

School Psychology Program Practicum Syllabus

University of Connecticut
 Department of Educational Psychology
 Fall 2016/Spring 2017
 (revised September 15, 2016 MAB)

EPSY 5092 – Practicum in School Psychology
 EPSY 6494 – Doctoral Practicum in School Psychology
 Credit Hours – 3 per semester
 Director of Practica – Melissa A. Bray, PhD

TABLE OF CONTENTS

Section	Page
Introduction	1
Practica Placements	3
Practica Supervisor Qualification Requirements	3
Related Coursework/Practice Activities	4
Evaluation Criteria	5
Appendix A: Goals, Objectives, & Competencies	9
Appendix B: Student Checklist – Practica Requirements	15
Appendix C: 2015-2016 Meeting Schedule	16
Appendix D: Practicum Field Evaluation (Supervisor)	22
Appendix E: Practicum Field Evaluation (Self)	32
Appendix F: Practicum Log Template	43
Appendix G: Diversity Log Template	44
Appendix H: Steps to Obtaining a Practica Placement	45
Appendix I: Email Template for First Contact	46
Appendix J: Letter to On-site Practica Supervisors	47

I. INTRODUCTION

The primary goal of the practica is to train and promote competent practitioners in the

field of school psychology who possess a considerable professional knowledge base, skills in implementing evidence-based practice designed to promote students' academic and social competencies, and a commitment to research, ethical practice, and continual critical analyses, as outlined in the school psychology program's goals, objectives, and competencies (see Appendix A). The practica experience adheres to the scientist-practitioner model that assumes that the practice of school psychology is based on knowledge gained from established methods of scientific inquiry. In addition, the practica is designed to acquaint students with the diversity of theories and practices of school psychology, allowing the student sufficient intellectual freedom to experiment with different delivery systems and various theoretical bases. Such a philosophy encourages and reinforces the student's creativity and intellectual risk taking that are fundamental in the further development of the professional practice of school psychology.

The practicum sequence consists of 12 credits over 4 semesters for Master's/6th-Year students or 21 credits over 7 semesters for doctoral students and has been developed in accordance with APA and NASP guidelines. All Masters and Doctoral students experience a minimum of 400 (over two academic years in a field-based site) and 600 (over 4 academic years) hours respectively. To reach the hour minimums the student must complete 4 hours per week in field-based sites in conjunction with course-related practice hours (e.g., IQ testing), and research hours (please note that no more than 25% of the total can come from research). GA hours can be counted towards this minimum as well if they are in the areas of research or practical hours; however, they have to be approved by Dr. Bray. The majority of doctoral students typically log over 600 hours of planned supervised experience of which at least 150 hours are devoted to direct service and at least 50 hours devoted to formally scheduled supervision.

A standardized set of graduated skill experiences and related assignments are required. This includes rotations through elementary and middle/high school settings. This also includes a rotation through diverse settings that are defined as ones that include, but are not limited to, age, color, disabilities, ethnicity, gender, language, national orientation, educational levels, and SES. These various structured activities are designed to provide opportunities to apply skills in learning theory, assessment linked to intervention, consultation and collaboration with families and school personnel, prevention and intervention, and professional and ethical practice. Included in the practicum class assignments are various self-reflections on their practices. Further, dynamic problem-solving is engaged in to formulate assessment and treatment options.

Please see Appendix B for a checklist of requirements for the entire practica experience. This checklist should be updated each year, and students are responsible for filing a copy in their permanent file in the EPSY office.

The practica affords students sufficient supervised experiences to allow an early exposure and identification with the practice of school psychology prior to internship. Although these practicum guidelines are sufficient to prepare students for internship, requirements for licensure and certification vary from state to state. Therefore, and particularly doctoral students who intend on obtaining licensure as psychologists, should be aware of relevant state licensure requirements regarding supervision when considering their practicum placements.

The practicum experiences are coordinated with specific courses that require a practice

component to allow students sufficient opportunities. During the practica, students complete specified practicum-related coursework, as well as enroll in the course EPSY 5092 – Practicum in School Psychology/EPY 6494 – Doctoral Practicum in School Psychology. The practicum is the joint responsibility of school psychology faculty at the University of Connecticut and field-, research-, or clinic-based supervisors. The practica ensures that students acquire graduated experiences and expertise in the practice of school psychology within a supervised setting that allows for frequent and constructive feedback. Prior to and during the practica sequence, students will complete at least seven practicum-related courses that have a supervised, direct service component. These courses, at a minimum, include:

EPSY 5194 – Seminar: Roles & Functions
EPSY 5404 – Pupil Beh.: Studies in Clinical Diagnosis
EPSY 5194 – Seminar: Counseling in School Psychology
EPSY 5406 – Consultation Theories and Practices
EPSY 5194 – Seminar: Procedures in Acad. Assessment
EPSY 5194 – Seminar: Academic Intervention
EPSY 5194 – Seminar: Behavior Intervention

II. PRACTICA PLACEMENTS

(Placement philosophy modeled after and adapted with permission from Dr. Lea Theofore, Program Director at the College of William and Mary)

The field-based placements are arranged in coordination with the practicum director, field-based supervisors, and relevant student. The Neag School of Education (NSOE) has a long, stable history with many local school districts and clinical settings. This affords high-quality supervision. Thus placements are determined based on the quality of supervision, skill set of student, commuting distance, and diversity of the setting. See Appendix H for Steps to Obtaining a Practica Placement, Appendix I for Email Template for First Contact, and Appendix J for Letter to On-Site Practica Supervisors.

III. PRACTICA SUPERVISOR QUALIFICATION REQUIREMENTS

Supervisors of UConn School Psychology Practicum Students are required to meet the following qualifications, which are based on NASP Best Practice Guidelines for School Psychology Internships and the NASP Position Statement on Supervision in School Psychology:

1. Practicum supervisors must hold a valid state credential for the setting in which they are employed.
2. Practicum supervisors must have a minimum of 3 years of full-time experience as a credentialed school psychologist or psychologist and are employed as a regular employee or consultant by the district or agency.
3. Education and/or experience in the supervision of school personnel is desirable.

IV. RELATED COURSEWORK/PRACTICA ACTIVITIES

As mentioned above, students will complete at least seven practicum-related courses that have a required, supervised, direct-service component. It is the responsibility of the students to inform their supervisors of the requirements for their courses, which are briefly outline in the table below. In addition to these requirements, the table also outlines suggested practicum activities for each year in the program.

NOTE: Practica activities that are required to meet specific course expectations are to be submitted to the professor of the associated course and not the practica director, as student performance on these activities will be graded by the professor of the associated course.

First Year	
Courses Specifically Linked to Practicum	Required Practica Activities*
EPSY 5194 – Seminar: Roles & Functions	Mapping the systems of a school project Dissemination project
EPSY 5404 – Pupil Beh.: Studies in Clinical Diagnosis	2 abbreviated behavior assessments 1 full behavioral assessment/case study
Additional Suggested Practicum Activities	<p>THE EXPECTATION IS THAT ALL SKILLS ARE MODELED BY THE FIELD SUPERVISOR BEFORE THE STUDENT IS EXPECTED TO CARRY THEM OUT</p> <p>Observe a school psychologist during PPTs, including completion of IEP paperwork Observe a consultation case Observe an academic intervention Observe a behavioral intervention Observe individual and group counseling Observe/read a full psycho-educational assessment</p>
Second Year	
Courses Specifically Linked to Practicum	Required Practica Activities*
EPSY 5194 – Seminar: Counseling in School Psychology	1 counseling case
EPSY 5406 – Consultation Theories and Practices	1 complete behavioral consultation case study
EPSY 5194 – Seminar: Procedures in Acad. Assessment (2nd year for MA students, 3 year for PhD students)	2 abbreviated academic assessments 1 full academic assessment/case study
EPSY 5194 – Seminar: Academic Intervention	Implement an academic intervention
EPSY 5194 – Seminar: Behavior Intervention	Implement a behavior intervention
Additional Suggested Practicum Activities	<p>Conduct an FBA Actively participate in PPT process (e.g., IEP writing, providing feedback to parents, manifestation determination) Conduct a complete psycho-educational evaluations, which include appropriate cognitive, academic and social-emotional/behavioral assessment Implement and collect data on an evidence-based intervention for academic</p>

	and social functioning Conduct behavioral observations Engage in teacher consultation Observe all tiers in RTI model; attend SRBI meeting Participate in crisis-preparedness activities
Third and Fourth Years	
Suggested Practicum Activities	Increase competency related to all areas of service delivery Pursue individual interests in research and practice
*These requirements may vary based on changes made by course professors or due to approved deviations from the typical course sequence. Again, students are responsible for communicating required practica activities to their supervisors at the beginning of each semester.	

Each semester, students must track their practica activities in relation to the program's objectives (see Appendix A), to demonstrate growth as they move through the program. This tracking form is available online and will be introduced to students at the beginning of each year. These data will also help the student and director collaboratively determine future practicum placements.

V. EVALUATION CRITERIA

The primary evaluation criteria will be A) participation at practicum meetings, B) assignments as presented in the course, C) the practicum evaluation filled out each semester by students and their field-based supervisors, D) completion of practicum activity-tracking forms, and E) completion of practicum logs. All five of these components are weighted equally (20% each).

A. Participation at Practicum Meetings

Practica will meet weekly, and meetings are mandatory. Students are expected to participate in the following ways: sharing their experiences at practicum, reading assigned materials, and discussing readings and presentations on special topics. Students are also expected to participate in supervision activities, as either the supervisor (more advanced students) or supervisee (less advanced students), to learn about the process of supervision.

A meeting schedule, with readings and discussion topics, is included in Appendix C.

B. Assignments

Students will complete four reflection assignments throughout the year (two in the fall and two in the spring). These reflections will relate to material covered in practicum meetings and their experiences in the field. See the tables below for (a) a brief description of the assignments and (b) the rubric to be used to evaluate the reflections. Due dates for the assignments can be found in Appendix C.

Assignment Name	Brief Description
Planning and Placement Team (PPT) Reflection	Based on your level of experience in the program, reflect on either your experiences observing at PPTs or presenting at PPTs. This includes things that went well and why, things that you would have liked to have seen gone differently and why, effective ways to promote family/student involvement, effective ways to explain testing results, etc.
Professional Characteristics Reflection	Reflect on how you have grown as a future school psychology practitioner during this semester in practicum. Highlight specific areas of development, as well as areas you would like to grow in- how will you make this happen and how will you measure the growth? Also, what characteristics make an “ideal” school psychologist?
Individualized Education Program (IEP) Reflection	Review the Goals and Objectives from 3 different IEPs, as well as any related Progress Monitoring data, and reflect on them. Are these goals observable and measurable? Are they attainable given a year timeframe? How would you improve upon them? Revise them using the SMART Goal format.
Supervision Reflection	What makes a good supervisor? What kind of supervision style did your on-site supervisor have? How could your training needs be addressed differently by your practicum supervisor for next year given the experiences you had this year, the coursework you have taken, and the experiences you would like to gain in practicum next year?

**Rubric for Self-Reflections adapted with permission from the College of William and Mary
(Dr. Lea Theodore, Program Director)**

Rating	Self-Reflections
<i>Failure</i>	Statement reflects: <ul style="list-style-type: none"> • Lack of content knowledge. • Minimal mention of personal strengths and weaknesses. • No integration of personal strengths and weaknesses in relation to the role of a school psychologist. • Lack of perception of the role of the school psychologist within the larger educational setting.
<i>Low Pass</i>	Statement reflects: <ul style="list-style-type: none"> • Equivocal knowledge • Moderate mention of personal strengths and weaknesses. • Ambiguous integration of personal strengths and weaknesses in relation to the role of the school psychologist. Almost total unawareness of the role of the school psychologist within the larger educational setting.
<i>Pass</i>	Statement reflects:

	<p>All except one of the requirements judged High Pass</p> <p>And</p> <p>No requirements judged as Fail</p>
<i>High Pass</i>	<p>Statement reflects:</p> <ul style="list-style-type: none"> • Awareness of current developments in the field. • Detailed reflection on personal strengths and weaknesses. • Complete integration of personal strengths and weaknesses in relation to the role of the school psychologist. <p>Total awareness of the role of the school psychologist within the larger educational setting.</p>

C. Practicum Evaluations

Toward the end of the semester, each supervisor will complete an evaluation of his/her student's knowledge and skills related to the program's goals, objectives, and competencies, as well as general professional characteristics; students will also complete a self-evaluation. These evaluations will be distributed via email and must be completed online. See Appendices D and E for copies of these evaluations, for reference only.

D. Activity Tracking Forms

As stated above, students must complete activity tracking forms each semester. More specifically, for each week they attend practicum, they must denote, for each objective (see Appendix A) whether or not they engaged in an activity that relates to that objective. The director will review these data forms at the end of the semester.

E. Practicum Logs

Students must log their practica hours throughout their time in the program. At a minimum, hours must be logged in one of the following four categories: 1) assessment, intervention, and consultation; 2) support activities, 3) supervision, or 4) research (see table below for more details). Hours may not be counted in more than one category, but the hours for one specific day may be broken up across multiple categories. Please see Appendix F for a log template. Students may also choose to use a more comprehensive, web-based system for logging hours such as time2track.com or myspsychtrack.com. Regardless of the log format, one copy of the log must be printed and submitted to the EPSY office at the end of each semester for filing.

NOTE: Hours to meet the diversity requirement for practica must be logged on a separate form; however, they still count toward students' overall total number of practica hours. See Appendix G for a diversity log template.

Log Categories
Assessment, Intervention, and Consultation
Please report actual clock hours in direct/face to face service with regard to Assessment, Intervention, and Consultation. This includes personality and behavior test administration (e.g., BASC, Achenbach, RADS, RCDS, RCMAS, BDI, Connors, Social Skills Intervention System, Vineland), academic achievement (e.g., Woodcock, WIAT, TOWL, Key-Math, WRAT, DIBELS, CBA, CBM, GORT, TEWL, CTOPP, PPVT), intelligence (e.g., Woodcock, Wechsler scales), and neuropsychological indices. Interventions logged may include: Traditional individual and group psychotherapies, and other empirically-based psychological interventions. Consultation includes mental health, behavioral, and systems/organizational consultation.
Support Activities
This includes activities spent outside the treatment hour while still focused on the student (e.g. chart and /or file review, writing progress notes, consulting with other professionals about cases, video/audio review, time spent planning interventions, assessment interpretation and report writing, etc.).
Supervision
Supervision includes one-to-one, group, and peer supervision.
Research
Research includes time engaged in applied research. (If students want to use research hours, which are typically part of a GA, they must seek prior approval from Dr. Bray.)

Appendix A

University of Connecticut
School Psychology Program
 Goals – Objectives – Competencies
 8-22-14

GOAL 1

To prepare competent school psychologists who can deliver effective, evidence-based services to students, educators, and families; these services include (1) assessment and data-based decision-making; (2) consultation and collaboration; (3) interventions, mental health services, and instructional support to develop academic, social, and life skills; (4) school-wide practices to promote learning; (5) preventive and responsive services; and (6) family-school collaboration.

Objective 1: Assessment and Data-based Decision Making. Students will demonstrate knowledge and skills related to assessment, use of data in assessment and evaluation to develop effective services and programs, and measurement of response to services and programs. (NASP 2.1; APA Domain B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties. (APA Domain B.3.c)
- B. demonstrate knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)

Skills

- C. demonstrate the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.
- D. demonstrate competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.
- E. demonstrate competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.
- F. demonstrate competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.
- G. demonstrate competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.
- H. demonstrate competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.
- I. demonstrate the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.
- J. demonstrate the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.

Objective 2: Consultation and Collaboration. Students will demonstrate knowledge and skills related to methods of consultation, collaboration, and communication applicable to students, educators, families, communities, and systems that are used to promote effective service delivery. (NASP 2.2; APA Domain B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.
- B. demonstrate knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.

Skills

- C. demonstrate effective consultation and collaboration skills in *planning processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.
- D. demonstrate effective consultation and collaboration skills in *problem-solving processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.
- E. demonstrate effective consultation and collaboration skills in *decision-making processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.
- E. facilitate collaboration and communication among diverse school personnel, families, community professionals, and others.
- F. effectively communicate information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders).

Objective 3: Interventions and Instructional Support to Develop Academic Skills. Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services that support students' cognitive and academic skills. (NASP 2.3; APA Domain B.3.a, B.3.b, & B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)

Skills

- B. use data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)
- C. implement and evaluate the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)

Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills. Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services that promote students' social, emotional, and behavioral health and well-being. (NASP 2.4; APA Domain B.3.a, B.3.b, & B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)
- B. demonstrate knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)

Skills

- C. use assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)
- D. implement and evaluate the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being. (APA Domain B.3.c)

Objective 5: School-wide Practices to Promote Learning. Students will demonstrate knowledge and skills related to school-wide practices to promote learning including preventive and responsive services. (NASP 2.5)

Competencies: Students will

Knowledge

- A. demonstrate an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.
- B. demonstrate knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.

- C. demonstrate knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.

Skills

- D. be contributing, effective members on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology).
- E. design and implement evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery.
- F. utilize data-based decision making and evaluation methods for systems-wide (e.g., district, school) issues, initiatives, and accountability responsibilities.

Objective 6: Preventive and Responsive Services. Students will demonstrate knowledge and skills related to multi-tiered systems of support in schools that support prevention and evidence-based strategies for effective crisis response. (NASP 2.6; APA Domain B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.
- B. demonstrate knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)
- C. demonstrate knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)

Skills

- D. be able to contribute to, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)
- E. be able to engage in data-based decision making through direct and indirect delivery to promote preventive and responsive services.

Objective 7: Family-School Collaboration Services. Students will demonstrate knowledge and skills related to family-school collaboration. (NASP 2.7)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children's development.
- B. demonstrate knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).
- C. demonstrate knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.

Skills

- D. demonstrate skills to design, implement, and evaluate services that respond to family culture and context.
- E. facilitate family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.
- F. design, implement, and evaluate education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being.

Objective 8: Supervision. Students will demonstrate knowledge and skills related to the provision of clinical supervision. (APA Domain B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of the theory and research associated with supervision.
- B. demonstrate knowledge of methods to assess and evaluate the effectiveness of supervision.

Skills

- C. be able to effectively provide written and oral feedback to a supervisee.
- D. be able to model skills to a supervisee.
- E. demonstrate self-reflection and evaluation of competence as a supervisor.

GOAL 2

To prepare competent school psychologists who have an understanding of (1) diversity in development and learning; (2) research and program evaluation; and (3) legal, ethical, and professional practice as the foundations for their service delivery.

Objective 1: Diversity in Development and Learning. Students will demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics and skills to provide culturally responsive, effective services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, across multiple contexts. (NASP 2.8; APA Domain B.3.b & B.3.d)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.
- B. demonstrate knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.
- C. demonstrate knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.

Skills

- D. provide effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts.
- E. address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.
- F. apply principles of social justice and a respect for diversity in development and learning when providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts.

Objective 2: Research and Program Evaluation. Students will demonstrate knowledge and application of measurement, assessment, evaluation and research design, and statistics sufficient for understanding research and interpreting data. (NASP 2.9; APA Domain B.3.a & B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of group and single-case research designs. (APA Domain B.3.a)
- B. demonstrate knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)
- C. demonstrate knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)

Skills

- D. complete a research or evaluation project related to an area of interest related to the discipline of school psychology.
- E. evaluate and synthesize a body of research as a foundation for effective service delivery and/or research. (APA Domain B.3.c)
- F. use varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels. (APA Domain B.3.c)

Objective 3: Legal, Ethical, and Professional Practice. Students will develop an understanding of, and demonstrate commitment to ethical and legal principles regarding the practice of professional psychology and professional work characteristics needed for effective practice as a school psychologist. (NASP 2.10; APA Domain B.3.a, B.3.b, & B.3.e)

Competencies: Students will

Legal & Ethical Practice*Knowledge*

- A. demonstrate knowledge of the history and systems of psychology. (APA Domain B.3.a)
- B. demonstrate knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)
- C. demonstrate knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)

Skills

- D. provide services consistent with ethical and professional standards in professional psychology. (APA Domain B.3.b)
- E. provide services consistent with legal standards and regulations relevant to practice in settings in which they work. (APA Domain B.3.b)
- F. engage in responsive, systematic, ethical, and professional decision-making. (APA Domain B.3.b)

Professional Practice

- G. demonstrate professional work characteristics needed for effective practice as a professional psychologist. (APA Domain B.3.e)

These work characteristics include:

- i. punctuality and attendance
- ii. professional appearance and demeanor
- iii. initiative, motivation, consistency, and perseverance
- iv. flexibility, adaptability to novel/ unexpected situations
- v. poise, tactfulness, and rapport with staff and others
- vi. preparation and organization
- vii. ability to handle professionally constructive criticism and positively use feedback
- viii. ability to accurately self-evaluate areas of practice
- ix. respect for cultural and individual diversity
- x. engaging in continuing education, including participation in professional associations for school psychologists
- xi. development of professional identity and integrity
- xii. self-care
- xiii. effective communication skills
- xiv. knowledge and application of evidence-based practice

GOAL 3

To prepare competent school psychologists who possess substantial knowledge across the breadth of scientific psychology.

Objective 1: Biological Aspects of Behavior. Doctoral students will acquire a foundational understanding of the biological aspects of behavior. (APA Domain B.3.a)

Competency:

- A. Doctoral students will demonstrate competence in using basic biological principles to understand and explain human behavior.

Objective 2: Cognitive Aspects of Behavior. Doctoral students will acquire a foundational understanding of the cognitive aspects of behavior. (APA Domain B.3.a)

Competency:

- A. Doctoral students will demonstrate competence in using basic principles related to the cognitive aspects of behavior to understand and explain human behavior.

Objective 3: Affective Aspects of Behavior. Doctoral students will acquire a foundational understanding of the affective aspects of behavior. (APA Domain B.3.a)

Competency:

- A. Doctoral students will demonstrate competence in using basic principles related to the affective aspects of behavior to understand and explain human behavior.

Objective 4: Social Aspects of Behavior. Doctoral students will acquire a foundational understanding of the social aspects of behavior. (APA Domain B.3.a)

Competency:

- A. Doctoral students will demonstrate competence in using basic principles of the social aspects of behavior to understand and explain human behavior.

Objective 5: Human Development. Doctoral students will acquire a foundational understanding of human development. (APA Domain B.3.b)

Competency:

- A. Doctoral students will demonstrate competence in using basic principles of human development to understand and explain human behavior.

Appendix B

Student Checklist – Practica Requirements

Student Name:	Program: ___ MA/6 th -Year ___ PhD
Practicum Site:	Name of On-site supervisor:
Semester Completed: ___ Fall ___ Spring 20___	

1. Total Credit Requirement:	12 credits for Masters Completion 18 credits for Doctoral Completion <i>Total credits to date: _____</i> <i>Have you met this requirement: _____ not yet _____ yes (date: _____)</i>
1. Total Semester Requirement	4 Semesters for Masters Completion 6 Semesters for Doctoral Completion <i>Total semesters to date: _____</i> <i>Have you met this requirement: _____ not yet _____ yes (date: _____)</i>
1. Total Day Requirement	1 day (4 hours) per week in a field-based site for 4 semesters/2 academic years for Masters Completion 1 day (4 hours) per week in a field-based site for 7 semesters/4 academic years for Doctoral Completion dates <i>Have you met this requirement: _____ not yet _____ yes (date: _____)</i>
1. Total Logged Hours	Minimum of 400 hours for Masters Completion Minimum of 600 hours for Doctoral Completion <i>Total hours to date: _____</i> <i>Have you met this requirement: _____ not yet _____ yes (date: _____)</i>
1. School Level Rotation Requirement	Masters and Doctoral students must spend 1 day (4 hours) for 1 semester in an elementary school setting Masters and Doctoral students must spend 1 day (4 hours) for 1 semester in a middle/ high school setting <i>Have you met this requirement: _____ not yet _____ yes (date: _____)</i>
1. Diverse Setting Requirement	Masters and Doctoral students must spend 1 day (4 hours) for 1 semester in a diverse school setting (minimum 50 hours) <i>Have you met this requirement: _____ not yet _____ yes (date: _____)</i>

Appendix C

Meeting Schedule

FallClass 1

- Surveys (Placement & Topics)
- Check in with second/third years if need help finding placements
- Check in about fingerprinting
- Second/third years explain what practicum sites were like last year

Class 2

- Discuss potential placements
- Requirements/expectations of other classes that involve practical experience- second/third years give advice on fitting everything in
- Assign reading: Supervision (Simon et al.)

Class 3

- Check in- updates on securing placements
- Discuss reading from last week
- Discuss setting up expectations with supervisor
- Individualized Learning Plans (think-pair-share)
 - One learning objective
 - The method for how you will learn it
 - How it should be assessed
- Assign reading: Special education law updates in CT (Shipman & Gordon summary)

Class 4

- Check in- updates on securing placements
- Discuss reading from last week (small groups → whole group)
- Discuss logging hours
- Assign reading: Ethics (Dailor & Jacobs)

Class 5

- Check in- updates on securing placements
- Discuss reading from last week (small groups → whole group)
- Talk about PPTs: PPT Assignment due on class 7
- Assign reading for next week: NASP position statements [Appropriate Academic Supports to Meet the Needs of All Students](#) & [Appropriate Behavioral, Social, and Emotional Supports to Meet the Needs of All Students](#)*

Class 6

- Small group discussions** (reading and practicum)
- Assign readings for next week: Advocacy***

Class 7

- PPT assignment due
- Discuss topic from readings
- Assign reading for next week: NASP position statement [Students with Attention Deficit Hyperactivity Disorder](#)*

Class 8

- Small group discussions** (reading and practicum)
- Assign readings: Bullying***

Class 9

- Discuss topic from readings
- Assign reading for next week: NASP position statement [Bullying Prevention and Intervention in Schools](#)*

Class 10

- Small group discussions** (reading and practicum)
- Assign readings: Character Development & Character Education***

Class 11

- Discuss topic from readings
- Assign reading for next week: NASP position statement [Child Rights](#)*

Class 12

- Small group discussions** (reading and practicum)
- Assign readings: Traumatic Brain Injury***

Class 13

- Discuss topics from readings
- Assign reading for next week: NASP position statement [Corporal Punishment](#)

Class 14

- Small group discussions** (reading and practicum)
- Assign readings: Foster Care & Homelessness***

Class 15

- Professional characteristics assignment due
- End of semester wrap up

*NASP position statements: <http://www.nasponline.org/research-and-policy/professional-positions/position-statements>

**Small group discussion format:

- Groups of 3-4; second/third years will lead groups
- Purpose: to learn more about colleagues' practicum experiences, learn more about other schools, problem solve, acknowledge achievements, etc.
- Share good/exciting experiences at practicum, what you're learning, how it relates to coursework
- Share unexpected events that happened, difficult situations, ethical questions
- Brainstorm how to best address difficult situations (with students, teachers, supervisor, etc.), interventions to try, etc.

***Topics will be generated from: <http://www.nasponline.org/resources-and-publications/resources> and resources are also available from this site

Other readings, topics, and activities will be added as needed

Spring

Class 1

- Check in to see if anyone needs new placements
- Assign reading for next week: NASP position statement [Early Childhood Services](#)*

Class 2

- Small group discussions** (readings and practicum)
- Assign readings for next week: Nutrition, Asthma, Obesity, & Diabetes***

Class 3

- Discuss topics from readings
- Assign reading for next week: NASP position statements [Effective Parenting: Positive Support for Families](#) & [School-Family Partnering to Enhance Learning: Essential Elements and Responsibilities](#)*

Class 4

- Small group discussions** (readings and practicum)
- Assign readings for next week: Optimism, Resiliency, & Positive Psychology***

Class 5

- Discuss topics from readings
- Assign reading for next week: [Grade Retention and Social Promotion Position Statement](#)*

Class 6

- Small group discussions** (readings and practicum)
- Assign readings for next week: Parent Involvement & Parent Training***

Class 7

- IEP assignment due
- Discuss topic from readings
- Assign reading for next week: NASP position statement [Mental and Behavioral Health Services for Children & Adolescents](#) & [Prevention and Wellness Promotion](#)*

Class 8

- Small group discussions** (reading and practicum)
- Assign readings: Transition***

Class 9

- Discuss topic from readings
- Assign reading for next week: NASP position statement [Supervision in School Psychology*](#)

Class 10

- Small group discussions** (reading and practicum)
- Assign readings: [Identification of Students with Specific Learning Disabilities*](#) & Learning Disabilities***

Class 11

- Discuss topic from readings

Assign reading for next week: Report writing- theme based and consumer driven styles

<http://www.nasponline.org/publications/periodicals/communique/issues/volume-42-issue-3/writing-psychoeducational-reports-that-matter>

<http://www.nasponline.org/publications/periodicals/communique/issues/volume-42-issue-4/psychoeducational-reports-that-matter-a-consumer-responsive-approach-part-2>

<http://www.nasponline.org/publications/periodicals/communique/issues/volume-42-issue-6/psychoeducational-reports-that-matter-a-consumer-responsive-approach-part-3>

Class 12

- Small group discussions** (reading and practicum)
- Assign readings: Autism***

Class 13

- Discuss topics from readings
- Assign readings: ADD/ADHD***

Class 14

- Small group discussions** (reading and practicum)

Class 15

- Supervision assignment due
- End of semester wrap up

*NASP position statements: <http://www.nasponline.org/research-and-policy/professional-positions/position-statements>

**Small group discussion format:

- Groups of 3-4; second/third years will lead groups
- Purpose: to learn more about colleagues' practicum experiences, learn more about other schools, problem solve, acknowledge achievements
- Share good/exciting experiences at practicum, what you're learning, how it relates to coursework
- Share unexpected events that happened, difficult situations, ethical questions
- Brainstorm how to best address difficult situations (with students, teachers, supervisor, etc.), interventions to try, etc.

***Topics will be generated from: <http://www.nasponline.org/resources-and-publications/resources> and resources are also available from this site

Appendix D

University of Connecticut
School Psychology Field Evaluation: Practicum

Thank you for supervising a student from the University of Connecticut School Psychology program. This summative evaluation provides meaningful feedback to the student and the program on the development of this student's knowledge and skills related to the practice of school psychology.

Student: _____

Date of Evaluation: _____

Supervisor: _____

Site: _____

DESCRIPTION OF SITE:

Grade levels served:	
Total number of students:	
Percent of students eligible for free/reduced-price lunch:	
Percent of students who are members of a minority group:	
Three most prevalent races/ethnicities:	
Source for descriptive information (e.g., Strategic School Profile Report):	

BACKGROUND INFORMATION:

Please answer the following questions related to your professional practice.

Position/Title:	Years of Experience:
Education:	
<input type="checkbox"/> Master's/Specialist	<input type="checkbox"/> Ph.D.
<input type="checkbox"/> Psy.D.	<input type="checkbox"/> Other _____

	<input type="checkbox"/> CT educator certificate in school psychology:
	<input type="checkbox"/> <i>Initial</i> <input type="checkbox"/> <i>Provisional</i> <input type="checkbox"/> <i>Professional</i>
Certification/Licensure:	<input type="checkbox"/> Educator certificate in school psychology outside of CT (State: _____)
	<input type="checkbox"/> NCSP <input type="checkbox"/> BCBA <input type="checkbox"/> Psychology License (State: _____)

RATING INSTRUCTIONS:

Part I. Skill Development

Using the attached scale, please evaluate the performance and progress of the practicum student you are currently supervising. Specifically, please evaluate his/her skill development and professional characteristics *at this time*. The ratings should be based on your observation of the student.

Rating Key:

1	Inadequate Competence	Student <i>demonstrates no skill</i> in this area, <i>or</i> the student demonstrates the skill at a level that is <i>ineffective, despite supervision</i> .
2	Minimal Competence	Student <i>demonstrates aspects of the skill at a very basic level</i> , and is effective in this area with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).
3	Developing Competence	Student <i>demonstrates all aspects of the skill</i> , and is effective in this area <i>with frequent close, supervision; direct supervised assistance occasionally needed</i>

4	Adequate Competence	Student <i>demonstrates all aspects of the skill</i> , and is effective in this area with <i>on-going supervision</i> to affirm the student's skill or to provide suggestions to increase the effectiveness of the skill. <i>Direct supervised assistance rarely needed.</i>
5	Pre-internship Competence	Student <i>demonstrates all aspects of the skill</i> , and is effective in this area with regular, <i>on-going supervision, but no direct supervised assistance.</i>
NO	Not Observed	Skill not observed/insufficient data to make rating at this time.

The items are based on the 2010 NASP standards for graduate education of school psychologists (see: http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf for additional details) and the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology (see <http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf>).

<u>GOAL 1</u>	
Objective 1: Assessment and Data-based Decision Making	
A. Student demonstrates knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties. (APA Domain B.3.c)	1 2 3 4 5 NO
A. Student demonstrates knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)	1 2 3 4 5 NO
A. Student demonstrates the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.	1 2 3 4 5 NO
A. Student demonstrates competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	1 2 3 4 5 NO
A. Student demonstrates competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.	1 2 3 4 5 NO
A. Student demonstrates competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.	1 2 3 4 5 NO
A. Student demonstrates competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.	1 2 3 4 5 NO
A. Student demonstrates competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	1 2 3 4 5 NO
A. Student demonstrates the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	1 2 3 4 5 NO

A. Student demonstrates the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.	1 2 3 4 5 NO
Objective 2: Consultation and Collaboration	
A. Student demonstrates knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.	1 2 3 4 5 NO
A. Student demonstrates knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	1 2 3 4 5 NO
A. Student demonstrates effective consultation and collaboration skills in <i>planning processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1 2 3 4 5 NO
A. Student demonstrates effective consultation and collaboration skills in <i>problem-solving processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1 2 3 4 5 NO
A. Student demonstrates effective consultation and collaboration skills in <i>decision-making processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1 2 3 4 5 NO
A. Student facilitates collaboration and communication among diverse school personnel, families, community professionals, and others.	1 2 3 4 5 NO
A. Student effectively communicates information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders).	1 2 3 4 5 NO
Objective 3: Interventions and Instructional Support to Develop Academic Skills	
A. Student demonstrates knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1 2 3 4 5 NO
A. Student uses data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1 2 3 4 5 NO
A. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)	1 2 3 4 5 NO

Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills	
A. Student demonstrates knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	1 2 3 4 5 NO
A. Student demonstrates knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1 2 3 4 5 NO
A. Student uses assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1 2 3 4 5 NO
A. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	1 2 3 4 5 NO
Objective 5: School-wide Practices to Promote Learning	
A. Student demonstrates an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.	1 2 3 4 5 NO
A. Student demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.	1 2 3 4 5 NO
A. Student demonstrates knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.	1 2 3 4 5 NO
A. Student is a contributing, effective member on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology).	1 2 3 4 5 NO
A. Student designs and implements evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery.	1 2 3 4 5 NO
A. Student utilizes data-based decision making and evaluation methods for systems-wide (e.g., district, school) issues, initiatives, and accountability responsibilities.	1 2 3 4 5 NO
Objective 6: Preventive and Responsive Services	

A. Student demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	1 2 3 4 5 NO
A. Student demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	1 2 3 4 5 NO
A. Student demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	1 2 3 4 5 NO
A. Student contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	1 2 3 4 5 NO
A. Student engages in data-based decision making through direct and indirect delivery to promote preventive and responsive services.	1 2 3 4 5 NO
Objective 7: Family-School Collaboration Services	
A. Student demonstrates knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children's development.	1 2 3 4 5 NO
A. Student demonstrates knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).	1 2 3 4 5 NO
A. Student demonstrates knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	1 2 3 4 5 NO
A. Student demonstrates skills to design, implement, and evaluate services that respond to family culture and context.	1 2 3 4 5 NO
A. Student facilitates family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.	1 2 3 4 5 NO
A. Student designs, implements, and evaluates education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being.	1 2 3 4 5 NO
Objective 8: Supervision	
A. Student demonstrates knowledge of the theory and research associated with supervision.	1 2 3 4 5 NO

A. Student demonstrates knowledge of methods to assess and evaluate the effectiveness of supervision.	1 2 3 4 5 NO
A. Student is able to effectively provide written and oral feedback to a supervisee.	1 2 3 4 5 NO
A. Student is able to model skills to a supervisee.	1 2 3 4 5 NO
A. Student demonstrates self-reflection and evaluation of competence as a supervisor.	1 2 3 4 5 NO

<u>GOAL 2</u>	
Objective 1: Diversity in Development and Learning	
A. Student demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.	1 2 3 4 5 NO
A. Student demonstrates knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.	1 2 3 4 5 NO
A. Student demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.	1 2 3 4 5 NO
A. Student provides effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts.	1 2 3 4 5 NO
A. Student addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.	1 2 3 4 5 NO
A. Student applies principles of social justice and a respect for diversity in development and learning when providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts.	1 2 3 4 5 NO
Objective 2: Research and Program Evaluation	
A. Student demonstrates knowledge of group and single-case research designs. (APA Domain B.3.a)	1 2 3 4 5 NO

A. Student demonstrates knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)	1 2 3 4 5 NO
A. Student demonstrates knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)	1 2 3 4 5 NO
A. Student completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	1 2 3 4 5 NO
A. Student evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	1 2 3 4 5 NO
A. Student uses varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.	1 2 3 4 5 NO
Objective 3: Legal, Ethical, and Professional Practice	
A. Student demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	1 2 3 4 5 NO
A. Student demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	1 2 3 4 5 NO
A. Student demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	1 2 3 4 5 NO
A. Student provides services consistent with ethical and professional standards in professional psychology.	1 2 3 4 5 NO
A. Student provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	1 2 3 4 5 NO
A. Student engages in responsive, systematic, ethical and professional decision-making.	1 2 3 4 5 NO

Part II: Professional Work Characteristics

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate the student's professional work characteristics using the following scale:		
1	<i>Never</i>	Characteristic is not evident
2	<i>Rarely</i>	Characteristic is evident and demonstrated with little to no consistency
3	<i>Sometimes</i>	Characteristic is evident and demonstrated at times

4	<i>Often</i>	Characteristic is evident and demonstrated the majority of opportunities
5	<i>Always</i>	Characteristics is evident and consistently demonstrated
NO	<i>Not Observed</i>	There were no opportunities for the characteristic to be demonstrated

<i>These items align with the UConn School Psychology Program Competencies under Objective 23</i>	Rating					
	1	2	3	4	5	NO
1. Punctuality and attendance <ul style="list-style-type: none"> Arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability 						
1. Professional appearance and demeanor <ul style="list-style-type: none"> Follows school norms and adheres to district/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions 						
1. Initiative, motivation, consistency, and perseverance <ul style="list-style-type: none"> Takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner 						
1. Flexibility, adaptability to novel/ unexpected situations <ul style="list-style-type: none"> Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery 						
1. Poise, tactfulness, and rapport with staff and others <ul style="list-style-type: none"> Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 						
1. Preparation and organization <ul style="list-style-type: none"> Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records 						
1. Ability to handle professionally constructive criticism and positively use feedback						

<ul style="list-style-type: none"> • Accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors 						
<p>1. Ability to accurately self-evaluate areas of practice</p> <ul style="list-style-type: none"> • Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action 						
<p>1. Respect for cultural and individual diversity</p> <ul style="list-style-type: none"> • Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation 						
<p>1. Engaging in continuing education, including participation in professional associations for school psychologists</p> <ul style="list-style-type: none"> • Seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development 						
<p>1. Development of professional identity and integrity</p> <ul style="list-style-type: none"> • Displays emerging professional identity as psychology; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others 						
<p>1. Self-care</p> <ul style="list-style-type: none"> • Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice 						
<p>1. Effective communication skills</p> <ul style="list-style-type: none"> • Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively 						
<p>1. Knowledge and application of evidence-based practice</p>						

<ul style="list-style-type: none"> • Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 						
---	--	--	--	--	--	--

The basis for your evaluation of the student's professional work characteristics is: (check all that apply):

Direct observation

Comments of colleagues

Supervision hours

Comments of parents

Professional outcomes/permanent products (e.g., reports, presentations, etc.)

Comments of teachers

Other, please specify:

Please comment on any ratings of 1 or 2:

Part III: Summary

What are this student's strengths?

<hr/> <hr/>							
<p>In what areas does this student need to grow?</p> <hr/> <hr/> <hr/> <hr/> <hr/>							
<p>What is your overall rating of this practicum student?</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>NO</td> </tr> </table>	1	2	3	4	5	NO
1	2	3					
4	5	NO					

Rating Key for overall rating:

1	Inadequate Competence	Student <i>demonstrates no skill</i> in this area, <i>or</i> the student demonstrates the skill at a level that is <i>ineffective, despite supervision</i> .
2	Minimal Competence	Student <i>demonstrates aspects of the skill at a very basic level</i> , and is effective in this area with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).
3	Developing Competence	Student <i>demonstrates all aspects of the skill</i> , and is effective in this area <i>with frequent close, supervision; direct supervised assistance occasionally needed</i>

4	Adequate Competence	Student <i>demonstrates all aspects of the skill</i> , and is effective in this area with <i>on-going supervision</i> to affirm the student's skill or to provide suggestions to increase the effectiveness of the skill. <i>Direct supervised assistance rarely needed.</i>
5	Pre-internship Competence	Student <i>demonstrates all aspects of the skill</i> , and is effective in this area with regular, <i>on-going supervision, but no direct supervised assistance.</i>
NA	Not Applicable	Skill not observed/insufficient data to make rating at this time.

Appendix E

University of Connecticut
School Psychology Field Evaluation:
Practicum Students

This summative evaluation provides students with an opportunity to engage in critical self-reflection on their knowledge and skills related to the practice of school psychology. Additionally, this evaluation provides the program with insight into each student's development, progress toward completing practicum-related portfolio artifacts, and practicum experience.

Student: _____

Date of Evaluation: _____

Supervisor: _____

Site: _____

RATING INSTRUCTIONS:**Part I: Self-Evaluation of Skill Development**

- Using the attached scale, please evaluate your performance and progress as a practicum student. Specifically, please rate your skill development, using the rating key below, *at this time*. The purpose of these ratings is to encourage critical self-reflection.

Rating Key:

1	Inadequate Competence	I <i>demonstrate no skill</i> in this area, <i>or</i> I demonstrate the skill at a level that is <i>ineffective, despite supervision</i> .
2	Minimal Competence	I <i>demonstrate aspects of the skill at a very basic level</i> , and am effective in this area with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).
3	Developing Competence	I <i>demonstrate all aspects of the skill</i> , and am effective in this area <i>with frequent close, supervision; direct supervised assistance occasionally needed</i> .

4	Adequate Competence	I <i>demonstrate all aspects of the skill</i> , and am effective in this area with <i>on-going supervision</i> to affirm my skill or to provide suggestions to increase the effectiveness of the skill. <i>Direct supervised assistance rarely needed.</i>
5	Pre-internship Competence	I <i>demonstrate all aspects of the skill</i> , and am effective in this area with regular, <i>on-going supervision, but no direct supervised assistance.</i>
NA	Not Applicable	Skill not utilized/insufficient data to make rating at this time.

The items are based on the 2010 NASP standards for graduate education of school psychologists (see: http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf for additional details) and the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology (see <http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf>).

GOAL 1	
<u>Rate your level of competence in the following areas:</u>	
Objective 1: Assessment and Data-based Decision Making	
A. Knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties (APA Domain B.3.c)	1 2 3 4 5 NA
A. Knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services (APA Domain B.3.c)	1 2 3 4 5 NA
A. Evaluating and selecting psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics	1 2 3 4 5 NA

A. Conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data	1 2 3 4 5 NA
A. The administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes	1 2 3 4 5 NA
A. The administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data	1 2 3 4 5 NA
A. The administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products	1 2 3 4 5 NA
A. The administration and scoring of cognitive assessment tools and the interpretation of the data	1 2 3 4 5 NA
A. Evaluating components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data	1 2 3 4 5 NA
A. Synthesizing a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations	1 2 3 4 5 NA
Objective 2: Consultation and Collaboration	
A. Knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems	1 2 3 4 5 NA
A. Knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others	1 2 3 4 5 NA
A. The demonstration of effective consultation and collaboration skills in <i>planning processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services	1 2 3 4 5 NA
A. The demonstration of effective consultation and collaboration skills in <i>problem-solving processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services	1 2 3 4 5 NA
A. The demonstration of effective consultation and collaboration skills in <i>decision-making processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services	1 2 3 4 5 NA

A. Facilitating collaboration and communication among diverse school personnel, families, community professionals, and others	1 2 3 4 5 NA
A. Effectively communicating information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders)	1 2 3 4 5 NA
Objective 3: Interventions and Instructional Support to Develop Academic Skills	
A. Knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics (APA Domain B.3.c)	1 2 3 4 5 NA
A. The use of data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs (APA Domain B.3.c)	1 2 3 4 5 NA
A. Implementing and evaluating the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills (APA Domain B.3.c)	1 2 3 4 5 NA
Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills	
A. Knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior (APA Domain B.3.b)	1 2 3 4 5 NA
A. Knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics (APA Domain B.3.c)	1 2 3 4 5 NA
A. The use of assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs (APA Domain B.3.c)	1 2 3 4 5 NA
A. Implementing and evaluating the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being functioning (APA Domain B.3.c)	1 2 3 4 5 NA
Objective 5: School-wide Practices to Promote Learning	
A. Understanding the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies	1 2 3 4 5 NA

A. Knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings	1 2 3 4 5 NA
A. Knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics	1 2 3 4 5 NA
A. Contributing as an effective member on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology)	1 2 3 4 5 NA
A. Designing and implementing evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery	1 2 3 4 5 NA
A. Utilizing data-based decision making and evaluation methods for systems-wide (e.g., district, school) issues, initiatives, and accountability responsibilities	1 2 3 4 5 NA
Objective 6: Preventive and Responsive Services	
A. Knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being	1 2 3 4 5 NA
A. Knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being (APA Domain B.3.c)	1 2 3 4 5 NA
A. Knowledge of evidence-based strategies for effective crisis prevention, preparation, and response (APA Domain B.3.c)	1 2 3 4 5 NA
A. Contributing to, implementing, and/or evaluating services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics (APA Domain B.3.c)	1 2 3 4 5 NA
A. Engaging in data-based decision making through direct and indirect delivery to promote preventive and responsive services	1 2 3 4 5 NA
Objective 7: Family-School Collaboration Services	
A. Knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children's development	1 2 3 4 5 NA

A. Knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration)	1 2 3 4 5 NA
A. Knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children	1 2 3 4 5 NA
A. The demonstration of skills to design, implement, and evaluate services that respond to family culture and context	1 2 3 4 5 NA
A. The facilitation of family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children	1 2 3 4 5 NA
A. Designing, implementing, and evaluating education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being	1 2 3 4 5 NA
Objective 8: Supervision	
A. Knowledge of the theory and research associated with supervision	1 2 3 4 5 NA
A. Knowledge of methods to assess and evaluate the effectiveness of supervision	1 2 3 4 5 NA
A. The ability to effectively provide written and oral feedback to a supervisee	1 2 3 4 5 NA
A. The ability to model skills to a supervisee.	1 2 3 4 5 NA
A. Demonstrating self-reflection and evaluation of competence as a supervisor	1 2 3 4 5 NA

GOAL 2

Rate your level of competence in the following areas:

Objective 1: Diversity in Development and Learning

A. Knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being	1 2 3 4 5 NA
A. Knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice	1 2 3 4 5 NA
A. Knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context	1 2 3 4 5 NA
A. The provision of effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts	1 2 3 4 5 NA
A. Addressing individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services	1 2 3 4 5 NA
A. The application of principles of social justice and a respect for diversity in development and learning when providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts	1 2 3 4 5 NA
Objective 2: Research and Program Evaluation	
A. Knowledge of group and single-case research designs (APA Domain B.3.a)	1 2 3 4 5 NA
A. Knowledge of educational and psychological measurement, evaluation, and assessment methods (APA Domain B.3.a)	1 2 3 4 5 NA
A. Knowledge of statistical and other techniques of data analysis appropriate to research questions (APA Domain B.3.a)	1 2 3 4 5 NA
A. The completion of a research or evaluation project related to an area of interest related to the discipline of school psychology	1 2 3 4 5 NA
A. Evaluating and synthesizing a body of research as a foundation for effective service delivery and/or research	1 2 3 4 5 NA
A. The use of varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels	1 2 3 4 5 NA
Objective 3: Legal, Ethical, and Professional Practice	
A. Knowledge of the history and systems of psychology (APA Domain B.3.a)	1 2 3 4 5

	NA
A. Knowledge of the ethical, legal, and professional standards in psychology (APA Domain B.3.b)	1 2 3 4 5 NA
A. Knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas (APA Domain B.3.b)	1 2 3 4 5 NA
A. The provision of services consistent with ethical and professional standards in professional psychology	1 2 3 4 5 NA
A. The provision of services consistent with legal standards and regulations relevant to practice in settings in which you work	1 2 3 4 5 NA
A. Engaging in responsive, systematic, ethical and professional decision-making	1 2 3 4 5 NA

<u>GOAL 3</u>	
<u>Rate your level of competence in the following areas:</u>	
<u>Objective 1: Biological Aspects of Behavior</u>	
A. The use of basic biological principles to understand and explain human behavior	1 2 3 4 5 NA
<u>Objective 2: Cognitive-affective Aspects of Behavior</u>	
A. The use of basic principles related to the cognitive aspects of behavior to understand and explain human behavior	1 2 3 4 5 NA
<u>Objective 3: Affective Aspects of Behavior</u>	
A. The use of basic principles related to the affective aspects of behavior to understand and explain human behavior	1 2 3 4 5 NA
<u>Objective 4: Social Aspects of Behavior</u>	
A. The use of basic principles of the social aspects of behavior to understand and explain human behavior	1 2 3 4 5 NA
<u>Objective 5: Human Development</u>	

A. The use of basic principles of human development to understand and explain human behavior	1 2 3 4 5 NA
--	--------------

Comments:

Part II: Professional Work Characteristics

- The questions in this section are intended to encourage critical self-reflection on the development of your professional work characteristics needed for effective practice as a professional psychologist.

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate your professional work characteristics using the following scale:		
1	<i>Never</i>	Characteristic is not evident
2	<i>Rarely</i>	Characteristic is evident and demonstrated with little to no consistency
3	<i>Sometimes</i>	Characteristic is evident and demonstrated at times
4	<i>Often</i>	Characteristic is evident and demonstrated the majority of opportunities

5	<i>Always</i>	Characteristics is evident and consistently demonstrated
NO	<i>Not Observed</i>	There were no opportunities for the characteristic to be demonstrated

<i>These items align with the UConn School Psychology Program Competencies under Objective 23</i>	Rating					
	1	2	3	4	5	NO
1. Punctuality and attendance <ul style="list-style-type: none"> • Arrive at specified time, make arrangements for scheduling conflicts, demonstrate dependability 						
1. Professional appearance and demeanor <ul style="list-style-type: none"> • Follow school norms and adheres to district/school policies; model behavior appropriate to the role; respect the authority of staff, administration, etc.; use technology appropriately; accept responsibility for own actions 						
1. Initiative, motivation, consistency, and perseverance <ul style="list-style-type: none"> • Take initiative in assuming and accomplishing work; do not wait to be asked or told when to begin anticipated tasks; articulate ideas in a clear, collaborative, and professional manner 						
1. Flexibility, adaptability to novel/ unexpected situations <ul style="list-style-type: none"> • Adapt effectively to the demands of a situation, demonstrate sufficient flexibility to handle change, manage stress to prevent inference with service delivery 						
1. Poise, tactfulness, and rapport with staff and others <ul style="list-style-type: none"> • Form and maintain productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 						
1. Preparation and organization <ul style="list-style-type: none"> • Demonstrate time management skills, meet deadlines, arrive prepared, maintain confidential records 						
1. Ability to handle professionally constructive criticism and positively use feedback						

<ul style="list-style-type: none"> • Accept criticism and feedback, use supervision productively, make corrections to address legitimate concerns from supervisors 							
<p>1. Ability to accurately self-evaluate areas of practice</p> <ul style="list-style-type: none"> • Display broadened self-awareness; utilize self-monitoring; display reflectivity regarding professional practice (reflection on action); use resources to enhance reflectivity; demonstrate elements of reflection-on-action 							
<p>1. Respect for cultural and individual diversity</p> <ul style="list-style-type: none"> • Use person-first language when speaking and writing; demonstrate skills to work effectively with individuals of diverse backgrounds; monitor and apply knowledge of self and others as cultural beings in assessment, treatment, and consultation 							
<p>1. Engaging in continuing education, including participation in professional associations for school psychologists</p> <ul style="list-style-type: none"> • Seek learning experiences, including opportunities to observe provision of services outside of current competencies, participate in formal professional development sessions, use resources (supervision, literature) for professional development 							
<p>1. Development of professional identity and integrity</p> <ul style="list-style-type: none"> • Display emerging professional identity as psychology; demonstrate adherence to professional values infuses work as a psychologist-in-training; recognize situations that challenge adherence to professional values; act to safeguard the welfare of others 							
<p>1. Self-care</p> <ul style="list-style-type: none"> • Monitor issues related to self-care with instructor/supervisors/faculty advisor; understand the central role of self-care to effective practice 							
<p>1. Effective communication skills</p> <ul style="list-style-type: none"> • Communicate clearly using verbal, nonverbal, and written skills in a professional context; demonstrate clear understanding and use of professional language; negotiate differences and handles conflict satisfactorily; provide effective feedback to others and receives feedback non-defensively 							
<p>1. Knowledge and application of evidence-based practice</p>							

<ul style="list-style-type: none"> Apply knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 						
---	--	--	--	--	--	--

Part III: Evaluation of Site and Supervisor

Please use the following scale to evaluate your practicum supervisor and site. These questions are intended to facilitate critical reflection and provide the program with valuable information about students' experiences in the field.

1	Strongly disagree	4	Slightly agree
2	Slightly disagree	5	Strongly agree
3	Neither agree nor disagree	NO	Not observed

UConn Objective	Supervisor demonstrates knowledge and skills related to:	Rating					
1.1	<ul style="list-style-type: none"> assessment, use of data in assessment and evaluation to develop effective services and programs, and measurement of response to services and programs 	1	2	3	4	5	NO
1.2	<ul style="list-style-type: none"> methods of consultation, collaboration, and communication applicable to students, educators, families, communities, and systems that are used to promote effective service delivery 	1	2	3	4	5	NO
1.3	<ul style="list-style-type: none"> developing, implementing, and evaluating direct and indirect services that support students' cognitive and academic skills 	1	2	3	4	5	NO
1.4	<ul style="list-style-type: none"> developing, implementing, and evaluating direct and indirect services that promote students' social, emotional, and behavioral health and well-being 	1	2	3	4	5	NO
1.5	<ul style="list-style-type: none"> school-wide practices to promote learning including preventive and responsive services 	1	2	3	4	5	NO

1.6	• multi-tiered systems of support in schools that support prevention and evidence-based strategies for effective crisis response	1	2	3	4	5	NO
1.7	• family-school collaboration	1	2	3	4	5	NO
1.8	• the provision of clinical supervision	1	2	3	4	5	NO
1.8	○ Supervisor made clear work responsibilities and assignments.	1	2	3	4	5	NO
1.8	○ Supervisor provided constructive oral and written feedback on my performance, indicating strengths and areas for improvement.	1	2	3	4	5	NO
1.8	○ Supervisor provided, or assisted in securing, appropriate training on relevant topics and skills.	1	2	3	4	5	NO
2.1	• individual differences, abilities, disabilities, and other diverse characteristics and the provision of culturally responsive, effective services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, across multiple contexts	1	2	3	4	5	NO
2.2	• the application of measurement, assessment, evaluation and research design, and statistics sufficient for understanding research and interpreting data	1	2	3	4	5	NO
2.3	Supervisor demonstrates commitment to ethical and legal principles regarding the practice of professional psychology.	1	2	3	4	5	NO
2.3	Supervisor demonstrates professional work characteristics needed for effective practice as a school psychologist.	1	2	3	4	5	NO
<p><i>Would you recommend that practicum students from UConn work with this supervisor in the future?</i></p>							<input type="checkbox"/> NO <input type="checkbox"/> YES

Comments:

Practicum Site Characteristics	Rating						
• School psychologist's role is clearly defined	1	2	3	4	5	NO	
• Positive climate is demonstrated through actions and communications of administration, supervisor, and other professionals	1	2	3	4	5	NO	
• Collaboration and teamwork are valued and encouraged	1	2	3	4	5	NO	
<i>Would you recommend this practicum site to students from UConn in the future?</i>						<input type="checkbox"/> NO	<input type="checkbox"/> YES

Comments:

What was the age/grade-range of students you interacted with most frequently at this practicum site?

- Birth – Age 5
 Grades K – 2
 Grades 3 – 5
 Grades 6 – 8
 Grades 9 – 12
 Age 18+

Please rank order the three primary areas of practice that represent the majority of your experiences at this practicum site (i.e., 1 = most time, 2 = second most amount of time, 3 = third most amount of time):

___ assessment, use of data in assessment and evaluation to develop effective services and programs, and

measurement of response to services and programs

___ consultation, collaboration, and communication to promote effective service delivery

___ developing, implementing, and evaluating direct and indirect services that support students' cognitive and academic skills

___ developing, implementing, and evaluating direct and indirect services that promote students' social, emotional, and behavioral health and well-being

___ school-wide practices to promote learning including preventive and responsive services

___ multi-tiered systems of support in schools that support prevention and evidence-based strategies for effective crisis response

___ family-school collaboration

Appendix H

STEPS TO OBTAINING A PRACTICA PLACEMENT

Step	Description
1. Make a list of potential sites	<p><u>Consider:</u></p> <p>What age group do you want to work with?</p> <p>How far are you willing to drive?</p> <p>Do you want a typical school experience? (If, not see Dr. Bray)</p> <p>What activities do you want to participate in?</p> <p>Are you interested in any specific population of students?</p>
1. Research potential sites	<p><u>Look into:</u></p> <p>How is the school psychologist's time allocated (i.e. Do they do mostly testing? Counseling? Consulting?)</p> <p>Is the school an RTI school?</p> <p>Is the school a PBIS school?</p> <p>Are there other mental health professionals at the school?</p> <p>What degree does the school psychologist have (PhD, 6th year)?</p> <p>Does the school have any self-contained classes (i.e. ED class, Autism program)</p>
1. Talk to Dr. Bray or advanced students about site selection.	<p>We can give you some guidance about experiences that past school psychology students have had, and talk through potential issues with the school.</p>
1. Talk to your adviser	<p>To make sure it's a good fit with your schedule/goals, etc.</p>
1. Make initial contact	<p>See e-mail template for guidance.</p> <p>*Consider attaching CV.</p>
1. Once you've heard from your supervisor, schedule a meeting to discuss specific goals	<p>During the meeting:</p> <ol style="list-style-type: none"> a. Bring and discuss syllabus. b. Be specific about what experiences you'd like to get out of practicum. c. Be honest about your competencies (Note: first years should not be giving IQ assessments. See Dr. Bray if you have questions). d. Be clear about what your time commitment is. e. Ask what your duties might be.

Appendix I

E-MAIL TEMPLATE FOR FIRST CONTACT

Dear _____,

My name is _____, and I am a _____-year school psychology student at the University of Connecticut. _____ suggested I contact you with regard to a potential practicum placement.

Currently, I have skills in [list/explain school psychology-related skills you currently have], but I'm hoping to gain more experience in [name specific areas you are interested in gaining experience]. Specifically, [name the type of activities you would like to participate in during your time there]. I am available to commit ____ hours a week.

If you are open and willing to take on a practicum student, I would love to meet with you to discuss the possibility of working together this semester. The best way to contact me is _____.

Please feel free to contact the head of practicum, Melissa Bray (melissa.bray@uconn.edu) with any questions or concerns you may have.

Looking forward to hearing from you,

[Name]

University of Connecticut

NEAG School of Education

[e-mail address]

[###-###-####]



Melissa A. Bray, Ph.D.
Program Director, Professor

Neag School of Education
Department of Educational Psychology

Dear Practicum Supervisors,

Thank you for agreeing to work with a school psychology practicum student from UConn. Practica experiences are a critical component of our graduate program and it is with your guidance and support that our students grow and develop as professionals.

Students should complete a minimum of four hours per week at your school/site during the semester, and the activities in which they engage should vary as they progress through the program. In general, first year students should observe a variety of activities and only begin to provide direct services as they move toward the completion of their second semester of coursework. It is expected that second year students will be able to complete a variety of tasks such as classroom observations, psychoeducational testing, presenting results at a PPT, and the like, with direct and in-direct supervision as you see fit. In general, third and fourth year doctoral students should focus on increasing their levels of competency in all areas of service delivery, with supervision as needed.

Students will also have specific course-related assignments to complete while placed at your site. These will vary by semester, and it is the student's responsibility to communicate his/her requirements to you at the beginning of the practicum experience.

Finally, you will be asked to complete an evaluation of your student toward the end of the semester (i.e. November or April). It is highly recommended that you review the UConn practicum syllabus, where more details about this evaluation, as well as practicum activities and assignments, are provided.

Please feel free to contact me with any questions about the practicum program, and thank you again for your work with us in this partnership.

Sincerely,

A handwritten signature in blue ink that reads "Melissa A. Bray, Ph.D." in a cursive style.

Melissa A. Bray, Ph.D.
Program Director, Professor
Neag School of Education