, confidentiality, and interests of colleagues, employees, and clients.
- **Definition of Social Media** – Social media includes user generated Internet content and mobile technologies that promote communication and interactive dialogue. Social Media is an important method of interaction and collaboration between students, parents, faculty, staff, and alumni. Examples include, but are not limited to, Facebook, YouTube, Twitter, LinkedIn, etc. The social media guidelines described here will apply to all personnel in the School Psychology Program.
- **Informed Consent** – Social networking sites and social media profiles of students will not be reviewed by faculty of the department for purposes of admissions into program of study or to monitor student progress. The faculty may connect with students on social media strictly for educational/instructional purposes and will not connect with candidates on social media for nonprofessional purposes.
- **Professionalism and Privacy** – Candidates speak respectfully about the School Psychology program, practicum/internship, and/or their employees or clients. Candidates do not engage in behavior or language that will reflect negatively on the program or the practicum/internship site. The Program encourages students to write knowledgeably and accurately, using appropriate professionalism.
- **Legal Liability and Disciplinary Action** – Candidates may be legally liable for anything written or presented online. The use of unfounded or derogatory statements or misrepresentations is not viewed favorably by the School Psychology program or practicum/internship site can result in disciplinary action, which may include termination of the program or practicum/internship. It is important to know that anything published on the web is NOT confidential. Candidates can be disciplined for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Candidates can be involved in a lawsuit by any individual or organization that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous, or creating a hostile work environment.

- **Technological Competence/Rules for Online Safety/Protection in Practicum/Internship -**
 - Candidates should not ‘friend’ clients (current or past) and do not allow clients (current or past) to ‘friend’ them.
 - Candidates should not use instant messaging on websites (i.e. Twitter, Facebook) to contact clients or respond to clients who may have contacted them. These sites are not secure.
 - Candidates should be familiar with the privacy controls on social networking and media sites and ensure that the general public cannot see details of their personal life that they would regularly share with immediate friends and family.
 - Candidates should only use professional (i.e. university or work) email addresses to communicate with clients
 - Candidates use all email communication with clients in a professional nature and not involve personal discussions and/or disclosures
- **Tips for Responding to Social Networking Requests from Clients –**
 - “*I do not accept friend requests from current or former clients. This is especially true on Facebook, Twitter, and all other social networking sites. My reasons for this are that I believe that adding clients as friends on these websites can compromise confidentiality and blur the boundaries of our working relationship. If you have questions about this, please feel free to bring them up when we meet and I will be happy to talk about it.*”

N. EMPLOYMENT DURING COURSE OF STUDY

The program faculty recognizes and understands the financial issues facing candidates. As this is a professional training program, the primary focus should be on the course of study.

Balancing this with financial pressures can make this challenging. As a full time graduate student, working full time is quite difficult. Full time employment is strongly discouraged in the second year and often impossible during the third year of study, which is during the 1200-hour full time internship. Should a candidate consider full time employment, they would be encouraged to discuss the plan of action with a program faculty member. For candidates who have a Graduate Assistantship, working part time has proven to incur poor results. Again, candidates who are choosing this route are encouraged to speak to the primary faculty.

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APPENDIX A

School of Education Conceptual Framework The College of Saint Rose

Introduction

All of the disciplines at The College of Saint Rose School of Education that contribute to the preparation of education professionals work together as a unit. That is, all carry out their work in relation to

- the mission statement of The College of Saint Rose
- the New York State K-12 Learning Standards
- the Program Standards of CAEP-associated national professional organizations,
- and The College of Saint Rose Conceptual Framework, which includes eight Student Learning Outcomes (SLO's).

All candidates are expected to develop and demonstrate competence in the “Student Performance” CAEP unit standards, the program standards relevant to their course of study, and all of the Unit’s SLO’s.

The revision was the result of faculty consideration of previously gathered evaluative data in relation to the new state standards for teacher preparation, the New York State K-12 Learning Standards, CAEP accreditation standards, the standards of the respective professional associations, and subsequent identification through our previously existing Program Assessment System, of the areas in which our candidates needed to demonstrate competence. The current Student Learning Outcomes are thus aligned for each program with the New York State Standards for Teacher Preparation, the New York State Learning Standards, CAEP’s accreditation standards, the INTASC standards, and the standards of the respective professional associations. (Ranging across eight categories of outcomes—knowledge and dispositions of the disciplines, human development and learning, instructional practices, assessment and evaluation, professionalism, diversity, communication, and technology—the new SLO’s, unlike those they supersede, are common to all programs in the School of Education.

This history of the development of the Conceptual Framework and the Student Learning Outcomes, and their continuing revision, demonstrates the shared vision arising from a highlight collaborative process. The fact that the Conceptual Framework pertains to all programs, across all schools, and at all levels – initial and advanced—attests to its role in making coherence both within and across programs. The language of the Conceptual Framework is purposeful in its coherence and consistency: “our belief in the profound influence and possibilities of education,” “intellectual and human development of people in a diverse society,” “improve continuously the quality of individual and collective life,” “Valuing the knowledge and multicultural experiences of candidates,” “awareness and sensitivity to diverse backgrounds,” “reflective, responsive, self-empowered advocates for their learners and communities,” “responsible agents of change.” Individually and collectively these statements assert the kind of development and outcomes we support in our professional education candidates. “Coherence” is also born out by language in

the statement of philosophy which is reflected in each of the eight Student Learning Outcomes. The Conceptual Framework speaks directly to professional commitments and dispositions (“ethics, freedom of inquiry and expression....morality, integrity, character”). It also focuses on commitment to diversity at several points (“people in a diverse society...valuing the knowledge and multicultural experiences of candidates...diverse backgrounds”). It also makes reference to technology (“instructional technologies”) as a resource to inform teaching and learning. Finally, an analysis of the Student Learning Outcomes will reveal them to be aligned with state, national, and professional association standards. The Statement of Philosophy and Purpose and the Teacher Student Learning Outcomes follow.

School of Education Statement of Philosophy and Purpose

The College of Saint Rose School of Education is committed to providing quality and distinctive educational programs. Our philosophy evolves from our belief in the profound influence and possibilities of education to guide and promote the intellectual and human development of people in a diverse society.

The educational dynamic of our teaching and learning environments forges the insight, meaning, skills, and strategies necessary to improve continuously the quality of individual and collective life. Ethics, freedom of inquiry and expression, and the exchange of ideas inform our practice. Imperative to our educational endeavors are morality, integrity and character. Critical analysis and the development of theoretical frameworks, leading to effective practices, characterize the scholarship and enlightenment to which we aspire. Instructional technologies, research, and policy formulation inform our teaching and learning while partnerships in the field offer extensive experiences and provide sources for evaluating our effectiveness.

Valuing the knowledge and multicultural experiences of students in the educational process, our faculty strives to be responsive to their needs and interests and challenges them to broaden their awareness and sensitivity to diverse backgrounds thereby becoming reflective, responsive, self-empowered advocates for their learners and communities. Leadership is at the heart of our efforts to encourage and create new initiatives through which our faculty and our students become mutually responsible agents of change. To insure the actualization of our philosophy, we model its standards and values in our daily practices and relationships. This philosophy generates educational experiences which are formative and indelible.

Students in professional education programs at The College of Saint Rose will:

1. Acquire knowledge and dispositions of disciplines relevant to the students' projected educational or clinical roles sufficient to be able to:
 - a. structure students' learning of that content at levels appropriate to their development
 - b. apply the content and skill knowledge
 - c. continue acquisition of related and new content
2. Apply principles and theories of lifespan human development and learning in all of its diversity to educational or clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.
3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting students' analytical skills and promoting their dispositions to be lifelong learners.
4. Ensure that evaluation is a collaborative and recursive process that aligns instructional/clinical goals, practice, assessments, and standards; and reflects the real knowledge, skills and dispositions of learners.
5. Develop and demonstrate personal and professional values that foster:
 - a. the highest ethical standards of the profession;
 - b. intellectual curiosity and open-mindedness;
 - c. understanding and responsiveness to multiple social and global perspectives; and
 - d. collegiality and collaboration among partners in the educational or clinical process that involves children, families, community members, and other professionals.
6. Promote optimal learning environments for all individuals regardless of their experiential, cultural, and/or racial/ethnic background, including, but not limited to:
 - a. those for whom English is not the primary language;
 - b. gifted and educationally disadvantaged students;
 - c. students with disabilities;
 - d. students with developmental and learning differences; and
 - e. those with different interests, ambitions, and sexual orientations.
7. Demonstrate in their practice that oral and written language is a functional as well as a social and artistic tool for communication and thought, and as such reflects the multiple literacies of our cultures.
8. Integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness, facilitate students' acquisition of technological skills, and their dispositions to use them.

APPENDIX B

School Psychology Program Faculty Profile

SCHOOL PSYCHOLOGY FULL TIME FACULTY –

Last Name	First Name	Degree	Field	University	Expertise/Interests
Gould	Kaitlin	Ph.D. BCBA-D	School Psychology	University of Massachusetts	Behavioral Analysis; Diversity; Consultation;
Hoff	Steve	Psy.D.	School Psychology	New York University	Personality Development, Clinical Work with Children and Adolescents, Crisis/Trauma Work
Shanock	Andrew	Ph.D.	School Psychology	Temple University	Contemporary Assessment, Response to Intervention

OTHER FACULTY

Last Name	First Name	Degree	Field	University	Expertise/Interests
Abbott	Dana	Ph.D	Education and Counseling Psychology	University at Albany, SUNY	Child Development; Special Education; Early Childhood
Lingertat- Putnam	Claudia	Psy. D	Clinical Psychology	Philadelphia College of Osteopathic Medicine	Grief and loss; emotional first aid; working with schools after a tragedy (death or disaster)
Miller	Heta	Ph.D	Educational Psychology	University at Albany, SUNY	Diversity, Classroom Management, Motivation

APPENDIX C

Professional Qualities Assessment

*The Thelma P. Lally School of Education
The College of Saint Rose*

Students at The College of Saint Rose who are candidates to become professional educators must demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. Each of these areas of competence is addressed in the Lally School of Education's Conceptual Framework. As students progress toward completion of their professional education programs, they must demonstrate evidence to professors through course work, field and clinical experiences, and interpersonal interactions that they are developing professionally according to the descriptors noted below in each of the three professional qualities categories. Faculty consider these professional qualities to be as important as academic performance since they are so clearly related to one's success as a professional. Development of acceptable levels of performance in each of the performance categories below is an expectation of all students prior to completion of professional education programs.

The department faculty will rate students on a 3-point scale in each of the three categories. The scale is as follows:

- 1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.
- 2: Behavior is often appropriate for the profession. Improvement in some areas is needed. These difficulties may begin to impact the students' performance in classes and/or the field.
- 3: Behavior is appropriate for the profession.

Faculty continually review students' professionalism, and students may be identified as not meeting professional expectations at any time in their program. In addition, each department has established transition points in their programs at which time the faculty will review students and report to the Dean the performance in these areas. A student who is rated either 1 or 2 in *any* category at a scheduled transition point review or at any time during their program will be notified by a faculty member (designated by the department). If the student scores a 1, at least two faculty members will meet together with the student to provide feedback and help the student to develop a plan to address the performance issues. The plan will be filed in the School of Education office and in the student's file in the Field Placement and Advisement office, and a copy will be provided to their advisor. Faculty will continue to monitor the student whose professional qualities performance is limited and to provide feedback, make suggestions about career options, and ultimately assess the student's ability to continue in the current program or any program within the School of Education. Thus, once a student has been identified as having performance issues, the professional qualities assessment plan will apply continuously or be adapted to the student's performance requirements within the School of Education, regardless of the program within which the student's performance initially became an issue.

If a student considers the assessment to be inaccurate, one may ask for a review of the assessment by the Chair of the department in which the student is enrolled. If the Chair has referred the student for review, then the student may request a review from the Dean.

Professional Qualities Assessment Report

Student's Name _____

Date _____

Faculty Member/s _____

Major _____

Directions: Circle areas for discussion and intervention planning.

Communication Skills		
<p>1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.</p> <p>Student has significant difficulty with one or more of the following areas:</p> <ul style="list-style-type: none">• Communicating professionally using appropriate tone, tact and pragmatics in all situations• Participating in reciprocal and collaborative conversations• Soliciting or receiving feedback• Solving conflicts• Responding to others in an emotionally mature manner• Writing in a clear, accurate, and professional manner.	<p>2: Behavior is often appropriate for the profession. Improvement in some areas is needed. These difficulties may begin to impact the students' performance in classes and/or the field.</p> <p>Student has shown some difficulty with one or more of the following areas:</p> <ul style="list-style-type: none">• Communicating professionally using appropriate tone, tact and pragmatics in all situations• Participating in reciprocal and collaborative conversations• Soliciting or receiving feedback• Solving conflicts• Responding to others in an emotionally mature manner• Writing in a clear, accurate, and professional manner.	<p>3: Behavior is appropriate for the profession.</p> <p>Student is respectful and professional in oral and written communication. Student listens and responds appropriately in reciprocal and collaborative conversations. Student willingly solicits and gives feedback and productively solves conflicts.</p>

Comments:

Professional Responsibility/Accountability		
<p>1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.</p> <p>Student has significant difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> • Completing tasks in a timely fashion • Taking responsibility for work • Working collaboratively in academic and field/clinical settings • Reflecting on one's own performance • Utilizing feedback • Committing to professional learning • Complying with the rules and expectations of the class, practicum or field site, including professional appearance. 	<p>2: Behavior is often appropriate for the profession. Improvement in some areas is needed. These difficulties may begin to impact the students' performance in classes and/or in the field.</p> <p>Student has shown some difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> • Completing tasks in a timely fashion • Taking responsibility for work • Working collaboratively in academic and field/clinical settings • Reflecting on one's own performance • Utilizing feedback • Committing to professional learning • Complying with the rules and expectations of the class, practicum or field site, including professional appearance. 	<p>3: Behavior is appropriate for the profession.</p> <p>Student completes academic and professional duties in a timely fashion. Student takes responsibility and works collaboratively with others to complete tasks. Student reflects on her/his own performance, utilizes feedback, and demonstrates a commitment to continued professional learning. Student works within the rules and expectations of the class, practicum or field site including displaying a professional appearance.</p>

Comments:

Ethics		
<p>1: Behavior is unacceptable. Remediation plan is required. These behaviors are negatively impacting the students' performance in classes and/or in the field.</p> <p>Student has significant difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> • Demonstrating ethical behavior for the profession • Showing awareness, sensitivity, and respect for all individuals • Maintaining privacy and confidentiality • Demonstrating honesty and integrity at all times • Modeling intellectual curiosity, open-mindedness, and critical analysis. 	<p>2: Behavior is often appropriate for the profession. Improvement in some areas is needed. These difficulties may begin to impact the students' performance in classes and/or in the field.</p> <p>Student has shown some difficulty with one or more of the following areas:</p> <ul style="list-style-type: none"> • Demonstrating ethical behavior for the profession • Showing awareness, sensitivity, and respect for all individuals • Maintaining privacy and confidentiality • Demonstrating honesty and integrity • Modeling intellectual curiosity, open-mindedness, and critical analysis. 	<p>3: Behavior is appropriate for the profession.</p> <p>Student demonstrates ethical behavior for the profession. Student shows respect, sensitivity, and an awareness of the needs of others. The student exhibits a commitment to valuing diversity and providing educational services to all populations. Student maintains privacy and confidentiality where appropriate and demonstrates honesty and integrity in class and in the field. Student is actively engaged in learning.</p>

Comments:

Areas of Concern: Communication Skills **Professional**

Responsibility/Accountability **Ethics**

Plan for intervention described here or in an attached document:

- 1.
- 2.
- 3.
- 4.

Follow-up to this meeting:

Student Signature _____

Faculty Signature _____

Faculty Signature _____

Date received by Field Placement and Advisement Office _____

Date received by the School of Education Office _____

Date received by advisor _____

APPENDIX D
Course Alignment with NASP Domains

	NASP DOMAINS OF SCHOOL PSYCHOLOGY, TRAINING AND PRACTICE									
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
Decision Making	Consultation collaboration	Effective Instruction	Mental Health/ Socialization	Systems	Prevention Crisis	Family/School Collaboration	Diversity	Research Program Eval.	Ethical, legal, professional	
SPY 500	x	x	x	x	x	x	x	x	x	x
SPY 501	x	x	x	x				x		x
SPY 502	x	x	x	x				x		x
SPY 503				x		x	x			
SPY 505	x	x	x	x				x		x
SPY 510	x	x	x					x	x	
SPY 525		x		x	x		x	x		x
SPY 530	x	x	x	x	x	x	x			x
SPY 531			x	x		x		x		
SPY 585	x	x	x	x	x	x	x			x
SPY 590	x	x	x	x	x	x	x	x	x	x
SPY 591	x	x	x	x	x	x	x	x	x	x
<hr/>										
EPY 500								x	x	
EPY 522			x	x				x		
EPY 523				x		x		x		
EPY 524			x		x			x		
EPY 529	x							x	x	
EPY 592			x					x	x	
EPY 535	x		x	x			x	x		
<hr/>										
CSL 528		x		x			x	x		x
CSL 553				x		x		x		
<hr/>										
SED 501		x		x	x			x		x
SED 512	x		x	x	x			x		x

APPENDIX E

PRACTICUM

APPENDIX E-1

The College of Saint Rose School Psychology Program Practicum Contract

This agreement is to provide the graduate student named below with a supervised practicum experience in school psychology.

Student's Name: _____

Name of school district: _____

Address, city, state, zip code: _____

This agreement between The College of Saint Rose and the above named school district shall be effective from _____ to _____ unless either party
MM/DD/YYYY MM/DD/YYYY

desiring to terminate this agreement gives written notice of such termination at least 30 days before the effective date.

The field placement will occur 8 hours per day for 2 days per week for _____ weeks for a total of _____ hours (240 hours minimum)

The College of Saint Rose Agrees:

1. to assign a faculty liaison to facilitate communication between the college and the field site via site visits, telephone and electronic communication.
2. to notify the student that he or she must adhere to the administrative policies, rules, standards, schedules, and practices of the field site.
3. to ensure the student is covered by Professional Liability insurance in the minimum amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate prior to entering any clinical experience under this agreement and that a certificate of insurance will be provided by Saint Rose to the field site.
4. the faculty liaison shall be available for consultation with both the site supervisor and the student, and shall be immediately contacted should any change in the relationship between the student, the field site, or the college occur.
5. the college faculty member is responsible for conducting weekly on-campus seminars for students during the practicum semester.
6. the college faculty member is responsible for the assignment of a course grade, in conjunction with the primary supervisor's recommendation.
7. the college faculty member will guide the development of the student's practicum plan learning objectives and will ensure that these are guided by NASP standards.

The Practicum Site Agrees:

1. to assign one practicum supervisor per student who has appropriate credentials (permanently certified school psychologist), time, interest and training for the practicum student.
2. to provide opportunities, for the student to engage in a variety of professional School Psychology activities under supervision and for evaluating the student's performance.

3. to provide the student with adequate work space, supplies, materials, and support staff to conduct the professional activities (office space is preferred).
4. to provide weekly scheduled supervisory contact (2 hours/week), which involves examination of student work, review and evaluation of the assessment and clinical/counseling practices, and feedback/training to further develop competencies.
5. to notify practicum students of administrative policies, rules, standards, schedules, and practices of the field site. Practicum students should know the specific policies of the field site regarding the need for consent for evaluation and counseling, limitation of confidentiality, and adherence to legal mandates.
6. to allow time for the field site supervisor to meet with the college faculty liaison in order to evaluate the student's progress. The faculty liaison should be contacted when any concerns regarding the student's performance arise.
7. to provide to the College a Certificate of Insurance showing that the Agency is covered by Professional Liability insurance in the minimum amount of \$1,000,000.00 per occurrence and \$3,000,000.00 in the aggregate prior to entering into this agreement.

School District Administrator

School Psychology Student Signature

Site Supervisor Signature

School Psychology Faculty Supervisor

Dean of the School of Education

APPENDIX E-2

Practicum Field Experience: Domains of Knowledge/Professional Competency

2.1 Data Based Decision Making and Accountability

A. Required Portfolio Element – One CBM Monitoring Case Study

- Progress monitor one child
- The child should be receiving special education services in reading
- Collect Oral Reading Fluency Measures.
 - Collect data the weeks of 2/17, 3/17, and 4/21
- Data for both children has to be entered into a computer program (Easy CBM, Excel, DIBELS, etc.) that can create a detailed graph that includes (separate graphs per child):
 - Slope of progress
 - Fluency rate
 - Aim Line
 - Dates of measurement
- Do a brief report
 - Pseudo name, DOB, DOE, School, Grade, Age, Regular Ed Teacher, Special Ed Teacher
 - Educational history, current grades, IEP info (goals, goal attainment, modifications, accommodations).
 - Observation of child in the regular education setting during reading
 - Observation of child in special education setting
 - Name and description of intervention (s) being used to improve reading
 - Information is intervention is research based
 - Qualitative and Quantitative Interpretation of results
 - Is intervention working
 - Has intervention been used consistently
 - Reflections of process, recommendations, criticisms

B. Required Portfolio Element – Behavior/Social Emotional Functioning Case Study

- Conduct a behavior observation on a child from primary or secondary level.
- Observe in two different settings, one structured (academic classroom) and one less structured (lunch, gym, recess, art, etc.).
- Collect quantifiable data from a rating scale. Data from parent(s), teacher(s), and child should be collected.
- Do a brief report.
- Report should include
 - Pseudo name, DOB, DOE, School, Grade, Age, Regular Ed Teacher, Special Ed Teacher
 - Statement of Presenting Problem
 - Background information
 - Details of observation.
 - Should be a detailed, rich discussion so that the reader can picture the classroom, what was being taught, the teaching style, the topic of discussion, level of class participation, observed student behavior, etc.
 - Interpretation of Ratings Scale (Include table with normative scores)
 - Case Formulation – How do you understand the presenting problem? In one or 2 paragraphs provide your understanding of the situation and the data.

2.2 Consultation and Collaboration

A. Required Portfolio Element: Field Observation documentation from SPY 525 – Consultation

- Observe these types of consultation/collaborative meetings:
 - Individual Consultation – such as supervisor consulting with teacher or parent
 - Group/Systems consultation – such as IST, CSE, PBIS Committee, Crisis Intervention Team meeting
- Include your SPY 525 Field Observation documentation of the experience in the two environments. Compare and contrast the consultation/collaboration skills needed in both.

2.3 Intervention and Instructional Support to Develop Academic Skills

A. Required Portfolio Element: Psychoeducational Reevaluation (Due 5/2)

- Conduct one re-evaluation using a variety of procedures and cognitive measures. If possible, include CBM data. Show that you are interpreting data with a CHC perspective, as long as this is consistent with the needs of your field placement. The report DOES NOT have to be in the same format as was done for SPY 501 or 502.

B. Required Portfolio Element: Collection of Classroom Measures of Academic Skills

1. Writing Samples -

- a. Collect a writing sample of at least one paragraph in length from a pair of children from the same grade. One child should be an average student; the other child should be one who is struggling.
 - Write brief paper (1-2 pages) comparing the writing samples. What recommendations would you make for the struggling writer?
 - Identifiable data (name) should be removed from sample after collected
 - Grades levels to choose the pair from include
 - 1. 1st through 2nd (Has to be at least two sentences in length)
 - 2. 3rd through 5th
 - 3. 6th through 8th
 - 4. 9th through 12th

2. Reading Comprehension -

- a. Explore a book that was or will be assigned to a middle or high school English class.
 - Collect samples of the test or assignment that would be given out to the students. Not a product done by a student, just the assignment or test
 - Write a brief paper (1-2 pages) about the level of difficulty of the book in context of the grade level, vocabulary, and ease of comprehension. What recommendations would you make for a struggling reader to comprehend the particular text?

2.4 Interventions and Mental Health Services to Develop Social/Life Skills

A. *Required Portfolio Element: Counseling Summary*

- Participate in activities that support mental health and well being of students. This may include co-leading a counseling group, individual counseling, and school wide mental health training for educators/parents. Provide three progress notes for ONE case/group. This group should run for at least five weeks. Progress notes will include:
 - Goals
 - How goals will be measured
 - How individual child or one child from a group worked towards goals

2.5 Schools and Systems Organization, Policy Development, and Climate

A. *Required Portfolio Element: Systems Report*

- If possible, attend faculty meetings, Board of Education meetings, or parent night sessions
- If possible, observe in a variety of service provider environments (OT, PT, SLP, etc)
- Write a one to three page paper about one systems meeting:
 - Impact of those in leadership positions (School Board, Superintendent, Principal, etc) on school climate
 - Impact of teachers upon school climate
 - General level of communication between general education and special education providers

2.8 Diversity in Development and Learning

A. *Required Portfolio Element: District/School Demographics Report*

- Identify demographic information that is reflective of your school/district. Information can be gathered from the school district web site and from informal observations and interviews with staff. Describe how these demographic and cultural issues may impact the service delivery in the school.
- Integrate information from your knowledge from previous courses.

2.10 Legal, Ethical and Professional Practice

A. *Required Portfolio Element: Ethical Issues Presentation*

- Submit the written component of the Ethical Dilemma assignment

APPENDIX E-3

PRACTICUM PORTFOLIO CHECKLIST		Entered
PRACTICUM MATERIALS	Practicum Information Form and Contract Practicum Plan Current Resume Practicum Evaluation Form Documentation of Hours	
LOGS	Weekly Logs Monthly Totals	

<i>Documentation of Knowledge and Professional Competency</i>	
2.1 Data Based Decision Making and Accountability	Required Element A – CBM Monitoring Case Study Report Required Element B – Social Emotion Function Case Study
2.2 Consultation And Collaboration	Required Element – Consultation Summary
2.3 Intervention and Instructional Support to develop academic skills	Required Element A – Psychoeducational Evaluation Required Element B – Measures of Academic Skills 1. Writing Samples 2. Reading Comprehension – Summary of book
2.4 Interventions and Mental Health Services to Develop Social & Life Skills	Required Element – Counseling Summary
2.5 School Wide Practices to Promote Learning	Required Element – Systems Report
2.8 Diversity in Development and Learning	Required Element – District Demographics Report
2.10 Legal, Ethical and Professional Practice	Required Element – Ethical Dilemma

APPENDIX E-4

COLLEGE OF SAINT ROSE SCHOOL PSYCHOLOGY

SPY 585 – PRACTICUM

PRACTICUM Evaluation Form

The following rubric is for field supervisors to rate the candidate's level of skill in each NASP Standard Domain.

The domains will be rated and scored as

Distinguished – 4 points; Proficient – 3 points; Novice – 2 points; Unsatisfactory – 1 point

N/A -If student has had minimal opportunity to be observed or engage in activity please score as Not Applicable.

2.1 Data Based Decision Making and Accountability (CSR4)

Distinguished	Proficient	Novice	Unsatisfactory	N/A
CBM Case Study – Problem Identification				
Presenting problem is <i>well-defined</i> (behavior, skill and support levels) in the context of grade/peer expectations.	Presenting problem has some operational definition in the context of grade/peer expectations.	Presenting problem has been identified and described but not operationally defined.	Presenting problem is not clearly identified or operationally defined.	
CBM Case Study – Link to Intervention Development				
<i>Thorough</i> critique of intervention incorporating strong understanding of evidence.	<i>Adequate</i> critique of intervention incorporating some understanding of evidence.	<i>Limited</i> critique of intervention incorporating little understanding of evidence.	<i>Critique of intervention is lacking in depth</i> and does not incorporate understanding of evidence.	
Behavioral/Social-emotional Case Study – Problem Identification				
Presenting problem is <i>well-defined</i> (behavior, skill and support levels) in the context of appropriate grade and/or peer expectations.	Presenting problem has some operational definition in the context of grade/peer expectations.	Presenting problem has been identified and described but not operationally defined.	Presenting problem is not clearly identified or operationally defined.	
Behavioral/Social-emotional Case Study – Case Formulation				
Case formulation offers rich, theoretically informed or evidence based hypotheses.	Some hypotheses based on theory are offered.	Limited hypotheses based on theory are offered.	Hypotheses are not based on evidence or sound theory.	

2.2 Consultation and Collaboration (CSR7)

<u>Distinguished</u>	<u>Proficient</u>	<u>Novice</u>	<u>Unsatisfactory</u>	<u>N/A</u>
Understanding of Individual Consultation				
<i>Excellent</i> understanding of the process of individual consultation and the role of school psychologist as consultant.	<i>Adequate</i> understanding of the process of individual consultation and the role of school psychologist as consultant.	<i>Limited</i> understanding of the process of individual consultation and the role of school psychologist as consultant.	<i>Minimal</i> understanding of the process of individual consultation and the role of school psychologist as consultant.	
Understanding of Group/Systems Consultation				
<i>Excellent</i> understanding of the process of group/systems consultation and the role of school psychologist as consultant.	<i>Adequate</i> understanding of the process of group/systems consultation and the role of school psychologist as consultant.	<i>Limited</i> understanding of the process of group/systems consultation and the role of school psychologist as consultant.	<i>Minimal</i> understanding of the process of group/systems consultation and the role of school psychologist as consultant.	

2.3 Interventions and Instructional Support to Develop Academic Skills (CSR 3)

<u>Distinguished</u>	<u>Proficient</u>	<u>Novice</u>	<u>Unsatisfactory</u>	<u>N/A</u>
Data Analysis				
<i>Excellent ability to analyze data and to link it back to understanding reason for referral.</i>	<i>Adequate ability to analyze data and to link it back to understanding reason for referral.</i>	<i>Limited ability to analyze data and to link it back to understanding reason for referral.</i>	<i>Lacks ability to analyze data and to link it back to understanding reason for referral.</i>	
Recommendations				
<i>Consistently formulates evidence based recommendations to be implemented at all system levels.</i>	<i>Often formulates evidence based recommendations to be implemented at all system levels.</i>	<i>Limited ability to formulate evidence based recommendations to be implemented at all system levels.</i>	<i>Lacks skill to formulate evidence based recommendations to be implemented at all system levels.</i>	
Writing Skills				
<i>High quality, well written report that integrates data and viewpoints of all stakeholders and responsive to the referral question.</i>	<i>Adequately written report that integrates data and viewpoints of all stakeholders and responsive to the referral question.</i>	<i>Inconsistent quality of written report and limited integration of data and viewpoints of all stakeholders, and responsive to the referral question.</i>	<i>Inadequate written report that lacks integration of data and viewpoints of all stakeholders, and responsive to the referral question.</i>	

2.4 Interventions and Mental Health Services to Develop Social and Life Skills (CSR 2)

Distinguished	Proficient	Novice	Unsatisfactory	N/A
Problem Identification				
Presenting problem is <i>well-defined</i> (behavior, skill and support levels) in the context of grade/peer expectations.	Presenting problem has some operational definition in the context of grade/peer expectations.	Presenting problem has been identified and described but not operationally defined.	Presenting problem is not clearly identified or operationally defined.	
Case Formulation				
<i>Strong, theoretically based case formulation</i> , which guides the development of the intervention.	<i>Adequate case formulation</i> , which contributes to the development of the intervention.	<i>Limited case formulation</i> , with limited contribution to the development of the intervention.	<i>Minimal case formulation</i> , with no contribution to the development of the intervention.	
Goals/Intervention				
<i>Excellent goal development and intervention planning</i> , guided by case formulation.	<i>Adequate goal development and intervention planning</i> , informed by case formulation.	<i>Limited goal development and intervention planning</i> .	<i>Inadequate goal development and intervention planning</i> .	
Progress Monitoring				
Plans for monitoring <i>clearly described</i> .	Plans for monitoring outcome are <i>described - needs some clarification</i> .	Plans for monitoring <i>lacks sufficient detail</i> .	Plans for monitoring is <i>not described</i> .	

INDICATORS OF PROFESSIONAL SKILLS

Utilization of Supervisory Services			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Consistently keeps supervisor informed of events and activities. Always seeks supervisor feedback</i>	<i>Adequately keeps supervisor informed of events and activities. Usually seeks out feedback from supervisor</i>	<i>Inconsistently keeps supervisor informed of events and activities. Occasionally seeks out feedback from supervisor</i>	<i>Rarely keeps supervisor informed of events and activities. Rarely seeks out feedback from supervisor</i>
Punctuality			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Always on time for school day, meetings, and/ or events.</i>	<i>Usually on time for school day, meetings, and/or events</i>	<i>Inconsistently on time for school day, meetings, and/ or events</i>	<i>Frequently late for school day, meetings, and/or events</i>
Time management			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Always prompt with all work products (reports, BIP, etc). Always establishes work priorities.</i>	<i>Usually prompt with work products. Sufficiently establishes work priorities.</i>	<i>Inconsistent in meeting work product deadlines and establishing work priorities</i>	<i>Rarely meets work product deadlines. Difficulty establishing work priorities.</i>
Independence			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Consistently follows through on responsibilities. Displays a high level of initiative-taking.</i>	<i>Usually follows through on responsibilities. Adequate level of initiative-taking.</i>	<i>Inconsistently follows through on responsibilities. Limited level of initiative-taking.</i>	<i>Rarely follows through on responsibilities. Does not take initiative.</i>
Work Product			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Work products are always of excellent quality (grammar/spelling). Always clear and concise.</i>	<i>Work products are usually good quality. Minimal difficulty with grammar spelling. Typically clear and concise.</i>	<i>Quality of work products is inconsistent. Errors in spelling/grammar sometimes evident. Some lack of clarity in writing.</i>	<i>Quality of work products is poor. Frequent errors in spelling/grammar. Significant lack of clarity.</i>
Dress and Demeanor			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Always dresses in a professional manner. Consistently displays positive demeanor and attitude</i>	<i>Usually dresses in a professional manner. Typically displays positive demeanor and attitude.</i>	<i>Inconsistently dresses in a professional manner. Inconsistently displays positive demeanor and attitude.</i>	<i>Does not dress in a professional manner. Does not display positive demeanor and attitude.</i>
Professional Boundaries			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Always maintains high level of confidentiality. Solid separation of professional and personal relationships.</i>	<i>Usually maintains high level of confidentiality. Adequate separation of professional and personal relationships.</i>	<i>Inconsistently maintains high level of confidentiality. Inconsistent separation of professional and personal relationships.</i>	<i>Violates professional standards of confidentiality. Poor separation of professional and personal relationships.</i>

APPENDIX F

INTERNSHIP

APPENDIX F-1

The College of Saint Rose



School Psychology Program

Internship Packet

School Psychology Program
Internships

1. Introductory Letter
2. Criteria for Internship in School Psychology
3. Internship Information form
4. Internship Contract

The College of Saint Rose School Psychology Program

Dear Supervising School Psychologist,

_____ is about to begin their Internship in School Psychology. The student requires a 1,200 hour (2 semester) internship experience in an approved school program which addresses the development and refinement of foundation skills in assessment, learning theory, counseling, and clinical and educational intervention practice areas. Students enrolled in internship will be working full-time (40 hours/week) across the 2 semesters.

Please note, students will conclude their fieldwork at the end of the Saint Rose academic year. In the event that a student receives a stipend the student's time at the site may be extended. The contract may reflect the school district's end date rather than the end date of the Saint Rose academic year.

Please find enclosed in this packet of material the following:

1. Criteria for Internship in School Psychology
2. Internship Information form
3. Internship Contract
4. Student Evaluation Form and Behavioral Competence Experience Checklist

It is the student's responsibility to complete the Internship Contract with you. The site supervisor(s), the intern, and the college supervisor should hold copies of the contract. In cases where there may be more than one supervisor at an internship site, one supervisor should be designated as the primary supervisor. A School Psychology faculty member will be designated as the student's on-campus supervisor. Responsibilities are specified in the contract.

At the beginning of the semester, please meet with the intern to discuss the internship and responsibilities within the scope of practice for the adequate training of a School Psychologist. Please arrange with the intern student a formal time for School Psychology supervision during the semester (2 hours/week - referred to in the Internship Contract). Such supervision and consultation are considered essential components of the internship.

Thank you for assisting the School Psychologist education process. We look forward to working together and to meeting with you this semester.

Sincerely,

Elizabeth M. Power
518 454-5260
fastm@strose.edu

Steve Hoff, Psy.D.
518 337-4823
hoffs@strose.edu

Andrew Shanock, Ph.D.
518 337-5694
shanocka@strose.edu

The College of Saint Rose School Psychology Program

Criteria for Internship

1. A 1,200 hour (2-semester) experience in an approved school program under direct supervision of a Permanently Certified School Psychologist.
2. Student may register for internship upon advisement after satisfactory completion of practicum and required core courses in School Psychology, Educational Psychology, School Counseling, and Special Education.
3. Supervision must be provided for 2 hours/wk. by the supervising district School Psychologist, with on-campus bi-weekly seminars to be attended during the internship experience.
4. School districts accepting intern placement will complete intern rating scales, verify student hours, experience, and proficiency in applying the content of the School Psychology Program.
5. In accord with State Education Department and approved School program regulation, no internship placements will occur during the summer months.
6. **Internship Evaluation Methods**
The following procedures will be used to measure goal attainment and competencies:
 - Completion of internship portfolio
 - Site Supervisor's Intern Evaluation Form
 - Direct observation by site supervisor
 - Site Evaluation (completed by intern)Review of all required portfolio elements using program rubric
7. **Expected Internship Experience**- During internship, a student is required to successfully complete a series of intended learning outcomes across all domains of school psychology training and practice consistent with NASP standards. All students will participate in a full range of supervised school psychology practice across developmental levels and maximizing exposure to diverse populations. The internship experience must include opportunities to gain knowledge and skill in the areas listed below. Work samples reflecting knowledge and skill attainment will be collected in a portfolio.

Domains of Knowledge/Professional Competency

2.1 Data-Based Decision Making and Accountability

Required Element for Portfolio: FBA (fall)

Use data to inform all professional practices. Conduct evaluations using empirically based procedures and provide recommendations based on these data. Evaluate the outcomes of services to individual students including outcomes of intervention and instruction. Specific plan:

- *Conduct at least 3 FBAs; design and evaluate at least three behavioral interventions. Include one FBA and behavioral intervention plan (BIP) with portfolio submission.*
- *Review recent research regarding MTSS/RtI and engage in practices as opportunities allow within site. This can include activities such as committee participation, data collection, or training.*
- *Complete one comprehensive case study. Follow the case study outline and rubric to address problem identification, problem analysis, intervention, and outcome. Positive impact from the intervention must be demonstrated. The full case study should be included with portfolio submission.*

2.2 Consultation and Collaboration

Required Element for Portfolio: Consultation session and dialogue recording (spring)

Participate regularly on student support team at elementary site; observe team meetings at other sites; provide consultation to teachers and administrators regarding academic and behavioral concerns; write consultation summaries for at least five consultation situations (include at least 2 teachers, 1 parent, and 1 administrator). Select one consultation summary and dialogue reflection for final portfolio submission.

2.3 Intervention and Instructional Support to Develop Academic Skills

Required Element for Portfolio: Psychoeducational Evaluation (fall and spring)

Increase repertoire of academic assessment and intervention strategies and write at least one summary of an academic intervention. This can be exemplified through case study, assessment findings and recommendations, and/or consultation.

- *Conduct at least four initial evaluations and six reevaluations using a variety of procedures and cognitive measures, and including CBM procedures for at least one evaluation. Include two psychoeducational reports with portfolio submission.*

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

Required Element for Portfolio: Counseling summary (fall and spring)

Participate in activities that support mental health and well being of students. This may include leading or co-leading a counseling group, individual counseling, school-wide mental health training for educators/parents. Provide two summaries of counseling cases for portfolio submission, one for each semester

2.5 School Wide Practices to Promote Learning

Required Element for Portfolio: School team experience reflection (spring)

Document your experience as a member of a school-wide team or committee (e.g. child study team, behavior management team, family/school collaboration team). Format included in syllabus. Demonstrate your understanding of systems by describing roles, interactions, supports and obstacle to the team's mission.

2.6 Preventive and Responsive Services

Required Element for Portfolio: Prevention/Crisis Prevention/Response program review and participation (spring)

This element has two parts:

1) Prevention Program - Describe a systems wide prevention program, project, or curriculum within your school district. Examples include programs designed for identification and support for high risk students (academic or social emotional), character education curriculum, literacy programs, etc. Use the document included in the syllabus to complete this assignment.

2) Crisis Response - Describe your involvement in a crisis response or crisis prevention program, initiative or activity. If you were not directly involved in an actual crisis scenario you may write about your involvement in any teams or planning committees. Use the document included in the syllabus to complete this assignment.

Additional experiences should include participation in district prevention initiatives and crisis training if available, observing crisis intervention (be on call to district crisis team psychologist or counselor and observe one or more sessions addressing a crisis situation in the district)and shadowing district crisis specialist during an intervention if possible Documentation of your participation in these activities and outcome data from these initiatives should be included in your portfolio.

2.7 Family-School Collaboration Services

Required Element for Portfolio: Collaboration project (spring)

Students build collaborative relationships with the home and community resources. Competency can be demonstrated by describing and analyzing communication and problem-solving processes involving these relationships. Format provided in the syllabus.

2.8 Diversity in Development and Learning

Required Element for Portfolio: Summary of 3 Opportunities Where Cultural Competence/Advocacy was Demonstrated

Describe 3 situations that reflect your knowledge and sensitivity to individual differences and cultural factors. Also encompassed within your summaries should be a description of your role as advocate. For example: individual counseling with a student from a diverse background; working with a family of a particular culture; consulting with a teacher about diversity/cultural factors within the classroom; a class, school, or district wide program on an issue related to diversity. Use observation, interview results, data collection to provide evidence of impact upon individual, group, classroom, and/or school system. Format for this is found in the syllabus.

2.9 Research and Program Evaluation

Required Element for Portfolio: Data-collection/Case Study project (spring)

Students engage in opportunities to plan and gather outcome data reflecting response to intervention for individual, group or school-wide programs. Interns should gain competency in measuring, displaying and monitoring outcomes of academic, behavioral and mental health initiatives. Submission of data-collection projects including the monitoring of academic, behavioral and mental health interventions should be included in this section.

2.10 Legal, Ethical and Professional Practice

Required Element for Portfolio: Summary of 3 Ethical/Legal Issues (spring)

Describe 3 situations that highlight regulatory or ethical principles you have encountered. This may include legal or ethical standards. For example, situations related to informed consent; issues related to IDEA; questions regarding bilingual education; confidentiality; professional boundaries; issues related to technology, etc. Follow the format in the syllabus for each of the summaries.

Demonstrate awareness of standards for ethical practice, relevant special education regulations and district procedures. Identify situations that challenge ethical standards and demonstrate appropriate problem solving when presented with dilemmas. Comply with regulations and laws governing practice. Attend relevant training provided by the district or other opportunities in community if available.

Internship Evaluation Methods

The following procedures will be used to measure goal attainment and competencies:

- Completion of internship portfolio
- Site Supervisor's Intern Evaluation Form
- Direct observation by site supervisor
- Site Evaluation (completed by intern)
- Review of all required portfolio elements using program rubrics

Intern Signature

Field Supervisor Signature

Faculty Supervisor signature

The College of Saint Rose School Psychology Program

INTERNSHIP INFORMATION

Date: _____

STUDENT INFORMATION

Student Name : _____

Address: _____

Email: _____ Phone: _____

SITE INFORMATION

School district: _____

School district administrator: _____

Address: _____

Email: _____ Phone: _____

SITE SUPERVISOR INFORMATION

Name: _____

School Address _____

Email: _____ Phone: _____

School(s) for internship: _____

Supervisor's Training (degree, license, certification) _____

Supervisor's years of full-time School Psychologist practice _____

The College of Saint Rose School Psychology Program

INTERNSHIP CONTRACT

This Agreement is between The College of Saint Rose (the "College"), the _____ school district (the "School District"), and _____ ("Student"). This Agreement shall be effective from _____ to _____ unless either party terminates by giving written notice of such termination at least 30 days before the effective date.

A. Introduction:

1. This Agreement is to provide the Student with a supervised internship in school psychology.
2. The School District is located at: [insert address]
3. The School District will place the Student at the [school](the "Internship Site") located at [insert address].
4. The internship will occur 8 hours per day for _____ weeks for a total of _____ hours (1,200 hours minimum).

B. The College agrees:

8. to assign a faculty liaison to facilitate communication between the College and the Internship Site via site visits, telephone and electronic communication.
9. to notify the Student that he or she must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site.
10. to ensure the Student is covered by Professional Liability insurance in the minimum amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate prior to entering any clinical experience under this agreement and that a certificate of insurance will be provided by the College to the Internship Site.
11. the faculty liaison shall be available for consultation with both the site supervisor and the Student, and shall be immediately contacted should any change in the relationship between the Student, the Internship Site, or the College occur.
12. the faculty liaison is responsible for conducting weekly seminars for student interns during the internship semester.
13. the faculty liaison is responsible for the assignment of a course grade, in conjunction with the primary supervisor's recommendation.
14. the faculty liaison will guide the development of the student's internship plan learning objectives and will ensure that these are guided by NASP standards.

C. The School District agrees:

8. to assign one internship supervisor per Student who has appropriate credentials (permanently certified school psychologist), time, interest and training for the intern student.
9. to provide opportunities, for the Student to engage in a variety of professional School Psychology activities under supervision and for evaluating the Student's performance.
10. to provide the Student with adequate work space, supplies, materials, and support staff to conduct the professional activities (office space is preferred).

11. to provide weekly scheduled supervisory contact (2 hours/week), which involves examination of student work, review and evaluation of the assessment and clinical/counseling practices, and feedback/training to further develop competencies.
12. to notify the Student of administrative policies, rules, standards, schedules, and practices of the Internship Site. Interns should know the specific policies of the Internship Site regarding the need for consent for evaluation and counseling, limitation of confidentiality, and adherence to legal mandates.
13. to allow time for the Student's supervisor to meet with the College's faculty liaison in order to evaluate the Student's progress. The faculty liaison should be contacted when any concerns regarding the intern's performance arise.
14. to provide to the College a Certificate of Insurance showing that the School District is covered by Professional Liability insurance in the minimum amount of \$1,000,000.00 per occurrence and \$3,000,000.00 in the aggregate prior to entering into this Agreement.
15. To pay the stipend of [insert amount], if applicable, directly to the student.

School District Administrator

School Psychology Student Signature

Site Supervisor Signature

School Psychology Faculty Supervisor

Dean of the School of Education

APPENDIX F-2

PORTFOLIO CHECKLIST		
	Fall	Spring
INTERNSHIP MATERIALS	Internship Information Form and Contract	
	Internship Plan	
	Current Resume	
	Intern Evaluation Form-FALL and SPRING	
	Documentation of Hours- FALL and SPRING	
LOGS	Weekly Logs	
	Monthly Totals	
Evidence of Professional Skills		
2.1 Data Based Decision Making and Accountability	Skill Attainment Summary	
	Required Element – Functional Behavioral Assessment	
	Supporting Documents	
2.2 Consultation And Collaboration	Skill Attainment Summary	
	Required Element – Consultation Session	
	Supporting Documents	
2.3 Intervention and Instructional Support to develop academic skills	Skill Attainment Summary	
	Required Element – Psycho-educational Evaluation	
	Supporting Document	
2.4 Interventions and Mental Health Services to Develop Social and Life Skills	Skill Attainment Summary	
	Required Element – Counseling Summary	
	Supporting Documents	
2.5 School Wide Practices to Promote Learning	Skill Attainment Summary	
	Required Element – School Team Experience	
	Supporting Documents	
2.6 Preventive and Responsive Services	Skill Attainment Summary	
	Required Element – Prevention Program Involvement	
	Supporting Documents	
2.7 Family-School Collaboration Services	Skill Attainment Summary	
	Required Element – Collaboration Project	
	Supporting Documents	
2.8 Diversity in Development and Learning	Skill Attainment Summary	
	Required Element – Diversity Exercise	
	Supporting Document	
2.9 Research and Program Evaluation	Skill Attainment Summary	
	Required Element – Case Study	
	Supporting Document	
2.10 Legal, Ethical and Professional Practice	Skill Attainment Summary	
	Required Element – Ethical Issues	
	Supporting Documents	
CASE STUDY	Completed Case Study with presentation	
	Submit Case Study to state and/or national conference	
PRAXIS	Documentation of Praxis II Registration	
	Documentation of Praxis II score and sub-scores	

APPENDIX F-3

COLLEGE OF SAINT ROSE SCHOOL PSYCHOLOGY SPY 591 – INTERNSHIP

PORTFOLIO RUBRIC

The following rubric is used to rate the candidate's level of skill in each NASP Standard Domain as reflected by the internship portfolio.

All portfolio elements including required documents, artifacts, and skill attainment summaries are used for the rating of each domain.

The domains will be rated and scored as

Distinguished – 4 points; Proficient – 3 points; Novice – 2 points; Unsatisfactory – 1 point

2.1 Data Based Decision Making and Accountability (CSR4)

(FBA, BIP, Academic Case Studies)

Data Collection			
Distinguished	Proficient	Novice	Unsatisfactory
Chosen assessment tools and data-collection techniques clearly linked to referral question, developmentally appropriate, culturally sensitive, wide variety of sources (norm, interview, criterion) for measuring outcomes at the individual, group and systems level.	Chosen assessment tools and data-collection techniques adequately linked to referral question, some consideration of developmental level, cultural sensitivity, and evidence of a variety of sources for measuring outcomes at the individual and group level.	Chosen assessment tools and data-collection techniques marginally linked to referral question, some consideration of developmental level, cultural sensitivity and somewhat limited variety of sources for data-collection, primarily focused on the individual level.	Chosen assessment tool and data collection techniques not linked to referral question, marginal consideration of developmental level, cultural sensitivity, and no variety of sources for data collection.
Intervention Design and Implementation			
Distinguished	Proficient	Novice	Unsatisfactory
Data collection techniques clearly and consistently linked to intervention planning, strong technical skills in presenting the results, with specific attention paid to using data to monitor intervention implementation- strong attention to intervention adherence and fidelity	Data collection techniques generally linked to intervention planning and well presented, with some attention paid to using data to monitor intervention implementation-intervention acceptance.	Data collection techniques somewhat linked to intervention planning with no attention paid to using data to monitoring intervention implementation.	Data is not used to determine intervention techniques or to monitor outcomes of intervention.
Outcome Evaluation			
Distinguished	Proficient	Novice	Unsatisfactory
Data is clearly and consistently used to document response to the intervention and to guide decision-making for changing or modifying intervention based on outcomes	Data is generally used to document response to the intervention and at times is used to guide decision-making for changing intervention when student fails to respond.	Data is not consistently used to document response to the intervention and is not used to guide decision-making for changing intervention when student fails to respond.	Data is not used or is incorrectly used to document response to intervention.

2.2 Consultation and Collaboration (CSR7)

(Summary of Consultation Session and Dialogue Analysis)

Communication Skills			
Distinguished	Proficient	Novice	Unsatisfactory
Actively participates in problem-solving discussions, consistently demonstrates active listening, clear communication of complex ideas and consistent expression of empathy across individual (educators and parents), group and systems level forums.	Adequate participation in problem-solving discussions at the individual (educators and parents) and group level. Consistently demonstrates effective active listening skills, clear communication and expression of empathy.	Limited participation in problem-solving discussions at the individual level (educators). Demonstrates limited use of active listening and interpersonal communication skills.	Minimal or no participation in problem-solving discussions with minimal evidence of active listening and interpersonal communication skills.
Perspective Taking			
Distinguished	Proficient	Novice	Unsatisfactory
In working with others, consistently demonstrates interest and consideration of multiple viewpoints, strong consideration of issues of diversity and models respectful behavior even under tense circumstances.	Demonstrates adequate interest and consideration of multiple viewpoints, including issues of diversity when working with individuals and groups. Models respectful behavior.	Demonstrates limited attention and consideration of multiple viewpoints and issues of diversity.	Minimal or no consideration and attention to alternate viewpoints and issues of diversity.
Facilitation Skills			
Distinguished	Proficient	Novice	Unsatisfactory
Clear, consistent and highly skilled use of the problem-solving framework, including a high level of attention to detail regarding the problem-id and analysis- Clear and consistent use of data to monitor and evaluate outcomes related to the consultation process involving individual, group and systems level problems.	Adequate skill in applying the problem-solving framework, with adequate attention to detail at each level of the problem solving process- problem ID, analysis, intervention planning and outcome monitoring for problems presented at the individual and group levels.	Limited skill in applying the problem-solving framework with limited detail addressed and discussed at each phase of the problem-solving process. No attention to the importance of monitoring intervention implementation and outcome monitoring.	Lack of skill and attention to detail in carrying out each phase of the problem-solving framework. Minimal discussion of problem ID and analysis, intervention planning and monitoring.

2.3 Interventions and Instructional Support to Develop Academic Skills (CSR 3)

(Psychoeducational Assessment)

Goal Development			
Distinguished	Proficient	Novice	Unsatisfactory
Consistently develops clear, individualized, and specific academic goals for children with diverse abilities, backgrounds, strengths, and needs based on appropriate assessment and data collection methods, which <i>are always gathered</i> in a collaborative manner.	<i>Typically</i> develops clear, individualized academic goals for children with diverse abilities, backgrounds, strengths and needs based on appropriate assessment and data collection methods, which <i>are usually gathered</i> in a collaborative manner.	<i>Typically</i> develops generic academic goals with some understanding of diversity in backgrounds, strengths, needs based on appropriate assessment and data collection methods which <i>is sometimes gathered</i> in a collaborative manner.	<i>Struggles</i> to develop general academic goals and/or shows limited or no understanding of diversity in backgrounds, strengths, needs. <i>Lacks skill</i> in choosing or administering assessment measures. <i>No collaborative process used.</i>
Intervention Planning			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Consistently</i> uses child specific, evidence based curriculum and instructional strategies that facilitate children's academic achievement (i.e. teacher directed instruction, literacy instruction, peer tutoring, self-regulation interventions) at the individual, group, and systems level.	<i>Typically uses</i> child specific, evidence based curriculum and instructional strategies that facilitate children's academic achievement at the individual, group, and systems level.	<i>Inconsistently uses</i> child specific, evidence based curriculum and instructional strategies that facilitate children's academic achievement at the individual, group, and systems level.	<i>Rarely uses</i> child specific, evidence based curriculum and instructional strategies that facilitate children's academic achievement at the individual, group, and systems level.
Intervention Monitoring			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Consistently</i> implements methods to promote intervention acceptability and fidelity and appropriate data based decision making procedures, monitors responses of children to instruction and intervention, and evaluates the effectiveness of services.	<i>Typically</i> implements methods that promote intervention acceptability and fidelity and appropriate data based decision making procedures, monitors responses of children to instruction and intervention, and evaluates the effectiveness of services.	<i>Inconsistently</i> implements methods that promote intervention acceptability and fidelity and appropriate data based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services.	<i>Rarely collaborates or implements</i> methods that promote intervention acceptability and fidelity and appropriate data based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills (CSR2)

(Counseling Treatment Plan)

Goal Development			
Distinguished	Proficient	Novice	Unsatisfactory
Consistent and thorough use of data to develop social-emotional/behavioral/mental health goals for children.	Adequate use of data to develop social-emotional/behavioral/mental health goals for children.	Limited use of data to develop social-emotional/behavioral/mental health goals for children.	Minimal or no use of data to develop social-emotional/behavioral/mental health goals for children.
Intervention Planning			
Distinguished	Proficient	Novice	Unsatisfactory
Excellent and thorough use of evidence-based strategies to develop and implement interventions targeting mental health issues.	Adequate use of evidence-based strategies to develop and implement interventions targeting mental health issues.	Limited use of evidence-based strategies to develop and implement interventions targeting mental health issues.	Evidence-based strategies not considered in the development and implementation of interventions targeting mental health issues.
Intervention Monitoring			
Distinguished	Proficient	Novice	Unsatisfactory
Monitoring plans reflects consistently effective methods to evaluate outcomes.	Monitoring plans reflects some effective methods to evaluate outcomes.	Monitoring plans reflects inconsistent methods to evaluate outcomes.	Monitoring plans reflects unreliable methods to evaluate outcomes.

2.5 School-Wide Practices to Promote Learning (CSR3)

(Team Experience Summary – Process and Skills)

Team Involvement			
Distinguished	Proficient	Novice	Unsatisfactory
Actively participates in and helps evaluate systems level initiatives aimed at integrating and applying evidenced based practices and strategies to address school-wide behavioral, instructional and mental health issues, including participation on Instructional Support Teams, Positive Behavioral Support Teams and other system wide initiatives- consistently uses and applies best practice strategies that support the home-school connection.	Participates effectively in systems level initiatives aimed at integrating and applying evidenced based practices and strategies to address school-wide behavioral, instructional and mental health issues, including participation on Instructional Support Teams, Positive Behavioral Support Teams and other system wide initiatives, some evidence of home-school connection in planning of system-wide services.	Limited attendance and participation in systems level initiatives, with little emphasis on the home-school connection.	Minimal involvement in and use of systems level preventative and intervention services with no application and consideration of family involvement in these initiatives.
Evidenced Based Practice- Prevention and Risk-Reduction			
Distinguished	Proficient	Novice	Unsatisfactory
Effectively implements and helps to create school wide services and practices that meet the educational needs of all students. Consistently accesses and implements strategies that focus on prevention in addition to the implementation of intervention and risk-reduction services.	Adequately identifies school wide services and practices that meet the educational needs of all students and frequently applies available prevention strategies and services to specific student needs.	Limited application of school wide intervention strategies to meet educational need, with no focus on preventative strategies.	Minimal use of school-wide prevention and intervention strategies to meet educational need.
Collaboration Skills			
Distinguished	Proficient	Novice	Unsatisfactory
High level of understanding of the roles performed by various school professionals in multiple types of educational settings, along with well-developed skill in identifying and working with a particular service provider, service or technical support for a specific student need.	Clear understanding of the roles performed by most school professionals, with adequate skill in matching or working with a particular service provider, service or technical support for a specific student need.	Limited understanding of the roles performed by most school professionals, with limited skill in matching a particular service provider, service or technical support for a specific student need.	Minimal understanding of the roles performed by most school professionals, and lack of skill in matching a particular service provider, service or technical support for a specific student need.

2.6 Preventive and Responsive Services (CSR2)

(Prevention Program Summary/Involvement in Preventative Initiatives)

Design/Implementation of Prevention Programs			
Distinguished	Proficient	Novice	Unsatisfactory
Significant contribution to designing and/or implementing prevention programs that promote mental health and positive school climate.	Some involvement in designing and/or implementing prevention programs that promote mental health and positive school climate.	Limited involvement in designing and/or implementing prevention programs that promote mental health and positive school climate.	Minimal or no involvement in designing and/or implementing prevention programs that promote mental health and positive school climate.
Design/Implementation of Crisis Prevention/Response Programs			
Distinguished	Proficient	Novice	Unsatisfactory
Significant contribution to designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels.	Some involvement in designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels.	Limited involvement in designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels.	Minimal or no involvement in designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels.

2.7 Family/School Collaboration Services (CSR7)

(Family/Community Collaboration Summary & Skills Reflection)

Family Systems Engagement			
Distinguished	Proficient	Novice	Unsatisfactory
Effectively and consistently uses a strong understanding of family systems factors in assessments and intervention planning, including the consistent use of family strengths as an important criteria in the assessment of student functioning and service planning.	Adequate understanding of family systems factors in the assessment process and intervention planning, including adequate use of family strengths as an important criteria in the assessment of student functioning and service planning.	Limited understanding of family systems factors in the assessment process and intervention planning, limited use of family strengths as an important criteria in the assessment of student functioning and service planning	Minimal understanding of family systems factors in the assessment process and intervention planning, minimal use of family strengths as an important criteria in the assessment of student functioning and service planning
Perspective-Taking Skills- Family and Community Providers			
Distinguished	Proficient	Novice	Unsatisfactory
Actively engages families in the student planning process, readily incorporates family viewpoint, needs, values and cultural beliefs in designing goals and intervention plans.	Adequately engages families in the student planning process, typically incorporates family history in assessment process, some attention to family needs, values and cultural beliefs in designing goals and intervention plans.	Limited engagement of families in the student planning process, typically meets with families to access history and share results, limited integration of family viewpoint, needs, values and cultural beliefs in designing goals and intervention plans.	Minimal engagement of families in the student planning process, does not consistently meet with families to access history and share results, no integration of family viewpoint, needs, values and cultural beliefs in designing goals and intervention plans.
Communication Skills- Family and Community Providers			
Distinguished	Proficient	Novice	Unsatisfactory
Highly effective communication and interpersonal skills when engaging families, including active listening and questioning techniques and demonstration of empathy.	Adequate communication and interpersonal skills when engaging families, including effective active listening skills and questioning techniques and demonstration of empathy.	Limited use of effective communication and interpersonal skills when engaging families; minimal use of effective active listening skills and questioning techniques and little demonstration of empathy.	Minimal use of effective communication and interpersonal skills when engaging families; lack of the demonstration of empathy.

2.8 Diversity in Development and Learning (CSR6)

(Summary of 3 opportunities where cultural competence/advocacy was demonstrated)

Cultural Competence in Service Delivery			
Distinguished	Proficient	Novice	Unsatisfactory
Consistent and thorough consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context.	Adequate consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context.	Limited consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context.	Minimal or no consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context.
Advocacy Skills			
Distinguished	Proficient	Novice	Unsatisfactory
Outstanding advocacy for social justice, great respect for individual differences, and keen recognition that diversity may result in different strengths and needs.	Some advocacy for social justice, adequate respect for individual differences, and general recognition that diversity may result in different strengths and needs.	Limited advocacy for social justice, some respect for individual differences, and emerging recognition that diversity may result in different strengths and needs.	Outstanding advocacy for social justice, great respect for individual differences, and keen recognition that diversity may result in different strengths and needs.

2.9 Research and Program Evaluation (CSR4)

(Case Study, Academic & Behavioral Intervention Implementation and Outcomes)

Data Collection and Analysis			
Distinguished	Proficient	Novice	Unsatisfactory
Consistently incorporates various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level.	Typically incorporates various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level.	Sometimes incorporates various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level.	Rarely incorporates various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level.
Applying Empirical Evidence			
Distinguished	Proficient	Novice	Unsatisfactory
Consistent and high level application of research/evidence to inform all areas of school psychology practice.	Adequate application of research/evidence to inform all areas of school psychology practice.	Limited application of research/evidence to inform all areas of school psychology practice.	Minimal or no application of research/evidence to inform school psychology practice.

2.10 Legal, Ethical, and Professional Practice (CSR5)

(Ethical Issues Paper)

Adherence to Legal Standards			
Distinguished	Proficient	Novice	Unsatisfactory
Legal standards clearly demonstrated and integrated into practice.	Legal standards adequately demonstrated and integrated into practice.	Limited legal standards demonstrated and integrated into practice.	Minimal or no legal standards demonstrated and integrated into practice.
Ethical Standards and Conduct			
Distinguished	Proficient	Novice	Unsatisfactory
Ethical principles clearly demonstrated. Excellent decision making re: professional conduct, clearly guided by code of conduct.	Ethical principles adequately demonstrated. Adequate decision making re: professional conduct, linked to code of conduct.	Limited ethical principles demonstrated. Marginal decision making re: professional conduct vaguely linked to code of conduct.	Ethical principles is not evident. Poor decision making re: professional conduct not linked to code of conduct.

APPENDIX F-4

**COLLEGE OF SAINT ROSE
SCHOOL PSYCHOLOGY
SPY 591 – INTERNSHIP**

Internship Evaluation Form

The following rubric is for field supervisors to rate the candidate's level of skill in each NASP Domain.

The domains will be rated and scored as

Distinguished – 4 points; Proficient – 3 points; Novice – 2 points; Unsatisfactory – 1 point

2.1 Data Based Decision Making and Accountability (CSR4)

<u>Distinguished</u>	<u>Proficient</u>	<u>Novice</u>	<u>Unsatisfactory</u>
Data Collection Skills			
<i>Consistently uses assessment tools and data-collection techniques that are clearly linked to referral question (eg. BIP, FBA). Techniques are consistently developmentally appropriate, culturally sensitive, and include data from a wide variety of sources.</i>	<i>Usually uses assessment tools and data-collection techniques that are adequately linked to referral question. Techniques are usually developmentally appropriate, culturally sensitive, and include data from at least a few sources.</i>	<i>Limited use of assessment tools and data-collection techniques that are adequately linked to referral question. Limited consideration of developmental level, cultural factors, and include data from a limited number of sources.</i>	<i>Minimal use of assessment tools and data-collection techniques that are adequately linked to referral question. Minimal consideration of developmental level, cultural factors, and include data from a very limited number of sources or from a single source.</i>
Intervention Design and Implementation			
<i>Data collection techniques clearly and consistently linked to intervention planning. Excellent monitoring of intervention implementation, and strong attention to intervention adherence and fidelity.</i>	<i>Data collection techniques generally linked to intervention planning. Adequate monitoring of intervention implementation, and adequate attention to intervention adherence and fidelity.</i>	<i>Data collection techniques somewhat linked to intervention planning. Limited monitoring of intervention implementation and limited attention to intervention adherence and fidelity.</i>	<i>Data collection techniques minimally linked to intervention planning. Minimal monitoring of intervention implementation, and minimal or no attention to intervention adherence and fidelity.</i>
Outcome Evaluation			
<i>Data is clearly and consistently used to guide decision-making for changing or modifying intervention based on outcomes when student fails to respond</i>	<i>Data is generally used to guide decision-making for changing or modifying intervention based on outcomes when student fails to respond.</i>	<i>Limited use of data to guide decision-making for changing or modifying intervention based on outcomes when student fails to respond.</i>	<i>Data is not used or is used incorrectly to guide decision-making for changing or modifying intervention based on outcomes when student fails to respond.</i>

2.2 Consultation and Collaboration (CSR7)

Distinguished	Proficient	Novice	Unsatisfactory
Communication skills			
<i>Actively participates in problem-solving discussions, consistently demonstrates active listening, clear communication of complex ideas and consistent expression of empathy across individual (educators and parents), group and systems level forums.</i>	<i>Adequate participation in problem-solving discussions at the individual (educators and parents) and group level. Consistently demonstrates effective active listening skills, clear communication and expression of empathy.</i>	<i>Limited participation in problem-solving discussions at the individual level (educators). Demonstrates limited use of active listening and interpersonal communication skills.</i>	<i>Minimal participation in problem-solving discussions with minimal evidence of active listening and interpersonal communication skills.</i>
Perspective taking skills			
<i>In working with others, consistently demonstrates interest and consideration of multiple viewpoints, strong consideration of issues of diversity and models respectful behavior even under tense circumstances. Demonstrates excellent follow-through and responsibility in engaging in the consultation process and monitoring outcomes.</i>	<i>Demonstrates adequate interest and consideration of multiple viewpoints, including issues of diversity when working with individuals and groups. Models respectful behavior and displays adequate reliability in engaging in and monitoring the consultation process.</i>	<i>Demonstrates limited attention and consideration of multiple viewpoints and inconsistently models the level of commitment necessary to be viewed as a reliable team member.</i>	<i>Minimal consideration and attention to alternate viewpoints and issues of diversity. Minimal level of investment and commitment to the collaboration process.</i>
Application of Consultation Skills			
<i>Clear, consistent and highly skilled use of the problem-solving framework, including a high level of attention to detail regarding the problem-id and analysis- Clear and consistent use of data to plan, monitor and evaluate intervention outcomes related to the consultation process involving individual, group and systems level problems.</i>	<i>Adequate skill in applying the problem-solving framework, with adequate attention to detail at each level of the problem solving process- problem ID, analysis, intervention planning and outcome monitoring for problems presented at the individual and group levels.</i>	<i>Limited skill in applying the problem-solving framework with limited detail addressed and discussed at each phase of the problem-solving process. No attention to the importance of monitoring intervention implementation and outcome monitoring.</i>	<i>Lack of skill and attention to detail in carrying out each phase of the problem-solving framework. Minimal discussion of problem ID and analysis, intervention planning and monitoring.</i>

2.3 Interventions and Instructional Support to Develop Academic Skills (CSR 3)

Distinguished	Proficient	Novice	Unsatisfactory
Goal Development/Data Collection Skills			
<i>Consistently develops clear, individualized, and specific academic goals for children with diverse abilities, backgrounds, strengths, and needs based on appropriate assessment and data collection methods which are always gathered in a collaborative manner (eg. Psychoed eval).</i>	<i>Can adequately develop clear, individualized academic goals for children with diverse abilities, backgrounds, strengths and needs based on appropriate assessment and data collection methods which are usually gathered in a collaborative manner.</i>	<i>Limited ability to develop generic academic goals with some understanding of diversity in backgrounds, strengths, needs based on appropriate assessment and data collection methods which is sometimes gathered in a collaborative manner</i>	<i>Lack of skill to develop general academic goals and/or shows limited or no understanding of diversity in backgrounds, strengths, needs. Lacks skill in choosing or administering assessment measures. No collaborative process used.</i>
Intervention Development			
<i>Consistently and with collaboration of all stakeholders, implements methods to promote intervention acceptability and fidelity and appropriate data based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services</i>	<i>Adequately (and usually in collaboration with stakeholders), implements methods that promote intervention acceptability and fidelity and appropriate data based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services</i>	<i>Inconsistently and/or with limited collaboration with stakeholders implements methods that promote intervention acceptability and fidelity and appropriate data based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services</i>	<i>Lacks skill to implement methods that promote intervention acceptability and fidelity and appropriate data based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services</i>
Use of evidence based intervention			
<i>Consistently uses child specific, evidence based curriculum and instructional strategies that facilitate children's academic achievement (i.e. teacher directed instruction, literacy instruction, peer tutoring, self-regulation interventions) at the individual, group, and systems level</i>	<i>Adequately uses child specific, evidence based curriculum and instructional strategies that facilitate children's academic achievement at the individual, group, and systems level</i>	<i>Inconsistently or with limited ability uses child specific, evidence based curriculum and instructional strategies that facilitate children's academic achievement at the individual, group, and systems level</i>	<i>Lacks skill in utilizing child specific, evidence based curriculum and instructional strategies that facilitate children's academic achievement at the individual, group, and systems level</i>

2.4 Interventions and Mental Health Services to Develop Social and Life Skills (CSR2)

<u>Distinguished</u>	<u>Proficient</u>	<u>Novice</u>	<u>Unsatisfactory</u>
Goal development/Data collection Skills			
<i>Consistent and thorough use of data to develop social-emotional/behavioral/mental health goals for children</i>	<i>Adequate use of data to develop social-emotional, behavioral, mental health goals for children</i>	<i>Limited use of data to develop social-emotional, behavioral, mental health goals for children</i>	<i>Minimal or no use of data to develop social-emotional, behavioral, mental health goals for children</i>
Intervention Development			
<i>Use of the full array of school psychologist skills (i.e. consultation, counseling, behavioral intervention, and home-school collaboration) to achieve outcomes related to socialization, learning, and mental health</i>	<i>Shows adequate school psychologist skills to achieve outcomes related to socialization, learning, and mental health</i>	<i>Limited use of the array of school psychologist skills to achieve outcomes related to socialization, learning, and mental health</i>	<i>Minimal or no use of school psychologist skills to achieve outcomes related to socialization, learning, and mental health</i>
Use of evidence based strategies			
<i>Excellent and thorough use of evidence-based strategies to develop and implement interventions targeting mental health issues</i>	<i>Adequate use of evidence-based strategies to develop and implement interventions targeting mental health issues</i>	<i>Limited use of evidence-based strategies to develop and implement interventions targeting mental health issues</i>	<i>Evidence-based strategies not considered in the development and implementation of interventions targeting mental health issues</i>

2.5 School-Wide Practices to Promote Learning (CSR3)

Distinguished	Proficient	Novice	Unsatisfactory
Participation in systems level initiatives			
<i>Actively participates in and helps evaluate systems level initiatives aimed at integrating and applying evidenced based practices and strategies to address school-wide behavioral, instructional and mental health issues, including participation on Instructional Support Teams, Positive Behavioral Support Teams and other system wide initiatives. As part of these initiatives, consistently uses and applies best practice strategies that support the home-school connection.</i>	<i>Adequate and effective in systems level initiatives aimed at integrating and applying evidenced based practices and strategies to address school-wide behavioral, instructional and mental health issues, including participation on Instructional Support Teams, Positive Behavioral Support Teams and other system wide initiatives, some evidence of home-school connection in planning of system-wide services.</i>	<i>Limited attendance and participation in systems level initiatives, with little emphasis on the home-school connection.</i>	<i>Minimal involvement in and use of systems level preventative and intervention services with no application and consideration of family involvement in these initiatives.</i>
Implementation of intervention			
<i>Effectively implements and helps to create school wide services and practices that meet the educational needs of all students. Consistently accesses and implements strategies that focus on prevention strategies in addition to the implementation of intervention and risk-reduction services.</i>	<i>Adequately identifies school wide services and practices that meet the educational needs of all students and frequently applies available prevention strategies and services to specific student needs.</i>	<i>Limited application of school wide intervention strategies to meet educational need, with no focus on preventative strategies.</i>	<i>Minimal use of school-wide prevention and intervention strategies to meet educational need.</i>
Understanding and Identification of Roles			
<i>High level of understanding of the roles performed by various school professionals in multiple types of educational settings, along with well-developed skill in identifying a particular service provider, service or technical support for a specific student need.</i>	<i>Adequate understanding of the roles performed by most school professionals, with adequate skill in matching a particular service provider, service or technical support for a specific student need.</i>	<i>Limited understanding of the roles performed by most school professionals, with limited skill in matching a particular service provider, service or technical support for a specific student need.</i>	<i>Minimal understanding of the roles performed by most school professionals, and lack of skill in matching a particular service provider, service or technical support for a specific student need.</i>

2.6 Preventive and Responsive Services (CSR2)

<u>Distinguished</u>	<u>Proficient</u>	<u>Novice</u>	<u>Unsatisfactory</u>
Goal Development			
<i>Consistent and thorough use of data to develop goals and measure outcomes of preventive and responsive activities and crisis services</i>	<i>Adequate use of data to develop goals and measure outcomes of preventive and responsive activities and crisis services</i>	<i>Limited use of data to develop goals and measure outcomes of preventive and responsive activities and crisis services</i>	<i>Minimal or no use of data to develop goals and measure outcomes of preventive and responsive activities and crisis services</i>
Intervention development for School Climate			
<i>Significant contribution to designing and/or implementing prevention programs that promote mental health and positive school climate</i>	<i>Adequate involvement in designing and/or implementing prevention programs that promote mental health and positive school climate</i>	<i>Limited involvement in designing and/or implementing prevention programs that promote mental health and positive school climate</i>	<i>Minimal or no involvement in designing and/or implementing prevention programs that promote mental health and positive school climate</i>
Intervention development for School Crisis			
<i>Significant contribution to designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels</i>	<i>Adequate involvement in designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels</i>	<i>Limited involvement in designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels</i>	<i>Minimal or no involvement in designing and/or implementing services for crisis prevention, response, and/or recovery at individual, family, and systems levels</i>

2.7 Family/School Collaboration Services (CSR7)

Distinguished	Proficient	Novice	Unsatisfactory
Understanding family systems impacting child function			
<i>Effectively and consistently uses a strong understanding of family systems factors in assessments and intervention planning, including the consistent use of family strengths as important criteria in the assessment of student functioning and service planning.</i>	<i>Adequate understanding of family systems factors in the assessment process and intervention planning, including adequate use of family strengths as important criteria in the assessment of student functioning and service planning.</i>	<i>Limited understanding of family systems factors in the assessment process and intervention planning, limited use of family strengths as an important criteria in the assessment of student functioning and service planning</i>	<i>Minimal understanding of family systems factors in the assessment process and intervention planning, minimal use of family strengths as an important criteria in the assessment of student functioning and service planning</i>
Goal development within family system context			
<i>Actively engages families in the student planning process, readily incorporates family viewpoint, needs, values and cultural beliefs in designing goals and intervention plans.</i>	<i>Adequately engages families in the student planning process, typically incorporates family history in assessment process, some attention to family needs, values and cultural beliefs in designing goals and intervention plans.</i>	<i>Limited engagement of families in the student planning process, typically meets with families to access history and share results, limited integration of family viewpoint, needs, values and cultural beliefs in designing goals and intervention plans.</i>	<i>Minimal engagement of families in the student planning process, does not consistently meet with families to access history and share results, no integration of family viewpoint, needs, values and cultural beliefs in designing goals and intervention plans.</i>
Family engagement			
<i>Highly effective communication and interpersonal skills when engaging families, including active listening and questioning techniques and demonstration of empathy.</i>	<i>Adequate communication and interpersonal skills when engaging families, including effective active listening skills and questioning techniques and demonstration of empathy.</i>	<i>Limited use of effective communication and interpersonal skills when engaging families; minimal use of effective active listening skills and questioning techniques and little demonstration of empathy.</i>	<i>Minimal use of effective communication and interpersonal skills when engaging families; lack of the demonstration of empathy.</i>
Communication with family/community			
<i>Frequent connection (e-mail, phone calls) and collaboration (meetings) with multiple community providers to support and create linkages for families.</i>	<i>Adequate connection with relevant community providers to provide support and create linkages for families.</i>	<i>Limited connection with community providers through informational e-mails, no opportunity for reciprocal dialogue.</i>	<i>Minimal connection with community providers.</i>

2.8 Diversity in Development and Learning (CSR6)

<u>Distinguished</u>	<u>Proficient</u>	<u>Novice</u>	<u>Unsatisfactory</u>
Consideration of Diversity			
<i>Consistent and thorough consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context</i>	<i>Adequate consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context</i>	<i>Limited consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context</i>	<i>Minimal or no consideration of individual differences and cultural factors in the design, implementation and evaluation of academic and mental health services in a collaborative, systems context</i>
Social Justice Advocacy			
<i>Outstanding advocacy for social justice, great respect for individual differences, and keen recognition that diversity may result in different strengths and needs</i>	<i>Some advocacy for social justice, adequate respect for individual differences, and general recognition that diversity may result in different strengths and needs</i>	<i>Limited advocacy for social justice, some respect for individual differences, and emerging recognition that diversity may result in different strengths and needs</i>	<i>Minimal or no advocacy for social justice, great respect for individual differences, and keen recognition that diversity may result in different strengths and needs</i>

2.9 Research and Program Evaluation (CSR4)

Distinguished	Proficient	Novice	Unsatisfactory
Collaboration in interpretation of research			
<i>In a collaborative manner and showing an expert level of knowledge, can conduct analyses to effectively interpret research and/or evaluate school based programs</i>	<i>In a collaborative manner and showing an adequate level of knowledge, can conduct analyses to effectively interpret research and/or evaluate school based programs</i>	<i>Shows limited to conduct analyses, interpret research, and/or evaluate school based programs</i>	<i>Shows minimal to no knowledge on how to conduct analyses, interpret research and/or evaluate school based programs</i>
Programmatic data collection/evaluation skills			
<i>Expertly incorporates various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level</i>	<i>Adequately incorporates various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level</i>	<i>On a limited basis, incorporates various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level</i>	<i>Minimal or no incorporation of various techniques and technology resources for data collection, measurement analysis, and accountability in decision making and in evaluation of services at the individual, group, and/or systems level</i>

2.10 Legal, Ethical, and Professional Practice (CSR5)

<u>Distinguished</u>	<u>Proficient</u>	<u>Novice</u>	<u>Unsatisfactory</u>
Professionalism			
<i>In an expert manner, applies professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</i>	<i>Adequately applies professional work characteristics needed for effective practice as a school psychologist, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</i>	<i>Limited application of professional work characteristics needed for effective practice as a school psychologist, but at times may need additional guidance on various concepts</i>	<i>Minimal or needs extensive guidance in the professional work characteristics needed for effective practice as a school psychologist,</i>
Utilization of supervision			
<i>Expertly utilizes supervision and mentoring for effective school psychology practice</i>	<i>Adequately utilizes supervision and mentoring for effective school psychology practice</i>	<i>In a limited manner, utilizes supervision and mentoring for effective school psychology practice</i>	<i>Minimally or does not utilize supervision and mentoring for effective school psychology practice</i>
Advocacy for school psychology			
<i>Consistently advocates for school psychologists' professional roles to provide effective services, ensuring access to their services, and enhance the learning and mental health of all children and youth</i>	<i>Adequately advocates for school psychologists' professional roles to provide effective services, ensuring access to their services, and enhance the learning and mental health of all children and youth</i>	<i>In a limited manner, advocates for school psychologists' professional roles to provide effective services, ensuring access to their services, and enhance the learning and mental health of all children and youth</i>	<i>Minimally or does not advocate for school psychologists' professional roles to provide effective services, ensuring access to their services, and enhance the learning and mental health of all children and youth</i>

INDICATORS OF PROFESSIONAL SKILLS

Utilization of Supervisory Services			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Consistently keeps supervisor informed of events and activities. Always seeks supervisor feedback</i>	<i>Adequately keeps supervisor informed of events and activities. Usually seeks out feedback from supervisor</i>	<i>Inconsistently keeps supervisor informed of events and activities. Occasionally seeks out feedback from supervisor</i>	<i>Rarely keeps supervisor informed of events and activities. Rarely seeks out feedback from supervisor</i>
Punctuality			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Always on time for school day, meetings, and/ or events.</i>	<i>Usually on time for school day, meetings, and/or events</i>	<i>Inconsistently on time for school day, meetings, and/ or events</i>	<i>Frequently late for school day, meetings, and/or events</i>
Time management			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Always prompt with all work products (reports, BIP, etc). Always establishes work priorities.</i>	<i>Usually prompt with work products. Sufficiently establishes work priorities.</i>	<i>Inconsistent in meeting work product deadlines and establishing work priorities</i>	<i>Rarely meets work product deadlines. Difficulty establishing work priorities.</i>
Independence			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Consistently follows through on responsibilities. Displays a high level of initiative-taking.</i>	<i>Usually follows through on responsibilities. Adequate level of initiative-taking.</i>	<i>Inconsistently follows through on responsibilities. Limited level of initiative-taking.</i>	<i>Rarely follows through on responsibilities. Does not take initiative.</i>
Work Product			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Work products are always of excellent quality (grammar/spelling). Always clear and concise.</i>	<i>Work products are usually good quality. Minimal difficulty with grammar spelling. Typically clear and concise.</i>	<i>Quality of work products is inconsistent. Errors in spelling/grammar sometimes evident. Some lack of clarity in writing.</i>	<i>Quality of work products is poor. Frequent errors in spelling/grammar. Significant lack of clarity.</i>
Dress and Demeanor			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Always dresses in a professional manner. Consistently displays positive demeanor and attitude</i>	<i>Usually dresses in a professional manner. Typically displays positive demeanor and attitude.</i>	<i>Inconsistently dresses in a professional manner. Inconsistently displays positive demeanor and attitude.</i>	<i>Does not dress in a professional manner. Does not display positive demeanor and attitude.</i>
Professional Boundaries			
Distinguished	Proficient	Novice	Unsatisfactory
<i>Always maintains high level of confidentiality. Solid separation of professional and personal relationships.</i>	<i>Usually maintains high level of confidentiality. Adequate separation of professional and personal relationships.</i>	<i>Inconsistently maintains high level of confidentiality. Inconsistent separation of professional and personal relationships.</i>	<i>Violates professional standards of confidentiality. Poor separation of professional and personal relationships.</i>

APPENDIX F-5

INTERNSHIP MONTHLY LOG

Direct Student Contact Hours	<i>Dates:</i>	Week 1	Week 2	Week 3	Week 4	Week 5	Total
Assessment (Formal/Informal)							
Observation							
Background Review							
Interviewing							
Individual Counseling							
Group Counseling							
Crisis Intervention							
Academic Intervention – Individual							
Academic Intervention – Classroom							
Behavioral Intervention							
Prevention							
Consultation							
Meetings: Team/Staffing							
Other							
Subtotal							
Percentage time w/ ages							
0-5							
6-11							
12-18							

Professional Development

Workshop/Presentation						
Supervision – Field						
Supervision - University						
Other						
Subtotal						
Total Hours this Month						

Student Name_____

Student Signature_____

Supervisor Signature_____

Time Sheet Logs—Definition of Terms

Assessment (Formal/Informal): Administration of formal or informal academic, intelligence, adaptive, behavior, or social/emotional assessments. Includes scoring and interpretation of results.

Interviewing: Interviewing of students, teachers, parents, family, school staff or others for the purpose of gathering information on a case.

Counseling (Individual/Group): Working with one or more students for purposes related to solving personal problems, developing social skills, or problem solving skills.

Crisis Intervention: Meetings, trainings, and the actual response and participation in crisis situations in the schools including follow-up reporting and debriefing.

Academic Interventions (Individual/Class): Working with one or more students for the purpose of improving academic or social performance.

Behavioral Intervention: Working directly with one or more students/teachers in classrooms for the purpose of enhanced development, adjustment or performance in school.

Prevention: Working directly with students in classrooms for the purpose of preventing things such as school violence, drug abuse, etc.

Consultation: Time spent helping teachers, parents or other professionals analyze a problem situation, develop a plan and implement and evaluate an intervention.

Workshop/Presentation: Reading, writing, practicing and meeting with colleagues in the presentation of a required in-service.

Meetings (Team/Staffing): Activities directly related to multi-disciplinary team meetings (staffings), including preparation, organizational activities, collection of records and participation.

Professional Development: Attendance at conferences and workshops, reading scholarly books and articles, or participation in other professional skill-building activities outside of the Internship/internship or university coursework.

Background Review: Review of records, grades, files, work samples, portfolios, etc.

Report Writing: Compiling all information gathered through assessments, background review, interviews, etc. into a comprehensive report.

Observation: Observing students, classrooms, teachers, student interactions and family interactions.

Supervision – Field: Any consultation or contact with the Field Supervisor regarding cases, duties or professional development activities related to the Internship.

Supervision – University: Any consultation or contact with Field Supervisor regarding Internship activities.

Other: Any activity not covered in the above list but related to the Internship

APPENDIX G

POSITIVE IMPACT

APPENDIX G-1

Positive Impact

One of the important outcomes from your internship is that you demonstrate "measurable positive impact" in delivery of services to children, families, and other stakeholders. Throughout your field placement you will deliver a comprehensive range of services, encompassing all of the NASP domains.

Two primary assignments will be used to assess your ability to demonstrate positive impact. You must address academic *and* behavioral issues in the case study, and academic *and/or* behavioral issues in the positive impact presentation.

Both assignments require the use of a statistical analysis (Percent of Non-Overlapping Data (PND) and Global assessment scaling (GAS)). Use of these analyses will be taught in Educational Research (EPY 500) and Measurement and Statistics (EPY 529), and reviewed in school psychology courses, including both internship seminars.

Both assignments also require the use of the social validity survey attached in this syllabus. The survey allows service consumers to comment on your ability to impact positively through your delivery of services.

Students will be required to assess their level of positive impact and to present evidence of the effectiveness of their intervention/s. The rubrics in the syllabus will be used by faculty to rate the level of positive impact as reported in each student's case study and positive impact presentation.

Comprehensive Case Study/Positive Impact:

Throughout internship, students will use data to plan, implement and monitor interventions and program level initiatives. Work samples reflecting skills in these areas will be used as artifacts in several of the NASP domain areas. The comprehensive case study will focus on a complex student referral issue, targeting and intervening in more than one area of need and monitoring outcomes using multiple outcome measures. Documentation of all aspects of this case study will be included in the portfolio. You must demonstrate and assess the level of positive impact of your intervention through the use of two statistical measures, which are PND and GAS. You must also use the social validity survey. The Assessment of Positive Impact section of the Case Study Rubric will be used by faculty to assess positive impact. The comprehensive case study will be reviewed by two faculty members using the Case Study Rubric in the syllabus.

Positive Impact Case Presentations:

Students are required to provide an oral presentation, accompanied by Power Point, to demonstrate positive impact on an academic or behavioral presenting problem. A case presentation in seminar to classmates and faculty is required. You must demonstrate and assess the level of positive impact of your intervention through the use of either PND or GAS. You must also use the social validity survey. Positive impact will be rated by faculty according to the Assessment of Positive Impact Rubric.

APPENDIX G-2
COMPREHENSIVE CASE STUDY RUBRIC

I. Problem Identification				
Distinguished	Proficient	Novice	Unsatisfactory	NASP Domain
Presentation of problem is well-defined (behavior, skill and support levels) in the context of appropriate grade and/or peer expectations across multiple developmental areas	Presentation of problem is operationally defined across multiple developmental areas	Presentation of problem has been identified and described but not operationally defined	Presentation of problem is not clearly identified or operationally defined	2.1
The discrepancy between current and desired level of performance is explained and quantified	The problem is quantified in terms of both current and desired level of performance	The problem is described but not quantified regarding current level or desired level of performance	The problem is not defined in either terms of current level or desired level of performance	2.1
Baseline data includes the problem/s, peer/grade norms, and expectations with computed trend lines	A baseline for the problem/s is established using sufficient data	A baseline for the problem/s is established using insufficient data	A baseline for the problem/s is not established	2.1
The problem is collaboratively defined with parents and teachers	The problem is collaboratively defined with parents or teachers	Some attempts made for collaboration but insufficient integration of the input from others	The problem is not collaboratively defined- no attempts made to work with parents/teachers	2.2

II. Problem Analysis				
Distinguished	Proficient	Novice	Unsatisfactory	NASP Domain
Multiple hypotheses are generated through collaboration with teacher and parent	Multiple hypotheses are generated with either teacher or parent	One hypothesis is generated with either teacher or parent, or no collaboration apparent	Hypotheses are not developed	2.2
Hypotheses of “why” the problem is occurring are well supported by multiple sources of data. (record review, interview, observation, testing, self report)	There is evidence that appropriate data are collected to confirm/reject hypotheses.	Data collection is insufficient to inform hypotheses.	Appropriate data are not collected.	2.3, 2.4
Hypotheses reflect sensitivity to individual differences (eg. Physical, social, linguistic, cultural) and individual strengths and needs	Hypotheses reflect sensitivity to individual differences. Does not include individual strengths and needs	Hypotheses reflect an individual strengths and needs but not to individual differences.	Hypotheses do not reflect an awareness of issues of diversity nor strengths and needs.	2.8

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III. Intervention				
Distinguished	Proficient	Novice	Unsatisfactory	NASP Domain
Goals and planned interventions are informed by data consistent with problem analysis	Goals and planned interventions are generally linked to problem analysis	Goals and planned interventions are somewhat linked to data and problem analysis	Goals and planned interventions are not informed by data consistent with problem analysis	2.1
All goals are stated in explicit, measurable terms	A majority of goals are stated in explicit, measurable terms	A few goals are stated in explicit, measurable terms	Goals are not written in explicit, measurable terms	2.1
Intervention reflects sensitivity to individual differences, classroom practices, and other system issues-acceptability issues	Some sensitivity to individual differences, classroom practices, and other system issues	Limited sensitivity to individual differences, classroom practices and other systems issues	Intervention does not reflect sensitivity to individual differences.	2.5, 2.8
Intervention is developed and implemented collaboratively with teacher and parent	Interventions is developed and implemented with either teacher or parent	Intervention is developed with limited input from teacher or parent	Intervention is not developed collaboratively	2.2, 2.7
Intervention steps are explicit, manageable and realistic given available resources	Intervention steps are generally described and are manageable, some difficulties are evident given available resources	Intervention steps are not fully described and reflect limited consideration regarding available resources	Intervention steps are not specific or realistic given available resources	2.5

IV. Progress Monitoring				
Distinguished	Proficient	Novice	Unsatisfactory	NASP Domain
Plans for monitoring intervention are clearly described including measures for intervention adherence and fidelity	Plans for monitoring outcome of intervention are described -Needs some clarification regarding adherence and fidelity measures	Plans for monitoring outcomes lacking sufficient detail	Plans for monitoring intervention is not described	2.9
Response to intervention data are used to inform problem solving and decision making with immediacy	Response to intervention data are used to inform problem solving and decision making within reasonable time limits	Response to intervention data have limited impact on problem-solving and decision-making	Response to intervention data are not used to inform problem solving and decision making.	2.1
Strategies to support transfer of outcome to other settings are clearly and fully documented. Data collected along relevant dimensions	Strategies to support transfer of outcome to other settings are adequately documented. Data collected along relevant dimensions	Strategies to support transfer of outcome to other settings are discussed, but data is not collected	Strategies to support transfer of outcome to other settings are not documented. Data not collected	2.3, 2.4
Charting of performance is well illustrated including student performance trend lines, and/or goal lines	Charting of performance is adequate, including student performance trend lines and/or goal lines	Charting of performance is attempted but trend lines and goal lines are not both included	Charting of performance is not adequately illustrated	2.1, 2.9
Strategies for follow up are developed, implemented and specifically described	Strategies for follow up are not specific or clearly described	Some strategies for follow up are discussed	Strategies for follow up are not developed and implemented	2.6
Reflections of collaborative efforts throughout intervention is clearly and fully discussed	Reflections of collaborative efforts throughout intervention is adequately discussed	Reflections of collaborative efforts alluded to in report but not clearly described	Reflections of collaborative efforts throughout intervention is not discussed	2.2

V. Assessment of Positive Impact- All Three Techniques required (Academic)			
Distinguished	Proficient	Novice	Unsatisfactory
Statistical Analysis – PND- Domain 2.9			
Percentage of Non-Overlapping Data Points (PND) calculation at the highly effective level (90% +).	PND at the moderately/fairly effective level (70% – 90%). If below effective level, sufficient explanation is provided and problem solving to improve results is noted and described.	Minimally effective positive impact reflected by PND calculation in the minimal/questionable effectiveness range (50% - 70%). No recommendation for a revised plan or strategy.	PND calculation in the ineffective/unreliable treatment range (< 50%). Or study lacks sufficient data and contains poor explanation of results.
Statistical Analysis– GAS- Domain 2.1			
Goal attainment is demonstrated at a level that is more or much more than the expected level, as determined when establishing goals and benchmark levels at the start of the intervention.	Goal attainment is demonstrated at the expected level, as determined when establishing goals and benchmark levels at the start of the intervention. If goal is not met, sufficient explanation is provided and problem solving to improve results is noted and described.	Goal attainment is demonstrated at the less than expected level, as determined when establishing goals and benchmark levels at the start of the intervention. Little evidence of problem solving to improve results is noted or described.	Goal attainment is demonstrated at the much less than expected level, as determined when establishing goals and benchmark levels at the start of the intervention. No evidence of problem solving to improve results is noted or described.
Social Validity Data Collection – Domain 2.2			
Positive impact supported by social validity data from at least two additional sources (e.g. parent or teacher feedback, rating scales).	Positive impact supported by social validity data from at least one additional source (e.g. parent or teacher feedback, rating scales).	Some data provided from additional sources, but positive impact not sufficiently supported.	Data from additional sources not provided.

V. Assessment of Positive Impact- All Three Techniques required (Behavioral)			
Distinguished	Proficient	Novice	Unsatisfactory
Statistical Analysis – PND- Domain 2.9			
Percentage of Non-Overlapping Data Points (PND) calculation at the highly effective level (90% +).	PND at the moderately/fairly effective level (70% – 90%). If below effective level, sufficient explanation is provided and problem solving to improve results is noted and described.	Minimally effective positive impact reflected by PND calculation in the minimal/questionable effectiveness range (50% - 70%). No recommendation for a revised plan or strategy.	PND calculation in the ineffective/unreliable treatment range (< 50%). Or study lacks sufficient data and contains poor explanation of results.
Statistical Analysis– GAS- Domain 2.1			
Goal attainment is demonstrated at a level that is more or much more than the expected level, as determined when establishing goals and benchmark levels at the start of the intervention.	Goal attainment is demonstrated at the expected level, as determined when establishing goals and benchmark levels at the start of the intervention. If goal is not met, sufficient explanation is provided and problem solving to improve results is noted and described.	Goal attainment is demonstrated at the less than expected level, as determined when establishing goals and benchmark levels at the start of the intervention. Little evidence of problem solving to improve results is noted or described.	Goal attainment is demonstrated at the much less than expected level, as determined when establishing goals and benchmark levels at the start of the intervention. No evidence of problem solving to improve results is noted or described.
Social Validity Data Collection – Domain 2.2			
Positive impact supported by social validity data from at least two additional sources (e.g. parent or teacher feedback, rating scales).	Positive impact supported by social validity data from at least one additional source (e.g. parent or teacher feedback, rating scales).	Some data provided from additional sources, but positive impact not sufficiently supported.	Data from additional sources not provided.

APPENDIX G-3
POSITIVE IMPACT CASE PRESENTATION RUBRIC
PND OR GAS, plus Social Validity Measure Required (Academic OR Behavioral)

Distinguished	Proficient	Novice	Unsatisfactory
Statistical Analysis – PND- Domain 2.9			
Percentage of Non-Overlapping Data Points (PND) calculation at the highly effective level (90% +).	<p>PND at the moderately/fairly effective level (70% – 90%).</p> <p>If below effective level, sufficient explanation is provided and problem solving to improve results is noted and described.</p>	<p>Minimally effective positive impact reflected by PND calculation in the minimal/questionable effectiveness range (50% - 70%). No recommendation for a revised plan or strategy.</p>	<p>PND calculation in the ineffective/unreliable treatment range (< 50%). Or study lacks sufficient data and contains poor explanation of results.</p>
Statistical Analysis- GAS – Domain 2.1			
Goal attainment is demonstrated at a level that is more or much more than the expected level, as determined when establishing goals and benchmark levels at the start of the intervention.	<p>Goal attainment is demonstrated at the expected level, as determined when establishing goals and benchmark levels at the start of the intervention.</p> <p>If goal is not met, sufficient explanation is provided and problem solving to improve results is noted and described.</p>	<p>Goal attainment is demonstrated at the less than expected level, as determined when establishing goals and benchmark levels at the start of the intervention.</p> <p>Little evidence of problem solving to improve results is noted or described.</p>	<p>Goal attainment is demonstrated at the much less than expected level, as determined when establishing goals and benchmark levels at the start of the intervention.</p> <p>No evidence of problem solving to improve results is noted or described.</p>
Social Validity Data Collection – Domain 2.2			
Positive impact supported by social validity data from at least two additional sources (e.g. parent or teacher feedback, rating scales).	Positive impact supported by social validity data from at least one additional source (e.g. parent or teacher feedback, rating scales).	Some data provided from additional sources, but positive impact not sufficiently supported.	Data from additional sources not provided.