



School Psychology

Master of Arts and Certificate of Advanced Study Program

Guidelines for Practicum I and II for Field Supervisors

(revised August 2019)

Faculty

Kimberly M. Daniel, Ph.D.

Darla M. Scott, Ph.D.

Jennifer M. West, Ph.D.

PRACTICA

Practicum (SPSY 607 & 608) is the first opportunity for School Psychology candidates to apply the knowledge and skills they have learned in their course work. It consists of actual school psychology field experiences with students and the integration and application of the school psychologist's competencies. **Practicum provides the school psychology candidate with the opportunity to practice skills in real situations under direct supervision.** Following the two-semester practicum sequence (and successful completion of coursework identified in the program of study), a 1200 clock hour professional internship (SPSY 805 & 807) is required.

Because the practica experience is viewed as the initial “hands-on” experience, the school psychology candidate is not expected to be proficient in skill development required to practice independently at first. By the conclusion of the practicum year, however, it is assumed that the school psychology candidate will have developed the prerequisite skills necessary to begin their comprehensive internship training for the upcoming year.

OBJECTIVES AND COMPETENCIES GAINED UPON COMPLETION OF PRACTICA

- Gain a fuller understanding of the roles of school psychologists in practice, including some of the day-to-day issues that school psychologists face.
- Integrate skills and knowledge obtained through formal coursework into practice in a school setting under appropriate supervision.
- Demonstrate an understanding of the roles and functions of school intervention and special education teams.
- Demonstrate knowledge about and skill in using a variety of tools for psycho-educational, and social/emotional/behavioral assessments, including standardized assessment, informal assessment, curriculum based assessment, interview, and observation.
- Demonstrate skills-based competencies related to counseling to include rapport building, communication, interviewing, data collection and analysis, goal setting, intervention development and evaluation.
- Demonstrate beginning level skills in providing consultative services to educational personnel and families.
- Demonstrate the importance of linking empirically supported interventions to data collection/assessment outcomes and designing monitoring procedures to determine the effectiveness of interventions.
- Develop a basic understanding of strategies helpful in managing school crises.
- Develop an appreciation for the culture of schools; an awareness of how cultures differ from district to district or school to school; and the types of professional behaviors that facilitate the provision of high quality services.
- Demonstrate an understanding of school systems and regulations that govern general and special education (e.g., COMAR, IDEIA, NCLB, ESSA, FERPA and Section 504).
- Develop an understanding and use of NASP/ APA ethical guidelines, confidentiality issues and mandated reporting.
- Develop beginning level competencies to work with ethnically, culturally, and linguistically diverse students and families.
- Exhibit ethical, legal, and professional conduct that is consistent with best practice.

PROFESSIONALISM AND ETHICAL CONDUCT EXPECTED OF CANDIDATES

The School Psychology candidate will be expected to act professionally and treat the practicum position as if it were their job. Acting professionally includes:

- Dressing in professional attire.
- Demonstrating courteous and respectful behavior towards children and adults.
- Respecting the knowledge, skills, and experiences of colleagues and supervisors.
- Following school policies. For example, checking into school appropriately and asking how to use equipment or materials.
- Being punctual to work, appointments, and meetings.
- Maintaining professional language.
- Demonstrating an energetic, enthusiastic, and cooperative disposition.
- Staying calm and positive in tough situations and crises.
- Taking responsibility for their actions in a well-mannered way.
- Being intentional in learning about and practicing in an ethical and legal manner.
- Being intentional in learning about diverse populations and practicing in a sensitive manner.
- Keeping the lines of communication open with supervisor/s.

RESPONSIBILITIES

UNIVERSITY RESPONSIBILITIES:

1. Find an appropriate site and arrange with the site supervisor to coordinate all activities for the practicum candidate.
2. Provide orientation and guidance to the candidates toward the host schools in which they will do their practicum work.
3. Assign practicum grades based on evaluation of the total practicum experience, give careful consideration to the site supervisor input.
4. Provide class-based group supervision to further enhance knowledge and skills gained through the practicum experience.

FIELD/SITE SUPERVISOR RESPONSIBILITIES:

1. Be fully certified/licensed as a school psychologist/school-based psychologist in the school/clinical setting where the practicum candidate will be supervised.
2. Be familiar with aspects of the Bowie State University School Psychology Program, especially the practicum component.
3. Arrange for the candidate to gain School Psychology experiences as outlined in the practicum guidelines.
4. Meet with the candidate and outline duties/experiences to be gained and competencies to be developed. This information should be reflected in the **Practicum Agreement** form and signed/returned to the course instructor no later than the second week of each practicum experience.
5. Observe school psychology candidate in diagnostic, consultation, counseling, and team settings.
6. Complete the practicum evaluation form (possibly at the midterm and) at the end of each semester the candidate spends under their supervision. This evaluation(s) should be shared and explained to the candidate, and when completed, submitted to the university supervisor to be filed in the candidate's record.
7. Ensure that the candidate is totally aware of and adheres to all established institutional rules and regulations as they apply to the overall job function of the school psychologist. Report all occurrences of non-compliance to the university supervisor immediately.
8. Check and verify the SCHOOL PSYCHOLOGY PRACTICUM LOG maintained by the candidate.

SCHOOL PSYCHOLOGY CANDIDATE RESPONSIBILITIES:

1. Become oriented to activities the first few days by means of observations, inquiries, and participation in various activities.
2. Comply with all institutional rules and regulations in a professional manner, such as:
 - a. Confidentiality
 - b. School Hours
 - c. Dress and grooming
 - d. Attendance and absence
 - e. Report writing formats and procedures
 - f. Special Education team protocol
3. Attend all scheduled practicum seminars/classes.
4. Complete practicum agreement for each practicum semester.
5. Maintain accurate records using the SCHOOL PSYCHOLOGY PRACTICUM LOG.

6. **Secure student education liability insurance (e.g., Forrest T. Jones and Company or American Professional Agency, Inc.). See [link](#) under the NASP website.**
7. Complete and submit all required documentation in a timely manner each semester.

Practicum in School Psychology I: Assessment and Counseling

The first semester, first year practicum is designed to support the candidate's training in the *School Assessment and Counseling in the Schools* courses. The practicum is an integrative experience where the candidate will blend theory and practical skills in serving children, their parents, and other professionals at the practicum site. This course is also designed to enhance the candidate's skills in presenting psychological information to professionals and laypersons alike.

In addition to the field experience, the candidates will be attending a weekly class to discuss their experiences and complete required activities as defined in the syllabus.

CANDIDATE ELIGIBILITY FOR PRACTICUM I

Candidates who are eligible to take Practicum 1 have successfully completed (B or better) the prerequisite courses (SPSY 501- Introduction to School Psychology; SPSY 507- School Assessment I, SPSY 610- School Assessment II, SPSY 505 Counseling in the Schools, SPSY 510- Psychology of Exceptional Children) and received faculty approval after a favorable evaluation.

RESPONSIBILITIES OF THE SITE SUPERVISOR

The site supervisor (a certified/licensed school psychologist/school- based psychologist) with at least two years of experience) is responsible for the candidate's work within the context of what is expected for the school and school district/township. The candidates will rely on the site supervisor with respect to issues (questions/concerns) regarding procedural or bureaucratic aspects of the school district/practicum site. Along with the site supervisor, the university supervisor or appropriately credentialed university designee will assist with supervision. The University supervisor or designee is responsible for contacting the site supervisor in the middle and the end of the semester regarding the candidate's progress. The site supervisor will be requested to complete a written evaluation of the candidate at the end of the semester.

SUGGESTED ACTIVITY:

Review the school system's guidelines for psychological services, special education policies, procedures and guidelines.

Each candidate should review a copy of the school psychology and special education handbooks or guidelines used at their practicum site. A survey is available for candidates to use to assist them in their review. Examine topics regarding pre-referral supports, parental rights, special education disabilities, qualifying examiners, diversity mandates, suspension of students, manifestation meetings, Individual Education Programs, use of tests, acceptance of outside evaluations, referrals from non-public schools, rights of advocates and attorneys, managing crises, etc. Candidates should consider interviewing school personnel to assist in responding to survey questions.

***REQUIREMENTS/ASSIGNMENTS:**

The candidate is expected to provide approximately 12-14 hours a week of service at the practicum site in addition to meeting weekly with their class. The candidate will engage in a variety of activities related to the assessment/evaluation and the counseling process. The candidate will be expected to shadow their supervisor and assist with a variety of activities which may include observing in a class, participating in a functional behavior assessment process, observing/participating on a problem-solving or special education team, sitting in on counseling sessions, etc. The candidate is expected to arrange regular*** weekly times (i.e., two days a week) for conducting work as assigned by the site-based supervising school psychologist.

*****At the discretion of the practicum course instructor, each candidate may be requested to participate in one community service activity/project related to the focused practicum area. This may require that the candidate miss one or two regularly scheduled school meetings at their practicum site for the semester. Details regarding the event will be outlined in class and communicated to field supervisors in a timely manner.**

***THE CANDIDATE IS EXPECTED TO FULFILL THE FOLLOWING REQUIREMENTS:**

Prior to completing the counseling and assessment activities, site supervisors are encouraged to provide opportunities for practicum candidates to observe individual, small group, or class counseling activities (if available) as well as review case files, read report samples, and administer and score tests.

I. Complete Survey with Supervisor

Candidates will meet with their designated supervisor at the beginning of the practicum and complete the following activities:

Discuss the basic requirements of the practicum (using syllabus/Practicum Guidelines)
Review and Discuss the Practicum I evaluation
Complete Practicum Agreement

Both parties will initial and sign survey list once survey activities have been discussed.

II. Observe IEP meetings

The candidate is expected to observe at least two Individual Education Program (IEP)/special education team meetings. One should be an initial /re-evaluation IEP meeting in which a student is referred for a special education assessment. The second IEP meeting to be observed is one where assessment/evaluation results are reported. The candidate will then be expected to write a comprehensive summary of each meeting for which criteria will be delineated in class.

III. Observe a testing session and provide a summary

Prior to completing a psychological evaluation, candidates are required to observe his/her supervisor (or any other designated certified school psychologist) in a testing session. The candidate is required to write a summary of their observation. This summary should include general thoughts about the testing session and a section that summarizes the testing behavior of the student. Details will be delineated in class.

IV. Conduct systematic classroom observation(s)

Candidates will conduct systematic classroom observations on a student. The type of observation system can be agreed upon between the candidate and site supervisor and/or university supervisor. It is recommended that a variety of methods be explored. Upon completion, the candidate will provide a written summary of the observation. The number of observations will be determined in class.

V. Applied Counseling Skill Session Tape and Reflection

Each candidate will make and submit (digitally or a hard copy) an audiotape of a **30- minute** demonstration of the candidate's counseling abilities with a school-aged child. This tape should demonstrate an integration of the counseling techniques and skills learned in SPSY 505. The taped session will be accompanied by a **2-3page reflection** to be completed by the candidate after a review of the tape summarizing skill strengths and skill needs. Note: Informed consent needs to be obtained for minor children. Additional details will be provided in class. *If, parental consent is rejected, the site supervisor (or appropriate designee) is requested to observe session and briefly*

provide a comment on counseling session (s). Candidate will still be required to complete the 2-3-page reflection paper.

VI. Complete (at least) one Comprehensive Special Education Evaluation

With the guidance of the site supervisor, candidates are to conduct and complete a comprehensive special education evaluation. It is expected that this evaluation may not occur until mid-semester after the site supervisor has provided several opportunities for the student to observe and administer small portions of other evaluations. This evaluation should comply with the policies and procedures set forth by the district. The evaluation should be comprehensive and include information on the following: reason for referral, review of records, a summary of developmental history or background information (from a parent and/or teacher interview), a summary of past and/or present interventions, an anecdotal and systematic classroom observation, a cognitive assessment and a summary from a social-emotional-behavioral inventory/checklist, assessment results and interpretation, summary and recommendations. Candidates are encouraged to rely primarily on the supervision of the site supervisor, but should use the practicum class as an opportunity to gain additional support. Turn in draft copies of the report to the university prior to submitting the report to your site supervisor when possible. *A final hard copy of the report with candidate and supervisor signatures will be submitted at the end of the semester and presented to the class.* (Note: All personally identifiable information on reports should be altered).

At the discretion of the university supervisor (in consultation with the site supervisor), the candidate may be asked to complete additional evaluations in Practicum II.

While school districts vary in the requirements for Psycho-educational/Psycho-social evaluations, it is imperative that the candidate receives exposure to a variety of assessment tools. Please ensure either through the required evaluation or other experiences, the school psychology candidate has practice/exposure collecting data (e.g., review of records, obtaining developmental history), interviewing (e.g., teacher interview), reviewing data from informal assessments (e.g., CBM, Benchmark Assessments) and formal assessments (e.g., high stakes assessments) and administering a checklist/inventory (e.g., behavioral checklists, social-emotional inventories, autism rating scales, adaptive behavior inventories).

V. Present the results of an evaluation (in class) at the end of the semester

At the end of the semester, the candidate will prepare and give a brief presentation on one of their cases. The evaluation should be comprehensive and include information on the following: *reason for referral, review of records, a summary of developmental history or background information (from a parent and/or teacher interview), a summary of past and/or present interventions, a classroom observation, a cognitive assessment, a social/emotional/behavioral screening, assessment results and interpretation, summary and recommendations.* The criteria for the presentation and handouts will be delineated in class.

VI. Maintain a practicum log

Keep a practicum activity (see attached) log that documents the date, time, and brief description of all activities associated with practicum. This includes class meetings, readings, assessment activities (including CBM benchmarking), and participation in meetings. Suggestion: use a calendar and the Excel file to keep track of hours and activities.

***Course requirements may be modified at the discretion of the instructor. Any changes should be noted in the most recent course syllabus.**

Practicum in School Psychology II: Consultation and Intervention

The second semester practicum is designed to support the candidate's learning in SPSY 503- School-Based Consultation and SPSY 701- Psychological and Educational Interventions. The practicum is an integrative experience where the candidate will blend theory and practical skills in serving children, their parents, and other professionals at the practicum site. This course is also designed to enhance the candidate's skills providing psychological services (e.g., academic intervention, consultation, intervention planning) in the school setting.

As the candidates begin to move into a more active role as a school psychologist, it is important that they reflect on and analyze their experiences. Our goal through self-reflection in this practicum is to learn how we can maintain a vision of high quality services and take steps to improve the quality of psychological and educational services for all students. Thus, in addition to discussion of specific practicum experiences for each student in class, there will be general discussions in other areas such as ethical protocol, sensitivity to diversity, and crisis management. Practicum will be an opportunity to discuss novel situations that are typically not covered in textbooks.

***PREREQUISITES**

In order to be eligible to sign up for Practicum II, School Psychology Candidates must have fulfilled the prerequisites noted in Practicum I in addition to the following requirements:

1. Successful completion of SPSY 503-School-Based Consultation
2. Successful completion or concurrent enrollment in SPSY 703-Cultural Proficiency in School Psychology, and
3. Successful completion or concurrent enrollment in SPSY 701-Psychological and Educational Interventions

In addition to the field experience, the candidates will be attending a weekly seminar class to discuss their experiences and other related matters.

*The program coordinator can grant exceptions for special circumstances.

RESPONSIBILITIES OF THE SITE SUPERVISOR

The site supervisor (a certified/licensed school psychologist/school-based psychologist) with at least two years of experience is responsible for the candidate's work within the context of what is expected for the school and school district/township. The candidates will rely on the site supervisor with respect to issues (questions/concerns) regarding procedural or bureaucratic aspects of the school district/practicum site. Along with the site supervisor, the university supervisor or appropriately credentialed university designee will assist with supervision. The University supervisor or designee is responsible for contacting the site supervisor in the middle and the end of the semester regarding the candidate's progress. The site supervisor will be requested to complete a written evaluation of the candidate at the end of the semester.

***REQUIREMENTS/ASSIGNMENTS:**

The candidate must be available to provide approximately 12-14 hours a week of service at the practicum site in addition to meeting weekly with their class. Under the direction and guidance of the site supervisor, the candidate will engage in activities mostly related to consultation and intervention. Activities may include attending problem-solving meetings, consulting with school personnel or parents, participating in functional behavioral assessment meetings, developing behavior intervention plans, designing and/or implementing an academic/behavioral intervention.

The site supervisor will assist the candidate with strategies for data collection and documentation of activities and results. The candidate is expected to arrange a regular*** weekly time (i.e., two days a week) for conducting work as assigned by the site-based supervising school psychologist. The candidate will be expected to shadow a school psychologist and assist with classroom observations, development of functional assessments, observe conferences, and assist in other ways that the school psychologist requests. Again, the candidate and the supervisor are expected to agree on a meeting schedule.

*****At the discretion of the practicum course instructor, each candidate may be requested to participate in one community service activity/project related to the focused practicum area. This may require that the candidate miss one or two regularly scheduled school meetings at their practicum site for the semester. Details regarding the event will be outlined in class and communicated to field supervisors in a timely manner.**

***THE CANDIDATE IS EXPECTED TO FULFILL THE FOLLOWING REQUIREMENTS:**

I. Describe your system's procedures for conducting an Functional Behavior Assessment (FBA) and review examples.

Each candidate will be expected to review and write about their school/system's process for conducting a FBA. Review information regarding policy and procedures, training practices, and completion of paperwork necessary to complete a FBA. Which individuals are responsible for participating and writing the FBA document? If you have an opportunity, review FBA documents, observe an FBA meeting and participate in some of the data collection activities. Summarize your findings in writing, attach sample (blank) forms and/or forms with identifying information removed.

II. Conduct a consultation activity involving an academic and behavioral concern (this activity will also be used as partial fulfillment in the SPSY 701 course)

Each candidate will participate in an academic and behavioral consultation activity. Candidates are encouraged to partner with their site supervisor on the case; however, they must be active participants in the process. The academic/behavior issue may be problem-solved at the individual, group, class or school-wide level; however, individual is preferred. Candidates will provide written documentation of the case. The documentation will include information on the consultation model/problem-solving method and steps used; dates and times of meetings [with consultee(s), parents, and/or client (s)]; sources of data reviewed and collected; baseline data used; description of the problem in observable/measurable terms; intervention activities proposed and/or implemented; and information on monitoring and integrity procedures proposed or implemented. A summary/graph of the baseline and beginning intervention data (if available) should be provided.

III. **Complete another special education evaluation (if recommended by the site or university supervisor)

With the guidance of the site supervisor, candidates are to conduct a complete Special Education initial or re-evaluation. This evaluation should comply with the policies and procedures set forth by the district. Candidates are encouraged to rely primarily on the supervision of the site supervisor,

but should use the practicum class as an opportunity to gain additional support. Turn in draft copies of the report to the university (when possible) prior to submitting the report to the site supervisor. A final hard copy of the report should be submitted at the end of the semester. The report should be signed by the candidate and site supervisor. The evaluation should be comprehensive and include information on the following: reason for referral, review of records, a summary of developmental history or background information (from a parent and/or teacher interview), a brief summary of past and/or present interventions, a classroom observation, a cognitive assessment, a social/emotional/behavioral assessment, assessment results, interpretation, summary and recommendations. *A final hard copy of the report with candidate and supervisor signatures will be submitted at the end of the semester.* (Note: All personally identifiable information on reports should be altered).

IV. Describe the school's Crisis Management Procedures

Describe the school or the school system's Crisis management procedures. Is there a Crisis management team? If so, identify the team members (i.e., by professional roles). How often do they meet? Describe the training that has been provided to team members, school staff, students and/or parents. Who provided the trainings? What topics have been addressed during trainings (e.g., how to set up a Crisis team; school responses in an emergency; children's response to trauma, suicide prevention; issues related to ethics or diversity)? Were any Crisis team members or school staff trained through programs such as PREPaRE or a statewide program? Lastly, summarize your school system's procedures for conducting risk assessments (if they do so). Information should be documented and presented in class. More details about this requirement will be discussed in class.

V. Maintain a practicum log

Keep a practicum activity log (see below) that documents the date, time, and brief description of all activities associated with practicum. This includes class meetings, readings, assessment activities (including CBM benchmarking), participation in meetings, school observations, shadow activities with school psychologist, and teacher interviews. Suggestion: Use a calendar and the Excel file to keep track of hours and activities.

*Course requirements may be modified at the discretion of the instructor. Any changes should be noted in the most recent course syllabus.

**** NOTE**** Depending on the circumstances, candidates may be required to complete an additional assessment during this practicum.



School Psychology Program
SPSY 607/608 Practicum in School Psychology I/II
PRACTICUM AGREEMENT
(To Be Completed Each Semester)

Start Date: _____ **Intended End Date:** _____

School Psychology Candidate _____ **ID #** _____

Address _____

Home Telephone _____ **Cell Phone** _____

Course Instructor: _____

Practicum Site Name: _____

Site Address _____

Site Supervisor _____

Please complete section:

Number of Years in Practice: _____

Check all that apply:

___ School Psychologist Certified/Licensed
DC/MD/VA

___ NCSP

___ Licensed Psychologist

___ Other School Certified or State Licensed

Professional: _____

Please Describe

DUTIES AND ACTIVITIES:

COMPETENCIES TO BE DEVELOPED:

Other Information or comments concerning the Practicum Experience:

APPROVALS:

School Psychology Candidate: _____
Date

Site Supervisor: _____
Date

Course Instructor: _____
Date

SCHOOL PSYCHOLOGY PRACTICA DOCUMENTATION LOG

Candidate: _____ ID No: _____

Course No: _____ School Year: 2019-2020

Name of Site and Address:

Site Supervisor and Phone Number: _____

Total:	Practicum Site Hours:	_____
Total:	Practicum Supervision Hours:	_____
Additional:	Workshop/In-service	_____
	Other (explain): *	_____

*Classroom meeting hours and Community Service Activity should be separated from this section and documented below.

Total Hours: _____

Candidate Signature: _____ Date: _____

Site Supervisor's Signature: _____ Date: _____

Total: Class Meeting Hours -----

Community Service Hours -----

Course Instructor Signature: _____ Date: _____

BOWIE STATE UNIVERSITY: PRACTICUM LOG DOCUMENTATION FORM

Sheet # _____ (Copy as needed)

Name of Candidate: _____

School Year: _____

Activity Code	AT: Assessment Prep./Testing (school staff, parent, other) INT. Intervention Activity Supervision T: Team/School meeting CC: Counseling and prep. CS: Consultation and prep. IEP: IEP meeting I: Interview n O: Observation RR: Record Reviews RW: Report Prep./Scoring S: W: Workshop/In-service/Training OTH: Other (pls. describe)		
Date	Identify Site (e.g., school site/in-service, etc.)	Daily Time: Supervision Daily Total	List Activity Code(s) Describe Activity(ies)
		Supervision time: _____ Total time: _____	
		Supervision time: _____ Total time: _____	
		Supervision time: _____ Total time: _____	
		Supervision time: _____ Total time: _____	
		Supervision time: _____ Total time: _____	
Total Practicum On-Site Hours _____		Total Practicum On-site Supervision Hours _____	
Class Meeting Hours _____			

**SPSY 607 Practicum I Evaluation
Assessment and Counseling
Fall 2019**

Candidate: _____ Site: _____

Semester/Year: _____ Site Supervisor: _____

University Course Supervisor: _____

Directions:

The ratings provided on this form are intended to guide the candidate and the school psychology program in evaluating the candidate's progress and readiness for future supervised practice in a 1200 clock hour internship. Portions of this instrument are meant to be used to evaluate growth (e.g., School Psychology Practice and Professional Growth); so, it is expected that ratings in the fall may be lower than those in the spring in some areas.

Please use the rating scale below to evaluate the candidate on each of the dimensions. Please pay particular attention to the area of focus for the fall practicum which is identified in Section II: (A) Assessment: Evaluation and Diagnostic Skills; and (B) Counseling. Even though the fall Practicum I experience primarily addresses the assessment and counseling processes, it is understood that the candidate will have other experiences as well. **Hence, feel free to comment on other activities in which the candidate engaged in the "Additional Activities" section on the last page. Thank you for your support!** *If there are any questions or comments, please contact the university supervisors listed below:*

University Supervisors

	Name	Phone	Email
Practicum I	Dr. Kimberly Daniel	301-860-3169	kdaniel@bowiestate.edu
Practicum II	Dr. Jennifer West	301-860-3235	jwest@bowiestate.edu

***Rating Scale:**

- N/A** **Not applicable.** Candidate was not observed practicing this skill. /Skill may not be appropriate for practice in this setting./Student had no opportunity to use skill.
- 1** **Unsatisfactory.** Candidate's performance reflects lack of critical knowledge and skill. No further skill application in this area is recommended until consultation with the university and field supervisor occurs and a comprehensive plan of supervision and feedback is developed to address the issue.
- 2** **Developing.** Candidate's skills are developing in this area. Plans should be made to assure student has continued supervised practice and feedback in this area.
- 3** **Acceptable.** Candidate's skills in this area reflect sufficient growth in this setting with appropriate supervision and feedback. Quality of work is considered satisfactory.
- 4** **Competent.** Candidate's skills in this area are very well developed. Candidate practices independently with minimal supervision and feedback.

Section I.

A. Professional Conduct -Standard 8-Element 2; Standard 9					
1. Demonstrates excellent interpersonal and social skills	1	2	3	4	N/A
2. Punctual (to work, appointments and/or meetings)	1	2	3	4	N/A
3. Presents a professional appearance	1	2	3	4	N/A
4. Follows through with tasks and responsibilities in a prompt, well-organized manner	1	2	3	4	N/A
5. Displays initiative and resourcefulness	1	2	3	4	N/A
6. Demonstrates resiliency during stressful situations	1	2	3	4	N/A
7. Adapts successfully to changes	1	2	3	4	N/A
8. Demonstrates consideration for diversity and/or social justice issues when developing assessment protocols and /or designing counseling activities	1	2	3	4	N/A
9. Manages time efficiently	1	2	3	4	N/A
COMMENTS:					
B. School Psychology Practice -Standard 8-Element 2; Standard 9					
1. Demonstrates a desire to help children and families	1	2	3	4	N/A
2. Practices according to ethical, professional, and legal standards	1	2	3	4	N/A
3. Understands and adheres to standard operational procedures	1	2	3	4	N/A
4. Demonstrates knowledge of general education, special education, and other educational and related services	1	2	3	4	N/A
5. Participates in a school-wide prevention/ intervention team or activity.	1	2	3	4	N/A
6. Demonstrates an understanding of public policy as it relates to services to children and families (e.g., IDEA, NCLB, FERPA, Section 504, ESSA)	1	2	3	4	N/A
Comments					
C. Family-School Collaboration-Standard 6; Standard 9 (discuss activities with supervisor)					
1. Demonstrates evidence in considering a parent's perspective when engaging in assessment and counseling activities.	1	2	3	4	N/A
2. Engages in activities that promote home-school collaboration (e.g., provides handouts and materials; participates in information sessions/workshops; establishes an ongoing communication schedule with parents regarding student progress, etc.)	1	2	3	4	N/A
3. Is sensitive to family issues regarding culture and diversity	1	2	3	4	N/A
4. Is knowledgeable about community resources to assist children and families	1	2	3	4	N/A
COMMENTS:					

D. Supervision and Professional Growth-Standard 8-Element 2					
1. Demonstrates an awareness of competency level and does not accept responsibilities beyond this level	1	2	3	4	N/A
2. Incorporates constructive criticism into daily practices and routines	1	2	3	4	N/A
3. Keeps supervisor informed of unusual events and activities, as well as routine matters	1	2	3	4	N/A
4. Actively seeks assistance from supervisor when needed	1	2	3	4	N/A
5. Works independently without supervision, when possible	1	2	3	4	N/A
6. Participates in professional development activities such as special training sessions, seminars, workshops, and/or staff conferences within agency	1	2	3	4	N/A
COMMENTS:					

Section II.

E. Evaluation and Diagnostic Skills -Standard 2; Standard 9					
1. Demonstrates adequate listening skills at team meetings	1	2	3	4	N/A
2. Collects information from a variety of data sources (e.g., behavioral observations, review of records, parent/teacher interview; CBA's, CBM's, non-traditional assessments)	1	2	3	4	N/A
3. Properly selects appropriate diagnostic instruments	1	2	3	4	N/A
4. Establishes rapport with students	1	2	3	4	N/A
5. Administers assessments according to standardized procedures (or documents exceptions for special cases)	1	2	3	4	N/A
6. Scores assessments according to standardized procedures (or notes exceptions)	1	2	3	4	N/A
7. Includes confidence intervals and percentile ranks (for global scores) when possible	1	2	3	4	N/A
8. Integrates, interprets and conceptualizes all data sources in a meaningful way	1	2	3	4	N/A
9. Makes recommendations based on data and referral question	1	2	3	4	N/A
10. Demonstrates an ability to conceptualize and outline an approach to managing an evaluation request	1	2	3	4	N/A
11. Effectively communicates assessment results orally	1	2	3	4	N/A
12. Written reports contain major components (e.g., Reason for Referral, Review/Background Information, Validity Statement, List of Assessment Procedures, Observations, Assessment Results, Summary/Conclusions, Recommendations)	1	2	3	4	N/A
13. Effectively communicates assessment results in writing	1	2	3	4	N/A
14. Demonstrates knowledge of legal and ethical issues relevant to conducting assessments and evaluating students	1	2	3	4	N/A
15. Demonstrates a sensitivity to working with individuals and families	1	2	3	4	N/A

from diverse backgrounds with respect to data collection, assessment and evaluation	
COMMENTS:	
F. Counseling -Standard 4-Element 2; Standard 9	
1. Demonstrates ability to establish rapport with client	1 2 3 4 N/A
2. Conducts problem identification interview(s) and communicates findings verbally and in writing	1 2 3 4 N/A
3. Defines counseling goals and objectives based on information collected from interview and other data sources and develops a treatment plan aligned with those goals and objectives.	1 2 3 4 N/A
4. Effectively provides counseling services to individual student or group	1 2 3 4 N/A
5. Effectively uses progress notes to document counseling sessions	1 2 3 4 N/A
6. Demonstrates knowledge of legal and ethical issues relevant to counseling situations, settings, and clients	1 2 3 4 N/A
7. Uses empirically supported counseling strategies that are aligned with the identified concern and are sensitive to diverse student populations	1 2 3 4 N/A
COMMENTS:	
Additional Activities	
Please comment on additional activities in which the candidate engaged during this practicum experience (e.g., assessment/evaluation; trainings; PBIS; etc.).	

Signature of On-site Supervisor, Date

*Signature of Candidate, Date

Candidate's Comments:

Signature of University Supervisor

Date

* Indicates that the evaluation has been discussed with the student. It does not indicate student agreement.

**SPSY 608 Practicum II Evaluation
Consultation and Intervention
Spring 2020**

Candidate: _____ Site: _____

Semester/Year: _____ Site Supervisor: _____

University Course Supervisor: _____

The ratings provided on this form are intended to guide the candidate and the school psychology program in evaluating the candidate's progress and readiness for future supervised practice in a 1200 clock hour internship. Portions of this instrument were meant to evaluate growth in selected areas (e.g., School Psychology Practice and Professional Growth); hence, ratings in the spring may be higher, in some areas, than those in the fall.

Please use the rating scale below to evaluate the candidate on each of the dimensions. Please pay particular attention to the area of focus for the spring practicum which is identified in Section II: (A) Collaboration, Problem Solving, and Consultation; and (B) Intervention Development and Design. Even though the fall Practicum I experience primarily addresses the assessment and counseling processes, it is understood that the candidate will have other experiences as well. **Hence, feel free to comment on other activities in which the candidate engaged in the "Additional Activities" section on the last page. Thank you for your support!** *If there are any questions or comments, please contact the university supervisors listed below:*

University Supervisors

	Name	Phone	Email
Practicum I	Dr. Kimberly Daniel	301-860-3169	kdaniel@bowiestate.edu
Practicum II	Dr. Jennifer West	301-860-3235	jwest@bowiestate.edu

*Rating Scale:

- N/A** **Not applicable.** Candidate was not observed practicing this skill. /Skill may not be appropriate for practice in this setting./Student had no opportunity to use skill.
- 1** **Unsatisfactory.** Candidate's performance reflects lack of critical knowledge and skill. No further skill application in this area is recommended until consultation with the university and field supervisor occurs and a comprehensive plan of supervision and feedback is developed to address the issue.
- 2** **Developing.** Candidate's skills are developing in this area. Plans should be made to assure student has continued supervised practice and feedback in this area.
- 3** **Acceptable.** Candidate's skills in this area reflect sufficient growth in this setting with appropriate supervision and feedback. Quality of work is considered satisfactory.
- 4** **Competent.** Candidate's skills in this area are very well developed. Candidate practices independently with minimal supervision and feedback.

Section I.

A. Professional Conduct-Standard 8-Element 2; Standard 9					
1. Demonstrates excellent interpersonal and social skills	1	2	3	4	N/A
2. Punctual (to work, appointments and/or meetings)	1	2	3	4	N/A
3. Presents a professional appearance	1	2	3	4	N/A
4. Follows through with tasks and responsibilities in a prompt, well-organized manner	1	2	3	4	N/A
5. Displays initiative and resourcefulness	1	2	3	4	N/A
6. Demonstrates resiliency during stressful situations	1	2	3	4	N/A
7. Adapts successfully to changes	1	2	3	4	N/A
8. Demonstrates consideration for diversity and/or social justice issues when designing consultation and/or intervention activities	1	2	3	4	N/A
9. Manages time efficiently	1	2	3	4	N/A
COMMENTS:					
B. School Psychology Practice-Standard 8-Element 2; Standard 9					
1. Demonstrates a desire to help children and families	1	2	3	4	N/A
2. Practices according to ethical, professional, and legal standards	1	2	3	4	N/A
3. Understands and adheres to standard operational procedures	1	2	3	4	N/A
4. Demonstrates knowledge of general education, special education, and other educational and related services	1	2	3	4	N/A
5. Participates in a school-wide prevention/ intervention team or activity.	1	2	3	4	N/A
6. Demonstrates an understanding of public policy as it relates to services to children and families (e.g., IDEA, NCLB, FERPA, Section 504, ESSA)	1	2	3	4	N/A
Comments:					
C. Family School Collaboration-Standard 6; Standard 9 (discuss activities with supervisor)					
1. Demonstrates evidence in considering a parent's perspective when engaging in problem-solving activities	1	2	3	4	N/A
2. Engages in activities that promote home-school collaboration (e.g., provides handouts and materials; participates in information sessions/workshops; establishes an ongoing communication schedule with parents regarding student progress, etc.)	1	2	3	4	N/A
3. Is sensitive to family issues regarding culture and diversity	1	2	3	4	N/A
4. Is knowledgeable about community resources to assist children and families	1	2	3	4	N/A
COMMENTS:					

D. Supervision and Professional Growth -Standard 8-Element 2; Standard 9					
1. Demonstrates an awareness of competency level and does not accept responsibilities beyond this level	1	2	3	4	N/A
2. Incorporates constructive criticism into daily practices and routines	1	2	3	4	N/A
3. Keeps supervisor informed of unusual events and activities, as well as routine matters	1	2	3	4	N/A
4. Actively seeks assistance from supervisor when needed	1	2	3	4	N/A
5. Works independently without supervision, when possible	1	2	3	4	N/A
6. Participates in professional development activities such as special training sessions, seminars, workshops, and/or staff conferences within agency	1	2	3	4	N/A
COMMENTS:					

Section II.

E. Collaboration, Problem Solving, and Consultation Skills -Standard 2, Standard 3, Standard 9					
1. Demonstrates effective communication and listening skills	1	2	3	4	N/A
2. Solicits consent at the beginning of the consultation process	1	2	3	4	N/A
3. Uses a variety of data sources to assist in the analysis of identified academic or behavioral concerns.	1	2	3	4	N/A
4. Documents use of data sources utilized during consultation process.	1	2	3	4	N/A
5. Successfully uses consultation model on a problem with an academic concern	1	2	3	4	N/A
6. Successfully uses consultation model on a problem with a behavioral concern.	1	2	3	4	N/A
7. Summarizes consultation procedures in writing.	1	2	3	4	N/A
8. Assists with consultation during FBA (functional behavioral assessment) and BIP (behavioral intervention planning) meetings.	1	2	3	4	N/A
9. Demonstrates sensitivity towards working with school personnel, families and students from diverse backgrounds with respect to consultation.	1	2	3	4	N/A
COMMENTS:					
F. Intervention Development and Design Standard 4-Elem. 1 and 2; Stan. 6; Stan. 9					
1. Collaborates with other school personnel, families and community agencies when needed to design interventions for a wide range of academic/behavioral problems as they manifest in the classroom/school environment	1	2	3	4	N/A

2. Develops intervention goals and objectives that link directly to the results of interview information, data collection and/or review and assessments (formal/informal)	1	2	3	4	N/A
3. Seeks out knowledge of empirically supported academic interventions.	1	2	3	4	N/A
4. Seeks out knowledge of empirically supported social/emotional/behavioral interventions.	1	2	3	4	N/A
5. Designs, implements, and evaluates empirically supported interventions for identified concern(s),	1	2	3	4	N/A
COMMENTS:					
Additional Activities					
Please comment on additional activities in which the candidate engaged during this practicum experience. (e.g., assessment/evaluation; trainings; PBIS; etc.)					

Signature of On-site Supervisor, Date
Candidate's Comments:

*Signature of Candidate, Date

Signature of University Supervisor

Date

* Indicates that the evaluation has been discussed with the student. It does not indicate student agreement.



Dear Parent,

I am a graduate student in the School Psychology program at Bowie State University. Currently, I am enrolled in a class entitled “Practicum I in Assessment and Counseling”. This course provides me with the opportunity to practice various skills under the supervision of a certified and experienced school-based school psychologist or their designee (e.g., certified school counselor). One of the requirements of this course is that I submit an audiotape of a counseling session with a student.

I would like to ask your permission to complete an audio recording so that I can continue to practice my counseling skills. This tape will be shared with the course professor, Dr. Kimberly Daniel, so that she can give me feedback on my skills. The session should last between 20 and 30 minutes and the recording should not interfere with the practice session.

While you must provide written consent for the session, your child also must verbally agree to participate in the session. The session will be terminated if your child indicates that s/he no longer wants to participate. Also, be assured that what is shared in the session will only be shared with my school and university supervisor. In addition, if your child discusses anything about harming themselves, harming someone else, any type of abuse, or other topics that may be concerning, you and school personnel will be contacted. I will explain this to your child during the session.

Recordings will be destroyed at the end of the course unless I have additional written permission from you.

If you have any additional questions please do not hesitate to contact my school supervisor, _____ or my University supervisor and course instructor Dr. Kimberly M. Daniel at kdaniel@bowiestate.edu.

Thank you,

(Your name here)

You have permission to audiotape my child.

Yes/No*

Child’s Name

Parent’s Signature

Date _____

**Note: If parental consent is rejected, the site supervisor (or appropriate designee) is requested to observe session and briefly provide comment on counseling session (s).*

BOWIE STATE UNIVERSITY
MA/CAS SCHOOL PSYCHOLOGY PROGRAM COURSE SEQUENCE

Fall	Mid-Winter	Spring	Summer
Year One Candidates			
SPSY 501* Intro to School Psychology & LAB SPSY 507* School Assessment I SPSY 509* Research Methods and Statistics [EDUC 507* Advanced Developmental Psychology]	[Option to take EDUC, PSYC, or Elective if offered.]	SPSY 510* Psychology of Exceptional Children SPSY 508/610* School Assessment II SPSY 503* School-Based Consultation SPSY 505*Counseling Children in a School Setting	SPSY 601 Human Learning
Year Two Candidates			
SPSY 702 Seminar in Ethics and Professional Issues in School Psychology SPSY 504* Psychopathology of Childhood SPSY 607** Practicum I [EDUC 513 /ESAS 713 Curriculum Change and Instructional Methods or SPED 520 Instructional Methods and Curriculum Planning]	[Option to take EDUC, PSYC, or Elective if offered.]	*** SPSY 703 Cultural Proficiency in School Psychology SPSY 701 Psychological and Educational Interventions [PSYC 739 Dynamics of Group Behavior] SPSY 608** Practicum II	[Elective]
Year Three Candidates			
SPSY 805 Internship and SPSY 807 Internship			-Final Intern Meeting and Presentations -Complete paperwork for CAS through the university.

1. RESIDENCY REQUIREMENT:

Candidates are required to spend at least one continuous year (fall and spring semester) of full time work in the program (which does not include the internship year). Full time is defined as completing nine credit hours per semester. Candidates are encouraged to matriculate full time throughout the program. Seek advisement from a faculty member every semester.

2. “*” “***” identifies the courses needed to complete Master of Arts (MA) degree. Practicum I or II can be used for the masters’ degree.

3. School Psychology candidates are expected to apply for advancement to candidacy between 12-18 semester hours of completed coursework. Candidates must have a 3.25 GPA in the first 18 hours to advance. Please seek advisement.

4. School Psychology Candidates are expected to complete at least two days a week (aprox.12-14 hours/week) in Practicum I and II.

5. “***” Most candidates will be expected to take the comprehensive exam during the second semester of the second year.

6. Candidates will be expected to retake a school psychology (SPSY) course if they obtain a grade of C or below for that course.

7. All Master’s degree candidates must re-apply for admission to the CAS program.

8. CAS is obtained upon successful completion of the MA, the other courses listed above, a 1200 clock hour internship, and passing the School Psychology Praxis Exam.

9. Courses in [brackets] are often taught more than once a year.